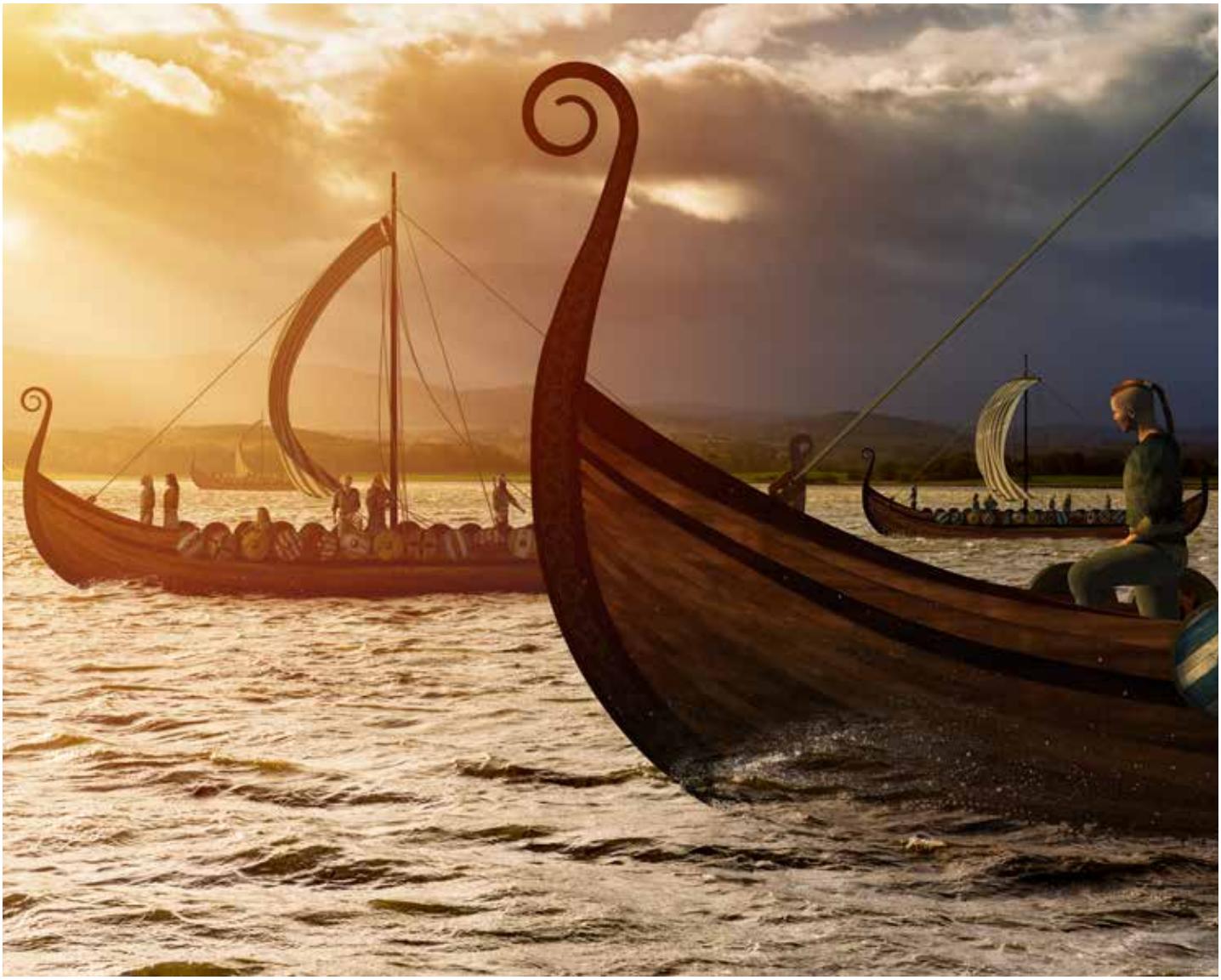
THE BEWDLEY SCHOOL
We fly with our own wings

OUR CURRICULUM

The Curriculum by Year Group

YEAR 7



THE BEWDLEY SCHOOL FOUNDATION
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THE CURRICULUM BY YEAR GROUP

YEAR 7

CONTENTS

SUSTAINABILITY - UN GOALS - INTENT, IMPLEMENTATION AND IMPACT

Over the past quarter of a century the Department for Education has asked schools to audit and evaluate a range skills, knowledge and 'competences' which are delivered across many areas of the curriculum. This has included 'hard' key skills like literacy, numeracy and information technology, 'soft' key skills like working with others, problem solving and managing your own performance and a range of other cross curricular skills and dimensions.

Whilst these have largely disappeared from government legislation, they still provide a very useful vehicle for understanding the impact of the whole curriculum in key areas. We currently use this methodology to look at the development of information technology skills through the curriculum, which you can find here. Our other major area of focus is the sustainability of the school, and how our ideas about sustainability are represented in the school curriculum, through the United Nations Sustainable Development Goals.

YEAR 7 - ART AND DESIGN

INTENDED OUTCOMES

In Year 7 students work on a series of assignments based on 'The Natural World and Environment'.

Students will learn:

- Observational drawing skills, developing an understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists, visually and in written form, to inform ideas.
- How to experiment with ideas and variety of media (including paint, pencil crayon, fineliners, digital art and collage) in the pursuit of designing exciting pieces of artwork.
- How to apply their knowledge and skills to create two personal final pieces; they will create one with a focus on product design and one with a focus on the communication of ideas and debate.

COURSE IMPLEMENTATION

The Natural World and Environment: Observational Drawing
Students observe and analyse form to develop their observational drawing skills of tone, line and texture and demonstrate this in their drawings of a three-dimensional natural objects. Final assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught.

The Natural World and Environment: Artist Research
Students study the work of William Morris and his legacy; they learn how to critically analyse and evaluate works of art, develop and justify their opinions, and work in his style to inspire their own creative ideas. Final assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside painting skills and their application of the key skills taught.

The Natural World and Environment: Experimentation and Designing
Students learn how to manipulate a variety of materials and techniques (including watercolour, pencil crayons, fineliners, and digital painting) in order to experiment with and develop their ideas; they create links to their artist research and focus on colour theory and pattern. Final assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught.

The Natural World and Environment: Final Outcome
Students develop a personal outcome for their project, consolidating the year's learning with the creation of a piece that links their research, drawing and experimentation in the form of digital wrapping paper, gift bags and tags. Students will be assessed on the quality of their final piece and their application of the key skills taught.

The Natural World and Environment: Environmental issue-based project

Students become more independent and consolidate their previous learning, applying their drawing skills and experimenting with mixed media and collage techniques; they study the work of 'Artivist' Janina Rossitier and create a piece of work that communicates a social and environmental message. Students are assessed on their creative journey and the quality of their final piece.

LEARNING IMPACT

The development of knowledge and skills across the year 7 curriculum gives our students a great basis for creating dynamic and successful art projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of media.

Students' working at grades for Art & Design are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes.

Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.

YEAR 7 - COMPUTER SCIENCE

INTENDED OUTCOMES

There is a focus on enhanced programming, problem-solving, and digital literacy skills. Students will develop strong technical abilities, creativity, and critical thinking through hands-on projects. They'll gain confidence in using technology responsibly, understand computing theory, and apply these skills in real-world contexts, preparing them for future learning and digital careers.

COURSE IMPLEMENTATION

IT Skills: Hack the Basics!
In Hack the Basics, students dive into essential computer skills, from mastering file structures to getting hands-on with Office 365. They'll explore how to use the Satchel One homework system and uncover the secrets of online trustworthiness, smart searching, and copyright law. This unit equips them with vital digital tools for success.

IT Skills: Master the Basics!
Master the Basics takes E-Safety to the next level by combining it with advanced PowerPoint skills. Students will apply their knowledge of online safety through a creative project, designing engaging presentations that communicate key messages. This unit enhances their ability to create, design, and deliver impactful digital content.

Theory: The Secret Life of Computers
The Secret Life of Computers uncovers what really happens behind the screen. Students explore the hidden world of computing theory—learning how inputs and outputs work, how data is stored, and the roles of hardware and software. They'll also dive into binary and discover how networks connect the digital world around us.

Spreadsheets: Budget to Paradise
Budget to Paradise turns number-crunching into a real-world challenge as students plan a dream summer holiday within a budget. They'll sharpen their spreadsheet skills by formatting data, calculating profit and loss, using IF statements, applying data validation, and analysing charts—learning how to make smart financial decisions through creative problem-solving.

Programming: The Art of Coding: Crafting with Scratch
The Art of Coding introduces students to the building blocks of programming using Scratch. They'll explore key concepts like variables, IF statements, operators, and decomposition.

Through creative projects, students learn how to break problems down and bring ideas to life with code—developing logical thinking and essential coding confidence.

Media Campaign with Canva: Game Cover and Artwork
Media Campaign with Canva lets students unleash their creativity by designing a game cover that links directly to their Scratch project. They'll learn how to target the right audience, plan their ideas in pre-production, and bring them to life using Canva. The unit blends design skills with digital storytelling and purpose.

LEARNING IMPACT

These engaging computing units offer a rich and varied learning experience, combining technical skill development with creativity and real-world application. Students gain confidence in programming through Scratch and Microbit projects, learning to think logically and solve problems. Units like Hack the Basics and Master the Basics ensure strong digital literacy, teaching essential computer use, E-Safety, and communication skills. Through media campaigns and spreadsheet challenges, students learn to create content with purpose, analyse data, and work to a brief—mirroring real industry practices. The computing theory unit encourages curiosity about how technology works and promotes critical thinking about the systems we rely on every day. Across all units, students collaborate, present ideas, and reflect on their progress, developing independence, creativity, and resilience. This well-rounded approach equips learners with the knowledge and skills they need for further study, future careers, and responsible participation in a digital world.

YEAR 7 - DESIGN AND TECHNOLOGY

INTENDED OUTCOMES

How to use a CAD (Computer Aided Design) package to draw simple shapes to the correct scale.
How to draw using CAD so that their single layered prototypes can me made via CAM (computer Aided Manufacture).
How to draw in two point perspective by hand and using CAD to draw simple 3 Dimensional objects.
How to use tools, equipment and machinery in the workshop, (sanding disc, pillar drill and various hand tools) independently and safely to make simple wooden items with simple wooden joints.
How to use PVA wood adhesive to glue wood together using simple clamping techniques.
How to use CAD (computer Aided Design) to complete a simple drawing once copied from a JPEG.

COURSE IMPLEMENTATION

Two point perspective drawing techniques
Students will create a simple block drawing using two point perspective by hand and using CAD (computer aided design). Students marks for their 2 point perspective drawings will be recorded in their book and be based on line quality, correct use of perspective and the effective use of adding colour.

Pine Game/Book Storage
Students will use 2D Design CAD package, various tools, equipment and machinery to create a bespoke and personalised, laser engraved pine and stainless steel rack that can be used to store games and/or books. Students marks for their design ideas of their storage rack will be recorded in their books and be based on effective and correct use of the CAD package, creativity and suitability and final practical outcome.

Health & Safety in the workshop
Students will complete all Health and safety documentation in their books and will also be shown how to safely use the pillar drill, sanding disc and various hand tools throughout their practical project for their pine rack. Students marks for their health & safety work will be recorded in their books and be based on the correct use of labelling and answers, as well as practical use of the equipment.

LEARNING IMPACT

Developing students' knowledge and skills across the year 7 curriculum will give our students a basis for future Design & Technology projects; affording students with the opportunity to research, draw using CAD and CAD for CAM in more complex ways.

Student's working at grades for Design & Technology will be taken from an average of the main assessment objectives covered across the rotation: drawing and recording, research, designing and final practical outcomes. This will be reported to parents based on the whole school assessment calendar for that year.

YEAR 7 - DRAMA

INTENDED OUTCOMES

Charlie and the Chocolate Factory – Students will gain an understanding of how to devise theatre in a naturalistic style, being introduced to the drama acronym GEMS (Gesture, Expression, Movement, Speech) and how to analyse and evaluate their own work and the work of others.

Our Day Out – Students will gain an understanding of staging scripted performance using GEMS in a naturalistic style, learning and applying the techniques of Stanislavski and beginning to analyse and evaluate their own work and the work of others.

Harry Potter – Students will take part in devising as a whole class, exploring using GEMS in the style of physical theatre and developing their ability to analyse and evaluate their own work and the work of others.

Weird Sisters – Students will explore staging scripted work, with a focus on a Shakespearean text, further developing their GEMS skills in the style of physical theatre and independent ability to analyse and evaluate their own work and the work of others.

Live Theatre – Students will continue to explore acting skills but as part of the acronym CLASS (Costume, Lighting, Acting skills, Set/staging/props, Sound), learning to understand, analyse and evaluate all elements of theatre.

COURSE IMPLEMENTATION

Charlie and the Chocolate Factory
Students will work in small groups to develop several scenes from the Roald Dahl story Charlie and the Chocolate Factory, focusing on using their gestures, expressions, movement and speech in a way that reflects real life. Students will perform for the teacher and the class receiving a mark against the schools assessment policy, they will also be assessed on a piece of supported extended writing.

Our Day Out
Students will work as a class to explore the techniques of Stanislavski and then work in small groups to apply these to a small section of the play Our Day out by Willy Russell, focusing on developing GEMS skills in a naturalistic style. Students will perform for the teacher and the class receiving a mark against the schools' assessment policy, they will also be assessed on a piece of supported extended writing.

Harry Potter
Students will work in small groups and as a whole class to improvise and devise performance based on Harry Potter's Wizarding World, exploring GEMS skills in the style of physical theatre. Students will perform for the teacher and the class receiving a mark against the schools' assessment policy, they will also be assessed on a piece of supported extended writing.

Weird Sisters
Students will explore a small section of Shakespeare's Macbeth, working in small groups to use GEMS skills in the style of physical theatre to create the 'witches' from the play. Students will perform for the teacher and the class receiving a mark against the school's assessment policy, they will also be assessed on a piece of supported extended writing.

Live Theatre – Peter Pan
Students will watch the recorded live production of Peter Pan exploring how to understand, analyse and evaluate costume, lighting, acting skills, set/staging/props and sound through a range of practical and written activities. This will be assessed through students work in their exercise books and a piece of extended writing analysing and evaluating the performance.

LEARNING IMPACT

Student's knowledge and skills will be assessed through observation of the process of creating, performing and responding. This will be assessed against the school assessment policy in a marking grid in student's books. This will be fed back to parents through the school wide reports.

YEAR 7 - ENGLISH

INTENDED OUTCOMES

Key Focus: Person

Focus on the individual and character: emphasis will be on creative writing, with stimuli from a variety of reading forms being used to unlock imagination, discussion and personal responses.

COURSE IMPLEMENTATION

Getting to Know You
Expressing information about self, identifying characteristics of fictional characters, discussion and verbal drafting. Initial assessments in reading, writing and spelling to gauge pupil ability.

Myths, Legends and Fairy Tales
Introduction to fiction and creative writing through fairy tales, myth sand legends: experimenting with a given form; introduction to planning skills and writing; creating a twisted tale. Formative assessment in creative writing.

Poetry
Discovering poetry through introduction to the form: oral traditions, initial skills for poetry analysis, writing poetry, and word classes (parts of speech). Creative writing assessment: a poem.

Language Laboratory
Investigating the roots of language: word origins, the use of word classes, syntax and the basis of punctuation. Creative writing assessment: an article.

Author Study of a Complete Fiction Text
Discovering a novel together to facilitate understanding of the difference between inferring and implying; dialogue – what is it and how is it used; an introduction to prose analysis and the writer's use of it. Formative Reading Assessment: analysing character.

Introduction to Shakespeare
Character and plot led exploration of short scene studies and individual speeches within a classic Shakespeare play. Assessment Writing in role through a letter or a speech.

Pre 20th Century Texts

Preliminary consideration of Victorian Literature: eponymous heroes and heroines, setting and interpreting the writer's message; elements are studied at relevant points throughout the year, woven into other modules.

Grammar and core skills
Grammar and core skills, for writing are taught throughout all units, with discrete lessons focussing upon elements at germane points in the curriculum. Assessment throughout the year including: Writing Hub pre and post module quizzes, biannual reading and spelling tests and regular teacher marking.

LEARNING IMPACT

Through formative assessment, each term, fundamental skills for crafting written pieces will have been assessed and advice in ways to improve, will have been given. Pupils will build upon KS2 skills and gain foundational writing strategies and an understanding of fundamental concepts for the future study of fiction and non-fiction texts.

YEAR 7 - FOOD TECHNOLOGY

INTENDED OUTCOMES

Students are given the opportunity to learn about healthy eating, safe working and food hygiene, being mindful of where our food comes from and its economic and environmental impact on both individuals and the planet.

A range of dishes are made where we encourage students to learn basic practical skills and gain independence whilst working with food.

COURSE IMPLEMENTATION

Safety in the Food Room
Students will learn how to use the room and equipment safely and hygienically in order to learn new practical skills by being able to use knives safely, operate cookers, wash-up and use a range of small equipment to successfully make a variety of dishes. Students will complete a homework task relating to kitchen safety and hygiene, which will be put in their books and a grade will be recorded on their personal assessment sheet.

Healthy Eating

Students will learn about making healthy food choices by following the Eatwell Guide and the Healthy Eating Guidelines enabling them to improve the nutritional content of their meals. Students will complete a homework task where they complete a food diary to analyse in class, which will be put in their books and a grade will be recorded on their personal assessment sheet.

Food Miles and Sustainability

Students find out where we get our food from, how to reduce food miles, eat seasonally and what we can do to reduce our impact on the planet. Completion of a task in the lesson finding out how many food miles are associated with several popular recipes; a grade will be recorded on their personal assessment sheet.

Practical Food Lessons
Students will cook a number of dishes to learn practical skills; dishes could include Fruit Salad, Pasta Salad, Flapjack Cookies, Apple Cakes, Potato Wedges with Dips and Pasta Sauce. Teacher and student assessment based on mark criteria which are entered into student's books with positive comments and suggestions for improvement.

LEARNING IMPACT

Developing knowledge and practical skills across the year 7 curriculum will enable our students to progress into year 8 allowing more complex choices of practical dishes and associated tasks.

Student's working at grades for Food Technology will be taken from an average of the main assessment objectives covered across the rotation including practical skills, and subject knowledge and understanding. This will be reported to parents based on the whole school assessment calendar for that year.

YEAR 7 - FRENCH

INTENDED OUTCOMES

In Year 7 French, students will develop their ability to understand and respond to written and spoken language around the following topics: “All about me”, “School”, “Free time and activities”, “Family and pets” and finally “Where you live”.

They will acquire new vocabulary, grammar and phonics, which will help them become confident novices. They will learn to express their opinion, describe things and people and discuss present tense as well as near future events.

COURSE IMPLEMENTATION

All about me!
Students learn to greet, spell words out loud, give their age and birthday, describe their school bag and classroom, give their opinions on hobbies and describe other people. Students have to learn between 10-15 words every week and they are tested on these every week.
By the end of the first module “All about me!”, students have completed listening, reading, dictation and writing tasks as part of their assessments.

“School”

Students learn about time in French, how to justify their opinion on school subjects and teachers, describing their uniform and narrating a typical school day. They will also know what French schools are like. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module “All about me!”, students have completed listening, reading and grammar tasks as part of their assessments.

“Free time”

Students learn about the sports and hobbies that they do depending on the weather. They will explore sports in different French-speaking countries, and they will learn to discuss what they do online. Students will also develop their ability to ask questions in French. Students have to learn between 10-15 words every week and they are tested on these every week.
By the end of the first module "Free time", students have completed listening, reading and speaking tasks as part of their assessments.

Family

Students develop their ability to describe family members and pets. They learn to use verbs to discuss what they do in their house, their daily routine and breakfast habits. Students have to learn between 10-15 words every week and they are tested on these every week.
By the end of the first module "Family", students have completed grammar and writing tasks as part of their assessments.

Where you live

Students learn about discussing places in town and what can be done. They also learn how to arrange to go out and order food and drinks at a café. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module "Where you live", students have completed a speaking task as part of their assessment.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking). Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 7 - GEOGRAPHY

INTENDED OUTCOMES

In Year 7 students will develop contextual knowledge of location of globally significant places and the physical and Human interactions. In addition to identifying the processes which create the physical and human features of the world.

COURSE IMPLEMENTATION

Introduction to Geography
Continents of the world, Compass directions, Longitude and latitude, Scale and distance. Review of student's work, quizzing, homework and online quizzes created by the Geography department.

Coasts
The physical geography relating to coasts including their location, processes and place specific details. Review of student's work, quizzing, homework and online quizzes created by the Geography department.

Population and Urbanisation

To identify the Human geography of population and urbanisation with named examples and place specific details. Review of student's work, quizzing, homework and online quizzes created by the Geography department.

Glaciation

The physical geography relating to glaciation including their location, processes and place

specific details. Review of student's work, quizzing, homework and online quizzes created by the Geography department.

Weather and Climate

The physical geography relating to weather and climate including formation and processes with place specific details. The physical geography relating to weather and climate including formation and processes with place specific details.

LEARNING IMPACT

Combination of essays and primary and secondary source work analysis in line with AQA exam board, NEA can only be commented on generically for feedback until final moderated mark is shared.

Reports will comment on how well students can recall and apply knowledge, analyse ideas, primary and secondary sources and make substantiated judgements about the Tudors and the American Dream AQA units as well as progress made with their coursework.

YEAR 7 - HISTORY

INTENDED OUTCOMES

In Year 7 students will make connections, draw contrasts and analyse evidence as they explore the local area of Bewdley across the ages, investigate Anglo Saxon and Viking Britain, the Norman conquest and life in Medieval England.

COURSE IMPLEMENTATION

A local Study of Bewdley's history that consolidates and extends student's knowledge from before and after 1066
Chronological understanding of Bewdley through the ages and it's interconnection with the region, locally, regionally, nationally and internationally. Review of student's work, hinge questions, in class quizzing, homework and online quizzes created by the history dept.

A study of British history before 1066
Enquiry focus: How did the Vikings change England c790 to 1042? Anglo Saxon Britain and Vikings – use and understanding of historiography. Review of student's work, hinge questions, in class quizzing, homework and online quizzes created by the history dept.

The development of Church, state and society in Medieval Britain 1066-1500
Enquiry focus: Was William's victory over Anglo Saxons inevitable? The Norman invasion, the strengths and weaknesses of the contenders for the throne, plus the reasons why William won the battle of Hastings. Review of student's work, hinge questions, in class quizzing, homework and online quizzes created by the history dept.

The development of Church, state and society in Medieval Britain 1066-1500
Enquiry focus: How far has life changed for Anglo Saxons under Norman rule. Life under Norman rule, peasants, feudal society, Domesday book, Harrying of the North.

The development of Church, state and society in Medieval Britain 1066-1500 continued
Enquiry focus: How was the power of kings challenged in Medieval Britain? Challenges to Kings, church and state: Murder of Thomas Becket, King John, Magna Carta, Black death and Peasant's revolt.

LEARNING IMPACT

End of unit assessments covering acquired knowledge and key skills including source skills and the construction of PEEL paragraphs and conclusions.

Reports will indicate how well students can recall and apply knowledge, analyse ideas and sources and make substantiated judgements about Anglo Saxon Britain, the Vikings, the Normans and challenges to kings in medieval Britain.

YEAR 7 - MATHEMATICS

INTENDED OUTCOMES

Year 7 work builds on and extends the work covered at Primary School, focussing on ensuring all students become fluent, as well as competent, at Number and Geometry topics.

COURSE IMPLEMENTATION

Basic Numerical Skills
Use addition, subtraction, multiplication and division with both positive and negative integers; this includes both basic skills and their application to problem solving. Assessment will be via continual assessment of classwork and homework and include two more formal tests.

Powers and Roots
We extend the work started at Primary School to include the squares and corresponding square roots of the numbers from 1 to 15, 20, 30, etc. and the cubes and corresponding cube roots from 1 to 5 and 10. Assessment will be via continual assessment of classwork and homework.

Place Value
This module seeks to further develop students' understanding of Place Value, enabling them to both read, write and manipulate numbers in Base 10 and other bases. Assessment will be via continual assessment of classwork and homework.

Order of Operations
This module takes the previous content and further develops it so that students know how to apply it correctly when several different processes are required. Assessment will be via continual assessment of classwork and homework and includes a more formal assessment on this module and on the previous two modules.

Factors, Multiples and Primes
Students will understand and be able to apply the knowledge of factors, multiples and prime numbers to solve problems involving the use of highest common factors and lowest common multiples. Assessment will be via continual assessment of classwork and homework and include a more formal test.

Fractions, Decimals and Percentages
This module develops the work covered at Primary School by consolidating and extending

their knowledge and use of non-integer numbers and how these are different representations of the same non-integer numbers, as well as their use in problem solving. Assessment will be via continual assessment of classwork and homework and include three more formal tests.

Time
Students will be taught how to tell the time using both analogue and digital clocks and will be able to convert between 12-hour and 24-hour time, different units of time, seconds/minutes/hours/days/weeks/months/years and read and use timetables. Assessment will be via continual assessment of classwork and homework.

Measures
Students will be able to convert between the differing metric measures for length, mass, capacity, area and volume. Assessment will be via continual assessment of classwork and homework and includes a more formal test on both Time and Measures.

Perimeter, Area and Volume
This module covers the perimeter and area of rectangles, triangles, parallelograms and trapeziums and the volume and surface area of cubes and cuboids; it includes contextual problems and compound shapes. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Angles
This module includes all the basic skills and knowledge to do with angles from identifying, naming, measuring, calculating as well as extending this into properties of different triangles and quadrilaterals including polygons and 3D solids. Assessment will be via continual assessment of classwork and homework.

LEARNING IMPACT

End of module assessments will test students factual recall of basic skills as well as the ability to apply these skills to solve problems.

Marked test papers with both the student's result and class average will be kept in the Knowledge Organiser to facilitate communication with parents and to use for revision for the end of year examination.

YEAR 7 - MUSIC

INTENDED OUTCOMES

Pupils will develop key practical performance skills and theory-based knowledge covering the building blocks of music: pulse and rhythm during Ancient Roots, the importance of pitch and introducing keyboard skills in Power of the Pentatonic, correct 5-finger technique on keyboards and treble clef reading in Ode to Joy, introducing ukulele, concept of chords, follo wing a lead sheet and strumming patterns in Strike a Chord, and finally introducing the concept of leitmotifs, chromaticism and compositional techniques in Villains!

COURSE IMPLEMENTATION

Ancient Roots
Using ancient Greece as the focus, pupils will develop their sense of pulse and metre, learning how to read, write, perform and compose ostinato-based rhythms in an ensemble using a variety of percussion instruments. To be assessed through recorded group compositions and performances, as well as paired compositions using music technology and a written review of learning.

Strike a Chord
Focusing on the ukulele, pupils will learn the technical skills required to play chords on a fretted instrument and apply this to the popular song 'Riptide', culminating in a whole class performance of the song. They will also learn about forming triads and song structure through music technology. To be assessed through recorded whole class performances, as well as paired arrangement tasks using music technology and an end of term test.

Ode to Joy
Focusing exclusively on the seminal piece by Beethoven, all pupils will learn how to play the classical piece Ode to Joy on keyboards by reading pitch on the treble clef (also utilising previous knowledge on rhythm reading), learning and developing correct keyboard and 5-finger technique. They will also learn how to use the free music notation software MuseScore (downloadable on all devices) through arrangement tasks based on the piece. To be assessed through recorded individual keyboard performances, as well as paired arrangement tasks using music technology and a written review of learning.

Power of the Pentatonic
Touching on various cultures around the world, pupils will learn how to play the pentatonic scale, developing and structuring short musical ideas into fully fledged parts to be used in

their own paired compositions. To be assessed through recorded paired compositions and performances, as well as paired compositions using music technology and a written review of learning.

Villains!
Using the medium of super villains, pupils will learn about the concept of leitmotifs through performing and composing, and how music can be used to enhance and alter the perception of characters and scenes. To be assessed through recorded individual or paired performances, as well as paired compositions using music technology and an and of year test.

Reggae
This unit will be an opportunity for pupils to be solely responsible for a specific role within a musical group and focus on developing ensemble skills as pupils practise fitting their part in with the rest of the ensemble. To be assessed through recorded group performances, as well as paired arrangement work using music technology and a written review of learning.

LEARNING IMPACT

Pupils will engage in a variety of practical (performance, composition and production) and written assessments which are reported on in line with the school reporting calendar – the grade shown will be a combination of the most recent assessments undertaken by pupils.

YEAR 7 - PERSONAL DEVELOPMENT

INTENDED OUTCOMES

Personal Development is a programme aimed to prepare our students for a safe, healthy and successful adult life. We have divided our programme into 4 strands: Health and Wellbeing, Relationships, Living in the wider world and Citizenship. Personal development isn't taught as a separate subject, but is embedded throughout the curriculum and tutor programme. Here are a list of the main units covered throughout Year 7.

COURSE IMPLEMENTATION

Autumn 1 – Puberty and Menstrual Wellbeing

We will learn about the male and female reproductive system, look at the changes that occur during puberty and study menstrual wellbeing. Confidence checkers are used at the start and end of the unit to find out what students knew before they were taught the unit and what they know after.

Autumn 2 – Families

We will examine the different types of relationships and finish the topic looking at forced marriages and how relationships can change including divorce.

Spring 1 – Your body

We look at the male and female genitalia and talk about masturbation, FGM and start to understand the importance of consent. Confidence checkers are used at the start and end of the unit to find out what students knew before they were taught the unit and what they know after.

Spring 2 – Liberties and volunteering

We will look at the rights and responsibilities we all have as citizens of the United Kingdom. This unit also examines the voluntary groups in society and the ways in which citizens works together to improve their communities.

Summer 1 – Equality

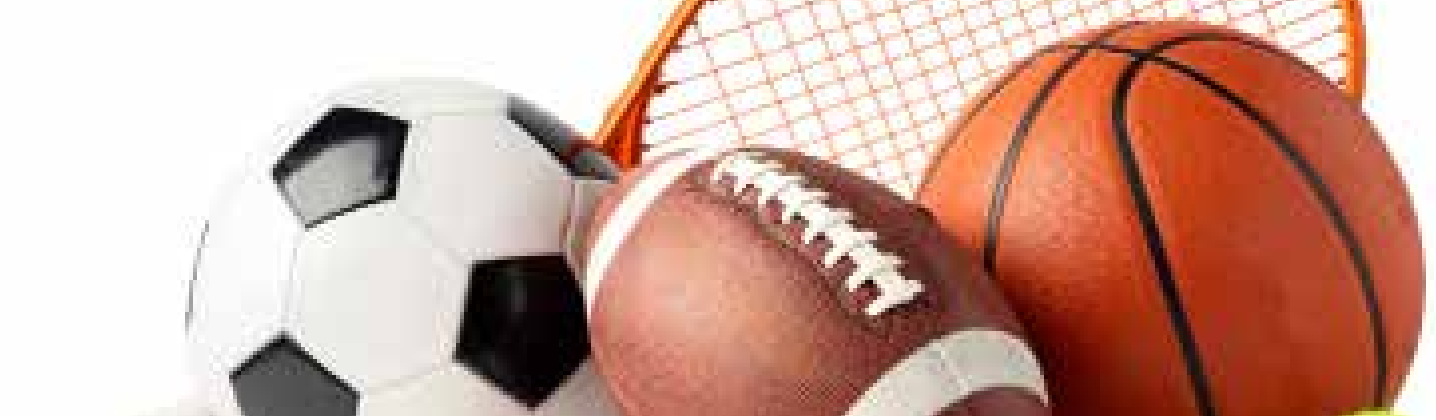
We study equality and protected characteristics and then focus our attention on gender stereotyping, sexual orientation and sexual identity. Confidence checkers are used at the start and end of the unit to find out what students knew before they were taught the unit and what they know after.

Summer 2 – Internet Safety

We will understand that the internet can amplify risks and opportunities and students learn how to keep themselves safe online. We will also look at the positives of social media and learn about digital resilience.

LEARNING IMPACT

The full impact of our Personal development programme will not be assessable during their time at school but we do use a range of methods to measure the impact of what we are doing where possible. This takes the form of google forms after most workshops, guest speakers or other activities involving external agencies.



YEAR 7 - PHYSICAL EDUCATION

INTENDED OUTCOMES

Students will develop knowledge and understanding of the rules, regulations and formats of a variety of physical activities in their full context including gymnastics, dance, invasion games (netball, basketball, football, rugby), striking and fielding games (cricket, rounders), net games (tennis) and outdoor and adventurous activities.

Fundamental movement skills will be developed into techniques in order to perform with increased control and fluency in physical activities alongside the development of teamwork, communication and social skills.

COURSE IMPLEMENTATION

Fundamental Movement Skills

Students will learn to accurately control the fundamental body management, locomotor and object control skills needed to perform in a range of activities during their learning journey and carry out indoor athletics activities that require control in running, jumping and throwing in order to be successful. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Gymnastics

Students will explore the fundamental movement skills of balancing, travelling and jumping through the theme of matching, mirroring and contrasting movements, both on the floor and

apparatus, and work with a partner to explore, select, evaluate and refine creative movementsboth on the floor and apparatus, and work with a partner to explore, select, evaluate and refine creative movements and balances in order to create simple sequences of movement incorporating control, body tension and extension to demonstrate clarity of shape and execute movements with precision and aesthetic quality. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Dance

Students will improve their technical and performance skills and understanding of the composition process of exploring, selecting, refining and performing to create simple motifs and phrases from a given stimulus to compose individual and partner pieces that they will develop using simple compositional devices. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Games

Invasion: netball, basketball, football, rugby (ending, receiving, dribbling, dodging, shooting and basic principles of attack and defence); Striking and fielding: cricket and rounders (catching, throwing, hitting, batting, bowling and fielding); Net: tennis (hand-eye coordination, footwork and positioning, basic ground strokes and basic serving action). Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Athletics

An introduction to formal athletics through sprinting, endurance, throwing and jumping events safely using a variety of athletic equipment within the rules of the competition in order to

achieve their personal best. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Outdoor and Adventurous Activities

Students will solve problems, overcome challenges and build trust through activities including den building, challenge courses and orienteering whilst improving their leadership and communication skills. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Fitness

Throughout the year, students will take part in dedicated fitness lessons as part of their PE curriculum, with one lesson every two weeks focused specifically on developing their overall fitness and well-being. These lessons support our whole school focus on personal development by helping students understand how their underlying fitness levels can impact day-to-day activities, concentration, growth and overall health. Students will engage in a variety of physical activities designed to build cardiovascular endurance, muscular endurance and strength, flexibility and core stability, while also completing fitness tests linked to the GCSE PE curriculum. These tests will allow students to track their progress across the year, develop personal goals, and understand how targeted training can improve both physical performance and mental resilience. Students are assessed through the lens of their heads (knowledge of health, fitness components, self-analysis and target setting), their hearts (motivation, effort, resilience and attitude towards self-improvement), and their hands (physical execution, consistency in performance, and ability to apply fitness principles effectively).

LEARNING IMPACT

Through their Year 7 learning journey the development of students' knowledge and skills will enable them to become confident and competent performers both in adapted and competitive situations across a range of activities. This will be reported in line with our head, heart, hands assessment model.

YEAR 7 - SCIENCE

INTENDED OUTCOMES

Students are given multi-disciplinary knowledge of the 3 Sciences – Biology, Chemistry and Physics; including how to design experiments to achieve valid results, the practical skills required for conducting experiments safely; the mathematical skills required for presenting results; and the critical thinking skills to evaluate their experimental design and suggest improvements.

COURSE IMPLEMENTATION

Introduction to the Sciences
Students will learn the names of various scientific equipment and how to use them safely; including (but not limited to) Bunsen burners and microscopes. Students will demonstrate the attainment of skills in these areas, culminating in the presentation to the students of a Bunsen burner licence.

Cells
Students will learn about cell structure, the differences between plant and animal cells, specialised cells, unicellular organisms and how to calculate the magnification of a cell when using microscopes. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Skeletal and Muscular Systems and Organisation
Students will learn about the structure and function of the skeleton, muscles and how they work to help movement, and the principles of organisation (cells -> tissue-> organ -> organ systems). Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

PD Unit – Drugs

An investigation of the various drugs to which students will be exposed (caffeine, tobacco, alcohol) allowing them to understand and manage peer pressure, so that they can make healthy choices. No Assessment – review quiz done at the end.

The Particle Model
Students will learn the states of matter and the simple particle model, investigate the properties of the different states of matter, describe how substances change state and investigate the relationship between pressure and temperature in gases. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Atoms, Elements and Compounds
Students will learn the current model of the atom and its structure, how to write chemical symbols and formulae, the differences between elements and compounds; and the differences between the physical and chemical properties of a substance. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Pure and Impure Substances
Students will be able to differentiate between a pure and impure substance, define the terms mixture, soluble, insoluble and saturated, and investigate the relationship between solubility and temperature. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Fuels and Energy Stores

Students will be able to state the Law of Conservation of Energy, define the different forms of energy, explain an energy store and how energy is transferred, learn about renewable and non-renewable energy resources and convert units between joules and kilojoules. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

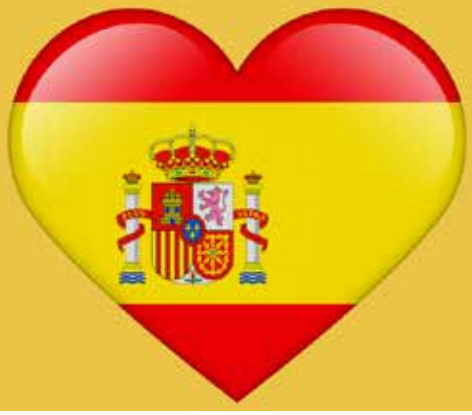
Speed
Students will learn the units of measurement of speed, distance and time, use equations for calculations, draw and analyse distance-time graphs and explain the idea of relative motion. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Forces
Students will be able to define what is a force, name and categorise forces, describe forces using force diagrams, investigate forces using Hooke's Law, and explain balanced and unbalanced forces and their relationship. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the Year 7 curriculum will allow students to progress into Year 8 with the ability to analyse more complex mathematical and experimental ideas, an end of year assessment covering a range of topics learned in year 7 will allow students to demonstrate the progress they have made in Science.

Students' Working At grades will be produced using an average of the End of Topic assessments, this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.



YEAR 7 - SPANISH

INTENDED OUTCOMES

In Year 7 Spanish, students will develop their ability to understand and respond to written and spoken language around the following topics: “All about me”, “Free time”, “School”, “Family and pets” and finally “My town”. They will acquire new vocabulary, grammar and phonics, which will help them become confident novices. They will learn to express their opinion, describe things and people and discuss present tense as well as near future events.

COURSE IMPLEMENTATION

Module 1 “All about me”
Students will learn to greet, spell words out loud, give their age and birthday, describe their pets and their personality. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module, students have been assessed in listening, reading, dictation and writing skills.

Module 2 “Hobbies”

Students learn about the sports and hobbies that they do depending on the weather. They will explore more hobbies and learn to use the present tense to discuss them. Students will also develop their ability to ask questions in Spanish. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about “Free time”, students have been assessed in listening, reading and grammar.

Module 3 “School”

Students learn about time in Spanish, how to justify their opinion on school subjects and teachers, describing their uniform and narrating a typical school day. They will also know what Spanish schools are like. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about "School", students have been assessed in listening, reading and speaking.

Module 4 "Family and Friends"

Students develop their ability to describe family members and friends, by using adjectives. They learn to use verbs to discuss what they do in their town and their daily routine. Students have to learn between 10-15 words every week and they are tested on these every week.
By the end of the first module "Family and friends", students have completed grammar and writing tasks as part of their assessments.

Module 5 "My town"
Students learn about discussing places in town and what can be done. They also learn how to arrange to go out (near future) and order food and drinks at a café. Students have to learn between 10-15 words every week and they are tested on these every week.
By the end of the first module "My town", students have completed a speaking task as part of their assessment.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking). Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 7 - TEXTILE DESIGN

INTENDED OUTCOMES

In Year 7 students will experience an 8-week Textile Design project on rotation.
Students will learn:

- How to use moodboards to inform their own ideas.
- How to research and analyse the work of artists to inform their own ideas.
- How to experiment with pattern creation and printing and dying techniques.
- How to create a detailed, creative and original safari repeat pattern print for a tote bag.

COURSE IMPLEMENTATION

The Natural World and Environment: Safari Print Project

Students learn about different types of patterns, dying techniques and how to design original prints to create a tote bag design based on the theme of Safari, informed by their Artist research and moodboards. Students will be assessed on each of the main assessment objectives covered across the project (research, design skills, final outcome) and their application of the key skills taught.

LEARNING IMPACT

The development of knowledge and skills across the year 7 curriculum gives our students a great basis for creating dynamic and successful textile projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of textile media.

Student's working at grades for Textile Design are taken from an average of the main assessment objectives covered across the project (research, design skills, final outcome) and their application of the skills taught.

Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.

YEAR 7 - WORLDVIEWS AND RELIGIOUS STUDIES

INTENDED OUTCOMES

In Year 7 we consider and study the concepts of The Trinity, Prophethood and Jesus, using a combination of skills; understand, explain, use evidence, make links, reason, consider, comment on, give examples/reasons, evaluate, offer a view and express opinions.

COURSE IMPLEMENTATION

What does it mean for Christians to believe in God as The Trinity?
Explain what Christians mean by God, Son and Holy Spirit through understanding a variety of texts; consider how Christians respond to the idea of The Trinity and evaluating why Christians worship God as The Trinity and what difference it makes to them. Knowledge test on Christian beliefs and a written test on God as Trinity.

Does the world need prophets today?
Study the place and role of the prophets in the Bible, especially Isaiah and Amos, thinking about the relevance of their message today; consider what a modern-day prophet would say and do, leading to the consideration of whether the modern world needs prophets, who they might be and how students might respond to them. Knowledge test on prophets and a written test on the world's need for prophets.

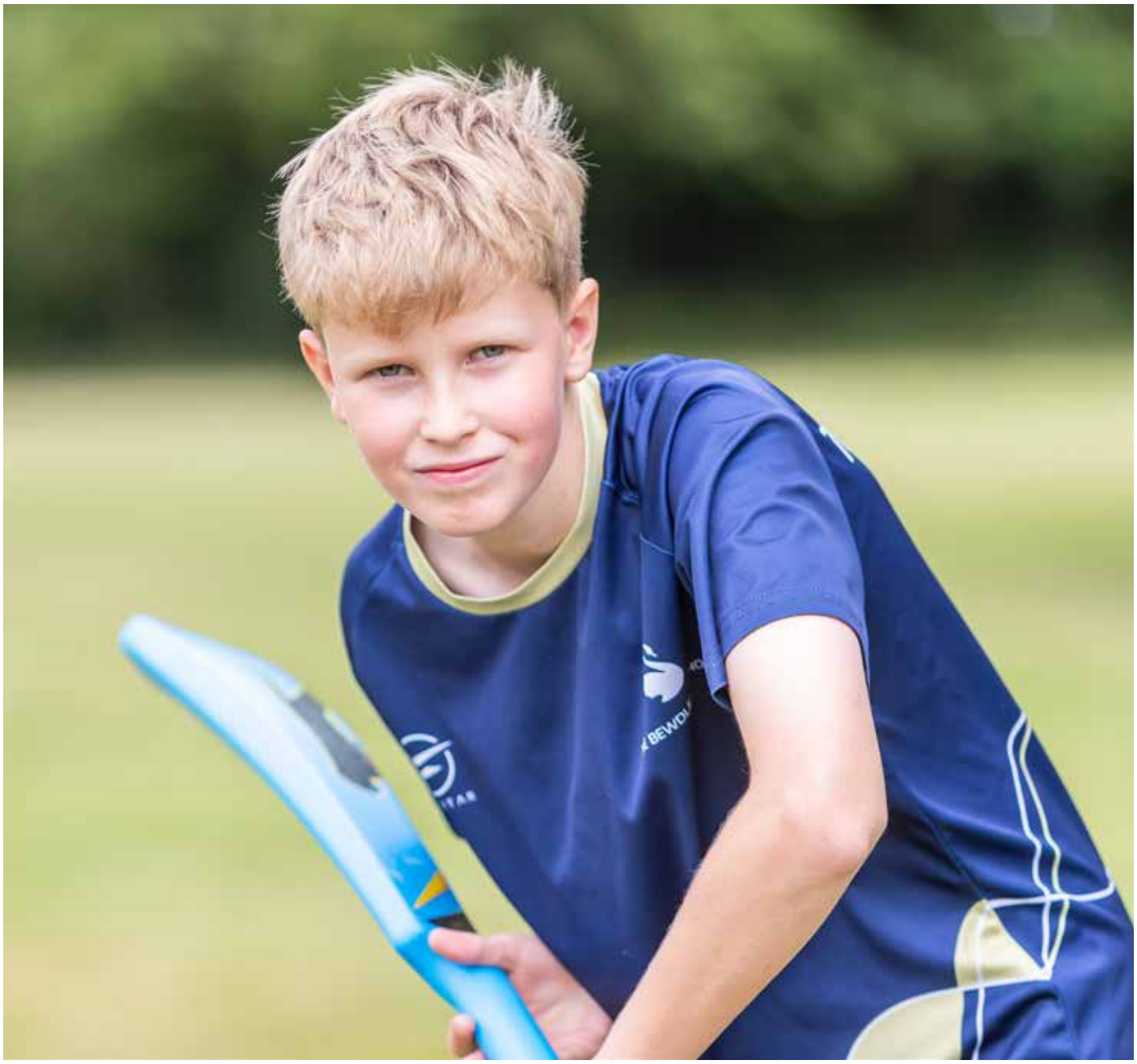
Why do Christians believe Jesus was God on earth?
Consider what John's Gospel says about the true nature of Jesus, how the Bible uses language to communicate Jesus as God incarnate, thinking about how Christians use this to guide them and the implications this has for the modern world and its challenges. Knowledge test on Jesus.

What is so radical about Jesus?
Study texts and how they challenged religious and political authorities, explaining ideas in order to consider which interpretations are relevant in the modern world and why; studying how far Christians respond to the teachings of Jesus and how they guide their actions and behaviour; considering the implications for the modern world of Jesus' treatment of the marginalised and responding to the challenges of Jesus' teachings about love and justice. End of year written assessment..

LEARNING IMPACT

During Year 7 students will be assessed on their ability to make sense of belief, make connections and understand the impact of each topic studied, through a variety of tasks. An annual report to parents/carers will clearly describe the progress and achievement of the student in relation to the Programme of Study in RE.


VISIBLE

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