



Year 7

Term 3 & 4 Curriculum



Year 7

This document provides information about the curriculum that Year 7 students will be studying in Terms 3 and 4.

Homework: Parents can view students' homework via the Satchel:One platform. If you are having problems accessing this please contact admin@rednockschool.org.uk

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](#)

English

In Terms 3 and 4, Year 7 will continue with their exploration of the dystopian genre through their study of 'The Hunger Games'. They will consider how dystopian fiction reflects the worst parts of society and how it incorporates ideas such as tyranny, oppression and injustice. Year 7 will then have the opportunity to write a description of their own dystopian setting, incorporating their knowledge of the genre's tropes.

Enrichment Opportunities:

- A Key Stage 3 Book Club will be running on a Tuesday A lunchtime. This club encourages students to share their thoughts and opinions on a wide range of literature.
- A film club has been set up for students to access dystopian texts in a media format. Chosen films include Wall-E and Maze Runner.
- Dyslexia drop in with Mr Luke is available on Friday lunchtimes.

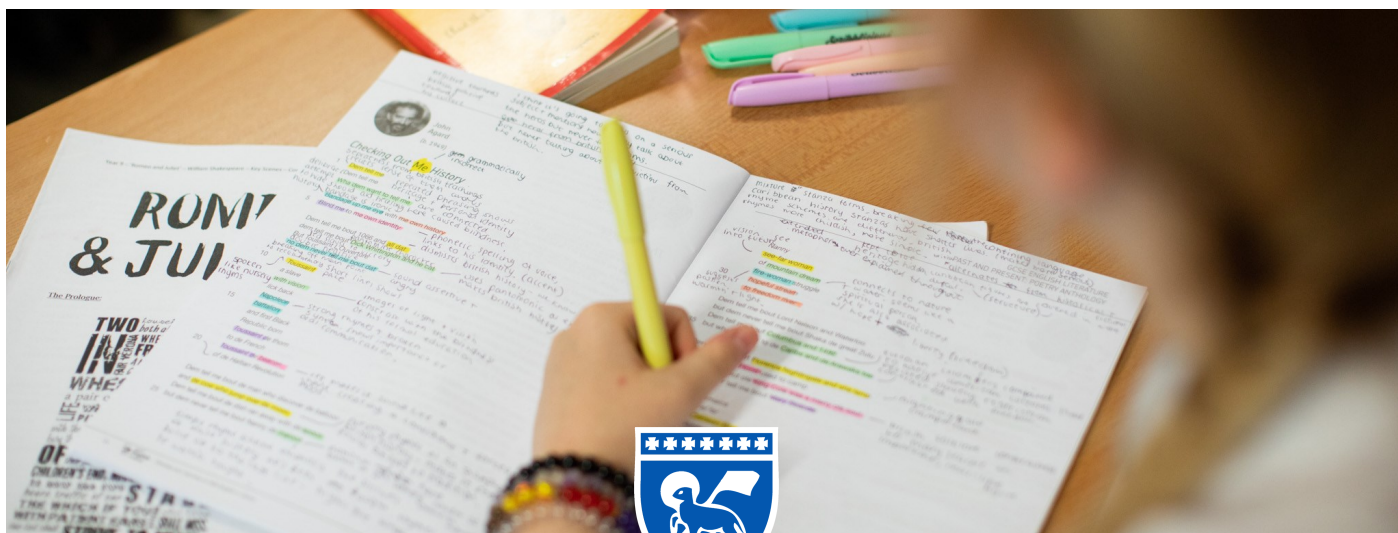
Accelerated Reader

Students will be continuing the [Accelerated Reader](#) programme. They have now sat two Star Reader tests to assess their current reading levels. 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 continuation of literacy based interventions that include 'Fresh Start' phonics work. Any intervention of this kind will be communicated to parents.

Enrichment Opportunities:

- A Key Stage 3 Book Club will be running on a Tuesday A lunchtime.



Science

In Science, students will be focusing on some physics ideas. This will involve looking at the concepts of speed and energy costs. We will also be assessing students' skills through two skills development assignments. In Term 4, students will investigate the physics topic on sound. We will also study a biology unit on interdependence. There will be a further skills development assignment in addition to an end of term test that reviews the scientific content covered to date.

Learning support material - Science have created a bespoke website for Rednock students that will provide support and guidance with their studies <https://sites.google.com/rednockschool.org.uk/rednocksscience/key-stage-3>

Maths

Students will continue to follow the White Rose scheme of learning which includes the spring topics shown in the table and listed below. Students will complete several end of topic 20 mark assessments, as well as a longer 40 mark end of spring term assessment. There will be a variety of homework tasks set, using online websites, as well as worksheets, and most tasks will be a revision and consolidation 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
Spring	Applications of Number					Directed Number			Fractional Thinking			
	Solving problems with addition & subtraction		Solving problems with multiplication and division		Fractions & percentages of amounts	Operations and equations with directed number			Addition and subtraction of fractions			

Weeks 1-3: Solving problems with multiplication and division

Week 4: Fractions and percentages of amounts

Weeks 5-7: Operations and equations with directed number

Weeks 8-10: Addition and subtraction of fractions

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.

History

In Terms 3 and 4, students continue with their overall Year 7 theme of Changing Lives. They will begin with a topic that looks at the religious changes introduced to England in the 16th century by the Tudor monarchs, with a focus on the impact of these changes on the lives of the people. This is followed by a study of the Industrial Revolution, again looking at the impact that the various changes had on the lives of the people of Britain. There are lots of opportunities to study local history during these topics, such as William Tyndale, Cam Mill and a look at Brunel's contribution to the development of Bristol.

The secondary theme of medicine and health across time is covered with a look at medical practices in the Tudor period and a case study of the impact of cholera in the 19th century. Students are introduced to important moments in history that will provide a basis for future learning and they will work on a range of historical skills, with the skill of interpretation analysis being assessed towards the end of Term 3.

Homework will continue to support the learning in the classroom and support the development of literacy, whilst there will also be further opportunities to study local history with a look at the development of manufacturing in the Cotswolds, getting them to understand the history of places that will no doubt be familiar to them.



Geography

Our studies in Term 3 begin with the water cycle and its key components - the foundation for many of the ensuing lessons; stores, inputs and outputs are all considered. This is built on by teaching the different types of rainfall. Using Term 1 and Term 2 learning of “place” we can then look at places in the world that have water scarcity and how human interaction with the physical environment can affect the amount of water available. We use our knowledge from Terms 1 and 2 topics to understand where hotter/cooler places are around the world and investigate their water use and type of environment they have. Weather hazards are then used to explore how different places around the world respond to different meteorological events.

Homework will continue to support the learning in the classroom and support the development of literacy, whilst there will also be further opportunities to consider how students themselves can conserve water, or contribute to charities who do good work in places where water scarcity is an everyday challenge.

Philosophy & Ethics

Students will be covering the unit ‘Hinduism’ in Term 3. This unit will consist of exploring the beliefs and teachings of Hinduism, as well as the practices. Students will also focus on key ethical questions such as the history & ethics of the Hindu caste system, as well as looking at the belief in reincarnation, using a case study to evaluate whether they believe reincarnation is real. They will be formally assessed at the end of this unit and given feedback on their progress.

They will go on to study the unit ‘Sikhism’ in Term 4. This unit will explore fundamental Sikh beliefs, as well as the role Sikhs play in Britain today and how they have contributed to British society historically. Students will then go onto look at the prejudice and discrimination some Sikhs face when wearing their turban. They will be formally assessed at the end of this unit and given feedback on their progress. 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 in 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 3 and 4, students move to a new material area and complete 2 more of the 6 modules assigned to Year 7. Therefore, the students who have completed the food modules will move onto DT based projects and those that have completed DT based modules may finish the series or move to the food ones first. By the end of the academic year, all students will have had the same experience, just in a different sequence.

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 with a variety of materials.

Physical Education

Students will develop basic skills in a number of game and aesthetic activities. Girls will follow a curriculum focused on developing knowledge and understanding of the role of movement, space and physical literacy in Netball, Fitness, Football, Badminton and Basketball. Boys will develop their understanding and application of the rules of Football and become familiar with the key skills including passing, movement, space and working as part of a team. In team games students will learn to work in groups and develop skills in communication and spatial awareness. 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 Sports Clubs:

- Monday Afterschool: Table Tennis Club - Girls and Boys (open to all year groups)
- Tuesday Afterschool: Fitness Club / Just Dance - Girls and Boys (open to all year groups)
- Tuesday Afterschool: Football - Boys (Year 7 only)
- Wednesday Lunchtime: Badminton - Girls and Boys (Key Stage 3)
- Wednesday Afterschool: Netball Club - Girls (Year 7 only)
- Thursday Afterschool: Football Club - Girls (Year 7 only)



Drama

In Term 3 students will explore the play "Treasure Island" as a class and in small groups. They will be continuing to explore drama techniques such as freeze frames, mime and levels through the story. In Term 4, students will use drama strategies to develop their storytelling skills. They will use elements of drama in order to show tension and create believable characters. They will focus on developing spontaneous and prepared improvisation and how to evaluate their own and others' work, using subject specific vocabulary, enabling work to be improved.

Homework will be set once a term and will continue to support the learning in the classroom.

Clubs:

- Peter Pan rehearsals every Wednesday after school 3:00—4:30 pm in 132
- Props club- every Friday lunchtime in 132
- Dance club every Thursday after school 3:00—4:00 pm in 132

Art

In Term 3, students will be continuing with their theme of Monochrome they will be consolidating their skills from Terms 1 & 2 to produce a final tonal drawing and a clay outcome. In Term 4 students will move on to study colour theory and the theme Abstract Art. They will be introduced to poly-printing, painting and begin to study Abstract Artists Jasper Johns and Bridget Riley. Homework will include photography and artist research.

Computer Science

In Term 3, students will complete a spreadsheet unit for Year 7 that takes students from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress students from using basic formulas to writing their own COUNTIF statements. This unit will give students a good set of skills that they can use in computing lessons and in other subject areas.

The theme in Term 4 is to 'Imagine a world without computer networks, and how different their lives would be'. There would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes. There would be no online shopping, or quickly looking up directions to a location at the click of a button. There would be no more sharing of files or peripherals such as a printer, and no more central backups of information. As networks have evolved, society has become increasingly reliant on the services that they provide. They have changed the way we learn, work, play, and communicate.

This unit of study begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Students will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.

Music

All students will be learning the concept and application of rhythm in Term 3 whilst also developing their listening and notation skills. Students will start with mnemonics using body percussion progressing on to an original composition for ensemble. A listening test is given to assess the development of the student's understanding of how rhythm along with other musical elements can be applied to achieve mood and contrast. A homework assignment in the form of a quiz is set to consolidate the analysis of Stravinsky's ballet: The Rite of Spring. Assessment on the rhythm composition is made at the end of the term.

In Term 4, students continue to develop their use and knowledge of musical signs and symbols whilst also developing their ability to recognise notation. Using the melody 'Frere Jaques' as a starting point, students are given the task of performing the song as a waltz and a march using their vocal and keyboard skills. Listening exercises are given to support the understanding of music using both the waltz and march time signatures. A written homework is set to consolidate the learning of musical notation and context surrounding the topic covered. Assessment is made at the end of term on all of the above.

