



Year 7

Term 1 & 2 Curriculum



Year 7

As we approach the second half of Term 1, I wanted to take this opportunity to share details of what your child has been, and will be, learning in each of their subjects up until the end of Term 2. Hopefully, they are now beginning to settle into the routine of their 2 week timetable, joining clubs and completing homework tasks.

Homework: All students have now been guided through the process of logging onto the school network and the applications they need to support them. Parents have been invited to join the Satchel:One platform, via the email they provided to the school, where they can view the homework set on Satchel:One. Please follow the link and use your parent code and instructions on your email to get yourself set up. Please contact your child's tutor if you need any further assistance.

Students can access Satchel:One by logging into the School website www.rednockschool.org.uk or via the Satchel:One app which can be downloaded for free from the Apple app store or Google Play. Please remember students should log into Satchel:One using the log in with Google Button and their school account details. A walk through of the login process can be found on the school website in the parents information section. Please remember that if an online quiz or a spelling test has been set then these can only be completed on a student account. If you or your child need any further support with accessing and using the Satchel:One platform please contact your child's tutor who will be able to support you.

School Clubs: Details can be found via this [link](#)

Full Curriculum Information: Comprehensive details about Rednock School's Key Stage 3 curriculum can be found via this [link](#)

Terms 1 & 2 Curriculum

English

For the first 12 weeks students will explore the 'Heroes and Villains' unit, focusing on what makes a hero and a villain but also how these archetypes have changed over time. Students will cover Greek myths and legends, Victorian and postmodern characters, before finishing with a media study of 'Shrek' and its subversion of fairytale characters. They will then have the opportunity to craft their own fairytale. The main reading skills focus will be exploring how writers present characters, themes and settings, using quotations to support ideas and commenting on the effect of writer's language choices. They will also be assessed against all writing skills (see progress card). At the end of Term 2 they then move on to the dystopia unit with the same reading skills focus as the previous unit.

Enrichment Opportunities:

- Ovid in the West Country competition will be run in Terms 1 and 2 alongside their lessons on Greek mythology. External deadline 15th November.
- KS3 Book Club will also be set up this term and will be run on a Tuesday week A at lunchtime.

Accelerated Reader

Students will be introduced to and started on our [Accelerated Reader](#) programme. They will sit a Star Reader test to assess their current reading levels, one of four this academic year. Our lessons will be focused on extended reading and promoting reading for pleasure as a vital skill for both academic performance and personal enrichment.

We will be using the data collected from our Star Reader tests to inform our set up of literacy based interventions that include 'Fresh Start' phonics work. Any intervention of this kind will be communicated to parents.

Enrichment Opportunities:

- The KS3 Book Club will be established this term and will be running on a Tuesday week A at lunchtime.



Maths

We follow the [White Rose](#) scheme of learning and Terms 1 and 2 include the Autumn topics shown in the table below. Students start the year taking a baseline assessment to help ensure students in maths are in the correct group. There will be a variety of homework tasks set, using online websites as well as worksheets and most tasks will be a consolidation or revision of earlier learning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebraic Thinking						Place Value and Proportion					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		

Weeks 13-15: Solving problems with addition and subtraction.

Learning support materials - This [link](#) will take you to a set of presentations that will support your child's learning with each of the topics studied.

Science

In Term 1, we will cover a range of key topic areas and teach a range of skills. Students will have the opportunity to learn new subject knowledge and conduct practical work in a science lab!

<p>Topics:</p> <ul style="list-style-type: none"> • Solids, liquids and gases • Particle model of different states • Density • Elements, compounds and mixtures • Separating techniques • The difference between a pure substance and a mixture 	<p>Skills Focus:</p> <ul style="list-style-type: none"> • Bunsen burners and safety • Measuring mass and volume • Reading a thermometer • Measuring length • Units • Methods • Reading and interpreting scales • Using an equation • Writing instructions • Introduction to text books – using an index and a glossary
--	---

In Term 2, we will begin three different topics. These will be looking at graphing skills, cells and organisms.

Support Materials: For additional support and guidance, we have a science website set up to help students on the different topics. This can be found on the school website or <https://sites.google.com/rednockschool.org.uk/rednockscience/key-stage-3>



History

Students in Year 7 study five units of work across the year related to the theme 'Changing Lives'. In Term 1, they will explore how the Vikings changed the nation of England, whilst in Term 2 they will study a case study of the Black Death, investigating the impact that it had on the people and the country. In addition, every term there is a lesson on what medicine and health was like during the period of history being studied.

Both topics focus on building up important historical knowledge, but also look at historical skills, such as causation, significance and using sources. Students will be assessed using the skill of significance towards the end of Term 1.

There will be a variety of homework set, some of which will focus on literacy to support their study of history, whilst others will consolidate and extend their learning within the classroom or look at the impact of the things they have been studying on the local area.

Geography

Students begin their geography studies in Year 7 with a topic called 'Fantastic Places'. During this topic the students will make their way across the seven continents, stopping off at a number of different inspiring locations, each with a key geographic theme to explore. Work is done to delineate between what is considered Human and Physical Geography; scale is considered in many forms - time, size, distance and a range of geographic skills will be developed including description, explanation, analysis, source interpretation, comparison and contrast. Numeracy, literacy and oracy are key components of a good geography education and these areas will be regularly practised. Map skills will also be developed, with traditional Ordnance Survey (OS) maps used alongside electronic Geographic Information System (GIS). Classwork and homework will be used to provide opportunities for the above learning to take place.

All lessons will be posted on the Google Classroom for each student to access. Encouraging the students to watch the news on a regular basis, to develop their reading of online news articles and any form of reading for pleasure will support the students to understand better the world around them.

Philosophy & Ethics

Students will be covering the unit 'God' in Terms 1 and 2 exploring different ideas about God and belief, including but not limited to, Christian and Scientific ideas and humanist points of view. They will also discuss different arguments for God such as 'The Design Argument' and the 'Problem of Evil' and look at parables such as the story of Job. They are formally assessed at the end of this unit. In class, students will use religious teachings booklets to aid their learning and a 'drop in' after school session is available for anything they haven't understood in lessons.

Enrichment Opportunities:

Philosophy & Ethics Club - room 341 on a Wednesday lunchtime. Opportunity to become Humanities Ambassadors.



Languages

In Year 7, your child will have a taster of French, German and Spanish, switching from one to the other each term. We do this so that students can decide which language they prefer or see which language they are best at before focusing on one in Year 8 and beyond. The process of choosing a preferred language will take place next June.

In lessons, students will learn how to connect ideas together and use a variety of language so that they quickly move from sentence to paragraph level. They will learn how to express different opinions and gain cultural insights into the countries whose languages they are studying. Assessments take place roughly at the end of each term and, over the course of the year, will include all four skills: speaking, writing, reading and listening. Homework is set weekly and, in most cases, will require students to learn vocabulary using the website [Memrise](#).

Design & Technology

In Terms 1 and 2 students complete 2 of the 6 modules assigned to Year 7. The modules are on a carousel, with some students completing Cooking and Nutrition modules and others completing Design Technology ones. All students will be given the opportunity to complete all of the modules throughout the course of the year.

Food modules initially introduce students to a range of equipment and techniques whilst establishing safe, working practices in the food rooms. Once settled, students then begin their nutrition journey using the Eatwell Guide to establish the basics of a balanced diet. Students will make a selection of practical outcomes linked to the theory taught.

The DT modules will include an introduction to the subject and predominantly cover knowledge associated with materials such as categorisation, properties and tools used to mark, measure and shape. Students will make two of the following practical outcomes: memo holder, night light, tote bag or monster.

The practical skills taught in both the workshops and food rooms allow students to demonstrate that they can work accurately and safely in their new environment.



Physical Education

In Terms 1 and 2 students will develop basic skills in a variety of game and aesthetic activities.

- In team/invasion games (netball, football and rugby) students will learn to work in groups and develop skills in communication, movement and spatial awareness.
- In Gymnastics students will demonstrate the core skills including travel, balance and control. Students will work in pairs to develop short routines and complete routines to small audiences.
- In Table Tennis and Badminton students will develop their coordination and learn key basic skills such as the serve and basic forehand shots.

Year 7 Clubs:

- Monday Afterschool: Table Tennis Club - Girls and Boys
- Tuesday Afterschool: Netball Club - Girls
Rugby Club - Boys
- Wednesday Lunchtime: Badminton/Table Tennis Club - Girls and Boys
- Thursday Afterschool: Trampolining Club - Girls

Skills

Term 1 centres on 'Thoughtfulness'. It begins with a transition to secondary and then focuses on teamwork, identity, diversity and friendships. Term 2 centres on Resilience. Students become more resilient learners, e.g. sequencing tasks, effectively listening and managing longer projects. This is also a good opportunity to learn about wider contexts of resilience e.g. climate resilience. Skills also include lessons on bullying, disabilities, stereotyping and discrimination.

Art

In Terms 1 & 2 students will be introduced to a broad range of core skills, techniques, materials, artists and themes. These will be based around the formal elements of art and will set the foundations for developing them into an effective artist and creative thinker. Students will work through the topic Monochrome where they will learn 3D clay modelling, drawing and print-making techniques. Homework will include a moodboard and some photography.



Drama

In Term 1, students will explore basic drama devices including thought track; improvisation; narration; control of the body and role play which they will use throughout KS3. Students will use mime clearly to make actions clear to an audience. Students will learn the importance of staying in role. They shall be looking at how gesture and movement can be used to tell a clear story. They will gain control of their bodies. Clear health and safety of the drama space is set and understood.

- Key Skills: concentration; collaboration; communication; confidence and control
- Key Vocabulary: concentration; cooperation; communication; facial expression; movement

In Term 2, students will explore the film "Inside Out" to help them have a deeper understanding of emotions - fear, joy, disgust, anger and sadness in particular and how we manage, communicate and reflect on the cause of these core emotions. They will consider how people handle their emotions in different ways. Using drama devices, they will explore big transitions; coping skills; mental health. They will work with scripts for the first time. They will use improvisation; still image; cross cutting and performance.

- Key Skills: embracing emotional diversity within us all; coping skills; mindfulness; communication skills and negotiation
- Key Vocabulary: role-play, maturity, characterisation, improvisation, cross-cutting, use of space, still image

Computer Science

In Term 1, students will work between different applications to create a poster and slides on a given theme. The unit is designed so that learners can concentrate on applying skills that they may have previously learnt, as well as those learnt in the unit. Students are given clear tasks for which they need to first plan and then implement a solution.

In Term 2, students learn to create computer programs, develop problem-solving skills, and work through fun challenges! They will make games and creative projects to share with friends, family, and teachers. Students will, by the end of this unit, understand basic programming constructs such as Sequence, Selection and Iteration. Pupils will also be comfortable with Computational Thinking. They will be using [Code.Org](https://www.code.org/).

Music

All students will be learning about the symphony orchestra in Term 1 whilst also developing their listening, vocal and keyboard skills. Students will start with five finger melodies on the keyboard progressing on to more challenging pieces depending on their current level of ability. A 'base line' listening test is given to assess where each student's level of listening is currently. Assessment on the orchestra topic and the 'five finger melody' on the keyboard is made at the end of the term.

In Term 2, students continue to develop their basic knowledge of musical signs and symbols whilst also developing their ability to recognise musical elements within a piece of music. Using the pentatonic scale as a starting point, students are encouraged to compose their own melody using typical structural patterns. Assessment is made at the end of term on all of the above.

- Key terms: orchestra, pentatonic, instrumental techniques, musical elements e.g. pulse, composition.

