



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.)



English (Year 7) Curriculum Overview 2017-18

Periods per fortnight: 8

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<u>Reading Literary Texts</u> Reading, analysing and exploring 'Raven's Gate' by Anthony Horowitz.	Students will display the mastery of prior skills acquisition. 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. 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. Students will also begin to understand the basics of writing an analytical essay.	Working to develop writing skills with accuracy, including: commas, use of capital letters and a variety of sentence structures. Aiding students in finding research materials in relation to topic. Asking probing questions about key events, themes and characters in the text to support comprehension.
November to December	<u>Narrative Writing</u>	Students will read a variety of fiction writing. They will focus on what makes a successful piece of writing. Students will focus on how to develop a narrative and engage their audience through their use of language/structure.	Parents could encourage students to read a variety of books and keep a diary to develop their own thought process.
Spring Term			
January to February	<u>Poetry through culture</u>	Students will begin to understand how poetry can reflect one's culture. They will look at how the language and structure of the poems effect the audience. It will allow them to develop an understanding of a variety of cultures and enable them	Asking probing questions about the poems they have studied and the cultures that they reflect. Discussing with students the

		<p>to explore their own cultural background.</p> <p>Students can develop their understanding of different poems through researching the cultural information of the poems that are studied.</p>	<p>importance of understanding different cultures and their importance within society.</p>
March to April		<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			
April to May	<u>Forensic Linguistics Unit</u>	<p>In this unit students will identify and grammatical features and spot patterns. They will develop skills in how to read for the implicit meaning and identify key details to support interpretations.</p>	<p>Read a variety of articles with the student and ask them to identify the different interpretations that may feature within the text.</p>
June to July	<u>Frankenstein and Dracula plays</u>	<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>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>

		Students will take part in drama activities to support their understanding of the conventions of script writing and dramatic performance.	
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Maths (Year 7) Curriculum Overview 2017-18

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>Read and write whole numbers in figures and words. Multiply, and divide, any whole number by 10, 100, 1000, or 10 000. Round whole numbers to the nearest 1000, 100 or 10.</p> <p>Use mental strategies Add and subtract using formal algorithms Calculate and work with perimeters Model solve word problems</p> <p>Understand decimal notation and place value Read and write decimals in figures and words Convert between decimals and fractions where the denominator is a factor of 10 or 100 Use the number line to display decimals and round decimals to the nearest whole number, to 1 or 2 decimal places Use correctly the symbols $<$, $>$, etc. and the associated language to order a set of decimals. Multiply and divide decimals by 10, 100, 1000, or 10 000. Solve word problems involving the addition and subtraction of money in decimal notation. Use written methods in column format for addition and subtraction of decimals. Extend existing mental calculation to include decimals. Calculate the perimeter of rectangles, squares and rectilinear figures</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>Use multiplication facts to solve mental calculations. Use the terms ‘product’, ‘multiple’ and ‘LCM’. Understand and use the column method to multiply integers and decimals. Divide whole numbers and decimals by whole numbers. Use the terms ‘quotient’, ‘remainder’, ‘factor’, ‘HCF’</p> <p>Represent multiplication word problems using bar models. Find the area of a rectangle and triangle Solve problems involving length, perimeter and area . Estimate answers in calculations and check that results are reasonable. Measure time, calculate with time and solve time word problems Find the mean average, interpreting average as “total amount \div number of items" and solve word problems involving average</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>Record and order measurements using decimal notation. Estimate and/or measure: length in kilometres (km) /metres (m)/ centimetres (cm)/ millimetres (mm) mass in kilograms (kg) /grams (g) volume of liquid in litres (l) / millilitres (ml)</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</p>	<p>Ensure doddle work and Flipped learning is completed use of numeracy helpsheets on</p>

	<p>Draw and measure acute and obtuse angles reliably to the nearest degree</p> <p>Estimate the size of any given angle</p> <p>Recognise acute, right, obtuse and reflex angles.</p> <p>Know and use the fact that the angles round a point total 360°, that angles on a straight line total 180°, and that vertically opposite angles are equal.</p> <p>Classify triangles and quadrilaterals according to their properties. Use a ruler and protractor to construct triangles and quadrilaterals from given data</p> <p>Know and use the fact that the sum of interior angles of a triangle is 180°</p> <p>know and use the fact that the interior angles of a quadrilateral sum to 360°</p> <p>Solve problems involving coordinates in the first quadrant</p>	<p>to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>school website will help support learning</p>
March –April	<p>Represent fractions using area diagrams, bar models and number lines</p> <p>Recognise and name equivalent fractions</p> <p>Convert fractions to decimals</p> <p>Convert terminating decimals to fractions in their simplest form</p> <p>Convert between mixed numbers and improper fractions</p> <p>Compare and order numbers</p> <p>Convert simple fractions and decimals to percentages</p> <p>Express one quantity as a fraction of another</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>
Summer Term			
April – May	<p>Carry out calculations involving all four operations</p> <p>Understand and use brackets. Use simple index notation. Recognise and continue sequences</p> <p>Represent an unknown number using a letter</p> <p>Write and understand simple algebraic expressions</p> <p>Substitute numerical values into formulae and expressions. Collect like terms and simplify expressions. Multiply out brackets, identify and take out common factors to factorise. Recognise that different-looking expressions may be identical and prove simple algebraic identities</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>
June-July	<p>Understand percentage as a fractional operator with denominator of 100. Express a part of a whole as a percentage. Convert between fractions, decimals and percentages. Find fractions and percentages of given quantities.</p> <p>Find the whole given a part and the percentage</p> <p>Increasing and decreasing by a percentage</p> <p>Understand the difference between types of data</p> <p>Read and interpret pie charts</p> <p>Draw pie charts from raw data</p> <p>Explore misleading graphical representations</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>

Science (Year 7) Curriculum Overview 2017-18

Periods per fortnight: 8

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October (Rotated topics for the term)	<p>PHYSICS Forces: Collins connect – e text book pages 6-29</p> <p>CHEMISTRY Matter: Collins connect – e text book pages 102 – 125</p> <p>BIOLOGY Organisms: Collins connect –e text book pages 174 – 197</p> <p>https://connect.collins.co.uk/school/portal.aspx</p>	<p>Review the lesson on VLE. Science > year 7 page. <i>(Each lesson folder contains all worksheets etc from the lesson.)</i></p> <p>Complete any outstanding worksheets from the lesson.</p> <p>Read through the pages of the e-text book at: https://connect.collins.co.uk/school</p> <p>Complete any outstanding text book questions.</p> <p>Complete the Doodle tasks set for assessment. www.doodlelearning.co.uk</p> <p>TRIPS: TBC</p>	<p>Check through the students answers to the worksheets against the example answers given.</p> <p>Review doodle parent for task completion.</p>
November to December (Rotated topics for the term)	<p>PHYSICS Forces: Collins connect – e text book pages 6-29</p> <p>CHEMISTRY Matter: Collins connect – e text book pages 102 – 125</p> <p>BIOLOGY Organisms: Collins connect –e text book pages 174 - 197</p> <p>https://connect.collins.co.uk/school/portal.aspx</p>	<p>Review the lesson on VLE. Science > year 7 page. <i>(Each lesson folder contains all worksheets etc from the lesson.)</i></p> <p>Complete any outstanding worksheets from the lesson.</p> <p>Read through the pages of the e-text book at: https://connect.collins.co.uk/school</p> <p>Complete any outstanding text book questions.</p> <p>Complete the doodle tasks set for assessment. www.doodlelearning.co.uk</p> <p>TRIPS: TBC</p>	<p>Check through the students answers to the worksheets against the example answers given.</p> <p>Review doodle parent for task completion.</p>
Spring Term			
January to February (Rotated topics for the term)	<p>PHYSICS Electromagnets: Collins connect – e text book pages 30 - 51</p> <p>CHEMISTRY Reactions: Collins connect – e text book pages 126 - 149</p> <p>BIOLOGY Ecosystems: Collins connect – e text book pages 198 – 219</p> <p>https://connect.collins.co.uk/school/portal.aspx</p>	<p>Review the lesson on VLE. Science > year 7 page. <i>(Each lesson folder contains all worksheets etc from the lesson.)</i></p> <p>Complete any outstanding worksheets from the lesson.</p> <p>Read through the pages of the e-text book at: https://connect.collins.co.uk/school</p>	<p>Check through the students answers to the worksheets against the example answers given.</p>

		<p>Complete any outstanding text book questions.</p> <p>Complete the doodle tasks set for assessment. www.doodlelearning.co.uk</p> <p>TRIPS: TBC</p>	<p>Review doodle parent for task completion.</p>
<p>March to April</p> <p>(Rotated topics for the term)</p>	<p>PHYSICS Electromagnets: Collins connect – e text book pages 30 - 51</p> <p>CHEMISTRY Reactions: Collins connect – e text book pages 126 - 149</p> <p>BIOLOGY Ecosystems: Collins connect – e text book pages 198 – 219</p> <p>https://connect.collins.co.uk/school/portal.aspx</p>	<p>Review the lesson on VLE. Science > year 7 page. <i>(Each lesson folder contains all worksheets etc from the lesson.)</i></p> <p>Complete any outstanding worksheets from the lesson.</p> <p>Read through the pages of the e-text book at: https://connect.collins.co.uk/school</p> <p>Complete any outstanding text book questions.</p> <p>Complete the doodle tasks set for assessment. www.doodlelearning.co.uk</p> <p>TRIPS: TBC</p>	<p>Check through the students answers to the worksheets against the example answers given.</p> <p>Review doodle parent for task completion.</p>
Summer Term			
<p>April to May</p> <p>(Rotated topics for the term)</p>	<p>PHYSICS Energy: Collins connect – e text book pages 52-75</p> <p>PHYSICS Waves: Collins connect – e text book pages 76-101</p> <p>CHEMISTRY Earth: Collins connect – e text book pages 150 – 173</p> <p>BIOLOGY Genes: Collins connect –e text book pages 220 – 241</p> <p>https://connect.collins.co.uk/school/portal.aspx</p>	<p>Review the lesson on VLE. Science > year 7 page. <i>(Each lesson folder contains all worksheets etc from the lesson.)</i></p> <p>Complete any outstanding worksheets from the lesson.</p> <p>Read through the pages of the e-text book at: https://connect.collins.co.uk/school</p> <p>Complete any outstanding text book questions.</p> <p>Complete the doodle tasks set for assessment. www.doodlelearning.co.uk</p> <p>TRIPS: TBC</p>	<p>Check through the students answers to the worksheets against the example answers given.</p> <p>Review doodle parent for task completion.</p>
<p>June to July</p> <p>(Rotated topics for the term)</p>	<p>PHYSICS Energy: Collins connect – e text book pages 52-75</p> <p>PHYSICS Waves: Collins connect – e text book pages 76-101</p> <p>CHEMISTRY Earth: Collins connect – e text book pages 150 – 173</p> <p>BIOLOGY Genes: Collins connect –e text book pages 220 – 241</p>	<p>Review the lesson on VLE. Science > year 7 page. <i>(Each lesson folder contains all worksheets etc from the lesson.)</i></p> <p>Complete any outstanding worksheets from the lesson.</p> <p>Read through the pages of the e-text book at: https://connect.collins.co.uk/school</p> <p>Complete any outstanding text book questions.</p>	<p>Check through the students answers to the worksheets against the example answers given.</p>

	https://connect.collins.co.uk/school/portal.aspx	Complete the doodle tasks set for assessment. www.doodlelearning.co.uk TRIPS: TBC	Review doodle parent for task completion.
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Art (Year 7) Curriculum Overview 2017-18

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 Kehinde Wiley 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>Mask making</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 different types of 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 2017-18

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>	<p>Homework is set every lesson with extension tasks.</p> <p>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>Allow students to email you or a family member with the correct usage of the English language.</p> <p>Watch the Macbeth film.</p>
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>	<p>Homework is set every lesson with extension tasks.</p> <p>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>Working out the Min, Max and Average for the weekly shopping.</p>
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>	<p>Homework is set every lesson with extension tasks.</p> <p>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>Read adventure story.</p>

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 2017-18

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.</p> <p>They learn the expectations of their behaviour and studio rules.</p> <p>Study healthy eating and the importance of water</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.</p> <p>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.</p> <p>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.</p> <p>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>
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Drama (Year 7) Curriculum Overview 2017-18

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p><u>Intro to Drama</u> –</p> <p>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.</p> <p>Students are also introduced to a variety of Drama Skills that they will use throughout the year.</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.</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.</p> <p>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>
November to December	<p><u>Darkwood Manor</u></p> <p>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>Assessment:</u></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.</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>Visit the Grove in Dunstable, Luton Library Theatre to see a Christmas pantomime, to see a different style of theatre</p>
Spring Term			

January to April	<p style="text-align: center;"><u>Devising</u></p> <p>Students will work on devising skills based on the theme of Bullying. Students will explore how and why people bully each other, as well as the consequences and hurt this causes using a variety of different drama skills.</p> <p>Students will use skills:</p> <ul style="list-style-type: none"> • Physical Theatre • Hot Seating • Still Images • Flock of Birds • Mask 	<p style="text-align: center;"><u>Assessment</u></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.</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.</p> <p>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 to July	<p style="text-align: center;"><u>A Midsummer Nights Dream</u></p> <p>Students will explore Shakespeare’s classic comedy using a range of techniques they have been taught over the course of Year 7.</p> <p>Students will use the ideas of Stanislavski to explore character, as well as experimenting with the ideas of Bertolt Brecht.</p> <p>Skills used:</p> <ul style="list-style-type: none"> • Still Image • Thought tracking • Physical theatre • Hot Seating • Role on the Wall • Marking the moment 	<p style="text-align: center;"><u>Assessment:</u></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.</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.</p> <p>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>

French (Year 7) Curriculum Overview 2017-18

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"> Où habites-tu? : Talking about where people live 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"> Ma chambre : Describing your bedroom Le soir : Talking about what you do at home 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"> Au centre-ville : Asking and talking about places in a town Où est le parc? : Asking for and understanding simple directions Où es-tu? Où vas-tu? : Saying where you are and where you are going J'aime bien ça! : Making and responding to suggestions for going out 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 2017-18

Periods per fortnight: 3

Term	Topics Studied		Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn Term	Students will be introduced to Geography as a subject, taking into consideration topics previously studied in primary school. <i>Geographical Skills</i> will be taught, such as map reading and using scales. After this, students will be focusing on <i>Deserts</i> 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.		Students will be using the skills learnt in this topic to then produce their own detailed map. Homework tasks are available on the VLE and Doodle. 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 can use a range of maps to familiarise themselves with how to use them. 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 <i>World Issues and Weather & Climate</i> . This will involve looking at popular tourism destinations in order to explain the impact people have on the environment. Students will use their geographical skills, focusing 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.		Homework tasks are available on the VLE and Doodle. 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 themselves. This may involve collecting brochures or leaflets. Students could investigate extreme weather events in the UK and around the world. News programmes are especially helpful for this if there are particularly large weather events such as hurricanes.
Summer Term	Students will be learning about <i>Population & Settlement</i> and <i>Rivers</i> . Students will study impacts of the increasing world population (7 billion and still growing!) and how rivers and flooding effect people and	Homework tasks are available on the VLE and Doodle. Knowledge and progress is assessed half termly. This is done to ensure that all	Students could investigate the increasing impact that humans are having on their environment and the impacts of continued population growth around the world. News programmes are especially helpful. It would also be useful to take note of any flooding events that happen in the UK so that	

	place. Case study examples include Niagara Falls, UK flooding and the Amazon.	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 can see examples of how these disasters impact people and place.
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History (Year 7) Curriculum Overview 2017-18

Periods per fortnight: 3

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	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>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>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 Hardrada 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>
November to December	<ul style="list-style-type: none"> • 1066- Could it have been different? • Who should be King (Hastings Hustings) • Who should be King (Presentations) • 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>APP – “Harold’s bad luck was the main reason why he lost the Battle of Hastings to William. Do you agree?”</p> <p>Research homework – Designing a siege weapon to attack a castle with; an English Heritage brochure on castles</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs</p>
Spring Term			

January to April	<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			
April to May	<ul style="list-style-type: none"> • What was life like in Stuart England? • What was London like in 1666? • What was the plague? • 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 	<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 through the Great Fire of London; an apothecary's brochure for the cures for the Plague that he/she sells.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs</p>
June to July	<ul style="list-style-type: none"> • What is Slavery? How does it compare to working conditions in factories? • Does slavery still exist in the 21st century • Why did Slavery exist? • What were the conditions like in England's factories • What was life like in the middle passage? • What was life like on a Plantation? • Who were the winners and losers of the Slave Trade? • Freedom: how was it achieved? • APP preparation and APP 	<p>APP – ““Slavery was much worse than the conditions children worked in, in factories.” Do you agree or disagree? Explain your answer?”</p> <p>Research homework – two newspaper articles calling for the abolition of slavery and protesting against the conditions children work in, in factories.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g Hampton Court, Imperial War Museum</p>

Music (Year 7) Curriculum Overview 2017-18

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.
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PE (Year 7) Curriculum Overview 2017-18

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>Girls – Netball and Trampolining. 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>Skills 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 Trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p>	<p>Skills 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>Skills 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</p>	<p>Skills 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</p>

	<p>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><u>Planning and Leading a drill for my sport</u></p>	<p>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>Skills assessment in sports covered.</p> <p>APP knowledge assessment :</p> <p><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>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>Skills assessment in sports covered.</p> <p>APP knowledge assessment :</p> <p><u>Understanding the rules and regulations of 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>

Religious Studies (Year 7) Curriculum Overview 2017-18

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<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 your child what they predict for the story.
November to December	<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			
January to February	<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.
March to April	<u>How do religious people celebrate their festivals?</u> 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.	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			
April to May	<u>How should we behave?</u> Students explore where we get our systems of morals and ethics from. We look at a number of religious systems of morals	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 morals.

	including the 5 pillars of Islam, the Golden Rule and the 10 Commandments.		
June to July	<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.

Spanish (Year 7) Curriculum Overview 2017-18

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. 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	Module 3 : Mi familia	APP – Module 3: Mi familia.	Encourage students to download Spanish vocab book from VLE.

February	<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>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>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>
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</p> <p>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.</p> <p>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 4. Me gusta ir al cine : Saying what you like to do 5. ¿Qué vas a hacer? : Saying what you are going to do 	<p>APP – Module 5: el tiempo libre</p> <p>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, where, who with you do the activity and add opinion about it. <p>Write a paragraph explaining what sports you do or play. Use</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>

		expressions of frequency and opinions.	
June to July	<p>Module 6 : En la ciudad</p> <ol style="list-style-type: none"> 1. ¿Cómo es tu ciudad? : Saying what your town is like 2. ¿Qué hay? : Asking where something is in town 3. ¿Quieres ir al cine? : Making and responding to invitations 4. ¿Qué tiempo hace? : Talking about the weater 5. Este fin de semana : Saying what you do in town 	<p>APP – Module 6: En la ciudad Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework: - 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> <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. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>

Technology (Year 7) Curriculum Overview 2017-18

Periods per fortnight: 2

Year 7 comprises of various curriculum areas within Design & Technology. The students will complete a range of projects within Textiles, Food and Resistant Materials.

Rotation 1	Topics Studied Food & Nutrition The project will last the whole term	Homeworks/Controlled assessments, field work, trips	How parents could support students
First Half Term	<p><u>Topic: Healthy eating, Safety & Hygiene and Cooking skills</u></p> <p>This half term students will extend their knowledge of the kitchen equipment and learn to safely use the cooker which includes grill and the oven. The Students will also learn how to use other basic kitchen equipment, routines for preparation and safe hygienic practice after practical lessons.</p> <p>The emphasis will be on healthy eating linked to the national KS3 curriculum, PIXL flight paths and Doodle skills.</p> <p><u>Recipes studied this term:</u></p> <ul style="list-style-type: none"> • Pizza Towers • Savoury wraps • Couscous/Rice/Pasta salad - Assessment 	<p>Container, ingredients and correct portions.</p> <p>Evaluate at home – photo, taster’s comments, WWW & EBI</p> <p>Skills Practice – Independently preparing healthy snacks and practicing kitchen organisation at least twice a week</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>
Second Half Term	<p><u>Topic: Extended kitchen and recipe planning</u></p> <p>The key skills to be explored this term are technical cutting skills which include the bridge & claw technique.</p> <p>They will continue to consolidate healthy eating concepts & safe knife handling.</p> <p><u>Recipes studied this term:</u></p> <ul style="list-style-type: none"> • Group Task – Scones – Sensory analysis • Fruit crumble • Breakfast muffins 	<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>Healthy eating dairy 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>

Rotation 2	Resistant Materials		
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> <p>Core content: Health and safety & properties of wood</p> <p>Project: Biomimicry clock</p> <ul style="list-style-type: none"> • Basic Health and Safety issues • Introduction to different types of wood and their properties • Understanding the difference between a Design Brief and Specification. 	<p>Spelling Test Practise</p> <p>Investigate the concept of Biomimicry</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>Core content: Health and safety & properties of wood</p> <p>Project: Biomimicry clock</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 • 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>Remind students to use and check planners to record homework.</p>

Rotation 3	Textiles		
<p>First Half Term</p>	<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>Core content: Health and safety & properties of fibres and fabrics Project: Decorative sewing techniques</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>Health and Safety Textiles poster</p> <p>Investigate the concept of textiles and embroidery</p> <p>Spelling Test Practise</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>
<p>Second Half Term</p>	<p>Core content: Health and safety & properties of fibres and fabrics Project: Embellished decorative hanging sign</p> <p>This half term students will make a decorative hanging sign embellished with a variety of stitches. This promotes hand sewing skills and an interest in design. Students will make the product and evaluate their learning through the project and identify areas for improvement.</p> <ul style="list-style-type: none"> • Cutting knife/matt • Decorative sewing • Designing skills 	<p>Practice sewing skills</p> <p>Research embroidery methods</p> <p>Investigate design skills and process</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>