

Cardinal Pole Catholic School



Curriculum Booklet 2019-20 YEAR 7

Contents

| | |
|---|----|
| Our Curriculum Intent | 3 |
| Curriculum Offer: Year 7 | 4 |
| Curriculum Offer: Extra-Curricular | 5 |
| Measuring Progress: Year 7 | 6 |
| Starting Year 7: The Transition Project | 7 |
| Curriculum Overview: Art | 8 |
| Curriculum Overview: Computer Science | 9 |
| Curriculum Overview: Design & Technology | 10 |
| Curriculum Overview: Drama | 11 |
| Curriculum Overview: English | 12 |
| Curriculum Overview: Geography | 13 |
| Curriculum Overview: History | 14 |
| Curriculum Overview: Maths | 15 |
| Curriculum Overview: MFL - French | 16 |
| Curriculum Overview: MFL - Spanish | 17 |
| Curriculum Overview: Music | 18 |
| Curriculum Overview: Physical Education | 19 |
| Curriculum Overview: Religious Education | 20 |
| Curriculum Overview: Science | 21 |
| Homework Timetable: Year 7 | 22 |

OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

KS3: Lovers of Learning

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

KS4: Subject Masters

KS5: Critical Scholars

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

YEAR 7 CURRICULUM OFFER, 2019-20

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. As a result, students are timetabled across a wide range of subjects in 50 minute periods as per the timetable below:

| Subject | Periods | Subject | Periods | Subject | Periods |
|---------------------|---------|------------------------|---------|---------------------|---------|
| English | 4 | Geography | 2 | Art | 1 |
| Maths | 4 | History | 2 | Computer Science | 1 |
| Religious Education | 3 | MFL – French / Spanish | 2 | Design & Technology | 1 |
| Science | 4 | | | Drama | 1 |
| | | | | Music | 1 |
| | | | | Physical Education | 2 |

Students also have timetabled: one Accelerated Reader lesson to support their literacy; a weekly PSHE lesson on a Thursday morning; and a daily 30 minute Prep session with their tutor to support with the completion of homework, literacy skills through Root of the Week and numeracy skills through Numeracy Ninjas. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state of the art library is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment (p.5), there is a free breakfast club for all students before school from 7.30am; after school there are homework clubs and sports clubs running daily.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become lovers of learning by the end of Key Stage 3 so that they are ready to embark on the next stage of their curriculum journey as they begin their GCSE studies in Year 9.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

| | |
|---|-------------------------|
| Head of Year: Mr D Hanna Pastoral Support Manager: Mr C Onwuazor SEN Link: Mr R Stringer | |
| 7 Arrowsmith | Ms P Laserna |
| 7 Champion | Ms K Brant |
| 7 Clitherow | Ms G Braithwaite |
| 7 Line | Mr N McDaid; Mr K Jones |
| 7 More | Ms V Adetayo-Hasstrup |
| 7 Southwell | Ms S Karbhari |
| 7 Ward | Mr O Stead |

Yours sincerely,

Ms E Connolly

Associate Deputy Headteacher – Curriculum, Assessment & Outcomes

EXTRA-CURRICULAR OFFER, 2019-20

Dear Parents / Carers,

We are pleased to announce the Enrichment activities that will be taking place at Cardinal Pole this year before school, after school and during lunch times.

There's something for everyone, from **Mathmagicians** where students can begin to unpick the mystery of magic through maths to keeping healthy at **Basketball** and **Trampolining**.

Students can express their artistic side in **Mandalas**, **Debate** and **Spoken Word**, and find their voice in **Singing for Fun**. There are even new clubs to try, Climate issues meets Art in **Climate Club**, skill in the Kitchen can be tested in **Cookery** and the artist behind the lens can finally show off in **Photography**.

In addition to these clubs and the many more you can see in the timetable, **Homework Club** continues to run from Tuesday-Thursday for students who might need a little assistance with completing their work. **Liturgy** clubs continue with a new focus on planning liturgical celebrations and perfecting the privilege of **Altar Serving**. Students who need some extra help or who want to ask the big questions that the lessons don't cover can do so in **STEM** and **Science** clubs, and those who want to explore different historical figures have got the perfect space to in **History Club**. **Graphics** club is perfect for the keen designer and the strategic players can spend lunch time trying to beat their friends in **Chess** and **Games Club**.

It is compulsory for all students in Years 7 and 8 to sign up to at least one lunchtime club where a register will be taken. Don't risk your chosen club getting full up and sign up as soon as you can!

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|-------------------|------------------|---------------|---------------|
| Chess | Chess | Chess | Chess | Chess |
| STUK | STUK | STUK | STUK | STUK |
| Games | Games | Games | Games | Games |
| Puzzle Club | Fitness | Climate Club | Graphics Club | Mathmagicians |
| Debate | Girls Basketball | KS3 Science Club | History Club | Stem Club |
| Basketball | Liturgy & Servers | KS4 Science Club | Mandalas Club | SALT |
| | | Trampolining | Table Tennis | Trampolining |
| | | Spoken Word | Trampolining | |
| | | Sing For Fun | SALT | |
| | | | Bible Study | |

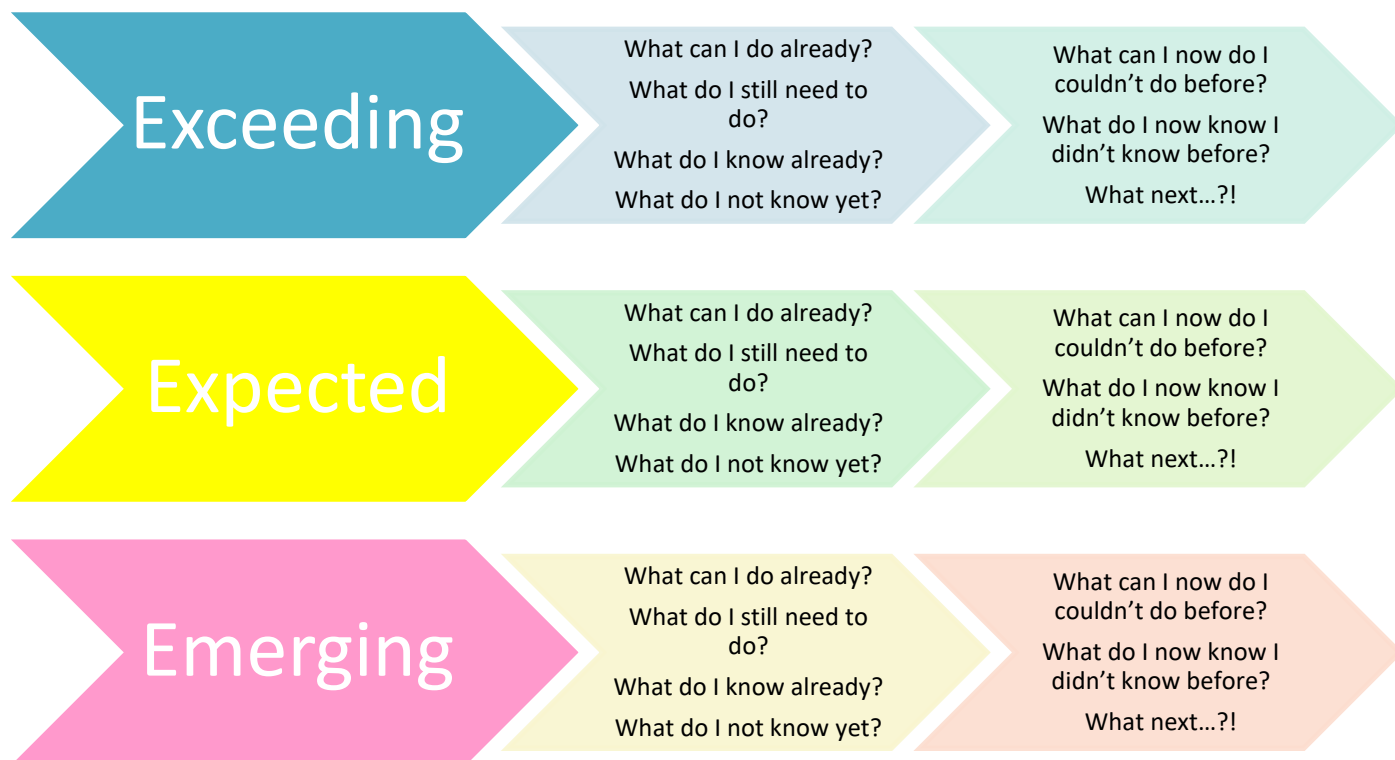
Yours sincerely,

Ms C Benning

Lead Practitioner – Teaching & Learning

MEASURING PROGRESS: YEAR 7

At Key Stage 3, students are assessed according to a flightpath. The purpose of this is to focus on the skills and knowledge that students are able to demonstrate at the point of assessment and those that are not yet evident to ensure that the teaching can be focused on closing gaps in student knowledge. To put students on their flightpaths, a broad range of data is triangulated including KS2 scores from primary school, reading ages, CATs scores and baseline tests in English, Maths and Science. The attainment of students across these areas is used to put students on one of three flightpaths: extending / expected / emerging.



Flightpaths and baseline tests are used to set students for their core subjects (English, Maths and Science). These sets based on their side of the register (Set 1-4 for ARW, CAM, CTW, LIN; Set 1-3 for MOR, SWL, WRD). There is an additional Literacy Group on either side of the register in English to help students make rapid progress in this subject, where required.

For all other subjects, students are taught in mixed ability groups. In PE and DT, this takes the form of a carousel format and includes students from 2-4 tutor groups. In the remaining subjects, students are taught in their tutor groups with progress measured against their own individual flightpath.

In addition to these sets, there is a small Nurture Group in each year to support students with specific learning needs. Supported by a Teaching Assistant alongside the class teacher, these students study a combined Humanities (History, Geography, RE) curriculum and an extended English curriculum to aid transition to secondary school and help them make rapid progress in Key Stage 3. Students in this class are also given an additional wellbeing lesson once a week taken by one of our mentors.

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. As a whole school, data is collected twice a year during Assessment Point 1 (Christmas) and Assessment Point 2 (Summer). During these weeks, all students are taken off timetable to follow an exam schedule, the results of which are reported back to parents in written reports. These reports will indicate whether a student is well above / above / on track / below / well below expectations in each subject in relation to their target.

THE TRANSITION PROJECT

All students start the year by studying the Hackney Transition Project. This 3 week scheme of work includes trips to:

- Hackney Museum
- St Dominic's Church
- Hackney City Farm

The purpose of this cross-curricular project is:

- To make the most of project based learning from KS2
- To build on the progress made at primary school
- To encourage students to see links across subject areas

Student work will build towards a final piece which will be displayed at the Year 7 Curriculum Evening on **Thursday 17th October at 5.45pm**. Please see the **homework overview** below to support your child in completion of their project.

| | Week 1 | Week 2 | Week 3 |
|--------------------------------|---|---|---|
| Art | Colour Work Diana Taylor worksheet | Layered Drawing Using three colours, layer images with important links to Hackney | Final comparison Comparison between Taylor and Matisse: identifying, describing and explaining differences |
| Design & Technology | Design Playground design ideas worksheet | Architectural Features Draw and identify the key architectural features of a London landmark | Final comparison Comparison between new school and old school buildings: identifying, describing and explaining differences |
| English | Research Hackney heroes – 10 facts and images about a local hero | Story Planning Complete planning grid about an individual's experience of moving to Hackney | Final story drafting |
| Geography | Hackney Brochure What's going on in Hackney / Interview with a Hackney resident | Hackney Brochure Climate graphs in Hackney | Final completion of Hackney Brochure Routes and map skills |
| History | My Hackney Annotate a family photo to make inferences about what it reveals about Hackney life | My Hackney Interview a family member about their own experience of Hackney | Final Hackney project completion |
| Maths | Using Units Estimating units worksheet | Picturing data in pictograms Pictogram worksheets | Hackney in pie charts Data analysis of Hackney using pie charts |
| MFL | Extended Writing Write a description of yourself and your family. Make sure that you give their name, their age a description and something that they like and dislike! | Reading and translation of a text Translate the text in the lined space below using your exercise books. | Final presentation preparation |
| RE | Cardinal Pole's Catholic Life Create a newsletter to show how Cardinal Pole is an example of a Catholic community | Catholic life is parish life Create a leaflet designed to encourage Catholics to joined and be involved in their local parish | Final project essay on Cardinal Pole and Catholic life |
| Science | Plastic Diary What items do you re-use / recycle / throw away? | Research Recycling in Hackney | Final poster presentation on Plastic Waste |

| | |
|---------------------------|-------------------|
| SUBJECT | ART |
| Head of Department | Ms K Place |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|---|--|
| What we teach and why | <p>Introduction to drawing Mark making within a drawing project looking at organic forms. Introduction to basic drawing techniques.</p> <p>Theme: 'Order and Disorder' Introduction to working along a theme; focus on the application of marks and drawing skills to drawings and mixed media pieces depicting 'Order and Disorder'.</p> | <p>Symbolism and Meaning Analysis of artists and how they have simplified and manipulated imagery to create meaning. Creation of motif designs from a range of visual forms. Introduction of how to arrange motifs to portray different types of music.</p> <p>Creating Compositions Creating balance within composition with placement, scale and contrast. Application of artist's styles to create design work with different meanings. Introduction to colour theory and paints skills.</p> | <p>Final Composition Painting exercises to develop skills and embed knowledge on colour theory. Refining of most successful composition against success criteria. Application of colour theory and paint skills to suit and develop the meaning of the piece.</p> <p>Preparation for Assessment Point 2 Collecting sources and developing designs along a new theme. Application of relevant artist's style, colour theory and compositional balance to a poster design. Practise and application of appropriate paint skills.</p> |

| | |
|---------------------|-------------------------|
| SUBJECT | COMPUTER SCIENCE |
| Subject Lead | Ms G Braithwaite |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|--|
| What we teach and why | <p>Using computers safely, effectively and responsibly This unit will increase students' awareness of the issues surrounding computer viruses, poor password security and their ever increasing digital footprint. It will also highlight issues surrounding cyber bullying and an awareness of online grooming and how to reduce the risks of becoming a victim of online grooming.</p> <p>Games programming in Scratch Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</p> | <p>Control system with Flowol Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</p> <p>Understanding computers This unit covers the basic principles of computer architecture and use of binary. Students will explore how hardware and software components make up a computer systems and how they communicate with one another and with other systems. They will learn how instructions are stored and executed within a computer system and how data of various types can be represented and manipulated digitally, in the form of binary digits; as well as to be able to convert between binary and decimal, and perform simple binary arithmetic.</p> | <p>Introduction to Python This unit will explore several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.</p> |

| | |
|---------------------------|--------------------------------|
| SUBJECT | DESIGN & TECHNOLOGY |
| Head of Department | Ms K Place |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|---|
| What we teach and why | <p>Spinning Artwork Picture Frames: Students are introduced to the workshop and how to work efficiently and safely. They will be introduced to basic workshop tools such as mitre saws, files, sandpaper and finishing techniques. Students will combine these skills to create a picture frame which utilises mitre joints.</p> <p>They will revisit their knowledge of the colour wheel (primary, secondary and complementary colours) to create a piece of spinning art based on the work of Annick Gendron to display in their picture frame.</p> | <p>Architecture Project: An exciting project where students are able to develop skills built up through their Hackney transition project.</p> <p>Students will develop skills in attaching and shaping cardboard to create architectural models of a pavilion. They will be introduced to the concept of form following function, how this is balanced with aesthetics and how to take into consideration setting within design.</p> | <p>Graphics Packaging Project: Students will learn the key concepts within Graphic Design, focusing on typography and the use of colour. They will be introduced to the basic requirements of packaging and how to design for a specific audience using a range of techniques. They will carefully consider how colour is used within marketing to appeal to a specific target market.</p> <p>Students will produce a 3D prototype of their packaging design which they evaluate against the needs and wants of their target market.</p> |

All projects have been planned backwards from the GCSE 3D Design specification, ensuring that students develop the practical skills and techniques required to succeed in this subject area. Homework projects have been created to help students develop their understanding of the work of a range of contemporary designers, their influences, jobs that are available within the industry and how to form constructive and informed opinions on a range of design work.

| | |
|---------------------------|--------------------|
| SUBJECT | DRAMA |
| Head of Department | Ms L Burder |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|---|
| What we teach and why | <p>Induction to Drama: Darkwood Manor. Students are introduced to the basic drama skills including use of voice, body language, gestures and facial expression. These are explored through a process drama scheme of work based around a haunted house using drama techniques such as still image, role play and soundscapes. The aim is for all students to have a secure understanding of the skills needed to progress at KS3 and beyond. Furthermore the scheme of work allows students to work imaginatively and develop teamwork.</p> | <p>Chorus work: Antigone. Using the plot and themes of the Greek play Antigone, students are introduced to the idea of chorus work and skills such as unison, canon, echo and repetition. These skills are fundamental to the ensemble/stylised work that is successful in both devising and scripted performance. Students are also able to explore the importance of plot and characters through exploration of the key events within the play. Students will enjoy immersing themselves in this epic drama.</p> | <p>Bringing text to life: Mugged. Using the play Mugged, students begin to develop the skills that are required to bring a script from page to stage. Students will develop their use of the basic drama skills in order to develop characterisation and the creation of tension in a scene. They start to consider blocking movement and are introduced to drama skills levels and proximity to communicate status within a group. This is an important start to script work which is a key aspect of Drama KS3 and beyond. The issues explored in the play enables our students to develop empathy and resilience.</p> |

| | |
|--------------------|----------------|
| SUBJECT | ENGLISH |
| Head of Department | Ms F Davies |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|---|
| What we teach and why | <p>A Monster Calls Through studying this novel, students will build on their basic language and structural analysis skills. They will also have an opportunity to develop their emotional literacy and investigate current issues such as toxic masculinity. Poetry and non-fiction texts will support their reading.</p> | <p>Cry Freedom Cry Freedom is based on a true story which not only provides learners a chance to explore historical context but also promotes cross curricular teaching (History) in regards to the Apartheid system. This scheme of work promotes cultural competency and gives learners a platform to debate, discuss and analyse non-fiction texts</p> <p>Stories from around the World A range of stories from across the globe; students will read actively and practise key reading and writing skills. The selected stories are designed to reflect and broaden the diversity of our students' experiences and knowledge, building on the work in 'Cry Freedom'.</p> | <p>Shakespeare's Villains With ties to GCSE and Macbeth, this unit is an introduction to Shakespeare's biography and historical context through the concept of the Shakespearean villain. Students will have an opportunity to practise analysing and writing texts to persuade while developing oracy and team work skills.</p> <p>Poetry: The City Students will read and create a range of poems united by the theme of urban life. The scheme is designed to encourage students to reflect on the environment around them and to use language that reflects it. The unit will also prepare students for Speaking & Listening by encouraging confidence and oracy.</p> |

| | |
|--------------------|------------------|
| SUBJECT | GEOGRAPHY |
| Head of Department | Mr J Crotty |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|--|--|
| What we teach and why | <p style="text-align: center;">UK</p> <p>Relevance to students, place specific, simple skills, building on prior knowledge from Hackney. Understand where people live and why in the UK. Links to weather and climate and economic factors.</p> | <p style="text-align: center;">Rivers</p> <p>To understand how landscapes in the UK have been shaped. Importance of rivers to population. How physical geography shapes human geography.</p> <p style="text-align: center;">Africa</p> <p>Links to GCSE (Development). How other countries and continents are shaped by physical geography and its effects on populations and cultures. Understand how why Djibouti is a great location.</p> | <p style="text-align: center;">Restless Earth</p> <p>How and why the Earth and its systems have shaped our planet. Understand the reasons behind natural disasters, Volcanoes, Tsunamis, Earthquakes.</p> <p style="text-align: center;">Ecosystems</p> <p>Understand how the location, characteristics and importance of some unique ecosystems and the sustainability of our ecosystems. How humans impact ecosystems and the effects individual can have.</p> |

| | |
|--------------------|----------------|
| SUBJECT | HISTORY |
| Head of Department | Ms A Holmes |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|--|--|
| What we teach and why | <p style="text-align: center;">900-1100</p> <p>England: How did the Norman Conquest change England? World: Baghdad: Why was medieval Baghdad the 'centre of the world'?</p> <p>These topics contrast two very different cultures and explore how relatively sophisticated the Islamic world was compared to early medieval England.</p> <p style="text-align: center;">Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically</p> <p style="text-align: center;">Key Concepts: Social Hierarchy; Peasantry; Monarchy; Warfare; Trade</p> | <p style="text-align: center;">1100-1400</p> <p>England: How miserable were the Middle Ages? World: Mali - Why has Mansa Musa been described as the richest man in history?</p> <p>These topics will compare the wealth and vibrancy of medieval England with medieval Mali and explore how both societies changed over the period.</p> <p style="text-align: center;">Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically</p> <p style="text-align: center;">Key Concepts: Social Hierarchy; Peasantry; Monarchy; Religion; Trade</p> | <p style="text-align: center;">1400-1600</p> <p>England: Was England transformed under the Tudors? World: Americas - How did Columbus change the world?</p> <p>These topics explore how much the religious and social changes under the Tudors changed peoples' lives. This is compared to the changes brought by the discovery of the Americas by Columbus and Europeans.</p> <p style="text-align: center;">Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically</p> <p style="text-align: center;">Key Concepts: Social Hierarchy; Peasantry; Monarchy; Religion; Trade; Empire /Colonisation; Slavery</p> |

| | |
|---------------------------|--------------------|
| SUBJECT | MATHS |
| Head of Department | Mr J Okosun |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|--|
| What we teach and why | <p>After the Transition project, the students will be focusing on basic number and algebra as they have not been exposed to a lot of Algebra in primary school.</p> <p>In the second half of term, the focus is still on Number work but now focusing on the fractions/decimals and percentages. Students then encounter basic ratio and proportion which is built in every year as this is now one of the 5 big topics in GCSE exams. Collecting data and types of data will be revisited; this is a topic the students encountered in the Transition project so is interleaved in.</p> | <p>Students focus on special numbers such as primes, factors and multiples; improving their algebra skills with simplifying expressions and expanding brackets; transformations that they have encountered at primary school such as reflection & rotation. With a spiral SOW in place, students encounter these topics next year also.</p> <p>Students move onto much harder data topics that they may have not encountered and that have links with Geography and Science; basic and much harder angle work where use of protractors improves students' overall knowledge and understanding of angles and use of mathematical tools; sequences and finding the nth term which incorporates substitution which has been touched on before.</p> | <p>Students focus on construction, including accurately drawing triangles. This is a hard topic to grasp and exposing the students to that early on in their secondary school life is essential for their continued progress.</p> <p>The students are then taught the basics of probability and conversion rates: an essential skill to have when travelling abroad.</p> |

| | |
|---------------------------|---|
| SUBJECT | MODERN FOREIGN LANGUAGES: FRENCH |
| Head of Department | Mr J Lunn |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|--|--|
| What we teach and why | <p>During the Transition Project, Y7 French students are given an introductory grounding in core vocabulary and grammar structures through description of their local environment and their family relationships.</p> <p>Students learn how to give their opinions on their town and its attractions, and create a presentation on their family and local area. This engrains key opinion structures and introduces core concepts of conjugation and agreement.</p> <p>Students learn how to describe artwork using vocabulary for shape, colour and body parts. Students revisit how to express opinions through the medium of creating and critiquing paintings, as well as gleaning insight into French artists such as Matisse and Monet.</p> | <p>Students cement and consolidate their knowledge of core opinion structures through description of their school environment. Students learn to narrate their school day via their subjects, timetables and teachers, while also gleaning an appreciation of how schools are different in the Francophone world.</p> <p>Students learn how to describe their free time and their relationship with technology. This allows for grounding in conjugation of the present tense with both regular and irregular verbs, and an appreciation of how to add depth and nuance to their descriptions using adverbs, connectives and time phrases.</p> | <p>Building on the transition project, students gain a further grasp on how to describe their town and country in terms of geography and activities that can be done there. This allows for teaching of modal verbs and compound sentences in preparation for a speaking assessment, where they are invited to discuss topics from throughout the year via questions in French.</p> <p>Students build towards assessments in Listening, Reading and Writing for their End-of-Year outcomes. Students revisit topics and skills from the year via examination-style tasks, and recap on higher-level structures that enable them to relate their ideas confidently and eloquently</p> |

| | |
|---------------------------|--|
| SUBJECT | MODERN FOREIGN LANGUAGES: SPANISH |
| Head of Department | Mr J Lunn |

| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|--|
| What we teach and why | <p>Students are given a foundational grounding in core concepts and grammar to enable them to express themselves. Building on the Spanish Primary curriculum, students will be able to describe their home and local area, as well as their family and descriptions of their relatives. This enables students to be able to give and justify opinions, establishing core principles of syntax and to learn how to master language through reapplication and manipulation of small pool of familiar, core vocabulary.</p> <p>Students revisit core primary topic areas of shape and colour and reapply these to the field of art. Students refine and augment their knowledge of opinions vocabulary to be able to present their ideas on pieces of art that they (and their partners) create. This affords students a cultural insight into Hispanic artists such as Miró and Picasso and enables them to creatively engage with this.</p> | <p>Students revisit and cement their knowledge of primary and Term 1 vocabulary with a more in-depth approach to topics of family, animals and free time activities. This familiar vocabulary base allows for introduction of crucial grammatical items such as the conjugation of the present tense, as well as handing over time for mastery of structures for introducing oneself in Spanish. Students also look at South American countries, to understand differences in climate and culture of their day-to-day life.</p> <p>Students learn how to describe their school life, subjects, teachers and extracurricular activities.</p> <p>Students build their confidence in narrating their opinions on these and earlier topics towards a speaking assessment, where they are asked a variety of questions in the target language.</p> | <p>Students revisit concepts from the transition project to describe their town and local area in greater detail. Students describe their homes, their bedroom, and the activities they can do in their region. Students develop their extended writing and presentation skills by creating a description of their local environment.</p> <p>Students build towards their end-of-year assessment by revisiting topics, vocabulary and grammar from the year in a series of consolidation lessons. Students are trained in examination-style reading and listening tasks, as well as engraining techniques for their extended writing that enable them to add sophistication and complexity to their ideas.</p> |



| | Autumn Term | Spring Term | Summer Term |
|-----------------------|---|--|--|
| What we teach and why | <p><u>The Seven Elements of Music</u> Understanding, performing and composing music through the seven basic elements</p> <p><u>Christmas Music</u> Developing listening and performing skills; strong links to the Catholic ethos of the school</p> | <p><u>Musical notation 1</u> Learning to read/play from rhythmic notation; composing using rhythmic notation</p> <p><u>Musical notation 2</u> Learning to read/play from simple staff notation; developing performing skills</p> | <p><u>Instruments of the orchestra</u> Orchestral families and the instruments within them</p> <p><u>British folk music</u> Developing of notation reading skills; exploring the tradition</p> |

| | |
|---------------------------|---------------------------|
| SUBJECT | PHYSICAL EDUCATION |
| Head of Department | Mr N McDaid |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|--------------------|--------------------|
| What we teach and why | Trampolining | Basketball | Athletics |
| | Table Tennis | Handball | Volleyball |
| | Netball | Rugby | Fitness |
| | Dance | Badminton | Rounders |
| | <p>In team games and competitive situations, pupils are developing physical fitness, special awareness and co-ordination skills to improve their fine and gross motor skills. They are also developing mental and social skills to develop their ability to problem solve, co-operate with others and develop their ability to communicate. Opportunities to devise strategies and tactics to outwit their opponent, to develop their leadership and to work on problem solving skills.</p> <p>In accurate replication (dance and trampoline), they will develop their physical fitness and their observational skills. They will also develop the ability to choreograph, to work co-operatively, to constructively feedback to their peers and to evaluate their own performance.</p> | | |

| | |
|---------------------------|----------------------------|
| SUBJECT | RELIGIOUS EDUCATION |
| Head of Department | Ms L Carter |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|---|
| What we teach and why | <p style="text-align: center;">Creation</p> <p>To start Year 7, pupils will discuss our origins in a biblical context and create a foundation for the teaching of the person of Christ. This helps pupils to understand the importance of the message of salvation through an understanding of the historical instances leading to it.</p> <p style="text-align: center;">The Person of Christ</p> <p>In this module we explore the person of Jesus in order to develop a meaningful personal relationship with him both historically and in the context of the Catholic faith. We look at his key teachings and events in his ministry to understand who he was and his message in the context of our Catholic faith.</p> | <p style="text-align: center;">The Church and Saints</p> <p>After Christmas we explore the history of the Church from the Apostolic origins to the UK today, engaging in the lives of the Saints including those of our school. This allows pupils to have a greater appreciation of the Church as well as the school Saints and their impact on our Faith</p> <p style="text-align: center;">The Sacraments and Triune God</p> <p>In this module we will develop understanding of what the seven Sacraments are and their role in the life of the Church. We will then expand on this by exploring Catholic beliefs on the nature of the Trinity to further understand the role of God in our lives.</p> | <p style="text-align: center;">Jewish Beliefs and Teachings</p> <p>In the final module of the year we will engage in study of Judaism, including the key beliefs and practices of Jewish life. This will help pupils understand the religiously diverse community of London and help them make links between people's beliefs and how they express them in their daily life.</p> |

| | |
|--------------------|----------------|
| SUBJECT | SCIENCE |
| Head of Department | Ms R Ingrey |



| | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|--|--|
| What we teach and why | <p>Students begin by learning about a topic called 'Matter'. This topic forms the foundation for chemistry content. It introduces the big idea of particles and matter, which forms the foundation for all living and non-living substances.</p> <p>Once the students have a solid idea of particles they should be able to apply it to all other topics.</p> <p>Students then move onto a topic called 'Organisms'. This topic covers the basic biology about living organisms that students need to know and build on. It covers the levels of organisation in living things, cell structure and then looks at the movement of substances in living organisms.</p> | <p>Students look at the topic of 'Energy'. They learn to understand that energy in the universe is constant as it cannot be created or destroyed only transferred from one store to another. They learn that we generate electricity by transferring energy from energy resources in power stations and group these resources as renewable and non-renewable.</p> <p>Students move onto 'Reactions'. Students begin to understand the basics of chemical reactions and how scientists use these in industry.</p> <p>Finally students study 'Waves'. In this topic they gain an insight into the different ways in which waves can transfer energy.</p> | <p>Students start by looking at 'Ecosystems'. Students learn key vocabulary used by ecologists as well as gain an understanding of how species live together and compete with each other for resources. The topic of genes follows in which students start to understand variation as genetic or environmental and how this links to adaptations.</p> <p>The second half of the topic provides students with an opportunity to explore adolescence and reproduction.</p> <p>Finally students get an introduction to 'Electricity' where they get the opportunity to build and understand basic circuits as well as resources used to generate electricity.</p> |

HOMEWORK TIMETABLE

| Forms | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|--|-----------------------------------|--|----------------------|
| 7 ARW | English Maths | Science Geography Music | RE French | Computer Science DT | History Art |
| 7 CAM | English Maths | Science Geography | RE Spanish | History Computer Science DT | Music Art |
| 7 CTW | English Maths DT | Science Music | Art | Geography History Computer Science | RE French |
| 7 LIN | English Maths DT | Science Geography Music | Computer Science | History DT | RE Spanish Art |
| 7 SWL | English Maths | Geography History Computer Science | Science DT | RE Music Art | Spanish |
| 7 WRD | English Maths Music Computer Science | History Spanish | Science DT | RE | Art Geography |
| 7 MOR | English Maths Music | History | Science Computer Science DT | Geography RE | French Art |