Wombourne High School

Hard Work, Positivity, Kindness

Curriculum Booklet

Year 7

Dear Parents and Carers

The aim of the curriculum at Wombourne High School is to inspire students, to allow students to identify their interests and talents, and to develop these. To develop real interest and passions. Through our key values of hard work, positivity and kindness our aim is to develop a 'can do' attitude in all of our students, valuing resilience and determination. Our aim is that students enjoy learning.

In Year 7 students follow a very broad and balanced curriculum so that students gain a wide variety of knowledge, understanding and skills. This booklet has been put together to allow you to understand the curriculum your child will study in Year 7.

As students get older it becomes increasingly difficult for parents to help with their homework. However, there are many varied ways you can support your child with their work at home and we have made suggestions at the bottom of each subject page on practical ways you can encourage and develop your child's interests. The ideas are given as suggestions, please select a few that you think may benefit your child, they are not meant as a list to work through.
All students at Wombourne High School need to bring a reading book to school every day. Please monitor and encourage your child to read widely. Students can visit the limited school library at lunch time and borrow books, but we strongly encourage frequent family visits to local libraries.

We hope the information in the following pages is useful in your active support of the education of your child.

Yours sincerely,

Dr G Smith
Headteacher

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Favourite Things** Students learn how to develop a personal design for the front of their sketchbook. Basic drawing, idea development and composition skills explored. Use of guidelines for lettering. Colour mixing, blending and shading explored.	**Drawing Skills** Students further develop their drawing skills from observation and learn formal shading techniques to create form (3-D look) in their work. Shading is explored in pencil, coloured pencil and in felt pen.	**Colour Theory** Students learn about the theory of colour relationships and how to use them within an artwork. Other practical skills learned include general drawing, idea development/ composition, colour mixing in paint and application of paint. The focus artist is the Expressionist Paul Klee. Final outcome – underwater scene in Harmonious/ Complementary/ Warm/ Cool colours, using a range of media and techniques.		**Self- Portrait** Students learn how to create self-portraits using a range of drawing methods, in different styles and with a range of media. A greater ownership of the final outcome in terms of ideas, drawing methods and techniques is actively encouraged. The focus artists are Chuck Close (grid method), Pablo Picasso (multi-viewpoint) and Frida Kahlo (narrative and symbolism).	
Assessment	Formative assessment using project specific success criteria. Summative assessment using Bronze, Silver & Gold attainment descriptors.				Formative assessment using project specific success criteria. Summative assessment using Bronze, Silver & Gold attainment descriptors. End of year subject examination.	

Prior learning	Students will usually have received very little formal Art teaching prior to starting in Year 7. Year 7 provides that much needed, broad based, introduction to the fundamentals of the subject.
Enrichment within the Curriculum	Art helps students to explore the world around them and to understand how their views, feelings and experiences can be used positively and powerfully within their work. Art can cross the subject divides.
Extracurricular opportunities	There is a KS3 Art Club that Year 7 students are welcome to attend during and after the school day. Artwork produced during this time may be taken home or displayed within the Art room.
Links to personal development and citizenship	Art helps to develop creativity, innovation, self-expression, non-verbal communication, practical skills, confidence, independence and self-reflection. Students are eager to participate in and respond positively to the artistic opportunities available to them.
Preparing for the next stage of education	The KS3 curriculum helps to develop more confident, creative and skilful learners who are ready to take on the exciting challenges at GCSE level. Students benefit from the display of their work and the positive feedback from those who view it.

Ways to support your child's learning

- Encourage them to draw freely and without judgement – the more the better!
- Display your child's artwork within the family home to build confidence.
- Encourage your child to talk about their own work.
- Take your child to a gallery that shows that art can be made in a broad range of styles, forms and for many reasons. Art can be funny, thought provoking or just fascinating!
- Ensure that your child brings basic drawing equipment to every Art lesson.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Welcome to Wombourne High School Computing**	**Computational Thinking & Control Systems 1**	**Visual Programming 1**	**Web Technologies 1**	**Spreadsheet Software**	**Digital Graphics 1** Bitmap Graphics
Assessment	**Baseline Exam**	**Practical**	**Practical**	**Practical & Exam**	**Practical & Exam**	**Practical**

Prior learning	The selected units of work provide a mixture of Computer Science and Media based learning activities, building on prior learning through topics such as e-safety and game development whilst continuously utilising Microsoft's Office suite of software.
Enrichment within the Curriculum	Students will have the opportunity to experience an array of career-based topics which will enthuse them to further their knowledge at KS4 and KS5. Pupils are afforded the opportunity to learn a variety of computer-based languages, create web pages and learn about the www in addition to creating digital graphics, animations and interactive multimedia products. Learning how to use Microsoft's Office suite of applications is embedded throughout the curriculum, enabling successful use of Office software within other subject areas and beyond.
Extracurricular opportunities	Students will learn about digital graphics, animations and videos which will develop an understanding of brand awareness and how products are marketed.
Links to personal development and citizenship	From the start of year 7 students are taught about safe, ethical and correct use of computer systems and are encouraged to implement this learning both at school and at home.
Preparing for the next stage of education	The primary focus of each unit of work within the KS3 curriculum alternates between Computer Science and Media to prepare students who wish to continue studying either subject at KS4. The assessment type at KS4 differs between subjects. Computer Science students are assessed at the end of the course in the form of two formal exams whereas Creative iMedia students are mainly assessed via coursework. The content and assessment type within each unit is designed to reflect this.

Ways to support your child's learning

- Encourage your child to watch technology TV shows such as BBC's "Click"
- Encourage your child to read technology news such as at www.bbc.co.uk/news/technology
- Take trips to places associated with technology such as Bletchley Park or certain theme Parks
- Use BBC Bitesize (Computer Science, ICT & Multimedia pages) to aid understanding
- Use a Raspberry Pi computer and tutorials freely available on the internet to learn about, and experiment with, computer systems

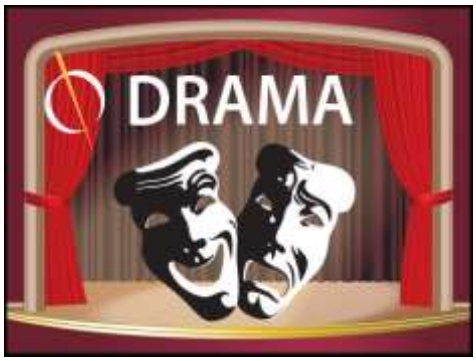
Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Chocolate Packaging Project** Brand Identity Generating brand name design ideas Developing drawing skills	**Developing design ideas/ making of products** Introduction to vacuum forming Knowledge of Thermoplastics and Thermosetting plastics Producing moulds that can be vacuum formed.	**Developing design ideas/ making of products** Introduction to net packaging. Knowledge of die cutting Producing a final net package to hold the vacuum formed tray inside	**Night Light Project** Introduction to electronics and circuits Generating design ideas to case the circuit. Developing drawing skills Model making	**Developing card prototypes/ making of products** Introduction to Computer Aided Design and Manufacture Working on 2D Design ready for laser cutting components Making a wooden base to hold the printed circuit board and components inside	**Completing practical elements** Writing evaluations. Formulating and producing evaluations. Presenting final design proposals **Enrichment activities** (Science, Technology, Engineering and Maths)
Assessment	Baseline Assessment Design Ideas	Production Log Practical assessment (Photographic evidence).	Producing a net prototype On-going in class assessment of practical work.	Design Ideas Checkpoint activities on core principles of Design and Technology (Exam preparation)	On-going in class assessment of practical work (soldering, making the base and the use of CAD)	Exam on core principles of DT. Assessment of final product and written evaluation.

Prior learning	Students will be developing their key skills in drawing from primary school (3D drawing skills), modelling of ideas and producing functional products. Students will have the opportunity to develop their knowledge, understanding and ability to manipulate a range of materials including wood, plastics and metals. Students will have the opportunity to use CAD (2D Design skills and Sketch-Up) and CAM (the laser cutter). We understand the importance of marketing and pupils are taught how to successfully protect their 'intellectual property' and market their products. Literacy and numeracy skills are imperative to the year 7 Design and Technology curriculum.
Enrichment within the Curriculum	To enrich students' experience of the subject all pupils will have the opportunity to experience visits from the guest speakers in the subject (Jaguar Land Rover). Students will have the opportunity to participate in the workshops provided by 'Army Stem' and Young Engineers.
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting STEM club supported by Maths and Science. Craft club at lunchtimes. These clubs run throughout the year.
Links to personal development and citizenship	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects, to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious is a key focus for us at Wombourne High School.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing, Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which help them take up positions in companies around the world.

Ways to support your child's learning

- Encourage students to keep sketch books, take photographs and collect examples of innovative and creative designs.
- Look out for any design and creative competitions on TV Shows (CBBC/terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating. Programs like 'How it Works?', 'The Gadget Show' introduce pupils to a range of innovative products
- Pupils are encouraged to read books, magazines and articles about design and innovative products on-line
- Trips to interactive museums (e.g. THINK Tank) and look out for events such as 'The Big Bang'
- When completing homework tasks, students go 'the extra mile' and thoroughly research the topic areas, practice making models in 3D from resources found at home including card, clay and Lego



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introduction to Drama and Greek Myths Freeze Frame Mime Levels Physical Theatre Narration Myths Storytelling Costume Mask		The Legend of the Green Children Legends Narration Cross Cutting Plot and structure Audience awareness News Report Appropriate language and expressions Filming Transferring story to another time TV Genres		Fables Aesop's Fables Independent research Story Telling Morals Communicating with an audience Characterisation	
Assessment	Applying skills in rehearsal Performance skills Reflection		Performing and recording a News report. Watching themselves back and evaluation		Creating and perform own Fable with Fable characteristics and a moral at the end	

Prior learning	Students often arrive at secondary school with only a small experience of drama. The Y7 Drama curriculum is designed to engage students, to build their confidence, and to develop skills needed to perform in front of an audience.
Enrichment within the Curriculum	Within the Drama curriculum students develop an understanding of aspects of History, Geography and cultures different from their own.
Extracurricular opportunities	Students have opportunities to perform to wider audiences should they choose to take part in the annual school show, talent competitions and charity performances, held in the school theatre. Students can also attend Musical Theatre Club.
Links to personal development and citizenship	Through drama students develop confidence, teamwork skills, independence, self-reflection skills and an appreciation of a strong moral code.
Preparing for the next stage of education	Many of our students eagerly take part in a range of performance opportunities available throughout the school year. These performances are always well received, help to build character, and provide experiences essential for further and higher study of Drama.

Ways to support your child's learning

- Your child can join a Drama club in school or the local community
- Your child could take part in a school performance to be shown to an audience
- Take your child to the theatre to watch a performance
- Encourage your child to read novels, poetry and work of playwrights

	Autumn 1 One reading lesson per week	Autumn 2 One reading lesson per week	Spring 1 One reading lesson per week	Spring 2 One reading lesson per week	Summer 1 One reading lesson per week	Summer 2 One reading lesson per week
Topics	**Characters in Fiction** To develop an understanding of how characters are constructed in fiction across a range of prose, poetry and plays extracts. Extracts will be from pre and post 19th Century fiction. To develop creative writing and explore how to create characters in fiction.	**Characters in Non-Fiction** To develop an understanding of how 'characters' are constructed in non - fiction across a range of articles, films and news, tv shows. Non-fictions materials will be from pre and post 19th Century fiction. To develop creative writing and explore how to create characters in non-fiction.	**Genre Conventions** To develop an understanding of the conventions of genres through a study of a range of extracts. To enhance term 1 by exploring and evaluating character roles within genres. Extracts will be from pre and post 19th Century fiction. And a range of prose, poetry and plays extracts. To develop an understanding of non – fiction texts that emulate the genre conventions. To continue to develop creative writing and explore how to create genres in fiction.		**Language and literature over time** To develop an understanding of how the English language has evolved. To explore and evaluate character roles, genres and analysis within the literary canon. To understand the context of the time periods and the influences on the extracts. Extracts will be from a range of prose, poetry and plays and a range of eras. To develop knowledge of transactional writing and explore the contexts of the time period.	
Assessment	Non-fiction aspects 5 and 6 Baseline Reading AF1 and AF2	Non-Fiction Writing 5 and 6	Fiction AFs 1-4	Fiction writing 5 and 6	Non Fiction/Fiction writing 5 6	End of year exam – Reading focus AF 1 2 3 4 Question basis

Prior learning	Students will build on the skills taught at KS2, including spelling, punctuation, vocabulary and grammar. They will further develop their writing responses and enhance student's terminology acquisition into analytical responses.
Enrichment within the Curriculum	All topics consider wider cultural, political and historical issues, explicitly so in the summer term where key current issues are explored and evaluated. Current media and their representation of events, people and ideas, are evaluated throughout the curriculum. Historical and political context is also included in the Autumn and Spring term through the novella and the poetry.
Extracurricular opportunities	Pupils are encouraged to attend Book club. There are also author events and theatre trips throughout the year.
Links to personal development and citizenship	English is important in everyday life. The study of English helps pupils explore and understand other perspectives. Pupils are considering texts in their cultural context, developing an analysis of characters personalities, developing empathy skills, evaluating the role of the media in society, exploring the development of language in the world and the literary heritage.
Preparing for the next stage of education	This curriculum is designed to introduce key skills, ideas, texts and analysis tools needed in year 8 when we study a smaller range of texts in closer detail. It also develops a broad understanding of key concepts within English that students will expand on in KS3 and KS4 in greater depth.

Ways to support your child's learning

- Take your child to a library regularly
- Listen to your child read and record it on WISE
- Encourage your child to read a variety of texts, including newspaper articles and online blogs
- Help you child with spellings and learning new vocabulary
- Discuss character stereotypes, plot devices in texts, TV shows and films
- Watch the news and topical shows and discuss domestic and global issues
- Websites: BBC Bitesize

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Safety** Health and safety Weights and measures Identifying Equipment Making procedures	**Nutrition and Health Eating** Eat well guide Balanced plate (Key nutrients and healthy living). Balanced meals	**Sustainability** Food provenance - Where food comes from 1 Farm to fork	**Sustainability** Food Provenance - Where food comes from 2	**Seasonality** Fresh and seasonal ingredients	**Culture** World Foods Food Choices Traditions and food
Assessment	Knife Skills and Techniques Health and Safety	Basic menu planning	Provenance of food Where food comes from?	Provenance of food Where food comes from? *Develop own Choice	Food Seasonality *Soups *Smoothies	Advanced knife skills Heat transfer Seasonality *Fajitas *Chilli

Prior learning	The Autumn term will focus on developing student's awareness of kitchen rules and expectations as well as making students feel comfortable and confident when using a range of kitchen utensils. Students will develop a knowledge and understanding of where food comes from and begin learning about the science of food including studies on Nutrition.
Enrichment within the Curriculum	Practical lessons are at the heart of the curriculum – aiming to develop student's cooking skills and increase their knowledge of the food they eat.
Extracurricular opportunities	Food club takes place every week. Students have the opportunity to further develop practical skills and take-home products for their family to enjoy!
Links to personal development and citizenship	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Students are encouraged to work together to complete their projects, to share resources and ingredients. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Wombourne.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, and Catering.

Ways to support your child's learning

- Programs like 'Ready Steady Cook', 'The Great British Bake off' introduce students to new ingredients and methods.
- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating!
- Students are encouraged to read books, magazines and articles about creating food dishes.
- When completing homework tasks 'go the extra mile' and thoroughly research the topic areas, practice making food dishes.
- Students are encouraged to enjoy making food dishes – have fun– trial, make mistakes and learn from them!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**C'est moi** Greetings, numbers, alphabet Personal identity: name/ age/ birthday Dates & months & birthdays School equipment and classroom instructions Avoir / être / s'appeller Family members Colours + adjectives Describing self – Hair & eyes Describing self – character être Describing 3rd person		**Mon college** Days of the week Telling the time-24hr clock School subjects Opinion structures Reasons/justifications Connectives Developing use of verbs in present tense Describing a school day comparisons		**Mes passetemps** Developing sentence structures Developing use of present tense Talking about sports & hobbies Immediate future tense Conditional tense	
Assessment	Big write *Speaking Listening & reading		Big write *Speaking Listening & reading		Big write *Speaking Listening & reading	

*students will have a minimum of 1 speaking assessment in the year

Prior learning	Students will have language awareness skills from primary school, they will have developed the language learning skills: look-cover-say-check. The curriculum in year 7 will have an emphasis on language learning skills.
Enrichment within the Curriculum	Cultural awareness activities take place throughout the year, including awareness of Christmas and Easter holidays in France. We will also complete a film study – Le Petit Nicholas.
Extracurricular opportunities	Language ambassadors Culture club Homework drop-ins House MFL competitions (Bake off etc)
Links to personal development and citizenship	Students will further develop cultural awareness through their study of French. Links will also be made to citizenship topics of living within a 'global' community.
Preparing for the next stage of education	The language learning foundations of year 7 will under-pin further study of languages and develop skills of memory & recall.

Ways to support your child's learning

- Help with learning spellings/meanings of new words
- Mini revision cards to make flashcards
- Use on-line websites such as www.languagesonline.org.uk
- Use apps such as Duolingo / linguascope
- Change settings for a DVD into French

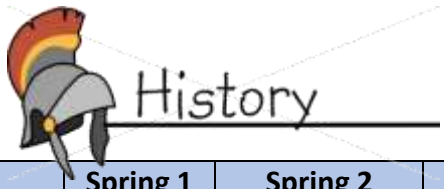
Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**My Island, My Home** Composition of United Kingdom Physical Maps Map Skills Location	**Settlement & Migration** Settlement patterns Urbanisation & Change Migration push-pull factors	**Megacities** India & Mumbai Contrasts in urban areas Life in informal settlements	**Rivers** Characteristics of rivers River processes River land forms	**Weather, climate & flooding** Water cycle Weather patterns Rainfall types Flooding Microclimate fieldwork	**Digimaps** Route to school Map skills Fieldwork
Assessment	Key word retrieval starter tasks Checkpoint Assessment **1 Hour End of Unit Test (My Island, My Home)**	Key word retrieval starter tasks Checkpoint Assessment	Key word retrieval starter tasks **1 Hour End of Unit Test (Megacities**)	Key word retrieval starter tasks Checkpoint Assessment	Key word retrieval starter tasks Checkpoint Assessment	Key word retrieval starter tasks Checkpoint Assessment **1 Hour End of Year Test (All topics studied)**

Prior learning	Students will be building upon and furthering knowledge gained in KS2. Whilst various topics may have already been covered to some extent by some students, all feeder schools differ, we look to cover the key areas in depth.
Enrichment within the Curriculum	Prior learning will be supplemented and expanded to cover many aspects of our environment and climate issues. In addition, local fieldwork tasks plus a larger trip to Worcester, will help introduce a more practical approach to the curriculum.
Extracurricular opportunities	Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm. A fieldwork trip to Worcester will take place in the summer term, where pupils will conduct a city survey and may also study the river system.
Links to personal development and citizenship	The study of geography helps students explore the evolution of people, their ideas, places, environment and climate. Understanding the impact that we have on each of these areas help students appreciate their place in the world and responsibilities to the environment in which we live.
Preparing for the next stage of education	The year 7 curriculum is designed to develop concepts that students may have covered in KS2 and to provide them with new skills in order to identify and analyse changes, causes and consequences. Students are also prepared to produce written answers in a form which we will be helpful at GCSE level.

Ways to support your child's learning

- Visits to local sites: Local walks to use OS maps, Bewdley & Worcester for River Severn, Black Country Living Museum, Dudley Canal Tunnels, Thinktank Birmingham
- Visits to UK sites: Natural History Museum, Science Museum, Ironbridge, London
- Access to TV documentaries, BBC, Discovery and National Geographic
- National Geographic magazine, Geographical magazine
- Websites: BBC Bitesize (Weather and Climate, Rivers and Water, Human Geography, OS Map Skills) and WISE resources
- Books: KS3 Geography – S Ross, R Priest & R Tudor, Progress in Geography (Hodder), Local OS Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Who are the British?** The chronological history of Britain Development of government in Britain Migration - Where did the people of Britain come from?	**What did the Romans do for us?** Chronological look at the aftermath of invasion on society. Rebellion, revolt and unrest. Political development as well as changes to weapons and warfare Empire building and the impact of migration on Britain.	**Why did people risk their lives?** A chronological look at why people have risked their lives throughout History by looking at religion, conflict and rebellion from 1066 through to the Crusades.		**What was it like to live in the middle ages?** A thematic study into living conditions in the medieval period. Students will look at medieval houses, food, jobs as well as examining the threats that people faced in their daily lives. A depth study looking at The Black Death.	**Ideas & Beliefs: Medieval or Modern?** Students will look at the developments that took place during the medieval period into the Early Modern period and Renaissance (technologically, religiously, socially) A depth study looking at Henry VII'I's dissolution of the monasteries & creation of the C of E.
Assessment	Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph)	Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph) **1 Hour End of Unit Test (What did the Romans do for us?)**	Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph) **1 Hour End of Unit Test (Why did people risk their lives?)**		Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph)	Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph) **1 Hour End of Year Test (All topics)**

Prior learning	Students will be building upon skills gained in KS2. Whilst various topics, particularly regarding the Romans in Britain, were taught in KS2, we look to revisit many of the areas in order to create a detailed knowledge base line across all students.
Enrichment within the Curriculum	Students prior learning will be supplemented and challenged with new history skills, such as evaluation and an introduction into the analysis of primary sources.
Extracurricular opportunities	As part of the Middle ages, Medieval and Modern studies in the Summer Term, all Year 7 students will have the opportunity of visiting Worcester, with tours of the ancient cathedral and the Tudor House Museum.
Links to personal development and citizenship	History provides the pupil with a range of challenging events and outcomes which are, or have been, mirrored in modern day life. As a result, students are encouraged to explore what lessons from these events were learnt, what were not, why events repeat and what can break the cycle. Such historical repetitions and their resulting outcomes, impact on personal learning and development.
Preparing for the next stage of education	The Year 7 curriculum is designed to provide students with an introduction to KS3 history through topics recognisable from their KS2 experience. Learning and then applying new skills to this history, pupils will begin to challenge some of their early gained concepts. Students will move onto studies of Empire, Slavery, Industrial Revolution, conflict and the holocaust in Yr. 8.

Ways to support your child's learning

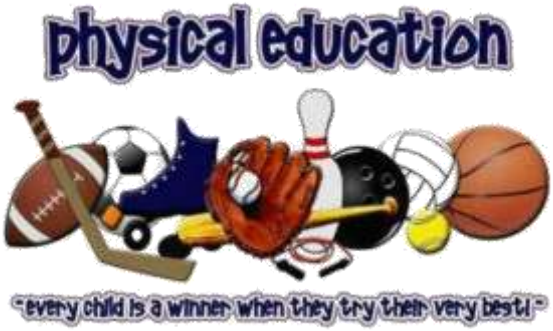
- Visits to local sites: Wroxeter Roman City, Wall Roman Site (Lichfield), Birmingham Museum (e.g The Staffordshire Hoard), Kenilworth Castle, Ludlow Castle, Stratford, Avoncroft Museum.
- Visits to UK sites: The British Museum, London Museum, Other British sites e.g. Bath, Chester, Warwick, London, York – Yorvik Viking Centre, Hadrians Wall, Vindolanda etc
- Films/Documentary DVDs: Horrible Histories, In Search of the Dark Ages (Michael Wood), A History of Britain (Simon Schama)
- Resources on WISE and Websites: BBC Bitesize (Early Civilisations and Empires, The Roman Empire), Ancient History Encyclopedia (https://www.ancient.eu), British History Worksheets (https://schoolhistory.co.uk/modern/british-history), Everyday life in the Middle Ages
- Books: A History of Ancient Britain – Neil Oliver, The Roman Empire: A Beginners Guide – P Matyszak, The Middle Ages – R J Coates,
- Access to documentaries, BBC, The History Channel, Discovery and National Geographic
- BBC History Magazine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (SUPPORT)	Number and the number system Counting and Comparing Calculating: Division	Visualising and constructing Exploring fractions, decimals and percentages	Algebraic proficiency Proportional reasoning Pattern sniffing Measuring space	Investigating angles Calculating fractions, decimals and percentages	Solving equations Calculating space Checking, approximating and estimating Mathematical movement Presentation of data Measuring data	Revision Revision of key concepts as identified from assessments
Topics (CORE)	Numbers and the number system Counting and comparing Calculating Visualising and constructing	Investigating properties of shape Algebraic proficiency Exploring fractions, decimals and percentages Proportional reasoning	Pattern sniffing Measuring space Investigating Angles Calculating fractions, decimals and percentages	Solving equations and inequalities Calculating space	Checking, approximating and estimating Mathematical movement Presentation of data Measuring data	Revision Revision of key concepts as identified from assessments
Assessment	Checkpoint Quizzes 1 Hour Test	Checkpoint Quizzes 1 Hour Test	Checkpoint Quizzes 1 Hour Test	Checkpoint Quizzes 1 Hour Test	Checkpoint Quizzes	2 x 1 Hour End of Year Tests

Prior learning	Students will be building upon and furthering their understanding of topics studied in KS2. Some topics (Such as algebra) may be completely new to students. Students will need skills from primary school to be able to understand the necessary concepts in Year 7.
Enrichment within the Curriculum	We currently enter all top set pupils into the UKMT Maths challenge and prepare them for this with practise questions as part of everyday lessons. Other sets will also see these types of questions as part of stretch and challenge within the curriculum.
Extracurricular opportunities	Pupils are encouraged to join our lunchtime clubs which include Chess club and can lead to competitions.
Links to personal development and citizenship	Mathematics is important in everyday life and is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths. In Maths we focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.
Preparing for the next stage of education	Year 8 will provide an opportunity to build upon skills taught throughout the year. The curriculum is designed to prepare students from the start for their GCSE exams

Ways to support your child's learning

- Websites: Hegarty Maths, Corbett Maths, BBC Bitesize
- Use resources available on WISE
- Be positive about Maths. Try not to say things like "I can't do maths" or "I hated maths at school"
- Point out maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling
- Play board and card games with your child, this simple act of using numbers can really help
- Praise your child for effort rather than being "clever". This shows them that by working hard they can always improve



	Autumn	Spring	Summer
Topics	All year 7's will take part in a 4 week baseline programme in September and then will complete 2 of the following activities: Netball, Badminton, Multi Skills, Dance, Rugby, Lineball or Swimming	Students will complete 2/3 of the following activities: Gymnastics, Handball, Swimming, Badminton, Athletics or Dance	Students will complete 2/3 of the following activities: Athletics, Swimming, Futsal, Rounders or Cricket
Assessment	Baseline assessment of key skills 2 x activity assessments covering skills, techniques, tactics and fitness	2 x activity assessments covering skills, techniques, tactics and fitness	2 x activity assessments covering skills, techniques, tactics and fitness

Prior learning	The baseline assessment will establish activities and skills learnt in primary school to help tailor the curriculum for the rest of the year, to ensure students are challenged based on their individual needs.
Enrichment within the Curriculum	PE involves a range of cross curricular links for example mathematical measurements in activities such as athletics and science links to the working of muscles of the body.
Extracurricular opportunities	A range of extra-curricular opportunities will be available every term including those covered in lesson and new activities such as dodgeball and table tennis. Timetables will be regular updated and will be available in tutor rooms and online.
Links to personal development and citizenship	Student leadership skills will be constantly developed within lessons, in addition to teamwork skills.
Preparing for the next stage of education	The activities covered during the Year 7 curriculum are designed to introduce a range of basic skills, techniques and tactics that can then be transferred into Year 8, when we study activities in greater depth and start transferring skills into new activities.

Ways to support your child's learning

- Encourage students to attend extra-curricular activities
- Encourage students to take part in sport outside of school
- Watch a variety of different sports either live or through the media
- Try a new sport/activity as a family to promote being active

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Introduction to Philosophy, Religion & Ethics** What is Philosophy, religion & Ethics? Approaches to a belief in God Introduction to Christianity Introduction to Hinduism Ultimate Questions		**A critical enquiry into our world** Morals Conscience The island Enquiry of an ultimate question Ultimate Questions		**Holy Spaces** What is a Holy space? Islam & Holy Spaces Buddhism & Holy Spaces Christianity and Holy Spaces	
Assessment	Key word retrieval starter tasks Checkpoint Assessment **1 Hour End of Unit Test (Philosophy, religion & ethics)**		Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph) **1 Hour End of Unit Test (Enquiries Question)**		Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph) **1 Hour End of Year Test (All topics studied)**	

Prior learning	Students will be building upon and furthering knowledge gained in KS2. Whilst various topics may have already been covered by some students, all feeder schools differ, we look to cover the key areas in added detail to create a baseline for the entire year and prepare students for the transition into Year 8.
Enrichment within the Curriculum	Students will begin to consider comparisons and contrasts, cause and consequence and apply new skills to their written work. In addition, students are offered a trip to Worcester to visit the Cathedral and to a local Gurdwara. Pupils will also begin to complete more extended writing tasks.
Extracurricular opportunities	Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm.
Links to personal development and citizenship	The study of Religious education gives students the opportunity to understand their British heritage, plurality of beliefs and explores customs and values. It also provides students with a means of textual study and philosophical thinking that, on face value may seem to contrast but in deeper study compares.
Preparing for the next stage of education	The Year 7 curriculum is designed to re-introduce study areas that pupils may have covered in KS2 and to provide them with new skills in order to compare and contrast beliefs and doctrines and identify means of compromise and conflict resolution. This core aim will continue into Yr 8.

Ways to support your child's learning

- Access to TV documentaries, BBC, Discovery and History Channel
- Visits to local sites: Churches, temples, cathedrals
- Websites: BBC Bitesize (Buddhism, Christianity, Islam, Judaism, Quaker, Beliefs), Living Faiths (https://global.oup.com/education/content/secondary/series/living-faiths/?region=uk)
- Use resources available on WISE
- Books: CQP KS3 Religious Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Lab skills Cells Atomic structure Particle model Energy		Inheritance Chemical changes Forces Space		Energy changes Interdependence Ecology Waves	
Assessment	AP1 assessment on all units covered this term. Check point assessment for each unit		AP2 assessment on all units covered this term. Check point assessment for each unit		AP3 assessment on all units covered this term. Check point assessment for each unit End of year assessment for all content covered this year	

Prior learning	Year 7 builds upon the KS2 science curriculum, however, in secondary school we can do lots of experiments – especially in chemistry. We start building in lab skills that students will need throughout their science career.
Enrichment within the Curriculum	We have ensured that practical lessons are at the centre of our curriculum. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	We have scientist of the month competition for all year groups. Science club runs once a week for Year 7 and 8. National science week activities take place in lessons and at lunchtime. We will be running science trips throughout the year – details to be confirmed.
Links to personal development and citizenship	Spiritual understanding – science is the study of nature and the curriculum aims to be about awe and wonder of the natural world. Social development – working together in groups to investigate science practically and understand the effects of science on society.
Preparing for the next stage of education	The topics studied in Year 7 and 8 are the foundations for GCSE Science, which prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance, to name but a few pathways available to scientists.

Ways to support your child's learning

- Watch Science documentaries on TV – such as those by David Attenborough and Brain Cox
- Visit Science museums – Thinktank in Birmingham, Lapworth Museum at Birmingham University (free entry all year round) and The Space Centre in Leicester. Visit a zoo or safari park
- Go to the library to take out some popular science books
- Try googling and doing some 'simple experiments at home' – lots of videos of experiments to watch on youtube
- Watch youtube channels such as mygcsescience, freesciencelessons, minutephysics, crashcourse in biology / chemistry / physics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Hola** Greetings, numbers, alphabet Personal identity: name/ age/ birthday Dates & months & birthdays School equipment and classroom instructions Ser/tener/llamarse Family members Colours + adjectives Describing self – Hair & eyes Describing self – character Ser/estar Describing 3rd person		**Mis pasatiempos** Developing sentence structures Developing use of present tense Talking about sports & hobbies Immediate future tense Conditional tense		**Mi colegio** Days of the week Telling the time-24hr clock School subjects Opinion structures Reasons/justifications Connectives Developing use of verbs in present tense Describing a school day comparisons	
Assessment	Big write *Speaking Listening & reading		Big write *Speaking Listening & reading		Big write *Speaking Listening & reading	

*students will have a minimum of 1 speaking assessment

Prior learning	Students will have language awareness skills from primary school, they will have developed the language learning skills: look-cover-say-check. The curriculum in year 7 will have an emphasis on language learning skills
Enrichment within the Curriculum	Cultural awareness activities take place throughout the year, including awareness of holidays in Spain. We will also complete a film study – Ferdinand.
Extracurricular opportunities	Language ambassadors Culture club Homework drop-ins House MFL competitions (Bake off etc)
Links to personal development and citizenship	Students will further develop cultural awareness through their study of Spanish. Links will also be made to citizenship topics of living within a 'global' community.
Preparing for the next stage of education	The language learning foundations of year 7 will under-pin further study of languages and develop skills of memory & recall.

Ways to support your child's learning

- Help with learning spellings/meanings of new words
- Mini revision cards to make flashcards
- Use on-line websites such as www.languagesonline.org.uk
- Use apps such as Duolingo / linguascope
- Change settings for a DVD into Spanish