

# **Year 7**

# **Curriculum Guide**

# **2023/24**

# **Year 7 Curriculum Guide**

## **Introduction**

Dear Parents and Carers

Welcome to the Year 7 Curriculum Guide. Key Stage 3 is an exciting time in your child's learning and our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you is a key way of ensuring your child has a smooth academic transition into Key Stage 3 and that we build on the progress made in Year 6. The purpose of this guide is to provide you with the full details of the subjects your child will be studying this year, expectations of homework, how and when your child will be assessed and what you can do to help support your child's learning.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's Personal Tutor should be your first point of contact.

Yours faithfully

**Chatham Grammar**

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## Assessment in Year 7

As a Year 7 student at CG, students will be awarded a numerical score (9-1) grade based on their attainment in relation to their grade 9 – 1 target grade.

Please see the table below for further information on assessments and reporting of progress for Year 7s.

<b>By the end of Term 2</b>	<b>By the end of Term 4</b>	<b>Summer Exam Term 6</b>	<b>Grades Given</b>
45 – 50 minutes extended answer tasks for each subject from content learnt from the start of the year.	45 – 50 minutes extended answer tasks for each subject on content learnt from the start of the year.	End of year exam in each subject.	9-1 Classwork/Attitude to Learning grade Homework grade.

Please note – Leadership will not be graded.

## **Subject: Art**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademistrust.org.uk](mailto:furnell@universityofkentacademistrust.org.uk)**

### **Course Content:**

#### **Art is taught on a carousel with Textiles**

The Art course provides students with opportunities to gain experience across a broad range of materials and processes. Students explore Creative Art forms from different time periods and cultures to inspire their own Art work. They learn to analyse others' work to infer meaning and to gain a deeper understanding of the creative processes and the world around them. Throughout the course, students will gain confidence across the fundamental foundation skills of: shape, proportion, colour control, tone and analysis.

In their Art lessons, students study the following:

1. Still life - students will look at traditional and contemporary art works and will learn how to create form through tone and mark making. They will complete a still life drawing assessment and will be set personal developmental targets.
2. Food and drink - students will consider how social issues can impact art. They will look at the pop art movement, with an emphasis on Wayne Thiebaud. Students will learn about colour theory and will apply this in their own paintings. Students will explore different wet and dry media with a focus on colour mixing and accuracy of application.
3. Abstract landscapes-Students will learn how to manipulate their own photographic images and use these to inspire their own abstracted landscapes inspired by the Fauvists.
4. Fruit and vegetable inspired sculpture. Students will learn how to translate 2D Art forms into 3D sculptural outcomes. They will take inspiration from contemporary sculptors and ceramicists
5. Aboriginal Art-Students will learn about traditional and contemporary Aboriginal Art and will be able to form comparisons between the two, as well as investigating how contemporary artists explore their cultural heritage through their Artwork.

### **Key Assessments:**

1. Tonal still life drawing.
2. Thiebaud study (watercolour).
3. Own painting in the style of Thiebaud.
4. Derain study (oil pastel)
5. Abstract landscape (oil pastel)
6. 2D vegetable experimentation
7. 3D clay vessel inspired by Kate Malone

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

Pinterest

[www.bbc.co.uk/teach/ks3-art-and-design](http://www.bbc.co.uk/teach/ks3-art-and-design)

[www.theartstory.org/artists/](http://www.theartstory.org/artists/)

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

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

ArtStudio for iPad.

iDraw.

SketchBook Pro.

Procreate.

Photopea

### **Additional Material/Equipment Required:**

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson.

Painting shirt to protect school uniform

Students may wish to have their own sketching pencils (B and H range), however this is not a requirement.



## **Subject: Digital Literacy**

**Subject Leader: Mrs Sanger**

**Email: [sanger@universityofkentacademiestrust.org.uk](mailto:sanger@universityofkentacademiestrust.org.uk)**

### **Course Content:**

In term 1 we cover the basic use of the iPad and the computer, our aim to ensure every student is a confident user of IT in our school and they are ready to use IT across the curriculum with ease, students are taught to be resilient when technology sends challenges their way.

We then move on to study Computer Science, this is a very large subject with lots of applications.

Computer scientists design new software, solve computing problems and develop different ways to use technology.

Digital Literacy is studied for one hour per week, students study the following:

Term 1:

- Use of the iPad and Computer including, office 365, emails, Teams, Garageband, iMovie, Calendar.

Term 2:

- Iconic People
- Binary and Denary, Hexadecimal and ASCII
- Representing images

Term 3:

- Hardware and software
- Networks
- Google Earth

Term 4:

- Spreadsheets

Term 5:

- Comic Strip project

Term 6:

- Microbits and Mini Spheros coding

Please note: Online safety is covered termly via computer science lessons and/or PT sessions.

### **Key Assessments:**

There will be a quiz style assessment after all topics via Teams assignments.

Project work is assessed.

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

Booklets with worksheets will be given to students at the start of the subject, for the students to bring to and from lessons.

iPads for access to class resources and to upload/submit work via Teams.

### **Additional Material/Equipment Required:**

None.

### **Home Support:**

Homework is based on the topics covered in lessons for example:

Homework is to be submitted via Teams.





## **Subject: Design and Technology**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademistrust.org.uk](mailto:furnell@universityofkentacademistrust.org.uk)**

### **Course Content:**

Design and Technology is taught on a carousel with Food Technology

Through their Design and Technology lessons, students will explore a variety of creative and practical activities, all aimed at giving them the knowledge, understanding and skills needed to safely design and create unique outcomes. Students explore the strengths and limitations of different materials and processes and learn about the environmental factors associated with product development.

During the Design and Technology rotation, students study the following:

- 1) Introduction to materials and their properties with a focus on movement and energy. Students will engage in practical experimentation, both individually and as a part of a group, to learn how energy can be stored and harnessed. They will create windmills and self-propelled boats using a range of materials and processes.
- 2) Cross curricular project with Textiles: Create a 'Crankie' with wood. Students will produce a kinetic piece with a moving image. Students will learn how to create butt joints and use a range of hand tools safely. They will be introduced to the workshop and will use the pillar drill, hand saws and hand files. Students will investigate mechanisms and how to create motion within a product.
- 3) Wooden logic puzzle: Students will develop their woodworking skills to create a framed puzzle with complex shapes. They will learn how to create a mitred butt joint and will understand how to produce a product for a target audience.
- 4) Students will develop their knowledge of pop art and mass consumerism in order to create Pop Art themed phone holder. They will investigate the mass usage of technology, particularly smart phones, across the world. Students will explore materials used in mass production and will consider the environmental impact of these. Students will design their phone holder with consideration of their target market. Through creating their phone holder, students will learn how to use a range of materials and tools safely; they will use coloured acrylic, hand saws, files and CAD to create a unique product.

### **Key Assessments:**

- Self propelled boat
- Crankie
- Wooden logic puzzle
- Acrylic phone holder.

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

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

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

D&T Key Stage 3-5 Design and Technology app.

**Additional Material/Equipment Required:**

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson.

## **Subject: Drama**

**Subject Leader: Miss Rogers**

**Email: [sarahrogers@universityofkentacademistrust.org.uk](mailto:sarahrogers@universityofkentacademistrust.org.uk)**

**Subject Teacher: Mr Coare**

**Email: [coare@universityofkentacademistrust.org.uk](mailto:coare@universityofkentacademistrust.org.uk)**

### **Course Content:**

The drama course provides students with a range of opportunities to participate in performance. The focus of lessons is to use drama to develop students' creativity, confidence and ability to collaborate effectively. Students will also learn how to evaluate their own and others work. In addition to these skills, students develop an understanding of the principles of drama and an awareness of how drama communicates to an audience.

Year 7 have a weekly drama lesson. Students begin to learn about vocal and physical skills for the first half term. This unit is called *Introduction to Drama*. Students begin their drama journey by exploring key drama skills such as use of voice and movement by through developing knowledge and understanding of a range of key drama techniques such as freeze frame and creating a narrative.

The second terms students learn about *Silent Movies*. Students will study a variety of Silent Movies, focusing primarily on the creation of narrative through the use of placards as well as how to include effective comedy. This unit allows students to develop their physical skills and understanding of the importance of facial expressions and movement.

The third unit is called *Oliver Twist* and is a scripted unit. Students will focus upon developing their characterisation skills, especially vocal and physical. This unit allows students to perform in groups and present their own interpretation of an adaptation of this classic Dickensian novel.

Other units through the year, Charlie and the Chocolate factory, Live Theatre and Darkwood Manor. Students produce a scripted scene three plays which includes focus upon charachertization and ensemble work. By the end of the academic year, students would have evaluated live theatre and created a devised piece of Drama from teacher led stimuli.

### **Key Assessments:**

- Students are assessed at the end of each half term throughout the year. These assessments cover the three key components of creating and developing, performing and evaluation and understanding, which link to the GCSE criteria.
- For the Silent Movie's unit, students are assessed via their practical performance and a written exam paper. The success criteria for the practical performance assesses students' abilities to create a practical piece based upon previous texts. The written exam paper tests students' knowledge and understanding of the silent movie genre.
- The assessment for *Oliver Twist* has three elements. Students are asked to present their research, practical piece and produce a written evaluation of their own performance.

### **Group Organisation:**

- Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

- Students can watch live theatre productions either in person at their local theatre or on Youtube.

**Home Support:**

Visits to live theatre productions can enhance students understanding of drama but are not essential.

**Subject: English Language and Literature**

**Subject Leader: Ms Ward**

**Email: [ward@universityofkentacademiestrust.org.uk](mailto:ward@universityofkentacademiestrust.org.uk)**

**Course Content:**

Students explore a range of fiction and non-fiction texts for their English course in order to develop reading skills, such as inference, comparison and analysis. Students also explore a range of writing techniques in order to support them in being able to produce descriptive and narrative writing, as well as a range of non-fiction writing, including letters, speeches and newspaper reports.

As well as this, students are given the opportunity to explore prose, poetry and drama and this exposes students to a wide range of texts. These include a range of texts by Dickens, Shakespeare, and a variety of different poems.

- |        |   |
|--------|---|
| Term 1 | Diverse Short Stories – students will read a selection of short stories looking at cultural diversity, gender diversity and disability diversity. They will be analysing these texts and discussing different themes and ideas presented in them. |
| Term 2 | Character studies – students will be reading a selection of extracts from Shakespeare plays and Dickens novels. Students will explore different character types such as villains, heroes, misers etc. which will aid them in their GCSE studies.  |
| Term 3 | Poetry through time – students look at the first poem ever recorded, Beowulf, and explore the journey of language throughout time up until the present day. Students will see how languages and concepts develop.                                 |
| Term 4 | Gothic writing – this is a creative writing topic where students will read gothic stories and work on developing the skills to write their own gothic setting.  |
| Term 5 | Non-fiction – students explore a range of modern and 19 <sup>th</sup> century non-fiction texts and work on their analysis skills. This is a skill they need for their Language GCSE in the future.   |
| Term 6 | Face: the play – this is a play by Benjamin Zephaniah which focuses on a disabled boy and his journey through school. Students will read and act out this play to practice their speaking and listening skills.                                   |

**Key Assessments:**

- |        |   |
|--------|---|
| Term 1 | One analysis question based on a diverse short story  |
| Term 2 | One analysis question based a character type within the text.   |
| Term 3 | One piece of analytical writing about poems studied.  |
| Term 4 | One piece of creative writing based around the Gothic setting.  |
| Term 5 | One response on the language used within the non-fiction extracts and one piece of non-fiction writing that the student creates themselves. |
| Term 6 | One piece of analytical writing about characters studied.   |

**Group Organisation:**

Students are taught in mixed ability groups

**Course Books/Website/Apps:**

Resources for this course are put onto Teams. This can be accessed through the groups your child has joined on Teams.

**Home Support:**

Students will be given a range of different homework tasks throughout the academic year. These will range from analytical questions based on texts they are studying, creative tasks that highlight key themes or ideas and research tasks to enhance their understanding.

Students should also be encouraged to read a variety of fiction and non-fiction texts at home, this will help broaden their vocabulary and keep them engaged with reading.

Clubs include Quest Project and Strictly Come Reading events held in the Library.

## **Subject: Ethics - Personal, Social, Health and Economic Education (PSHE)**

**Subject Leader: Ms Thomas**

**Email: [thomasv@universityofkentacademiestrust.org.uk](mailto:thomasv@universityofkentacademiestrust.org.uk)**

### **Course Content: Year 7**

Personal, Social, Health and Economic Education (PSHE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, to prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged. Students will learn skills and knowledge that will allow them to progress from education into the world of employment, with confidence and a broad set of personal qualities and employable skills. PSHE lessons are broken down into the following three main areas:

#### **Health and Wellbeing**

- Students will cover a unit that focuses on their health and wellbeing they will study, mental health, anxiety and stress, introduction to first aid.

#### **Relationships**

- Students will for cover a unit on transition and friendship, students will learn about adolescent,
- The body, puberty, hygiene, self-esteem and team building.

#### **The Wider World**

- Students will be introduced to careers, peer pressure, bullying, resilience, leadership, equality, human rights diversity, black history month, British values, introduction to the law, discussion and debate

### **Key Assessments:**

There is no qualification for PSHE. Each session will involve informal formative and summative assessments, and the students will build a portfolio of

### **Group Organisation:**

Students are taught in mixed ability groups

### **Course Books/Website/Apps:**

Due to the range of subjects covered in PSHE, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

### **Additional Material/Equipment Required:**

PSHE sessions will not be setting homework for students from week-to-week. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic.

Students being involved in any club would support the PSHE programme as part of social, moral and physical development.

## **Subject: Ethics - Religious Studies**

**Subject Leader: Ms Thomas**

**Email: [thomasv@universityofkentacademistrust.org.uk](mailto:thomasv@universityofkentacademistrust.org.uk)**

*The principal aim of RE is to enable pupils to acquire a knowledge and understanding of different religious and other worldviews along with the skills to appreciate and evaluate the varied worldviews and responses to ultimate questions, so as to be better able to develop and express their own informed worldview.*

### **Course content:**

In Year 7 all students will study Religious Studies the aim of this subject is to develop students understanding of the world by looking at different religious cultures and traditions as well as looking at non-religious views.

This involves will involve the study of different beliefs, teachings and practices of three religions – Judaism, Christianity, and Buddhism. Students will also look at the secular view of the world which will include Atheist and Humanist philosophy.

Students will be expected to develop their knowledge and understanding of beliefs and teachings, practices and lifestyles. Students will apply key skills through evaluation and application of questions of identity and experience, meaning and purpose and values and commitments.

Students will study important aspects of the Jewish faith and learn about key leaders like Moses and Abraham, students will also study the development of Christianity and important events in the life of Jesus. Students will study a unit about Buddhism which is designed to help students be aware of other key areas of belief specifically such as meditation, reincarnation and enlightenment. For each of the religions studied, students will need to be able to explain both religious and non-religious points of view before evaluating their own ideas.

### **Developing skills in RE**

Students will develop skills in investigation, interpretation, reflection, synthesis, empathy, evaluation, analysis, application and expression.

### **Key assessments:**

Each session will involve informal formative and summative assessments, and the students will build a portfolio of work. Student will develop keys skills that will support them with Religious Studies GCSE qualification.

### **Group organisation:**

Students are taught in mixed ability groups

### **Course books/website/apps:**

Due to the range of subjects covered in Religious Studies, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

### **Additional material/equipment required:**

None

### **Home support:**

Homework for students will be set on a weekly basis. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic. Students who are involved in any club would support the Religious Studies programme as part of social, moral and physical development.

## **Subject: Food Technology**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademistrust.org.uk](mailto:furnell@universityofkentacademistrust.org.uk)**

### **Course Content:**

Food Technology is taught on a carousel with Design Technology

Through their Food Technology lessons, students will explore a variety of theoretical and practical activities, all aimed at giving them the knowledge, understanding and skills needed to plan and make healthy, nutritious dishes, both savoury and sweet. Students will learn about working safely in a kitchen environment and will learn a range of practical cooking skills to enable them to produce their own dishes.

During the Design and Technology rotations, students study the following:

Rotation 1: Students will learn about making healthy choices when selecting foods and making dishes. They will understand how food can support and damage the body with a focus on nutrition.

Rotation 1 practical dishes:

- Croque Monsieur
- Dippy divers
- fruit salad
- vegetable soup

Rotation 2: Students will experiment with adapting recipes to make healthy alternatives. They will develop their understanding of nutritional information on food packaging.

Rotation 2 practical dishes:

- Fruit flapjack
- vegetable pizza toast
- Savoury scones

Rotation 3: Students will develop their understanding of food groups, with a focus on carbohydrates and protein.

Rotation 3 practical dishes:

- Fruit crumble
- cheese and tomato pasta
- Tuna pasta salad
- Potato wedges

### **Key Assessments:**

- Healthy living project
- All practical outcomes will be assessed

### **Group Organisation:**

Students are taught in mixed ability groups.

**Course Books/Website/Apps:**  
**Design technology association**  
**BBC Bitesize**  
**Technologystudent.com**

### **Additional Material/Equipment Require**

**Carrier bag and suitable containers to transport outcomes home.**

## **Subject: Geography**

**Subject Leader: Mrs Parsons**

**Email: [parsons@universityofkentacademistrust.org.uk](mailto:parsons@universityofkentacademistrust.org.uk)**

### **Course Content:**

Geography covers a wide range of topics that look at how there is a link between the natural world and the human world. The topics covered include a range of different environments and uses case studies of real-life situations to explore the interactions between the natural and human world. Throughout all topics there is an aspect of focus on climate change and the future of our planet.

**Exploration Earth** is unit that explores the world whilst learning key skills that are needed to think geographically. Parts of this unit follows EXXpedition Earth, an all-female boat sailing around the world to highlight the issue of plastic pollution, their journey will be a key focus throughout Year 7. This term focuses on geographical skills and builds upon what was learnt at primary school with the introduction of more complex skills through following the journey of the boat crew. There will be a range of skills taught through various mediums that will create a basis for future learning in the subject as well as a focus on inspiring women.

**Coastal landscapes** - After studying maps to build up their geographical skills students will start to learn about the natural landscape and how humans interact with it. They will focus on the locations visited by EXXpedition Earth and includes a study of the Azores and coastal landscapes within the UK.

**Life in the Pacific** explores some of the more remote locations on the EXXpedition Earth route, including places such as Easter Island. Lessons will include a look at reasons why people no longer live in remote locations and how humans have an impact on the environment. There will also be a study of how climate change is having an impact on the lives of people living in such remote areas.

**SOS: Save Our Seas** explores different ocean areas and has a focus on plastic pollution. They will investigate the causes, consequences of and responses to plastic pollution. Students will also learn about what they can do to be more sustainable.

**Ecosystems** – the study of contrasting ecosystems such deserts and rainforests as well as those that are found in the ocean. Students will explore the characteristics of these ecosystems as well as a range of threats and the impact of future climate change. There will also be a comparison of a region in Africa to a region in Asia through ecosystems, but also will a focus on the people that live there.

### **Key Assessments:**

Assessments will be regularly throughout the course and will consist of a mixture of set questions, case studies and end of topic tests that will include a range of skills.

### **Group Organisation:**

Students are taught in the groups allocated by the school curriculum based on ability.

### **Course Books/Website/Apps:**

Key Stage 3 and GCSE Bitesize can be used to support learning as well as news reports and geographical documentaries shown on TV.

### **Additional Material/Equipment Required:**

A world map or atlas is something that is always very useful.

### **Home Support:**

There are a range of homework tasks depending on the topic being taught at the time but will be a mix of flipped learning tasks, extended writing, reading and revision. Homework is set once a week.



Clubs - Green Team runs weekly and allows students to design and implement sustainable strategies that can be implemented both at home and within school.

## Subject: History

**Subject Leader: Miss Twiner**

**Email: [SuTwiner@universityofkentacademiestrust.org.uk](mailto:SuTwiner@universityofkentacademiestrust.org.uk)**

### Course Content:

Key Stage 3 (Years 7, 8 and 9) History will enable you to:

- Develop your knowledge and coherent understanding of selected periods, societies and aspects of history.
- Develop your awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes.
- Develop your ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context.
- Enable you to organise and communicate your historical knowledge and understanding in creative and different ways and reach substantiated judgements.
- Recognise that your historical knowledge, understanding and skills help you understand the present and provide you with the basis for your role as a responsible citizen, as well as allowing further study of history.

The History course provides students with an opportunity to study past events and issues which will help them to understand and explain the world around them. The History course provides an opportunity for students to become detectives – to question the evidence they find and develop their own ideas and conclusions.

The topics covered provide a broad foundation of knowledge for students should they choose to continue to study the subject at Key Stage 4. In addition to this their knowledge gained is not only applicable to the 21<sup>st</sup> Century, but has played a significant part in shaping the world we live in.

### Key Assessments:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Anglo-Saxon Society</b>	<b>Norman Conquest</b>	<b>Medieval Church</b>	<b>Emergence of Parliament</b>	<b>Reformation</b>	<b>The New World</b>
<i>What can we learn from archaeologists and historians about England before 1066? What can we learn from historians about Anglo-Saxon society? What impact did early migration have on Anglo-Saxon society?</i>	<i>Who succeeded Edward the Confessor as King of England? How far did 1066 really change England?</i>	<i>To what extent was the power of the Church challenged before the C13th?</i>	<i>How far did Magna Carta limit the power of medieval kings? Why did Parliament emerge during the C13th? How powerful were English monarchs?</i>	<i>To what extent did the Reformation cause more problems than it solved?</i>	<i>Why was the world expanding for the Tudors and Stuarts?</i>

Assessments will be set in class. All assessment questions will be extended writing that supports students in making an informed judgement answering the enquiry questions above.

### Group Organisation:

Students are taught in mixed ability groups.

Students will use enquiry-based learning to develop their analytical and evaluative skills. Each lesson will focus on a key question to engage students' interest and will provide opportunities for students to develop a variety of historical skills. Students will compare and contrast source materials, discuss the strength of their judgements and present their opinions in a variety of ways.

Alongside frequent verbal and written feedback from teachers, students will assess themselves and their peers against shared criteria to develop their understanding of the assessment requirements.  
Home learning tasks and guided reading will be set regularly.

**Course Books/Website/Apps:**

<https://www.bbc.com/bitesize>

**Additional Material/Equipment Required:**

A pocket sized dictionary would help to support literacy within History.

**Home Support:**

A wide variety of homework tasks are set across the year. These include; working with extracts, research tasks, extended writing revision tasks and student responses to teacher feedback.

Clubs

History Book Group runs weekly in H4 on Thursdays.

## **Subject: Leadership**

**Subject Leader: Mr Grimes**

**Email: [barrygrimes@universityofkentacademistrust.org.uk](mailto:barrygrimes@universityofkentacademistrust.org.uk)**

### **Course Content:**

The Leadership Development Programme is a programme of study for Year 7, 8 and 9 students aimed at developing learning capacities, including independent learning skills, interdependency, employability skills and leadership qualities.

Lessons will help students develop self-belief, resilience, raise aspirations and improve problem-solving skills, enabling them to mature into successful leaders of the future.

To be implemented through the teaching of:

- Enterprise/entrepreneurial skills
- Debating
- Critical thinking
- Public speaking
- Mindfulness

The Leadership Development Programme aims to develop the following leadership skills:

- Taking responsibility
- Have a goal
- Plan it out
- Sharing success
- Listen, learn, improve
- Be a team player
- Finding balance

The development of these leadership skills directly feeds into the Academy's reward system, encouraging students to not only develop these qualities within Leadership lessons, but across the whole curriculum and the wider Academy community.

### **Key Assessments:**

Unlike other subject areas, the Leadership Development Programme is not assessed in the traditional way, instead students are awarded 'Leadership Points' for their assessed tasks and through showing development of the 'leadership skills'.

Students are provided with formative feedback to ensure that they recognise their strengths and can continue to develop and improve.

Assessed tasks will include:

- Planning and preparing for whole year debate (Term 1)
- Class debate on the media and fake news (Term 3)
- Writing and delivering a speech (Term 4)
- Enterprise project – group work - £10 challenge (Terms 5 and 6)

### **Course Books/Website/Apps:**

<https://mindfulnessinschools.org/>

### **Additional Material/Equipment Required:**

N/A.

### **Home Support:**

Home learning will include completing small mindfulness tasks from the Mindfulness in Schools website (students will be provided with their own login) and also research tasks in preparation for debates and group project work.

### **Clubs:**

Debate Club.

Strictly Come Reading (public speaking competition)

## **Subject: Mathematics**

**Subject Leader: Mr Holden**

**Email: [holden@universityofkentacademiestrust.org.uk](mailto:holden@universityofkentacademiestrust.org.uk)**

**Deputy Subject Leader: Mrs Vine**

**Email: [vine@universityofkentacademiestrust.org.uk](mailto:vine@universityofkentacademiestrust.org.uk)**

### **Course Content:**

In Year 7 students follow the Pearson Key Stage 3 Maths Progress Delta text book. The course is designed for the most able students and builds on the mathematics learnt at primary school, giving a firm grounding in basic mathematical skills (number, geometry, algebra and data handling) as well as problem solving tasks that enable students to apply their knowledge to unfamiliar situations. The course gives students ample opportunities to access and practice new skills as well strengthen and extension exercises to ensure that all students can reach their potential.

In Year 7 students study the following:

- Term 1 Analysing and displaying data (pie charts, scatter graphs etc.), number skills (factorising, powers and roots etc).
- Term 2 Equations, functions and formulae.
- Term 3 Fractions, angles and shapes.
- Term 4 Decimals, equations.
- Term 5 Multiplicative reasoning (ratio, proportion etc.), perimeter, area and volume.
- Term 6 Sequences and graphs, revision for end of year test.

### **Key Assessments:**

In Year 7, students are assessed at the end of each unit of work using a short (30 minute) test. Students then receive feedback on what they did well and areas for improvement are identified. In addition students will complete a longer mathematics assessment in Terms 2 and 4 which will focus on content completed so far in Year 7. Students will also sit an end of year assessments in Mathematics in Term 6 which will be based on all the content covered in Year 7.

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

Every student has access to the textbook, all classroom resources and teaching materials via OneNote on their iPad both in class and at home.

Homework tasks will primarily be set using Sparx Maths though other resources and tasks may be set and shared on their class OneNote if appropriate.

### **Additional Material/Equipment Required:**

Wherever possible, students should have their own scientific calculator (Casio recommended), green pen, ruler, compass and protractor for all lessons.

## **Subject: Modern Foreign Languages**

**Subject Leader: Mrs Evans**

**Email: [evansh@universityofkentacademiestrust.org.uk](mailto:evansh@universityofkentacademiestrust.org.uk)**

### **Course Content:**

In Year 7, all students study two languages either German, French or Spanish. During the year students will:

- Communicate using the four key skills of speaking, reading, writing and listening.
- Students will be introduced to the culture and way of life in French, German and Spanish speaking countries.
- Develop your language skills through a variety of teaching techniques which will provide a solid basis for the future study of languages.

Areas of study during the year:

- Introductions.
- Family and pets.
- Free time activities.
- School
- Where I live

### **Key Assessments:**

In terms 2, 4 and 6, students will be assessed in listening, reading, writing and translation.

Informal assessments will take place in class on a regular basis.

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

Viva digital – Spanish.  
Stimmt digital – German.  
Dynamo digital – French.

Use of Quizlet to support language acquisition. Study of music and cultural topics specific to each language.

### **Additional Material/Equipment Required:**

It would be useful to buy a dictionary Spanish/German/French dictionary for study at home. The Collins Easy Learning dictionary is recommended.

### **Home Support:**

Encourage your child to complete homework and vocabulary tests on a weekly basis.

## **Subject: Music**

**Subject Leader: Miss Rogers**

**Email: [sarahrogersogers@universityofkentacademiestrust.org.uk](mailto:sarahrogersogers@universityofkentacademiestrust.org.uk)**

### **Course Content:**

#### **Intent**

Students should perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians. They should learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn

a musical instrument and to use technology appropriately. Students should understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Implementation**

Students will be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Yr7 students will learn musical skills through a range of different topics such as learning keyboard skills through exploring about Beethoven, Russian Music, Variations, African Drumming, Folk and singing musical theatre.

### **Key Assessments:**

- Students are assessed at the end of every half term.
- Ongoing progress record of performance pieces.
- Evaluative tasks will be set for the purposes of assessing progress and these may be conducted verbally in lessons or set via Microsoft Teams.

### **Group Organisation:**

- The subject is taught through a series of theory and practical lessons. Students will learn collaboratively within lessons.
- Students have a weekly lesson throughout the year.
- Choir is scheduled every Tuesday after school from 3.15pm to 4.15pm and Orchestra on Thursdays from 3.15pm to 4.15pm. All students are welcome.
- Students can take up individual instrumental lessons taught by our peripeteic teachers.
- Our annual school production takes place in terms 5 & 6 and all students are welcome to participate.

### **Course Books/Website/Apps:**

- Watching performances by musicians live or online.
- Listening to a range of genres of music.
- Attending music based extra-curricular activities.
- Having private instrumental lessons with our qualified and experienced team of instrumental tutors.

### **Additional Material/Equipment Required:**

- Having access to the internet at home and YouTube is particularly useful in enabling students to access a range of different musical styles and genres in support of classroom learning.
- It is particularly useful (but not essential) if students have access to musical instruments at home to enable regular musical practice and skill development.

### **Home Support:**

- Rehearsing material learned in preparation for the next lesson or assessment.
- Microsoft Teams.
- Catch up on any lessons missed via Microsoft Teams.

## **Subject: Physical Education**

**Subject Leader: Mr Denness**

**Email: [robertdenness@universityofkentacademiestrust.org.uk](mailto:robertdenness@universityofkentacademiestrust.org.uk)**

**Deputy Subject Leader: Mrs Wakeman**

**Email: [wakeman@universityofkentacademiestrust.org.uk](mailto:wakeman@universityofkentacademiestrust.org.uk)**

### **Course Content:**

The subject is taught through practical lessons in a range of activities, including the following:

Sports Festival	Baseline assessment: Students take part in a range of activities completing one skills-based lesson followed by a games-based lesson. Students are assessed in all sports to provide target grade.
Gymnastics	Key skills: rolling, basic balance & methods of travel - rotation, jumping and leaping.
Badminton	Basic rules, fundamental skills (stance, grip, serve, overhead clear), concept of the game and umpiring skills.
Netball	Basic rules and passing skills (chest and shoulder), footwork and pivoting and basic umpiring skills.
Handball	Basic rules and passing skills (shoulder and bounce), dribbling and footwork and basic umpiring skills.
Dance	Movement actions (leaps/jumps, turns, travel, stillness/balance, gestures), application of movement to portray theme and characterisation, basic counting (counts of 8).
Cricket	Basic rules, batting strokes, bowling, concept of the game and umpiring skills.
Fitness	Basic exercises and their technique, exploring types of training and basic impact on the body.
Athletics	Basic technique of distance running, sprinting, jumping and throwing events.
Rounders	Basic rules, batting, bowling, concept of the game and umpiring skills.

### **Key Assessments:**

Non-examination. Assessment is ongoing throughout all practical lessons. However, students will be assessed formally at the end of every two terms. Students will be graded in each sport and given an overall grade that combines all sports covered to date.

### **Group Organisation:**

Students are taught in mixed ability groups

### **Course Books/Website/Apps:**

Youtube and BBCbitesize

### **Additional Material/Equipment Required:**

Full PE kit which can be found on the uniform list.

Hairbands to ensure hair is tied up and out of students faces.

### **Home Support:**

Knowledge of the rules of the various games is always useful and if you have the opportunity to watch games on YouTube or sports channels, it would also be beneficial.

We run a range of extra-curricular clubs after school.

Clubs will vary within terms 1, 2, 3 and 4: (However, some clubs are likely to run right through from term 1 to 4).

The following clubs will be offered (days to be confirmed).

Badminton  
Basketball  
Netball  
Handball



## Fitness

Further clubs may be introduced as the year develops.

Terms 5 and 6: We will be offering cricket, tennis, rounders and athletics in the summer terms (days to be confirmed).

## Competitions and Fixtures

We have a number of teams that take part in the School Sports Games competitions on Thursdays, in events such as cross country, handball and rowing. The SSG calendar of events can be found by students on the notice board in the Sports hall. Alongside this, we also have a number of netball fixtures running throughout the academic year.

## Subject: Science

**Acting Subject Leader: Mr Maheta**

**Email:** maheta@universityofkentacademiestrust.org.uk

## Course Content:

Year 7 sets the foundations for GCSE Science, bridging the transition from Key Stage 2 to 4. Students will begin by consolidating their primary school knowledge of particles & mixtures, before embarking on our spiral curriculum, in which topics are revisited in greater depth year on year to consolidate understanding and develop a strong body of knowledge. The curriculum has been split into 10 key themes: forces, electromagnets, energy, waves, matter, reactions, earth, organisms, ecosystems and genes, and is planned according to the AQA KS3 and KS4 specifications. Students will study key themes across the sciences in the year. Students will be challenged to develop their understanding from a basic level to a deeper, near-GCSE content level in some topics.

Term	Key Theme	Subtopics
1	Matter	Particles
	Reactions	Separating Mixtures
		Metals & Non-Metals
2	Forces	Acids & Alkalis
		Speed
	Electromagnets	Gravity
3	Energy	V=IR
	Genes	Energy Costs & Transfers
		Variation
4	Organisms	Evolution
		Cells
		Movement
5	Waves	Breathing
		Light
		Sound
6	Ecosystems	Wave Effects
		Respiration
		Photosynthesis

## Key Assessments:

Assessment in Science is undertaken through alternating Purple Assessments (PA) and Extended Writing Badger Tasks, where exam skills and content are assessed. This equates to about once every six lessons, or once every two weeks. Where topics are smaller, paired assessments are used instead checking the understanding of two topics in one assessment.

There is an end of year assessment as well in line with the Academy's assessment policy.

## Group Organisation:

Students are taught in mixed ability groups.

## Course Books/Website/Apps:

Students can make use of online resources and YouTube can be particularly helpful as a starting point. BBC Bitesize can also offer some more tailored and more organised support.

## Additional Material/Equipment Required:

No extra equipment is needed other than normal stationery and a scientific calculator. Specialist equipment is available on request in lessons.

**Home Support:**

Students should be spending time at home consolidating their notes as well as completing homework tasks as directed by their teachers. Some students find using Quizlet (an app) helpful with their revision and consolidation. Students are also able to access Educake and set their own online assessments to test their knowledge.

The Science department are available to help after lesson times, however no revision sessions are running at the current time. Students can email any of the Science teachers directly via Edmodo or their staff email.

**Subject: Textiles****Subject Leader: Miss Furnell****Email: [furnell@universityofkentacademistrust.org.uk](mailto:furnell@universityofkentacademistrust.org.uk)****Course Content:**

Textiles is taught on a carousel with Art.

During the Textiles rotation students develop their basic drawing and sewing skills whilst investigating the work of a range of textile techniques and textile designers, both traditional and contemporary.

During the Textiles rotation, students study the following:

- Exploring materials and processes. Students learn about and use smart materials within a project. They will learn how to use a sewing machine, as well as a broad range of techniques, including sewing in a zip, to enable them to transform materials to create a unique outcome.
- Textiles Panoramic Landscape .Students develop their sewing skills through hand embroidery and with a sewing machine, and explore ways to apply colour through the use of surface decoration. Students will investigate design processes and apply these to the making of their textile outcomes.

**Key Assessments:**

1. Study and analysis of an artist's work.
2. Textile samples exploring the use of surface decoration.
3. Own panoramic textile outcome inspired by artist investigations.
4. Own outcome exploring the use of smart materials.

**Additional Material/Equipment Required:**

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson.

Students must provide an old shirt or t-shirt to cover and protect their uniform.

Students may wish to have their own sewing items, however this is not a requirement.