

## Art and Design

### Learning 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.

### Content and skills

<b>Term 1</b>	<p><b>The Natural World, Floral and Foliage Artist Research</b> Artist analysis skills are applied to describe, analyse, interpret and make judgments in regards to contemporary artworks. Students are encouraged to demonstrate their knowledge and understanding of the artworks through close observation and wider research. Detailed realistic drawing skill is taught through technical drawing techniques and gradient sketch pencils to aid the students in creating life-like studies to inform their later design work. Students reflect on their practice to create a final piece.</p> <p><b>Wildlife in Flight, Painting and Drawing</b> Students are introduced to “Wildlife in Flight”, They explore the observational qualities of the British wildlife incorporating winged animals/insects. Students are taught a variety of skills across the project including observational drawing, stylized drawing in regards to artist research, colour theory including colour mixing through painting techniques and ICT Photoshop software to manipulate imagery for design. Students create designs of originality exploring colour, line, form, space and pattern using their initial wildlife in flight drawings. Students will study how these techniques are applied within the creative industry of decorative imagery.</p>
<b>Term 2</b>	<p><b>Continue Decorative Imagery, Wildlife in Flight</b> Students reflect on the skills developed through Term 1 to create a successful final outcome using their design for industry. Students explore the application of their design in regards to a product (mug, glassware, wall hanging)</p> <p><b>Cultural Clay: 2D/3D Modelling, Research &amp; Design</b> Students study a Non-Western culture to explore unfamiliar art forms using modelling techniques including 2D relief and 3D form. Students gather knowledge and understanding of the chosen culture through artist references, historical/cultural research and observational studies. Application of prior skill (Term 1) students create original designs exploring form, texture and pattern through 2D/3D forms. Students' designs will demonstrate in depth understanding of the cultural art forms studied taking into account a personalised approach.</p>
<b>Term 3</b>	<p><b>Continue Cultural Clay: 2D/3D Modelling, Final Outcome 2D/3D Clay</b> Students reflect on the skills developed through Term 2 to create a successful final outcome using their 2D drawings and transforming them into a 2D relief/3D clay outcome. Application of clay modelling, construction techniques and ornate elements will be explored through the creation of a final outcome. Clay pieces will be fired and painted relevant to student designs and cultural reference.</p>

### Homework expectations

Students are asked to complete external research to inform practical tasks undertaken in lessons to allow the execution of practical work to be maximized during lesson time. Students are encouraged to practise their techniques in specifically set tasks to improve their initial application of skills.

### Extra-curricular and enrichment opportunities

Art Club: Sixth Form students work alongside the KS3 students to build confidence and enthusiasm within a variety of Art & Design specialisms. Whole school competitions take place throughout the year encouraging students to offer their work for public display and celebration. Year 7 have the opportunity Term 3 to enter the “Wall of Fame” competition. Students are encouraged to engage in public art wider than the school community. This may include visiting local galleries including The New Art Gallery Walsall, Bilston Craft Gallery, Wolverhampton Art Gallery and Birmingham Museum & Art Gallery.

## Biology

### Learning Aims

**Aims:** To promote an interest and enjoyment in Biology. To build the foundations of knowledge and understanding needed to be successful in Biology. To develop the following skills: Working Scientifically, Use of mathematics, Literacy & Communication, Learning and thinking.

### Content and skills

<b>Term 1</b>	<p><b>Cells, tissues, organs and systems</b> Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope Functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts Similarities and differences between plant and animal cells Hierarchical organisation of multicellular organisms: In addition to covering a variety of Working Scientifically statements, this unit has a focus on: Using appropriate techniques, apparatus, and materials during fieldwork and laboratory work, Health and safety in science</p> <p><b>Sexual reproduction in animals</b> Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth/ Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas. Ask questions and develop a line of enquiry based on observations of the real world, make predictions using scientific knowledge and understanding. Select, plan and carry out the most appropriate types of scientific enquiries to test predictions,</p>
<b>Term 2</b>	<p><b>Food and Nutrition</b> Content of a healthy human diet Calculations of energy requirements in a healthy daily diet The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food</p>
<b>Term 3</b>	<p><b>Ecosystems</b> Interdependence of organisms in an ecosystem, including food webs and insect pollinated crops Organisms and their environment, Differences between species Variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection Maintaining biodiversity and the use of gene banks to preserve hereditary material. Present observations and data using appropriate methods, including tables and graphs Interpret observations and data, patterns, draw conclusions</p>

### Homework expectations

Homework will consist of short tasks that need to be done to prepare the student for learning and tasks set on out online resource Active Learn. Homework must always be done to a high standard.

### Extra-curricular and enrichment opportunities

There is a weekly Biology clinic where students can gain support from their teachers and 6<sup>th</sup> form students.  
KS3 STEM club: to inspire younger students in the fields of Science, Technology, Engineering and Maths.

## Chemistry

### Learning Aims

To encourage students to see Chemistry in the World around them. To be curious; ask questions, seek answers and explore ideas. To grow in confidence when using mathematical skills, thinking scientifically and communicating their ideas clearly and logically.

### Content and skills

<b>Term 1</b>	<b>The Particle Model</b> Solids, liquids and Gases; <i>Hypotheses and theories</i> ; Particles; Brownian Motion; Diffusion; Air pressure; Waste. <b>Practical includes:</b> cooling curves for Salol, Diffusion of potassium permanganate and collapsing a can <b>Atoms, Elements and molecules</b> Our material world; <i>Sorting resource data</i> ; The air we breathe; Earth's Elements; Metals and non-metals; <i>Facts and opinions</i> ; Making compounds; Chemical reactions; Problems with elements <b>Practical includes:</b> Iron reacting with sulphur, Properties of metals and non-metals and signs of a chemical reaction
<b>Term 2</b>	<b>Mixtures and separation</b> <i>Writing a method</i> ; Mixtures; Solutions; <i>Safety when heating</i> ; Evaporation; Chromatography; Distillation; Safe drinking water <b>Practical includes:</b> Paper chromatography and simple distillation
<b>Term 3</b>	<b>Acids and Alkalis</b> Chemistry in the home; Hazards; <i>Controlling Risk</i> ; Indicators; Acidity and alkalinity; <i>Writing titles</i> ; Neutralisation; Neutralisation in daily life; Danger at home <b>Practical includes:</b> Dip and check on common substances, rainbow fizz and carrying out neutralisation

### Homework expectations

Homework set is a combination of online questions and mini quizzes, written tasks and, occasionally, writing up practical work. Homework is set in line with the year 7 Homework timetable.

### Extra-curricular and enrichment opportunities

We offer a weekly key stage three STEM club and also a weekly Chemistry Clinic.

## Computing

### Learning Aims

In year 7 we aim to build pupils' confidence in using information technology. We make sure that they understand how to stay safe online, developing their digital literacy skills and introduce computational thinking and programming.

### Content and skills

<b>Term 1</b>	<b>Unit 1 - E-Safety</b> 1. What to trust online 2. Searching smart 3. Copyrights and Copywrongs 4. Staying safe online 5. Evidencing Cyber-Abuse <b>Introduction to HTML</b> 1. Introduction to HTML 2. Formatting text and images 3. HTML and images 4. Hyperlinks 5. Mini website project
<b>Term 2</b>	<b>Introduction to programming using Scratch</b> 1. Movement 2. Scoring 3. Programming levels 4. Designing my own game 5. Build my own game <b>Micro:Bits</b> 1. Programming the Micro:Bit computer using blocks editor 2. Programming the Micro:Bits with Python
<b>Term 3</b>	<b>Programming the Micro:Bits with Python</b> 1. Intro to Python - sequencing 2. Variables and lists 3. Iteration and selection 4. Accelerometer 5. Networking

### Homework expectations

Homework is set in line with school expectations. Most homework will need access to a computer. or tablet device  
Supervised access to computers is available at lunchtimes or before school with prior arrangement from subject teacher if access at home is limited.

### Extra-curricular and enrichment opportunities

Bebras computational thinking competition and the Lovelace coding club.

## Design & Technology

### Learning Aims

The Design and Technology curriculum provide opportunities for pupils to develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products. Students will solve problems, carrying out Design and Make activities in a variety of contexts.

### Content and skills

<b>Term 1</b>	<b>Eden project - Novelty Giftware.</b> Students will design and make a product suitable for sale in a gift shop. They will use a sketchbook to gather inspirational images, collect technical notes for future use, and to sketch ideas. Pupils will explore a range of decorative techniques before embarking on their first design and make challenge, using nature as an inspiration. They will be taught to use tools and equipment safely in order to manufacture their products. They will learn about using bonded fabrics, embroidery, and hand applique. They will test their end product against a set of criteria which they will be provided with.
<b>Term 2</b>	Students will tackle a longer more challenging project which will be produced for a particular target market. Pupils will design a purse using the work of Robert and Sonia Delaunay as inspiration. They will work more independently and make more of their own decisions based on choices offered by their teacher. They will continue to develop their hand stitching skills whilst also learning how to safely use a sewing machine to produce a quality product. They will learn about woven fabrics and how these differ from bonded fabrics. They will research types of fastenings in order to select their own preferred method including Velcro (biomimicry), Button & Loop, and Press Studs. They will test and evaluate their product and show that they can suggest improvements to it.
<b>Term 3</b>	The Extended Design Task will continue throughout term three.

### Homework expectations

Homework within Design and Technology will usually be to allow pupils to work more independently, for example to complete a piece of research to be used in a design task or to continue with design work at home.

### Extra-curricular and enrichment opportunities

There are a number of craft based clubs on offer in school.

## Drama

### Learning Aims

In Year 7 we aim to build confidence and introduce all pupils to the basic principles of Drama. We build on performance skills such as how to use the voice, body and performance space effectively to create clear characters and communicate meaning. Drama is challenging and highly motivating and we really build a strong sense of ensemble and discipline pushing pupils to be creative and use their imaginations. By the end of Year 7, pupils are able to identify and demonstrate some of the basic social and group skills necessary. Through this work they should develop self-esteem, negotiation skills and the ability to make decisions as part of a group; problem solving and reaching conclusions.

### Content and skills

<b>Term 1</b>	<b>Introduction to Drama</b> The main aim for initial lessons is to develop group confidence and build an initial bond between pupils. They begin to develop listening skills, group negotiation, trust, concentration. <b>Waxworks</b> Still image work based around a waxworks museum. Pupils are introduced to Drama terminology and the focus is on developing voice and movement skills with a strong focus on facial expression, body language, gestures, levels and interaction.
<b>Term 2</b>	<b>Urban Legends:</b> Pupils learn the art of storytelling using Urban Legends and myths as a stimulus. They explore bringing a story to life and are introduced to the techniques of flashback, narration and physical theatre. <b>Mime:</b> The key focus for this unit of work is to develop confidence in movement and physical skills. Pupils are encouraged to use exaggeration and imagination to create clear characters that are shown only through their application of body language, gestures and facial expressions.
<b>Term 3</b>	<b>WW2: Investigation of life as a woman, evacuee and soldier during World War 2 that leads to a performance based on one of these areas</b> We use a range of stimulus such as Propaganda posters, letters from evacuees, film footage and diary extracts to encourage the students to really consider what life would have been like during the 1940's. The scheme develops: acting skills to show clear characters; knowledge and understanding of past events; how people responded to them; empathy skills through character exploration. Introduction of techniques such as soundscape, essence machine, cross cutting and marking the moment. <b>Create your own Theatre Company</b> Decision making, negotiation and problem solving are some of the group skills the pupils will develop. They must use their imagination to either script their own pieces or bring to life a pre-written script such as War Horse and Charlie and the Chocolate Factory. This scheme is designed to challenge pupils to work collaboratively; assigning roles within the company and becoming part of the performance ensemble.

### Homework expectations

Homework is not set each week. Pupils will be set a maximum of one homework project per term that links in with the unit of work and skills currently studying. These range from written homework tasks to creating display pieces. The aim is to build reflective and creative skills through these set tasks and should only take a total of three hours per term.

### Extra-curricular and enrichment opportunities

Junior Show. KS3 pupils work with Year 12 and 13 Directors to rehearse and devise a scripted performance. Pupils will either work on pieces in their Year groups or mix with one another across Year 7, 8 & 9. Drama Club - Year 7 and 8 pupils. The aim is to build confidence and bonds within the lower school. Students cover a range of activities and will have the opportunity to experience drama warm up activities, creating and devising, learning and performing a script.

## English

### Learning 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 and skills

Throughout the key stage, we encourage a love of reading and allow time for independent reading within every lesson. We believe this is an essential element of English lessons, and so the beginning of each lesson is devoted to this. We work with the LRC and have a termly competition to encourage students to read broadly and explore new novels, writers, styles and genres in their reading. Alongside this, we also enter students into The Young Writers competition and previous tasks have included writing poems on the title 'Empowered' and opening narratives for 'The Twisted Tales.'

<b>Term 1</b>	At the beginning of Year Seven, we build upon the foundations that students have covered in Year Six. We begin by studying Dahl's <i>Lamb to the Slaughter</i> and cover a range of reading and writing skills. Following this, students explore a range of thematically linked texts on the topic of <i>Animals in Literature</i> and as a class reader, we study <i>Black Beauty</i> . In this unit, students are exposed to a range of non-fiction and fiction texts from a range of eras, traditions and cultures. At the end of this term, students explore the film adaptation of <i>Ruby in the Smoke</i> to equip them with the foundations of studying a Victorian novel in the following term.
<b>Term 2</b>	During this term, students study Dickens's <i>Oliver Twist</i> as a class reader and complete a range of reading and writing tasks. We also explore how Dickens's novel has been adapted in drama texts and productions, as we believe it is crucial to make connections with Drama. Following this, students then are introduced to Shakespeare's theatre and then complete a study of his play <i>Julius Caesar</i> in which we explore the language of rhetoric, as well as themes surrounding betrayal and friendship.
<b>Term 3</b>	The final term of Year Seven focuses on exploring a novel in depth so that students are confident with how to analyse and respond to literary texts. Currently, our class reader is <i>The Bone Sparrow</i> and, in this unit, students will explore thematically linked non-fiction texts as well as fiction texts that align with the same themes and ideas. The novel here also underpins the summer examination, as students will have a reading examination and written task that is closely related to the novel.

### Homework expectations

Homework is set to support and build on work introduced in lessons, or to prepare for future lessons, and may include written tasks or completing research. Homework may sometimes be replaced with independent reading, as experiencing a range of texts is a very effective way to support the English curriculum.

### Extra-curricular and enrichment opportunities

Early in the Spring Term, the entire year group takes part in a trip to the theatre to see a live performance, often of a classic children's story. The department also supports the LRC's activities which include Book Clubs, Book Fandom, Parent/Daughter Reading Group, Reading Outreach, Storytelling Club and Book Award Shadowing Schemes and encouraging students to enter creative writing competitions. Poetry Cafe runs monthly and is open to all students, and there is a poetry writing competition which all students will have the opportunity to enter. Later in the year, there will also be the potential for students to enter the BBC's 500 word short story competition. All students also have the opportunity to contribute to the school blog, 'Off the Record'.

## Geography

### Learning 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.

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,

### Content and skills

<b>Term 1</b>	What is Geography? - Explores what Geography is and why it is important. The unit also focuses on geographical skills and pupil's own experiences of Geography in everyday life. A Geographical Enquiry: Lichfield Students conduct primary and secondary research, they carry out fieldwork in Lichfield. Upon returning to school, pupils analyse the data that they have collected to complete a full geographical investigation and thereby develop their fieldwork, research and presentation skills.
<b>Term 2</b>	Resources – Explores modern day resource use. Pupils consider how people use resources and the impact of this on the environment.
<b>Term 3</b>	Weather - A study of the UK weather, reasons for the physical processes and how the weather impacts upon people. Rivers - Physical processes, natural landscapes and risks associated with rivers are explored.

### Homework expectations

This may take the form of research, revision or written work. Pupils will also receive an extended creative project for assessment during the Five Favourite Places unit of work.

### Extra-curricular and enrichment opportunities

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



## History

### Learning Aims

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 learn about the history of their community, Britain, Europe and the world.

### Content and skills

Term 1	<p><b>Women who changed the world:</b></p> <ul style="list-style-type: none"><li>• <b>Mary Tudor</b></li><li>• <b>Rosa Parks</b></li><li>• <b>Millicent Fawcett</b></li></ul> <p>Students investigate the life and times of each individual, resulting in an evaluation of their overall legacy and significance. Key concepts and skills within this topic: <i>interpretation, cause/consequence, cultural, ethnic and religious diversity, significance, communication, using evidence.</i></p>
Term 2	<p><b>Ideas and beliefs:</b></p> <ul style="list-style-type: none"><li>• <b>Medieval religious ideas through to the Reformation</b></li><li>• <b>Witchcraft</b></li><li>• <b>The Black Death</b></li></ul> <p>This exciting study of eras of great social and cultural change analyses the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time. Pupils will ask and answer important questions, evaluate evidence and learn to substantiate the arguments and judgements they make. Key concepts and skills within this topic: <i>interpretation, cause/consequence, cultural, ethnic and religious diversity, change and continuity, communication and using evidence.</i></p>
Term 3	<p><b>Terrorism:</b></p> <ul style="list-style-type: none"><li>• <b>The Gunpowder Plot</b></li><li>• <b>The Suffragettes</b></li><li>• <b>The Irish Troubles</b></li></ul> <p>Students investigate these exciting topics and analyse the causes and definitions of 'terrorism', along with the longterm impact of these eras of conflict. Key concepts and skills within this topic: <i>interpretation, cause/consequence, cultural, ethnic and religious diversity, significance, communication and using evidence. Assessment question stem:</i></p>

### Homework expectations

Homework, when appropriate, is issued in line with the Year 7 homework timetable. It may be set to support and build on work introduced in lessons and may include written tasks, research or creative assignments. It is timetabled fortnightly and should take about 20 minutes.

### Extra-curricular and enrichment opportunities

Students will enjoy the opportunity to participate in school, local and national historical competitions, as well as contribute to whole-school assemblies, such as our Remembrance event.

## Mathematics

### Learning 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, accuracy and satisfaction. The Year 7 curriculum provides a solid base which will develop mathematical mastery and enjoyment throughout GCSE.

### Content and skills

<b>Term 1</b>	The 4 operations including big and small numbers, Recall of key index and roots. Using a calculator BIDMAS Writing and substituting into algebraic expressions Reading, writing and solving linear one sided algebraic equations Negative numbers, decimals and sensible rounding Basic shape vocabulary and simple construction Sequences Fractions
<b>Term 2</b>	Linear and simple quadratic graphs Area, Perimeter and representations of 3D shapes. Probability Venn diagrams & sample space diagrams Collecting like terms and expanding single brackets Surface area and volume of simple shapes Average and Spread (Including frequency tables)
<b>Term 3</b>	Solving linear equations with the unknown on both sides Angles in shapes and parallel lines. Divisibility, factors, primes and multiples Sequences from a structure Estimation and significant figures

### Homework expectations

The majority of which will be the revision of the topics learnt in class and written in the students red book. Some written homework will sometimes be given in replacement of revision.

### Extra-curricular and enrichment opportunities

KS3 maths club, opportunities to see a teacher or a mentor for help.

## MODERN FOREIGN LANGUAGES: French, German, Spanish

### Learning Aims

In Year 7 pupils are introduced to the culture and language of a foreign country. They will learn French, German or Spanish. Our aim is to develop their listening, reading, speaking and writing skills to establish a strong foundation on which they can build to further improve their skills throughout KS3 and KS4.

### Content and skills

<b>Term 1</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"><li>• greetings, numbers, colours</li><li>• personal ID</li><li>• school items, days of the week, seasons and months</li><li>• family members, pets, personal ID of others</li><li>• Christmas vocabulary and traditions</li></ul> <p><b>The grammar covered includes:</b></p> <ul style="list-style-type: none"><li>• alphabet/ phonics/ articles/ gender/ basic verbs/subject pronouns</li></ul>
<b>Term 2</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"><li>• Physical and personality description</li><li>• school subjects</li><li>• likes and dislikes</li></ul> <p><b>The grammar covered includes:</b></p> <ul style="list-style-type: none"><li>• articles/ plural/ adjectives and agreement/ present tense/ basic verbs</li></ul>
<b>Term 3</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"><li>• basic daily routine</li><li>• chores</li><li>• home and local environment</li></ul> <p><b>The grammar covered includes:</b></p> <ul style="list-style-type: none"><li>• regular and irregular verbs/ immediate future/ prepositions / pronouns</li></ul>

### Homework expectations

Homework given once a week, should take no more than 30 minutes.

## Chinese (Mandarin)

### Learning Aims

In Year 7 pupils are introduced to Chinese culture and language. Our aim is to not only develop their listening, reading, speaking and writing skills to establish a strong foundation on which they can build, but also develop a good understanding of Chinese culture and history.

### Content and skills

<b>Term 1</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"><li>• greetings, name, age and nationalities</li><li>• numbers, months and days of the week</li><li>• family members, pets, where you live</li><li>• Birthday and Christmas vocabulary</li></ul> <p><b>The grammar covered includes:</b> basic verbs/adjectives/subject and pronouns</p> <p><b>Pronunciation:</b> Pinyin X, Ch, Zh, Sh, R and Q and the four tones</p> <p><b>Writing characters:</b> basic strokes and pictographic characters</p> <p><b>Songs:</b> 你好 song, number rap, I love my family song, birthday and Christmas song</p>
<b>Term 2</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"><li>• Chinese New Year vocabulary and traditions</li><li>• your/friends'/families' hobbies and why you like certain activities</li><li>• on which day you do what activities/ what do you do every day</li><li>• what sport/other activities can you do</li></ul> <p><b>Writing characters:</b> Basic strokes/Common radicals/Look up unknown characters in Chinese-English dictionary</p> <p><b>The grammar covered includes:</b> basic verbs/ Negation 不 / time phrases/modal verb 会</p> <p><b>Songs:</b> Chinese New Year song, the verb song by Chinese Buddy</p>
<b>Term 3</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"><li>• Expressing time</li><li>• school subjects</li><li>• basic daily routine</li><li>• Talk about food and drink you like and dislike</li><li>• Ordering food and drink a restaurant</li><li>• Daily meals</li></ul> <p><b>The grammar covered includes:</b> measure words/prepositions / expressing intention/time expression/verbs</p> <p><b>Writing characters:</b> typing characters on phone and computer</p> <p><b>Song:</b> 对不起, 我的中文不好 Sorry, my Chinese is not good.</p>

### Homework expectations

Homework given once a week, should take no more than 30 minutes.

### Extra-curricular and enrichment opportunities

Engagement in speaking competitions in school and potentially nationally.

## Music

### Learning Aims

To develop an appreciation and enjoyment of music through active involvement in Listening, Composing and Performing (with a particular focus on performing).

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 following instrument options are available: Flute/Clarinet/Trumpet/Trombone/Baritone

### Content and skills. The year 7 music course comprises of the following elements:

<b>Term 1</b>	Basic Instrumental technique (learning how to produce a sound/ how to put the instrument together/basic instrument maintenance) Developing individual performance skills (learning how to play simple tunes) Developing ensemble skills (playing together as a whole class or in small groups) Composing music (group & individual compositions) Appraising music (listening to different styles and genres & learning key musical terminology) Reading music (becoming confident readers of rhythmical notation (learning about semibreves/minims/crotchets/quavers/rests/time signatures/bars)
<b>Term 2</b>	More advanced instrumental technique (repertoire studied requires more notes and more complex rhythms) Developing individual performance skills (as confidence grows, tone production & fluency should improve) Composing music (group & individual compositions) Appraising music (listening to different styles and genres & learning key musical terminology) Reading music (becoming confident readers of pitch notation in the Treble Clef)
<b>Term 3</b>	More advanced instrumental technique including performing music in parts Developing individual performance skills (adding dynamics and different articulation) Composing music (group & individual compositions) Appraising music (listening to different styles and genres & learning key musical terminology) Reading music (becoming more confident readers of pitch notation in the Treble Clef) <i>It is our hope that many of the girls will opt to continue with their instruments into year 8 &amp; beyond where they can choose to receive one to one tuition from one of our specialist peripatetic teachers.</i>

### Homework expectations

Pupils are encouraged to take their instruments home to practice. Each pupil has a work booklet which contains various musical exercises, both practical & theoretical.

### Extra-curricular and enrichment opportunities

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

## Physical Education

### Learning 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 and skills

<b>Term 1</b>	<b>Developing basic skills in the following sports:</b> Netball - footwork, throwing & catching, defending, spatial awareness, knowing the areas of play and the role of the seven positions and understanding of the rules of the game. Health Related Fitness – safe practices when using fitness equipment and knowledge of health benefits when exercising. Dance – using basic body actions & shape, individual, paired and small group work. The dance style is contemporary and the stimulus is linked to sports actions.
<b>Term 2</b>	<b>Developing basic skills in the following sports:</b> Indoor athletics – standing long jump, standing triple jump, high jump and fitness for athletics. Athletics – participate in a range of track and field events, understand safety in athletics and learn the rules for each event.
<b>Term 3</b>	<b>Developing skills in the following sports:</b> Athletics – continue to develop knowledge and technique in a range of track and field events, understand safety in athletics and learn the rules for each event. Cricket - throwing, catching, batting, bowling and understanding of the rules of the game.

### Homework expectations

Students will be set homework in netball and health related fitness. This will take the form of a one-off piece of work, whereby students are expected to learn the netball positions and create a poster that relates to a healthy, active lifestyle. Instead of written pieces of work to be completed each week, the department asks students to practise the skills they have learnt in lessons during their free time.

### Extra-curricular and enrichment opportunities

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 inter house competitions - netball, benchball, dance, cricket and athletics.

## Physics

### Learning Aims

“A world without Physics is a world without answers” We actively encourage students to question the environment we live in and consider why phenomena occur as they do. Through promoting thinking, questioning and investigating we expect our students to work hard with a can do attitude so that the students become effective students of Physics.

### Content and skills

<b>Term 1</b>	<b>Energy</b> Energy and energy changes Energy from food (P) <i>comparisons and ratios</i> Energy transfers and stores(P) Energy from fuel (P) Energy Resources and <i>research techniques</i> <b>Electricity</b> Discovery of electricity (P) Circuits and switches (P) <i>Modelling in science</i> <i>Using tables</i> Changing current(P) Using electricity and a world without electricity
<b>Term 2</b>	<b>Forces</b> Force and types of force(P) Stretching(P) Pressure(P) Friction(P) <i>SI units</i> Balanced and unbalanced(P) Safety standards
<b>Term 3</b>	<b>Sound</b> Animal sounds; making sounds and moving sounds(P) <i>Line graphs and scatter graphs</i> Detecting and comparing sounds(P) Comparing waves Animals and noise

### Homework expectations

Homework set is a combination of exam questions and mini quizzes, written tasks, online active learn assignments and, occasionally, writing up practical work. Homework is set in line with the year 7 homework timetable.

### Extra-curricular and enrichment opportunities

We are pleased to offer a weekly key stage three STEM club and also a weekly Physics Clinic which is run by senior students and available Friday lunchtimes.

## Personal, Social, Health, Citizenship & Economic Education (PSHCEE)

### Learning Aims

Equip young people with the knowledge, skills and understanding to play an effective role in public life.  
Help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.  
Develop skills of critical reflection, decision making, co-operation, respect and communication.

### Content and skills

<b>Term 1</b>	<p>Me and my learning (1) – Who am I? and Growth Mindset. Develops student's reflection skills as well as fostering a resilient approach to learning.</p> <p>Me and others (1 &amp; 2) – Student evaluate ways to treat others, in particular what makes a healthy friendship including the topic of consent and how to give, deny and ask for consent. Discussion skills are developed further when exploring what bullying is and the effects of this. Road safety is delivered in an external workshop. Students think critically about potential dangers they may face when they travel, for example, whether they are paying full attention when crossing the road.</p>
<b>Term 2</b>	<p>Democracy and Justice (1) – Students explore, discuss, reflect on and evaluate the importance of rules within communities, particularly in our school community. They will look at why Laws are created and what function they play in keeping society in order. They will develop their understanding of fairness as well as their rights and responsibilities.</p> <p>My health and wellbeing (1) – Growing up, puberty, personal hygiene and Female Genital Mutilation (FGM). Students develop their knowledge and understanding of the physical, emotional and social changes which they might encounter during puberty. They will also enhance discussion skills and empathy whilst learning about the physical and emotional consequences of FGM.</p>
<b>Term 3</b>	<p>Democracy and Justice (2) – Students explore what it means to be democratic, and how MP's are elected. Teamwork and cooperation skills are developed through this unit as well as presentation and communication as they create their own political party with key policies to present to the class. Pupils also learn about the different types of Government that exist in the world.</p> <p>My health and wellbeing (2) – Understanding of physical health is explored through lessons on healthy eating and exercise. Wellbeing is developed through critical discussion of what self-esteem and body is, how these are affected by others and the media as well as how we can all play a part in building up someone's self-esteem as well as their own.</p>

### Homework expectations

No homework is set in PSHCEE.

### Extra-curricular and enrichment opportunities

Personal health and wellbeing is promoted by extracurricular clubs including sports. The school offers a number of opportunities to become active and responsible citizens for example through Fairtrade and School Council and as mentors and ambassadors. Students can use the knowledge and skills developed in PSHCEE to work on projects outside of the classroom that will earn them credit for the Spirit of Queen Mary's Awards.



## Religious Studies

### Learning Aims

Through the Year 7 curriculum pupils will have the opportunity to:  
Explore, discuss and reflect on their ideas about God and the ideas of others; pose questions and explore responses to questions about the nature of God; explore, interpret and evaluate religious symbolism and story as forms of religious expression; consider the ways in which religions are similar/different; explore religious leaders as a source of religious authority; develop understanding of the links between belief and behaviour; practice the application of religious beliefs and teachings

### Content and skills

<b>Term 1</b>	<b>Unit one:</b> 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. <b>Unit two:</b> Beliefs about God: Hinduism Pupils will explore Hindu beliefs about the nature of God and the ways in which believers express their beliefs through metaphors, similes, stories and images. They will develop their understanding of the roles of Hindu gods, goddesses and avatars.
<b>Term 2</b>	<b>Unit two:</b> Beliefs about God: Hinduism Continuation and completion of work on Hindu beliefs about the nature of God. <b>Unit three:</b> Beliefs about God: Christianity Pupils will explore Christian beliefs about the nature of God and the ways in which believers express their beliefs through metaphors, similes, stories and images. They will focus particularly on music as a form of expression, and the ways in which Christians express their beliefs about God through music. Pupils will develop their understanding of the Christians doctrine of the Trinity.
<b>Term 3</b>	<b>Unit three:</b> Beliefs about God: Christianity Continuation and completion of work on Christian beliefs about the nature of God. <b>Unit four:</b> Being a teenage believer in Britain today Pupils will consider what is good and what is challenging about being a teenage believer in Britain today. They will develop their understanding of the religious demographic of Walsall and consider the strengths and potential challenges of this demographic, as well as their place within the community of Walsall.

### Homework expectations

Homework is set regularly and should take approximately 20 minutes.

Students will be assessed at the end of each unit of work, and there is an end-of-year examination to assess overall progress.

### Extra-curricular and enrichment opportunities

'Spirited Arts' competition. This is a national competition, whereby pupils are encouraged to produce a piece of work based around one of five themes using drawing, art, painting, sculpture, video or other media. Pupils can join the Fair Trade Committee by becoming a form representative.