Cardinal Pole Catholic School

Curriculum Booklet

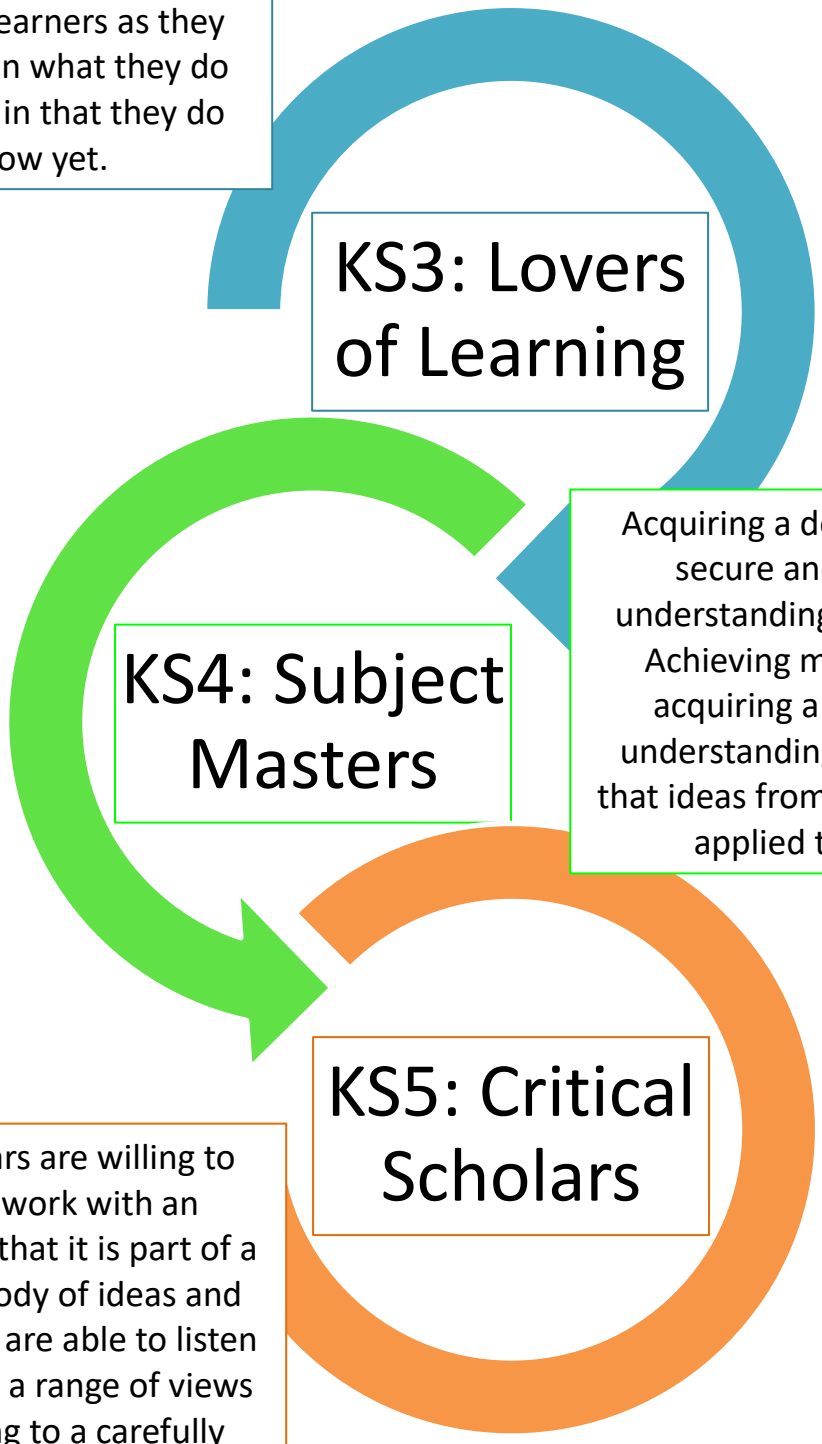
2021-22

YEAR 7

Contents

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.



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.

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, 2021-22

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
				PSHE	1

Students also have timetabled one Accelerated Reader lesson to support their literacy and a daily 30 minute Prep session with their tutor to support with the completion of homework and literacy through guided reading. 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, there is a free breakfast club for all students before school from 7.30am; after school there are homework clubs, extra-curricular activities 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 T Edwards **Deputy Head of Year:** Mr K Jones **Pastoral Support Manager:** Ms Z Cord **SEN Link:** Ms M Carey	
7 Arrowsmith	Ms S Loughney
7 Campion	Ms A Tiberi
7 Clitherow	Ms L Tavares
7 Line	Mr W Lawn
7 More	Mr V Ingrey Mensuo
7 Southwell	Ms L Bizos
7 Ward	Mr O Hayes

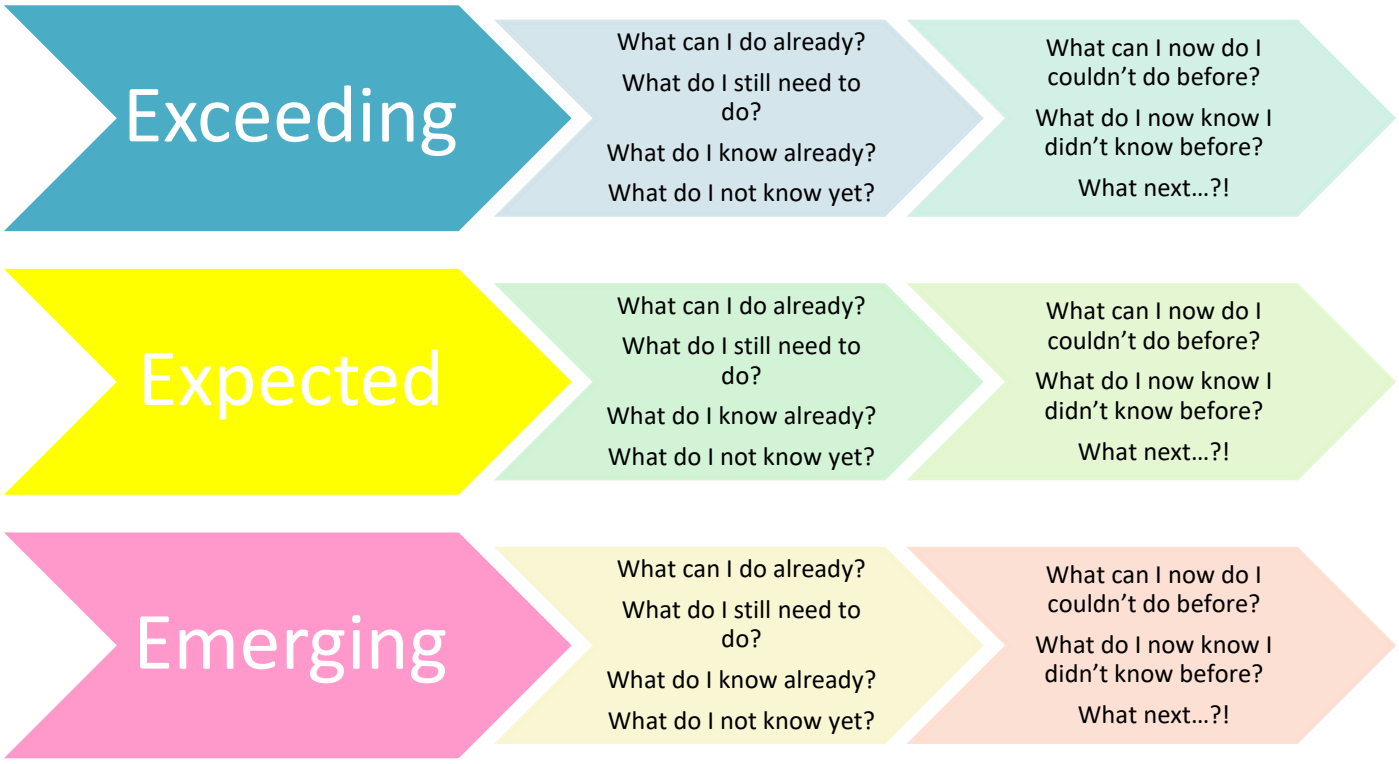
Yours sincerely,

Ms E Connolly

Associate Deputy Headteacher – Quality of Education

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 Maths. These sets based on their side of the register (Set 1-4 for ARW, CAM, CTW, LIN; Set 1-3 for MOR, SWL, WRD).

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. This class is supported by a Teaching Assistant alongside the class teacher to aid transition to secondary school and help them make rapid progress in Key Stage 3.

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.

SUBJECT	ART
Head of Department	Ms K Place

	Autumn Term	Spring Term	Summer Term
What we teach and why	**Introduction to drawing** Mark making and line within a drawing project looking at organic forms and animals. Introduction to basic drawing techniques and skills such as creating shape and form and tonal rendering. **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'.	**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. **Creating Compositions** Creating balance within composition with placement, scale and contrast. Learning to apply artist's styles to create design work with different meanings. Introduction to colour theory.	**Final Composition** Designing and developing images for illustrations and for graphic design outcomes. Refining of most successful composition against success criteria. Application of colour theory and a range of styles to suit and develop the meaning of the piece. **Preparation for Assessment Point 2** Collecting sources and developing designs for a new illustrative brief with a new theme. Application of relevant artist's style, colour theory and compositional balance to a poster design. Practise and application of appropriate skills.

SUBJECT	COMPUTER SCIENCE
Subject Lead	Ms G Braithwaite

	Autumn Term	Spring Term	Summer Term
What we teach and why	**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 bulling and an awareness of online grooming and how to reduce the risks of becoming a victim of online grooming. **Games programming in Scratch** Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.	**Control system with Flowol** Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. **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.	**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.

SUBJECT	DESIGN & TECHNOLOGY
Head of Department	Ms K Place

	Autumn Term	Spring Term	Summer Term
What we teach and why	**Iterative Design: Furniture Project** Students will be introduced to the concept of 'iterative' design and how it is used throughout product design and the design industry as a whole. Students will look specifically at the design of chairs and learn about a wide range of 'iconic chairs', how they were designed and manufactured with the needs of the user in mind. Through investigations, research, designing and paper/card modelling, students will develop their own ideas using the iterative design process to solve a problem.	**Architecture Project:** An exciting project where students are able to develop skills built up through their Hackney transition project. 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.	**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. Students will produce a 3D prototype of their packaging design which they evaluate against the needs and wants of their target market.
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. *Following guidance from the DfE we are unable to run practical sessions using workshop equipment during this time, projects have therefore been developed to focus on graphic design and modelling, both of which have a major influence on all other areas of the design industry.*			

SUBJECT	DRAMA
Head of Department	Ms G Green

	Autumn Term	Spring Term	Summer Term
What we teach and why	**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.	**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.	**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.

SUBJECT	ENGLISH
Head of Department	Ms C Fox

	Autumn Term	Spring Term	Summer Term
What we teach and why	**A Monster Calls** Through Patrick Ness' moving novel, students will build on their basic language and structural analysis skills. They will also have an opportunity to develop their emotional literacy and explore issues such as toxic masculinity.	**War with Troy** Students will study the story War with Troy. The unit retains its sense of storytelling while exploring themes of responsibility, betrayal, jealousy and conflict through a dual narrative told from both the perspectives of the Greek and Trojan sides. Students will also be given opportunities for both creative and analytical writing. **Diverse Shorts** Students read a variety of short stories from diverse backgrounds. Students will be introduced to and explore themes of integration, disability, appearance and immigration.	**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. **Off by Heart** Students will read a variety of poems and speeches and learn them off by heart. They will create a performance for their speech or poem to compete in our annual competition. This unit does not only prepare students for their Speaking & Listening exam by encouraging confidence and oracy, but also gives them an opportunity to engage with poems in a new way.

SUBJECT	GEOGRAPHY
Head of Department	Mr J Crotty

	Autumn Term	Spring Term	Summer Term
What we teach and why	**UK** 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.	**Rivers** To understand how landscapes in the UK have been shaped. Importance of rivers to population. How physical geography shapes human geography. **Africa** 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.	**Restless Earth** How and why the Earth and its systems have shaped our planet. Understand the reasons behind natural disasters, Volcanoes, Tsunamis, Earthquakes. **Ecosystems** 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.

SUBJECT	HISTORY
Head of Department	Ms A Earthrowl

	Autumn Term	Spring Term	Summer Term
What we teach and why	**900-1100** **England**: How did the Norman Conquest change England? **World**: Baghdad: Why was medieval Baghdad the 'centre of the world'? These topics contrast two very different cultures and explore how relatively sophisticated the Islamic world was compared to early medieval England. **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 **Key Concepts:** Social Hierarchy; Peasantry; Monarchy; Warfare; Trade	**1100-1400** **England**: How miserable were the Middle Ages? **World**: Mali - Why has Mansa Musa been described as the richest man in history? These topics will compare the wealth and vibrancy of medieval England with medieval Mali and explore how both societies changed over the period. **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 **Key Concepts:** Social Hierarchy; Peasantry; Monarchy; Religion; Trade	**1400-1600** **England**: Was England transformed under the Tudors? **World**: Americas - How did Columbus change the world? 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. **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 **Key Concepts:** Social Hierarchy; Peasantry; Monarchy; Religion; Trade; Empire /Colonisation; Slavery

SUBJECT	MATHS
Head of Department	Mr J Okosun

	Autumn Term	Spring Term	Summer Term
What we teach and why	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. 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.	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. 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.	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. The students are then taught the basics of probability and conversion rates: an essential skill to have when travelling abroad.

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

	Autumn Term	Spring Term	Summer Term
What we teach and why	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. 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. 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.	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. 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.	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. 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.

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

	Autumn Term	Spring Term	Summer Term
What we teach and why	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. 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.	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. Students learn how to describe their school life, subjects, teachers and extracurricular activities. 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.	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. 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.

SUBJECT	MUSIC
Head of Department	Ms L Singleton

	Autumn Term	Spring Term	Summer Term
What we teach and why	In the first half of the term, students will study the basics of rhythmic notation. They will learn the names and values of different notes, and be able to read, compose and perform (with body percussion and instruments) simple rhythms. This will provide pupils with the building blocks to compose and perform many styles of music. In the second half of the term, we will explore the music of the African continent. This will involve singing a traditional song, djembe drumming and learning about the features of African music, encouraging students to engage in this musical culture.	In the Spring term, Year 7 students will move on to reading pitch notation on the stave, and develop their keyboard skills. As well as reading and writing music, learners will perform pieces by famous composers as well as their own compositions. This unit of work will also explore the musical element of melody. Students will further develop their knowledge of musical elements through exploring the use of motifs in composition, using dynamics, structure, tempo and timbre to create musical contrasts. They will also learn about the instruments of the orchestra and their families, and continue to improve on their performance skills.	Students will learn how to formulate major and minor chords, and how to perform them on keyboards and ukuleles. They will then add chords to a melody and a bass line, building up elements to create a whole piece. Later in the term, learners will build on the theoretical knowledge and musical skills they have gained during Year 7 to learn and perform popular songs, using voice, ukuleles, keyboards and music technology.

SUBJECT	PHYSICAL EDUCATION
Head of Department	Ms C Haley

	Autumn Term	Spring Term	Summer Term
What we teach and why	**Trampolining** **Table Tennis** **Netball** **Dance**	**Basketball** **Handball** **Rugby** **Badminton**	**Athletics** **Volleyball** **Fitness** **Rounders**
	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. 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.		

SUBJECT	RELIGIOUS EDUCATION
Head of Department	Mr M Tisi

	Autumn Term	Spring Term	Summer Term
What we teach and why	**Creation** 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. **The Person of Christ** 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.	**The Church and Saints** 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 **The Sacraments and Triune God** 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.	**Jewish Beliefs and Teachings** 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.

SUBJECT	SCIENCE
Head of Department	Mr E Cocker

	Autumn Term	Spring Term	Summer Term
What we teach and why	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. Once the students have a solid idea of particles they should be able to apply it to all other topics. 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.	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. Students move onto 'Reactions'. Students begin to understand the basics of chemical reactions and how scientists use these in industry. Finally, students study 'Waves'. In this topic they gain an insight into the different ways in which waves can transfer energy.	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. The second half of the topic provides students with an opportunity to explore adolescence and reproduction. 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.

HOMEWORK TIMETABLE

Forms	Monday	Tuesday	Wednesday	Thursday	Friday
7 ARW	Design & Technology English	Maths Computer Science Music Drama	Art Science	History Geography	Spanish RE
7 CAM	English Drama Design & Technology French	Maths Art Computer Science	History Geography	Science Music	RE
7 CTW	English History	Maths Drama	Design & Technology Music Computer Science	Art Geography Spanish	RE Science
7 LIN	English Science	Maths French History	Geography Design & Technology Art	RE Drama	Maths Computer Science
7 MOR	English Music	Art RE	Computer Science Drama Spanish	History Design & Technology	Maths Science
7 SWL	English Music Computer Science	Drama RE	History Spanish	Design & Technology Science	Maths Geography
7 WRD	English Computer Science	Music Geography	Drama History	Design & Technology French Science	Maths RE