



English

CURRICULUM

Year 7

'A Midsummer Night's Dream'



Skills and knowledge:

1. Characteristics of a Shakespearean comedy
2. Focus on characterisation of central characters (e.g. Hermia, Lysander, Demetrius, Helena)
3. Focus on presentation of a theme (love).
4. Extract focus: close analysis of language
5. Setting and context: Elizabethan England
6. Comparing play text with different productions (BBC and Globe)
7. Introduction to skills of annotation

Links to prior learning:

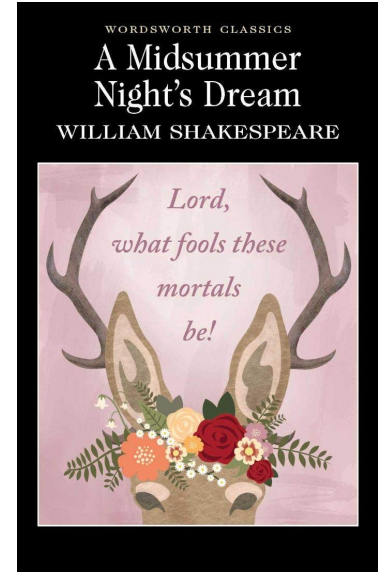
- Building on ability to understand plot and character
- Developing understanding of Shakespeare from KS2

Links to future learning:

- Understanding of Shakespearean drama to be developed in Year 8 (Romeo and Juliet) and Year 10 (Macbeth)

Links to whole school vision and ethos: 'Every Child a Scholar'

- Building cultural capital through studying Shakespearean text
- Developing understanding of dramatic devices and stagecraft





Maths

CURRICULUM

Year 7 Summer 2

Reasoning with Number



Skills and knowledge:

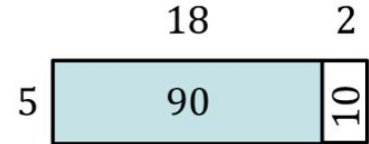
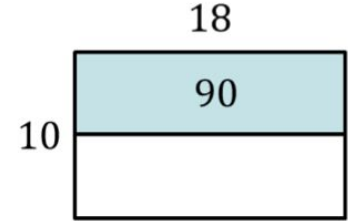
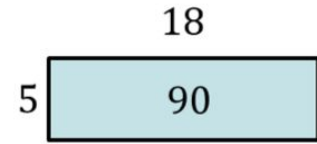
- Consolidate students numerical and mathematical capability from KS2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots.
- Select and use appropriate calculation strategies to solve complex problems.
- Begin to reason deductively in number and algebra.
- Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 scale.
- Understand that probability adds up to 1.
- Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.
- Generate theoretical sample spaces for simple and combines events.
- Appreciate the infinite nature of the sets of integers, real and rational numbers.
- Use the concepts of vocabulary of prime numbers, factors, multiples, HCF, LCM, prime factorisation, including using product notation and use unique factorisation property.
- Recognise powers of 2, 3, 4, 5.
- Make and test conjectures about patterns and relationships, look for proofs or counterexamples.

Links to prior learning:

- Sequences
- Substitution
- Order of operations
- FDP equivalence
- Equations

Links to future learning:

- Proportional reasoning
- Algebraic techniques
- Developing number
- Prime numbers and proof



Links to whole school vision and ethos: 'Every Child a Scholar'

Students develop number sense, sets and probability, prime numbers and proof. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Science

CURRICULUM

Science Year 7 Summer 2

Space - Physics

Skills and knowledge:

- Identify light as a transverse wave that can travel through a vacuum.
- Calculate the distance travelled by light in a light-year.
- Compare absorption, diffuse scattering, and specular reflection of light.
- Describe what is meant by a virtual image.
- Create ray diagrams to show how a virtual image is formed.
- State what happens when light is refracted.
- Draw ray diagrams to show what happens when light hits a glass block.
- Predict the path of light using a model of light refraction.
- Explain what happens when light travels through a lens and how lenses may be used to correct vision.
- Identify the parts of the eye.
- Describe the role of the eye's convex lens in focusing.
- Describe how the eye forms an image .
- Explain how a camera forms an image.
- Identify the primary colours and explain the formation of secondary colours.
- Predict how coloured objects will appear given different coloured lights and filters.
- Suggest why a prism forms a spectrum using ideas about wavelength



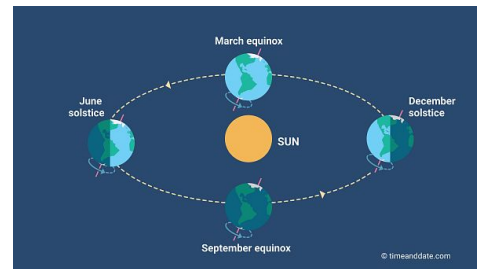
Links to prior learning:

In year 5, pupils study about the Earth and space; specifically about the movement of the Earth and other planets relative to the sun in the solar system, the movement of the moon around the Earth and to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky



Links to future learning:

Everything covered in this model is revisited when pupils get to GCSE - the reflection and refraction of light along with drawing ray diagrams and colours are covered in Year 11 when learning about waves. Space physics makes up an entire topic covered near the end of the GCSE course. The eye is covered in Year 10 when learning about specific organs in the body.



Links to whole school vision and ethos: 'Every Child a Scholar

Confidence - students are able to build upon their previous knowledge and be able to expand upon it at a higher level

Aspiration - Studying about space physics and our place in the universe is always exciting for pupils and can lead to excellent STEM careers such as becoming an astronaut, studying aerospace engineering or even optometry.





Art

Year 7

Borrow -

2D & 3D landscape project



Skills and knowledge:

- Identifying and using key Formal Elements: Line/ Tone/ Colour/ Shape/ Pattern
- Exploring different uses of visual language, including figurative and abstract
- Learning about the way artist borrow ideas and challenge conventions
- Interpreting and expressing own opinions about artists work through talking and writing
- Colour Theory and mixing with acrylic
- Making 3D relief landscapes

Key Questions:

- Why might artist chose to rebel against existing artistic conventions?
- Do we still expect artists to be able to make naturalistic representations of 3D objects on a 2D surface?
- What is the role of skill in Art in the age of the www & computer technologies?

Links to prior learning:

Continuing to develop students

- Understanding of colour theory and mixing
- Ability to handle and manipulate range of different media
- Understanding of the role of the artist and the way this changes overtime

Links to future learning:

- Practical explorations introduce sculptural techniques which are further developed in Y8



Links to whole school vision and ethos: 'Every Child a Scholar'

- Inclusion of artists and art practices from diverse backgrounds and cultures to reflect our school community and values
- Building increasing confidence in working with a range of different sources, materials, techniques and processes
- Reflecting on own and others work to share constructive feedback, recognising strengths and areas for development





Computer Science

CURRICULUM

Year 7

Programming Constructs



Skills and knowledge:

- Critical and analytical thinking skills in a scenario based environment.
- Understanding complex problems and find ways to overcome it.
- Students will learn recursion and how it works using loops.
- Students will learn selection in terms of programming with the use of statements and ensure conditions placed are accurate.
- Students will learn mathematical skills needed to complete challenges.

Links to prior learning:

- Students have previously learn Python programming. This is a script based language and will now be doing a block based language

Links to future learning:

- Students will understand key concepts in programming and will be able to link it to other coding challenges.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Using previous knowledge to understand how to tackle coding challenges.
- Emphasis on logical and comparison thinking to attain goals and objectives.



Dance

Year 7

Props & Stimuli



Skills and knowledge:

1. Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement.
2. Development of vocabulary for performance skills.
3. Development of dance vocabulary for choreography.
4. Introduction to the use of props terminology and the different types of stimuli.
5. Looking into the different forms of dance structure to tell a story.
6. Performance: how to perform a movement using physical, technical and expressive skills
7. Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices.
8. Performing movement using style
9. How to evaluate and critically appreciate performances.

Links to prior learning:

- Prior learning from previous Year 7 schemes of work as physical, technical, expressive and choreographic skills will overlap.

Links to future learning:

- Understanding of performance and choreographic concepts to be developed in Year 8, street dance, Year 9, Fosse, and street dance, Year 10, choreography and performance in a duo/trio.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Building cultural capital through studying a new dance style.
- Developing understanding of dance concepts and key terminology
- Confidence- Developing student confidence through the use and articulation of dance vocabulary in lesson as well as developing confidence when performing in front of an audience.
- Aspiration-Students are encouraged to improve on their own performance throughout SOW to achieve or exceed their level.
- Reflection- through dance appreciation of performances watched in lessons helps students to understand and reflect on what aspects of performance and choreography create and aesthetically pleasing performance.
- Respect- The study of dance teaches students the importance of respect through during collaboration through group work and respecting dance cultures/genres through dancer appreciation.



Drama

Year 7 Summer 1

Titanic

Skills and knowledge:

- **Memory**
- **Cultural Capital**
- **Class system**
- **Vocal Skills**
- **Physical Skills**
- **Literacy**
- **Listening**
- **Confidence**

Links to prior learning:

- Prior learning from previous Year 7 schemes of work such as Evacuees and Silent Films. Use of acting skills to create a performance.

Links to future learning:

- Understanding of performance skills to be developed in Year 8, Anne Frank, Year 9, Genre and Year 10 performances.



● **Links to whole school vision and ethos: 'Every Child a Scholar**

- **Aspiration: High expectations of acting skills. Valuing the need to perform work that is prepared and successful.**



Design & Technology

CURRICULUM

Year 7 Summer 2



DESIGN AND TECHNOLOGY
2022



Delivering a curriculum accessible to all which provides a broad range of opportunities for students. We aim to develop self motivated students and confident learners. We aim to ensure that learners develop technical and practical competencies as well as a wider range of transferable skills.

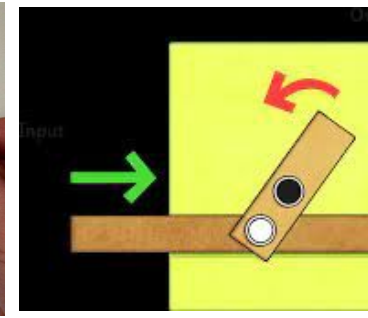
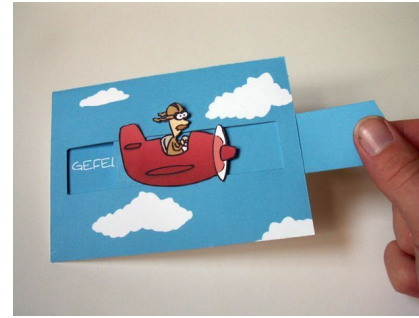
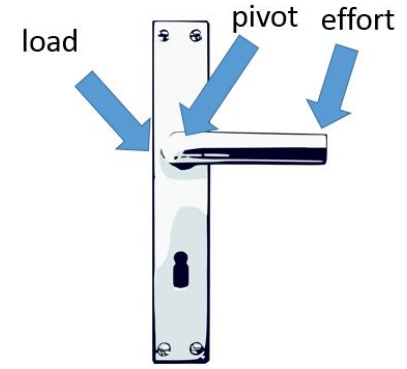
Skills and knowledge

Developing potential through challenge

- Design literacy
- Listening skills
- Numeracy
- Developing confidence
- Mechanical devices
- Types of motion
- Working with paper and board

Links to prior learning:

Links to future learning:



Links to whole school vision and ethos: 'Every Child a Scholar'

Confidence: In taking on new challenges

Aspiration: To develop and improve outcomes

Reflection: On completed work and areas to improve

Respect: To classmates, staff and community





French

CURRICULUM

FRENCH Year 7 Summer 2



Mon College (My school)

Skills and knowledge:

1. Talking about school subjects.
2. Asking questions.
3. Giving an opinion and justification.
4. Agreeing and disagreeing with opinions.
5. Describing your timetable.
6. Using the 12 and 24 hour clock.
7. Describing your school timetable.
8. Using the definite and indefinite article to talk about food served at school.

Links to prior learning:

Year 7 Spring 2- C'est perso

Year 8 Summer 1- Chez moi, chez toi

Links to future learning:

Y11 Autumn 2- Au college



Collège Racine Nom: Thomas Dubois Classe: 6 ^e 5						P - Permanence - supervised study period
	lundi	mardi	mercredi	jeudi	vendredi	
8h30	MATHS	P	MATHS	EPS	ATP	ATP - heure d'aide aux devoirs - help with homework
9h25	ANGLAIS	ANGLAIS	MUSIQUE	EPS	MATHS	
10h20	RÉCRÉATION					ALLEMAND - German
10h40	FRANÇAIS	FRANÇAIS	ARTS PLASTIQUES	ANGLAIS	ANGLAIS	
11h30	FRANÇAIS	ALLEMAND	HISTOIRE-GÉO	SVT	MATHS	SVT - Sciences de la Vie et de la Terre - life and earth sciences
12h30	DÉJEUNER					
13h30	TECHNOLOGIE	EPS		FRANÇAIS	VIE DE CLASSE	VIE DE CLASSE - form/class period (with form/class teacher)
14h25	P	EPS		FRANÇAIS	FRANÇAIS	
15h20	RÉCRÉATION					
15h40	ALLEMAND	HISTOIRE-GÉO		HISTOIRE-GÉO	SVT	
16h35						

Links to whole school vision and ethos: 'Every Child a Scholar

- Recognising and using complex grammar through routinisation.
- Giving students a wider understanding of school in different countries.
- Discuss cultural relevance through food and drink.





Geography

CURRICULUM

Year 7 Summer 2

Fieldwork/Rivers

Skills and knowledge



- Identify human and physical features of a locality
 - River Tees
 - Locate the world's major river basins
 - Understand the water cycle and drainage basin processes
- Understand river processes – erosion, transportation, deposition to create landscapes
- Identify river landscape features
- Identify how people use rivers
 - Understand why people investigate drainage basin processes
 - Know how human and physical factors cause rivers to flood
 - Identify ways people respond to river flooding
 - Identify how river flooding can be managed
 - Comparing an OS map with an aerial photo to identify river features, and how people use rivers
 - Use an OS map to draw a cross-section of a river valley
 - Use ArcGIS to investigate the long profile of River Tees

Links to prior learning: Year 7 Rivers physical and human environments involved interactions between physical and human processes. Understand of processes that can help develop geographical patterns and their specific characteristics.

Links to future learning (AQA GCSE (9–1) Geography specification):

3.1.3 Section C: Physical landscapes in the UK

• 3.1.3.1 UK physical landscapes

• 3.1.3.3 River landscapes in the UK

3.3.2 Section B: Fieldwork



Links to whole school vision and ethos: 'Every Child a Scholar'

Aspiration- Building foundations for Links to AQA GCSE (9–1) Geography specification.

Reflection- Develop awareness of values and attitudes to environments will vary depending on the opinions of stakeholders.



History

CURRICULUM

Year 7 Summer 2 The French Revolution



How significant was the French Revolution?

Skills and knowledge:

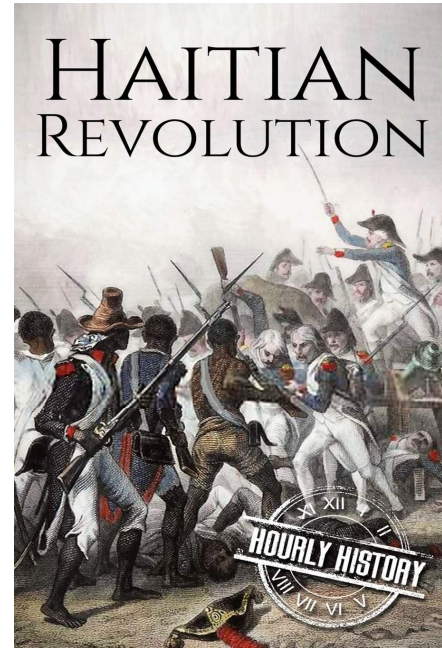
- What similarities were there between 18th Century France and Medieval England?
- To understand and use key terms such as equality, liberty and estate.
- Practise extended writing with a focus on comparing causes.
- Was France a fairer country after the revolution?
- Did France really remove their King?
- Uncover the local and worldwide effects of the revolution.

Links to prior learning:

Students learning about the revolution will help draw comparisons between these events and the separation of parliament and monarchy that occurred during the English Civil War.

Links to future learning:

- Understanding of chronology to be used across all years.
- Concept of revolution will be examined in lessons on Haiti and the Industrial revolution.



Links to whole school vision: 'Every Child a Scholar'



- Confidence - Developing cultural capital and knowledge of Britain and how these events have shaped the current world.



Music

CURRICULUM

Year 7

Skills and knowledge:

Links to prior learning:

Links to future learning:

Links to whole school vision and ethos: 'Every Child a Scholar



RE

CURRICULUM

Year 7

Philosophical Questions



Skills and knowledge:

- Understanding the nature and the characteristics of God
- Debating religious as well as non religious arguments on creation
- Evaluating religious as well as non religious arguments on human existence
- Evaluating The Design Argument
- Evaluating the Causation Theory
- Evaluating arguments on what happens when we die?

Links to prior learning:

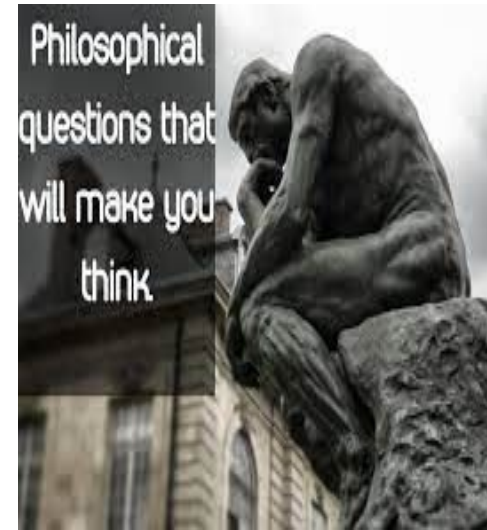
Students have; Why is RE important?, in Year 7. In this unit students were introduced to the idea that RE helps to answer difficult questions.

Links to future learning:

Students will study the Nature of Allah and Matters of Life and Death in KS4

Links to whole school vision and ethos: 'Every Child a Scholar

Students build confidence in discussing their





PE

CURRICULUM

Year 7 Summer 2

Athletics, Cricket and Volleyball



Skills and knowledge:

- Starts to demonstrate core skills for the activity in isolation and under competitive pressure.
- Core skills are beginning to be performed consistently with a standard of accuracy, control and fluency.
- Starts to select and use appropriate skills as well as applying appropriate team strategies/tactics.
- Demonstrates awareness of and response to the strengths, weaknesses and actions of other performers.
- Communication with other player(s)/performer(s) is positive and constructive.

Links to prior learning:

Prior knowledge of cricket and athletics from primary school (if taught).

Links to volleyball from previous terms, as similar attributes are needed with handling.

Links to future learning:

Athletics is key as skills such as pacing yourself, learning how to throw effectively and jumping are integral across a number of sports.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students build confidence in performing skills within modified games in order to re-create game-like situations.

Students to reflect on tactics and application of skills and whether they resulted in success.



PSHE

Personal, social, health and economic education

CURRICULUM

Year 7

Mental Health and Wellbeing

Skills and knowledge:

- Dealing with 'grief'
- What is 'social anxiety'?
- 'Body Shaming' in society and ID
- What do we mean by 'Privilege'?
- Perseverance as a life-skill
- Time-management strategies

Links to prior learning:

Links to future learning:

Links to whole school vision and ethos: 'Every Child a Scholar

Students will explore a range of topics with a view to further understanding the concept of emotional self-regulation during trying times. The lessons focus on **reflecting** on our initial responses to a range of issues, the promotion of **respect** for others and maintaining a **self-confident** attitude when facing challenges.





Food Technology

CURRICULUM

Year 7 - Food Technology

Skills and knowledge: students will cover the following topics

- Pizza Making
- Making Sausage Rolls
- How to make a dough
- Pastry/types of pastries
- Alternative and specialised diets



Links to prior learning:

Building on the theory covered in Spring 2 regarding nutrition and clear kitchen rules, students will progress to practical work in the preparation of three dishes of varying complexity.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students will display self-discipline and respect for the essential rules of the kitchen that ensure safety when using cookers, sharp utensils and maintaining maximum hygiene at all times. Nutrition and the seasonality of produce will be explored in the hope that students will make good decisions when choosing a menu and demonstrate respect for themselves and others by preparing fresh and nutritious dishes.

Year 7 - Food Technology



Skills and knowledge: students will cover the following topics

- Pizza Making
- Making Sausage Rolls
- How to make a dough
- Pastry/types of pastries
- Alternative and specialised diets



Links to prior learning:

Building on the theory covered in Autumn half-term 1 regarding nutrition and clear kitchen rules, students will progress to practical work in the preparation of three dishes of varying complexity.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students will display self-discipline and respect for the essential rules of the kitchen that ensure safety when using cookers, sharp utensils and maintaining maximum hygiene at all times. Nutrition and the seasonality of produce will be explored in the hope that students will make good decisions when choosing a menu and demonstrate respect for themselves and others by preparing fresh and nutritious dishes.





Spanish

CURRICULUM

SPANISH Year 7 Summer 2



Mi Familia (My family)

Skills and knowledge:

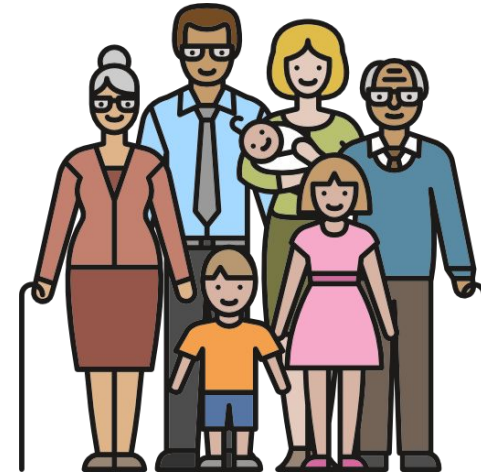
1. Say how many people are in your family.
2. Give information about family members.
3. Use possessive adjectives correctly.
4. Use irregular verbs tener and ser.
5. Using the definite and indefinite articles.
6. Discussing what you do at break time using the present first person.
7. Using the present 'we' form when talking about what you and your friends do.

Links to prior learning:

Recognising gender and number agreement previously explained

Links to future learning:

Y8 Spring 2- A comer!
Y10 Autumn 2- Mi Insti



Links to whole school vision and ethos: 'Every Child a Scholar

- **Recognising and using complex grammar through routinisation.**
- **Understanding how tense is manipulated to talk about others around ourselves and patterns within the endings.**
- **Making comparisons to school in England vs Spain.**

