



KING EDWARD VI NORTHFIELD SCHOOL FOR GIRLS

Educational excellence for our City

Anyone can accomplish anything and rise to the challenge as long as they are willing to work with others, to let go of the personal agenda, to reach a higher goal, and to do what is right for the common good. – Julie Payette

King Edward VI Northfield School for Girls – Year 7 Curriculum

Topic tracker

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	Sequences / Algebraic notation / Equality and equivalence	Place value and ordering / Fractions, decimals and percentages	Addition and subtraction / Multiplication and division / Fractions and percentages of amounts	Directed number / Adding and subtracting fractions	Constructing and measuring / Geometric reasoning	Sets and probability / Primes and proof / Number sense
English	Autobiography	Victorian novel: 'A Christmas Carol'	Poetry: Form and technique	Novel study: 'A Monster Calls'	Greek Mythology	Shakespeare and the supernatural
Science	Lab skills 1 / Skeleton and cells	Particle model / Energy and electricity	Genetics and Reactions	Waves	Ecosystems and Separation techniques	Forces and Circuits
Art	What is Art? (Transition) / Imaginary Animal	Imaginary Animal	Green Man	Green Man	Architecture	Architecture
Computer Science	E-Safety / Teams / Word / Email	Game design in Kodu	Impact of Technology	Emerging Technologies	Animation	Introduction to coding using Python Turtle
Drama	Who Am I? Key drama skills	'A Christmas Carol' Character study	Performing poetry	'A Monster Calls' Performance skills	Greek Theatre	Staging Shakespeare
Food	Personal and Kitchen Hygiene/ Equipment/ The Eatwell Guide/ Healthy Breakfast/ Food Provenance/ Seasonality/ Sensory/Nutrients	Enzymic Browning/ Individual Needs/ Fibre and Water/ Food allergies and Intolerances/ Sugar in foods/ Careers/ Food Styling	Personal and Kitchen Hygiene/ Equipment/ The Eatwell Guide/ Healthy Breakfast/ Food Provenance/ Seasonality/ Sensory/Nutrients	Enzymic Browning/ Individual Needs/ Fibre and Water/ Food allergies and Intolerances/ Sugar in foods/ Careers/ Food Styling	Personal and Kitchen Hygiene/ Equipment/ The Eatwell Guide/ Healthy Breakfast/ Food Provenance/ Seasonality/ Sensory/Nutrients	Enzymic Browning/ Individual Needs/ Fibre and Water/ Food allergies and Intolerances/ Sugar in foods/ Careers/ Food Styling
French	C'est parti! Greetings & basics	Tout sur moi! Introducing self	Ma famille My family	Mon monde Where I come from	Ma vie d'ado My likes and dislikes	C'est ma passion Hobbies
Geography	The Geography of NSG and beyond	Tectonic processes	Weather & Climate	Ecosystems	Environmental Issues	The Geography of crime

Graphic Design	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term
History	Who moved to the British Isles in the Middle Ages?	What was life like in the Middle ages?	What was life like in the Middle Ages	What problems did Medieval Kings face?	What impact did the Tudors have on the people of England?	What impact did the Stuarts have on the people of England?
Music	Singing	Graphic Scores & Composition	African Drumming & Rhythmic notation	Keyboard Skills & Treble clef notation	Melodic composition	Ukulele & Ensemble performance
PE	Head: Knowledge of warming up Hand: Fundamental skills of outwitting an opponent Heart: Teamwork	Head: Knowledge of warming up, First Aid Hand: Fitness/OAA Heart: Communication	Head: Knowledge of key gymnastic vocabulary Hand: Gymnastics Heart: Confidence	Head: Knowledge of key dance vocabulary Hand: Dance Heart: Confidence	Head: Rules and regulations of Netball Hand: Netball Heart: Resilience	Head: Rules and regulations of Athletics Hand: Athletics Heart: Effort
PSHE	Social skills	Coping with change	Bullying and identity	Everyday dilemmas	Improving my local community	Looking to the future
RE	Introduction to Religious Education and origins of Judaism	Judaism – beliefs and practices	Christianity – origins and beliefs	Christianity – What does it mean to be a Christian?	Hinduism – origins and key beliefs	Hinduism – how is it practised today?
Textiles	What is textiles? Fibres & Fabrics Health & safety	Research & designing Making a final functioning product safely using learnt skills	What is textiles? Fibres & Fabrics Health & safety	Research & designing Making a final functioning product safely using learnt skills	What is textiles? Fibres & Fabrics Health & safety	Research & designing Making a final functioning product safely using learnt skills

Maths

‘Nature is written in mathematical language’ Galileo Galilei

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Sequences:</p> <p>Describe and continue sequences in diagram and number forms, and compare numerical and graphical sequences</p> <p>Algebraic notation:</p> <p>Use and understand function machines, algebraic notation and inverse operations</p> <p>Form and substitute into expressions, including to generate sequences</p> <p>Represent functions graphically</p> <p>Equality and equivalence:</p>	<p>Place value and ordering:</p> <p>Recognise and use place value for integers and decimals</p> <p>Round numbers</p> <p>Compare and order numbers, and use an ordered list to calculate range and median</p> <p>Work out intervals and use number lines</p> <p>Fractions, decimals and percentages:</p> <p>Converting between fractions, decimals and percentages</p>	<p>Addition and subtraction:</p> <p>Add with integers and decimals and solve problems involving perimeter, money, bar/line charts and frequency trees/tables</p> <p>Multiplication and division:</p> <p>Multiply and divide by powers of 10 and convert metric units</p> <p>Use mental and formal written methods of multiplication and division</p> <p>Calculate area, HCF, LCM, mean, as well as simple fractions and</p>	<p>Directed number:</p> <p>Order directed numbers, in real-life and abstract situations</p> <p>Use +, -, x and ÷ with directed number and revisit order of operations</p> <p>Use a calculator and solve two-step equations with directed number</p> <p>Adding and subtracting fractions:</p> <p>Represent fractions on diagrams and number lines</p> <p>Add and subtract fractions with the same</p>	<p>Constructing and measuring:</p> <p>Draw and measure lines and angles, and construct triangles</p> <p>Recognise types of angles, triangles, quadrilaterals and other polygons</p> <p>Identify and draw parallel and perpendicular lines</p> <p>Understand notation for lines and angles</p> <p>Draw pie charts</p> <p>Geometric reasoning:</p> <p>Calculate and use angles at a point, angles on a straight line and</p>	<p>Sets and probability:</p> <p>Draw and interpret Venn diagrams and use set notation</p> <p>Calculate the probability of a single event and use the sum of probabilities to calculate missing values</p> <p>Understand and use the language of probability</p> <p>Primes and proof:</p> <p>Powers and roots; prime, square and triangle numbers; product of primes</p> <p>Conjectures and counterexamples</p> <p>Number sense:</p>

	<p>Understand equality, fact families and the equivalence of algebraic expressions</p> <p>Form and solve one-step equations</p> <p>Collect like terms</p>	<p>Represent tenths and hundredths on diagrams and number lines</p> <p>Equivalent fractions</p>	<p>percentages of an amount</p> <p>Use the order of operations</p> <p>Fractions and percentages of amounts:</p> <p>Find a fraction of an amount and use a given fraction to find the whole</p> <p>Find a percentage of an amount with and without a calculator</p>	<p>and different denominators</p> <p>Add and subtract fractions and decimals</p> <p>Convert mixed numbers and improper fractions</p>	<p>vertically opposite angles</p> <p>Calculate missing angles in triangles and quadrilaterals</p>	<p>Mental arithmetic strategies and estimation</p> <p>Use known facts to derive other facts and evaluate expressions</p>
Assessments and End Points	Low stakes assessment after each unit of work	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>	Low stakes assessment after each unit of work	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>	Low stakes assessment after each unit of work	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>
Important literacy and numeracy developed	<p>We will revisit the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas.</p> <p>We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.</p>					
Wider skills and enrichment	<p>Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically.</p> <p>We lead an engaging maths club where pupils explore mathematical puzzles and games, as well as a 'Dragons and Dungeons' club which pupils really enjoy. Pupils can take part in the Junior and Intermediate UKMT Maths Challenge from years 7-10.</p>					
How you can help your child at home	<p>Ensure they complete all independent study and encourage them to use online support including Mathswatch where pupils have an individual login and password. We also encourage pupils to use the websites Corbettmaths, Mathsgenie, Oak National Academy and BBC Bitesize.</p>					

English

“There is no greater agony than bearing an untold story inside you”.
 - Maya Angelou, from *I Know Why the Caged Bird Sings*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Autobiography: Reading extracts & Writing</p> <p><i>Text extracts studied:</i> Extracts from ‘Boy’ Extracts from ‘I am Malala’ by Malala Yousafzi Extracts from ‘I know why the Caged Bird Sings’ by Maya Angelou</p> <p>Pupils will study a range of autobiographical texts to grasp the conventions of autobiography writing. This will prepare students for their assessment as they draw on their own personal experiences to write a section of their own autobiography.</p>	<p>Victorian Novel: ‘A Christmas Carol’ by Charles Dickens</p> <p><i>Abridged text studied:</i> ‘A Christmas Carol’ by Charles Dickens</p> <p>Pupils will read an abridged version of the novella and study narrative form and technique, character creation as well as aspects of context. Pupils will look at the context of the Victorian Era and how contemporary social issues informed Dickens writing.</p> <p>This unit allows pupils to make connections between texts and their contexts and to explore how authors are</p>	<p>Poetry: Introduction to poetic form & technique</p> <p><i>Poems studied:</i> ‘A Red, Red Rose’ by Robert Burns Clown Punk - Simon Armitage Mama Wata - Grace Nichols Blessing - Imtiaz Dhaker</p> <p>Pupils will study a range of poetry with a focus on poetic form and technique. Pupils will explore poets’ messages or intentions, consider poets choice of methods and effects.</p> <p>Pupils will identify and use more complex poetic devices and explore elements of</p>	<p>Novel study: ‘A Monster Calls’ by Patrick Ness</p> <p><i>Full text studied:</i> ‘A Monster Calls’ by Patrick Ness</p> <p>Pupils will read a full novel exploring narrative form and technique. Understanding plot, character, theme and choices writers make. Making inferences Develop analytical skills considering language and structural choices</p> <p>This unit and text deal with grief, mental health and resilience and shows different wellbeing techniques. This unit exposes pupils to complex topics such</p>	<p>Ancient Mythology: Greek myths</p> <p><i>Text extracts studied:</i></p> <ul style="list-style-type: none"> • Greek creation myth • Zeus and Kronos • Prometheus • The Underworld: Hades, Demeter and Persephone • Midas • Sisyphus • Tantalus • Narcissus and Echo <p>This unit uses extracts and whole texts from myths (primarily Greek myth) to gain knowledge of common myths and legends which may be alluded to in texts studied across the curriculum.</p>	<p>Shakespeare and the supernatural</p> <p><i>Text extracts from Shakespeare plays studied:</i> ‘Macbeth’ (Witches & ghosts) ‘A Midsummer Night’s Dream’ (Fairies) ‘Hamlet’ (Ghosts)</p> <p>This unit introduces pupils to Shakespeare and Shakespearean context. This further develops the pupils knowledge of the relationships between texts and their contexts. Using Shakespearean texts as stimulus we explore aspects of the supernatural with witches, ghosts and fairies being a central focus.</p>

	During this unit pupils will work on: embedding AR habits, identifying information and making inferences, writing with technical accuracy, developing vocabulary and choosing language for effect.	influenced by society and in turn influence society themselves.	poetic form and structure. This unit will allow pupils to write extended responses to poems using key subject terminology.	as euthanasia and parenthood and allows for debates and development of oracy skills.	This unit allows pupils to develop narrative writing skills. Creating engaging texts. Drafting and revising texts to inform their final written assessment which is to create their own version of a myth in order to showcase their knowledge of mythological conventions.	Students are also introduced to journalistic writing through writing about a supernatural event in school.
Assessments and End Points	Autumn term (Knowledge and skills assessments) Knowledge Assessment: Retrieval questions on both autobiographical extracts and A Christmas Carol. Skills Assessment: <u>Writing:</u> Autobiographical writing task		Spring term (Knowledge and skills assessments) Knowledge Assessment: Retrieval questions on poems studied, poetic form and technique and 'A Monster Calls', narrative form and technique Skills Assessment: <u>Reading:</u> How are poetic techniques used to express / create meaning? Extended response.		Summer term (Knowledge and skills assessments) Knowledge Assessment: Retrieval questions on Greek myths studied, narrative form and technique Skills Assessment: <u>Writing:</u> Creative writing: write your own myth drawing on mythological conventions.	
Important literacy and numeracy developed	<p>Reading: Extended guided reading of full texts in three of six terms; Close analytical reading, focusing on word and sentence level understanding; Inference, analysis and comparison skills are embedded in the year 7 English curriculum.</p> <p>Writing: Extended writing, including planning, drafting and editing; Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar; Developing appreciation of genre features of different writing styles, such as autobiographical writing.</p> <p>Oracy: Each year 7 unit features distinct opportunities to explore texts and themes through talk. Several units of English in year 7 have explicit focus on the use of spoken language, such as Summer term focus on drama – mythology and ancient Greek theatre as well as Shakespeare.</p> <p>Numeracy: Several units of English in year 7 include discrete numeracy knowledge, such as the Autumn term study of 'A Christmas Carol' which features accounting and finance as a key plot point. The focus on contexts of particular novels and or authors also allows exploration of numerical data to inform understanding of texts / authors.</p>					
Wider skills and enrichment	<p>Careers awareness is addressed in year 7 through links to journalistic writing and exploration of the role of the author across several texts.</p> <p>Links to the wider curriculum are inherently present in our studying of historic contexts of texts. Looking at the effects of the industrial revolution on society and growth of capitalism ties in with the history curriculum as does our exploration of 16th century society and the social conventions in our exploration of Shakespeare. The full novel study of A Monster Calls also deals with themes of grief, illness and parenting and subsequently mental health and wellbeing strategies which ties into our PSHE curriculum.</p>					

	<p>Enrichment opportunities include encouragement to participate in NSG News Club (our school newspaper), Drama club or either of our library-based reading clubs: Kindle Classics club or Accelerated Reader club</p>
<p>How you can help your child at home</p>	<p>Encourage your child to read independently and use Accelerated Reader to play quizzes on the books they read. We expect all pupils to read independently for around 20 minutes every day; this may equate to a certain number of pages, as directed by your child's teacher. https://ukhosted42.renlearn.co.uk/2232891/</p> <p>Support your child in completing English homework tasks set via EPraise. Additional, independent tasks which support your child's understanding of the English curriculum will be set via EPraise. https://www.epraise.co.uk/index.php?school=kingedward</p>

Science

“Science is fun. Science is curiosity. We all have natural curiosity. Science is a process of investigating. Its posing questions and coming up with a method. Its delving in.” Sally Ride

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge (Topic order within each term)	Lab skills 1 – an introduction to safe and accurate lab work Skeleton and Cells – Plant and animal cells, microscopy, skeleton and muscles	Particle Model – solids, liquids and gases, diffusion, change of state and separation techniques. Energy and electricity – energy stores and transfers, including electricity bills	Genetics – variation, human reproduction and development of a foetus Reactions – Reactions of metals, acids and alkalis	Waves – Sound and hearing, light and seeing	Ecosystems – Food chains and webs, ecosystems and flowering plants Separation Techniques – sieving, filtration, solutions, distillation and chromatography.	Forces – Describing forces, distance-time graphs and gravity. Circuits – series and parallel circuits, and static electricity.
Assessments and End Points	AP1 - Recall test on lab techniques and safety (Autumn report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP2 – Mixed response questions on all previous topics (Spring report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP3 – Mixed response questions on all previous topics (Summer report) Recall test (20 questions after each topic)
Important literacy and numeracy developed	Pupils will take part in class reading during most lessons to support their development of understanding of scientific texts. A wide range of scientific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of standard calculations, reading tables and graphs and also use of three-part equations. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils will develop laboratory skills – particularly focussing on developing planning to investigate testable questions in Year 7. Understanding of “how science works”, including how and why theories are developed and changed, is a key part of science throughout Key Stage 3. Science club runs weekly to encourage further development and enjoyment of scientific investigation.					
How you can help your child at home	Pupils will complete a set of key knowledge questions for each topic. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessments and then ongoing throughout the year. BBC Bitesize (Key Stage 3 Science) is an excellent resource for supporting more in-depth learning at home. Developing reading of science-fiction books, scientific news (e.g. on BBC News website) and watching documentaries and sci-fi programmes may also be beneficial.					

Art

'All schools should be art schools' Bob & Roberta Smith

We aim to give pupils the skills, knowledge, confidence, understanding and cultural capital to make a personal response to their experience of the world as artists and designers

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Practical Knowledge:	<p>Formal Elements: line, texture, shape</p> <p>Markmaking.</p> <p>Drawing from direct observation using different qualities of line.</p> <p>How to respond practically to a range of artists and designers, exploring materials, processes and techniques.</p> <p>How to work responsibly in the art room, and work collaboratively to tidy and clean after practical activities.</p>	<p>How relief printmaking works, and how to create a collagraph print:</p> <p>- Explore and experiment with ideas imaginatively for a collagraph printing plate.</p> <p>- Work safely and with control using printmaking tools and processes.</p> <p>How to generate ideas for artworks in a range of ways.</p> <p>How to gather and present relevant information and visual resources to develop ideas.</p>	<p>Formal Elements: colour, tone, texture</p> <p>How to colour-mix using primary colours, black and white to create a range of hues, tints, shades & tones.</p> <p>How to use lines of proportion to draw a face and draw from secondary sources using line, shape, tone, colour, scale and proportion.</p> <p>How to use graphite pencils to create graduated tone, and use this tone to achieve a 3D effect.</p>	<p>How to generate ideas for artworks using sketchbook research, exploring and experimenting with ideas to develop an imaginative composition, adapting and making changes to better express an idea.</p> <p>How to apply paint in thin layers and use brushwork to create marks and effects.</p> <p>How to use paint to create colour, tone, texture & line, exploring the characteristics of paint.</p> <p>How to create a 3D effect with paint - blending tones and textures.</p>	<p>Formal Elements: texture, form, shape.</p> <p>How to respond practically & creatively to architecture & the built environment, enthusiastically and creatively exploring materials, processes and techniques.</p> <p>How to construct with paper, card, tape and other materials to respond to Zaha Hadid.</p>	<p>How to generate ideas for artworks using sketchbook research, exploring and experimenting with ideas to develop imaginative designs, adapting and making changes to better express an idea.</p> <p>How to work responsibly with clay in the art room, and work collaboratively to tidy and clean after clay lessons.</p> <p>How to work effectively with clay and use construction techniques.</p>
Theoretical Knowledge	<p>Know that art can take a vast range of forms, can be created for many reasons, can exist in an</p>	<p>Know that mythical and imaginary creatures have been portrayed in art and culture from around the world,</p>	<p>Proportions of the face, and how to use them</p> <p>Specific artists / movements:</p>	<p>Know what the Colour Wheel is, and how it can be used by artists and designers</p>	<p>Know what architecture is, what architects do and how they work and can identify well known buildings - local,</p>	<p>Know</p> <p>Specific architects: - Zaha Hadid - Antoni Gaudi</p>

	<p>art gallery or in other places (inc. outdoors)</p> <p>Know that artists use formal elements of line, texture and shape in a variety of ways and for different reasons.</p> <p>Specific artists / movements: - Andy Goldsworthy - (Bob & Roberta Smith) - Jim Dine - Tony Bevan - Elizabeth Catlett (BHM) - Hannah Hoch - Surrealism (exquisite corpse)</p>	<p>throughout the history of human civilisation.</p> <p>Understand some of the differences and commonality in how they have been represented.</p> <p>How to evaluate and annotate work in sketchbook to lead to reflective learning and improvements in work.</p>	<p>- Botticelli – Primavera</p> <p>Know what the Green Man represents, and that the idea of the Green Man has been portrayed in art and culture from around the world, throughout the history of human civilisation.</p> <p>Understand some of the differences and commonality in how the idea has been represented.</p>	<p>Colour theory, including: - primary, secondary & tertiary colours - complimentary colours - warm & cold - hue, tint, shade, tone</p>	<p>national and international.</p>	<p>Reflect on own work to identify strengths and aspects for improvement and explain next steps.</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> - What is Art? - Where do ideas come from? - We use visual language to express our thoughts, feelings, observations & ideas. - We grow as artists by reflecting on our work. - Art is curious, playful & experimental <p>How do we learn in art lessons, and how can we use our sketchbook to help us learn?</p> <p>What is an art gallery for and how does it function? How can we respond to the artworks seen thoughtfully and with an open mind?</p>	<ul style="list-style-type: none"> - What is Art? - Where do ideas come from? - Art has purpose and meaning - We grow as artists by reflecting on our work. - Art is curious, playful & experimental <p>What does an illustrator do? Are there differences between art and illustration?</p> <p>How have ideas and concepts been represented and personified in artworks?</p>	<ul style="list-style-type: none"> - Design is all around us, everywhere we look - Art (Architecture) has purpose and meaning - We grow as artists by reflecting on our work. - Where do ideas come from? - We grow as artists by reflecting on our work <p>What is architecture? What does an architect do?</p>			

End Points (outcomes)	Goldsworthy inspired sculpture at Arboretum Gallery worksheet & response Sketchbook experiments with line & texture & artist responses	Collagraph print of an imaginary animal	Sketchbook paint experiments with colour, tone & texture Green Man research presentation	Painting of a Green Man / representation/personification of nature and rebirth	Paper sculpture Homework project – make a building	Clay – fantasy building
Wider skills and enrichment	Careers – museums & galleries, printmaking Gallery & Arboretum visit Walsall,		Careers - Illustration		Careers – architecture	
Assessments	Assessment reflects that learning in Art is cumulative, with students revisiting, practicing and improving on the different forms of knowledge over the key stage. Work is assessed holistically using our assessment grid. Teachers make a summative assessment each term and complete pupil feedback sheets in line with whole school assessment policy.					
Important literacy and numeracy developed	Talking and thinking together Writing as a tool for thought Building art vocabulary Using specialist language to talk and write about art					
How you can help your child at home	Encourage drawing and making as a pastime or hobby Visit an art gallery if the opportunity arises Encourage good habits and routines for completing HW tasks					

Computer Science

‘Programming is not just about code. Its about creating something from nothing and solving real -world problems.’ Reshama Shaikh

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Esafety:</p> <p>Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. (EV)</p> <p>Shares their experiences of technology in school and beyond the classroom. (GE)(EV)</p> <p>Knows what to do when concerned about content or being contacted. (AL)</p> <p>Teams/E-praise/File management:</p> <p>Uses software under the control of the teacher to create, store and edit digital content using appropriate file and</p>	<p>Game Design:</p> <p>Understands that computers need precise instructions. (AL)</p> <p>Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. (AL)</p> <p>Uses logical reasoning to predict the behaviour of programs. (AL)</p> <p>Detects and corrects simple semantic errors i.e. debugging, in programs. (AL)</p>	<p>Impact of Technology:</p> <p>Uses technology with increasing independence to purposefully organise digital content. (AB)</p> <p>Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p> <p>Obtains content from the world wide web using a web browser. (AL)</p> <p>Recognises what is acceptable and unacceptable behaviour when using technologies and online services.</p>	<p>Emerging Technologies:</p> <p>Knows common uses of information technology beyond the classroom. (GE)</p> <p>Shows an awareness for the quality of digital content collected. (EV)</p> <p>Shares their experiences of technology in school and beyond the classroom. (GE) (EV)</p> <p>Talks about their work and makes improvements to solutions based on feedback received.(EV)</p>	<p>Animation:</p> <p>Collects, organises and presents data and information in digital content. (AB)</p> <p>Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. (AL)</p> <p>Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution. (EV)</p>	<p>Introduction to Python Coding:</p> <p>Understands that computers need precise instructions. (AL)</p> <p>Demonstrates care and precision to avoid errors. (AL)</p> <p>Designs simple algorithms using loops (AL)</p> <p>Executes, checks and changes programs. (AL)</p> <p>Detects and corrects simple semantic errors i.e. debugging, in programs. (AL)</p> <p>Declares and assigns variables. (AB)</p>

	<p>folder names. (AB) (GE) (DE)</p> <p>Uses technology with increasing independence to purposefully organise digital content. (AB)</p> <p>Word: Uses technology with increasing independence to purposefully organise digital content. (AB) Shows an awareness for the quality of digital content collected. (EV)</p> <p>Communication/Email: Knows common uses of information technology beyond the classroom. (GE)</p>					
Computational Thinking Concept: AB = Abstraction; DE = Decomposition; AL = Algorithmic Thinking; EV = Evaluation; GE = Generalisation						
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered
Important literacy and	Links to Numeracy seen throughout the work completing in coding eg Python turtle includes shapes, angles etc. Also coding comparisons used throughout the year. Literacy is looked at when how to communicate with people online as well as with the creation of digital products created for a purpose with a specific audience.					

numeracy developed	
Wider skills and enrichment	<p>Our Computer Science curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically.</p> <p>We lead an engaging Computer Science club where pupils explore computing puzzles and games, as well as a Minecraft club which pupils really enjoy. Pupils can take part in the STEM activities which also involve building a computer and then coding solutions.</p>
How you can help your child at home	<p>Ensure they complete all independent study and encourage them to use online support including Repl.it where pupils have an individual login and password. We also encourage pupils to use the websites Craig n Dave (YouTube), Oak National Academy and BBC Bitesize. Useful website to practice construct of code https://compute-it.toxicode.fr/ and https://blockly.games/maze</p>

Drama

“All the world’s a stage, and all the people merely players”
 – William Shakespeare, *from* ‘As You Like It’

In year 7, Drama is taught in one distinct lesson a fortnight within English curriculum time. The Drama curriculum aligns with the Key Stage 3 English curriculum, meaning pupils will further explore texts, characters and themes that they have studied in English lessons through practical exploration in the Drama classroom.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Who Am I? Key drama skills</p> <p>Pupils are introduced to the drama studio and rehearsal space, and learn about the essentials of performing. They explore autobiography through drama techniques, including monologues.</p> <p>Text stimulus: Extracts from ‘Boy’ Extracts from ‘I am Malala’ by Malala Yousufzai Extracts from ‘I know why the Caged Bird Sings’ by Maya Angelou</p>	<p>‘A Christmas Carol’ Character study</p> <p>Pupils develop their knowledge of performance, using solo and ensemble performance styles to create characters, such as that of Ebenezer Scrooge in Dickens’ ‘A Christmas Carol’, using elements such as gesture and voice.</p> <p>Text performed: ‘A Christmas Carol’ by Charles Dickens</p>	<p>Performing poetry</p> <p>Pupils explore the voices and characters in poems through performances, as well as learning about rhythm, rhyme and spoken word poetry.</p> <p>Poem stimulus: ‘A Red, Red Rose’ by Robert Burns</p> <p>‘Clown Punk’ by Simon Armitage</p> <p>‘Mama Wata’ by Grace Nichols</p> <p>‘Blessing’ by Imtiaz Dharker</p>	<p>‘A Monster Calls’ Performance skills</p> <p>Pupils further enhance their performance skills, using ‘A Monster Calls’ by Patrick Ness as a stimulus. They will explore themes of growing up and grief, and use thought-tracking and hot-seating to explore the characters in the novel.</p> <p>Full text studied: ‘A Monster Calls’ by Patrick Ness</p>	<p>Greek Theatre</p> <p>Pupils learn about the origins of drama and theatre in Ancient Greece, looking at the main drama genres (Tragedy and Comedy), as well as learning about the amphitheatre and the use of the chorus. They use this to re-tell one the Greek myths.</p> <p>Text stimulus: Zeus and Kronos Prometheus Midas Sisyphus Narcissus and Echo</p>	<p>Staging Shakespeare</p> <p>Pupils</p> <p>Text extracts from Shakespeare plays studied: ‘Macbeth’ (Witches & ghosts) ‘A Midsummer Night’s Dream’ (Fairies) ‘Hamlet’ (Ghosts)</p>

Assessments and End Points	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)
Important literacy and numeracy developed	<p>Reading: Drama lessons are usually text-based, so pupils develop their comprehension and fluency of written texts, interpretation of writers' ideas via performance, and verbal pronunciation of words from texts studied.</p> <p>Oracy: In all Drama lessons, effective talk and listening is vital to success. Pupils find their voice and confidence in lesson activities. Group work encourages pupils to discuss ideas and respond to feedback and dialogue.</p>					
Wider skills and enrichment	<p>Careers awareness is addressed throughout Key Stage 3 Drama, with the range of roles in the performing arts (e.g. actor, director, writer, theatre technician) highlighted at every opportunity.</p> <p>Links to the wider curriculum are inherent in the Key Stage 3 Drama curriculum, as all lessons draw on English lesson study of texts and themes. Some texts overlap with pupils' wider study of history and PSHE.</p> <p>Enrichment opportunities include Drama Club run by our specialist Drama coach. Pupils can also participate in the bi-annual school production. Wherever available, school trips to theatre performances are arranged to encourage pupils' interest in drama and theatre.</p>					
How you can help your child at home	<p>Encourage your child to develop their knowledge and skills of Drama using this online parent toolkit: https://www.scholastic.com/parents/school-success/learning-toolkit-blog/drama-activities-to-add-to-our-parent-toolkit.html</p> <p>Support your child in completing Drama homework tasks set via EPraise. Occasional independent tasks or research which support your child's understanding of Drama will be set via EPraise. https://www.epraise.co.uk/index.php?school=kingedward</p>					

Food

'Food is the place where you begin' Vandana Shiva

Year 7 Food Science introduces pupils to the five core principles; Nutrition, Food Provenance, Food Science, Food Preparation and Food Safety. It is a practical subject which encompasses learning about different foods, basic nutrition and healthy eating, one of the essential skills necessary to leading a healthy and balanced lifestyle at all life stages.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Knowledge Personal and Kitchen Hygiene- preparation for practical. Equipment- weighing and measuring The Eatwell Guide- what a balanced diet is. Healthy Breakfast-0 importance of breakfast and examples of a healthy breakfast. Food Provenance- Origins of our food and food miles. Seasonality- linking foods to seasons and the benefits of eating seasonably Sensory- The senses, sensory descriptive language, hedonic scales Nutrients- What is a nutrient, sources functions and deficiencies. Practical</p>	<p>Enzymic Browning-Why foods turn brown and how to prevent browning. Individual Needs- dietary requirements of different life stages. Fibre and Water- functions and sources Food allergies and Intolerances- causes, symptoms and severity. Sugar in foods- recommendations, functions and excess. Careers/ Food Styling</p> <p>Practical Bread Rolls, Italian Crostata, Eggs 5 ways</p>				

	Carrot and lentil Soup, Wedges and BBQ sauce, Summer Medley, Fruit Salad, Fruit Muffins					
Assessments and End Points	AFL- Extended writing task on Healthy Breakfast and Individual Needs Retrieval Quizzing Practical Assessment and Evaluation	End of rotation short question assessment.				
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Reading recipes. Extended writing in long question answers and evaluations. Numeracy – Developing accuracy in weighing, measuring and timing.					
Wider skills and enrichment	Resourcefulness – developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with assignments. Reciprocity – Working as a team in a practical context.					
How you can help your child at home	Encourage organisation to bring container for practical lessons, all ingredients are supplied. Recipes are available on the school website to practice at home. Encourage your child to help prepare and cook dishes and clean up at home. Watching food related programmes to increase their knowledge of current trends in food. <i>Further information, activities and recipes can be found at www.foodafactoflife.org.uk</i>					

French

"Knowledge of languages is the doorway to wisdom" Roger Bacon

The Year 7 experience is about developing a love of languages and an exploration of different cultures. We aim to provide learners with the solid linguistic building blocks needed for their language learning journey.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	C'est parti! Greeting others and introducing myself Talking about age (numbers) Saying when my birthday is (Days and Months) Introduction to French culture (Names and Francophone locations)	Tout sur moi! Say my favourite colour. Talk about my pets Describe what I have in my school bag	Ma famille Describing my family and relationships Describing a family member (physical description and personality)	Mon monde Saying where I live and where I come from Countries and describing the weather.	Ma vie d'ado Talking about what I like and dislike using justified opinions	C'est ma passion Describing the activities I like to do using the present tense
Assessments and End Points	Baseline language competency test Home languages Audit	Regular vocabulary quizzing Reading and Listening Assessments Speaking Assessment (Reading Aloud)	Regular vocabulary quizzing Reading and Listening Assessments Writing Assessment (30 words)	Regular vocabulary quizzing Reading and Listening Assessments Speaking Assessment (General Conversation)	Regular vocabulary quizzing Reading and Listening Assessments Writing Assessment (Picture based task)	Regular vocabulary quizzing Reading and Listening Assessments Writing Assessment (Translation)
Important literacy and numeracy developed	Literacy – Grammatical awareness, reading aloud, phonics and oracy, accuracy with spelling and developing vocabulary skills. Inference and deciphering literary texts. Numeracy – Numbers 1-100, how numbers are constructed in French, class surveys and presenting findings in graphs and charts					
Wider skills and enrichment	Cultural awareness and appreciation of Francophone countries Awareness of the benefits of learning and language and the careers this helps Literary appreciation and geographical awareness					
How you can help your child at home	Encourage your child to revise new vocabulary regularly and complete their self quizzing using their knowledge organisers and our online learning platforms. Ensure your child is completing their listening homework on Active Learn. Quizlet: https://quizlet.com/latest Active Learn: https://www.pearsonactivelearn.com/app/home					

Geography

Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. Michael Palin
 eography at King Edward VI Northfield School for irls aims to inspire pupils to have a curiosity and fascination about their world and its people that will remain with them hopefully for the rest of their lives. It equips pupils with an array of knowledge about places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Knowledge: Pupils investigate the geography of their new school and then progress to understand that in a national context.</p> <p>Skills: Use of maps and atlases</p> <p>Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>	<p>Knowledge: Pupils study the structure of the earth, rocks, plate boundaries and tectonic hazards.</p> <p>Skills: Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p>	<p>Knowledge: Pupils investigate the differences between weather and climate, they then study Britain's weather, Cloud types, Rain formation, hydrology, urban heat islands and UK extreme weather.</p> <p>Skills: Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>	<p>Knowledge: Pupils learn about what makes an ecosystem, their component parts and interdependence. They then learn about rain forest ecosystems and their features, their location, their weather and climate and the future of rain forests today. They also study coral reefs as ecosystems too.</p> <p>Skills: Use of maps and atlases</p> <p>Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p>	<p>Knowledge: Pupils investigate various environmental issues facing our world today including global warming and how these changes link to geological timescales.</p> <p>Skills: Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p>	<p>Knowledge: Pupils learn about crime across the world and how crime can affect areas and their communities.</p> <p>Skills: Use of maps and atlases</p> <p>Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>
Assessments and End Points	-Mid topic assessment as a baseline of Geography understanding so far	-End of topic assessment newspaper report about Nepal earthquake	-Microclimate doorstep fieldwork assessment	-Comparison of life in the Amazon with life in the U.K	-Sustainable tourism assessment	-School site designing out crime enquiry

	-End of topic assessment on doorstep fieldwork					
Important literacy and numeracy developed	<p>Literacy – developing the understanding of new terms/vocabulary. Tier 2 vocabulary introduced every lesson and referred back to within extended writing tasks. Guided reading tasks to introduce or investigate geographical issues further.</p> <p>Numeracy – Reading and analysis of various graphs, analysis of geographical statistics, manipulation of geographical data.</p>					
Wider skills and enrichment	<p>Careers – links made between lessons and different relevant jobs.</p> <p>Pupils are given opportunities to use and expand on their IT skills for research based tasks and their use of Geographical Information Systems to investigate geographical issues.</p> <p>All year groups have doorstep fieldwork built into their curriculum.</p>					
How you can help your child at home	<p>Each front cover for every topic has a break down of what will be covered in those lessons and this includes QR codes for links to websites/videos that pupils can access for further research.</p> <p>The KS3 textbook can be accessed on TEAMS as can copies of all the lessons/resources.</p> <p>Homework supports the learning in class, tasks can include research around a geographical issue and/or reading around a topic prior to starting it.</p>					

Graphic Design

“Graphics is intelligence made visible”

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Pop up designer – Robert Sabuda Mechanisms – v folds, parallel folds, parallel slides and rotary motion. Health and safety – cutting skills. Design Brief and Specification Careers – Graphic Designer					
Assessments and End Points	Knowledge quizzes Designer research Lettering designs Moodboards Brainstorming ideas Working mechanisms / use of materials Design ideas -Making skills Test and refine through mock ups Use of equipment and Quality of make					
Important literacy and numeracy developed	<p>Literacy To use a range of specialist language to communicate ideas. Designer research</p> <p>Numeracy Measuring, angles, feedback charts</p>					
Wider skills and enrichment	Development of creative practical designs. Strategically use different elements to convey intended messages, bringing together lines, colour, shape, space, and scale, to create visually appealing and well-structured pop up designs.					
How you can help your child at home	Discuss interesting elements of design you see in your day to day lives. This could be anything creative eg poster, sign, menu, packaging, logo, book illustration or pop up book.					

History

‘Those who don’t know history are doomed to repeat it’ – Edmund Burke

History at King Edward Northfield School for Girls will build upon the foundations laid at Primary School, to help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups. Our Year 7 curriculum continues this process with a focus on Medieval and Early Modern History

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Knowledge Pupils learn about the different peoples and cultures that settled in England in the Middle Ages and the impact this had on English society</p> <p>Disciplinary Knowledge Focus on chronology, causation and source analysis</p>	<p>Knowledge Pupils learn about how people lived in the Middle Ages and formative events that shaped their lives</p> <p>Disciplinary Knowledge How to write an analytical narrative</p>	<p>Knowledge People are continuing to learn about how people lived in the Middle Ages and formative events that shaped their lives</p> <p>Disciplinary Knowledge Interpretations of History</p>	<p>Knowledge Pupils look at different Medieval Kings and Queens with a focus on power and abuses of power</p> <p>Disciplinary Knowledge Develop Chronology, interpretations, and causation</p>	<p>Knowledge Pupils will look at how decisions made by the Tudors affected people’s lives – e.g., the Reformation, marriage choices of Mary and Elizabeth</p> <p>Disciplinary Knowledge Change and continuity Source analysis consequence</p>	<p>Knowledge Pupils look at how the actions of the Tudor monarchs affected people’s lives – e.g. the Gunpowder Plot, The Civil War</p> <p>Disciplinary Knowledge Causation Consequence</p>
Assessments and End Points	<p>Pupils will see that people have been migrating and shaping Britain for centuries.</p> <p>Assessment is on Why did William win the Battle of Hastings?</p>	<p>Pupils will look at the importance of power and religion in the Middle Ages and how this affected people’s lives.</p> <p>Assessment is a narrative account of the murder of Thomas Becket</p>	<p>Pupils will know about what life was like in the Middle Ages and use this knowledge to complete an assessment.</p> <p>Assessment is a source and interpretation-based activity judging whether Terry Deary was right to call the Middle Ages “Measly”</p>	<p>Pupils will look at Kingship as a framework for power, this will be developed in Year with different forms of power</p> <p>Assessment: Did Richard III murder the Princes in the Tower?</p>	<p>Pupils will know how the decisions of a few affected the many, building on the work on power in the Middle ages</p> <p>Assessment end of Year exam</p>	<p>Pupils will know how religious intolerance led to conflict and persecution</p> <p>Assessment: What were the causes of the Civil war?</p>

<p>Important literacy and numeracy developed</p>	<p>Reading scholarly texts – pupils supported to read extracts of scholarly articles/texts about the topics we are studying – for example forensics with Richard II We are encouraging pupils to independently research wider, more global, history with Meanwhile, Elsewhere: https://meanwhileelsewhereinhistory.wordpress.com</p>
<p>Wider skills and enrichment</p>	<p>Careers – links made between lesson content and different jobs. Pupils being taught to research independently to extend their Historical knowledge We are also discussing the dangers of “fake news” and the importance of checking their sources online. Pupils are encouraged to read around our topics, with both guided reading and looking at scholarly interpretations: https://storysourcescholarship.wordpress.com</p>
<p>How you can help your child at home</p>	<p>Each topic has a cover sheet stuck in pupil books with QR codes to lead to further reading/research All pupils’ textbooks and lessons are on Microsoft Teams. Pupils can catch up with missed work or read ahead before the lessons. The school’s MOODLE (VLE) has all resources and narrated PowerPoints about the topics we are teaching, so pupils can work on lessons at home, or catch up missed work We are also using Seneca: https://app.senecalearning.com/login to revise and supplement our curriculum. Pupils can log in, by clicking “log in with Microsoft” and using their school email.</p>

Music

“Where words leave off, music begins.”

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Students will learn about the importance of warming up their vocals properly, the correct stance and posture for singing, correct breathing techniques, the difference between chest and head voice. Students will be able to identify bass, tenor, alto and soprano vocals. Students will be able to appraise well known vocalists using the musical elements. Pupils will learn musical terminology including the following: pitch, dynamics, timbre, texture, structure, harmony, duration</p>	<p>Pupils will look at works by composers such as John Cage & Anna Clyde Pupils will learn musical terminology including the following: pitch, dynamics, timbre, texture, structure, harmony, duration</p>	<p>Pupils will look at works and performances by traditional African percussion groups. Pupils will learn key terminology that relates to rhythm such as polyrhythm, syncopation, time signatures (3/4, 4/4,) cross-rhythms Pupils will learn the symbols for note values used in Western Music - Semibreve, minim, crotchet, quaver, the equivalent rests and dotted notes Pupils will learn how to identify and notate rhythms that they are hearing. Pupils will build on their knowledge of world music by looking at music from</p>	<p>Pupils will learn the correct fingering for the piano and will work their way through an increasing challenging booklet featuring traditional songs and some pop songs Pupils will learn key terminology that relates to Western Treble Clef and the piano including words such as stave, bar lines, clef, ledger lines, tones, semitones, and accidentals Pupils will also build on their knowledge of the symbols for note values used in Western Music - Semibreve, minim, crotchet, quaver, the equivalent rests and dotted notes</p>	<p>Students will be able to identify the families of the classical orchestra as well as be able to identify some of the key instruments and describe their timbre. Students will also know who Mozart was and will listen to, and appraise, some of his major works. Students will understand and identify compositional devices and terms including sequence, ascending and descending and to be able to identify some of the key ornamentation used in the classical western tradition.</p>	<p>Students will learn about key signatures and sharps and flats. Students new musical content of retrograde, augmentation as well as playing staccato and legato notes. Students will learn the definition of chords and the theoretic difference between major and minor chords. Students will also recap previously learnt material from the last two half terms to be able to listen and appraise melodies in music from a broad range of western modern genres such as pop, rock, rap and dance music.</p>

			Africa - they will learn key characteristics and instruments			
Assessments and End Points	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Group singing with different sections</p> <p>Written assessment: Create a 'how to' on singing for beginners.</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: An ensemble performance composed by the group based on their chosen art piece.</p> <p>Written assessment: Write a plan for a composition based on a given piece of art.</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Ensemble performance of African Drumming</p> <p>Written assessment: Listening task based on a African drumming performance.</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Solo Performance of 'Ode to Joy' on the keyboard</p> <p>Written assessment: Create a 'how to' on playing the keyboard for beginners.</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Students will perform a range of classical pieces on their chosen instrument</p> <p>Written assessment: Write a description of the classical orchestra.</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: A small ensemble performance of a group composition with students playing on their chosen instrument.</p> <p>Written assessment: Critical analysis task of a well-known pop song.</p>
Important literacy and numeracy developed	<p>Students use and develop numeracy as they learn in music when they use calculation, estimation and measurement knowledge and skills to collect and make sense of information. Students will draw their knowledge of fractions (halving, quartering, accumulating fractional parts, re-imagining the whole). Students will also use and extend their numeracy capability when they consider the structure and form of music work.</p> <p>Students will use literacy when writing their long form written assessment. We will also be encouraging wider reading about music along with a list of the most relevant words from the 'academic word list' suitable for music lessons. We will also be using technical command words.</p>					

Wider skills and enrichment	In music we encourage students to create a sense of independence in tasks meaning they have the skills to practice and learn outside of the classroom. We also encourage creative problem solving to issues that come up. Students will have the opportunity to work in groups and pairs of different sizes and with different people – enabling them to get used to the dynamic of team work and leadership. Students can also come along to School Choir or KS4 Ensemble where they will find a way to further hone their skills.
How you can help your child at home	Encourage your child to listen to music from a range of different genres and ask them to critically analyse what they hear using words such as instrumentation, tempo, dynamics and texture. Musical instruments such a ukuleles and beginner keyboards can be found cheaply in stores and online if your child has expressed an interest. Students can also access the Give Me More PowerPoint on TEAMS with extra tips and help on all topics.

PE

Sport has the power to change the world. It has the power to inspire, the power to unite people in a way that little else does." - Nelson Mandela

In Physical Education at Key Stage 3, we aim for physical literacy for all pupils through an holistic approach across three areas – Head (knowledge), Hand (skills) and Heart (personal and social skills). Through this approach we aim to give pupils the motivation, confidence, physical competence and knowledge and understanding, to value and take responsibility for engagement in physical activities for life.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p><u>Head:</u> Knowledge of warming up – benefits of warming up, what happens when we exercise, key muscle names and locations</p> <p><u>Hand:</u> Fundamental skills of outwitting an opponent. Throwing, catching, shooting, defending, finding space, decision making.</p>	<p><u>Head:</u> Knowledge of warming up – benefits of warming up, what happens when we exercise, key muscle names and locations</p> <p><u>Hand:</u> Fitness – accurate technique for key exercises through fitness fun.</p> <p>Outdoor adventurous activities, developing problem solving and communication skills in a group.</p>	<p><u>Head:</u> Knowledge of key gymnastic vocabulary, including definitions.</p> <p><u>Hand:</u> Gymnastics – developing tension in gymnastics, basic shapes, rills, rotations.</p>	<p><u>Head:</u> Knowledge of key dance vocabulary, including definitions</p> <p><u>Hand:</u> Dance – musical theatre dance.</p> <p>Dance skills - coordination and rhythm, 5 basic dance actions, health and safety in dance and choreographic devices- canon, unison.</p>	<p><u>Head:</u> Rules and regulations of Netball</p> <p><u>Hand:</u> Netball- apply fundamental skills in outwitting an opponent from Aut 1 and apply to the game of netball.</p>	<p><u>Head:</u> techniques and tactics in Athletics</p> <p><u>Hand:</u> Athletics – including sprint technique, sprint starts, pacing, throwing and jumping.</p>
Assessments and End Points	Practical baseline assessment of fundamental skills	Knowledge assessment of warming up topic	Key vocab and definitions for Gymnastics Practical skills in Gymnastics	Key vocab and definitions for dance Practical skills in Dance	Knowledge assessment of rules and regulations in Netball Practical Skills in Netball	Overall end of year assessment
Important literacy and	PE often involves reading and understanding written instructions, rules, and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques, or health-related topics. By engaging with these texts, students improve their reading comprehension skills.					

<p>numeracy developed</p>	<p>Participating in sports helps develop numeracy skills through timing, measurement, and counting. Students learn to accurately measure distances, understand units of measurement, estimate, and compare lengths. They also develop counting skills while keeping track of scores, points, or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals, and units of time.</p>
<p>Wider skills and enrichment</p>	<p>The heart strand of our curriculum leads to students developing wider skills. Students will practice and develop their teamwork and communication skills in the first term. Students will go on to develop confidence in gymnastics and dance, working on the confidence to perform. Students will also be encouraged to notice the importance of effort and resilience in PE and in other areas of their lives.</p> <p>Our comprehensive extra-curricular programme supports and expands the knowledge and skill development in a range of activities. Students are given an opportunity to take part in a physical challenge for charity, Race for Life, at the end of the year, which allows them to draw on the skills they develop in PE and gives students the opportunity to display the school values.</p>
<p>How you can help your child at home</p>	<p>Encourage your child to attend the many free extracurricular clubs on offer.</p> <p>Help your child to prepare for their lessons by ensuring they always have their PE kit.</p> <p>Encourage 60 minutes of physical activity each day.</p>

PSHE

"Be the change you want to see in the world." Mahatma Gandhi.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<u>Learning skills / social skills</u> <ul style="list-style-type: none"> What is PSHE (and skills building introduction) What are communication and social skills Developing teamwork BHM: What makes Marcus Rashford a good citizen Developing research skills Working independently at home – homework action plan 	<u>Coping with changes</u> <ul style="list-style-type: none"> Keeping clean-changes in adolescence / Growing up What is mental health and wellbeing Managing feelings What is resilience and how can we start building it Building self confidence What is a healthy lifestyle 	<u>Bullying and identity</u> <ul style="list-style-type: none"> Bullying overview / types of bullying Cyberbullying Online grooming Image sharing Child on child (peer on peer) abuse Understanding and accepting different identities 	<u>Everyday dilemmas (1)</u> <ul style="list-style-type: none"> Finance (what is a budget?) Road safety Being a good citizen in my community What are the different family types in our community 	<u>The Next Generation Awards: How can I improve my local community</u> <ul style="list-style-type: none"> What are the NGA / identifying a project Planning the project Making the project sustainable Presenting and peer assessing the project 	<u>Looking to the future (1)</u> <ul style="list-style-type: none"> Multiple intelligences: understanding intelligence types Matching personal qualities to job types Introduction to jobs and careers What have you learned this year about living with your peers?
Assessments and End Points	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz. Peer assessment of project presentations	End of topic knowledge quiz
Important literacy and	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – Understanding use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios					

numeracy developed	
Wider skills and enrichment	Celebrating Black History Month and the impact of a black British sportsman within this. The Next Generation Awards programme gives pupils the chance to engage with ways to improve their local community, present before their peers and compete against other schools for a grant of £1500.
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class: RSHE (PSHE) lessons for Key Stage 3 students - Oak National Academy (thenational.academy) https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe

RE

“Share your knowledge. It is a way to achieve immortality” Dalai Lama

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge/Big questions	<p>Judaism</p> <ul style="list-style-type: none"> -How it began -Important people -Key beliefs and practices (Torah/ Old testament) -Why do we study religion? -What is a prophet? 	<p>Judaism</p> <ul style="list-style-type: none"> -The importance of festivals / history -Rites of passage --What does the Torah teach Jews about God? - Are the 10 commandments still relevant today? 	<p>Life of Jesus</p> <ul style="list-style-type: none"> -Key points in his life -What he taught his followers -What Christians believe about Jesus and God (New testament) 	<p>Life of Jesus</p> <ul style="list-style-type: none"> -The meaning of Christmas and Easter - Was Jesus the Messiah or a prophet or neither? - What do miracles teach about the nature of God? - Why do Christians need salvation? 	<p>Hinduism</p> <ul style="list-style-type: none"> -The nature of God/s -The nature of belief -Holy books and the importance of the Mandir - Why do Hindus believe in one God in many forms? 	<p>Hinduism</p> <ul style="list-style-type: none"> -Practices in Hinduism -Festival and rites of passage. - What is the meaning of stories in Hinduism? - What are the similarities and differences between religious festivals?
Assessments and End Points	<p>Pupils will understand the foundations of all Abrahamic faiths stem from Judaism.</p> <p>Assessment – Importance of Abraham and Moses to Jewish people today</p>	<p>Pupils will appreciate ways of practising the Jewish faith and its relevance today.</p> <p>Assessment – Do Jews have to worship at the synagogue, or is worshipping at home better?</p>	<p>Pupils will be aware of the impact of Jesus’ teachings and life on people today</p> <p>Assessment – Evaluation of the value of Jesus’ teachings</p>	<p>Pupils will understand the importance of Jesus’ death and resurrection underpinning the doctrine of salvation.</p> <p>Assessment – ‘Jesus was just a really good man’. Discuss</p>	<p>Pupils will gain insight into the complexities of Hinduism and discuss concepts of monotheism and polytheism.</p> <p>Assessment – ‘Hinduism is a religion that believes in too many Gods’. Discuss</p>	<p>Pupils will see how key beliefs are expressed through pilgrimage, rites of passage and festivals and will make links between all three.</p> <p>Assessment – How important is the city of Varanasi to Hindu beliefs and practices?</p>
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to deep hermeneutical analysis whereby students unpack the historical context of texts.					
Wider skills and enrichment	Alongside the key knowledge and content learned, pupils also reflect on 24 dispositions and skills which form part of the locally agreed syllabus. Using a large range of artefacts within school, students can see for themselves, the importance of key items in each faith.					
How you can help your child at home	Encourage children to use the knowledge organisers available on e-praise to help with knowledge retrieval.					

Textiles

'Creativity takes courage' Henri Matisse

Students will have had different experiences of Textiles & technology depending on their primary school and interest at home.

Year 7 experience is about making sure the students can use equipment safely and confidently while making a variety of practical outcomes. Exploring what Textiles is and how we rely on textiles in our daily lives.

Pupils will have the opportunity to create samples, use and develop skills in several final pieces.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Theory: What is textiles? Fibres & Fabrics</p> <p>Theory: Health & safety in the room/equipment</p> <p>Practical; Sewing machine use</p> <p>Theory: Resist Dyeing</p> <p>Practical; Dyeing material Using sewing machine Making hair bobbles</p>	<p>Practical; Confidence using machine, fabric, components and equipment</p> <p>Theory; Research & designing</p> <p>Practical; Making a final functioning product safely using learnt skills</p>	<p>Theory: What is textiles? Fibres & Fabrics</p> <p>Theory: Health & safety in the room/equipment</p> <p>Practical; Sewing machine use</p> <p>Theory: Resist Dyeing</p> <p>Practical; Dyeing material Using sewing machine Making hair bobbles</p>	<p>Practical; Confidence using machine, fabric, components and equipment</p> <p>Theory; Research & designing</p> <p>Practical; Making a final functioning product safely using learnt skills</p>	<p>Theory: What is textiles? Fibres & Fabrics</p> <p>Theory: Health & safety in the room/equipment</p> <p>Practical; Sewing machine use</p> <p>Theory: Resist Dyeing</p> <p>Practical; Dyeing material Using sewing machine Making hair bobbles</p>	<p>Practical; Confidence using machine, fabric, components and equipment</p> <p>Theory; Research & designing</p> <p>Practical; Making a final functioning product safely using learnt skills</p>
Assessments and End Points	<p>Mini Assessment</p> <p>What is Textiles- theory sheet/ Fibres and fabric</p> <p>Sewing machine sheet</p>	<p>Mini Assessment</p> <p>In class</p>	<p>Mini Assessment</p> <p>What is Textiles- theory sheet/ Fibres and fabric</p> <p>Sewing machine sheet</p>	<p>Mini Assessment</p> <p>In class</p>	<p>Mini Assessment</p> <p>What is Textiles- theory sheet/ Fibres and fabric</p> <p>Sewing machine sheet</p>	<p>Mini Assessment</p> <p>In class</p>

	Bobbles/ QCC	Design ideas/development Based on all topics covered throughout the year	Bobbles/ QCC	Design ideas/development Based on all topics covered throughout the year	Bobbles/ QCC	Design ideas/development Based on all topics covered throughout the year
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Posters, leaflets, fact files, evaluations Numeracy – Developing accuracy in measuring-seams & final outcome planning					
Wider skills and enrichment	Resourcefulness – developing skills & application- Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with set tasks Collaboration – Working as a team in a practical context/ sharing equipment					
How you can help your child at home	Encourage organisation to complete homework (when appropriate). Encourage your child to practise life skills at home- e.g. threading a needle, tying a knot. <i>Further information, and going over study can be found; https://www.bbc.co.uk/bitesize/examspecs/zb6h92p</i> Tutorials & videos ; https://so-sew-easy.com/					