



DIDSBURY
HIGH SCHOOL

Curriculum Knowledge and Skills

Subject Reference Guide

Year 7



Y7 Art and Design

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• art history. How has the past influenced the present?• the creative process• how to develop ideas taking purposeful inspiration from art movements / artists' work• how to improve their work using success criteria• using art vocabulary and terminology appropriately• measured observational drawing• colour theory• composition	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• developing ideas through purposeful investigations and experimentation• exploring media including pencil, pencil crayon, collage, paint, pen and ink• annotating and evaluating using relevant language and keywords• observational measured drawing as well drawing to express and communicate ideas• developing independency when working on a project• developing creativity through their knowledge of artists work/ art movements



Y7 Beliefs and Values

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• Judaism: the significance of God and the practices within Judaism, the role and significance of Jewish beliefs on practices such as worship and daily living.• Christianity: Christian beliefs on The Trinity, Jesus as the Son of God, Sin and Salvation.• philosophical questions: an introduction to key philosophical ideas from the Ancient Greeks to modern philosophical thinking.• RSE curriculum: an understanding of healthy and positive relationships and the potential dangers of negative relationships. An exploration of body confidence and physical health• how to keep safe in the community• PSHE curriculum: an understanding of how to keep safe online, an exploration of resilience and mental health, an exploration of British values	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• posing and suggesting answers to questions of belonging, identity, meaning, purpose, truth and commitment relating these to their own lives and other's lives• explaining what inspires and influences them, expressing their own and others' views of the challenges of belonging to religion• connecting religious ideas and practices• articulating their own personal responses to ultimate questions• taking a proactive part in decision making activities with your peers• respecting the views of others• explaining the importance of key religious beliefs.• evaluating different opinions and drawing out different arguments.



Y7 CAD/CAM

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• design thinking and communication through;<ul style="list-style-type: none">- sketching- concept modelling- technical drawing and rendering techniques (oblique and isometric)• the importance of learning from existing products and past design movements to inspire focus and creativity• tier 2 and 3 key terminology• the importance of design requirements and how these link to user needs and wants.• developing ideas through purposeful investigations (researching appropriately)• CAD CAM – advantages and disadvantages• materials, their origins, strengths and weaknesses – Focus on timbers and polymers• the design and making techniques and processes using CAM	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• drawing and presenting to effectively communicate design ideas• developing a personal response through creativity within their work• developing ideas through purposeful investigations (researching appropriately)• annotating and evaluating effectively using relevant language and keywords• developing and applying evaluation and product analysis skills• planning and following a basic design project• manipulation of relevant materials and techniques• developing independency when working on a project• using 2d CAD software with accuracy, to consider the final outcome



Y7 Computing

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• the different ways to keep themselves and their data safe• the difference between hardware and software and their role within a computer system• digital computers using binary to represent all data• whether a task would be best completed by humans or computers• different solutions exist for the same problem• what 'if statements' and 'loops' are and how to use them effectively• writing appropriate functions and using formulas• which software is most suitable for a particular task	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• staying safe online• using a range of input and output devices• working with binary and decimal conversions• different operations in binary• using logical reasoning to predict outcomes• breaking down a problem and creating a suitable solution• effectively using search engines• making appropriate improvements to solutions based on feedback received, and comment on the success of the solution• using arithmetic operators and 'loops' to create a game in Scratch• finding and correcting errors in programs (debugging)• declaring and assigning variables



Y7 Drama

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• the theatrical style of Commedia Dell'arte and its origins• the stock characters of theatre• how comedy is constructed through physical performance• the origins of mime and its application in theatre to communicate a narrative• how to produce an effective still image (levels, proxemics, formation, transitioning)• melodrama and the techniques involved which produce an effective performance of this genre• how to present stereotypes in theatre• the origins of and style of Greek theatre• how to develop a character from a script• how to devise drama from a stimulus• how tension can be built in a performance and impact an audience	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• the non-vocal conventions (facial expression, interactions, gesture, gait, posture)• the vocal conventions (emphasis, accent, articulation, tone, pitch, pace, pause & projection)• the chorus & ensemble• interacting with an audience through thoughts aloud and asides• improvisation• devising drama• techniques to produce an effective exaggerated performance• teacher & student in role• role play• group work• leadership & directing• active listening• verbal evaluation• using drama terminology when creating or evaluating work• audience awareness



Knowledge	Skills
<p>Students will develop their knowledge of:</p> <p>Reading</p> <ul style="list-style-type: none"> • a range of texts to help students articulate their ideas in a sophisticated way • the way in which language, structure, form and context are used to enable a writer to express their ideas • the development of texts throughout the history of Literature • an understanding that although historical context may have an impact on how a reader might interpret a text, universal themes transcend time <p>Writing</p> <ul style="list-style-type: none"> • the methods used to write with engagement and control, including sentence structure, punctuation, vocabulary, whole-text structuring and spelling • an understanding of different formats and tones to suit a specific purpose <p>Speaking and Listening</p> <ul style="list-style-type: none"> • the various ways in which talk and discussion can be used to articulate meaning 	<p>Students will develop their skills in:</p> <p>Reading</p> <ul style="list-style-type: none"> • developing reading skills such as evaluation, prediction, inference and summarising • articulating informed interpretations of meanings supported by textual reference • analysing methods used to convey ideas, including language, structure & form • comparing ideas, attitudes, methods and contexts in order to evaluate effectiveness • relating different texts to their relevant social, historical and literary context • identifying and commenting on the effect of writer's methods • knowing and identifying a wide range of language and structure terminology <p>Writing</p> <ul style="list-style-type: none"> • selecting appropriate words and phrases from a rich and wide vocabulary • demonstrating control of spelling, punctuation and grammar • utilising a variety of sentence structures with control • organising cohesive whole texts, effectively sequencing and structuring details within texts • producing texts that match the audience, purpose and register of different genres <p>Speaking and Listening</p> <ul style="list-style-type: none"> • talking in purposeful and imaginative ways to explore ideas and feelings • delivering ideas and views in a confident and clear way • listening and responding to others, including in pairs and groups • creating and sustaining different roles and scenarios • understanding the range and uses of spoken language



Y7 Food and Nutrition

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• nutrition – the importance of food to the human body, with a focus on macronutrients; the 8 tips for healthy eating and how to identify healthy foods using traffic light labelling.• evaluation – how to identify weaknesses in their own products and be able to suggest solutions; how to analyse and describe flavour, texture and appearance of food, using sensory descriptor keywords.• food science – how the cooker works and some cooking methods; how heat is transferred during different cooking styles and know how food changed during the cooking process.• food hygiene and safety – how to identify, explain and resolve hazards from a kitchen, how to be hygienic in the kitchen and methods to improve hygiene, basic micro-organism knowledge relating to food poisoning.• food provenance - how food is produced, giving examples of foods that are grown, caught or reared; how foods are seasonal and how to reduce the environmental impact of food through reducing food miles and waste.	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• the procedures needed to get prepared to cook in a kitchen, demonstrating a practical understanding of food hygiene and safety.• being competent using a range of basic equipment – including, the cooker and knives.• being comfortable in preparing and using a range of ingredients using different methods to create a range of savoury and sweet dishes.• demonstrating an increasing range of food preparation skills, including use of hand- held electrical equipment.



Y7 Geography

Knowledge	Skills
<p>Students will be demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts. Students will also be showing a greater understanding of the world by organising and connecting information and ideas about people, places, processes and environments.</p> <p>For example, students will develop their knowledge of:</p> <ul style="list-style-type: none">• foundations of geography• Earth's systems• economic activity and globalisation• weather and climate• rivers	<p>Students will be improving their competence in geographical enquiry, and their application of skills in observing, collecting, analysing, evaluating and communicating.</p> <p>For example, students will develop their skills in:</p> <ul style="list-style-type: none">• cartography• graphicacy• numeracy• enquiry• communication



Y7 History

Knowledge	Skills
<p>Students will further their understanding of substantive concepts, knowledge of which would be the hallmark of a well-educated history student by the end of KS3. These include in Y7: Empire, Imperialism, Hierarchy, Conquest, Culture, Government, Monarchy, Religion, Migration, Authority, Power, Rebellion and Society</p> <p>They will do this by studying a variety of historical examples from British and World History, including:</p> <ul style="list-style-type: none">• Ancient Rome and the conquest of Britain• Anglo-Saxon England and Viking Raids• Silk Roads and Ancient Trade• The Golden Age of the Islamic Empire• The Norman Conquest and its impact• Challenges to medieval power and authority• The Crusades <p>This will help them to develop their responses to core questions that underpin the KS3 curriculum:</p> <ul style="list-style-type: none">- How has the nature of power changed over time?- How have people's beliefs and ideas changed over time?- How have conflicts and conquests shaped the world?- How have revolutions shaped the world?- Is History a story of progress?	<p>Disciplinary Knowledge</p> <p>We aim to induct students into the academic history community by developing their skills in analysing:</p> <ul style="list-style-type: none">• causation• change and continuity• historical evidence• interpretation <p>Procedural Knowledge:</p> <p>Historical Writing</p> <p>Students are tasked with developing their procedural knowledge of how to write high quality history, with feedback focused on the development of analytical paragraphs as building blocks for future extended essay writing</p> <p>Disciplinary Reading</p> <p>Reading lies at the heart of the history curriculum. Students progress from reading for comprehension, to reading extended historical narratives, and finally reading historical works in search of argument and to explore the evidence basis for historical claims.</p> <p>Historical Evidence and Interpretation</p> <p>The other focus of practice is in developing students understanding of source utility. This is integrated into the curriculum and in Y7 culminates in the Medieval Unit, which engages with primary sources including John Ball's sermon (the Peasant's Revolt), the Magna Carta and Edward Grim's account of the murder of Thomas Becket</p>



Y7 Languages

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• the fact that nouns have a gender• the difference between the different words used to say 'a/the/some'• different verb forms for regular verbs in the present tense• different verb forms for irregular verbs in the present tense• verbs in the past, present and future tenses• how adjectives work• a variety of vocabulary to add detail to a range of topics• phonics in the target language and sound/spelling links	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• holding a short conversation with some spontaneity• speaking with generally accurate pronunciation and intonation• asking questions for communicative purposes• giving opinions in different ways with reasons• writing with extended sentences using connectives• writing with correct punctuation and capital letters• using vocabulary books and/or a dictionary to check spellings and find words• checking work for mistakes in spelling and meaning• writing paragraphs which include more complex language• identifying cognates and key words to understand unfamiliar language• understanding simple poetry and stories which stimulate their imagination• transcribing words and short sentences which they hear with increasing accuracy• translating sentences between English and the target language



Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none"> • bar models to develop their understanding of proportionality. • suitable models to represent and solve numerical problems including comparing measurements • our number system (in depth) • the area model for long multiplication of integers and decimal numbers • ‘reallotting’ strategies to solve area problems of compound shapes • geometrical reasoning surrounding shape and space • ways of representing an unknown • co-ordinate geometry through big picture ideas linking algebra and graphs 	<p>Students will develop their skills in:</p> <ul style="list-style-type: none"> • describing given diagrams, identifying key features. Where appropriate students make sense of a given situation by drawing diagrams • identifying similarities and differences in situations presented and using these to provide examples of their own of a similar nature. Students are able to provide examples of, as well as, counter examples • offering suggestions and beginning to ask ‘what if’ questions considering the affects that changing one aspect has on the rest of the situation. • providing explanations for their reasoning • considering if mathematical statements are sometimes/always/never true • describing and interpreting graphs and, given a context, providing meaning • accepting that being stuck is a vital aspect of mathematical development and • simplifying a given problem to attempt to make progress • using mathematical language appropriately



Y7 Music

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• various musical terms, symbols and genres• a range of musical elements - pitch, dynamics etc.• basic musical symbols – treble clef, stave etc.• basic rhythmic musical symbols – crotchets, minims etc.• various genres of music and know some of the musical features of that genre	<p>Students will develop their skills in:</p> <p>Performing Music:</p> <ul style="list-style-type: none">• singing in tune with reasonable fluency and accuracy• performing simple parts on the keyboard, ukulele, tuned percussion and other band instruments• keeping in time with others• performing by ear and simple notations <p>Composing Music:</p> <ul style="list-style-type: none">• improvising repeated patterns• improvising simple melodic/rhythmic phrases• sharing a range of ideas in group tasks• creating compositions which have a sense of structure• composing using a variety of notations• composing music using Logic Pro• creating compositions which explore different sounds and the musical elements <p>Understanding Music:</p> <ul style="list-style-type: none">• recognising a variety of different instrument sounds, knowing the instrument families• knowing the musical elements and recognise some in listening tasks• making improvements to their own work• identifying different genres of music and some of their features in a listening task• beginning to use appropriate musical vocabulary when creating or evaluating work



Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none"> • basic skills, techniques and tactics used in sports and physical activities • fundamental rules and regulations for a range of sports and the need for officials • the components of a warm up and cool down • the immediate effects of exercise on the body and basic training methods to improve cardiovascular fitness • some compositional ideas to improve dance • safety factors during physical activity and sport • leading fit and healthy lifestyles including extracurricular sports clubs 	<p>Students will develop their skills in:</p> <ul style="list-style-type: none"> • racquet, striking and fielding, invasion games, athletics, dance and health related exercise • teamwork • fundamental techniques in a range of sports in isolation and simple drills • overcoming opponents in competitive situations in team and individual games (e.g. rugby, netball, badminton and table tennis) • decision making in competitive sports • basic dance styles and techniques, including replication and some creativity • simple reasoning and questioning in attempting to solve problems • identifying strengths and weaknesses of their own and others' work • leadership of warm ups and cool downs • officiating low stakes practices in some sports



Y7 Science - Biology

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• cells as the fundamental unit of living organisms.• the structure and function of plant and animal cells and the hierarchical organisation of multicellular organisms• the process of cell division to allow growth and repair• reproduction in humans (as an example of a mammal) including the structure and function of the male and female reproductive systems, changes to the body during puberty, the process of fertilisation and the events of pregnancy.• how respiration provides organisms with energy• the structure and function of different plant tissues and organs, including their adaptations• how photosynthesis provides a source of food for plants• how farming practices can impact the environment and plant growth• the variation between species and within species and how humans have used this to their advantage through selective breeding• the components of a healthy diet and why each is needed.• the tissues and organs of the human digestive system, including adaptations to function• the role of enzymes in digestion• how having an unbalanced diet can lead to health problems	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• using a light microscope to observe, interpret and record cell structure• the use of stains in microscopy• applying numeracy skills to calculate magnification• evaluating the extent to which technology has increased our understanding of biology at the cellular level• calculating percentage change• applying numeracy skills by calculating the daily energy requirement of a healthy diet.• differentiating between quantitative and qualitative data• commenting on accuracy and reliability of experiments and suggest improvements• calculating averages e.g. the mean result• describing and explaining trends in data• differentiating between discontinuous and continuous data• drawing line and bar graphs



Y7 Science - Chemistry

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• safety in the laboratory and using hazardous chemicals• fundamental chemistry theory such as atoms and their behaviour and elements and their arrangement in the Periodic Table• the importance of practical skills• particle models• how atoms and elements can interact in order to form compounds and mixtures• acids and bases, the pH scale and neutralization• how to formulate word and balanced symbol equations• key fundamental chemical reactions	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• working safely in a laboratory• using models to further their understanding of particles and their behaviour• using their practical skills to work precisely and accurately in the laboratory• applying numeracy skills to science models by writing and balancing symbol equations• demonstrating a range of fundamental chemical reactions safely and accurately in the laboratory• forming hypothesis, identifying variables, carrying out controlled investigations, analysing results, drawing conclusions and evaluating their investigative methods



Y7 Science - Physics

Knowledge	Skills
<p>Students will develop their knowledge of:</p> <ul style="list-style-type: none">• forces, a topic that students are familiar with from primary school, but move their thinking on to more challenging situations including speed calculations• how energy is transformed whenever forces are involved, and how energy is stored, transformed and conserved.• electric circuits, again a subject covered in primary school but now to stretch their understanding of how a circuit works with the ideas of voltage, current and resistance.• the physics behind magnets and electromagnets, looking at their differences and similarities.• the fundamental concept of a wave in Physics and contrasting the behaviour of light and sound waves• the empire of the sun, which covers everything under the influence of our closest star, from the moon and seasons to why Pluto isn't a planet anymore. If it's in our solar system, it is covered!	<p>Students will develop their skills in:</p> <ul style="list-style-type: none">• using and manipulating mathematical formulae including appropriate use of units. This is the foundation of the GCSE course and students start making sure that they can do this as a priority• forming hypothesis, identifying variables, carrying out controlled investigations, analysing results, drawing graphs, drawing conclusions and evaluating their investigative methods