

Bramcote College

A member of The White Hills Park Trust

Year 7 Curriculum Guide



The White Hills Park Trust

A Culture of Excellence

An Introduction to our Year 7 Curriculum

Welcome to our Year 7 curriculum booklet. Year 7 is an exciting time as students start secondary school and explore new subjects and ways of learning.

The purpose of this booklet is to share our curriculum with parents and carers so that you are able to support your children with their learning. Students learn better when they can see how their learning fits it to a wider plan, and how they will progress through their learning as the year goes on.

You can support your children by discussing these topics with them at home, and encouraging them to extend their learning outside the classroom by reading, researching, watching films and visiting places linked to their topics. We are building a programme of enrichment learning suggestions which will be on our website soon.

This booklet contains an overview of the Year 7 curriculum, as well as a page for each subject which highlights key content and assessments.

Our curriculum vision:

Our curriculum intends to support all our students to make clear progress and build the skills and knowledge they need for success at school and beyond.

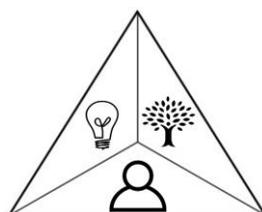
We recognise the value of diverse cultures and experiences, and carefully consider our students when planning their learning. This leads to a broad, balanced and challenging curriculum, which meets the needs of all our learners.

We take a personalised approach to curriculum planning with high aspirations alongside effective support for all including those with disabilities and SEN. We encourage a creative approach to learning and allow students to pursue their passions and find joy in their education.

We take care to structure our curriculum in a coherent and logical sequence, promoting links between subjects and opportunities for enrichment.

Our curriculum is made up of 3 aspects, and encompasses classroom lessons as well as our enrichment offer.

- Knowledge & Skills
- Creativity
- Personal Development



Year 7 Curriculum Overview

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Core subjects	English 3 hours 45 per week	Modern Novel Wonder	Classic Novel A Christmas Carol	Shakespeare Much Ado About Nothing	Creative Writing Gothic Fiction	Persuasive Writing The Young Apprentice	Poetry Celebrating Cultures
	Maths 3 hours 45 per week	1.Place Value, Addition, Subtraction 2.Algebraic Applications (+/-)	1.Multiplication and Division 2.Algebraic Applications (x/÷)	1. Angles 2. Area and Perimeter 3. Constructions and Loci	1. Factors and Multiples 2. Equivalent Fractions 3. Working with Fractions	1.Algebra: BIDMAS and Substitution 2. Co-ordinates and Graphs 3.Linear Graphs	1. Convert FDP 2. Working with Percentages 3.Statistical Diagrams
	Science 3 hours 45 per week	Completed on rotation in HT 1-3 Biology 1. Cells 2. Body Systems Chemistry 1. Particles 2. Periodic Table Physics 1. Forces 2. Motion and Pressure			Completed on rotation in HT 4-6 Biology 1. Reproduction 2. Variation Chemistry 1. Acids and Alkalis 2. Chemical Reactions Physics 1. Energy 2. Space		
Physical Education & Sport	PE 2 hours 30 per week	In Autumn & Winter terms students study one team and one individual activity per week in 5 week blocks.				In the Summer term students study Athletic events in addition to Striking & Fielding activities on a rotation.	
MFL	Spanish 1 hour 15 per week	Hola: Basic information about yourself. Name, age...	Los animales: Pets/colours / simple opinions	Tiempo libre: activities and hobbies	Tiempo libre: sports and weather	Mi instituto: Subjects, opinions...	Mi instituto: Descriptions
Humanities	Geography 1 hour 15 per week	British Weather	Extreme Weather	Rainforest Physical Geography	Rainforest Uses	Africa	Africa
	History 1 hour 15 per week	The Norman Conquest	Life and society in Medieval England	The Black Death & Peasants Revolt	Christianity & Islam in the Middle Ages	The Reformation in England	Elizabeth I
	Citizenship 1 hour 15 per week						
	RE 1 hour 15 per week	Introduction to Christianity		Introduction to Judaism		Introduction to Islam	
Art & Technology	Technology 1 hour 15 per week	Completed on a termly rotation. Food – Health and safety in the food room. Confidence in using the equipment. Learning about sensory qualities. Fruit salad. Vegetable salad. Pizza snacks. Scones Textiles – Health and Safety in the textiles room. Learning to use a sewing machine. Learning a range of textiles techniques. Designing and making a book cover.					

		3D Design – African masks: Designing and creating a 3D mask using a range of materials and mixed media.					
	Art 1 hour 15 per week	Base line assessment: Shoe Project	Drawing Techniques: Tone and shading techniques	Colour Theory: Colour mixing using pencils crayons and paint.	Mythological creatures and Dragons: Detail, tone and texture.	Mythological creatures and dragons: Analysis of art work. Pen techniques.	Mythological creatures and dragons: Designing and creating a final image to paint.
Performing Arts	Performing Arts 1 hour 15 per week	Music Reading music Keyboard Skills	Drama Ground Works 1: Curse of Queen Naffytutu	Music Ukulele	Drama Greek Theatre (Sophocles : Antigone & selected myths)	Music Gamelan music of Indonesia	Drama Physical Theatre
Computer Science and Business	Computer Science 1 hour 15 per week	Introduction to Office 365 and Teams	Email E-Safety	ESafety Modelling using Excel	Modelling using Excel	Computational Thinking	Block Based Programming

Our Year 7 English Curriculum



- Characters/characterisation
- Perceptions and presentations of character
- Viewpoints of character
- Openings/opening chapters
- Settings/creating an atmosphere.
- Audiences and context.

We aim to develop students as readers, writers, speakers and critics who can:

- Foster a love of reading, writing, speaking and listening.
- Help students to gain confidence in communicating.
- Introduce students to challenging and exciting texts and ideas, building on students' analytical skills.
- Explore their own creativity.

Big Ideas in Year 7 English: How can I appreciate, celebrate and develop aspects of my own character?

This year we will ...

- Explore different characters, perceptions of characters and their context.
- Be able to understand and create characters and settings.
- Learn to appreciate different characters, and celebrate our own character, culture and traditions.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Contemporary novel: Wonder	Nineteenth Century seminal novel: A Christmas Carol	Shakespeare's comedy: Much Ado About Nothing	Gothic Fiction	The Young Apprentice	Cultures Poetry
Key Questions	How should we treat people who are different to us? Why is benevolence essential? How can we gain courage to overcome difficulty and prejudice?	How can we help people less fortunate than ourselves? Why is compassion important? What is the importance of charity?	What is important in healthy relationships? How can complications be resolved? Why is honesty important?	How can we understand how humans respond to fear? Can certain humans be classed as monsters?	What are the qualities of a good project manager/leader? How can we collaborate successfully? Why is it also important to be independent?	What is inclusion? What can we learn about culture and individuality? Why is it crucial to learn about different cultures and traditions?
Assessment	-Reading: Via's story	-Writing Charity letter	Oracy -Group Drama: sustaining character	-Writing-Creation of own gothic monster	Oracy -Group Persuasive pitch	-Reading: Analysis of poem. -Writing: own oracy: poetry slam.

Any questions? Please contact: Emma Lee (Head of English) – emma.lee@whptrust.org

Our Year 7 Maths Curriculum

We aim to develop students as mathematicians who:

- Are inquisitive and eager to explore and enjoy mathematics
- Can confidently and fluently apply the mathematical methods covered throughout the year.
- Have a strong understanding of, and make connections between, the concepts studied

Big Ideas in Year 7 Maths: Understanding Number, Algebra, Problem solving, Geometry, Graphs, Diagrams

Next year we will learn about...

- Number: Properties of number, Adding Fractions
- Algebra: Equations, Formulae and Sequences
- Geometry: Area, Volume, Circles, Pythagoras' Theorem, Angles, Transformations
- Ratio and Proportion
- Probability and Statistics

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Place value, addition and subtraction (with algebra and applications)	Multiplication and division (with algebra and application)	Geometry; angles, area and perimeter, construction and Loci	Factors and Multiples Fractions	Order of operations, Substitution and Linear Graphs	Percentages, fractions and decimals Statistical Diagrams
Key Questions	Can you add and subtract numbers including decimals? Can you simplify algebraic expressions?	Can you multiply using grid method? Can you divide using bus stop? Can you expand single brackets?	Do you know how many degrees are around a point? Can you find the area and perimeter of simple shapes?	What is the difference between a factor and a multiple? Can you put a fraction in its simplest form?	Can you apply BIDMAS? Can you plot points in the form (x ,y)? and identify a straight line?	Can you convert between fractions decimals and percentages? Can you draw/interpret stats diagrams
Assessment	Topic tests: 1. Number +/- 2. Algebra +/- 1 st year 7 AQA assessment	Topic tests: 1. Number x/÷ 2. Algebra x/÷	Topic tests: 1. Angles 2. Area and Perimeter 3. Construction and loci 2 nd year 7 AQA assessment	Topic tests: 1. Factors and multiples 2. Equivalent fractions 3. Working with fractions	Topic tests: 1. Order of operations 2. Plotting Co-ords 3. Linear Graphs	Topic tests: 1. FDP 2. Percentages 3. Statistical diagrams 3 rd year 7 AQA assessment

Any questions? Please contact: Dom Devlin (Head of Maths) – dominic.devlin@whptrust.org

Our Year 7 Science Curriculum

We aim to develop learners who:

- Gain enjoyment and satisfaction in being able to find answers to the kinds of questions that people ask about themselves and the natural world
- Have a broad and deep knowledge of the sciences that enables them to link their science knowledge to a large number of objects, events and phenomena that they encounter in their everyday lives
- Have an understanding of scientific issues that may affect their own and others health and wellbeing and the environment
- Appreciate the cultural significance of achievements in the history of science
- Are scientifically confident and skilled learners with potential for embarking on STEM-based careers

Big Ideas in Year 7 Science:

The variety of life on Earth is amazing! But how similar are humans to the organisms with which we share our planet? How are the molecules that we are made from assembled, and what special properties do they have to allow us to survive, grow and develop? What is energy and how can we harness it to make our lives easier? Why and where do chemical reactions take place?

Next year we will learn about...

Biology: Microbes; Healthy lifestyles; Ecology; Adaptations; Inheritance; Selection

Chemistry: Compounds; Separation techniques; Metals and Reactivity; The Earth

Physics: Light; Sound; Electricity; Magnets

	Half Term 1-3			Half Term 4-6		
	Biology	Chemistry	Physics	Biology	Chemistry	Physics
Topic	1. Cells 2. Body systems	1. Particles 2. Periodic Table	1. Forces 2. Motion and pressure	1. Reproduction 2. Variation	1. Acids and alkalis 2. Chemical reactions	1. Energy 2. Space
Key Questions	What is a cell? How do cells build to make our body systems?	What is an atom? What is on the Periodic Table?	Why do objects move? Who is Newton?	What are the differences between plant and animal reproduction? Why are we all different?	How do we test for acids and alkalis? What happens when chemicals react?	Can energy be created? What is space made of?
Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment

Any questions? Please contact: Alison Pascual (Head of Science) – alison.pascual@whptrust.org

Our Year 7 Computer Science Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- Ask and answer questions about how technology has evolved and how it is used in the world.
- Can confidently use a wide range of software and are prepared for the demands of 21st Century academic life and the work environment.
- Can begin to develop the knowledge and skills necessary to progress to GCSE and A level Computer Science.

Big Ideas in Year 7 Computer Science:

Introduction to the Bramcote Computer Network Systems and Software including One Drive, Microsoft Teams, Office 365. Email, E Safety, Spreadsheet Modelling, Computational Thinking and Block based programming.

Next year we will learn about...

- Hardware and Software
- Computer Crime and Cyber Security
- Photoshop
- Programming

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Computer Basics Using Computers Safely and effectively	Email Using Computers Safely and effectively	E Safety Using Computers Safely and effectively	Modelling Computer Abstraction	Computational Thinking	Computational Thinking Block Based programming
Key Questions	How do we access different software and save work at Bramcote College?	What is email etiquette? How do you send professional emails?	What is a digital footprint? How do you protect yourself in the modern world?	How can you use a spreadsheet model to predict and test outcomes?	How can we use computational thinking in our everyday lives?	How do computer programs work?
Assessment	Microsoft Forms assessment- Computer Basics	Microsoft Forms Assessment – Email	Microsoft Forms Assessment – E Safety	Microsoft Forms Assessment – Modelling	Microsoft Forms Assessment – Computational Thinking	Create a game in Scratch + Microsoft Forms Assessment – End of Year Assessment

Any questions? Please contact: Jacqui Banger (Head of Computer Science and Business)

jacqui.banger@whptrust.org

Our Year 7 Geography Curriculum

We aim to develop students as geographers who:

- Describe and explain geographical processes and concepts, both human and physical.
- Can identify key issues faced both locally and globally and recognise the need for sustainability.
- Can see the importance of their own role in being a responsible global citizen
- Can begin to evaluate different views relating to Geographical issues

Big Ideas in Year 7 Geography:

Weather, ecosystems, sustainability, development

Next year we will learn about...

- Tectonic activity
- Japan
- Deserts

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	British Weather	Extreme Weather	Rainforest Physical Geography	Rainforest Uses	Africa	Africa
Key Questions	<p>What is the weather like in the UK?</p> <p>How do different types of weather occur?</p> <p>How does it affect us and how do we deal with it?</p>	<p>What different types of extreme weather are there?</p> <p>Where do they occur and why?</p> <p>How does it affect us and how do we deal with it?</p>	<p>Where are rainforests located and why?</p> <p>What is the climate like and why?</p> <p>How has the biodiversity adapted to this environment?</p>	<p>What are the main threats to the rainforest?</p> <p>What opportunities do they provide?</p> <p>Can they be used more sustainably?</p>	<p>Africa's different physical geography</p> <p>Development across Africa</p> <p>The geography of disease</p> <p>Informal settlements</p>	<p>Piracy in Africa</p> <p>Resource exploitation</p> <p>Bridging the development gap</p>
Assessment	Is British weather getting more severe?	What are more dangerous: hurricanes or tornadoes?	Rainforest animal adaptation	How should the rainforest be used in the future?	Why is Africa the poorest continent?	What is the best way to bridge the development gap?

Any questions? Please contact: Tom Staszkiwicz (Head of Humanities) - tom.staszkiwicz@whptrust.org

Our Year 7 History Curriculum

We aim to develop students as historians who:

- Ask and answer questions about the past using different sources of evidence.
- Can confidently describe key events of British, European and World history in the Middle Ages.
- Can begin to evaluate different views of the past.

Big Ideas in Year 7 History:

Conquest, rebellion, religion and government

Next year we will learn about...

- Early Modern Britain and the rise of the British Empire
- The Transatlantic Slave Trade
- The Industrial Revolution
- Indian Independence and the decline of the British Empire

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	The Norman Conquest	Medieval life and society	The Black Death and the Peasants Revolt	Islam and Christianity in the Middle Ages	The Reformation in England	The reign of Elizabeth I
Key Questions	<p>What was England like before 1066?</p> <p>Why did William win the Battle of Hastings?</p>	<p>How did the Normans take control?</p> <ul style="list-style-type: none"> - Castles - Feudalism - Domesday book 	<p>What was the impact of the Black Death in Europe?</p> <p>What caused the Peasants' Revolt?</p> <p>How significant were these events?</p>	<p>Why was religion so important in the Middle Ages?</p> <p>How were Islamic Empires developing at this time?</p>	<p>Why did Henry VIII break with Rome?</p> <p>What was the impact of the Reformation in England & how did it affect ordinary people?</p>	<p>What problems faced Elizabeth I and how did she deal with them?</p>
Assessment	Causes of the Norman victory at Hastings		Was the Black Death or the Peasants' Revolt more significant?			Interpretations: How successful was the reign of Elizabeth I?

Any questions? Please contact: Tom Staszkiwicz (Head of Humanities) - tom.staszkiwicz@whptrust.org

Our Year 7 Religious Studies Curriculum

We aim to develop students as Religious studies practitioners who:

- Understand a range of religious beliefs and practices
- Are analytical and critical thinkers
- Appreciate the impact that religion has on believers and history

Big Ideas in Year 7 Religious studies:

Monotheism, Trinity, Messiah, Covenant, Prophets, Religious scripture and guidance, Worship, Festivals, Rites of Passage

Last year we learned about....

N/A

Next year we will learn about...

- Philosophy & ultimate Questions – Does God exist?
- Philosophy & ultimate Questions – Can religion & Science work together?
- Ethics – Beliefs and arguments around capital punishment

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Introduction to Christianity		Introduction to Judaism		Introduction to Islam	
Key Questions	What do Christians believe about God(Trinity)? How does the Bible guide Christians? What is a Miracle? Why is Jesus' death & resurrection important to Christians? Who is a Christian? What is a Church? What is Baptism & how does it affect a Christian?		What was the first covenant and how did Judaism start? How did G-d renew his covenant? How do Jews remember this covenant today? Mitzvah - How do Jews keep their side of the covenant? Torah – How do Jews receive guidance? Shabbat—How do Jews worship at home? The Synagogue—How do Jews worship? Bar/Bat Mitzvah – What is a son/daughter of the commandments? What are Kosher food laws? What do the festivals Rosh Hashanah & Yom Kippur remember? What is Sukkot & why is it celebrated?		Who is the 'Seal of the Prophets'? Why is the Qur'an special? What is a Mosque like? What are the 5 Pillars? Shahadah — What do Muslims believe about Allah? Salat — How do Muslims pray? Zakah — What do Muslims do with their money? Sawm — What is Ramadan? Hajj — How does Pilgrimage demonstrate a Muslim's faith?	
Assessment	Baseline assessment – Bible paragraph End of Unit assessment – Baptism		Mid-topic assessment – Passover paragraph End of Unit assessment – Bar/Bat Mitzvah diary entry		Mid-topic assessment – Qur'an paragraph End of Unit assessment – Hajj diary/postcards	

Our Year 7 Languages Curriculum

We aim to develop students as linguists who:

- develop confident and effective communication skills in the target language
- show an understanding of the culture of countries and communities where Spanish is spoken
- develop an interest in, and enthusiasm for, language learning and to recognise the importance of learning language in a broader context.
- can develop their ability to write and speak in the target language and to understand written or spoken Spanish in a variety of contexts and genres.

Big Ideas in Year 7:

Numbers, colours, basic information about oneself, free time activities linked to weather, school life

Next year we will learn about...

- Where we live (describe our homes/towns)
- Talk about past holidays
- Talk about food and drink

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Hola: Basic information about yourself. Name, age	Los animales: Pets/colours/ simple opinions	Tiempo libre: activities and hobbies	Tiempo libre: sports and weather	Mi instituto: Subjects, opinions...	Mi instituto: Descriptions
Key Questions	<ul style="list-style-type: none"> •What is your name? •How old are you? •When is your birthday? •How many people are there in your family? •What is your sister/mum called? •When is their birthday? 	<ul style="list-style-type: none"> •Do you have a pet? •What is your dog/cat like? •What colour are your peers? •What animal would you like to have in the future? 	<ul style="list-style-type: none"> •What do you like to do in your free time? • Do you sing karaoke? •What did you like to do when you were younger? 	<ul style="list-style-type: none"> •What's the weather like? •Is it hot? •What do you do when it rains? •What do you do when it's sunny? 	<ul style="list-style-type: none"> •What's the name of your school? •What subjects do you study? •What do you think of Maths/Spanish? •Did you used to like history/geography? 	<ul style="list-style-type: none"> Where is your school? What's it like? What was your primary school like? What would your ideal school be like?
Assessment	Reading Assessment	Listening Assessment	Speaking Assessment Role play	Writing/translation Assessment	Group video presentation (Writing & speaking to be assessed).	

Any questions? Please contact: Mrs Garcia or Mrs Perczynski (Head of Spanish) – cristina.garcia@whptrust.org emma.perczynski@whptrust.org

Our Year 7 Music Curriculum

We aim to develop students as musicians who:

- Can perform confidently as both soloist and ensemble player.
- Can play a musical instrument with good physical dexterity and fine motor skills.
- Can read simple pieces of music written in western musical notation.
- Can appreciate music from a culture different to their own, perform in the style, and compose using the same techniques.

Big Ideas in Year 7 Music:

Traditional western musical notation, Ukulele tab notation and chord charts, Performing and composing music in a traditional Indonesian style

Next year we will learn about...

- The common structures of music; why they exist and how to compose with them
- How to manipulate the pre-programmed functions in the keyboard
- Developing instrument specific skills on the keyboard
- Film music

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Music Reading Music Keyboard Skills		Music Ukulele		Music Gamelan music of Indonesia	
Key Questions	How do you read music? How do you know which note to press? How long do you press each note for? What are the correct hand positions? Can you co-ordinate both your hands?		How do you read chord charts? How do you read TAB notation? How are these systems of notation different from those used for keyboard?		Why is Gamelan music integral part of Indonesian society? What are pentatonic and heptatonic scales? What instruments do they use? Can you play in a large ensemble?	
Assessment	Solo performance of piece selected from differentiated booklet		Paired performance of piece selected from differentiated booklet		Group performance of a piece of Gamelan music Group composition in the Gamelan style	

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – claire.franklin@whptrust.org

Our Year 7 Drama Curriculum

We aim to develop students as drama practitioners who:

- Are confident, creative and imaginative.
- Understand and can apply some basic drama concepts and techniques, such as tableaux, physical theatre, still imagery, and characterisation.
- Are beginning to critically evaluate their own work and their peers.

Big Ideas in Year 7 Drama:

The 6Cs: Co-operation, Communication, Concentration, Confidence, Compromise and Collaboration

Next year we will learn about...

- Gesture, mime, non-verbal communication, thought track, proxemics, status.
- Character development, montage, narration, working within a set genre, still imagery.
- Devising from a stimulus, spoken word poetry, monologue.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Ground Works 1: The Curse of Queen Naffytutu		The Greeks		Physical Theatre	
Key Questions	Can you imagine you are part of as great archaeological dig exploring a 4500-year-old Egyptian tomb? Can you perform a still image, tableaux and thought track? Can you use the character building technique and conscience ally to make difficult moral decisions?		Can you bring to life the myths and stories of ancient Greece? Can you perform in a group with perfect synchronicity? Can you speak like the Greeks of 2500 years ago? Can you identify all the parts of an amphitheatre?		Can you communicate stories, physical items, and thoughts through body language and movement?	
Assessment	Group performance of a tableaux Individual performance of thought tracks		Group performance of an extended tableaux, with reportage, chorus & three line response. The ability to evaluate own performances and that of peers		Performing the personification of items. The ability to evaluate own performances and that of peers	

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – claire.franklin@whptrust.org

Our Year 7 Art Curriculum

We aim to develop students who:

- Are increasingly confident in their skills in art.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of art techniques.

Big Ideas in Year 7 Art:

How to create tone, texture, form and line.

Painting and colour theory. How to mix colours effectively.

How art links with other subjects and why art and design is important.

Dragons and Mythological creatures.

Next year we will learn about...

- Natural forms, colour and pattern.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Baseline Assessment Shoe project.	Drawing and painting skills. Colour theory.	Mythological creatures and Dragons.		Mythological creatures and dragons.	
Key Questions	How do you draw from primary and secondary sources? How do you research into different designs? How do you design a fantasy shoe?	What are pencil grades? How do you create tone? How do you shade effectively? What is Colour theory? How do you mix colour and paint neatly?	What can we find out about Mythological creatures? What are the cultural differences of dragons and the myths surrounding them? What is the story of St George and the Dragon? How do we analyse a painting? How do you create texture using pen?		How do we design our own dragon? What is the best technique to use when painting our dragons? How do we use watercolour paint?	
Assessment	End of topic Teacher assessment	End of topic Teacher assessment	End of topic Teacher assessment		End of topic Teacher assessment	

Any questions? Please contact: Margaret Hewitt (Head of Art) – margaret.hewitt@whptrust.org

Our Year 7 Technology Curriculum

We aim to develop students who:

- Are increasingly confident in their skills in preparing and making food, textiles and 3D design.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of techniques.

Big Ideas in Year 7 Technology:

Health and safety in Technology lessons.

Health, nutrition and how to cook basic meals.

Textiles, different fabrics and sewing techniques. How to use a sewing machine safely.

Design and 3D construction.

Next year we will learn about...

- Electronic circuitry, packaging and branding.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Rotation: Food	Food, health and nutrition.					
Key Questions	What are the main hazards in the kitchen? What are the sensory qualities when talking about food? How do we use a hob safely? How do we chop food safely?					
Assessment	End of topic Teacher assessment.					
Rotation: Textiles	Textiles and designing a book cover.					
Key Questions	What are the safety rules in the Textiles room? How do you thread and use a sewing machine accurately? What is a running stitch? How do we create a book cover?					
Assessment	End of topic Teacher assessment.					
Rotation: 3D Design	3D Design,					
Key Questions	What are the health and safety issues within the workshop? What are the names of the different hand tools and machinery that can be used in the workshop? What are the different characteristics of natural wood and manufactured board? What is vacuum forming? What are the differences between thermo and thermosetting plastic?					
Assessment	End of topic Teacher assessment.					

Any questions? Please contact: Margaret Hewitt (Head of Art) – margaret.hewitt@whptrust.org

Our Year 7 Physical Education Curriculum

We aim to develop students as Sportspeople who:

- Enjoy being physically active.
- Can replicate a series of physical skills in isolated, conditioned and competitive environments.
- Can begin to evaluate when certain skills are to be used.
- Understand the importance of physical activity on health and wellbeing.

Big Ideas In Year 7 Physical Education:
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Next year we will learn about...

- Using skills, techniques and tactics in competitive situations
- Aspects of Leadership in various roles.
- Understanding about Health and fitness.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Practical- one team activity & one individual activity from: <ul style="list-style-type: none"> • Football • Netball • Badminton* • Rugby • Fitness* • Dance* • Gymnastics* <i>*may fall into Spring Term due to facilities</i>		Practical one team activity & one individual activity from: <ul style="list-style-type: none"> • Basketball • Hockey • Badminton* • Gymnastics* • Fitness* 		All students study <ul style="list-style-type: none"> • Athletics And two activities from ... <ul style="list-style-type: none"> • Cricket • Rounders • Softball 	
Key Questions	<ul style="list-style-type: none"> • Why is warming up is important? • How do we warm up? • How do we exercise safely? • What are the benefits of exercise? 		<ul style="list-style-type: none"> • What are the different types of fitness? • Can I link types of fitness to specific activities 		<ul style="list-style-type: none"> • What roles can I fulfil in a sport in addition to that of a performer? • Do I know the rules, regulations, scoring & measuring systems for my activities? 	
Assessment	Students will be assessed throughout each activity on the following 'Me in PE' Concepts. <ul style="list-style-type: none"> • Physical – How do I perform the skills necessary to be successful in this activity? • Thinking/creative – How do I apply tactics, make decisions and evaluate during and after mine and other performances? • Personal – How do I demonstrate confidence, positive values, good behaviours and the key values of Sport? Students will be assessed as Emerging, Developing, Securing or Mastering against the above concepts to gain an overall 'PE' Grade.					

Any questions? Please contact: Kieran Warner (Head of Physical Education) – kieran.warner@whptrust.org

Our Year 7 Citizenship Curriculum

We aim to develop students as citizens who:

- Are inclusive, accepting & empathetic, and can challenge the views of others in a respectful manner
- Are equipped with the knowledge & skills to keep themselves safe and well as they navigate the transition into adolescence
- Are responsible active citizens

Big Ideas in Year 7 Citizenship: Relationships & wellbeing, Growing up & staying safe, Nutrition, Emotional & mental wellbeing

Next year we will learn about...

- Money & Tax
- Relationships & Sex
- Health and Wellbeing

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	My Learning Journey	Living in the Wider World	The Illustrated Mum		Healthy Lifestyles	Growing Up & staying safe
Key Questions	What is an aspirational learner? Why is self-esteem & resilience important? How do I make the best start on my learning journey?	Wants and needs? Savings & Budgeting? Financial transactions and products? Shopping ethically	Positive friendships, bullying and cyberbullying? Family structures and relationships, young carers? Mental health and emotional wellbeing? Alcohol?		What do we mean by health and the consequences of not maintaining good health? Nutrition and food labelling? Sugar and oral hygiene? Energy drinks? tobacco & drugs?	Managing our; anger, stress, anxieties? Puberty, menstruation, FGM? First aid, personal safety & hidden dangers?
Assessment	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Self-assessment & reflection on the characters & plot as a mid-unit assessment – this is checked by classroom teacher & feedback given. End of unit exam based on scenarios from the book, students marked on the knowledge & understanding of the key issues		Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding

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