

HONLEY HIGH SCHOOL

YEAR 7 CURRICULUM 2023 - 2024

STRIVE FOR THE HIGHEST



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Year 7

	English	Maths	Science	History	Geography	Spanish	Art	Music	Drama	RS	ICT	PE	Technology	iGEN	Total
Number of lessons	7	6	6	4	4	4	2	2	2	2	2	4	4	1	50

Students are taught in ability groups in Mathematics after the Christmas break.



English Year 7

AUTUMN 1

The Night Diary.

A new novel for Year 7, set in India at the time of partition in the 1940s. We look at themes of prejudice, belonging, family and relationships. The focus in this half-term is on reading – following the story, finding information, using inference, and beginning to identify writer’s methods. We also look at non-fiction texts and poetry that is thematically linked to the novel.

Prior Learning

Tracking themes and ideas through the novel. Developing inference and analysis, supporting opinions with evidence from the text. Linking development of ideas through a whole text (Ks2)

AUTUMN 2

The Night Diary.

We continue to study the novel ‘The Night Diary ‘ and link it again to non-fiction and poetry texts. The focus in this half-term is on writing – we will explore writing in different forms, and from different viewpoints. We will also revise some elements of spelling, punctuation and grammar.

Prior Learning

From Key Stage 2: awareness of poetic form/different types of poetry. Using inference skills to suggest meaning (from Autumn 1)

SPRING 1

Shakespearean Comedy – A Midsummer Night’s Dream

- Recapping Shakespeare’s world and context. What is a Shakespearean comedy? Getting used to Shakespearean language. Understanding the plot and how the characters connect to each other
- Close analysis of extracts from the play. How do we annotate extracts? How to zoom in and analyse quotations in detail
- Linking quotations to key themes and characters
- Using appropriate vocabulary choices, and varying sentence structure
- Linking a whole text together – how to make links between each paragraph
- This unit will end with a reading assessment.

Prior Learning

Revisiting descriptive writing from KS2. Grammatical links to Key Stage Two: sentence structure and accuracy of spelling, punctuation and grammar. Supported analysis of language, revisiting skills from Autumn term

SPRING 2

Shakespearean Comedy – A Midsummer Night’s Dream.

- Recapping Shakespeare’s world and context. What is a Shakespearean comedy? How does Shakespeare develop plot, setting and character? Deepening our understanding of Shakespeare’s language. Reading skills – what can we understand from text extracts?
- Selecting relevant quotations
- Linked thematic writing – using appropriate vocabulary, crafting sentence structures and working on how to make a well-structured text
- This unit will end with a writing assessment

Prior Learning

Encountering unfamiliar language – reading strategies. Whole text coherence: Spring 1

SUMMER 1

Inclusion and Diversity. Short Stories – Reading Skills.

Students will explore a variety of texts that focus on the topics of gender stereotypes and inclusion. Students will look at this issue in different contexts and discuss and write analytical texts expressing their viewpoints. This unit will end with a reading assessment.

Prior Learning

Revisiting themes and ideas from unit 1: the Night Diary.

SUMMER 2

Inclusion and Diversity. Short Stories – Writing Skills.

Following on from the work of Summer Term 1, students will use examples of the writer’s craft to create their own piece of transactional writing, a speech. They will look at how influential speakers use language to persuade, argue, inform and entertain. They will then use these ideas in their own speeches.

Prior Learning

Knowledge of persuasive devices. Thematic links to Summer 1.

CAREERS LINKS

Author, nurse, teacher, presenter, politician, public speaker, editor, screen writer, lawyer, university lecturer, journalist, broadcaster

CHARACTER LINKS

Moral character (using traits of compassion, courage, honesty, respect when exploring issues such as grief and isolation). Civic virtues (citizenship, community when considering poetic forms linked to different cultures and historic traditions). Intellectual virtues (critical thinking, reasoning, reflection). Performance virtues (confidence, resilience)

KEY ASSESSMENT DATES

All units of work in Key Stage Three will have short assessments mid-unit and an end-of-unit assessment testing reading or writing skills.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Maths Year 7 - Breakthrough

AUTUMN 1

Working with numbers <ul style="list-style-type: none"> - Number lines - Adding and subtracting two-digit numbers - Multiplying and dividing large numbers - Inverse operations 	Number Skills <ul style="list-style-type: none"> - Understanding decimals - Multiples - Multiplying by powers of 10 - Dividing with decimals - Factors 	Directed Number <ul style="list-style-type: none"> - Representing negatives on a number line - Calculations that cross zero - Addition and subtraction of negatives - Multiplication and division of negatives 	Prior Learning Knowledge of times tables (KS2) Order and compare numbers up to 10,000,000 (Year 6) Formal and mental methods for adding, subtracting, multiplying and dividing (KS2)
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AUTUMN 2

Fractions <ul style="list-style-type: none"> - Representing fractions - Equivalent fractions - Fractions of amounts - Adding and subtracting fractions 	Project Work Classes will work in teams to develop projects using maths in real life problems	Prior Learning Add and subtract fractions with the same denominator (Year 4) Add and subtract fractions with different denominators (Year 6)
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SPRING 1

Percentages and Decimals <ul style="list-style-type: none"> - Equivalent fractions, decimals and percentages - Ordering fractions, decimals and percentages - Percentages of amounts 	Introducing Algebra <ul style="list-style-type: none"> - Algebraic Manipulations - Simplifying algebraic expressions - Substitution - Solving one-step equations 	Prior Learning Use simple formulae (Year 6) Equivalent fractions and decimals (Year 5)
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SPRING 2

Measure, Perimeter and Area <ul style="list-style-type: none"> - Converting units of measure - Perimeter of 2D Shapes - Area of 2D Shapes - Multiplying and dividing fractions 	RAR <ul style="list-style-type: none"> - Revision and Retention - Bespoke intervention based on gaps in prior learning 	Prior Learning Convert between different units of measure (Year 4) Recognise and name common 2D Shapes and their properties (KS2) Use simple formulae (Year 6)
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SUMMER 1

Averages <ul style="list-style-type: none"> - Calculating mean, median, mode and range - Comparing averages - Frequency tables 	Probability <ul style="list-style-type: none"> - Probability scales - Sample space diagrams - Experimental probability 	Angles <ul style="list-style-type: none"> - Angle types - Angles at a point - Angles in triangles and quadrilaterals 	Statistical Diagram <ul style="list-style-type: none"> - Frequency tables - Bar charts - Line graphs - Pie charts 	Prior Learning Types of angles (Year 4) Introduction to basic angle facts (Year 6) Calculating the mean (Year 6)
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SUMMER 2

3D Shapes <ul style="list-style-type: none"> - 3 D Shapes - Nets - Plans and elevations - Volume of a cuboid 	Ratio <ul style="list-style-type: none"> - Simplifying ratio - Representing a ratio visually - Sharing into a ratio 	Prior Learning Name 3D Shapes (KS1) Scale factors (Year 6) Recipe problems (Year 6)
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CAREERS LINKS

Accountancy, Chef, Banking Insurance, Bookmaking, Risk Analyst, News Reporting, Analyst, Businessperson, Performance Analyst. Actuaries, Economist, Meteorologist, Carpenter, Welder, Construction, Architecture, Joinery, Games Designer, Software Design & IT, Engineering, Catering, Hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Project work encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Summative assessments:
 December 2023
 June 2024



Maths Year 7 – Core & Accelerated

AUTUMN 1

Number Skills - Addition, subtraction, multiplication and division of integers and decimals - Multiples - Factors	Directed Number - Calculations that cross zero - Addition and subtraction of negatives - Multiplication and division of negatives	Fractions - Fractions of amounts - Adding and subtracting fractions - Working with mixed numbers	Prior Learning Knowledge of times tables (KS2) Order and compare numbers up to 10,000,000 (Year 6) Formal and mental methods for adding, subtracting, multiplying and dividing (KS2)
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AUTUMN 2

Percentages and Decimals - Equivalent fractions, decimals and percentages - Ordering fractions, decimals and percentages - Percentages of amounts	Algebra - Algebraic Manipulations - Simplifying algebraic expressions - Substitution - Solving one-step equations	Project Work Classes will work in teams to develop projects using maths in real life problems	Prior Learning Add and subtract fractions with the same denominator (Year 4) Add and subtract fractions with different denominators (Year 6)
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SPRING 1

Developing Algebra - Expanding brackets - Factorising expressions - Solving two-step equations - Solving equations with unknowns on both sides	Measure, Perimeter and Area - Converting units of measure - Perimeter of 2D Shapes - Area of 2D Shapes - Multiplying and dividing fractions	Prior Learning Convert between different units of measure (Year 4) Recognise and name common 2D Shapes and their properties (KS2) Use simple formulae (Year 6)
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SPRING 2

Averages - Calculating mean, median, mode and range - Comparing averages - Frequency tables	RAR - Revision and Retention - Bespoke intervention based on gaps in prior learning	Prior Learning Calculating the mean (Year 6)
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SUMMER 1

Probability - Experimental probability - Probability Trees - Venn diagrams	Angles - Measuring and drawing angles - Basic angle facts - Angles in quadrilaterals and triangles	Statistical Diagram - Bar Charts - Scatter diagrams - Stem and Leaf diagrams - Pie charts	Prior Learning Types of angles (Year 4) Introduction to basic angle facts (Year 6)
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SUMMER 2

3D Shapes - Plans and elevations - Surface area - Volume of cubes and cuboids	Ratio - Simplifying ratio - Writing ratio in the form 1:n - Sharing into a ratio	Prior Learning Name 3D Shapes (KS1) Scale factors (Year 6) Recipe problems (Year 6)
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CAREERS LINKS

Accountancy, Chef, Banking Insurance, Bookmaking, Risk Analyst, News Reporting, Analyst, Businessperson, Performance Analyst. Actuaries, Economist, Meteorologist, Carpenter, Welder, Construction, Architecture, Joinery, Games Designer, Software Design & IT, Engineering, Catering, Hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Project work encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Summative assessments:
 December 2023
 June 2024

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Science Year 7

AUTUMN 1

<p>Introduction to science Lab safety & introduction to lab equipment</p>	<p>Cells 1 Introduction to plant cells, animal cells and microscopy as well as looking at more specialised cells and unicellular organisms</p>	<p>Particle Model 1 An introduction to the particle model starting with solids, liquids and gases before going on to learn about pure and impure substances and how mixtures can be separated</p>	<p>Prior Learning Cells – Animal and Plants (KS2) Particle Model – Properties of Materials (KS2)</p>
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AUTUMN 2

<p>Energy 1 The concept of energy stores and pathways including Efficiency and Power. Also looking at the different ways we can generate electricity and how energy is stored in food</p>	<p>Speed Investigate factors that affect the speed and velocity of different objects and introduction of graphs of motion</p>	<p>Periodic Table and Elements Atoms, elements and compounds including how we name them and how we use formulae. Looking specifically at the arrangement of the periodic table and the patterns within it</p>	<p>Prior Learning Energy – New Concept Speed – Forces (KS2) Periodic table – Pure substances – particle model 1</p>
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SPRING 1

<p>Respiration Learn about the different types of respiration in animals and in micro-organisms (Yeast)</p>	<p>Organ Systems Look at the arrangement of cells into tissues, organs and systems focusing on the circulatory system, the skeletal system and the muscular system</p>	<p>Prior Learning Respiration – Breathing and Exercise (KS2) Organ Systems – Circulatory system (KS2)</p>
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SPRING 2

<p>Waves 1 Learn about different types of waves, how they move energy, how they can be used, the hazards that they pose and what happens when they combine</p>	<p>Reproduction in Animals Learn about differences between individuals of the same species. Look at the human reproductive system and its role in fertilisation, the development of the foetus and the menstrual cycle. Learn about contraception.</p>	<p>Prior Learning Reproduction in Animals – Variation (KS2) Waves 1 – How light travels (KS2)</p>
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SUMMER 1

<p>Reproduction in Animals Look at the human reproductive system and fertilisation, the development of the foetus and the menstrual cycle. contraception.</p>	<p>Reproduction in Plants The adaptation of flowers and sexual reproduction in plants, including pollination and seed dispersal strategies</p>	<p>Electricity 1 Compare static and current. Look at series and parallel circuits and introduce ideas about resistance</p>	<p>Contact Forces Learn about balanced and unbalanced forces including tension, drag and friction</p>	<p>Prior Learning Reproduction in Plants – Types of plants (KS2) Electricity – Circuits and circuit symbols (KS2) Contact Forces – Forces (KS2)</p>
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SUMMER 2

<p>Acids 1 Learn about the difference between acids and alkalis and how indicators are used. Investigate how acids react with some common substances</p>	<p>Photosynthesis Why plants are called producers. How leaves are adapted for photosynthesis and how it can be slowed down or sped up. How the way plants grow help photosynthesis and how the plant uses the sugar it makes</p>	<p>Prior Learning Acids – Periodic Table/metals/Formulae Photosynthesis – organs and organ systems</p>
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CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

KEY ASSESSMENT DATES

Half termly summative assessments in the following weeks;
Autumn 1 – 23/10/23
Autumn 2 – 04/12/23
Spring 1 – 15/01/24
Spring 2 – 26/02/24
Summer 1 – 06/05/24
Summer 2 – 10/06/24

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Geography Year 7

AUTUMN 1

What is Geography?

Students will be able to explain what geography is and their place within the world. They will be able to describe what their local place is like through the use of photographs, field sketches and an environmental survey around school. Students will be able to identify the three different types of geography and be able to classify the different impacts which geography can have. These can be both positive and negative.

Map Skills

Students will be able to explain the difference between different types of maps. They will be able to accurately use atlases and Ordnance Survey maps. They will be able to use four and six figure grid references and accurately measure scale.

Prior Learning

In KS2, students will be able to name the 7 continents and 5 oceans. They will be able to locate the four countries of the UK and the surrounding seas. They will know the differences between physical and human geography. They will build on their fieldwork and observational skills to study the geography of their school and its grounds.

CAREERS LINKS

Cartographer, volcanologist, G.I.S data analyst, National Park ranger, town planner tour guide.

Glaciologist, engineer, climatologist, oceanographer, research scientist, environmental awareness farmer, food processing, geologist, plantation farming, hydrologist.

AUTUMN 2

Map Skills

Students will be able to explain the difference between different types of maps. They will be able to accurately use atlases and Ordnance Survey maps. They will be able to use four and six figure grid references and accurately measure scale.

What does our natural world look like?

Students will learn about the different types of biomes, their distribution. They will investigate how animals and vegetation adapt to survive. Students will look at threats to different biomes and how these threats can be managed.

Prior Learning

In KS2, students will have a working knowledge of how to use atlases, maps, compass points and grid references. In KS2, students will have an understanding of different biomes.

CHARACTER LINKS

Students are encouraged to become curious of the world we live in. Students are able to form justified opinions of geographical issues.

SPRING 1

What does our natural world look like?

Students will learn about the different types of biomes, their distribution. They will investigate how animals and vegetation adapt to survive. Students will look at threats to different biomes and how these threats can be managed.

Why is our world divided?

Students will investigate different ways of measuring development. They will look at how countries look at different stages of development and the impacts this can have on the people who live there. They will look at the barriers to development and how some countries are trying to further their development.

Prior Learning

In KS2, students will have an understanding of different types of biomes. In KS2, students will have an understanding of economic activity within countries and links to trade.

KEY ASSESSMENT DATES

1. Categorising geography – Autumn 1
2. Map Skills – Autumn 1
3. Map skills end of unit – Autumn 2
4. Biome adaptations -Autumn 2
5. Natural world end of unit – Spring 1
6. Measuring development -Spring 2
7. Divided world end of unit -Spring 2
8. Ethiopia characteristics – Spring 2
9. End of Year assessment – Summer
10. Geomorphic processes – Summer 2
11. Landforms – Summer 2

SPRING 2

Why is our world divided?

Students will investigate different ways of measuring development. They will look at how countries look at different stages of development and the impacts this can have on the people who live there. They will look at the barriers to development and how some countries are trying to further their development.

Prior Learning

In KS2, students will have an understanding of economic activity within countries and links to trade.

SUMMER 1

What is Africa like?

Students will focus on the continent of Africa and the barriers certain African countries have faced as they try and develop and what the impacts this has caused. Ethiopia and the Sahara Desert will be focus case studies. The topic ends looking at what the future holds for Africa.

Prior Learning

In KS2, students will have a knowledge of human and physical characteristics of places.

SUMMER 2

Landscape Shapers

Students will study the five geomorphic processes and how these shape the land. Rivers, coasts and glacial landforms will be investigated.

Prior Learning

From KS1, students will have the key vocabulary associated with rivers and coasts. And from KS2, they will be able to identify key features found along rivers and coastlines.

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History Year 7

AUTUMN 1

Understanding of time Anglo-Saxons to Vikings. Establishment of Christianity, the development of Kingship, Invaders and Settlers: The Anglo-Saxons and Vikings.	The Normans: Conquering England Who were the contenders for the throne in 1066? Battle of Fulford Gate The Battle of Stamford Bridge The Battle of Hastings	The Normans: Controlling England The Harrying of the North The Feudal System Castles	Prior Learning Students will have learnt core skills linked to the KS2 History curriculum.
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AUTUMN 2

How much change did the Normans bring to England? Extent of change, the importance of religion, growth in King's power under William.	What was life like in the medieval times? How important was the church to the lives of the English? How did the Black Death affect the English?	Prior Learning Invaders and settlers (Autumn 1) Chronology of events (Autumn 1).
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SPRING 1

Challenges to William's Power How did the power of the church clash with the power of the Kings? How did the Barons restrict the power of the Kings? Was the peasant's revolt important?	Medieval Empires How did the power of the church clash with the power of the Kings? How did the Barons restrict the power of the Kings? Was the peasant's revolt important?	Prior Learning Interpretations (Autumn 2). An understanding of the power of the Church - (Autumn Term 1)
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SPRING 2

Medieval Empires Mughal Empire Mali Empire: Why was Mali so rich?	Medieval Empires Mughal Empire Mali Empire: Why was Mali so rich?	Prior Learning The Power of Medieval Monarchs (Spring 1)
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SUMMER 1

Early Modern England: Elizabethan England What was the religious settlement? Why was Elizabeth I considered a successful monarch?	Early Modern England: The English Civil War What were the causes of the English Civil War? What were the battlefields like?	Prior Learning The Tudors (Spring 2)
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SUMMER 2

Consolidation for end of Year exams. Revision techniques Review of the Medieval period and the Tudors.	Early Modern England: The English Civil War How did life change for women during the English Civil War? Did people support the execution of Charles I? Who was Oliver Cromwell?	Prior Learning Methods of warfare under the Normans (Autumn 1)
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CAREERS LINKS

Journalism, Political Advisor
 Solicitor, Police
 Teaching, Museum Curator
 Human Resources, Marketing
 Charities, Banking
 TV and Radio Broadcasting

CHARACTER LINKS

Considering institutions such as the Church, State and Monarchy fosters critical thinking, curiosity, judgement, and reasoning skills (intellectual virtues). Skills of reflection and resourcefulness are essential (intellectual virtues) when determining interpretations of historical events/causes/effects.

KEY ASSESSMENT DATES

Autumn 1:
 How Dark were the Dark Ages?
 Why did William win the Battle of Hastings?
Autumn 2:
 Interpretation question- William's impact on England.
 End of unit assessment.
Spring 1:
 Interpretation question- Peasant's revolt
 End of Unit Assessment 2.
Spring 2:
 Explain Henry VIII's impact on England.
 End of Unit Assessment
Summer 1:
 Interpretations of the Spanish Armada
 Causes of the English Civil War
Summer 2:
 End of Year Assessment



Spanish Year 7

AUTUMN 1		
Topic 1 Why learn a language Where Spanish is spoken	Topic 2 Greetings: Introductions and phonics	Topic 3 Tener = To have Pencil case items/age/family members/pets
Prior Learning Establish any prior language experience Understand basic grammar principles from studying French at primary school		
AUTUMN 2		
Topic 3 Tener = To have Pencil case items/age/family members/pets		Topic 4 'Ser = To be' birthdays/personalities
Prior Learning Link words (topic 3) Negatives (topic 3) Numbers (topic 3) Adjectives (topic 3)		
SPRING 1		
Topic 4 'Ser = To be' birthdays/personalities	Topic 5 Using 'tener' and 'ser' together	
Prior Learning Adjectives and connectives to give reasons for opinions (topics 3 and 4)		
SPRING 2		
Topic 6 Opinions and infinitives		Prior Learning Structures followed by infinitives
SUMMER 1		
Topic 7 Future tense 'ir a + infinitives'	Topic 8 Present tense of 'ar' verbs	Prior Learning Infinitives to conjugate regular '-ar' verbs
SUMMER 2		
Topic 9 Present tense and weather		Prior Learning '-ar' verbs Opinions and reasons Adjectival agreement (Negatives and connectives)

CAREERS LINKS

Journalist, translator, shop assistant, tour guide, civil servant, town planner

CHARACTER LINKS

Performance virtues (confidence, resilience)
 Civic virtues (citizenship, community)
 Intellectual virtues (critical thinking, reasoning, reflection)
 Moral character (compassion, courage, honesty, respect)

KEY ASSESSMENT DATES

w/c 3 October: vocab test
 w/c 21 November: translation test
 w/c 5 December: listening and reading test
 w/c 23 January: 4 sentences about a photo (writing)
 w/c 13 March: 40 word writing
 w/c 1 May: vocab test
 w/c 3 July: general conversation

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Religious Studies Year 7

AUTUMN 1

Theology: What is religion and what are worldviews?

Students will explore aspects of religion and spirituality and why having a knowledge of religion is important today. They will also explore their own worldview.

Prior Learning

This unit builds on work covered in primary school and continues to build knowledge of key religious beliefs and practices,

CAREERS LINKS

Jobs and careers relating to working with people.

AUTUMN 2

Theology: How do Buddhists see life?

Students will develop their understanding of Buddhism and who the Buddha was. They will consider how the four noble truths explain the existence of suffering in the world.

Prior Learning

Students will develop in depth knowledge of Buddhism and use key concepts and ideas from the 'What is Religion' unit of work.

SPRING 1

Theology: How do Buddhists see life?

Students will learn about how Buddhists show devotion to the Buddha and meditation. They will discover how Buddhist monks follow the teaching of the Buddha.

Prior Learning

Students will build on the key teachings in Buddhism and apply to Buddhist practices.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

SPRING 2

Social Science: How does religion challenge injustice and poverty?

Students will define the keywords of injustice and poverty and apply religious teachings about poverty, justice and charity. They will discuss why it is important to challenge these issues and consider how they can be challenged.

Prior Learning

Students will build on religious teachings and beliefs about suffering and consider how religions and other worldviews can challenge it.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.

SUMMER 1

Theology: What do Hindus believe?

Students will study key features in Hinduism including the Trimurti, Karma, Puja and reincarnation.

Prior Learning

Students will build on knowledge and understanding of religion and concepts learned in the Buddhism unit as they learn about Hinduism.

SUMMER 2

Philosophy: Inspirational People.

Students will consider how Gandhi and other people of faith are inspired by their beliefs and put their faith into action.

Prior Learning

Students will connect to learning about religion and how religions challenge injustice and poverty. They will retrieve and use key concepts and ideas from previous units in Y7.



iD Year 7

AUTUMN 1

Growth Mindset

Resilience, Growth Mindset, The Importance of Coming Second, Mistakes and Mindset, Self-talk.

AUTUMN 2

Growth Mindset & Identity

Self-talk, Identity, Diversity, Gender Bias.

SPRING 1

Identity

Gender Identity and Sexuality, Celebrating Identity.

SPRING 2

Healthy Mind

Sleep, Focus Time, Play Time.

SUMMER 1

Normalising Emotions

Gratitude, Trust, Confidence.

SUMMER 2

Normalising Emotions

Embarrassment, Coping Strategies, New Year Visions.

Prior Learning

The iD curriculum assumes that students will have covered all aspects of KS2 RSE, PSHE and Citizenship.

Building on KS2 PSHCE curriculum on mental wellbeing, RSE and health curriculum.

CAREERS LINKS

Developing knowledge of resilience and growth mindset. Practise presenting and listening skills. Awareness and application of how to maintain mental wellbeing, supporting future employability.

CHARACTER LINKS

Education and support for students on the ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered. The learning of positive moral attributes and tolerance of others individuality.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place



iGen Year 7

AUTUMN 1

Addressing the following PSHCE areas through chapters 1-10 of the book, I Am Malala

Who am I? the importance of reading; the importance of coming second; exploring aspirations and aiming high; taking responsibility; What is Terrorism? healthy eating.

AUTUMN 2

Addressing the following PSHCE areas through chapters 11-26 of the book, I Am Malala

Democracy, core and moral values; personal safety & first aid; what it means to be displaced; police, the law, justice.

SPRING 1

Addressing the following PSHCE areas through chapters 28-36 of the book, I Am Malala

Developing confidence for public speaking; managing friendship and respectful relationships; how to maintain personal and dental hygiene; how we can develop our self-esteem.

SPRING 2

Addressing the following areas through exploring p9-102 of Malamander by Thomas Taylor

Identity: What makes a good student? Being a responsible citizen. Linked to protecting the beach in the novel. Citizenship: the roles played by public institutions and voluntary groups in society, and how people work together to improve their communities, including opportunities to participate in school-based activities. Respectful relationships including authority and tolerance of other people's beliefs.

SUMMER 1

Addressing the following areas through exploring p9-102 of Malamander by Thomas Taylor

Global Culture. Who owns culture? Should artefacts be returned to their country of origin?

SUMMER 2

Addressing the following areas through exploring p9-102 of Malamander by Thomas Taylor

Personal safety.

IDay: A Drop-Down Day

Exploring relevant topics from the RSE, PSHE and Citizenship curriculum, including teamwork and resilience, sexting, consent and appropriate behaviour, mental health, age-appropriate drugs and alcohol awareness.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

Prior learning:

The iGen curriculum assumes that students will have covered all aspects of KS2 RSE, PSHE and Citizenship.

The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding.

Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage. The topics are: Mental wellbeing; Internet Safety and Harms; Physical Health and Fitness; Healthy Eating; Drugs, Alcohol and Tobacco; Health and Prevention; Basic First Aid; Changing Adolescent Body; Citizenship.

CHARACTER LINKS

Empathy, personal values and role models
Role models - Is Herbert Lemon a good role model?
What about Violet Palma?

Cultural Capital - Recognising landmarks. Considering what might be in a museum.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing.
No formal assessments take place



Drama Year 7

AUTUMN 1

Introduction to the Explorative Strategies

All Year 7 students will work through six crucial tools of Drama: Tableaux, Thought Tracking, Narration, Cross Cutting, Mime, Hot Seating.

They will then use these tools to respond, shape, develop and rehearse an improvisation, which will form their first assessment.

Prior Learning

There will be varied experience of the performing arts for Y7 students. This is an opportunity to introduce all students to the subject and to create a baseline of theatrical knowledge.

CAREERS LINKS

Teacher, actor, performer, presenter, writer, playwright, public service, communications, artist, industry professionals.

AUTUMN 2

Charlie and the Chocolate Factory

This scheme supports the work that students will study in English. Students will examine the journey of the play, as well as rehearsing and sharing a key scene from a particular part of the factory. All students will explore themes from the plays as well as using poetry and physical theatre to shape moments. All students will have the opportunity to learn and deliver a scene from this adaptation.

Prior Learning

Students will now begin to use the tools of drama – the explorative strategies – to create a confident piece of performance. Their assessment will examine how deftly they can use the tools.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1

Oliver Twist

This scheme supports the work that students will study in English and History. Students will examine what it was like to be a child in Victorian England, as well as rehearsing and sharing a key scene from the play adaptation. All students will have the opportunity to learn and deliver a scene from this adaptation.

Prior Learning

For some this is an introduction, others it will be a revisit. This is an opportunity to explore the play, which will then support their work in English.

SPRING 2

Oliver Twist

This scheme supports the work that students will study in English and History. Students will examine what it was like to be a child in Victorian England, as well as rehearsing and sharing a key scene from the play adaptation. All students will have the opportunity to learn and deliver a scene from this adaptation.

Prior Learning

For some this is an introduction, others it will be a revisit. This is an opportunity to explore the play, which will then support their work in English.

KEY ASSESSMENT DATES

October

The Explorative Strategies

December

Charlie and the Chocolate Factory

March/April

Oliver Twist

May and July

A Midsummer Night's Dream

SUMMER 1

A Midsummer Night's Dream

This scheme supports the work that students will study in English. Students will examine the four worlds of the play, as well as rehearsing and sharing a key scene from each world. All students will have the opportunity to learn and deliver the complex language of Shakespeare

Prior Learning

Students will use their work from A Midsummer Night's Dream to explore the rhythms of a Greek text.

SUMMER 2

A Midsummer Night's Dream

This scheme supports the work that students will study in English. Students will examine the four worlds of the play, as well as rehearsing and sharing a key scene from each world. All students will have the opportunity to learn and deliver the complex language of Shakespeare

Prior Learning

Students will use their work from A Midsummer Night's Dream to explore the rhythms of a Greek text.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Music Year 7

AUTUMN 1

Rhythm

As an introduction to Music at KS3, all students explore what rhythm is through listening and practical activities. They learn about the different names and values of notes, what the role of the conductor is and how to conduct, how to perform rhythms as part of a group, performing different rhythms on a drum kit, as well as an end of unit assessment to demonstrate learning.

Prior Learning

There will be varied experience of music for Y7 students. This is an opportunity to introduce all students to the subject and to create a baseline of musical reading.

CAREERS LINKS

Music teacher. Music therapist. Record producer. Sound engineer. Sound designer. Sound technician. Arts administrator. Event manager. Special effects technician.

AUTUMN 2

Pitch/Keyboard Introduction

Continuing from the Rhythm unit, students now learn about the pitch of different notes, what they are called, where they sit on a musical staff and how to be able to transfer that knowledge and perform on to the keyboard. Students are required to read a melody and perform on the keyboard, being assessed on their ability to read and perform using a keyboard.

Prior Learning

Following on from last half term, students further explore reading music and how to transfer this skill onto the keyboards/

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SPRING 1

Pachelbel's Canon (Performance)

An introduction to classical music and classical music techniques. Through the study of Pachelbel's Canon, students will learn key features of classical music such as ground bass, canon, and orchestral instruments. Using their knowledge of reading music gained from Term 1, students will learn how to perform a variety of different musical parts from Pachelbel's Canon on the keyboard.

Prior Learning

This unit builds on familiar song structures that have been explored during KS1 and 2 and also builds in using triads

SPRING 2

Pachelbel's Canon (Composition)

Continuing on from the previous half term, students now learn about Melody and Harmony, learning how to compose their own melody lines, using the Canon chord pattern as a basis for their own composition. Students are then assessed by performing their own composition on the keyboard.

Prior Learning

Previous work on rhythm and tonality. There are also further opportunities to consolidate keyboard skills

KEY ASSESSMENT DATES

There is a summative assessment at the end of each topic in either performance or composition. These take place in October, December, February, April and July. There is also a listening 'quiz' which covers keywords and concepts for each scheme of work at the end of each unit.

SUMMER 1

Song Writing

An exploration of 'Pop' songwriting. Students will study a number of different songs within the Pop genre, learning about the lyrics and musical features associated with Pop music. Musical elements include chord patterns, structure, tempo, rhythm, and melody. In small groups, Students will have the opportunity to write their own set of lyrics, and begin to compose their own short Pop song, as well as learning about sign language in song and performance techniques.

Prior Learning

Understanding of song structures and a range of elements from previous topics

SUMMER 2

Song Writing 2

Continuing on from the previous half term, students will continue to develop their own pop song, including writing lyrics, creating a bass line, chord pattern and performing their ideas as part of their final assessment.

Prior Learning

Understanding of song structures and a range of elements from previous topics



Art Year 7

AUTUMN 1

STREET ART

An introductory unit, allowing us to establish students' understanding of key skills such as line, texture, shading and use of tonal gradation and colour-blending - providing a foundation to build on, using basic drawing materials. Students will create their own name in a vibrant Street Art inspired design.

Prior Learning

KS2- Knowledge and drawing skills.

CAREERS LINKS

Fine Artist, Photographers, Mixed Media Artist. Shoe Designers, Sculptors, Puppet Makers, Animators

AUTUMN 2

COLOUR

Students will initially develop practical skills in brush control, handling watercolour paint and colour mixing. Understanding basic colour theory in order to be able to apply their knowledge and use colour selectively.

PORTRAITURE

Student will learn about the fundamental elements of proportions and facial features, resulting in an observational drawing.

Prior Learning

KS2- Knowledge and painting skills.

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) when creating independent photographic responses.

SPRING 1

POLINA BRIGHT

Taking inspiration from contemporary portrait artist Polina Bright, students will create a stylized oil pastel mono printed portrait. Investigating how the artist uses mark-making to create tone in portraiture. Development of observational skills and how to create tone using a varied range of marks and tonal water colour painting.

Prior Learning

KS2- Knowledge and drawing skills.
Y7 Street Art- line, tone, shape, shading, mark making.

SPRING 2

MICROWORLDS

Research into the multi-colour illustrations of animals and sea creatures of Ernst Haeckel and Yellena James will act as inspiration for this unit of work. Further development of observational skills, creating tone using white on black drawing.

Prior Learning

Y7 Polina
Y7 Colour- Colour theory, tone, pattern

SUMMER 1

MICROWORLDS

Students will create a personal response combining inspiration from the styles of Yellena James and Haeckel. Students will be required to combine ideas, materials and processes explored within work created earlier within the Microworlds project.

RUTH PIPER

Students will conduct an artist analysis of Ruth Piper's 'Dream Maps', exploring the connections between abstract art and the real world, before designing their own artist inspired Dream Map.

Prior Learning

Y7 Polina Bright
Y7 Colour
Y7 Miro Worlds- Fine detail, artist studies

KEY ASSESSMENT DATES

Formative teacher assessment and guidance is ongoing through lesson, the entire year.

SUMMER 2

MIXED MEDIA TECHNIQUES

A series of process-led lessons, introducing a variety of materials and techniques, to include layered tissue paper, felt tips used for layering and washout, and oil pastel sgraffito. Students are encouraged to experiment with taught techniques to develop and refine their use of variety of materials. Working towards a mixed media outcome, based on the built environment, and referencing artist Ruth Piper's 'Dream Maps'.

Prior Learning

Y7 Polina Bright, Colour, Miro Worlds, Y7 Mixed Media

Summative assessment takes place after each half terms work.

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Food and Textiles Year 7

AUTUMN 1

FOOD - HEALTH AND SAFETY
Students will learn about health and safety. They will learn basic knife skills and begin to look at healthy eating.

TEXTILES - ANIMAL PENCIL CASE
Students will learn about health and safety. They will learn how to set up and use a sewing machine. They will begin the Animal Pencil Case project.

Prior Learning
At KS2 students are taught to understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

CAREERS LINKS

ICT Teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.

AUTUMN 2

FOOD
Students will continue learning about healthy eating. They will develop knowledge on the rubbing in method and simple raising agents.

TEXTILES
Students will continue with their Animal Pencil Case.

Prior Learning
In KS2 students are taught to identify and solve their own design problems they also develop and communicate design ideas using annotated sketches.

SPRING 1

FOOD
Students will continue looking at raising agents. They will begin to understand nutritional analysis and cook a dish of their own choice.

TEXTILES
Students will complete their Animal Pencil Case.

Prior Learning
At KS2 are taught to select from and use specialist tools, techniques, processes, equipment and machinery precisely and use a complex range of materials considering their properties.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

SPRING 2 – ROTATION OF SUBJECTS

TEXTILES - ANIMAL PENCIL CASE
Students will learn about health and safety. They will learn how to set up and use a sewing machine. They will begin the Animal Pencil Case project.

FOOD - HEALTH AND SAFETY
Students will learn about health and safety. They will learn basic knife skills and begin to look at healthy eating.

Prior Learning
In KS2 they are taught to understand and apply the principles of a healthy and varied diet.

KEY ASSESSMENT DATES

Assessments will take place throughout the topics:

- Waste to Wear poster
- Basic skills assessment
- Quality of applique
- Practical knife skills – Couscous Salad
- Nutrition written test
- Consolidation of skills – Apple Crumble

Students will study ½ a year of food and ½ a year of textiles, rotating at February half term**

SUMMER 1

TEXTILES
Students will continue with their Animal Pencil Case.

FOOD
Students will continue learning about healthy eating. They will develop knowledge on the rubbing in method and simple raising agents.

Prior Learning
Students know how to work safely and hygienically in the food work shop. They will have had some exposure to the importance of a balanced diet at KS2.

SUMMER 2

TEXTILES
Students will complete their Animal Pencil Case.

FOOD
Students will continue looking at raising agents. They will begin to understand nutritional analysis and cook a dish of their own choice.

Prior Learning
Students will have practiced the following skills, working safely, working hygienically, the bridge and claw grips, using the oven and the rubbing in method

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

<p>Workshop Introduction General introduction to specialist workshops including H&S and fire procedure.</p>	<p>Boat Project The boat project provides students with the skills and knowledge to cut shape and finish wood. During the project, students are guided through the process of cutting and shaping using a range of techniques and then given the opportunity to work independently on other sections to create a finished boat</p>	<p>Prior Learning Students will draw on their experiences of cutting and wasting materials from KS2</p>
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AUTUMN 2

<p>Continuation of the Boat Project/Woods Continuation of manufacturing the wooden boat. Students will learn about a range of wooden materials and their features and uses.</p>	<p>2D Drawing Skills Good sketching skills underpin successful design. This project shows students how to sketch and render objects and shapes in 2D providing the starting point to becoming successful designers.</p>	<p>Prior Learning Students will draw on their experiences of materials and drawing from KS2</p>
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SPRING 1

<p>Mechanisms Students build and experiment with a range of different mechanisms before tackling a design challenge</p>	<p>Design Challenge The design and make challenge is a chance for students to showcase their skills and imagination by creating innovative solutions to an everyday problem.</p>	<p>Prior Learning Most students will have some basic experience of mechanisms from KS2. Students will draw upon their knowledge of drawing from the previous term.</p>
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SPRING 2

<p>Design Challenge The design and make challenge is a chance for students to showcase their skills and imagination by creating innovative solutions to an everyday problem</p>	<p>Prior Learning Students are required to use their knowledge of 2D and 3D sketching techniques to create a range of ideas.</p>
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SUMMER 1

<p>Design Challenge Students plan and manufacture their design from the previous term</p>	<p>Prior Learning Students draw upon their practical experiences in KS2 and those learnt during the boat project.</p>
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SUMMER 2

<p>Structures Students learn about a range of structures used to support and span and tackle a mini design and build challenge</p>	<p>Orthographic Drawing Students learn how to create orthographic drawings of a range of different objects including Lego bricks</p>	<p>Prior Learning Students will build on and apply their technical knowledge of structures and mechanisms.</p>
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CAREERS LINKS

ICT teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

KEY ASSESSMENT DATES

Students' knowledge and understanding will be assessed through practical and graphic outcomes and end-of-topic tests.



ICT/Computing Year 7

AUTUMN 1

Introduction to the network: This 3-lesson unit is an introduction for Students on how to use and respect our ICT equipment and policy.

Data representation: Students will be introduced to how data is stored and processed by computers. They will learn about binary numbers and conversion between binary and denary. Students will also be introduced to logic gates.

Prior Learning
Students should have some knowledge of appropriate use of ICT, but this will vary.

AUTUMN 2

Bebras: Bebras enables Students to learn about decomposition, pattern recognition, abstraction and algorithms and the role each concept plays in computational thinking (problem solving). All Students will take part in the national Bebras challenge.

E-Safety: Students will learn how the web works, how to be safe and responsible online, gain an understanding of the dangers that exist when using the web and look at security risks and how they can be prevented.

Scratch: An introduction to programming using Scratch. Students will create games of increasing complexity whilst learning the principles of sequencing, selection and iteration, using variables and a range of functions within Scratch.

Prior Learning
Students should have some knowledge of e-safety issues and how to stay safe online, but this will vary.
Students should have had an introduction to programming in KS2. Many will have previously used Scratch.

SPRING 1

Scratch continued: An introduction to programming using Scratch. Students will create games of increasing complexity whilst learning the principles of sequencing, selection and iteration, using variables and a range of functions within Scratch.

Prior Learning
Students should have had an introduction to programming in KS2. Many will have previously used Scratch.

SPRING 2

Spreadsheets: A series of lessons introducing spreadsheets, and developing skills in the use of formulas, functions and effective formatting.
E-Safety: Students will learn how the web works, how to be safe and responsible online, gain an understanding of the dangers that exist when using the web and look at security risks and how they can be prevented.

Prior Learning
Some students may have used spreadsheets in KS2, but skills and knowledge are likely to be limited. The e-safety lesson builds on prior learning in Year 7

SUMMER 1

Spreadsheets continued: A series of lessons introducing spreadsheets, and developing skills in the use of formulas, functions and effective formatting.

E-Safety: Students will learn how the web works, how to be safe and responsible online, gain an understanding of the dangers that exist when using the web and look at security risks and how they can be prevented.

Prior Learning
Some students may have used spreadsheets in KS2, but skills and knowledge are likely to be limited. The e-safety lesson builds on prior learning in Year 7

SUMMER 2

Microbits: This unit builds on students knowledge and skills acquired through learning programming in Scratch. The BBC microbit is a pocket-sized computer that demonstrates how software and hardware work together.

Prior Learning
This is the first time that students will be exposed to Microbits, however they will have learnt blocks programming through learning Scratch.

CAREERS LINKS

Cyber Security, ICT Teacher, Graphic Designer, Games Developer, Web Programmer

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

KEY ASSESSMENT DATES

Autumn 1: Unit 7.1 Data representation

Autumn 2: Unit 7.2 Bebras (National Computing competition)

Spring 1: Unit 7.3 Scratch

Summer 1: Unit 7.4 Spreadsheets; EOY assessment

Summer 2: Unit 7.5 Microbits

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



PE Year 7 - Boys

AUTUMN 1 & 2 – ACTIVITIES FROM

Football	Badminton	Handball	Rugby	Table Tennis	Basketball	Prior Learning
Developing skills: shooting, dribbling, ball manipulation, passing, running with the ball. Basic understanding of positions, roles and rules of the game.	Developing skills: grip technique (shake-hand), use a range of shots (serving, overhead clear, drop shot). Application of skills: being able to outwit an opponent, rules, scoring and positional play.	Developing skills: passing, catching, dribbling, footwork, outwitting an opponent, defending. Application of skills: rules of the game, game play.	Developing skills: ball handling, passing, receiving, running with the ball, scrums, rucking, attacking, beating an opponent, tackling. Application of skills: support play, decision making and tactical awareness within games.	Developing skills: grip, forehand & backhand push, serve, drive, topspin. Application of skills into a singles game. To understand the rules and scoring in a game.	Developing skills: passing, receiving, footwork, dribbling, set shot, lay-up, basic attacking and defending. Application of skills within a game. To develop an understanding of positions, roles and rules of the game.	<p>KS2 PE lessons offered in primary. Experiences and prior learning varied across primary schools.</p> <p>Experiences outside of school with clubs and extra-curricular.</p>

CAREERS LINKS

Coaching
PE teaching
Refereeing/ umpiring
Fitness instructor
Physiotherapist
Sport scientist
Sports development officer
Leisure and tourism industry

SPRING 1 & 2 – ACTIVITIES FROM

Table Tennis	Fitness	Badminton	Rugby	Handball	Inter-Form	Prior Learning
Developing skills: grip, forehand & backhand push, serve, drive, topspin. Application of skills into a singles game. To understand the rules and scoring in a game.	Promoting a healthy active lifestyle. Basic understanding of heart rate and short/long term effects of exercise. Activities to include: walking, cross-country, circuit training, fitness suite.	Developing skills: grip technique (shake-hand), use a range of shots (serving, overhead clear, drop shot). Application of skills: being able to outwit an opponent, rules, scoring and positional play.	Developing skills: ball handling, passing, receiving, running with the ball, scrums, rucking, attacking, beating an opponent, tackling. Application of skills: support play, decision making and tactical awareness within games.	Developing skills: passing, catching, dribbling, footwork, attacking, shooting, defence. Application of skills: rules of the game, game play, applying basic tactics and strategies.	Develop competition, social skills and outwitting opponents.	<p>KS2 PE lessons offered in primary. Experiences and prior learning varied across primary schools.</p> <p>Experiences outside of school with clubs and extra-curricular.</p>

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes eg courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views, and showing courtesy and respect (moral virtues)

SUMMER 1 & 2 – ACTIVITIES FROM

Cricket	Athletics Track	Athletics Field	Striking Games	Prior Learning
Developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game.	Developing skills and techniques including running technique, sprint starts and pacing. To understand how the start (e.g. staggered) and pacing varies across different events (100m, 200m, 300m, 600m).	Developing skills and techniques for jumping and throwing. To understand the rules of competition and how to measure different field events. Events include long jump, shot, javelin.	Developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game.	<p>KS2 PE lessons offered in primary. Experiences and prior learning varied across primary schools.</p> <p>Experiences outside of school with clubs and extra-curricular.</p>

KEY ASSESSMENT DATES

Students are assessed at the end of each block/activity and updated on the tracker. The assessment is a two-part assessment, technical ability and impact.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



PE Year 7 - Girls

AUTUMN 1 & 2 – ACTIVITIES FROM

Netball	Gymnastics	Football	Rugby	Fitness	Prior Learning
Developing skills: passing, catching, footwork, getting free (drives), marking the player. Application of skills: rules, positioning, game play.	Individual balances: counter tension, matching and mirroring. Linking moves using travel to create a basic routine.	Developing skills: shooting, dribbling, passing, running with the ball. Basic understanding of positions, roles and rules of the game	Developing skills: ball handling, passing, receiving, running with the ball, attacking, beating an opponent, tackling. Application of skills: support play, decision making and tactical awareness within games.	Promoting a healthy active lifestyle: understanding activities that contribute to having good fitness, health and well-being, basic understanding of heart rate and short/long term effects of exercise. Activities to include: walking, cross-country, aerobics, boxercise, circuit training, fitness suite.	KS2 PE lessons offered in primary. Experiences and prior learning varied across primary schools. Experiences outside of school with clubs and extra-curricular.

CAREERS LINKS

Coaching
PE teaching
Refereeing/ umpiring
Fitness instructor
Physiotherapist
Sport scientist
Sports development officer
Leisure and tourism industry

SPRING 1 & 2 – ACTIVITIES FROM

Netball	Badminton	Rugby	Team Games	Inter-Form	Prior Learning
Developing skills: passing, catching, footwork, getting free (drives), marking the player. Application of skills: rules, positioning, game play.	Developing skills: grip technique (shake-hand), use a range of shots (serving, overhead clear, drop shot). Application of skills: being able to outwit an opponent, rules, scoring and positional play.	Developing skills: ball handling, passing, receiving, running with the ball, scrums, rucking, attacking, beating an opponent, tackling. Application of skills: support play, decision making and tactical awareness within games.	Developing skills: passing, catching, dribbling, footwork, attacking, shooting, defence. Application of skills: rules of the game, game play, applying basic tactics and strategies.	Develop competition, social skills and outwitting opponents.	KS2 PE lessons offered in primary. Experiences and prior learning varied across primary schools. Experiences outside of school with clubs and extra-curricular.

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages:

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes eg courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

SUMMER 1 & 2 – ACTIVITIES FROM

Rounders	Athletics Track	Athletics Field	Striking Games	Prior Learning
Developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game	Developing skills and techniques including running technique, sprint starts and pacing. To understand how the start (e.g. staggered) and pacing varies across different events (100m, 200m, 300m, 600m).	Developing skills and techniques for jumping and throwing. To understand the rules of competition and how to measure different field events. Events include long jump, shot, javelin.	Developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game.	KS2 PE lessons offered in primary. Experiences and prior learning varied across primary schools. Experiences outside of school with clubs and extra-curricular.

KEY ASSESSMENT DATES

Students are assessed at the end of each block/activity and updated on the tracker. The assessment is a two-part assessment, technical ability and impact.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST