

 Richard Lander School		YEAR 7 CURRICULUM OVERVIEW										BE THE BEST YOU CAN BE										
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2			Enrichment			
Reporting Y7		CfCs			BfL & LAL			BfL & LAL			BfL & LAL			BfL & LAL			BfL & LAL			Enrichment		
Art & Photography																						
Year 7		Assessment tasks AO1 -Contextual links - Van Gogh, Henry Moore , Pat Steirs and Yayoi Kusuma AO2 -Media/Techniques - Markmaking-pencil and pen. Expressive markmaking - tools and ink. Tonal exercises. Colour theory and mixing. Painting skills. AO3 -Recording - Markmaking . AO4 -Outcome - Tasks in sketchbook					Abstract natural forms project AO1 - Contextual links - Matisse and AntoniGaudi, AO2 - Media/Techniques - Drawing techniques, negative space, cut outs, collage, painting, 3D skills. AO3 -Tonal drawings, negative space drawings. AO4 -Outcome - Abstract natural forms, mixed media outcome.					Day of the Dead project AO1 - Contextual links - Day of the Dead AO2 - Media, techniques - Drawing techniques, monoprinting, rubbings, collage, 3D skills AO3 - Recording-Drawings of bones, skeletons. AO4 - Outcome 2D relief piece based on sugar skulls and Day of the Dead or 3D piece										
Computing																						
Year 7		Basic IT literacy - use of Moodle, O365, Word and PowerPoint. Digital citizenship including online security, best practise when communicating with other.		Digital Citizenship Assessment	Computer systems: identify different forms of hardware and categories and input, output, storage and process.		Data Representation Assessment and DIT	Data Representation: Boolean logic (AND\OR\NOT). Binary numbering system and its use in Computing. Conversion between binary and decimal. Use of numbers to represent characters in computing		Programming: Algorithms: basics of decomposition (breaking problems down). Identifying sequences in instructions and potentially programmable parts. Use of flowcharts to represent inputs, outputs, decisions and sub-routines		Computer Systems assessment	Programming: identify key programming terminology. Using input, output variables and iteration in code. Identify common mistakes in basic code.		Programming Assessment	End of Year project: Microbit. Using the microbit (an embedded system designed for education) to consolidate the learning on computer systems, programming, algorithms and data representation. Students create programs using either flowchart-style coding interface or python scripted language.						
Design Technology																						
Year 7		Health and safety instruction	Jewellery project - this is the only project in KS3 that covers all aspects of a "design and make task". Students will cover the following skills to a basic level; brief analysis and research, design ideas (learning how to draw in 3d, render, annotate), development, planning, manufacture (one off and batches) and evaluation. Machines: Scroll saw. Material focus: 3mm MDF, Pewter. Process: casting. Maths link: percentages, calculating manufacturing costs and adding profits. Extended writing: evaluation.					Graphics module: 4x groups rotate through 113 to complete the CAD part module, learning Coreldraw - used in KS4 DT, Engineering and Graphic Design. Introduction to Isometric drawing, surface and tonal rendering. Trinket box project: making task with focus on designing and further drawing skills. Machines: Linisher and pillar drill. Material focus: Plywood, PVA, wooden dowell. Processes: changing saw blades					Coaster project: Looking at design in different cultures, themes and trends that take place. Designing and making 4 coasters with a repeating pattern, consideration of colour. Machines: Scroll saw, Linisher and pillar drill. Material focus: MDF, dowell. Processes: changing saw blades, chanigng pillar drill bits									
DT Food																						
Year 7		DT FOOD: Students will cover this content over two thirds of the year. Identify the terms - 'nutrients', 'function' and 'sources'. Identify the sections of the Eatwell Guide and sources, in particular fruit and vegetables and milk, exploring the comparison of milk with other drinks. Identify basic hygiene rules and apply this to practical work. Explain how to use cookers efficiently and relate this to saving energy and reducing the carbon footprint. Demonstrate correct weighing and measuring skills and calculate measurements in practical situations. Explain the importance of the Red Tractor Logo relating it to the environment and the local economy. Recognise the importance of using seasonal ingredients in terms of food miles and the carbon footprint. Identify Cornish foods and ingredients. TERM 1 ASSESSMENT: BASELINE TEST, EATWELL GUIDE, ENERGY EFFICIENCY, CROQUE MONSIEUR PRACTICAL TERM 2 ASSESSMENT: RED TRACTOR LOGO AND RELATION TO CARBON FOOTPRINT/QUALITY OF PRODUCE, SEASONALITY, FAJITA PRACTICAL Practical skills: Weighing and measuring, use of grill, cutting techniques, peeling, frying, simmering and boiling, blending, cracking an egg, dividing, use of oven, baking, preparation of meat, assembling, grating, draining, rubbing in, use of a scone dough, cutting out shapes, glazing, kneading, rolling out, shaping.																				

DT Textiles						
Year 7	DT TEXTILES: Students design and manufacture a Keith Haring-inspired ditty bag, developing creativity alongside practical textile skills. They begin by analysing existing products and completing a written assessment to explain their findings. Students explore how artists influence design before creating their own ideas. During the practical element, students learn to use the sewing machine safely and accurately, applying measuring skills, seam allowances, and overall dimensions to produce a high-quality textile product. The project develops design thinking, technical knowledge, and confidence in textile manufacture while encouraging precision and evaluation throughout the design and making process. Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Researching Existing Products ASSESSMENT 2: Design ideas ASSESSMENT 3: Making ASSESSMENT 4: Literacy & Numeracy					
Drama						
Year 7	Evacuees - An introduction to drama Students will learn the basic drama skills and techniques used to build performances. They will use the theme of Evacuees in order to explore the skills we use to put yourself in someone elses shoes and show emotion. Students will end this scheme of work by creating their own devised performances based around an evacuee stimulus.	Melodrama Students will explore stock characters and stereotypes including how to use their drama skills to portray villains and heroes. Students will then read and perform an extract from 'The Murder in the red barn' - a Victorian Melodrama.	Status - The Cornish Ordinalia Students will explore the techniques used to portray status in drama over a wide range of scenarios. Students will then use this knowledge in order to explore and versions of The Cornish Ordinalia adapted by The Hall for Cornwall. The Cornish Ordinalia is the first play to ever be performed in the UK and is an important part of cornish history. In doing this, students will also explore staging configurations including promenade, in the round and traverse. In their assessment, students will use their knowledge of status to perform The Cornish Ordinalia in a staging configuration of their choice.	Alien news report Students will explore a career area in the performing arts - news reporting. Not only will students be able to explore the roles in front of a camera, but students will also get the oportunity to film and edit their alien news reports.		
English						
Year 7	Transition 'When the Invader Comes' This introductory unit uses the novel as a stimulus to create an extended piece of writing that provides a baseline assessment of students' writing skills.	Boy 87 Studying Boy 87 in Year 7 introduces students to a compelling and relevant story that addresses important themes such as migration, resilience, and the quest for freedom. The novel provides a powerful narrative that helps students develop empathy and understanding of global issues. Through engaging with the text, students will enhance their reading and analytical skills, explore complex characters, and discuss the broader social and political contexts of the story. Boy 87 also fosters discussions on courage and hope, encouraging students to reflect on the human experiences behind current world events.	World Voices Studying a range of world poetry and works by Cornish authors provides students with a rich tapestry of voices and perspectives, enhancing their understanding of global and local heritage. This diverse exploration helps students appreciate the variety of human experiences and cultural backgrounds, broadening their worldview. By engaging with poetry from different cultures, students gain insight into universal themes and unique regional expressions. Additionally, examining Cornish authors connects students to their local heritage, fostering a sense of identity and belonging.	An Introduction to Shakespeare Studying Shakespeare's A Midsummer Night's Dream in Year 7 introduces students to one of Shakespeare's most accessible and entertaining plays, offering a blend of magic, comedy, and fantasy. This play provides a playful and engaging entry point into Shakespeare's work, making it easier for younger students to appreciate his language and themes. Additionally, understanding the play's historical and cultural context helps students gain a foundation in Elizabethan theatre and the enduring relevance of Shakespeare's work.		
French						
Year 7	Quadmester 1 Essential question: Quelles sont les bases? Core Subject Knowledge: • Saying your name • Learning numbers • Talking about siblings and age • Describing a classroom • Talking about likes and dislikes • Describing yourself and others • Saying what you do Skills: Speaking Read aloud task and answering questions about yourself.	Quadmester 2 Essential question: C'est comment un collège français? Core Subject Knowledge: • Talking about colours • Telling the time • Talking about school subjects • Talking about what you wear to school • Talking about your school day • Learning about a typical French school • Describing your school Skills: Reading End of module reading assessment	Quadmester 3 Essential question: Tu es sportif/ve? Core Subject Knowledge: • Talking about weather + seasons • Talking about which sports you play • Talking about activities that you do • Talking about sports in French speaking countries • Talking about what you like doing • Interviewing a celebrity Skills: Writing Write an article for a French magazine about sports.	Quadmester 4 Essential question: Où habites-tu? Core Subject Knowledge: • Talking about animals • Describing your family • Describing where you like • Talking about breakfast • Learning about Bastille Day/ French Revolution Skills: Listening End of module listening assessment	By the end of Year 7, students in this subject will.... Greet and introduce themselves Count up to 100 Spell in the Target Language Use the verbs AVOIR and ETRE Understand and use ER verbs in the present tense Use all subjects pronouns with a variety of verbs Use adjectives Create negative sentences Express and justify opinions Use the irregular verbs FAIRE and aller	

Geography					
Year 7	Geography Introduction: Students complete a series of 3 lessons focusing on introduction to geography, different types of geography and key concepts e.g. social / environmental/ economic areas.	Our Cornwall- Unit of Study. We begin with our first unit of study exploring Cornwall's unique Geography, with a starting point of location / geographical skills using atlas skills. Economic differences are compared when looking at levels of deprivation across the county and nationally. This is then linked to Cornwall's industrial past exploring mining and Cornwall China clay. Key concepts of social, environmental and economic impacts of these industries upon Cornwall are investigated followed by a written task where students produce an extended writing task on Cornwall being a place of both opportunities and challenges . Students study the growth of tourism within the county evaluating if it is a sustainable industry. Assessment: knowledge, understanding and skills tested with Term 1 assessment. Development- Students study the features of measuring development through identifying development indicators, students identify the HDI and how it can be used to measure countries level of development. The development gap is explored using multiple extracts from the book 'Factfulness'. With a particular emphasis based on mis-conceptions around development issues within Africa. Solutions to reducing the development gap are investigated through fair trade and sustainable development schemes. Assessment: evaluating the development gap methods - with skills and sense of place tested.	Geographical Hazards: Students initially focus on tectonic hazards. The learning begins with causes of these hazards with the plate tectonic theory studied and different plate margins and hazards at these margins. The students also identify locations of these hazards and the patterns that occur using geographical skills. Students then study volcanoes for a series of lessons, focusing on an eruption - an example with causes, effects and responses to this eruption. E.G - Iceland Eyja or Mount St Helens. Assessment: Students explain why people live near volcanoes and the risks they face. Volcanoes are studied in detail due to using earthquakes at GCSE. After volcanoes, earthquakes are studied with Haiti case study (different to GCSE) focusing at skills of social, environmental and economic impacts of this hazard. Tsunamis are then studied using example either Indonesian Ocean example or Japanese Tsunami with Fukushima.	Resource Issues: Students study resource issues from fossil fuels to sustainable resources. They identify energy production using renewable and non-renewable sources comparing the energy sources and the impact they have on the environment. Nuclear energy is also studied as an energy source debating the advantages and disadvantages of using it using Chernobyl as an example. Sustainable energy cities are studied re-visiting Middle East with Sustainable City as an example of a sustainable city. Assessment: Assessment recalls knowledge and understanding with different energy types. Geothermal focus with local example of future energy power.	Oceans: Students begin exploring how oceans cover over 70% of the Earth's surface and play a vital role in climate regulation, ecosystems, trade, and human livelihoods. This unit develops students' understanding of ocean processes, global interconnections, and contemporary challenges, while strengthening geographical skills such as map use, data interpretation, and critical thinking. This unit explores in depth how oceans influence climate and weather with examples such as the Whale Pump learned as a carbon sink. Investigating human uses of oceans and resulting challenges on a global scale with Sir David Attenborough's Ocean film provoking debate on unsustainable practices within oceans such as bottom trawling as well strategies to help oceans recover and thrive. The unit ends with developing an awareness of sustainability and stewardship of marine environments, especially around the Cornish coast.
History					
Year 7	Students complete a series of lessons on historical skills such as chronology and using evidence.	We begin to study The Saxon period through the topic of crime and punishment as our pre 1066 study. This then moves on to a scheme of learning on the causes of the Norman Conquest and the Battle of Hastings. Following this, the topic moves on to how William secured control of the country through the 'Harrying of the North' the Domesday book, feudal system and his use of castles. The student have a written assessment on the Battle of Hastings - 'Why did William win' which is a GCSE style question.	Students continue to study Medieval History by analysing the power struggles that took place in the Middle Ages between the monarchy and the church and the monarchy and their people. Students will study the role of the church, Thomas Becket and Henry II, King John and the Peasants Revolt.	In the Summer term Year 7 study Tudor England. This includes: Henry VII, Henry VIII and the English reformation and its impact. An analysis of Henry VIII and whether he was a good king. Following on from this we study the other Tudor Monarchs and analyse who was the best.	

Maths																				
Year 7: Core																				
	Baseline Assessment	1. Sequences: Describe and continue sequences, linear and non-linear, continue linear and non-linear sequences, term-to-term rules, missing terms.	2. Algebraic notation & substitution: Function machines, finding one and two step functions, substitution, 2 step function machines.	3. Expressions and equations: Equality & Equivalence, Related facts, Like & unlike terms, Solve 1&2 step equations.	4. Place value, ordering & rounding: Write integers, number lines, Compare and order integers, Decimal place value, Ordering and rounding.	5. Four operations: +/- integers & decimals, X/÷ by 10,100,100, 0.1,0.01, Multiply and divide integers and decimals	6. Averages and Range: Mode, mean, Median, Range, Solve problems with averages and range.	7. Rounding & estimation: Round to 2 or more significant figures, Estimate calculations, Solve problems with estimation, Error intervals.	8. Graphing Data: Pictograms, Bar charts, Dual and Composite Bar charts, Coordinates, Scatter graphs, Correlation, Lines of Bestfit	9. Fractions, decimals & percentages: Represent 10ths & hundredths, Number lines with fractions & decimals, Tenths, hundreds, fifths & quarters, Eighths and thousandths, Understand Percentages, Convert simple fractions, decimals & percentages, Fractions as diagrams and on the number line.	10. Directed number: Directed number and number lines, Compare and order, Calculations that cross zero, Directed numbers and zero pairs, + - × ÷, BIDMAS	11. Fractions & Percentages: Fraction & % of an amount, Use a fraction/% to find a whole, Percentage inc/dec, F/% >1	12. Perimeter & Area: Units, Perimeter of Polygons & compound shapes, Areas of Triangles and special quads, Form expressions.	13: Speed, distance & Time: Convert between units of time, Tables, timetables, calendar, SDT, DT graphs	14: Properties of number: Multiples; Factors, Primes; Square, cube & triangular numbers; Square & cube roots, HCF&LCM	KS3 EOY Revision & Exams	15: Add & Subtract fractions: Simplifying; Mixed & Improper; + - fractions; + - decimals & fractions; Fractions & algebra.	16: Angles & Polygons: Draw & measure; notation; Angles around a point & straight line; Vertically opposite, Polygons; Angles in triangles & Quads; Parallel & perpendicular.		
Year 7: Support																				
	Baseline Assessment	1. Sequences: Diagrams; Continue sequences, linear and non-linear, term-to-term rules, written rules.	2. Algebraic notation & substitution: 1 step Function machines (number & algebra); finding one step functions, substitution, 2 step function machines (number & algebra).	3. Expressions and equations: Like & unlike terms; collect like terms; Solve 1 step equations.	4. Place value, ordering & rounding: Write integers, number lines, Compare and order integers, Decimal place value, Ordering and rounding.	5. Four operations: Number bonds; +/- integers; Double and halve; × ÷ integers; Order of operations.	6. Averages and Range: Mode, mean, Median, Range.	7. Rounding: Round to nearest 10,100 & 1000.	8. Graphing Data: Pictograms, Bar charts, Dual and Composite Bar charts, Coordinates, Scatter graphs, Correlation, Lines of Bestfit	9. Fractions, decimals & percentages : Explore equal parts; Fractions on a number line; Understand percentages ; Explore tenths, halves, quarters, hundredths, fifths, Equivalent FD%.	10. Directed number: Negative numbers & number lines; Compare & order directed numbers; Calculations that cross zero; Negative numbers & zero pairs; + directed numbers.	11. Fractions & Percentages of amounts: Unit fraction of an amount; Use a unit fraction to find a whole; % of an amount (10,25,50%); Calculator.	12. Perimeter & Area: Using a grid; Perimeter of Polygons; Areas of Triangles and special quads; units.	13: Speed, distance & Time: Convert between units of time, Sped, distance & time non calculator and calculator approach.	14. Four operations with decimal numbers: + - decimals; Solve problems with decimal + - ; × ÷ integers and decimals by 10,100,1000.	15: Properties of number: Multiples; Factors, Primes; Square, cube & triangular numbers; counter examples.	KS3 EOY Revision & Exams	16: Add & Subtract fractions: same denominator; make a whole; subtract from a whole; Simplifying; Mixed & Improper; + - fractions; + - decimals & fractions.	17: Angles & Polygons: Draw, measure, classify & estimate; Angles around a point & straight line; Vertically opposite, Polygons; Angles in triangles & Quads.	

Music							
Year 7	INTRODUCTION TO MUSIC Students learn to sing and play short pieces, (specifically chosen to develop musical minds for this age group). As part of a whole class, and when ready in smaller groups using practice rooms. Students learn to perform and arrange and actively listen to other students to help how to learn to give and receive constructive feedback to help improve work. Students are introduced to the key elements in the music department: • Instruments available in the classroom (Keyboard, Percussion, Guitar, Xylophone) • Musical Elements: Melody – Treble clef notes, C major and Dorian Mode 1 octave; Time signature and Rhythm (Duration) – 4/4 Syncopated, Dotted, All rhythmic values from Semibreve to Quaver; Texture – Solo, group work, canon; Dynamics; Tempo; Structure- bars and phrases Differentiation: Harmony – major and minor chords (Differentiation – only Some Y7 students – others introduced at Term 2 when the Musical Elements are reinforced; Articulation – students are encouraged to play with various articulation when ready to help colour the mood of their music The scheme of work allows all students in Y7 to, often the first time: • Explore basic western notation • Experience basic rhythm and melody games – to develop vocal tuning (Modal and Pentatonic appropriate to their age and vocal ranges), critical listening and whole body rhythm and timing. Funga Alafia • Experience more advanced rhythm and melody – so students can learn to move in time, whilst singing and clapping a different rhythm. (Rose Red, Hey How, Ah poor bird) • Experience Renaissance Musical styles (Differentiation – La Volta) • Experience singing and playing in canon – So students can learn to listen and work with more than one idea at the same time, gain musical independence in their hands, feet and voices. • Work in small groups – to develop essential communication and team work skills • Exposed to whole class music making other than just unison work (Creating poly-textures with voice, instruments and parts) • Singing with instrumental accompaniment led by the teacher • Learn to be expressive • Learn to actively listen • Learn how to give and receive verbal constructive criticism or feedback (WWW/ EBI) which helps with all levels of assessment (teacher, self and peer at KS3). The musical elements language listed here is tied into all KS3 SoW throughout Y7,8, and 9..	INTRODUCTION TO KEYBOARD Students will: • Learn how to read and play chords (Dm), and melody (treble clef) to play Drunken Sailor, traditional folk tune. Most students will learn to play chords LH in root position, melody in RH. Differentiation: This can be made easier to chords/melody per person or more improved embellished melody with broken chords used in the LH to make the piece more advanced. • Students will arrange the melody and chords, in small groups using a mix of guitar, keyboard, voice and percussion to assemble their arrangement, as decided by the performers. o Differentiation: There are a wide range of other folk Melodies more advance keyboard learners can try. o Differentiation: Students at this stage can choose to either specialise in either guitar or keyboard or continue to generalise and use different instruments for different topics. Students who receive ECA piano lessons will be given further differentiated work and teachers often liaise with the peripatetic teacher regarding progress where possible. o Students will explore and reinforce the musical elements in practical setting adding the following to their vocabulary from term 1: major, minor, chord, modal, strumming, syncopation. o Students will continue to learn to give and receive constructive feedback (WWW/EBI) on their performance work. This will be imbedded into lessons and students will work on their performance technique based on their targets set by themselves, their group, their teacher or other members of the class who give critical and useful feedback to help improve a performance CHRISTMAS CATHEDRAL PREP All of Year 7 and 8 students attend the Service of 9 Lessons & Carols held at Truro Cathedral. This is a beautiful event where the Mass Year 7/8 choir perform a wide range of repertoire, alongside the school choirs, orchestra, brass ensemble and selected soloists. This Christmas Preparation occurs alongside the SOW in Year 7 and 8, and large year group rehearsals are also held outside of KS3 curriculum time. Students continue to learn how to sing in tune, with expression, and learn to present themselves as part of a mass ensemble.	FOLK MUSIC This unit is intentionally kept flexible as classroom teachers have now had a term to assess their classes progress in terms of performance, composition, listening skills and team work. Students will explore folk-rock fusion through learning about folk Music (in depth of Cornwall but also of the British Isles) and through Folk Rock Fusion Bands (The Corrs, The Floggin’ Mollies) Students all complete the next set of skills within the unit, and will be explored at appropriate levels of differentiation set by the teacher.	World Music. Students will either study Samba music from Brazil. In Brazil, Samba bateria’s practical all year round in preparation for Carnival; held in February to celebrate the beginning of Lent. In this scheme of work students are introduced to Authentic Brazilian pieces including Call and Response, Arrival, Structure and Polyrrhythm using samba instruments. They learn to perform as part of a whole class, and critique their tempo, timing and technique to improve their performance. Differentiation: Students learn to play more simple/ more complex rhythms using cipher or western rhythmic notation. Students learn more complete tam and caixa drum techniques. • Composition: Students break into smaller groups to create Samba pastiche compositions. Differentiation by outcome. • Appraisal: Students actively study the winners of the most recent Carnival to gain inspiration and develop percussion technique.	Introduction to Music Technology - In this SOW, students are exposed to using a Digital Audio Workstation (bandlab for education) to create and mix their own music. Students are taught various skills on bandlab, such as creating their own MIDI tracks, using loops and samples, using automation and panning and various editing techniques. Students also learn how to play in live MIDI through the use of a MIDI keyboard and drum pads. Students then create their own compositions utilising the skills they have learnt on the DAW.	School of Rock - In this SOW, students are exposed to the iconic artists and bands of classic rock song, such as the songs of Queen, The White Stripes, Guns and Roses and ACDC. Students listen to these iconic songs and appraise the music, aiming to identify the instrumentation, structure, riff, drum beat and bass line that form the fundamental parts of classic rock. Students then learn some iconic riffs on guitar and piano, then develop these riffs into group performances, embedding the chords, vocal melody and drum beat to produce and effective arrangement. Students use the musical elements, such as dynamic and tempo changes to perform music that is appropriate to the style. Students then compose their own riff on guitar or piano.	

PD						
Year 7	- An Introduction to Personal Development - Getting to know each other and our school - Unit 1: Healthy living and responsible health choices; to include physical and mental health and the importance of sleep and exercise.	Unit 2 : Puberty, emotional health and wellbeing	Focus on Anti-Bullying Week What is body shaming? How do we protect our self-esteem? Self esteem , the importance of a healthy diet and the risks involved with caffeine and energy drinks	The dangers of illegal drugs and the risks of smoking and vaping, the risks involved with social media and FGM.	- Safety during the summer holidays - The importance of sunscreen and other methods to prevent skin cancer - Beach safety *Friendship what makes a good friend, what happens when things to wrong?	
PE and Sports Science						
Year 7	In Invasion Games students will develop a range of basic skills, techniques and tactics appropriate to a range of Invasion Games, mainly focussed upon attacking principles, using these in competitive and pressurised situations. During this unit students will also work upon developing a number of personal qualities, such as cooperation, respect and self-management. In Fitness units students will learn how to exercise safely and effectively. Students will develop an understanding of how exercise effects the body and the importance of leading a healthy active lifestyle. During this unit students will also work upon developing a number of personal qualities, such as Independence, Resilience and Self-Management. In Aesthetic activities students will develop and link a range of performance skills and movements showing precision, fluency and body management. In addition students will be able to appreciate what makes a quality performance and offer feedback to other performers. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience. During the Autumn and Spring terms we run a carousel from these 5 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback	In Multi-Skills activities students will work to improve their basic coordination skills, i.e. moving and using more than one body part at the same time. They will do this by completing a wide range of catching, passing and hitting, beginning to use these in competitive and pressurised situations. During this unit students will be encouraged to develop a number of personal qualities, such as, confidence, communication, cooperation, resilience and self-management. In Outdoor and Adventurous activities students will be required to work as part of a team in challenging and ever changing situations. In addition they will begin to experience basic orienteering challenges. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, teamwork, leadership and self-management. During the Autumn and Spring terms we run a carousel from these 5 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback	In Athletic Activities students will begin to develop the physical and technical skills in a range of athletic events. They will gain a knowledge of where their Athletics strengths lie and begin to specialise in their favourite and most successful events. In addition students know how to perform safely in both track and field events, showing an appreciation of potential risks and dangers. During this unit students will be encouraged to develop a number of personal qualities, such as resilience, respect and humility. In Net Games students will learn a range of basic ground strokes, such as Forehand, Backhand and begin to understand how to start a competitive rally, performing these strokes both cooperatively and competitively. More effective players will be able to use and adapt these strokes and tactics to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Resilience, Self-Management, Integrity and Honesty. In Striking and Fielding Games students will develop the basic skills related to Batting, Bowling and Fielding, using these accurately in response to the performance of an opponent. They will also begin to understand the tactical requirements of the activity in order to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Cooperation, Respect and Self-Management. During the Summer term we run a carousel from these 3 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback			
RE						
Year 7	An Introduction to RE Different ways of seeing - Empathy skills - What's the matter with Clucker? - Different types of questions within RE, Factual, Ethical and Ultimate questions.hat does it mean for Christians to believe in God as Trinity? - Does God exist? - The Argument from Design - The First Cause Argument - Bruce Almighty - What is The Problem of Evil? 1 Community Cohesion/British Values Christianity as the major faith in the UK, it's key concepts. Assessment: A letter of thanks/complaint to God	A focus on ethics, what is a moral issue? What is capital punishment and what are the religious and non-religious arguments both for and against?	What is so radical about Jesus? Why do Christians believe Jesus was God on Earth? - The Parables of Jesus - What happened in Holy week? - Holy week then and now - The miracle Maker - Easter	Is happiness the purpose of Life? The Buddha - Prince Siddhartha Gautama - The Four sights - What is Karma? - What is Nirvana and how can it be achieved? - Mindfulness and stilling. - The teachings of the Buddha Assessment: The four sights		

Science					
Year 7	C1.1 Particles, B1.1 Cells, P1.1 Forces. Students begin their science journey with an introduction to safety where they learn the importance of working carefully and how to use laboratory equipment safely. Students are given the opportunity to develop their working scientifically skills with a unit covering how scientists ask questions and plan investigations, how they record their data, analyse and evaluate it. They begin some physics by studying forces and how they affect things, how we can measure forces and how they can be balanced or unbalanced. Students next move on to chemistry with a module on particles and their behaviour. They learn how the particle model can help explain things such as the state of matter and changing state. They study cells in a biology topic that leads on to learning about different specialised cells and how they are adapted to do their jobs. ASSESSMENTS: P1.1/C1.1/B1.1 TESTS and feedback	P1.2 Sound, C1.2 Elements, C2.2 Separation techniques, B1.2 Body systems. In the physics topic on sound, students learn how sound is made, how it travels and how it can be detected. They learn about loudness and pitch as well as how the ear works. Students then move on from particles to learn about elements, atoms and compounds in chemistry. They learn about mixtures and develop their practical skills learning how to separate them using a range of separation techniques. In a biology topic about the structure and function of body systems they learn about the breathing system, the skeleton and how we move. Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS: P1.2/C1.2/C2.2/B1.2 TESTS and feedback	P1.3 Light and P1.4 Space, C1.3 Reactions, B1.3 Reproduction. In the light topic, students investigate reflection and refraction and they find out how the eye works. In the topic on Space, students learn about the Solar System as well as what causes day and night and the seasons on Earth. They learn about the phases of the moon and how they are caused. In chemistry, students learn about chemical reactions and how to represent these with word equations. They study reactions that include burning fuels, thermal decomposition and exothermic or endothermic reactions. They study reproduction to include plants as well as animals. This includes changes that happen in adolescence and the menstrual cycle. Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS: P1.3/P1.4/C1.3/B1.3 TESTS and feedback		
Spanish					
Year 7	Quadmester 1 Essential question: ¿Cómo eres? Core Subject Knowledge: • Introducing yourself • Talking about your personality • Talking about age, brothers and sisters • Saying when your birthday is • Talking about your pets Skills: Speaking Read aloud task and answering questions about yourself.	Quadmester 2 Essential question: ¿Qué te gusta hacer? Core Subject Knowledge: • Saying what you like to do • Saying what you do in your spare time • Talking about the weather • Saying what sports you do Skills: Reading End of module reading assessment	Quadmester 3 Essential question: ¿Qué estudias? Core Subject Knowledge: • Saying what subjects you study • Giving opinions about school subjects • Describing your school • Talking about break time Skills: Writing Write a magazine article for a Spanish magazine about a day in your school life.	Quadmester 4 Essential question: ¿Cuántas personas hay en tu familia? Core Subject Knowledge: • Describing your family • Describing your hair and eye colour • Saying what other people look like • Describing where you live Skills: Listening End of module listening assessment	By the end of Year 7, students in t+A38:AQ40his subject will..... Greet and introduce themselves. Count up to 100. Spell in the Target Language. Use the verbs TENER, SER, ESTAR, HACER and JUGAR. Understand and use AR, ER and IR verbs in the present tense. Make adjectives agree with nouns. Use all subjects pronouns with a variety of verbs. Use adjectives Create negative sentences Express and justify opinions