



Key Stage 3

Year 7 Curriculum Overview

Dear Parents,

Welcome to our curriculum overview for Year 7. In this document you will find listed the subjects taught and the content covered during your child's Year 7 education. The content listed is just an overview and gives you a flavour of the range of topics covered. Obviously, there is a lot more planning that goes into our curriculum and lessons. An outline for Maths will be available later, on our website ensuring our newly arrived maths specialist time to review existing schemes and make any necessary adjustments.

Our KS3 curriculum follows the English National Curriculum. Please open the link below for a full version of the contents of the document,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PD_F.pdf

I hope you find this document useful.

Kind regards,

Stephen Phipps

Vice Principal

Curriculum Map
Year 7
Subject: Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Art baseline assessment	Art Elements <ul style="list-style-type: none"> • Line Mark making • Space Negative/positive space • Tone <i>Animals</i> 	Art Elements <ul style="list-style-type: none"> Space Form Shape Texture Tone Line Colour <i>Identity/Portraits</i> German expressionism/ African masks 	Art elements <ul style="list-style-type: none"> Space Form Shape Texture Tone Line Colour <i>Objects</i> Cubism 	Art Elements <ul style="list-style-type: none"> Space Form Shape Texture Tone Line Colour <i>Landscapes</i> Cubism Turner Kandinsky 	Art Elements <ul style="list-style-type: none"> Space Form Shape Texture Tone Line Colour <i>Landscapes</i> Cubism Turner Kandinsky
Number of lessons	1 per week	1 per week	1 per week	1 per week	1 per week	1 per week
Assessment How will students be assessed?	3 tests to assess skills/spatial awareness/creativity	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project
Key Resources	Paper, oil pastels, soft pastels pencils coloured pastels, watercolours	Paper, oil pastels, soft pastels pencils coloured pastels, watercolours	Paper, Dry/wet Materials, print materials, Collage, Cardboard construction	Paper, Dry/Wet materials, Acrylics	Paper, Dry/wet materials, Watercolours Oil/soft pastels	Paper, Dry/wet materials, Watercolours Oil/soft pastels

Skills taught:

Researching artists/art movements/art materials and techniques
 Hand skills, Hand/eye co-ordination, observational skills, spatial awareness, creativity

Curriculum Map

Year 7

Subject: Arabic as a First language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	School	All about me	Food and drinks	Leisure time	Sports	Holiday
Number of lessons	16	14	12	10	12	10
Assessment How will students be assessed?	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments	Formative and summative assessments
Key Resources	Y7 Arabic textbook Duolingo https://www.arabiclanguageonline.com / Reading books Flashcards PowerPoint presentations https://www.liveorworksheets.com/	Y7 Arabic textbook Duolingo https://www.liveorworksheets.com/ https://www.arabiclanguageonline.com / Reading books Flashcards PowerPoint	Y7 Arabic textbook Duolingo https://www.liveorworksheets.com/ https://www.arabiclanguageonline.com / Reading books Flashcards PowerPoint	Y7 Arabic textbook Duolingo https://www.liveorworksheets.com/ https://www.arabiclanguageonline.com / Reading books Flashcards PowerPoint	Y7 Arabic textbook Duolingo https://www.arabiclanguageonline.com / https://www.liveorworksheets.com/ Reading books	Y7 Arabic textbook Duolingo https://www.arabiclanguageonline.com / Reading books Flashcards PowerPoint presentations https://www.liveorworksheets.com/

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Skills taught:

The skills being taught in the Year 7 native Arabic language lessons are:

Understand authentic texts on familiar topics and situations (e.g., newspaper/magazine articles, email messages, blogs, and letters). • Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g., in articles, interviews or personal messages). • Identify main points, specific information and details in predictable texts (e.g., advertisements, brochures, menus, timetables, instructions, messages). • Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g., newspaper/ magazine articles, simple plots of films or books). • Deduce the meaning of occasional unknown words and expressions from the context. Participate in short social exchanges (e.g., greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g., order food and drink, simple transactions in shops, use public transport, ask and give directions, request information). • Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g., family, friends, home environment, hobbies and interests, education, work, travel). • Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses, and vocabulary relevant to the given situation. • Use simple connectors (e.g., and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points. • Use appropriate strategies to maintain interaction. • Use features of pronunciation and intonation to convey meaning

and attitude. Communicate simple factual information in writing using everyday vocabulary and expressions. • Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g., writing about a holiday). • Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel). • Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation. • Use simple connectors (e.g., and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Curriculum Map

Year: 7

Subject: English as a Second Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Topic	Baseline tests Unit 1: Making connections	Unit 2: Time to celebrate Unit 3: What a waste	Unit 4: From A to B	Unit 5: The great outdoors Unit 6: It's only a game	Unit 7: Success Unit 8: In the news	Unit 9 The digital world
Number of lessons	12 lessons	16 lessons	12 lessons	12 lessons	10 lessons	8 lessons
Assessment: How will students be assessed?	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.
Key Resources	Cambridge supporthub/SENECA/LiteracyPlanet	Cambridge supporthub/SENECA/LiteracyPlanet	Cambridge supporthub/SENECA/LiteracyPlanet	Cambridge supporthub/SENECA/LiteracyPlanet	Cambridge supporthub/SENECA/LiteracyPlanet	Cambridge supporthub/SENECA/LiteracyPlanet

Skills taught:

Reading - Reading for global meaning, reading for detail, reading for opinion.

Writing - Communicative achievement, organisation, content.

Listening - Listening for global meaning, listening for detail, listening for opinion.

Speaking - Communication, express opinion, organisation.

Use of English: Grammatical forms, vocabulary, sentence structure.

**Subject:
French**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Bonjour – To use greetings, say how I am and my name</p> <p>Je me présente – Say my name and spelling it.</p> <p>Alphabet letter sounds Tu as quel âge? – Asking for age and saying my age. Counting up to 12.</p> <p>Quelle est la date de ton anniversaire? – To ask for and give birthday date.</p> <p>Où habites-tu? – To say where I live and adding details. Asking where others live.</p> <p>Tu es de quelle nationalité? – To understand at least 6 European nationalities. Say what nationality I am</p>	<p>Ma famille To describe family members with personality and characteristics. Tu es comment? To understand what others look like. To use the 3rd person</p> <p>Tout sur moi To understand others talking about themselves.</p> <p>To ask questions</p> <p>Tout sur moi To understand others talking about themselves in listening and reading contexts.</p> <p>Moi et les autres To use adjectives to describe myself and others. Apply adjectives correctly.</p>	<p>Tu es comment? To say what I look like (hair and eyes) To name at least 8 colours.</p> <p>As-tu un animal? – To name 6 animals (pets). To ask for and give details about my pets.</p> <p>Qu'est-ce que tu aimes au collège? 1 – To say what I like learning and don't like. Extend: why?</p> <p>Quelle heure est-il? 1 – To be able to recognise the time in French. To tell the time in French.</p> <p>Mon emploi du temps – To be able to describe my timetable. Give my opinion of it</p>	<p>Moi et mon collègue To write about my school and my opinions of it. Recycling familiar language</p> <p>Chez moi To talk about the type of house I live in. Express my opinion.</p> <p>Ma maison To say what rooms are in my house and what I would like to have.</p> <p>Dans ma chambre 1 – To say what is in my room (& isn't) and what I would like to have.</p> <p>Ce que je fais chez moi et à la maison de jeunes Saying what I do at home and at a youth club.</p>	<p>Qu'est-ce que tu manges et bois? To name food and drink items, to say what I eat and drink.</p> <p>Qu'est-ce que tu manges au petit déjeuner? – To say what I eat at breakfast, to understand what others eat.</p> <p>Qu'est-ce que tu manges au déjeuner et au dîner? – To say what I eat and drink for lunch and dinner. To say why</p> <p>Tu aimes ça? 1 – To give opinions about food. To recognise opinions given. To be able to use negation. Glace ou crêpe? – To be able to read and understand menus. To order food from a menu.</p>	<p>recipes. To use 'il faut'. On cuisine – To be able to recognise quantities and understand</p> <p>Les sports 1 – Jouer. To say what sports I play and don't play. To connect my ideas together.</p> <p>Aïe, j'ai mal! 1 – To name 10 parts of the body. To say what hurts. To say why</p> <p>Aïe, j'ai mal! 2 – To say what hurts. To say why. To use more than 1 tense.</p>

Assessment How will students be assessed ?	In-class formative assessment.	Written work to be assessed in terms of written grade.	In-class formative assessment.	Written work to be assessed in terms of written grade.	In-class formative assessment.	Written work to be assessed in terms of written grade.
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Key Resources

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Skills taught:

4 language skills

- Speaking
- Listening
- Reading
- Writing

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Curriculum Map						
Year 7						
Subject: Computer Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	Data Representation - Binary, Denary, Hexadecimal Notation. Sound conversion. Compression. Logic Gates. Sensors	Word processing. Powerpoint. Input & Output devices. History of Computing	Computer Aided design. Computer Architecture. Communication and Internet Technologies	Spreadsheets. Memory, Storage Devices & Media.	Security Ethics Introduction to Programming	Programming - Application Creation
Number of lessons	7	7	6	6	5	5
Assessment How will students be assessed?	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.
Key Resources	Teacher designed resources	Teacher designed resources	Teacher designed resources. CAD Programme	Teacher designed resources	Teacher designed resources	App Lab
Skills taught:						

Year- 7						
Subject: Physical Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Football Badminton	Basketball Table Tennis	Volleyball Health and Fitness	Handball Gymnastics	Athletics Tag Rugby	Athletics Dance
Number of lessons	12 Lessons	16 Lessons	12 Lessons	14 Lessons	10 Lessons	10 Lessons
Assessment How will students be assessed?	<p>Students will be assessed based off the KS3 Assessment Criteria which have 5 key elements:</p> <ol style="list-style-type: none"> 1. Performance 2. Health and fitness 3. Knowledge and understanding 4. Evaluation Skills 5. SMSC <p>These are the elements that are put in place to assess students and development in preparation for GCSEs. Document can be found in the link below.</p> <p>https://docs.google.com/document/d/1x95XhYrJwakm32dJTtTxfTKy_BtVcaU/edit?usp=sharing&oid=101412703084664272240&rtpof=true&sd=true</p>					

Key Resources Footballs Shuttles Bats Volleyball net. Cones Rugby balls Cones
Cones Badminton Nets. Balls Safety mats Operators Athletics Equipment
Goals Basketballs Cones Nets Fitness Equipment Apparatus(wide range) Loose clothing
Badminton Holahoops Table tennis Volleyballs (wide range) Athletics Equipment Mats
Racket tables. Cones Handballs Tags

Skills taught: The skills that will be taught are the basics of that specific activity through Physical, Cognitive, and social skills that all interlink in Physical Education Curriculum.

Tag Rugby: • Learn how to tackle safely. • Demonstrate a variety of passes to overcome a defensive line. • Be able to run with the ball at pace to dodge/feint round defenders.

Basketball/Handball: • Demonstrate effective passing skills to ensure that each pass is used in the correct situation • To practice different shooting techniques in an isolated practice and attempt to apply it into a game context. • To learn and refine the correct technique of dribbling and abide by the rules of basketball and handball.

Table Tennis: • Be able to perform the push shot on the forehand and backhand so you can return your opponent's shots. • Show consistency of shots low to net, using a forehand drive, so you can remain in rallies for longer periods. • Learn how to serve in line with the rules to complete a competitive match.

Football: • Demonstrate passing across different distances to maintain possession in a game. • Demonstrate ball control using different body parts to increase time on the ball. • Demonstrate dribbling in close and open situations to make progress up the pitch when in possession of the ball. **HRF:** Understand the physiological effects of a warmup and how it helps to prepare for physical activity. • Understand the components of a warmup and develop leadership skills through micro-teaching. • Begin to plan for sport specific warm up requirements. • Understand about using gym equipment and exercising safely.

Badminton: • Develop principles of play, replicating core skills and movement needed incl. forehand, backhand, clear, serves and drop shots. • Demonstrate footwork for positioning an effective shot. • Use basic game strategy effectively and react to opponent's shots in a small, sided game.

Athletics: Demonstrate an accurate replication of running, jumping, and throwing techniques across different disciplines • Be able to set challenging personal targets across a range of disciplines, setting PBs • Show an understanding of the rules for each event and the underlying principles.

Dance/Gymnastics: To move into a free space, avoiding others. •To explore basic travelling movements whilst moving confidently into a free space. •To explore the movements of a (insert theme) Dance, demonstrating clear dynamics. •To link the (insert theme) movements to form a dance. To perform with a partner using changes of level and direction.

Volleyball: Developed an understanding of simple net/wall game tactics. •Developed a range of ground and overhead shots. •Used criteria to identify key aspects of tactical play and technique. •Understood and identified specialist positions in net/wall games.

•Umpired mini versions of the recognised game.

Curriculum Map

Year: 7

Subject: History

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Topic	What do Artefacts tell us about Anglo Saxon England?	To what extent did the Norman Conquest change England?	How powerful were Medieval rulers?	What can portraits tell us about Medieval women?	The Silk Road	Why did the Reformation survive in the 1500s?
Number of lessons	6	7	5	4	6	5
Assessment How will students be assessed?	Students will be given four sources on the Anglo Saxons and Vikings to analyse.	Students are given two sources to compare and analyse for their utility.	Group presentations on different Medieval rulers.	Students need to create a portrait of a Medieval woman using their knowledge.	Essay	Essay on the causation of the Reformation in Europe.
Key Resources	Books by historians Marc Morris & Cat Jarman	Books by historians Marc Morris & Simon Schama	Books by historians Dan Jones & Rosamond McKitterick	Books by historian Janina Ramirez	Book by historian Peter Frankopan	Podcasts from the Historical Association
Skills taught: Source analysis, assessing interpretations, evaluating arguments, essay writing skills.						

Curriculum Map

Year- 7

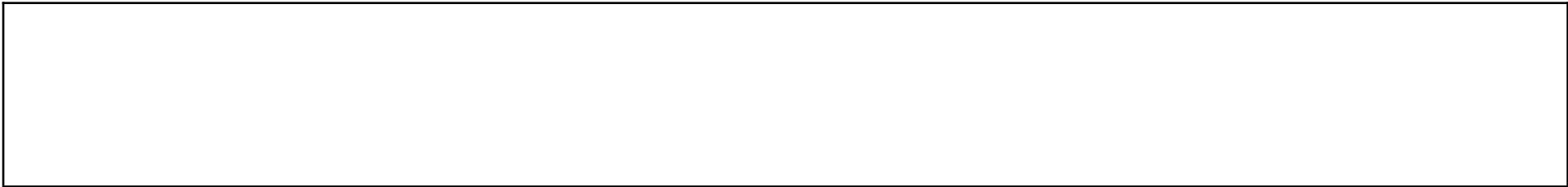
Subject: IGCSE Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Restless Earth: [Tectonics]	Restless Earth [Earthquakes]	Resources [Food, Water and Energy]	Map Reading And Geographical Techniques	Map Reading And Geographical Techniques	About The UK [Cities, Infrastructure and Population]
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week
Assessment How will students be assessed?	<p>Link to UK Government overview of Geography : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf</p> <p>Link to Cambridge Geography Curriculum: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-04</p> <p>60/ Class Code Link to Y7 Google Classroom: qgw3ggz</p> <p>Students will be assessed as follows:</p> <ol style="list-style-type: none"> 1: In class modelled exam questions. 2: End of topic mini mock exams. 3: End of year mock exams. <p>These are the elements that are put in place to assess students and development in preparation for IGCSEs. The overall curriculum for Geography as subject can be found on Google Classroom.</p> <p>Individual Schemes of Work (SOW) for each topic (ie: Map Reading) can also be found on Google Classroom. Class content is usually uploaded at the beginning of a topic – for the entire topic. This allows students to review content in advance, prepare work and familiarise themselves with what will be done in class.</p>					
Additional information:						

Tailormade resources with real time content.	Geog3 Page 84- 100 Tailormade resources with real time content. Geog2 Page 22- 44	Tailormade resources with real time content. Geog1 page 22- 42, 138-140	Geog2 Page 4- 14 Tailormade resources with real time content.	Geog1 page 22- 42, 138-140 Geog2 Page 4-14 Tailormade	resources with real time content. Geog1 Page 44-58 Tailormade resources with real time content.
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Curriculum Map						
Year- 7						
Subject: Global Perspectives						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Business Person [Economic Opportunities]	Building a City from Scratch [How Countries Work]	Questioning and Research Techniques [Current Affairs]	Questioning and Research Techniques [Current Affairs]	Questioning and Research Techniques [Historical Artifact]	Questioning and Research Techniques [False News/Fact-checking]
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week

Assessment How will students be assessed?



Curriculum Map

Year 7

Subject: Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Materials and their structure Forces weight and mass	Energy Sound Science in context	Change to materials	Structure and function Life processes	Electricity and magnetism	Earth and space
Number of lessons	32	28	24	20	24	20
Assessment How will students be assessed?	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper
Key Resources	Y9 textbook	Experimental resources	Experimental resources	Experimental resources	Experimental resources	

Skills taught:

The skills being taught in Year 7 Science are:

- *Planning from ideas and evidence (Discuss and explain the importance of questions, evidence, and explanations, using historical and contemporary examples; Test explanations by using them to make predictions and then evaluate these against evidence; Discuss the way that scientists work today and how they worked in the past, including reference to experimentation, evidence and creative thought)*
- *Planning investigative work (Select ideas and produce plans for testing based on previous knowledge, understanding and research; Suggest and use preliminary work to decide how to carry out an investigation; Decide whether to use evidence from first-hand experience or secondary sources; Decide which measurements and observations are necessary and what equipment to use; Decide which apparatus to use and assess any hazards in the laboratory, field or workplace; Use appropriate sampling techniques where required)*
- *Obtaining and presenting evidence (Make sufficient observations and measurements to reduce error and make results more reliable; Use a range of materials and equipment and control risks; Make observations and measurements; Choose the best way to present results) Considering evidence and approach (Describe patterns (correlations) seen in results; Interpret results using scientific knowledge and understanding; Look critically at sources of secondary data; Draw conclusions; Evaluate the methods used and refine for further investigations; Compare results and methods used by others; Present conclusions and evaluation of working methods in different ways; Explain results using scientific knowledge and understanding; Communicate this clearly to others)*

Curriculum Map						
Year 7						
Subject: English						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My Life (Roald Dahl "Boy" extracts and Non-fiction	Dickens A Christmas Carol the play script●	How language has changed research project from oral tradition to texting and slang	Intro to Shakespeare: language and The Globe Theatre and extracts from "King of Shadows"	Novel "Private Peaceful" and WW1 poetry	WW1 letters, recruitment, propaganda

Number of lessons	35	40	35	35	25	20
Assessment How will students be assessed?	<ol style="list-style-type: none"> 1. Personal narrative writing 2. Identify and explain writer's use of descriptive language 3. Formal and informal letter writing 	<p>Summative assessment: analyse writer's use of language for effect (description of Scrooge and The Cratchitts)</p>	<ol style="list-style-type: none"> 1. Timelines for landmarks in the history of English 2. Group Presentation 	<ol style="list-style-type: none"> 1. Use Shakespearean language in own playscript 2. Comprehension and creative writing paper The Globe 	<ol style="list-style-type: none"> 1. Diary writing 2. Identify and explain the techniques of persuasive language 3. Explain writer's viewpoint 	<ol style="list-style-type: none"> 1. Compare viewpoints of two writers 2. Piece of persuasive writing – either a letter or a speech
Key Resources	Copies of Boy	Set of play scripts A Christmas Carol	Extracts from Beowulf, Viking sagas, Chaucer	Extracts from plays, sonnets	Novel Private Peaceful	Contemporary letters and recruitment posters, propaganda

Who's For The Game,
Jessie Pope

Wilfred Owen
Exposure and Dulce
et Decorum Est

Skills taught: THESE SKILLS ARE TAUGHT THROUGHOUT THE YEAR

READING: evaluate writers' use of language; analyses writers' purpose and viewpoint; identify simple structures and explain their purpose/effect; show awareness of context; identify and explain writer's viewpoint; retrieve information from text (explicit); infer and deduce(implicit) meaning

WRITING: use descriptive language in personal and creative writing; structure narrative writing effectively; use formal and informal language appropriately; use paragraphs correctly and begin to vary sentence length and structure; punctuate accurately; structure and conventions of playscript writing

SPEAKING and LISTENING: Narrative recount; group presentation – research project; playscript performance; poetry presentation

Curriculum Map

Year 7

Subject: Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	-Discovering classical music forms: Symphony, Sonata, opera, concerto - Singing and vocal exercises.	-Rhythms and notes reading -Playing in group -singing in a choir	-Discovering famous composers: Bach, Mozart, Beethoven... -Playing the keyboard	-understanding the process of composing. - Music theory sessions and polyphony understanding	-composing music -making class band.	- learning about stage and how to perform well -Singing in choir -playing the keyboard
Number of lessons	6	6	8	8	7	4

Assessment How will students be assessed?	Listening to different classical music, watching some performance s	Check with them the notes	Listening to some music for famous composers	Check with them some of their research	Asking them about their composition with the whole class.	Working on them on performing and standing in front the audience.
Key Resources	Classic music, singing	Rhythms, notes,	Composers Keyboard	Music theory Composing	Composing	Stage, performing

Skills taught: Students can sing correctly in some keys. They can play a simple melody on the keyboard.
They can also sing and play in group. They can understand the basics of how music works.