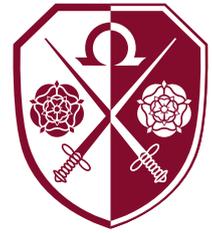


Year 7 Curriculum Booklet

Key Stage 3



SUBJECT OVERVIEW

ART AT KEY STAGE 3

KS3 Art focuses on skills in drawing, painting, printing, ceramics and 3D sculpture/modelling. Students learn to keep a sketchbook where they research artists, experiment and develop ideas. The topics studied in KS3 have been designed to include knowledge, skills and understanding. Students develop their ability to use and understand visual language and create imaginative responses to artists' work. Students are introduced to the formal elements of Art and are taught how to build towards a final outcome. Students work to a wide range of themes throughout the course of KS3.

COMPUTING AT KEY STAGE 3

By the end of KS3, students will have learnt how hardware and software works together in computer systems. They will have also experimented with a variety of static and dynamic programming languages and produced a variety of digital artefacts including websites, smartphone apps, event driven games, text-based games and multimedia products. The KS3 curriculum also ensures that students are provided with the knowledge to deal with issues such as online gaming, social networking apps and computer misuse.

DESIGN AND TECHNOLOGY (D&T) AT KEY STAGE 3

The topics studied at KS3 have been designed to give students the opportunity to be creative, using their imaginations to produce innovative outcomes for a wide range of users. They will be able to work as individuals and co-operatively in groups, developing ideas and making products. They will respond to a range of briefs set in a variety of contexts. They will improve upon existing items by questioning and evaluating. They will develop their appreciation of and sensitivity to global issues. They will learn how to use a wide range of tools and materials effectively and safely as stepping stones to help accomplish these aims.

DRAMA AT KEY STAGE 3

Students receive one hour of Drama per week in which they explore a different and varied scheme of learning each half term. Designed to engage the students through subject matter, as well as introducing Drama skills and techniques, while simultaneously developing communication and collaborative skills. Schemes of learning have been developed in order to build on learning in previous years; with an increase in level of challenge ultimately leading to accumulating sufficient knowledge and experience. A high proportion of lessons are practical, with verbal feedback regularly received from teachers and peers.

ENGLISH AT KEY STAGE 3

Our KS3 English curriculum is underpinned by the four strands of literacy skills - reading, writing, speaking and listening. Students develop their skills in order to communicate clearly and effectively in social and academic situations. Students will aim to demonstrate proficient use of all four literacy skills through a variety of literature and language topics and fortnightly lessons of the 'Let's Think in English' programme. Units of work are designed to engage and encourage our students to enjoy English. Through the enjoyment of lessons, students can apply the knowledge and skills not only to examinations at KS4/5, but for life beyond school, contributing to the development of our students as well-rounded individuals. Students will study a range of both modern and pre-19th century texts including: fiction, non-fiction, poetry, drama and media texts. Students will engage in varied class activities including group discussions, class presentations as well as exposure to wider school literacy initiatives and events. For example, author visits, reading competitions and Library activities which aim to develop and establish a whole school reading culture and enjoyment of English.

GEOGRAPHY AT KEY STAGE 3

Students follow a bespoke curriculum which closely aligns with the National Curriculum. Throughout KS3 we aim to provide students with foundational geographical knowledge and skills to enable successful progression into KS4. Students study a range of physical and human topics and develop essential geographical enquiry and skills.

HISTORY AT KEY STAGE 3

History at KS3 is not only designed to enthuse, but to equip students with knowledge and skills that will prepare them to become life-long learners. Our topics are carefully chosen and thoughtfully planned to promote critical thinking and independent enquiry, so that students are given the opportunity to challenge their misconceptions, build upon their curiosity of the past and consider the relevance to issues that confront all of us in the modern world. Our Year 7 course focuses on the theme of 'Conquest and Settlement in Medieval Europe and the Arab World', moving into 'Religion, Empire and Industrialisation in the Early Modern World' in Year 8, and Year 9 explores 'Conflicts in the c20th World'. We are privileged to host a visit from a Holocaust speaker for Year 9 students, and various off-site visits, enriching opportunities that allow students to actively participate in historical issues that have meaning in the present day.

MATHEMATICS AT KEY STAGE 3

All students develop their understanding in Number, Algebra, Ratio Proportion and Rates of Change, Geometry and Measures, Probability and Handling Data, whilst being able to use and apply these skills appropriately. Class lessons include discussion of topics, but students also work individually completing questions related to the skills taught and applying these to problem solving questions. Year 7 and 8 have a spiral structure with Year 8 chapters following on from the Year 7 chapters, extending learning and understanding. Chapters during the year review and build on topics previously completed. Homework plays a very important part in the learning process. There are 2 homeworks a week:

1. A Hegarty homework on the computer to revise topics covered about six weeks ago.
2. Written worksheet to check skills or an application worksheet to practise more exam type problem solving questions.

MODERN FOREIGN LANGUAGES (MFL) AT KEY STAGE 3

In Year 7, students follow a course specifically designed to introduce language learning in French, German or Spanish. Continuing with this language throughout KS3, the majority of students opt to learn a second language in Year 8 and 9. Language lessons scaffold learning through the four skills of listening, speaking, reading and writing. Students cover a range of topics which relate to their immediate experience of the world. Language and grammar are built around these topics and through a rigorous curriculum, solid foundations are laid to secure success in their future language learning.

MUSIC AT KEY STAGE 3

To develop students' ability to compose and perform music using their creativity and imagination across a broad range of topics and projects. Listening skills will be taught so that students have the capability to talk and write about Music in an intelligent and thoughtful way.

PHYSICAL EDUCATION (PE) AT KEY STAGE 3

In PE, we aim to give students a broad and balanced curriculum that sensitively matches their needs and requirements of the National Curriculum. Students are assessed in a variety of contexts to determine which group they will be best suited to, with each lesson designed to maximise progress. Students have two timetabled lessons per week. Every three to four weeks (6-8 lessons) students embark on a new sport. Over the course of the year, this affords them experience in various sports and physical activities. PE seeks to create a culture of high expectations where staff help students prepare themselves for a lifetime of physical activity. Students will be given the opportunity to enjoy, succeed and gain confidence whilst improving their proficiency in sport and develop knowledge and understanding.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) & CITIZENSHIP AT KEY STAGE 3

At KS3, students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHEE acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHEE allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

RELIGIOUS EDUCATION (RE) AT KEY STAGE 3

Students follow a bespoke programme aligned with the locally agreed syllabus. Many of the skills learnt in RS lessons are not exclusive to the subject. Being able to evaluate opinions, understand sources, interpret language, symbolism, metaphors and allegories are all useful in other subjects such as History, English, Music, and Languages. To develop these skills, our course involves a detailed examination of the Abrahamic religions (Judaism, Christianity, Islam) and important aspects of cyclic religions (Hinduism, Buddhism, Sikhism). The schemes of work are structured to provide the foundation needed at KS4. Students are taught to conceptualise, analyse and substantiate their opinions with evidence and lines of reasoning. This then creates a smooth transition to achieve their potential at GCSE.

SCIENCE AT KEY STAGE 3

Students follow a bespoke programme aligned with the National Curriculum which enables them to develop investigative approaches to Science and nurture a thirst for knowledge. Students complete a range of topics that draw from all three Sciences - Biology, Chemistry and Physics - which provide the foundations they need to make excellent progress at KS4. The focus of every lesson will be one or more of the science skill sets highlighted on the Science Learning Ladder (knowledge, experimental, analysis, math, literacy).



Year 7: Autumn 1 - Until October Half Term



| SUBJECT | UNIT OF WORK | ASSESSMENT |
|--------------------------------|--|--|
| ART | The Formal Elements: Pattern and Colour. | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| COMPUTING | PSHEE / E-Safety / VLE use. | Baseline test / poster. |
| DESIGN & TECHNOLOGY | During the first ½ term students will sit a baseline test. | End of unit test. |
| D&T: TEXTILES | Students will be given an introduction into Textiles. They will learn about how to safely and correctly use a range of specialist equipment and try a range of decorative skills to enable them to produce a juggling bag and three juggling balls based on the theme 'all about me'. | Ongoing teacher / peer / self assessment of theory work in a booklet to support the making of the juggling bag and juggling balls. |
| DRAMA | Darkwood Manor - introductory scheme of work, based around staying in a haunted house. | End of unit assessment - Collaboration |
| ENGLISH | Transition unit, travel writing, non-fiction projects e.g. travel resort, Dragon's Den. | Persuasive writing and reading comprehension. |
| FRENCH | Accès Studio, Units 1-7: (Greetings, saying your name, numbers up to 31, age, birthday, school and classroom equipment, definite and indefinite articles, simple opinions of free-time activities, colours and adjective agreement). | |
| GEOGRAPHY | Exploring Britain (7 weeks). | Baseline assessment - what do you already know about Geography? |
| GERMAN | Echo 1, Chapter 1: 'Hallo!' - Introduction to German and giving basic information about yourself (name, age, birthday, numbers, colours and countries). | |
| HISTORY | Introduction to history: what is history? | Skills assessment. |
| MATHEMATICS | Chapter 3 - Expressions and formulae (taught as a form) Chapter 2 - Measures, perimeter and area (taught in new sets) | Numeracy test in September. Chapter 2 and 3 tests. |
| MUSIC | Rhythm and Pulse (percussion). | Students compose and perform a 4 beat rhythm that is repeated, along with others, in a small group. One student provides a pulse in the background, as well as playing their own rhythm. |
| PHYSICAL EDUCATION | In Year 7, the focus is on improving techniques required to perform in a variety of sports and introducing tactical and compositional components. Students receive a broad, balanced experience of team games, individual activities and aesthetic opportunities and are encouraged to develop sports confidence and a growth mindset, regardless of previous sporting experience. Set one will experience: sportshall athletics / fitness / football / trampolining / volleyball / cross-country / netball. | Teacher practically assesses students at the end of every block of activity. Using the Learning Ladder from Foundation 1 to Higher 3. |
| PSHEE & CITIZENSHIP | Health and Wellbeing: transition from primary to secondary school; Relationships: building friendships and reacting to peer pressure and bullying; Drop-Down Session - Living in the Wider World: Government and Democracy - Parliament. MPs and the House of Lords. | |
| RELIGIOUS EDUCATION | Introduction to Religion: what is belief? | Baseline Assessment Formative: The Big Story - Group Work Assessment. |
| SCIENCE | Working scientifically. | |
| SPANISH | Unit 1 Hola: Basic information: Greetings, age and birthdays, numbers up to 31, describe what is in your rucksack, alphabet, classroom vocabulary, Spanish speaking countries. | Mid unit, peer assessed, speaking assessment. |



Year 7: Autumn 2 - Until Christmas Holiday



| SUBJECT | UNIT OF WORK | ASSESSMENT |
|--------------------------------|--|--|
| ART | The Formal Elements: Pattern and Colour. | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| COMPUTING | Introduction to software (Scratch). | Assessment booklet and build log. |
| DRAMA | Skills Workshops - exploration of key Drama skills techniques. | End of unit assessment - Performance. |
| DESIGN & TECHNOLOGY | Working with wood; learning about timber and the practical processes of shaping and finishing a truck. Students learn to code robots through a series of activities. Electronics theory covered through a booklet and practical process of making a fuse tester. Students design and make a board game developing graphic skills and CAD CAM. | End of unit test. |
| D&T: TEXTILES | Students gain knowledge on fibres and fabrics theory, developing skills on the sewing machine to create their bag and juggling balls. | Sewing machine labelling and threading the machine test. |
| ENGLISH | Fiction Novel e.g. <i>Freak the Mighty</i> , <i>Private Peaceful</i> , <i>Dark Ride</i> , <i>City of Ember</i> . | Creative writing. |
| FRENCH | Completion of Accès Studio units 1-7. Accès Studio, Units 8-13: (pets, family members, possessive adjectives, where you live, food, countries, nationalities, weather). | Assessment based on Accès Studio, Units 1-7 (listening, reading & writing). |
| GEOGRAPHY | Exploring Britain (2 weeks) and Amazing Places (4 weeks). | Exploring Britain topic assessment. |
| GERMAN | Completion of Echo 1, Chapter 1. Echo 1, Chapter 2: 'Die Schule' - School (opinions of subjects, days and times, snacks and clothes). | Echo 1, Chapter 1 assessment (Listening, Reading and Writing). |
| HISTORY | Medieval rule. | Explain why William won the Battle of Hastings? |
| MATHEMATICS | Chapter 4 - Fractions, decimals and percentages. Chapter 5 - Angles and 2D shapes. Chapter 6 - Graphs. | Chapter 4, 5, 6 tests. |
| MUSIC | Keyboard Melodies and Elements of Music. | Students perform a selection of nursery rhyme melodies first, then they compose their own melodies and perform to the rest of the class. Written test on musical elements. |
| PHYSICAL EDUCATION | In Year 7, the focus is on improving techniques required to perform in a variety of sports and introducing tactical and compositional components. Students receive a broad, balanced experience of team games, individual activities and aesthetic opportunities and are encouraged to develop sports confidence and a growth mindset, regardless of previous sporting experience. Set one will experience: sportshall athletics / fitness / football / trampolining / volleyball / cross-country / netball. | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3. |
| PSHEE & CITIZENSHIP | Relationships: Developing a sense of self and building strong self esteem. Drop-Down Session - Health and Wellbeing: Drugs Education (Tobacco and smoking) | |
| RELIGIOUS EDUCATION | What is Belief? | Summative: End of Unit Test. |
| SCIENCE | Particles and Cells. | Baseline test. End of unit test. |
| SPANISH | Completion of Unit 1. Unit 2 Mi colegio: School subjects, days of the week, opinions of teachers, opinions of school subjects, snacks, numbers up to 100. Basic grammar: Present tense: -AR, -ER and -IR verbs, adjective agreements, verb: gustar, connectives: porque and negatives. | End of Unit 1 Writing, Listening and Reading Assessment. |



Year 7: Spring 1 - Until February Half Term



| SUBJECT | UNIT OF WORK | ASSESSMENT |
|--------------------------------|---|--|
| ART | The Formal Elements: Line, Tone, Texture, Colour, Shape and Form. | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| COMPUTING | Webpage development. | Practical work - website build log. |
| DESIGN & TECHNOLOGY | A selection from: Working with wood; students learn about timber and the practical processes of shaping and finishing a truck. Students learn to code robots working through a series of activities. Electronics theory covered through a booklet and the practical process of making a Fuse tester. Students design and make a board game developing graphic skills and CAD CAM. | End of unit test. |
| D&T: TEXTILES | Students will work on hand sewing skills and finishing techniques. | Teacher assessment of design, skills and level of finish shown in the juggling bag and juggling balls and overall booklet work. |
| DRAMA | Speak Out - vocal techniques, and their practical application. | End of unit assessment - Performance. |
| ENGLISH | Frankenstein drama script and Monsters and Villains in Literature. | Writing drama scripts, speaking and listening, character analysis. |
| FRENCH | Accès Studio, Units 8-13: (Pets, family members, possessive adjectives, where you live, food, countries, nationalities and weather). | |
| GEOGRAPHY | Amazing Places (4 weeks) and Rivers (2 weeks). | Amazing Places Geographical skills assessment. |
| GERMAN | Completion of Echo 1, Chapter 2. Echo 1, Chapter 3: 'Familie und Freunde' - Family and friends (family members, pets, describing appearance, characteristics). | Echo 1, Chapter 2 assessment (Listening, Speaking and Writing). |
| HISTORY | Medieval life. | Was life hard for medieval peasants? |
| MATHEMATICS | Chapter 7 - Whole number calculations. Chapter 8 - Statistics. | Chapter 7 and 8 tests. Mid-year assessment on Chapters 2 - 8. |
| MUSIC | Music Theory, Instruments of the Orchestra and Ukulele. | No specific assessment during this half term. |
| PHYSICAL EDUCATION | Set one will experience: trampolining, rugby, badminton. | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3. |
| PSHEE & CITIZENSHIP | Drop-Down Session - Health and Wellbeing: Sex and Relationship Education - puberty and adolescence. Living in the Wider World: The Media - film classification and the role of BBFC. | |
| RELIGIOUS EDUCATION | Is there an Ultimate Being? What do people believe about God? | Formative Evaluation Question on the relevance of belief. Summative: End of Unit Test. |
| SCIENCE | Forces. Atoms, elements and compounds. | End of unit test. End of unit test. |
| SPANISH | Completion of Unit 2. Unit 3 Mi Familia: Family members, household pets, colours, physical descriptions, hair and eyes. Grammar: Irregular verb: Tener - to have, possessive adjectives, adjective agreements (revision) and irregular verb: ser - to be. | End of Unit 2 Writing, Listening and Reading Assessment including aspects from Unit 1. |



Year 7: Spring 2 - Until Easter Holidays



| SUBJECT | UNIT OF WORK | ASSESSMENT |
|--------------------------------|--|--|
| ART | The Formal Elements: Line, Tone, Texture, Colour, Shape, and Form. | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| COMPUTING | Game-making. | Design, screenshots and review. |
| DESIGN & TECHNOLOGY | A selection from: Working with wood; students learn about timber and the practical processes of shaping and finishing a truck. Students learn to code robots working through a series of activities. Electronics theory covered through a booklet and the practical process of making a Fuse tester. Students design and make a board game developing graphic skills and CAD CAM. | End of unit test. |
| D&T: FOOD | Students have an introduction to health and safety in the food room and the structure of practical lessons. A range of preparation and cooking skills will be covered. Students alternate between a theory/demonstration lesson and a practical lesson for each cook/skill covered. They will cook: fruit salad, toastie, vegetable soup, fruit crumble, scone based pizza, rock cakes, pasta salad and flapjacks. | Teacher assessment of food practicals and overall booklet work. |
| DRAMA | The Island - students are stranded on a desert island and must work together to survive. | End of unit assessment - Collaboration. |
| ENGLISH | Poetry. Fiction Novel. | Poetry comparison essay. Writing own story. |
| FRENCH | Completion of Accès Studio, Units 8-13. Studio 1, Chapter 1: 'C'est perso' (Describing yourself in detail - likes and dislikes, your survival kit, describing yourself and others - appearance and personality). | Assessment based on all of Accès Studio (all skills). |
| GEOGRAPHY | Rivers (4 weeks) and Shopping project (2 weeks). | Rivers end of topic assessment. |
| GERMAN | Completion of Echo 1, Chapter 3. | Echo 1, Chapter 3 assessment (Listening, Reading and Writing). |
| HISTORY | Medieval life. | Was life hard for medieval peasants? |
| MATHEMATICS | Chapter 9 - Transformations and symmetry. Chapter 10 - Equations. Chapter 11 - Factors and multiples. Chapter 12 - Constructions and 3D shapes. | Chapter 9, 10, 11 and 12 tests. |
| MUSIC | Music Theory, Instruments of the Orchestra and Ukulele. | Written test on theory and orchestra. Whole-class ukulele performance. |
| PHYSICAL EDUCATION | Set one will experience: trampolining, rugby, badminton. | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3. |
| PSHEE & CITIZENSHIP | Drop-Down Session - Living in the Wider World: Introduction to careers / challenging career stereotypes and raising aspirations. Relationships: Developing tolerance and understanding - Diversity, Prejudice and the Equality Act. | |
| RELIGIOUS EDUCATION | How is belief expressed? Symbols and expressions of spirituality. | Formative Feedback: Nativity Narratives. Summative Assessment: Mandala Assessment. |
| SCIENCE | Chemical reactions. Sound. | End of unit test. End of unit test. |
| SPANISH | Completion of Unit 3. Unit 4 Mi casa: European countries, regions, home descriptions, rooms of the house, activities at home, bedroom furniture, daily routine. Grammar: Verb: estar – to be located: está, present tense (revision), radical stem changing verbs, prepositions and reflexive verbs. | End of Unit 3 Speaking Assessment including aspects from units 1, 2 and 3. End of Unit 3 Listening and Reading Assessment. |



Year 7: Summer 1 - Until May Half Term



| SUBJECT | UNIT OF WORK | ASSESSMENT |
|--------------------------------|--|--|
| ART | Architecture. | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| COMPUTING | Party Planning Spreadsheets. | Annotated spreadsheet. |
| DESIGN & TECHNOLOGY | A selection from: Working with wood; students learn about timber and the practical processes of shaping and finishing a truck. Students learn to code robots working through a series of activities. Electronics theory covered through a booklet and the practical process of making a Fuse tester. Students design and make a board game developing graphic skills and CAD CAM. | End of unit test. |
| D&T: FOOD | Students have an introduction to health and safety in the food room and the structure of practical lessons. A range of preparation and cooking skills will be covered. Students alternate between a theory/demonstration lesson and a practical lesson for each cook/skill covered. They will cook: fruit salad, toastie, vegetable soup, fruit crumble, scone based pizza, rock cakes, pasta salad and flapjacks. | Teacher assessment of food practicals and overall booklet work. |
| DRAMA | The Tempest - exploration of William Shakespeare's play. | End of unit assessment - Evaluation. |
| ENGLISH | Non fiction, Media. | Analysis of texts, Speaking and Listening presentations. |
| FRENCH | Completion of Studio 1, Chapter 1. | Studio 1, Chapter 1 assessment (listening, reading & writing). |
| GEOGRAPHY | Shopping project (5 weeks). | Shopping project assessed through fieldwork booklet. |
| GERMAN | Echo 1, Chapter 4: 'Freizeit' - Freetime (sports and hobbies, frequency phrases, arranging to go out, saying what you can do). | |
| HISTORY | Medieval World: moving and travelling. | What was the impact of the Arab World in medieval Europe? |
| MATHEMATICS | Chapter 13 - Sequences. Chapter 14 - Decimal calculations. | Chapter 13 and 14 tests. |
| MUSIC | Learning How To Play Chords (keyboard). | Performing a selection of chord sequences on the keyboard. |
| PHYSICAL EDUCATION | Set one will experience: Athletics, softball, alternative sports week (e.g ultimate frisbee). During this term students are required to develop their technique to a greater depth as they spend more time on these activities. | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3. |
| PSHEE & CITIZENSHIP | Health and Wellbeing: Managing risks to your wellbeing, know where you can access help and support. Drop-Down Session - Living in the Wider World: Communities: how they work and what is needed for them to thrive and be successful. | |
| RELIGIOUS EDUCATION | What makes a good leader? Can Holy Books guide us? | Formative: "Religious people believe that God can influence what happens" For /Against. Summative: End of Unit Test. |
| SCIENCE | Body Systems. | End of unit test. |
| SPANISH | Completion of Unit 4. Unit 5 Tiempo Libre: Time, sports, opinions of free time activities, future activities. Grammar: Irregular first-person conjugations, irregular verb: ir - to go, present tense and immediate future tense. | End of Year Writing Assessment including work from all units. End of Unit 4 Listening and Reading Assessment. |



Year 7: Summer 2 - Until Summer Holidays



| SUBJECT | UNIT OF WORK | ASSESSMENT |
|--------------------------------|--|---|
| ART | Architecture. | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| COMPUTING | Introduction to hardware (Micro:bit). | Assessment booklet and build log. |
| DESIGN & TECHNOLOGY | A selection from: Working with wood; students learn about timber and the practical processes of shaping and finishing a truck. Students learn to code robots working through a series of activities. Electronics theory covered through a booklet and the practical process of making a Fuse tester. Students design and make a board game developing graphic skills and CAD CAM. | End of unit test. |
| D&T: FOOD | Students have an introduction to health and safety in the food room and the structure of practical lessons. A range of preparation and cooking skills will be covered. Students alternate between a theory/demonstration lesson and a practical lesson for each cook/skill covered. They will cook: fruit salad, toastie, vegetable soup, fruit crumble, scone based pizza, rock cakes, pasta salad and flapjacks. | Teacher assessment of food practicals and overall booklet work. |
| DRAMA | Murder Mystery - students create their own murder-mystery plays. | End of unit assessment - Performance. |
| ENGLISH | Introduction to Shakespeare. | Analysis of texts and language. |
| FRENCH | Studio 1, Chapter 2 'Mon collège' (School - school subjects, opinions, time and timetable, school day, food in canteen). | |
| GEOGRAPHY | Migration. | Cumulative knowledge test. |
| GERMAN | Completion of Echo 1, Chapter 4. | Echo 1, Chapter 4 assessment (Listening, Speaking, Reading & Writing, including language from all units). |
| HISTORY | Medieval World: moving and travelling. | What was the impact of the Arab World in medieval Europe? |
| MATHEMATICS | Chapter 15 - Ratio and proportion. Chapter 16 - Probability. | Chapter 15 and 16 tests. Two end of year assessments on all chapters. |
| MUSIC | 4-Chord Song Project (keyboard and ukulele). | Performance of 'Axis of Awesome' song in groups on keyboard and ukulele, plus singing. |
| PHYSICAL EDUCATION | Set one will experience: Athletics, softball, alternative sports week (e.g ultimate frisbee). During this term students are required to develop their technique to a greater depth as they spend more time on these activities. | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3. |
| PSHEE & CITIZENSHIP | Living in the Wider World: Financial awareness - bank accounts and the cost of borrowing. Drop-Down Session - Living in the Wider World: Human Rights - why they were created and what can we do to protect them. | |
| RELIGIOUS EDUCATION | What does it mean to be human? | Formative: The Creation stories need not affect the way Religious People lead their lives. Do you agree? Summative: Spirited Arts Competition. Ultimate Questions debate. |
| SCIENCE | Light. | End of unit test. |
| SPANISH | Completion of Unit 5. Revision and end of year project. | |



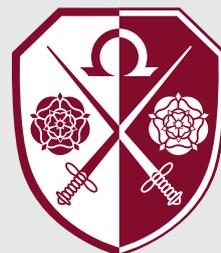
Extended Learning

FOR EACH SUBJECT

| SUBJECT | WEBSITES | READ | VISIT OR WATCH | EXTRA |
|-----------------------------------|--|--|---|--|
| ART | nationalgallery.org.uk; tate.org.uk; npg.org.uk; artfund.org | <i>The Art Book for Children</i> ; <i>200 Projects To Strengthen Your Art Skills</i> (Valerie Colston); <i>101 Mixed Media Techniques</i> (Cherril Doty) | BBC iPlayer: Arts Section. | KS3 Art competitions; lunchtime Art Club; optional extra homeworks. |
| COMPUTING | scratch.mit.edu; w3schools.com; yoyogames.com (GameMaker); microbit.org | | thinkuknow.co.uk/11_13 | code.org |
| DESIGN & TECHNOLOGY | technologystudent.com; BBC Bitesize; <i>How It's Made</i> YouTube channel. | Collins D&T workbooks. | Museums and exhibitions | KS3 Club, Props Club for shows. Robotics Club, F1 for schools. CAD support. |
| D&T: FOOD AND TEXTILES | YouTube for videos of skills. | Recipe books. Look at food packaging / labelling when shopping. | <i>Great British Bake Off</i> and other cooking programmes Visit the Fashion and Textiles museum, Design Museum, V&A. | Practice recipes at home where possible and accurately weighing ingredients. |
| DRAMA | nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources | <i>The Tempest</i> (William Shakespeare) | Visit the theatre and watch plays! | Join Year 7 Drama Club or a Drama group outside of school. |
| ENGLISH | bbc.co.uk/bitesize/subjects/z3kw2hv | Library recommended reading lists. | Shakespeare's Globe Theatre; British Library Exhibitions; theatre productions; films based on novels. | Creative Writing Club |
| FRENCH | linguascope.com; quizlet.com; bbcbitesize.com | | YouTube - French music videos; Netflix - French films. | |
| GEOGRAPHY | senecalearning.com; bbc.co.uk/bitesize/topics/zm38q6f; bbc.co.uk/bitesize/topics/zs92tfr; bbc.co.uk/news | Geographical news articles. | Natural History Museum; a river! (Look at the source, middle course and lower course, look at the speed of water flowing and the bends in the river!) | Geography Documentary Club |

| SUBJECT | WEBSITES | READ | VISIT OR WATCH | EXTRA |
|--------------------------------|--|---|--|--|
| GERMAN | linguascope.com; quizlet.com | | YouYube - German music videos; Netflix - German films. | |
| HISTORY | | | Simon Schama - <i>A History of Britain</i> , BBC documentary. | |
| MATHEMATICS | kerboodle.com; hegartymaths.com; vle.mathswatch.co.uk; bbc.co.uk/bitesize | Year 7: Textbooks used MyMaths 2B, 1C, 1B, 1A. | Video clips relevant to the topics from Hegarty and/or Mathswatch | nrich.maths.org |
| MUSIC | BBC Bitesize Website has a 'Music' area: bbc.co.uk/bitesize/topics/zpr97ty | To help with notation: <i>The AB Guide to Music Theory Part 1</i> (Eric Taylor). | The Horniman Museum: 100 London Rd, Forest Hill, London SE23 3PQ | EBS Music clubs and shows! |
| PHYSICAL EDUCATION | barnetpartnershipforschoolsport.co.uk ; bbc.co.uk/sport ; bbc.co.uk/bitesize/subjects/zxf3cdm | <i>Where Football Saves the World</i> (Alex Bellos & Ben Lyttleton); <i>Roller Girl</i> (Victoria Jamieson); <i>Sportopedia</i> (Adam Skinner); <i>The Sports Book</i> (Ray Stubbs); <i>Kane</i> (Matt Oldfield); <i>Changing the Game</i> (Casey Stoney) | wimbledon.com/en_GB/museum_and_tours ; queenelizabetholympicpark.co.uk | eastbarnetschool.com/students/clubs/ |
| PSHEE & CITIZENSHIP | thinkuknow.co.uk ; talktofrank.com ; nationalcareers.service.gov.uk ; eastbarnetschool.com/students/careers ; childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online ; cbbfc.co.uk/film-ratings/why-we-age-rate-films ; parliament.uk/site-information/glossary/parliament ; bbc.co.uk/newsround | The Week Junior | BBC Newsround - daily news programme aimed at younger students. | Road Safety Drama Performance; Gardening Club; House Clubs; Pride Club; Philosophy club. |
| RELIGIOUS EDUCATION | reonline.org.uk ; truetube.co.uk ; bbc.co.uk/religion/religions ; request.org.uk ; educationquizzes.com/ks3/religious-education/ | Knowledge Organisers for each topic in books and on Skooler. | | |
| SCIENCE | kerboodle.com; bbc.co.uk/bitesize | Activate workbooks; Activate 1, Activate 2. | Science museum, Natural History museum, Science documentaries, local nature reserves / woodlands. | KS3 Science Club. |
| SPANISH | linguascope.com; quizlet.com; bbc.co.uk/bitesize | Notes and vocabulary in your exercise book. | YouTube: Spanish music videos. | |

EAST BARNET SCHOOL



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