

Cardinal Pole Catholic School



Curriculum Booklet 2023-24 YEAR 7

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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, 2023-24

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 25-minute Prep session with their tutor to support with the completion of home learning 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 home learning 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 10.

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

Head of Year: Ms A Tiberi Pastoral Support Manager: Mr P Taylor St Nicholas Link: Ms M Carey	
7 Arrowsmith	Mr T Outhwaite
7 Campion	Ms W Chowdhury
7 Clitherow	Mr A Godwin-Martin
7 Line	Ms A Bhatia & Mr k Wilson Stroud
7 More	Ms K Spasowka
7 Southwell	Ms Y Akhoon
7 Ward	Ms H Crump & Ms R Razwan

Yours sincerely,

Ms E Connolly

Deputy Headteacher – Quality of Education

MEASURING PROGRESS: YEAR 7

At Key Stage 3, students are assessed according to a 'I can' statements. These are subject specific assessment criteria that explicitly states the skills and knowledge that students are expected to be able to demonstrate at the point of assessment. Students will therefore be judged to be 'attaining above', 'attaining' or 'not yet attaining' at the expected level for that point in time. Where students are 'not yet attaining', subsequent teaching will be focused on closing gaps in student knowledge.

Students are taught in mixed ability sets for all subjects in KS3. This is largely in form groups although English, Technology and PE are taught in mixed ability groups across 3-4 forms.

In addition to these teaching groups, there is a small St Nicholas Group 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 home learning. 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 'attaining above', 'attaining' or 'not yet attaining' the expected level in each subject.

SUBJECT	ART
Head of Department	Ms K Place



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Describing & Understanding</p> <p>Students begin by looking at a Hackney born contemporary artist and learning how to fully describe her work and infer what it might be about. They work in the style of the artist to understand the process and research why it was made. This then allows students to fully analyse.</p> <p>Graphic & Expressive Drawing</p> <p>Mark making and line is explored in paint and drawing media within a drawing project looking at organic forms and animals. Students are introduced to key drawing techniques and skills such as creating shape and form and tonal rendering.</p>	<p>Symbolism & Meaning</p> <p>Students are then introduced to colour theory and how it has been used in graphics, illustration and expressive art. Students then use colour and shape to symbolise emotions and learn how to apply the colour in different paint techniques.</p> <p>Simplification</p> <p>Students explore different processes to simplify images such as collage and tracing basic shapes. They then construct a simplified figure for a sports poster inspired by Delauney and Theo Van Doesburg. Paint techniques are applied to develop skills.</p>	<p>Symbols & Motifs</p> <p>Students use their understanding of simplification and symbolism to design motifs for illustration and graphic briefs, for example symbols that portray different types of music. They then learn how to arrange them in the most suitable composition to fulfil the brief.</p> <p>Preparation for Assessment Point 2</p> <p>Students learn to review their work against success criteria so they can independently improve their work and fulfil all the criteria set out in a brief. This is then assessed – symbol design, exploration of composition and a final painted outcome.</p>

SUBJECT	COMPUTER SCIENCE
Subject Lead	M D Imo



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Using computers safely, effectively and responsibly</p> <p>This unit will increase students' awareness of the issues surrounding computer viruses, poor password security and their ever-increasing digital footprint. The unit 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>A project will be completed to bring about an awareness of the environmental issues surrounding the disposal of old computers and other electronic devices</p>	<p>Games programming in Scratch</p> <p>This unit will allow students to develop their computational thinking as they undertake a creative project using a graphical block-based programming languages in order to design and evaluate computational abstractions that will model the state and behaviour of a real-world problem and physical systems</p> <p>Introduction to algorithms</p> <p>To program a computer, certain sets of logical instructions need to be provided. Sets of logical instructions for a computer can be designed only when the programmer thinks in the same way that a computer processes instructions. Computational thinking is a thought process involved in formulating a problem and expressing its solution in such a way that computers can effectively carry it out.</p> <p>Control system with Flowol</p> <p>This unit will provide students with a practical insight into the principles of producing control and monitoring solutions using a flowchart-based interface. This will allow students to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems, as well as understand hardware and software used to make up and communicate with different systems</p>	<p>Introduction to Python</p> <p>This unit will continue to develop students' computational thinking as they are introduced to a textual programming language. Students will use Python Turtle to 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>Iterative Design: Handle Project</p> <p>Students will be introduced to the concept of 'iterative' design and how it is used throughout product design and how it can be used to develop a 'user centred' design idea to solve a real-life problem.</p> <p>Students will look specifically at someone with a disability that prevents them from using every day handheld items such as cutlery.</p> <p>Through investigations, research, designing and 3D modelling, students will develop their own ideas using the iterative design process to produce a functional and creative solution, giving the students experience of how design problems are solved within industry.</p>	<p>Architecture Project</p> <p>An exciting project where students are able to develop skills built up through their My Hackney transition project by designing and planning a 3D pavilion for a public space in Hackney.</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. Students will be challenged further by considering how CAMs and other mechanisms could be added to their designs to develop them further and engage the public.</p>	<p>Food and Nutrition</p> <p>Students are introduced to the Eat Well Plate and nutrition. They look at safety in the cooking area, The Germ War, knife skills and all equipment used in food preparation.</p> <p>Students will develop designs to a brief to build up their knowledge of eating healthily and what work together based on different food groups.</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. Home learning 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
Subject Lead	Ms L Tavares



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Induction to Drama: Darkwood Manor.</p> <p>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>Bringing text to life: Mugged.</p> <p>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>	<p>Chorus work: Antigone.</p> <p>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>

SUBJECT	ENGLISH
Head of Department	Mr M Ghany



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>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. Students will deepen their understanding of the novel through reading contemporary non-fiction texts exploring the themes.</p>	<p>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.</p> <p>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.</p>	<p>Poetry Students will read a variety of poetry from different times and cultures. They will think about what poetry means to them and what makes good poetry. Students will also have an opportunity to write their own poetry and perform in a poetry slam competition.</p> <p>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.</p>

SUBJECT	GEOGRAPHY
Head of Department	Mr J Crotty



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

SUBJECT	HISTORY
Head of Department	Mr J Rumsey



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>900-1100 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>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>Key Concepts: Social Hierarchy; Peasantry; Monarchy; Warfare; Trade</p>	<p>1100-1400 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>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>Key Concepts: Social Hierarchy; Peasantry; Monarchy; Religion; Trade</p>	<p>1400-1600 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>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>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 content as this will allow deepen their prior knowledge before, they embark on their Year 7 journey in Maths and Problem Solving.</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 challenging 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 and exploring the world around them.</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, students learn how to describe artwork using vocabulary for shape, colour and body parts. Students learn how to express opinions through the medium of creating and critiquing paintings, as well as gaining insight into French artists such as Matisse and Monet. This module affords students an insight into French phonics with a focus on pronunciation and word order, which will provide clarity and fundamental knowledge for later content in the course.</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 gaining an appreciation of how schools are different in the Francophone world. Students then begin revision of HT1+2 content ahead of AP1 assessments.</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>Students learn how to describe their holiday plans and activities at the end of the spring term. Students reapply structures from free time to be able to narrate typical holidays before building towards acquisition of future tense phrases to be able to describe dream future holidays. Students also learn transactional structures for buying food and drinks at a French café for potential future holidays in France.</p>	<p>Students learn 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 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 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 and cement their knowledge of primary vocabulary with a more in-depth approach to topics of sport 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 describing and giving opinions of hobbies in Spanish before their AP1 assessment.</p>	<p>Students learn how to describe their school life, subjects, teachers and extracurricular activities. Through this, students acquire fundamental knowledge of opinion phrases and definite pronouns to express their views about school. Students also revisit basics of numbers with a view to telling the time and thus narrating their school day in detail.</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. 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>The summer term begins with a review of the topics of family and descriptions.</p> <p>Students also 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 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>

SUBJECT	MUSIC
Head of Department	Ms L Singleton



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Sounds of London</p> <p>Year 7 Music begins with our Transition Literacy Project, where students will study the diverse Sounds of London, listening to and writing about the different styles of music you might hear in the capital.</p>	<p>Performance Skills</p> <p>Pupils will choose their instrument specialism and work towards level specific pieces.</p>	<p>Variations</p> <p>Students will further develop their knowledge of musical elements through exploring variations - 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.</p>
	<p>Performance Skills</p> <p>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, ukulele, steel pans, bass guitar, acoustic guitar, keyboards and tuned percussion.</p>	<p>Composing</p> <p>Building on notation knowledge and performing skills learnt in the Autumn term, students will focus particularly on the musical elements of structure and melody. They will compose their own piece of music.</p>	
	<p>Notes and Rhythms</p> <p>Next, learners 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.</p>	<p>The Music of West Africa</p> <p>In the second half of the term, we will explore the music of West Africa. 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.</p>	

SUBJECT	PHYSICAL EDUCATION
Head of Department	Mr W Lawn



	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	Mr M Tisi



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>My Hackney Project The first three weeks of RE lessons will involve a study of religion in the local area. We will learn about the Catholic church at St Dominic's and compare this to another Christian church within Hackney. We will also undertake an introduction to two key religions – Islam and Judaism.</p> <p>ABC – About Being Catholic To follow the My Hackney Project, we will look at the basics of Catholic belief and practice. We will begin by looking at the Catholic teaching on the nature of God before expanding to look at Parish life, the Church and the importance for prayer. This all builds to a final project marking the end of the transition into secondary school.</p>	<p>Creation To start the Spring term, 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>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.</p>	<p>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</p>

SUBJECT	SCIENCE
Head of Department	Ms M Balogun



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students will begin year 7 with a project that looks at the destructive nature of plastic waste in our society. Students will have the chance to investigate plastics, research alternatives and earn their coveted Bunsen burner license before writing to government expressing their feelings and solutions to the plastic problem. Students begin content by learning about a topic called 'Matter'.</p> <p>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. Students then move onto a topic called 'Organisms'.</p> <p>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>Finally, students will finish the Autumn term by learning 'Forces'. This topic looks at the interactions between objects that are moving and students will investigate resultant forces and their effect on motion.</p>	<p>Students return after Christmas to 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 then move onto 'Reactions'. Here, students begin to understand the basics of chemical reactions and how scientists use these in industry. Students will get an opportunity to see and engage with many reactions in class and will use their investigative skills to complete a wide range of practical activities.</p> <p>After half term, students will take part in the annual British Science week. This week will be dedicated to fun practical investigations and students will produce a poster that matches this year's theme.</p> <p>Finally, students will study 'Waves'. In this topic they gain an insight into the different ways in which waves can transfer energy and will look at several real world uses of electromagnetic waves.</p>	<p>Students begin the summer term 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.</p> <p>The topic of genes follows in which students start to understand variation as genetic or environmental and how this links to adaptations. We will dive deeper into the genetic relationships between organisms and investigate how certain organisms' genes lead to their appearance.</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>

YEAR 7 HOME LEARNING

In Y7, students will increase the home learning set across the year as laid out below. There will also be half termly projects set on key topics covered across subjects, the first of which is Black History Month. Details will be shared in prep. By Summer term, all subjects will have their own projects running as home learning to be completed over the half term and to presented in the school culture week at the end of the year,

Autumn Term 01: KEY WORDS TESTED IN PREP

- **WHAT:** This is based exclusively on the 'My Hackney' Project (please see separate project booklet)
- **HOW:** Students will be tested weekly on key words in prep by their tutor
- **WHY:** This ensures the foundation language needed for discreet subjects in secondary school

Autumn Term 02: ENGLISH, MATHS & SCIENCE

- **WHAT:** Short weekly tests in prep continue but are now three times a week and based explicitly on the core subjects of English, Maths and Science
- **HOW:** Each subjects will have a specific focus such as Accelerated Reader in English which has an explicit link to the foundations of core learning
- **WHY:** This builds on the literacy focus of Autumn Term 01 and promotes independent reading and revision at home

Spring Term

- Geography, History, MFL and RE to introduce. These key skills / vocabulary will be tested in class as a starter activity on a weekly basis