

**CURRICULUM GUIDE
YEAR 7**

Subject	Autumn Term	Spring Term	Summer Term
English	Language Unit - "What is English?" A study of influences on the English language and how it has changed over time, including an introduction to some of our key writers over the last six hundred years.	Reading Rally: Two prose texts will be studied thematically developing a deep understanding of the author's craft. Students will experiment with a range of creative writing forms inspired by the writers studied.	Study of a Shakespearean play and transactional writing. Research skills developed and the context applied to the text. Students explore the themes, characters and key moments of the play.
Maths	We start by concentrating on key numeracy skills which are fundamental for success in Maths. These include: <ul style="list-style-type: none"> • Place Value • Calculating with 4 operations • Working with positive and negative numbers • Rounding • Order of operations (BIDMAS) • Factors Multiples and Primes 	In spring we spend considerable time developing an understanding of fractions decimals and percentages. This includes: <ul style="list-style-type: none"> • Calculating with 4 operations • Using fractions in context • Converting between fractions, decimal and percentages • Finding percentages of amounts 	In summer we start by introducing algebra as a way to solve problems. This includes: <ul style="list-style-type: none"> • Using algebra to present unknowns • How to simplify expressions • Represent sequences with algebra • Solve simple equations • Developing an understanding of coordinates within 4 quadrants. Later in the term we focus on geometry, which includes: <ul style="list-style-type: none"> • Calculating angles • Finding the area of shapes • Finding the perimeter of shapes
Science	We introduce students to topics that cover many of the underpinning concepts for Science at KS3. These include work on cells, states of matter, energy and forces and will be developed through the later units	These concepts are further explored in units covering the organisation of bones and muscles, the separating of mixtures by various techniques, space and also food and health.	We end the year looking at rocks and the Earth's atmosphere and also environmental biology. We will also re-visit and explore key concepts about the nature of matter.

French	Introducing and describing yourself and your family, numbers and dates, using 'to have' and 'to be', the present tense, opinions.	Development of use of the present tense and an introduction to the near future, awareness of French-speaking countries, describing a town and what you can do there.	Hobbies in the present and near future tenses. Talking about dream holidays using the conditional. Adverbs, negatives and extended opinions.
German	Introducing and describing yourself and your family, numbers and dates, using 'to have' and 'to be', the present tense, opinions, colours, pets.	Hobbies in the present and near future tenses. Describing school, teachers and school rules. Talking about time and timetable. Adverbs, negatives, extended opinions.	Further development of use of the present and near future tenses. Awareness of German-speaking countries. Describing your town and what you can do there.
Spanish	Introducing and describing yourself and your family, numbers and dates, using 'to have' and 'to be', the present tense, opinions, free-time activities.	Describing school, teachers and school rules. Talking about time and timetable. Description of where you live and what it is like in the present and near future tenses. Extended opinions.	Further development of use of the present and near future tenses. Awareness of Spanish-speaking countries. Describing what you can do in your town, directions.
Religious Studies	<p>Concept: Thinking outside the box</p> <ul style="list-style-type: none"> ● Identity: Who am I? What makes me who I am? ● Identity: How do others compare to me? What makes us different/the same? ● Ultimate Questions: What is the purpose of life? ● Reality: What is real? Is there a single truth or many different ones? 	<p>Concept: Community through shared identity in Judaism.</p> <ul style="list-style-type: none"> ● Jewish belief - covenant, creation, Kosher, 10 Commandments. ● Key figures and stories: Abraham, Exodus. ● Key practices: Bar Mitzvah, Shabbat, Passover. 	<p>Concept: Injustice</p> <ul style="list-style-type: none"> ● The Holocaust: The story of Anne Frank. ● Defining the holocaust ● Pre-War Jewish life ● The issues surrounding covenant and the holocaust. ● Learning from the holocaust. How to prevent such a thing happening again.

<p style="text-align: center;">History</p>	<p>Students complete two enquiries:</p> <p>1) What do we owe to the classical world?</p> <p>In this unit students will study the religious, mythological and philosophical legacies of the Greeks and the Romans. In doing this they will develop the historical concepts of cause and consequence, dealing with historical evidence, historical interpretations and significance.</p> <p>The students will also look at the case study of Pompeii as in introduction to the work of historians as well as in relation to their enquiry on the classical world.</p> <p>2) Were people in the Middle Ages really stupid, superstitious and scared?</p> <p>In this unit students will study the social and economic structures of the Middle Ages as well as the power and authority of monarchs. They will also explore the power of the church in the Middle Ages.</p> <p>The students will then go on to question popular interpretations of the Middle Ages and use medieval characters drawn from primary sources to consider the extent to which we can generalise about medieval people and to what extent they were really 'stupid, superstitious and scared'.</p>	<p>Students will complete two enquiries:</p> <p>3) Why did Henry VIII break with Rome?</p> <p>In this unit the students will evaluate the reasons why Henry VIII broke with Rome and weigh the relative importance of different reasons. They will also consider the role of Anne Boleyn in this decision and consider whether or not she deserves the blame for it.</p> <p>Students will also develop their understanding of the historical concepts of cause and consequence, historical evidence, source material and historical evidence and historical interpretations.</p> <p>In the second part of the term and in the start of the next the students will consider the question:</p> <p>4) What shadow does the British Empire cast on the world I live in?</p>	<p>The unit will explore the impact that the British Empire had on India, Africa and on Britain itself. Students will be asked to trace the legacies of the British Empire and to engage with contemporary debates about how we should remember it.</p> <p>Students will end the year by considering the question:</p> <p>5) Did one bullet cause World War One?</p> <p>In this unit students will consider the long term and short term causes of World War One and to come to a decision on which cause was the most important in leading to the war.</p> <p>Throughout the Y7 curriculum students will be asked to make informed judgements as well as develop their understanding of the discipline of history.</p>
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<p>Geography</p>	<p>An introductory unit ‘What is a Geographer?’ develops the geographical skills of locating and describing the physical and human characteristics of global and local places. Students will also explore and ask geographical questions about fascinating places around the world with their geographical data and map skills.</p>	<p>‘A planet full of people’ will introduce students to development, they can then examine the causes and possible solutions to some of the issues arising from regional and global inequalities. Students will also examine how populations and the urban areas they inhabit are changing.</p>	<p>‘Our Blue Planet’ develops students’ understanding of the immense power and importance of water on our planet and how it changes landscapes as it moves through the water cycle as ice, in rivers and the sea. Students will also consider how people interact with and manage glaciated areas, rivers and coasts.</p>
<p>Computer Science and ICT</p>	<p>E Safety Unit:</p> <ul style="list-style-type: none"> • Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting your online identity and privacy. • Be able recognise inappropriate content, contact and conduct and know how to report concerns. <p>Cyber Security:</p> <ul style="list-style-type: none"> • Understand the importance of a digital footprint and the impact it can have. • Know of malware threats: viruses, trojan horses, worms, adware and cyber attacks including social engineering techniques eg. pharming, phishing, baiting, blagging, shoulder surfing etc and how to protect themselves against these. 	<p>Algorithms and Computational Thinking Unit:</p> <ul style="list-style-type: none"> • Introduction to the 4 pillars of Computer Science - abstraction, decomposition, pattern recognition, algorithms. • Program in BBC Basic to solve a variety of computational problems. 	<p>Data Representation Unit:</p> <ul style="list-style-type: none"> • Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary. • Be able to carry out simple operations on Binary numbers (eg Binary addition and conversion between binary, decimal and hex).
<p>Technology</p>	<p>On rotation: Food and nutrition, Product Design and Systems and Control or Textiles.</p> <p>Food and nutrition includes: Using a variety of practical skills and methods to make a range of recipes. Healthy eating using the Eatwell Guide; modifying recipes; food hygiene and safety.</p> <p>Product Design includes: Designing and making a storage product using hand skills and CAD /CAM applications. Systems and</p>		

	Control includes: An 'Introduction to Electronics' The Matrix Game and 'Mechanical Systems'. Textiles includes: Designing and making Insect printed cushion covers using block printing techniques.
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Art	Students will be exploring the topic of creatures, and developing skills in colour mixing and colour theory, painting, expressive mark making, monoprints and collage inspired by a range of artists. Projects will be accompanied with supporting presentations shared with students.	Students will continue their creatures theme developing work into clay outcomes, and expressive bird structures.	Students will continue the creatures theme exploring how creatures are represented and illustrated in other cultures.
Music	Students will develop their performing, improvising, composing, listening and appraising skills through the study of vocal music, ensemble performance, musical structures, instruments of the orchestra, music from other cultures and programme music.		
PE	<p>Students will develop their learning of the following key concepts:</p> <ul style="list-style-type: none"> - Skills - Application of skill - Healthy Active Lifestyle - Teamwork & Respect <p>This will occur through a rotation of activities:</p> <ul style="list-style-type: none"> - using a range of tactics and strategies to overcome opponents in direct competition e.g. football, rugby, hockey, netball, basketball, cricket, rounders, tennis - develop their technique and improve their performance in other competitive sports e.g. athletics, gymnastics - perform dances using techniques within a range of dance styles and forms - take part in outdoor and adventurous activities 		
Drama	Students will develop their creating, performing and evaluating skills through improvisation, characterisation, devising and physical theatre		

RECOMMENDED SUPPORT MATERIAL - YEARS 7-8

Subject	Websites, Realsmart courses and other support material
English	<p>www.achuka.co.uk/index2.php - Children's book site with reviews, an archive of interviews and other features.</p> <p>www.bbc.co.uk/schools/gcsebitesize - Very useful site with links to revision tasks. www.bbc.co.uk/skillswise/words/grammar/ - Level one literacy resources.</p> <p>www.bfi.org.uk - Information and education about film. Background information on film adaptations too.</p> <p>www.carnegiegreenaway.org.uk</p> <p>www.funbrain.com/spellroo/index.html - Range of games for KS3 students to play online. www.angband.demon.co.uk/Globe - Globe Theatre unofficial site. Contains photos. www.guardian.co.uk - Link to Guardian and Observer newspapers online. Has education pages. http://harrypotter.warnerbros.com - Interactive activities, including being "sorted". Well worth a visit.</p> <p>www.independent.co.uk - Independent newspaper site. Includes Film, Theatre and Books sections.</p> <p>www.thesaurus.com - Good reference site. It is fun to browse and discover words you never knew existed. www.the-times.co.uk - Online newspaper with small education section containing current news. www.yahoo.com/headlines/news - The Yahoo/Reuters news service offers daily news stories and archive of older articles. www.zuzu.org/write.html - USA site encouraging children to publish their work.</p>
Maths	<p>Maths website with tutorials, questions, 'booster packs' and mathematical games: http://www.mymaths.co.uk (Students will receive log-ins and passwords from their maths teacher.)</p> <p>BBC Key Stage 3 Bitesize revision: http://www.bbc.co.uk/schools/ks3bitesize/maths/measures/index.shtml</p> <p>Cambridge University NRich activity website: http://www.nrich.maths.org/public/index.php</p>
Science	<p>www.bbc.co.uk/schools/ks3bitesize/science/ An excellent site for information and revision activities</p> <p>www.webschool.org.uk/science/ks3/quizzes/ another site for revision quizzes lgfl.skool.co.uk/index.aspx the skool website has animations and quizzes for KS3 and KS4.</p> <p>The Wellcome Trust http://www.wellcome.ac.uk/Education-resources/Education-and-learning/index.htm is a good source of extension material.</p> <p>The science museum http://www.sciencemuseum.org.uk/online_science.aspx and The Natural History museum http://www.nhm.ac.uk/kids-only/index.html also provide resources.</p>
Geography	<p>https://www.bbc.com/bitesize/subjects/zrw76sg</p> <p>http://www.geography.learnontheinternet.co.uk/</p> <p>http://www.georesources.co.uk/</p> <p>http://www.studentsoftheworld.info/menu_infopays.html</p> <p>In addition students will be given topic based websites</p>

History	<p>www.learningcurve.gov.uk http://www.bbc.co.uk/history/ http://www.schoolshistory.org.uk/ www.schoolhistory.co.uk/ www.tiscali.co.uk/reference/encycopaedia/hutchinson http://en.wikipedia.org/wiki www.spartacus.schoolnet.co.uk www.jonhdclare.net www.historylearningsite.co.uk www.historychannel.com http://www.historywiz.com/indes.html</p> <p>Realsmart Empire Enquiry resources including Ppts, video, mark schemes and weblinks. Realsmart Everyday Lives Enquiry resources including Ppts, video, mark schemes and weblinks.</p>
IBEC	<p>www.bbceducation www.britkids www.beliefnet.com www.scientificpsychic.com/graphics</p>
ICT	<p>www.reviseict.co.uk www.teach-ICT.com http://scratch.mit.edu/ http://appinventor.mit.edu/ http://www.python.org http://www.codecademy.com/ www.bbcbasic.co.uk http://www.kodugamelab.com/ http://www.howstuffworks.com http://appinventor.mit.edu/explore/</p>
Languages	<p>www.linguascope.com - username Weald, password polyglot (beginners section) www.modlangs.co.uk http://www.bbc.co.uk/schools/websites/11_16/site/languages.shtml www.the-voyage.com/ (for German) www.mflgames.co.uk (for French and Spanish) www.perenoel.com (for Christmas) www.vivenoel.com (for Christmas)</p> <p>Useful apps for the ipod/iphone/ipad include: Linguascope newshound Dict.cc - download the dictionaries that you want over wifi and then use on the go without the need for internet access</p>
Music	<p>Vocab battle http://www.nyphilkids.org/lockerroom/main.phtml - Information and sound files on instruments of the orchestra http://www.citedelamusique.fr/gamelan/shock.html - Virtual Gamelan online http://inudge.net/ - free pattern sequencer http://soundation.com/ - free online recording studio</p>
PE	<p>www.teachpe.com www.bbc.co.uk/education/subjects/zxf3cdm www.4learning.co.uk www.europa.eu.int/comm/sport</p>
Technology	<p>www.DesignandTech.com www.d&tonline.org www.tep.org.uk www.flying-pig.co.uk www.btha.co.uk www.technologystudent.com - very useful resource for students to access www.bsi-global.com www.channel4.com/science/microsites/R/robots www.bbc.co.uk/science/robots/techlab www.bbcgoodfood.com (good for recipes) www.sainsburys.co.uk (good for recipes) www.foodafactofile.org.uk</p>

KS3 HOMEWORK TIMETABLE 2018 - 2019

Staff post homework on the website <http://homework.theweald.org.uk> which is accessed by the student with their school login and password. Homework posted on the website are automatically emailed to the students school email and another email address if set up.

Subject	Year 7
Art	As appropriate to the unit being studied
Drama	As appropriate to the unit being studied
English	Weekly - approximately 45 minutes
Geography	On average, once a fortnight
History	1 weekly, sometimes longer projects (30 mins)
IBEC (RE)	Either 1 a fortnight (shorter tasks) or an extended project lasting 3-4 weeks with a break either side
ICT	1 fortnightly where appropriate (30 mins)
Languages	1-2 per fortnight
Maths	Weekly - approximately 30 minutes
Music	As appropriate to the unit being studied
Personal Development	As appropriate to the unit being studied
Science	Weekly - 45 minutes
Technology	As appropriate to the unit being studied