



YEAR 7  
CURRICULUM  
INFORMATION  
BOOKLET  
2017/18

### **Aims:**

The Art Department aims to offer the students a balanced and structured curriculum. The students will be able to work in a wide variety of media, using two-dimensional and three-dimensional techniques. They will be developing their skills in order to be able to work independently, reviewing and modifying their work. We have developed our schemes of work to give the students a broad experience of art skills as well as developing the understanding and appreciation of different kinds of Art. We expect the students to be able to apply this knowledge to their own ideas and review their work with a developing visual literacy.

### **Content:**

The Art curriculum will cover the elements of art, (line and tone, colour, texture, pattern, shape, form and space) with each year building upon the knowledge and understanding of the previous. Students will develop their skills in a range of materials and techniques including drawing, painting, printmaking, multimedia work and sculpture. The research and investigation of other artists' work forms an integral part of each project.

All students in Year 7 will follow an introductory course in Art and Design in the Autumn Term. This will cover the elements of line and tone, colour, texture, pattern, shape, form and space. The following two terms will be split into larger blocks and will concentrate more on techniques, materials and critical studies, with observational drawing as a starting point.

### **Use of ICT:**

Students will be required to produce word processed, illustrated projects linked to the critical studies element of a project. They will access the internet to research visual and written information on artists and their work. In addition, students are able to use image manipulation software to aid the design process.

### **Assessment:**

Regular assessment and monitoring ensures progression through the Key Stage. Homework is set on a fortnightly basis and supports the learning tasks undertaken in class projects. Assessment descriptors are used to assess the level of expertise across four assessment objectives; A01 Artist and Contextual Research, A02 Development of Design Ideas, A03 Observational Studies and A04 Final Outcome.

### **Extra Curricular:**

Year 7 students are offered the opportunity to attend artist workshops in our termly "Art Attack" club. In addition the Art rooms are regularly available during lunchtimes in order to develop work or catch up if a student is absent from an Art lesson.

### **Useful Websites:**

[www.artchive.com](http://www.artchive.com)    [www.moma.org](http://www.moma.org)    [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)    [www.npg.org.uk](http://www.npg.org.uk)  
[www.thenewartgallerywalsall.org.uk](http://www.thenewartgallerywalsall.org.uk)    [www.newbritishartists.co.uk](http://www.newbritishartists.co.uk)    [www.royalacademy.org.uk](http://www.royalacademy.org.uk)  
[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)    [www.tate.org.uk](http://www.tate.org.uk)

### **Aims:**

In year 7 we aim to introduce students to computer science theory and practical work. We cover aspects of theoretical knowledge such as hardware and spent a substantial amount of time on building up to programming and computational thinking. Students are required to increase their independence and resilience during the year.

### **Content:**

The year 7 Computing curriculum is unit based and students have 1 lesson of Computing per week.

The units covered are:

- Esafety (including Internet research and desktop publishing skills)
- Introduction to Computer Hardware (input and output devices/data and the CPU)
- Computer Control (creating flowcharts to control everyday devices)
- Data Representation (how numbers, images, sound and text are represented in binary using only 0s and 1s)
- MicroBit programming

*Please note our curriculum is developing and units may be changed during the year*

### **Assessment:**

Homework is set regularly.

Each unit is assessed and awarded a level plus sublevel.

### **Extra Curricular:**

Sixth form students may offer lunchtime clubs

### **Useful Websites:**

Teach-ict: [http://www.teach-ict.com/ks3home\\_old.htm](http://www.teach-ict.com/ks3home_old.htm)

BBC Bitesize: <http://www.bbc.co.uk/education/subjects/z34k7ty>

## DESIGN & TECHNOLOGY YEAR 7

### **Aims:**

Design and Technology lessons provide opportunities for students to develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products.

Design & Technology gives students the opportunity to be resourceful and practical and gives them the satisfaction of actually creating something.

### **Content:**

In Year 7 students will study Food Technology and Textiles on a rotational basis. Each module lasts approximately 10 weeks.

Food Technology provides a foundation of food hygiene knowledge and allows pupils to develop skills and techniques in food preparation and cooking. They also have the opportunity to plan and prepare their own recipe based on the 'eat well' guide.

Textiles Technology provides opportunities for pupils to learn how to produce a variety of decorative techniques including hand embroidery, as well as machine stitching techniques.

### **Assessment:**

Designing and Making skills will be assessed within each 10 week module. Levels will be awarded. Pupils should be working at Level 4.

### **Extra Curricular:**

Creativity club: Pupils make a variety of craft products from paper and card.

### **Useful Websites:**

[www.technologystudent.com](http://www.technologystudent.com)

### **Aims:**

Identify and be able to demonstrate some of the basic social and group skills necessary for effective drama to take place. Work in groups of various sizes. Through this work they should develop self esteem, negotiation skills and the ability to make decisions as part of a group, solving problems and reaching conclusions.

Understand how the use of space, voice and movement can communicate meaning in drama.

Initial introduction to texts, characterisation, physical theatre.

### **Content:**

**Introduction to Drama:** Initial group exercises, listening skills, group negotiation, trust, concentration.

**The Box: Baseline assessment.** First assessment task to focus on initial team work, communication and performance skills.

**Waxworks:** Still image work based around a waxworks museum, facial expression, body language, gestures, levels.

**Urban Legends:** Based on narrative structure and storytelling, introducing the techniques of flashback and physical theatre.

**Mime:** Movement and physical skills.

**WW2 Scheme:** Investigation of life as a Woman, Evacuee and soldier during World War 2 that leads to a performance based on one of these areas. Character skills, knowledge and understanding of past events, how people responded to them.

### **Assessment:**

After an early base line evaluation, assessed from the list below, according to the task.

Group Skills, Use of Drama Techniques, Performing Characters, Staying in role, responding to ideas and performances. A Year 7 Drama portfolio of work, shadowing the practical work is also looked at to help determine knowledge, understanding and evaluative skills.

### **Extra Curricular:**

Students have the opportunity to participate in weekly Lower School Drama club, which leads towards a range of performances throughout the year, from assemblies to a Junior Show in the first term of the school year.

### **Aims:**

We want to encourage and enable all pupils to achieve their potential in English and to develop their creative skills. We aim to foster an enjoyment of the subject and a pleasure in reading for a range of purposes and for its own sake. We give pupils opportunities to speak with confidence and to listen effectively. We work with students to develop their analytical and critical skills and to express these in spoken and written responses which are clear and accurate. We encourage pupils to write clearly in different forms and for various purposes and audiences.

### **Content:**

We build on the work done in Year 6. In the autumn term, we cover Autobiographical Writing, Group Discussion techniques, Understanding the Writer's Craft (How writers describe people and places and develop plots) and students read a contemporary novel that they choose, reviewing and evaluating it for their peers.

During the spring term, we study a contemporary novel as our class reader, examine theatre reviews and write one for our theatre trip (see below). We study and evaluate the presentation and organisation of media and advertising texts. We explore poetry from the Literary Heritage and poems written more recently.

In the final term of Year 7, we look at how to write to persuade your readers and revisit descriptive writing in preparation for the summer examination. This is coupled with some practice of the reading techniques required for the assessment. There is a short study of the history of language change and some further reading of a novel or short stories from the Literary Heritage, some poetry and excerpts from a Drama text.

You can support your daughter in her English studies by encouraging her to read a wide range of fiction and non-fiction materials on a 'little and often' basis. The best writers are also good readers!

### **Assessment:**

Homework is given once each week and may be reading, writing, research or planning. A reading and a writing task will be set each term which will be the basis of that term's assessment. Speaking and listening assignments are also assessed during the year. There is an examination of reading and writing in the summer term.

### **Extra Curricular:**

We encourage students to participate in writing competitions, reading quizzes, World Book Day and any other suitable activities. We take a whole-year theatre trip out in January of Year 7. We aim to organise author visits if we can to complement the Year 7 work.

### **Useful Websites:**

<http://www.bbc.co.uk/schools/ks3bitesize/>

## GEOGRAPHY YEAR 7

### Aims:

In Year 7 we aim to stimulate an interest in and a sense of wonder about places. We build upon pupils' own experiences to investigate places at all scales, from the personal to the global. We aim to inspire pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, the environment and to the sustainability of the planet.

### Content:

There are a number of key concepts that underpin the study of Geography. In year 7 we focus upon the concepts of place, space and scale. We aim to develop the skills necessary for geographical enquiry including graphicacy, visual literacy and communication with a focus on fieldwork at the end of the academic year,

The main topics studied are listed below; however, these are modified according to current issues.

My place - An exploration of their environment from the personal to the national scale.

Mad about Maps - A skill based module, which aims to teach students how to read and interpret maps.

5 Amazing Places - An exploration of geographical issues in contrasting locations. Pupils explore their personal 5 favourite places developing their understanding of place, space, scale, interdependence and cultural understanding and diversity.

Weather - A study of the UK weather, reasons for the physical processes and how the weather impacts upon people.

Rivers - Physical processes and natural landscapes associated with rivers are explored through the context of a river study at Carding Mill Valley, Shropshire.

### Assessment:

Pupils are assessed through the use of end of unit tests and extended investigation tasks. Homework tasks are set regularly and an end of year exam assesses overall progress.

### Extra Curricular:

Pupils are encouraged to participate in fieldtrips and fair-trade activities that frequently run in school. The department also runs international trips which pupils may wish to consider.

### Useful Websites:

[http://www.bbc.co.uk/schools/websites/11\\_16/site/geography.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml) - BBC Geography education site.

<http://mapzone.ordnancesurvey.co.uk/mapzone/> - Some fun games to help improve map skills.

<http://kids.nationalgeographic.co.uk/kids/games/geographygames/> - A range of fun Geography games.

## HISTORY YEAR 7

### **Aims:**

In line with the National Curriculum, the History Department aims to enable all students to become successful learners who enjoy learning, make progress and achieve their potential. We encourage students to become confident individuals and responsible citizens who make a positive contribution to society.

In Year 7 pupils begin to find out about the history of their community, Britain, Europe and the world. As students develop their understanding of the **medieval** and **early modern eras**, they will focus on three key themes which underpin our studies throughout Key Stage 3.

### **Content:**

#### **'Medieval England'**

- Why did people settle in England?
- The Norman Conquest
- Medieval Life (including King John and Robin Hood, the Crusades and the Black Death)
- The Tudors (including Henry VIII, Edward VI, Mary I and Elizabeth I)

### **Assessment:**

Homework is issued in line with the School's timetable and, when set, should only take up to a maximum of 30 minutes per fortnight. Furthermore, students complete regular assessments, conducted during lesson time. There will be an end of year examination in May.

### **Extra Curricular:**

All students take part in a visit linked to their studies. For example, they often travel to Kenilworth Castle, where they investigate for themselves the castle ruins and the surviving evidence. This visit also forms the basis of a piece of imaginative and creative project work on our return.

### **Useful Websites:**

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

[www.spartacus.schoolnet.co.uk/history](http://www.spartacus.schoolnet.co.uk/history)

[www.bbc.co.uk/learningzone](http://www.bbc.co.uk/learningzone)

[www.schoolhistory.org.uk](http://www.schoolhistory.org.uk)

## MATHEMATICS YEAR 7

### Aims:

In Year 7 we will build on the work that will have been covered in primary schools. We also aim to develop mathematical knowledge as well as oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment.

### Content:

Main topics include:

**Number** - prime factors, LCMs and HCFs and fractions.

**Algebra** - sequences, equations, linear graphs, simplification of algebraic expressions.

**Shape and space** - angles, surface area and volume and construction.

**Data handling** - pie charts, sample space diagrams, Venn diagrams, probability.

### Assessment:

Homework and mini-tests and quizzes will be given regularly. Assessments will be set each term with an end-of-year school examination to assess overall progress.

### Extra Curricular:

Maths Enrichment Club will still take place each week and will be open to all girls.

### Useful Websites:

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[www.nr1ch.maths.org](http://www.nr1ch.maths.org)

[www.emaths.co.uk](http://www.emaths.co.uk)

[www.mangahigh.com](http://www.mangahigh.com)

## MODERN FOREIGN LANGUAGES YEAR 7

### Aims:

In Year 7 pupils are introduced to the culture and language of a foreign country. They will learn French, German, Spanish or Chinese Mandarin. Our aim is to develop their listening, reading, speaking and writing skills to establish a strong foundation on which they can build to improve further their skills throughout KS3. All Y7 pupils will have a 'taster' of Mandarin during the first half-term as well as starting a European language. The Chinese Mandarin programme is an intensive language course; the pupils choosing to study this language will drop the study of French/German/Spanish in Y7 to carry on with Mandarin all the way to GCSE Level.

### Content:

In Year 7 pupils will build up knowledge of basic vocabulary and grammar.

In Year 7 we cover the following topics in French, German and Spanish:

- greetings/numbers/personal ID/family
- house/animals/colours/variety of adjectives
- likes/dislikes/ basic clothes
- festivals/customs abroad
- weather/leisure activities/places in town
- school subjects and school routine abroad
- food and drink/ meals and traditional food

The grammar covered includes:

- articles/basic verbs and tenses/negatives/adjectives/prepositions

### Assessment:

Formal and informal assessments through the year. Tests set in the middle of each term with an end of year assessment to assess overall progress. Homework given once a week, should take no more than 20 minutes.

### Extra Curricular:

We have a mentoring programme open to girls who are experiencing difficulties or who would like any extra help. We have a singing competition during the first term and pupils take part in a national MFL spelling bee competition.

### Useful Websites:

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) (focus on grammar skills- free access)

[www.linguascope.com](http://www.linguascope.com) (focus on vocabulary- school subscription)

### **Aim:**

- To develop an appreciation and enjoyment of music through active involvement in Listening, Composing and Performing.

### **Content:**

All year 7 pupils receive a free musical instrument on loan from the school for 12 months. Music lessons are therefore highly practical, noisy and hopefully lots of fun!

The year 7 music course comprises of the following elements:

- Instrumental technique - learning to play together as a class ensemble
- Composing music - individual compositions
- Appraising music - listening to different styles and genres & learning key musical terminology
- Reading music - becoming confident readers of treble clef notation

It is our hope that many of the girls will then opt to continue with their instruments into year 8 & beyond where they can choose to receive one to one tuition from one of our specialist peripatetic teachers.

### **Assessment:**

- Initial base line theory test
- Half termly practical assessments
- Informal Peer group assessment in class
- Ongoing Self-assessment
- End of year theory test
- External grade examinations (ABRSM or Guildhall)

### **Extra Curricular opportunities:**

- Choir
- Orchestra (grade 3+)
- String ensemble (grade 3+)
- Training Band (grades 1 - 3)

### **Useful Websites:**

- [Qmmusic.info](http://qmmusic.info)

### Aims:

The aim of the Physical Education Department is to develop each pupil's physical competence and to help promote physical development of the individual through the experience and enjoyment of a wide range of physical activities.

In Physical Education we strive for students to become:

- successful learners who enjoy learning, make progress and achieve:
- confident individuals who are able to live safe, healthy and fulfilling lives:
- responsible citizens who make a positive contribution to society.

### Content:

During Year 7, pupils are offered a variety of opportunities within PE that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject. Pupils are given the opportunity to:

- get involved/ participate in a broad [range of activities](#) that develop the whole body (mentally and physically),
- perform as an individual, in a group or as part of a team in competitions or performances to audiences,
- use [ICT](#) as an aid to improving performance and tracking progress,
- Make links between PE and other subjects and areas of the curriculum.

**Physical Activities pupils participate in during Year 7 include:**

- Dance - basic body actions & shape, individual, paired and small group work.
- Netball - footwork, throwing & catching and understanding of the rules of the game.
- Health Related Fitness - safe practise when using fitness equipment and knowledge of health benefits when exercising.
- Athletics - track and field events, safety.
- Indoor athletics - fields events, fitness for athletics.
- Cricket - throwing, catching, batting, bowling and understanding of the rules of the game.
- 

**In Year 7 pupils are expected to achieve a Level 4.**

### Assessment:

Assessment will take place during each unit covered in Key Stage 3 and a record will be put into the pupils' PE assessment booklet at the end of each unit of work.

Each pupil's self assessment booklet is to be filled in at the end of every activity module. It is hoped that pupils will use the criteria to set themselves targets, to help them improve and make them more aware of assessment standards.

### Extra Curricular:

PE run a variety of extra-curricular clubs throughout the academic year, including netball, fitness, rounders, dance, cross country running, football, dodgeball, cricket and athletics. Pupils have the opportunity to represent the school in inter school competitions including netball, cricket, cross country running, sports hall athletics, football and athletics. Clubs are offered to all pupils to improve their performance and learning in the above activities. Pupils also have the opportunity to represent their house in intra house competitions - netball, benchball, rounders, dance, cricket and athletics.

### Useful Websites:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239086/SECONDARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf)

<https://www.englandnetball.co.uk/my-game/schools/>

<https://twitter.com/QMHSPE>

## PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION (PSHCEE) YEAR 7

### Aims:

- Education for Citizenship aims to equip young people with the knowledge, skills and understanding to play an effective role in public life.
- Personal wellbeing aims to help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
- Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

### Content:

The PSHCEE programme is broken down into three key components: personal wellbeing, economic wellbeing and citizenship. Throughout Key Stage 3 PSHCEE students will have the opportunity to develop the following essential skills and processes as part of these 3 components:

**Personal wellbeing:** Critical reflection, decision making and managing risk, developing relationships and working with others.

**Economic wellbeing:** Self-development, exploration, enterprise and financial capability.

**Citizenship:** Critical thinking, enquiry, advocacy, representation and taking informed and responsible action.

The key concepts outlined in the three main components of PSHCEE are delivered through the following topics:

**Me and my learning (1) - Settling in to my new community**

**Me and others (1) - Friendship**

**Me and others (2) - Bullying**

**My health and wellbeing (1) - Growing up, puberty and FGM**

**My health and wellbeing (2) - Self-esteem and wellbeing**

**Democracy and Justice (1) - The nature and function of rules and laws**

**Democracy and Justice (1) - Governments**

### Assessment:

Assessment occurs through a range of methods, including pupil self-evaluation and assessment tasks contained within each unit of work.

### Extra Curricular:

- Personal health and wellbeing is promoted by extracurricular sports.
- The school offers a number of opportunities to become active and responsible citizens for example through Fairtrade and School Council.

### Aims:

Through the Year 7 curriculum pupils will have the opportunity to:

1. Explore, discuss and reflect on their ideas about God and the ideas of others.
2. Pose questions and explore responses to questions about the nature of God.
3. Explore, interpret and evaluate religious symbolism and story as forms of religious expression.
4. Consider the ways in which religions are similar/different.
5. Explore religious leaders as a source of religious authority.
6. Develop understanding of the links between belief and behaviour.

### Content:

Work completed in year 7 will consolidate levels of attainment. Pupils should achieve Level 4 or Level 5 by the end of the year.

#### Unit one: Beliefs about God

Pupils will discuss and reflect on their ideas about God and the ideas of others. They will consider and evaluate the reasons why people do/do not believe in God.

#### Unit two: Beliefs about God: Hinduism and Christianity

Pupils will explore Hindu and Christian beliefs about the nature of God and the ways in which believers express their beliefs through metaphors, similes, stories and images. They will consider how Hindus and Christians put their faith into action.

#### Unit three: Where people's beliefs come from.

Pupils will explore religious leaders (e.g. the Gurus) as sources of religious authority and consider how their teachings might influence the behaviour of individuals.

Alongside the above units of work, pupils will complete an Independent Study Assignment. This is based on the beliefs and practices of the major world religions. Its aim is not only to increase subject knowledge, but also to develop research skills and the ability to work independently with a variety of information sources.

### Assessment:

- Pupils will be formally assessed at the end of each unit of work.
- There is a variety of informal assessment tasks incorporated into each unit.

### Extra Curricular:

- Students can join the Fair Trade Committee and Eco Committee by becoming a form representative.

### Useful Websites:

[www.biblegateway.com](http://www.biblegateway.com)

[www.reonline.org.uk](http://www.reonline.org.uk)

[www.bbc.co.uk/religion/religions](http://www.bbc.co.uk/religion/religions)

### **Aims:**

To stimulate interest in and enjoyment of the study of science.

To develop essential knowledge and understanding of the concepts of science, and the skills needed for the use of these in new and changing situations.

To develop students' ability to:

- Select and use information from a variety of sources
- Form hypotheses, predict outcomes and to solve problems
- Collect, present and interpret experimental and empirical data
- Communicate scientific ideas and arguments logically and concisely.

### **Content:**

Induction including basic skills - Bunsen burner & Safety; Drawing, labelling and naming equipment

Skills - Variables - independent, dependent and control; collecting and representing data - tables & graphs; analysis of data and drawing conclusions. These skills will also be embedded throughout the modules.

Scientific knowledge from the Key Stage 3 National Curriculum -

Biology - Cells, Reproduction, Muscles and Bones and Ecosystems.

Chemistry - Introduction to Practical Science, Mixtures and Separating, The Particle Model and Atoms, Elements and Compounds.

Physics - Energy, Electricity, Forces and Sound.

### **Assessment:**

Regular testing throughout the year at the end of each topic.

### **Extra Curricular:**

KS3 Weekly science clinics where students can receive support from science staff and 6<sup>th</sup> form Science Ambassadors.

### **Useful Websites:**

<http://www.bbc.co.uk/schools/ks3bitesize/science/>

<http://www.docbrown.info/ks3science.htm>