



CURRICULUM BOOKLET

YEAR 7



ASHCROFT
High School

Top Tips for Parent Power!

A parent's influence is up to SIX TIMES more important than the school's in influencing your child's progress. These suggestions will help you make that count. If you require any further guidance please contact the relevant subject leader.

KS2 Score	KS2 Level	Y10/11 Grade Range	Yr10/11 Grade Range
<80	1c	GCSE A*-G	9-1
<80	1b	GCSE A*-F	9-2
<80	1a	GCSE A*-E	9-3
80 - 82	2c	GCSE A*-D	9-4
83 - 85	2b	GCSE A*-D	9-4
86 - 89	2a	GCSE A*-C	9-5
90 - 92	3c	GCSE A*-C	9-5
93 - 94	3b	GCSE A*-B	9-6
95 - 97	3a	GCSE A*-B	9-6
98 - 99	4c	GCSE A*-B	9-6
100 - 104	4b	GCSE A*-A	9-7
105 - 108	4a	GCSE A*-A	9-7
109 - 112	5c	GCSE A*	9-8
113 - 116	5b	GCSE A*	9-8
117 -120	5a	GCSE A*	9-8

The grids show the progress students are expected to make from their KS2 Results (or KS2 scores for year 7) in year 6 towards their end of KS4 (Yr10/11) target. With the phased changes of GCSE A*-G grades to number grades 9 to 1 both versions have been shown for years 10 and 11.

Average homework at Ks2	Year 7 Per evening	Year 8 Per evening	Year 9 Per evening	Year 10 Per evening	Year 11 Per evening
15 minutes	1 hour	1 hour	1 hour	2 hours	2 hours

Revision

Supporting your daughter/son in completing coursework and preparing a thorough REVISION schedule are the best ways to help create the best opportunities for success. You may not be able to help with subject specific knowledge, but you can provide the right environment and materials

Take an Interest

Guide your child in keeping sensible time. Ensuring that s/he keeps sensible times, not staying up too late, having times when s/he works, checking that the computer is being used for work and not games – although there should be time for relaxation, but in balance.

Timetable support

The best place to start is to work with your child in preparing a work/revision timetable. (The timetable should include any coursework being worked on as well as revision. And revision starts now, not nearer the exams.)



Art (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to December	<p><u>Portraiture</u></p> <p>Students learn how to draw aspects of the face starting with an eye, nose and mouth. They then learn how to put the face together in the form of a self-portrait.</p> <p>Student will undertake research on either Van Gogh or Picasso and learn how to analysis the work of artists.</p> <p>Formal elements studied</p> <ul style="list-style-type: none"> • Tone • Line • Form <p>Techniques learnt</p> <ul style="list-style-type: none"> • Drawing • Shading • Painting 	<p>APP Assessment:</p> <p>Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form a self-portrait.</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Art Department at Ashcroft.</p> <p>HWk: Five facts about their life as an artist, 3 images of their work in colour.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local galleries; Wardown Park museum The Hat Factory</p> <p>Or further afield; The national portrait gallery London</p>
Spring Term			
January to April	<p><u>Comedia Dell’arte</u></p> <p>Linking to the drama SOL students will research mask making in different cultures before creating a 3D mask to wear in their drama performance</p> <p>Formal elements studied</p> <ul style="list-style-type: none"> • Form • Shape • Texture <p>Techniques learnt</p> <ul style="list-style-type: none"> • Papier Mache • Painting 	<p>APP Assessment:</p> <p>Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form a mask</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Art Department at Ashcroft.</p> <p>HWk: Five facts about Commedia Dell’arte masks, 3 images of their masks in colour.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local galleries; Wardown Park museum The Hat Factory</p> <p>Or further afield; The Wallace Collection London</p>

Summer Term			
April – July	<p><u>Creepy Crawlies</u> Drawing inspiration from the natural world students learn how to draw using symmetrical before turning their drawings into prints. Students will research the work of Lucy Arnold</p> <p>Formal elements studied</p> <ul style="list-style-type: none"> • Colour • Shape • Pattern <p>Techniques learnt</p> <ul style="list-style-type: none"> • Printing • Drawing • Colour pencil 	<p>APP Assessment:</p> <p>Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form a bug print.</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Art Department at Ashcroft.</p> <p>HWk: Five facts about Lucy Arnold masks, 3 images of her work in colour.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local galleries; Wardown Park museum The Hat Factory</p> <p>Or further afield; The Tate modern London</p>

Computing (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>School Network and Email: Introduces the pupils to the basics of using a school network and sending and receiving emails including attachments, replying and forwarding emails.</p> <p>Shakespeare Comic Book: Allows pupils to work in teams to use a digital camera to re-enact the Shakespeare play "Macbeth". The images are then combined to make a comic book to tell the story.</p>	Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.	Allow students to email you or a family member with the correct usage of the English language. Watch the Macbeth film.
November to December	<p>Spy School Spreadsheets: Introduces spreadsheets including basic formula, the Sum, Average, Min and Max functions, replicating formulae with AutoFill, creating graphs and absolute and relative cell references. Higher ability students also look at further functions and advanced features such as conditional formatting.</p> <p>Binary and Control: Introduces binary and allows pupils the opportunity of converting numbers from base 10 to base 2 and back again.</p>	Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.	Working out the Min, Max and Average for the weekly shopping.
Spring Term			
January to February	<p>Repeating Patterns: A short unit allowing pupils to explore creating graphics using Paint and applying a variety of effects to images to create pop art style images.</p> <p>Adventure Story: Creating an interactive presentation where the user decides on the route through the presentation. Pupils plan, create and evaluate the stories and use hyperlinks to make the story interactive.</p>	Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.	Read adventure story.

March to April	<p>E-Safety: Introduces pupils to the dangers of social networking websites and cyber bullying and the dangers to their technology such as viruses, worms and Trojans. They work in groups to create an advertising campaign including a TV advert, a leaflet and a presentation to the rest of the class about what they have learnt.</p>	<p>Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Making sure that technology in the household has security. Monitor your child's social networking.</p>
Summer term			
April to May	<p>Pivot Stick Animation: Plan, create and evaluate animations using Pivot Stick Animator including making a figure interact with a background image and trying to make the figure move in a natural manner.</p>	<p>Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Watch an animated movie</p>
June to July	<p>Analysing Data and Asking Questions : Using simple flat-file databases to answer questions as well as an online database. They then create their own family quiz and research the answers to the questions using the internet.</p>	<p>Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Create and engage in a family quiz.</p>

Dance (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Intro to Dance - Students are introduced to the key components which make up a dance. Also expectations of their behaviour and studio rules.</p> <p>Students first assessment is based on the use of these skills</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their performance, choreography and appreciation.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
November – December	<p>The stimulus is the concept of Michael Jackson - Thriller Skill learnt are:</p> <p>Performance Gestures will show expression of a chosen theme</p> <p>Choreography Students will link together simple actions to create short dances with a strong starting position and ending position</p> <p>Appreciation Students must recognise when their own work and their peers work can be improved.</p> <p>Students watch the professional work to get inspiration and understand the character they need to adopt.</p>	<p>HWk: Design your own Zombie costume. Students need to label their costume explaining why they have chosen each part of it to be like that. Think of the following: Hair, Clothes, Make-up/ Facial, Appearance, Colour.</p> <p>APP: Students will be assessed in class by their teacher on their performance, choreography and appreciation.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
Spring Term			
January to February	<p>Gumboot Skill learnt are:</p> <p>Performance Perform with accurate use of actions, spatial elements and with confidence, communicating the style of dance.</p>	<p>Hwk Students are to create/choreograph two original rhythms using different body parts. They must be ready to perform them next week.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove</p>

	<p>Choreography Show ability to work in a team and develop their work using simple choreographic devices (e,g canon, unison, mirroring, direction and levels).</p> <p>Appreciation To talk about my work and others using simple terminology and identify and describe strengths and weaknesses in performances.</p>		<p>Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
March –April	<p>Still Life at the Penguin Café Skills learnt are:</p> <p>Performance To perform in a range of different styles and themes, also plan, organise and help others to improve their performance.</p> <p>Choreography Select and apply a range of action, space, dynamics, and relationship to create a motif and show a theme/stimulus.</p> <p>Appreciation Describe strengths and weaknesses in my own and others work and suggest ways to improve these areas.</p>	<p>Homework: Students are to research an endangered/extinct animal and find 3 facts and image.</p> <p>APP: Students will be assessed in class by their teacher on their performance, choreography and appreciation.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
Summer Term			
April – May	<p>Performance Take on different roles within a dance task and show an ability to organise, work as a team and communicate effectively.</p> <p>Choreography I can select and apply a wide range of skills and compositional ideas with ease without being prompted.</p> <p>Appreciation I can use peer and self-assessment to refine skills and techniques to improve performance without support.</p>	<p>Homework: Students will schedule in two rehearsal sessions in the studio throughout the term, to refine and perfect their choreography.</p> <p>APP: Students will be assessed in class by their teacher on their performance, choreography and appreciation.</p>	<p>Homework: Students will schedule in two rehearsal sessions in the studio throughout the term, to refine and perfect their choreography.</p>
June-July	<p>Mission Impossible</p> <p>Performance To remember and perform short dances with energy and confidence, sometimes perform dance technical movements with precision, control and fluency.</p> <p>Choreography To communicate a dance idea in a literal manner and with a logical sequence; beginning, middle and end.</p>	<p>Homework: Students will schedule in two rehearsal sessions in the studio throughout the term, to refine and perfect their choreography.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen</p>

	<p>Appreciation Analyse and act upon peer and self-assessment to refine and retune my performance independently.</p>		<p>Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
--	---	--	---

Drama (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p><u>Intro to Drama</u> - Students are introduced to the basic skills and expectations of their work in Drama. Students are taught basic group work skills, such as Co-operation, Collaboration, Compromise. Students are also introduced to the Drama skills of Still Image and Physical Theatre.</p> <p><u>7 States of tension</u> -Students are introduced to Jaques Lecoq's 7 States of tension. These are exaggerated ways that characters use their bodies to create characters. Students first assessment is based on the use of these skills</p>	<p>APP Assessment:</p> <p>Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p> <p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Drama Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80)</p> <p>The library Theatre, Luton. (01582 878100)</p> <p>Queen Mother Theatre Hitchin (01462 455166)</p> <p>Milton Keynes Theatre (0844 871 7652)</p>
November – December	<p><u>Silent Movies</u></p> <p>Students are introduced to the Four Actors tools:</p> <ul style="list-style-type: none"> • Voice • Body Language • Facial Expression • Gestures <p>We then look at the skill of Mime – performing without using voice, focusing solely on Body Language, Facial Expressions and Gestures.</p> <p>Students look at the exemplar work of Charlie Chaplin to develop their own performances focusing on using Body Language, Facial Expressions, Gestures only</p>	<p>HWk:</p> <p>Create a poster/leaflet that will educate younger students about the 4 Actors tools.</p> <p>Create a placard for use in your groups Silent Movie.</p> <p>Rehearse your Silent Movie with your group at break or after school.</p> <p>APP:</p> <p>Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p> <p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and</p>	<p>Visit the Grove in Dunstable, Luton Library Theatre to see a Christmas pantomime, to see a different style of theatre</p>

		tailored by the Drama Department at Ashcroft.	
Spring Term			
January to April	<p><u>Darkwood Manor</u> Students are introduced to the ideas of Konstantin Stanislavski through a mystery scheme of work.</p> <p>Students will be introduced to the following of Stanislavski's methods</p> <ul style="list-style-type: none"> • Role-On-the Wall • Hot-Seating • In-Role Writing <p>Students will be required to work with Teacher in Role and continue to develop the following skills</p> <ul style="list-style-type: none"> • Still Image • Narration • Physical Theatre • Sound Collage • 	<p><u>Homework:</u> Students will be asked to complete character profiles and diary entries that they haven't completed in lessons.</p> <p><u>APP:</u> Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p> <p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Drama Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>
Summer Term			
April – July	<p><u>Commedia Dell Arte</u> Students are introduced to Commedia Dell Arte, a style of theatre, from which characters such as punch and judy developed.</p> <p>Students will be introduced to a the following characters:</p> <ul style="list-style-type: none"> • Pantalone • Columbine • Harlequin <p>Students will be introduced to the terms</p> <ul style="list-style-type: none"> • Stereotype • Lazzi • Exaggeration 	<p><u>Hwk:</u> Create a leaflet that explains what Commedia Dell Arte is to someone who has never studied it before.</p> <p><u>APP:</u> Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p> <p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Drama Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>

English (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Sept to Oct 2016	<p>Students will experience an introduction to Key Stage 3 English during the first weeks of term.</p> <p><u>Baseline Assessment</u> Creative Writing Narrative Writing Comparative Writing Formal Talk</p>	<p>Students will display the mastery of prior skills acquisition.</p> <p>Students will explore and research a given topic for the Formal Talk discovery learning exercise, which can take the form of internet research or research materials from the LRC.</p>	<p>Working to develop writing skills with accuracy, including: commas, use of capital letters and a variety of sentence structures.</p>
Oct to Dec 2016	<p><u>Reading Literary Texts</u></p> <p>Reading, analysing and exploring 'Raven's Gate' by Anthony Horowitz.</p>	<p>Students will complete comprehension tasks to develop understanding of meanings in texts. They will explore a variety of themes within the novel and use these to complete diary entries writing in character and exploring character motivation.</p> <p>Students will also begin to understand the basics of writing an analytical essay.</p>	<p>Aiding students in finding research materials in relation to topic.</p> <p>Asking probing questions about key events, themes and characters in the text to support comprehension.</p>
Spring Term Jan to March 2017	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Jan to Feb 2017	<p><u>Non Fiction and Media</u></p> <p>Developing writing style using typical conventions of writing in the media.</p>	<p>Exploring a variety of non-fiction writing, including: newspaper articles, conventions of writing magazine articles and opinion pieces.</p> <p>Students will use their knowledge of non-fiction writing conventions to complete a series of writing pieces demonstrating their understanding.</p> <p>Developing general writing skills using persuasive techniques to support.</p>	<p>Buy newspapers and magazines and discuss key aspects of articles within them.</p> <p>Log on VLE and revise content covered in class.</p>

	<p>Macbeth Introduction to the language and style of William Shakespeare.</p>	<p>Students will begin to understand the language of Shakespeare through developing knowledge of word derivations and links to Modern English.</p> <p>They will engage with characters through language analysis and exploration of plot through writing and dramatic performance.</p> <p>Students can revise key ideas from the plot by accessing the lesson and revising from the VLE.</p> <p>Visit from Shakespeare School's Company to support and develop understanding.</p>	<p>Asking probing questions about key events, themes and characters in the text to support comprehension.</p> <p>Using resources on the life and works of Shakespeare to support understanding of key ideas.</p>
Summer Term	Topics studied	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
April to May 2017	Short Stories	<p>Students will read and reflect upon themes in a variety of short stories. They will use and exploit the stylistic features of both fiction and non-fiction texts in this unit. Students will begin to develop their own individual writing style by using sophisticated techniques.</p>	<p>Encourage writing of short stories (fiction or non-fiction) at home.</p> <p>Log on VLE and revise content covered in class</p>
June to July 2017	Frankenstein and Dracula plays	<p>Students will gain an understanding of the key plots and themes of Dracula and Frankenstein texts. They will develop their ability to compare and link thoughts and feelings, language and writer's methods expressed in the two texts.</p> <p>Students will critically evaluate texts by beginning to relate and link them to other texts from their wider reading.</p> <p>Students will take part in drama activities to support their understanding of the conventions of script writing and dramatic performance.</p>	<p>Log on VLE and revise content covered in class</p> <p>Asking probing questions about key events, themes and characters in the text to support comprehension.</p>

French (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home work / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>Module 1: C'est Parti!</p> <ol style="list-style-type: none"> 1. Bonjour! : Saying hello/goodbye 2. Dans mon sac: Talking about school objects 3. Quel âge as-tu? : Counting up to 20 4. Bon anniversaire! : Saying when your birthday is 5. En Classe : Talking about the classroom 6. Les couleurs : Saying what colour things are 	<p>APP – Module 1: C'est Parti!</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework: Write a short paragraph about yourself.</p> <p>Describe objects you can find in your school bags (use colours).</p> <p>Mention those you don't have or you need too.</p> <p>Practising pronunciation of words taught in class from Linguascope.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Discuss with students to Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French – Greetings. Title from Linguascope: Les Bases</p>
November to December	<p>Module 2: Famille et copains</p> <ol style="list-style-type: none"> 1. Frères et soeurs : Talking about brothers and sisters 2. Ma famille : Talking about your family 3. Tu as un animal? : Talking about your pets 4. Je me présente : Describing yourself and others 5. Portraits : Talking about hair and eyes 	<p>APP – Module 2: Famille et copains</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework: Write a description of your family.</p> <p>Describe your pet or somebody's pet. Pay attention to adjective agreement.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Encourage students to use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French: Title from Linguascope: Moi et</p>

		Describe a friend or a celebrity. Use qualifiers and opinions.	ma famille
Spring Term			
January to February	<p>Module 3: Chez moi</p> <ol style="list-style-type: none"> 1. Où habites-tu? : Talking about where people live 2. Ma maison : Saying what kind of house you live in 	<p>APP – Module 3 : Chez Moi Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p>
	<ol style="list-style-type: none"> 3. Ma chambre : Describing your bedroom 4. Le soir : Talking about what you do at home 5. Quelle heure est-il? : Telling the time 	<p>Writing homework: Describe where you live: location and rooms in your house. Describe your daily routine (add the relevant times).</p> <p>Describe your bedroom.</p> <p>Draw your house/special room in your house and label everything in there.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Encourage students to use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French. Linguascope : Moi et ma famille</p>
March to April	<p>Module 4: On va en ville</p> <ol style="list-style-type: none"> 1. Au centre-ville : Asking and talking about places in a town 2. Où est le parc? : Asking for and understanding simple directions 3. Où es-tu? Où vas-tu? : Saying where you are and where you are going 4. J'aime bien ça! : Making and responding to suggestions for going out 5. Au snack-bar : Ordering drinks and snacks 	<p>APP – Module : On va en ville</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <p>Describe your city or town.</p> <p>Compare it to another city / town you know and explain what there is or there is not in it.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Encourage students to use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French. Linguascope : Moi et</p>

		Prepare a presentation about your village/town, the weather and your hobbies.	ma famille & Moi et mon environnement
Summer Term			
April to May	<p>Module 5: Ma journée</p> <ol style="list-style-type: none"> 1. Le matin : Talking about what you do in the morning 2. Mes matières : Talking about your school subjects 3. Pourquoi : Giving opinions and reasons 4. Mon employ du temps : Talking about your timetable 5. Après le collège : Talking about what you do after school 	<p>APP – Module 5: Ma journée</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework: Write a paragraph about subjects you like or you hate.</p> <p>Describe four teachers from your school. Give your opinion and your reason.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Linguascope.com/Sam Learning/BBC Languages French: Mon college, Title from Linguascope : La vie au Quotidien</p>
June to July	<p>Module 6: On S’amuse</p> <ol style="list-style-type: none"> 1. Le sport et les jeux : Talking about sports and games 2. Tu joues d’un instrument? : Talking about musical instruments 3. Qu’est-ce que tu aims faire? : Talking about things you like to do 4. Au centre loisirs : Talking about leisure centre activities Vive les vacances! : Talking about holidays. 	<p>APP – Module 6 : On s’amuse</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework: Describe what you do in your free time. Say when, where, who with you do the activity and add opinion.</p> <p>Write a paragraph explaining what sports you do or play.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Encourage students to use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French.</p>

Geography (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 3

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	Students will be introduced to Geography as a subject, taking into consideration topics previously studied in primary school. Geographical skills will be taught, such as map reading and using scales.	Students will be using the skills learnt in this topic to then produce their own detailed map.	Students can use a range of maps to familiarise themselves with how to use them.
November – December	Students will be focussing on deserts throughout the world – both those with a hot climate such as the Sahara and those with a colder climate e.g. The Gobi Desert and Antarctica. There will be a focus on adaptations of humans, plants and animals to investigate how life can be sustained in such extreme environments.	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.	Students could investigate deserts for themselves to research how humans, plants and animals can survive in these often extreme conditions.
Spring Term	Students will be focusing on the UK and tourism within the country. This will involve looking at popular destinations in order to explain their appeal and why they would like to visit. Map skill are a focus, with students recognising where many of the famous tourism locations in the UK are located.	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.	Students could investigate popular destinations within the UK themselves. This may involve collecting brochures or leaflets.
Summer Term	Students will be focusing on the continent of <i>Africa and Weather and Climate</i> . Students' misconceptions of African countries are addressed and we	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly. This is done to ensure that all students are	Students could investigate extreme weather events in the UK and around the world. News programmes are especially helpful for this if there are

	<p>investigate the continent in more depth looking at the variety of culture, climate and wildlife. Weather and Climate focuses on the weather that we experience in the UK and around the world, looking at reasons for these differences. How extreme weather events are formed is looked into, covering and researching basic meteorology.</p>	<p>challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.</p>	<p>particularly large weather events such as hurricanes.</p>
--	---	---	--

History (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 3

Autumn Term	Topics studied	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
September to October	<p>New module on “What is History”, looking at skills required in examining sources and historical evidence, detecting bias, understanding chronology and looking at three different historical events, to see if we can build up an accurate picture of the past.</p> <p>Students look at the deaths of Tollund Man, Tutankhamun and the Princes in the Tower to see what can be found out about the suspicious natures of their deaths and the lives they lived.</p> <p>This is tested in the end of half term APP</p>	<p>APP – “The conflicting evidence about each person’s death comes from a long time ago. We can never really know what happened.” Do you agree or disagree? Explain your answer.”</p> <p>Homework – looking ahead research once a half term. Students have to research and create their own information cards on a range of historical figures, identified in the schemes of learning. Students are given a choice on who to research.</p>	<p>Visits to libraries, Stockwood Discovery Centre in Luton, Wardown Park Museum, BBC Bitesize, Horrible Histories books and DVDs</p>
November to December	<p>New module on Luton’s Local History. Students will complete an APP at the end of the term on an aspect of Luton’s past that they choose themselves from a variety of periods. Students study Saxon settlement in Luton, the impact of the Civil War and Luton’s growth as a market town in the 17th and 18th centuries, developments in public health and the hat industry in the 19th century and the effects of World War II on Luton in the 20th century</p> <p>Assessed in the end of half term APP</p>	<p>APP – “‘It is important to study local history in school.’ Do you agree or disagree? Explain your answer.”</p> <p>Homework – looking ahead research once a half term. Students are given two tasks to complete – fact cards on Harold Godwinson, Harald Hardraada and William of Normandy; newspaper report on The Battle of Hastings</p>	<p>Visits to libraries, Stockwood Discovery Centre in Luton, Wardown Park Museum, BBC Bitesize, Horrible Histories books and DVDs</p>
Spring term			
January – February half term	<ul style="list-style-type: none"> • 1066- Could it have been different? • Who should be King (Hastings Hustings) • Who should be King (Presentations) 	<p>APP – “Harold’s bad luck was the main reason why he lost the Battle of Hastings to William. Do you agree?”</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs</p>

	<ul style="list-style-type: none"> • What happened after Harold was crowned king? – Battle of Stamford Bridge • Why did Harold Lose Battle of Hastings • The Bayeux Tapestry – what does it tell us? • APP 	<p>Research homework – Designing a siege weapon to attack a castle with; an English Heritage brochure on castles</p>	
February - March	<ul style="list-style-type: none"> • How did castles develop? • How did castles survive sieges? • Who lived in castles and what jobs did they do? • What happened to castles eventually? Building a model castle. • Assessing the building of a model medieval castle • What was life like in a Medieval Village and Town? • How smelly were the Middle Ages and could you have fun in the Middle Ages? • Has football and people’s musical tastes changed much since the Middle Ages? • Fashion and Food in the Middle Ages. • The life of a knight and tournaments and APP. 	<p>APP – “Life in the Middle Ages could be dangerous and unpleasant. Do you agree or disagree? Explain your answer.”</p> <p>Research homework – Tourist leaflet on Medieval life for overseas visitors to the UK; a Psalter telling medieval people how to get to heaven</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs</p>
Summer Term			
March/April - June	<ul style="list-style-type: none"> • Young Henry and his break with Rome. • Dissolution of the monasteries and Edward VI’s religious changes. • What happened to those who did not obey Edward VI and did Mary I deserve the nickname ‘Bloody Mary’? • What did Elizabeth I look like and how did she try to reach religious settlement? • Mary, Queen of Scots and the Spanish Armada. • APP 	<p>APP – “Elizabeth I was a better monarch than Henry VIII. Do you agree or disagree? Explain your answer.”</p> <p>Research homework – Ambassador’s report on Henry VIII; portrait of Elizabeth I</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs</p>
June - July	<ul style="list-style-type: none"> • What was life like in Stuart England? • What was London like in 1666? • What was the plague? 	<p>APP – ““It was not a wonderful life in Stuart England. Do you agree or disagree. Explain your answer.”</p> <p>Research homework – A diary account of living</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs</p>

	<ul style="list-style-type: none">• Who started the Great Fire of London and how did this change the city?• Why did people believe in witches? Fact or fiction?• Was there a revolution in society? (scientific discovery)• APP	through the Great Fire of London; an apothecary's brochure for the cures for the Plague that he/she sells.	
--	--	--	--

Maths (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Shape 1 Pupils will learn how to interpret scales on different measuring equipment, recognise the relationship between different metric units and convert between one metric unit and another.</p> <p>Algebra 1 Pupils will learn how to devise and use rules for sequences. These rules may be term-to-term or position-to-term.</p> <p>Data 1 Pupils will recognise the importance of organising data appropriately and learn to calculate the mean, median mode and range of small data sets.</p>	<p>Flipped learning needs to be completed prior to each unit from the vle.</p> <p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning</p>	<p>Ensure doddle work and Flipped learning is completed use of numeracy helpsheets on school website will help support learning</p>
November – December	<p>Number 1 Pupils begin to explore the effects of multiplying and dividing decimal numbers by powers of 10.</p> <p>Algebra 2 Pupils will learn basic algebraic techniques through a range of problems.</p> <p>Shape 2 Pupils will learn and use the correct labelling conventions and associated language through a range of problems.</p>	<p>Test on S1,A1,D1,N1,A2</p> <p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Ensure doddle work and Flipped learning is completed use of numeracy helpsheets on school website will help support learning</p>
Spring Term			
January to February	<p>Data 2 They will be encouraged to compare two sets of data using these techniques and make comparisons</p> <p>Number 2 Pupils begin to understand the equivalence of fractions, decimals and percentages (FDP) and learn how to convert between the different forms.</p>	<p>Test on GM2, D2 and N2-</p> <p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Ensure doddle work and Flipped learning is completed use of numeracy helpsheets on school website will help support learning</p>
March –April	<p>Algebra 3-Pupils will learn how to describe straight lines in terms of algebra and how to draw graphs, given their algebraic form.</p> <p>Data 3-Pupils learn to use the vocabulary associated with probability. Pupils learn to calculate the theoretical probabilities of simple events.</p>	<p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p>	<p>Ensure doddle work and Flipped learning is completed use of numeracy helpsheets on school website will help</p>

		Flipped learning needs to be completed prior to each unit from the vle.	support learning
Summer Term			
April – May	<p>Algebra 4-Pupils will learn to construct and solve equations using formal methods.</p> <p>Shape 3-Pupils will develop an understanding of symmetry. They will learn how to reflect and rotate shapes and will learn the language and notation associated with these transformations.</p>	<p>Homework can be found by logging into doddle. Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Ensure doddle work and Flipped learning is completed use of numeracy helpsheets on school website will help support learning</p>
June-July	<p>Number 3-Pupils will learn about rounding, decimals, efficient use of calculators, use of BIDMAS, changing fractions & % to decimals factors, squares and square roots and application of decimal- problems in real life (FDP)</p>	<p>Homework can be found by logging into doddle. Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Ensure doddle work and Flipped learning is completed use of numeracy helpsheets on school website will help support learning</p>

Music (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc.	How parents could support students
September to October	<p>Whole Class Band</p> <p>In the first lesson students complete a baseline assessment of their general music knowledge and ability.</p> <p>In lesson 2 students will try out all brass and woodwind instruments and select the 3 they would most like to learn. In lesson 3 students will be allocated one of these instruments and they will continue to learn it for the rest of year 7.</p> <p>Students will learn 5 notes and how to read them on notation.</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their ability to play the five notes learnt.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons.</p>
November – December	<p>Students continue to learn the woodwind or brass instrument allocated in September increasing their technical control, tone quality and knowledge of reading music. Students will be performing together as a whole class learning the skills required to play in an ensemble.</p>	<p>APP Assessment: Students will perform a piece of music individually to their teacher. They will be assessed on tone quality, reading music and pitching.</p> <p>Homework: Preparing for final APP assessment performance.</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>
Spring Term			
January to February	<p>Students continue to learn the woodwind or brass instrument allocated in September increasing their technical control, tone quality, range of notes and knowledge of reading music. Students will continue to perform together as a whole class performance strengthening their ensemble skills and introducing playing in 2 parts.</p> <p>This term the top achieving students will be invited onto the scholarship programme.</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their ability to play as an ensemble, knowledge of reading music and technical ability.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or investing in peripatetic</p>

			instrumental lessons if student show talent and enjoyment for their instrument.
March –April	Students continue to learn the woodwind or brass instrument allocated in September increasing their technical control, tone quality, range of notes and knowledge of reading music. Students will continue to perform together as a whole class performance strengthening their ensemble skills and reinforcing playing in 2 & 3 parts.	<p>APP Assessment: Students will perform a piece of music individually to their teacher. They will be assessed on tone quality, reading music and pitching.</p> <p>Homework: Preparing for final APP assessment performance.</p>	Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.
Summer Term			
April – May	Students continue to learn the woodwind or brass instrument allocated in September increasing their technical control, tone quality, range of notes and knowledge of reading music. Students will continue to perform together as a whole class performance strengthening their ensemble skills and reinforcing playing in 2 & 3 parts.	<p>APP Assessment: Students will be assessed in class by their teacher on their ability to play as an ensemble, knowledge of reading music and technical ability.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.
June-July	Students continue to learn the woodwind or brass instrument allocated in September increasing their technical control, tone quality, range of notes and knowledge of reading music. Students will continue to perform together as a whole class performance strengthening their ensemble skills and reinforcing playing in 2 & 3 parts.	<p>APP Assessment: Students will perform a piece of music individually to their teacher. They will be assessed on tone quality, reading music and pitching.</p> <p>Homework: Preparing for final APP assessment performance.</p>	Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or

			investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.
--	--	--	--

PE (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 3

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Girls – Netball and Trampoline. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. In trampolining they will learn how to put together a sequence of movements and the importance of peer observation.</p> <p>Boys – Rugby and Basketball. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Warming Up & Cooling Down</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
November – December	<p>Girls – Football and Basketball. They will learn new skills and develop previously learnt skills in Football, there will also learn the rules of the game. In fitness they will learn how to warm-up and cool down effectively including static and dynamic stretches. They will also learn about resting and working heart rates and how to measure them accurately.</p> <p>Boys – Rugby and Trampoline. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Planning and leading a warm-up</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework..</p>
Spring Term			
January to February	<p>Girls – Basketball, rugby, football. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p> <p>Boys – Football, fitness, trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. In fitness they will learn how to warm-up and cool down effectively including static and dynamic stretches. They will also learn about resting and working heart rates and how to measure them accurately.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Understanding the importance of a balanced diet</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
March –April	<p>Girls – Fitness and volleyball. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. In fitness they will learn how to warm-up and cool down effectively including static and dynamic stretches. They will also learn about resting and working heart rates and how to measure them accurately.</p> <p>Boys – Football, fitness, trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. In fitness they will learn how to warm-up and cool down effectively including static and dynamic stretches. They will also learn about resting and working heart rates and how to measure them accurately.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Planning and Leading a drill for my sport</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
Summer Term			
April – May	<p>Girls – Athletics and Rounders. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p> <p>Boys – Athletics, softball, tennis. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Understanding how diet can impact on performance</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
June-July	<p>Girls – Athletics and Tennis. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance. In tennis they will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment :</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and</p>

	<p>Boys – Athletics and cricket. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p>	<p><u>Understanding the rules and regulations of my sport</u></p>	<p>complete homework.</p>
--	---	--	---------------------------

Religious Studies (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 2

	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn Term 1	<u>Island Story.</u> The Island Story introduces the main themes that we learn about in SMSC such as holy texts, pilgrimage, and rules through a story where people find themselves stranded on an Island where they have to develop and support a new community	Island story test where students are asked to reflect on the Island Story	Discuss their R.S lessons with your child and ask
Autumn Term 2	<u>Beliefs about God.</u> Students explore some of the “Big Questions” surrounding God. Questions explored are “What is the difference between truth and belief?” and “Does God exist?”. Students are encouraged to express their own views on these big questions. They also study the descriptions that people have for God and the different words that describe different beliefs about God.	Students complete an assessment task where they have to explain what they have learnt.	Discuss your faith with your child. Help them to complete a survey on people they know and their faith.
Spring term 1	<u>What is a prophet?</u> In this topic we study the idea of revelation through prophets. We start with Abraham and work our way through Moses, Jesus, Mohammed (pubh), The Buddha and Guru Nanak. We look at their stories and the message that they passed down to the religious believers of Islam, Christianity, Judaism, Sikhism and Buddhism	Students create a newspaper article describing the life of one of the prophets we have studied.	Help your child to complete their research in preparation for their assessment.

Spring term 2	<p><u>How do religious people celebrate their festivals?</u></p> <p>In the Festivals topic we examine the role that festivals play in a religious persons life and they way they celebrate the important elements of their religious calendars.</p>	Students complete independent research and they then complete a leaflet/booklet on that festival and how it is celebrated.	Help your child to complete their research in preparation for their assessment.
Summer term 1	<p><u>How should we behave?</u></p> <p>Students explore where we get our systems of morals and ethics from. We look at a number of religious systems of morals including the 5 pillars of Islam, the Golden Rule and the 10 Commandments.</p>	Students consider what rules we rule ourselves by and evaluate why they think these are important. This is completed in the form of a final report.	Discuss with your child what helps you to decide your moral.
Summer term 2	<p><u>Faith in Action - How does faith motivate people to act?</u></p> <p>In this topic we study how a number of religious people have been motivated and influenced by the faith and religion and how they have helped other people. We study Simon Wisenthal, Mother Teresa, Pope John Paul II, Ghandi, Dalai Lama and Nicky Cruz.</p>	Students write a newspaper article describing the life of the person chosen and describe how faith motivated them and changed their lives.	Explore how faith or lack of faith influences their life.

Science (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied	Home work / Controlled assessments, field work, trips.	How parents could support students
September – December 2016	<p>7A, 7S, 7H Cells and Tissues Particles Energy Transfers</p> <p>Reproduction Atoms and Elements Forces and effects</p> <p>7C, 7r, 7O Particles Energy Transfers Cells and Tissues</p> <p>Atoms and Elements Forces and Effects Reproduction</p> <p>7F, 7T, 7V Energy transfers Cells and Tissues Particles</p> <p>Forces and Effects Reproduction Atoms and Elements</p>	<p>Homework: This will be set as per topic in rotation every two weeks on Doodle. Students also have access to Dynamic Learning site to view books online</p> <p>Independent study: Students should use Sam Learning and BBC Bite size to support additional learning and for embedding previously learnt topics and ideas.</p> <p>Assessment: Written assessments occur at the end of every term. Each topic has between 4 and 6 short assessments that are set online as homework.</p> <p>Trips: Science museum trip planned for February 2017</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bite size KS3, SAM Learning.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Encourage the use of the e - book on My Dynamic Learning</p> <p>Ensure homework tasks on Doodle are completed every two weeks.</p>
Spring Term	Topic Studied	Homework/ Assessments, trips.	How parents could support students
January - April 2017	<p>7A, 7S, 7H Environment and Adaptations Acids and Alkalis Electricity</p> <p>Variation and Classification Solutions Energy Resources</p> <p>7C, 7r, 7O Acids and Alkalis Electricity Environment and Adaptations</p> <p>Solutions Energy Resources Variation and Classification</p>	<p>Homework: This will be set as per topic in rotation every two weeks on Doodle. Students also have access to Dynamic Learning site to view books online</p> <p>Independent study: Students should use Sam Learning and BBC Bite size to support additional learning and for embedding previously learnt topics and ideas.</p> <p>Assessment: Written assessments occur at the end of every term. Each topic has between 4 and 6 short assessments that are set online as homework.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bite size KS3, SAM Learning.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Encourage the use of the e - book on My Dynamic Learning</p> <p>Ensure homework tasks on Doodle are</p>

	<p>7F, 7T, 7V Electricity Environment and Adaptations Acids and Alkalis</p> <p>Energy resources Variation and Classification Solutions</p>	<p>Trips: Science museum trip planned for February 2017</p>	<p>completed every two weeks.</p>
Summer term	Topics studied	Homework/Assessments/trips	How parents could support students
	<p>7A, 7S, 7H Photosynthesis Simple chemical reactions Magnets and Electromagnets</p> <p>Food and digestion Compounds Motion</p> <p>7C, 7r, 7O Simple chemical reactions Magnets and Electromagnets Photosynthesis</p> <p>Compounds Motion Food and digestion</p> <p>7F, 7T, 7V Magnets and Electromagnets Photosynthesis Simple Chemical reactions</p> <p>Motion Food and digestion Compounds</p>	<p>Homework: This will be set as per topic in rotation every two weeks on Doodle. Students also have access to Dynamic Learning site to view books online</p> <p>Independent study: Students should use Sam Learning and BBC Bite size to support additional learning and for embedding previously learnt topics and ideas.</p> <p>Assessment: Written assessments occur at the end of every term. Each topic has between 4 and 6 short assessments that are set online as homework.</p> <p>Trips: Science museum trip planned for February 2017</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bite size KS3, SAM Learning.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Encourage the use of the e - book on My Dynamic Learning</p> <p>Ensure homework tasks on Doodle are completed every two weeks.</p>

Spanish (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home work / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>Module 1 : ¡Vamos!</p> <ol style="list-style-type: none"> ¡Hola! : Introducing yourself ¿Cuántos años tienes? : Counting up to 15 ¡Feliz cumpleaños! : Counting up to 31 Hablamos español : Learning about Spanish-speaking countries <p>En mi mochila : Learning about the Spanish alphabet.</p>	<p>APP – Module 1: ¡Vamos! Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework: - Write a short paragraph about yourself. Describe objects you can find in your school bags. Mention those you don't have or you need too.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>
November to December	<p>Module 2 : En el instituto</p> <ol style="list-style-type: none"> ¿Qué estudias? : Talking about your school subjects ¿Qué haces en clase? : Saying what you do in lessons Los profesores : Talking about your teachers Me gusta el español : Giving opinions and reasons ¿Qué comes? : Talking about snacks 	<p>APP – Module 2: En el instituto. Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework: - Write a paragraph about subjects you like or you hate. - Describe those subjects you have in Week 1 or 2. Describe four teachers from your school. Give your opinion and your reason.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>

Spring Term			
January to February	<p>Module 3 : Mi familia</p> <ol style="list-style-type: none"> 1. ¿Tienes hermanos? : Talking about your family 2. ¿Tienes animales? : Talking about your pets 3. ¿Cómo eres? : Talking about your appearance and character 4. Tengo los ojos azules : Talking about hair and eyes 5. ¿Cómo eres? : Using texts as a model for creative writing 	<p>APP – Module 3: Mi familia. Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <ul style="list-style-type: none"> - Write a description of your family. - Describe your pet or somebody's pet. Pay attention to adjective agreement. <p>Describe a friend or a famous celebrity. Use qualifiers and opinions.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>
March to April	<p>Module 4 : En casa</p> <ol style="list-style-type: none"> 1. Vivimos en Europa : Describing where you live 2. ¿Cómo es tu casa? : Talking about your home 3. ¿Qué haces? : Talking about activities you do in your house 4. En mi dormitorio : Describing your bedroom <p>Mi rutina diaria : Talking about your daily routine</p>	<p>APP – Module 4: En casa Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <ul style="list-style-type: none"> - Describe where you live: location and rooms in your house. - Describe your daily routine. <p>Describe your bedroom</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>
Summer Term			
April to May	<p>Module 5 : El tiempo libre</p> <ol style="list-style-type: none"> 1. Mi tiempo libre : Saying what you do in your free time 2. ¿Qué hora es? : Telling the time 3. ¿Qué deportes haces? : Talking about sports 	<p>APP – Module 5: el tiempo libre Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <ul style="list-style-type: none"> - Describe what you do in your free time. Say when, 	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam</p>

	<p>4. Me gusta ir al cine : Saying what you like to do</p> <p>5. ¿Qué vas a hacer? : Saying what you are going to do</p>	<p>where, who with you do the activity and add opinion about it.</p> <p>Write a paragraph explaining what sports you do or play. Use expressions of frequency and opinions.</p>	<p>Learning/BBC Languages Spanish -La vida loca</p>
<p>June to July</p>	<p>Module 6 : En la ciudad</p> <p>1. ¿Cómo es tu ciudad? : Saying what your town is like</p> <p>2. ¿Qué hay? : Asking where something is in town</p> <p>3. ¿Quieres ir al cine? : Making and responding to invitations</p> <p>4. ¿Qué tiempo hace? : Talking about the weater</p> <p>5. Este fin de semana : Saying what you do in town</p>	<p>APP – Module 6: En la ciudad Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <ul style="list-style-type: none"> - Describe your city or town. Compare it to another city / town you know and explain what there is or there is not in it. <p>Prepare a presentation about your village/town, the weather and your hobbies.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>

Technology (Year 7) Curriculum Overview 2016-17

Periods per fortnight: 3

<p>During Year 7 Students will complete 3 projects with three different Teachers lasting one Term. The projects are as follows Textiles, Food, Resistant and Materials. Please follow the information pending on the current project your child is studying currently.</p>			
Rotation 1	Topics Studied	Home works / APP assessments / Controlled assessments, trips etc.	How parents could support students
	<p>Food & Nutrition The project will last the whole term</p>		
<p>First Half Term</p>	<p><u>Topic: Healthy eating & basic kitchen skills</u> This term students will study the topic of Basic Skills in the kitchen. They will learn how to use basic kitchen equipment, routines for washing up & how to be safe in the food room. The emphasis will be on healthy eating linked to the national KS3 curriculum, PIXL flight paths and safety in the food room. The key piece of equipment to be explored this term is the knife and the bridge & claw technique. <u>Recipes studied this term:</u></p> <ul style="list-style-type: none"> • Summer Chicken wrap • Fruit fusion • Pizza Towers 	<p>Container, ingredients and correct portions.</p> <p>Evaluate at home – photo, taster’s comments, WWW, EBI.</p> <p>Skills Practice – Wash up at home twice this term.</p> <p>Healthy Eating diary and plate.</p>	<p>Assist students to evaluate their products.</p> <p>Ensure ingredients and weighted and portioned correctly.</p> <p>Include students in the household cooking and cleaning.</p>
<p>Second Half Term</p>	<p><u>Topic: Kitchen equipment and using the hob.</u> This half term students will extend their knowledge of the equipment in the food room and learn to use all parts of the cooker (hob, Grill and the oven). They will continue to consolidate healthy eating concepts & safe knife handling from term one. <u>Recipes studied this term:</u></p> <ul style="list-style-type: none"> • Sizzling stir fry • Fruit muffins • Breakfast omelette 	<p>Container, ingredients and correct portions.</p> <p>Evaluate at home – photo, taster’s comments, WWW, EBI.</p> <p>Cook one of your recipes at home again and take a photo.</p> <p>Hygiene and safety poster.</p>	<p>Assist students to evaluate their products.</p> <p>Ensure ingredients and weighted and portioned correctly.</p> <p>Include students in the household cooking and cleaning.</p>

Rotation 2	Topics Studied Resistant Materials The project will last the whole term	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
First Half Term	<p>The focus for Year 7 is to introduce students to the main concepts of Design and Technology. These topics include:</p> <ul style="list-style-type: none"> • Basic Health and Safety issues • Introduction to hardwood and softwood categories. • Recognising the main types of joints used in woodworking • Understanding the difference between a Design Brief and Specification. • Students will make a keyring and evaluate their final product at the end of this half term. 	<p>Design a safety sign</p> <p>Spelling Test Practise</p> <p>Design a Blazer</p> <p>Define the DT key words</p>	<p>Reminder students to check planner. Discussion on what they have learnt in the lesson. Ask students about the different types of wood.</p> <p>Support and supervision for practicing Spelling Test.</p> <p>Provide access to a computer.</p>
Second Half Term	<p>Students will make a wooden game in a box this half term. During this project they will cover the following topics:</p> <ul style="list-style-type: none"> • How to design a product • Understanding the different tools and equipment needed for each stage of the process. • Making a high quality product • Designing a background • Describing the steps taken to make the product. • Evaluating the final outcome. 	<p>Safety Statements</p> <p>Design a clock challenge</p> <p>Tools and their uses</p> <p>Literacy skills – write a letter explaining what skills you have developed this term</p>	<p>Remind students to use and check planners to record homework.</p>

Rotation 3	Topics Studied Textiles The project will last the whole term	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
First Half Term	<p>Students develop knowledge and understanding of Fibres and Fabrics. They learn about the different functions of Fabrics and how Fibres are used to make Fabric from a natural or synthetic source.</p> <p>Health and Safety training is given before using the Textiles Equipment. Students are taught the about the different functions and uses.</p>	<p>Homework is set every 2 weeks. Students are graded with next steps assessed every two weeks. They will identify their next steps in the through verbal comment and Assessment Feedback sheet and show where they have included those comments.</p>	<p>Check that homework is being completed.</p> <p>All Tasks can be found on the Technology VLE Page under Year 7 in the different Subject Headings.</p>
Second Half Term	<p>In Textiles the students will make a Book Mark embellished with a variety of stitches. This promotes hand sewing skills and an interest in literacy. Will make the product and evaluate their learning through the project and identify areas for improvement.</p>	<p>Check the homework title in the planner and check that it is completed ready to hand in on time.</p> <p>Discuss the work completed in time to all the opportunity to discuss what learning has taken place to develop oral skills using subject specific language.</p>	<p>Continue supporting homework tasks. See if the presentation is neat and used appropriate resources. Design tasks are not done on Lined Paper or ICT has been used effectively.</p>