



**DUKE'S**  
ALDRIDGE ACADEMY

# YEAR 7 CURRICULUM BOOKLET

Academic Year 2018/2019



**THE KS3  
CURRICULUM IS  
CURRENTLY  
UNDER REVIEW  
FOR SEPTEMBER  
2019**

September 2018

Dear Parent /Carer,

Welcome to the Year 7 Curriculum Booklet.

We have produced this booklet to provide you with information about your child's learning, to help him/her to learn more effectively at home.

We also believe that this will help to strengthen the links between home and school and truly value your support in this partnership.

In this booklet you will find information about:

- Tips on reading with your child
- Subjects details of topics and assessments
- Information on homework
- Information on marking

Your child has been given a homework diary which should be used to record details of homework given in each subject in addition to using Show My Homework. We expect parents to check and sign the homework diary each week. The homework diary can also be used for sending messages to your child's tutor or Achievement Coordinator – Ms Lloyd

NAME	TITLE	EMAIL ADDRESS
Ms. Gordon-Smith	Achievement Coordinator Year 7	<a href="mailto:cgs@dukesacademy.org.uk">cgs@dukesacademy.org.uk</a>
Mr. A. Walker	Assistant Achievement Coordinator Year 7	<a href="mailto:awa@dukesacademy.org.uk">awa@dukesacademy.org.uk</a>
Mrs. Webb	Assistant Headteacher	<a href="mailto:vwe@dukesacademy.org.uk">vwe@dukesacademy.org.uk</a>

We produce a termly extended school leaflet which outlines clubs, activities and homework clinics your child can choose to attend.

We would appreciate your comments on how useful you found this booklet and any suggestions on how it could be improved in the future to better to support your child's learning. Should you requires assistance with translation services, please do not hesitate to contact the school.

Please contact Mrs Mertcan via email [nme@dukesacademy.org.uk](mailto:nme@dukesacademy.org.uk)

Thank you for your continued support.

Yours faithfully,



Monica Duncan

Principal



## 10 TIPS ON READING WITH YOUR CHILD

As a school we have invested in Accelerated Reader for KS3 and I am pleased to report that we were awarded 'Model School' for 2015/2016 and 2016/2017. I hope that your child has been sharing their progress with Accelerated Reader with you. However, as parents you are your child's most influential teacher with an important part to play in helping your child to learn to read. Here are some suggestions on how you can help to make this a positive experience.

### 1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is fine.

### 2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant.

### 3. Maintain the flow

If your child mis-pronounces a word do not interrupt immediately. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters.

### 4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

### 5. Success is the key

Do not give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up their confidence, it is better to read easier books.

### 6. Visit the Library

Encourage your child to use the public library regularly.

### 7. Regular practice

Try to read with your child on most school days. 'Little and often' is best.

### 8. Communicate

Show your child that you are interested in their progress and that you value reading.

### 9. Talk about the books

Talk to your child about their book; about the pictures, the characters, how they think the story will end, and their favourite part. You will then be able to see how well they have understood.

### 10. Variety is important

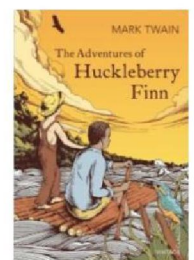
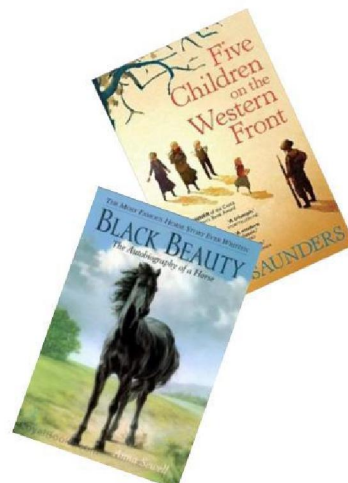
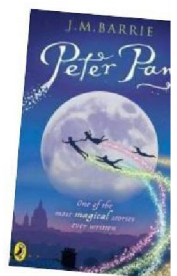
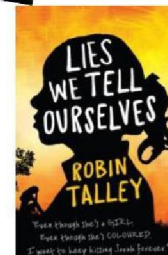
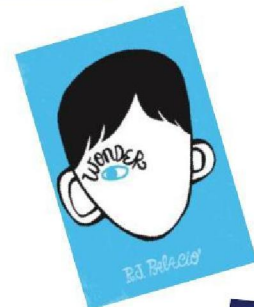
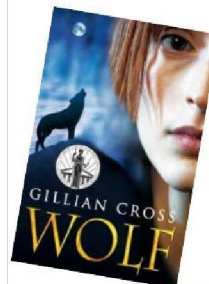
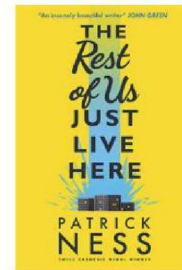
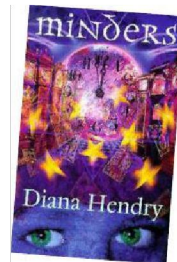
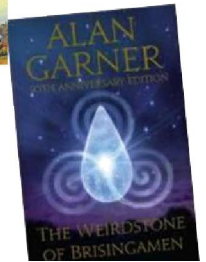
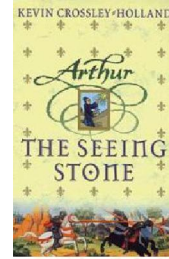
Remember children need to experience a variety of reading materials e.g. picture books, hard backs, comics, magazines, poems, and information books.





## SUGGESTED READING LIST

- The Lie Tree by Frances Hardinge
- There Will Be Lies by Nick Lake
- The Rest of US Just Live Here by Patrick Ness
- Five Children on the Western Front by Kate Saunders
- The Ghosts of Heaven by Marcus Sedgwick
- Lies We Tell Ourselves by Robin Talley
- Fire Colour One by Jenny Valentine
- Watership Down By Richard Adams
- The Wolves of Willoughby Chase by Joan Aiken
- Peter Pan by JM Barrie
- The Dark is Rising by Susan Cooper
- Wolf by Gillian Cross
- The Seeing Stone by Kevin Crossley-Holland
- Boy and Going Solo by Roald Dahl
- The Diary of a Young Girl by Anne Frank
- The Weirdstone of Brisingamen by Alan Garner
- Minders by Diana Hendry
- A Winkle in Time by Madeleine L'Engle
- Across the Barricades by Joan Lingard
- War Horse by Michael Morpurgo
- Northern Lights by Phillip Pullman
- The Indian in the Cupboard Trilogy by Lynne Reid Banks
- Black Beauty by Anna Sewell
- The secret Diary of Adrian Mole aged 13  $\frac{3}{4}$  by Sue Townsend
- The Adventures of Huckleberry Finn by Mark Twain
- The Hunger Games by Suzanne Collins
- Wonder by R.J Palacio
- The Book Thief by Marcus Zusak
- Percy Jackson and the Lightning Thief by Rick Riordan
- Holes by Louis Sachar
- One by Sarah Crossen



## THE CURRICULUM

Young people will work hard at school if what they are learning is relevant to them and they are taught well. The aim of the curriculum is to provide the most appropriate routes to allow our students to continue with their education and training after leaving Northumberland Park. Our curriculum is designed to meet the needs of students with a wide range of talents and abilities. It is designed to stretch the most able, to provide support for those needing additional help and to provide an education suitable for all students.

Our school invests heavily in developing teachers and assuring quality in our classrooms. Our teachers feel valued. We have a stable and effective team of teachers capable of developing excellent long term relationships with our students and get results.

All students study a broad and balanced curriculum for two years at KS3, which focuses on Literacy, Numeracy and ICT skills essential for learning, alongside our creative subjects such as Art, Music and Drama. Students cover aspects of the KS4 curriculum to ensure that the options choices they make at the end of Year 8 are based on future aspirations and an understanding of the course content at KS4. Below is the table which outlines the number of hours dedicated to a subject over a two week time table:

The curriculum runs across a two week timetable.

English	Mathematics	Science	Technology
9 hours	9 hours	6 hours	4 hours
Physical Education	Computer Science	Art	Drama
3 hours	1 hour	2 hours	2 hours
Geography	History	Music	Religious Education
3 hours	3 hours	2 hours	1 hour
Modern Foreign Language (Spanish/French)			
4 hours			





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<b>SUBJECT</b>	<b>ART &amp; DESIGN</b>
<b>SUBJECT LEADER</b>	Mrs. Christopher mch@dukesacademy.org.uk

	Subject content and skills overview
<b>1A</b> <small>LE</small> <small>RM</small>	<p>MAF:</p> <ul style="list-style-type: none"> <li>Research homework given out. Research skills</li> <li>Introduction Morris and O’Keeffe. Their artwork and designs.</li> <li>Start Sketches from flowers/ plants set up. Drawing skills observational skills</li> <li>Annotation. How does annotation explain your work and your understanding?</li> </ul> <p>Wrap Research On Sarah Graham ( optional Christo ) , Complete Tonal + colour wheel exercise, drawings + experimental colour drawing</p>
<b>1B</b> <small>LE</small> <small>RM</small>	<p>MAF:</p> <ul style="list-style-type: none"> <li>Line drawing flower /plant</li> <li>Tone drawing flower /plant</li> <li>Colour drawing flower /plant</li> <li>Annotation</li> </ul> <p>EY: Drawing experimental drawing, annotating work. Painting, print or ceramic tile</p>
<b>2A</b> <small>LE</small> <small>RM</small>	<p>MAF:</p> <ul style="list-style-type: none"> <li>Start compositions for final painting. How is a painting COMPOSED?</li> <li>How does Georgia O’Keeffe compose her close up paintings?</li> <li>Complete final painting. How to use watercolour paints /acrylic paints.</li> <li>Annotation</li> </ul> <p>EY: Painting, Mounting Evaluating</p>
<b>2B</b> <small>M</small>	<p>MAF:</p> <ul style="list-style-type: none"> <li>Look at William Morris repeat leaf designs</li> <li>Start own ideas for designs.</li> <li>Complete 2 different outcomes</li> </ul> <p>EY: Research artists On Cubism. Complete drawings based on still life</p>
<b>3A</b> <small>LE</small> <small>M</small>	<p>MAF:</p> <ul style="list-style-type: none"> <li>Make sure all work is complete to the best of ability.</li> <li>If complete look at extension work</li> <li>Annotation</li> </ul> <p>EY : Complete Print/ sculpture and a painting annotate, mount + evaluate against GCSE Assessment using AQA Grading Criteria</p>
<b>3B</b> <small>LE</small> <small>RM</small>	<p>MAF:</p> <ul style="list-style-type: none"> <li>Chose personal outcome based on project.</li> <li>Start drawings /designs/complete.</li> <li>Annotation/Evaluation</li> </ul> <p>EY: Continue with Cubism theme designing, painting, mounting, annotating, evaluating against GCSE Assessment using AQA Grading Criteria</p>

<b>Assessment styles and frequency</b>
Same marking assessment and grading as GCSE. Same starting point, drawings, designs, developments and final outcomes.

<b>How Year 7 fits in with the end of course final assessment:</b>
Year 7 project uses structure /assessment objectives/grading criteria of AQA GCSE

<b>How to support your child at home</b>
To check that Research Homework is being done. To help read through information on Artists and Genres. To help students find pertinent points and facts and write out in their own words.

<b>SUBJECT</b>	Computer Science
<b>SUBJECT LEADER</b>	Ms. Henry nhe@dukesacademy.org.uk

	<b>Subject content and skills overview</b>	
<b>R M 1A</b>	<b>Unit 1 - E Safety: viruses, passwords &amp; digital footprints</b> <ul style="list-style-type: none"> <li>Viruses</li> <li>Passwords</li> <li>Cyberbullying</li> </ul>	
<b>R IV 1B</b>	<b>Unit 2 – History of Computers</b> <ul style="list-style-type: none"> <li>Stonehenge</li> <li>Abacus</li> <li>Charles Babbage + Difference Engine</li> <li>Alan Turing + Colossus</li> </ul>	
<b>F E 2A</b>	<b>Unit 3 – Python an Introduction</b> <ul style="list-style-type: none"> <li>Numbers and Basic Operations</li> <li>Values, Variables and Expression</li> <li>Data Types</li> <li>Functions</li> </ul>	
<b>IEK M 2B</b>	<b>Unit 4 – Networks</b> <ul style="list-style-type: none"> <li>What is a network</li> <li>Server &amp; Clients</li> <li>Packets</li> </ul>	
<b>R M 3A</b>	<b>Unit 5 – Computational Logic</b> <ul style="list-style-type: none"> <li>Binary Logic</li> <li>AND, NOT and OR Gates – Logic Diagrams</li> <li>Truth Tables</li> <li>Logic in Programming</li> </ul>	
<b>M 3B</b>	<b>Unit 6 – Game Design</b> <ul style="list-style-type: none"> <li>Scratch Programming</li> <li>Games - Creating a Flying Parrot Game + Shark Attack Game</li> </ul>	

<b>Assessment styles and frequency</b>
SILT marking (Throughout the unit), Written and verbal feedback, self and peer assessment, Baseline data, End of Unit assessment, PLC update, SILT Marking + feedback

<b>How Year 7 fits in with the end of course final assessment:</b>
Knowledge and skills developed in Year 7 are required for the GCSE Computer Science exam. Grading is in line with the GCSE Computer Science course

<b>How to support your child at home</b>
Discuss E-safety(online safety) with your children + monitor their computing devices at home Research on History of Computing and help your child to create a timeline. Completing Homework

<b>SUBJECT</b>	Cooking & Nutrition
<b>SUBJECT LEADER</b>	<b>Mrs. Adetoba</b> aad@dukesacademy.org.uk

Subject content and skills overview	
<p><b>This subject is taught on a rotation, with each rotation lasting three half terms, to ensure that all students experience the technology subjects before they make their GCSE choices.</b></p> <p><b><u>Skills covered in Year 7</u></b></p> <p>Using Knives- claw &amp; bridge grip, oven, grill, hob, weighing, measuring, mixing, blending, preparing fruit and vegetables all in one sauce, roux sauce, layering, rubbing in, creaming, melting, rolling, stewing, baking, using the oven, forming a dough, chopping, grating, peeling, slicing, dicing, combining, melting, peeling, stirring, frying, safe use of small electrical equipment, tenderise/marinate, garnishing, boiling.</p>	
<b>1A</b>	<p>Introduction to Cooking and Nutrition</p> <p>*Writing the task *Analysis of the Menu task *Health and Safety training *Starchy foods-aim for wholemeal varieties *Fruit and vegetables – at least 5 portions a day *Standard components *To know how to use a recipe book *Healthy cooking methods *Don't skip breakfast *Pizza *Making vegetable soup/ Casserole *Dippy divers and dips *Sausage rolls/ cheese and onion rolls *Fruit crumble</p>
<b>3B 2A 2B TO TERM 1B</b>	<p>Cut down on saturated fat and sugar</p> <p>*Eat less salt – no more than 6g a day for adults *Eat more fish- including a portion of fish each week</p> <p>*Drink plenty of water, at least 8 glasses a day *Healthy eating *Research on healthy drinks</p> <p>*Nutrients *Nutrition *Fibre *Cake ingredients *Start Menu task *Planning menu task *Eat well plate *Flapjacks *Scone based pizza *Macaroni cheese *Product of choice /Fish cakes *Cookies</p> <p>*Smoothies</p>
<b>TERM</b>	<p>Design ideas – Menu task</p> <p>*Making planned product of choice *Complete write up product of choice *Healthy eating *Eat well plate *Menu task dishes *Making product(s) of choice *Banana bread *Fruit sponge</p>
	New students follow the subject content detailed above

Assessment styles and frequency
<p><b>Formative:</b> SILT marking (Throughout the project), Verbal feedback, Self and peer assessment, Green pen response, Quiz</p> <p><b>Summative:</b> Baseline data, End of Year Test, SILT Marking termly</p>

How Year 7 fits in with the end of course final assessment:
<p>Skills developed in Year 7 are required for KS4 Food related subjects.</p> <p>Grading is in line with KS4 Food related subjects</p>

How to support your child at home
<p>Finding recipes and trying them out – learning different cooking skills</p> <p>Research on Nutrients and healthy eating</p> <p>Research on Special dietary needs</p> <p>Complete homework</p>

<b>SUBJECT</b>	Drama
<b>SUBJECT LEADER</b>	<b>Mr. Bawden</b> sbw@dukesacademy.org.uk

	Subject content and skills overview
	<p><u><b>DARKWOOD MANOR</b></u></p> <p><b>AIMS</b></p> <ol style="list-style-type: none"> <li>1. To Introduce Year 7 students to the basic skills of Drama.</li> <li>2. To encourage students to work co-operatively and supportively together.</li> <li>3. To encourage the basic skills of still image, characterisation, physical theatre and improvisation.</li> <li>4. To encourage the creative use of imagination.</li> <li>5. To present work to others with concentration.</li> </ol> <p><b>CONTEXT</b></p> <p>Darkwood Manor is a haunted house with a dark secret – to enter could be fatal. It takes a group of young explorers looking for a sense of adventure to discover the truth and reveal the story to the nervous public.</p> <p><i><b>HOMEWORK PROJECT 1</b></i></p>
	<p><u><b>CHILDLINE (PAT)</b></u></p> <p><b>AIMS</b></p> <ol style="list-style-type: none"> <li>1. For the group to work sensitively together.</li> <li>2. To introduce improvisation as a tool for exploring character and situation.</li> <li>3. To build and develop tolerance and understanding of the needs of other class members.</li> <li>4. To introduce 'Childline' as an organisation: purpose and access to services.</li> </ol> <p><b>CONTEXT</b></p> <p>The scheme of work is designed specifically for year 7 students. It tells the story of a child called 'Pat', who through illness misses a great deal of time from school. It explores issues of parenting and the family, bullying at school and the sometimes devastating effects of peer pressure.</p> <p><i><b>HOMEWORK PROJECT 2</b></i></p>
	<p><u><b>EVACUEES</b></u></p> <p><b>AIMS</b></p> <ol style="list-style-type: none"> <li>1. To explore the historical events that led to children being evacuated from London during WW2.</li> <li>2. Encouraging students to sustain a role with conviction.</li> <li>3. To promote and encourage active research skills.</li> <li>4. Allowing students to engage with the past in a local community context.</li> </ol> <p><b>CONTEXT</b></p> <p>Students work in family groups to explore the events leading up to and during evacuation during WW2. Students discover what it was like to be removed from their homes and use drama skills to explore the surrounding issues.</p>

<b>Assessment styles and frequency</b>
Practical and written assessment at the end of each scheme of work.
Students also have regular targets set – both practical and theoretical.

<b>How Year 7 fits in with the end of course final assessment:</b>
The skills that are studied in year 7 directly underpin the GCSE in Drama. Assessment criteria and objectives are taken from the AQA GCSE Drama specification.

<b>How to support your child at home</b>
If you have the opportunity, take your child to the theatre. Seeing live performance is a wonderful experience that can enhance their learning in Drama. Discuss the issues being uncovered in Drama lessons. There will always be a lot to discuss.

Homework projects will be set regularly. Please support your child with positive re-enforcement of the merits of homework.

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<b>SUBJECT</b>	English
<b>SUBJECT LEADER</b>	Dr. Kell eke@dukesacademy.org.uk

	<b>Subject content and skills overview</b>
	Students investigate elements of the quest genre and create their own quest story by overcoming a series of obstacles.
	Students find out about the Vikings and read Beowulf. Students will focus on how heroes and villains are presented in the novel. (In History, look at England before 1066)
	Students will find out about Chaucer and the prologue to The Canterbury Tales. They will also study poems by poets such as: Carrol, Shakespeare, Zephaniah, Blake. (In History, students study the Tudors)
	Students will find out about the context of <i>A Midsummer Night's Dream</i> by W. Shakespeare and study the play.
	Students will read <i>Boy</i> by Roald Dahl and examine extracts from autobiographies and diaries, articles
	Students will read <i>Terrible Fate of Humpty Dumpty</i> and examine extracts from stories, poems, diaries, articles and articles.

### **Assessment styles and frequency**

Students will have a practice and main assessment in terms 1A, 1B, 2B and 3A. In term 2A and 3B students will have formal exams.

### **How Year 7 fits in with the end of course final assessment:**

The Year 7 students will be examined on their ability to analyse language and structure as well as their ability to write a text to match purpose, form and audience. This mirrors the Year 8 curriculum and final exam.

### **How to support your child at home**

Regular reading of various texts and authors along with practice spelling new words will assist students in their ability to understand new and challenging texts.





SUBJECT	French
SUBJECT LEADER	Ms. Anthony pa@dukesacademy.org.uk

	Subject content and skills overview
	<b>Subject content:</b> *Talking about likes and dislikes, *Talking about your survival kit, *Describing yourself, *Talking about other people, *Describing a musician <b>Skills:</b> *Using regular –er verbs ( <i>je, tu, il/elle</i> ) , *Using <i>avoir</i> ( <i>je, tu, il/elle</i> ) , *Understanding adjective agreement (singular) , *Understanding adjective agreement (plural) , *Using the present tense ( <i>je, tu, il/elle</i> )
TERM 1A	<b>Subject content:</b> *Talking about school subjects, *Giving opinions and reasons, *Describing your timetable, *Describing your school day, *Talking about food <b>Skills:</b> *Asking questions, *Agreeing and disagreeing, *Using the 12-hour clock, *Using <i>on</i> to say ‘we’, *Using the partitive article ( <i>du/de la/de l’/des</i> )
TERM 1B	
TERM 2A	<b>Subject Content:</b> *Talking about computers and mobiles, *Talking about which sports you play, *Talking about activities, *Saying what you like doing, *Describing what other people do <b>Skills:</b> *Using regular –er verbs, *Using <i>jouer à</i> , *Using the verb <i>faire</i> , *Using <i>aimer</i> + the infinitive, *Using <i>ils</i> and <i>elles</i>
TERM 2B	<b>Subject content:</b> *Talking about your town/village, *Giving directions , *Talking about where you go, *Asking someone to go somewhere, *Saying what you can do in town <b>Skills:</b> *Using <i>il y a .../il n’y a pas de ...</i> , *Understanding when to use <i>tu</i> and <i>vous</i> , *Using <i>à</i> + the definite article, *Using <i>je veux/tu veux</i> + infinitive, *Using <i>on peut</i> + infinitive
TERM 3A	<b>Subject content:</b> *Talking about your holidays, *Talking about getting ready to go out, *Buying drinks and snacks, *Talking about holiday plans, *Saying what you would like to do <b>Skills:</b> *Using <i>nous</i> to say ‘we’, *Using reflexive verbs (singular) , *Using higher numbers, *Using the near future tense, *Using <i>je voudrais</i> + infinitive
TERM 3B	<b>Subject content:</b> *Talking about animals, *Writing a poem, *Cross-curricular: Describing a painting <b>Skills:</b> Translation into English *using the present tense and one or more other tenses

Assessment styles and frequency
<ul style="list-style-type: none"> <li>• Mid-module: listening and reading</li> <li>• End of module: speaking and writing</li> <li>• January and June Assessments</li> </ul>

How Year 7 fits in with the end of course final assessment:
The skills learnt in Year 7 are essential for GCSE French success.

How to support your child at home
<ul style="list-style-type: none"> <li>• Ensure that homework tasks are completed and handed in on time.</li> <li>• Please refer to Show My Homework for details of homework tasks set.</li> </ul>

<b>SUBJECT</b>	<b>Geography</b>
<b>SUBJECT LEADER</b>	<b>Ms. Johnson</b> rjh@dukesacademy.org.uk

	Subject content and skills
	<p>overview Geography skills – runs throughout the year.</p> <p>This will be taught once a fortnight. Focussed largely on map work and using an OS map – however, will include alternative maps (topographical, topological, choropleth) and atlas maps.</p>
	<p>What is geography? – A Global dimension</p> <ul style="list-style-type: none"> <li>• Definitions of Geography</li> <li>• Location description at a variety of scales: local - global</li> <li>• The story of... (a plastic spoon, a migrant, bird) – showing global interactions and interdependencies</li> <li>• Role of global organisations – UN and EU</li> </ul>
	<p>Explosive Earth!</p> <ul style="list-style-type: none"> <li>• Structure of the earth and tectonic activity through the main plate margins (Constructive, destructive, conservative plate margins)</li> <li>• Volcanoes – Structure, short-term/long-term effects of a volcanic eruption</li> <li>• A case study of an eruption</li> <li>• Earthquakes and tsunamis – the cause of an earthquake/tsunami and their social/economic/environmental effects</li> </ul> <p>Build a volcano/write a report competition</p>
	<p>What makes an area Urban?</p> <ul style="list-style-type: none"> <li>• An urban world – keywords and description</li> <li>• Describing different urban spaces at a local and global scale</li> <li>• Regeneration at a local scale</li> </ul> <p>Through an investigation into the local area with Investigative skills data collection, graph suitability geographical enquiry</p>
	<p>A journey through Russia</p> <ul style="list-style-type: none"> <li>• Key physical features inc. climate</li> <li>• Key human features - role of cities</li> <li>• The geography of landscape</li> </ul>

#### Assessment styles and frequency

A baseline writing task will be completed by all pupils in their first geography lesson. All units are assessed for the following keywords/concepts, skills and a longer discussion based response. Additionally the pupils are tested bi-annually as part of whole school assessment

#### How Year 7 fits in with the end of course final assessment:

All units covered in Year 7 lay the foundation of what studying geography is all about. There is a focus on skills that will be built upon from Year 7-11

#### How to support your child at home

Please ensure you support your child through HMWK. This is a vital part of the course. Additionally when it comes to exams please do allow them to teach you! This is the best way for the pupils to revise. Practicing what they know.  
If you require any specific resources please do ask – but worksheets etc, will be placed on Show My HMWK



<b>SUBJECT</b>	History
<b>SUBJECT LEADER</b>	Ms. Akers kak@dukesacademy.org.uk

	<b>Subject content and skills overview</b>	
<b>TERM 1A and 1B</b>	<u>What is History? – Tottenham Through Time</u> <ul style="list-style-type: none"> <li>• Chronological Order and Anachronisms</li> <li>• Significance of events</li> <li>• Primary and Secondary Sources</li> <li>• Making Inferences</li> <li>• Interpretations of events</li> <li>• Change and Continuity</li> <li>• Assessment</li> </ul>	<u>Medieval State</u> <ul style="list-style-type: none"> <li>• Life before 1066</li> <li>• Claims to the Throne</li> <li>• Why William won</li> <li>• William as King: Feudal System, Domesday and Castles</li> <li>• King John and Magna Carta</li> <li>• Assessment</li> </ul>
<b>TERM 2A and 2B</b>	<u>Medieval Society</u> Medieval Villages Medieval Towns The Black Death Impact of the Black Death Peasant's Revolt Wat Tyler Changes in the middle Ages Assessment	
<b>TERM 3A and 3B</b>	<u>Tudors</u> England in 1500 Henry VIII Reformation Edward and Mary Elizabeth I's problems Spanish Armada Elizabeth's portraits Tudor Society Assessment	

<b>Assessment styles and frequency</b>
End of Unit Test Exam in January End of year Exam in June

<b>How Year 7 fits in with the end of course final assessment:</b>
Students will begin to look at later British history that year 7 will give them a back ground to. They will also be using some sources and they will build on these skills at the start of year 8.

<b>How to support your child at home</b>
Ensure homework is done and encourage any reading. Watch and discuss the news with your child as much as possible. Encourage students to research independently and talk about how current affairs ties in with history. Students can use the BBC WEBSITE: <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a>

<b>SUBJECT</b>	<b>EAL- INDUCTION 1 – NEW ARRIVALS ADDITIONAL LITERACY</b>
<b>SUBJECT LEADER</b>	Ms. Rinescu ari@dukesacademy.org.uk

### **TOPICS TO BE COVERED**

This class has a rolling register as students arrive and leave throughout the year depending on progress and new arrivals joining the school. It is rare that a student remains in the class for a whole year.

This is a bespoke withdrawal class for students arriving at NPCS with no English or extremely limited English skills. They will have been assessed as coming with literacy skills in their first language, new arrivals join and those that reach Level 1 Threshold leave and move onto Induction 2.

Although the main emphasis is survival English in speaking and listening, reading and writing is taught through individual lessons taking into consideration the needs and levels of students in the class.

### **Assessment styles and frequency**

Assessment - Continual assessment in Speaking and Listening, Reading and Writing against Step 1, Step 2 and up to Level 1 Threshold for Students with English as an Additional Language. World Talk

### **How to support your child at home**

It is important that your child is exposed to as much English as possible during the early stages of language acquisition, therefore, alongside reading a range of texts it is important that your child listens to the news and watches suitable English television. You may also find the following websites useful:

- ☐ <http://learnenglishkids.britishcouncil.org/en/>
- ☐ <http://learnenglish.britishcouncil.org/en/grammar-and-vocabulary>
- ☐ <http://learnenglishteens.britishcouncil.org/>

<b>SUBJECT</b>	<b>EAL- INDUCTION 2– NEW ARRIVALS ADDITIONAL LITERACY</b>
<b>SUBJECT LEADER</b>	Ms. Rinescu ari@dukesacademy.org.uk

### **TOPICS TO BE COVERED**

This class has a rolling register as students arrive and leave throughout the year depending on new arrivals and progress from Induction 1. It is rare that a student remains in the class for a whole year.

This is a bespoke withdrawal class for students arriving at NPCS with limited English skills and those that progress from Induction 1. This class has a rolling set of participants but all will have English literacy skills between a Level 1 Threshold and Secure in Assessing Students with EAL. Students leave this class when they have completed Threshold 1 Secure.

The main emphasis is transferring literacy skills to English in reading and writing. Speaking and listening is also encouraged and taught through individual lessons taking into consideration the needs and levels of students in the class.

### **Assessment styles and frequency**

Assessment - Continual assessment in Speaking and Listening, Reading and Writing against Level 1 Threshold and Level 1 Secure for Students with English as an Additional Language.

Lexia

### **How to support your child at home**

It is important that your child is exposed to as much English as possible during the early stages of language acquisition, therefore, alongside reading a range of texts it is important that your child listens to the news and watches suitable English television. You may also find the following websites useful:

- ☐ <http://learnenglishkids.britishcouncil.org/en/>
- ☐ <http://learnenglish.britishcouncil.org/en/grammar-and-vocabulary>
- ☐ <http://learnenglishteens.britishcouncil.org/>

<b>SUBJECT</b>	<b>EAL-PRE- INDUCTION – NEW ARRIVALS ADDITIONAL LITERACY</b>
<b>SUBJECT LEADER</b>	Ms. Rinescu ari@dukesacademy.org.uk

### **TOPICS TO BE COVERED**

This class only exists when the need arises at NPCS. It will aim to teach students that have arrived in school and are new to formal education and cannot speak English. Students that join this class have extremely limited or no literacy skills in language 1. The number of classes provided each week depends on the progress and need of students. Students may remain in the class for a whole year, but the class may reduce in periods per week as the English as an Additional Language team begin to work in tandem with the Special Educational Needs team to provide appropriate provision for these students.

A bespoke class that caters for the individual student with limited literacy skills that cannot rely on transferring knowledge (as in Induction 1 and Induction 2) and reading and writing skills need to be taught from the very beginning.

Synthetic phonics, word recognition, handwriting skills, will be taught within a backdrop of teaching speaking and listening from the very beginning.

### **Assessment styles and frequency**

Assessment - Continual assessment and personalized learning in speaking, listening, reading and writing. The Assessing Pupils with EAL framework does not apply to this class as they do not have the literacy skills in their first language to transfer knowledge. Progress in this class is very slow because students need to learn English and cover the very basics of learning how to read and write at the same time as learning the language.

Students in this class will be assessed with the Assessing Pupil Progress English guidelines and even, if appropriate, P Scales. Most students will stay in this class for a year before they have acquired enough English to allow the SEN team to take over complete the teaching of structures in reading and writing from the very beginning and continue to develop their language.

World Talk

Lexia

### **How to support your child at home**

It is important that your child is exposed to as much English as possible during the early stages of language acquisition, therefore, alongside reading a range of texts it is important that your child listens to the news and watches suitable English television. You may also find the following websites useful:

- ☐ <http://learnenglishkids.britishcouncil.org/en/>
- ☐ <http://learnenglish.britishcouncil.org/en/grammar-and-vocabulary>
- ☐ <http://learnenglishteens.britishcouncil.org/>



SUBJECT	Mathematics
SUBJECT LEADER	Mr. Hines thi@dukesacademy.org.uk

	Subject content and skills overview	
TERM 1A	<ul style="list-style-type: none"> <li>• Positive and negative numbers</li> <li>• Timetables, charts and money</li> <li>• Adding negative numbers</li> <li>• Perimeter and area</li> <li>• Volume</li> <li>• Surds</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Subtracting negative numbers</li> <li>• Sequences and rules</li> <li>• Finding the missing term</li> <li>• Problem solving – Design a bedroom</li> </ul>
TERM 1B	<ul style="list-style-type: none"> <li>• Decimals</li> <li>• Financial skills – Shopping for leisure</li> <li>• Square numbers and square roots</li> <li>• Rounding</li> </ul>	<ul style="list-style-type: none"> <li>• Calculations with measurements</li> <li>• Statistical diagrams</li> <li>• Collecting and using data</li> <li>• Grouped frequency</li> </ul>
TERM 2A	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Expressions and substitution</li> <li>• Simplifying expressions</li> <li>• Using formulae</li> </ul>	<ul style="list-style-type: none"> <li>• Working with fractions</li> <li>• Laws of Indices</li> </ul>
TERM 2B	<ul style="list-style-type: none"> <li>• Working with angles</li> <li>• Activity – Constructing Triangles</li> <li>• Interior and exterior angles</li> <li>• Percentage increases and decreases</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs from relationships</li> <li>• Recognise and draw line graphs</li> <li>• Graphs from the real world</li> <li>• Challenge – Global warming (problem solving)</li> </ul>
TERM 3A	<ul style="list-style-type: none"> <li>• Experimental probability</li> <li>• Symmetry</li> <li>• Reflections, rotation</li> <li>• Tessellations</li> </ul>	<ul style="list-style-type: none"> <li>• Solving more complex equations</li> <li>• Setting up and solving equations</li> </ul>
TERM 3B	<ul style="list-style-type: none"> <li>• Comparing mean and range</li> <li>• Statistical surveys</li> <li>• Using nets to construct 3D shapes</li> <li>• Year 7 Progress test</li> </ul>	<ul style="list-style-type: none"> <li>• 3D investigations</li> <li>• Working with ratio and proportions</li> <li>• Problem solving – Smoothie bar</li> </ul>

Assessment styles and frequency
Students will be assessed after each unit of work and each half term using exam style questions. At the end of the year students will sit either the: <ul style="list-style-type: none"> <li>• Edexcel Numbers and measures exam (externally marked)</li> <li>• Year 7 Progress test (externally marked)</li> </ul> Students will be given feedback on what skills they are mastering and what skills they need to focus on in developing further
How Year 7 fits in with the end of course final assessment:
Year 7 is the beginning of the 5 – year GCSE course.
How to support your child at home
Please ensure that your child: <ul style="list-style-type: none"> <li>• Memorise the multiplication tables 1-15</li> <li>• Reflects upon the targets they are given by the teacher</li> <li>• Have the correct equipment for lesson - maths sets and calculators</li> <li>• Homework is completed weekly as shown on <i>Show My Homework</i>.</li> </ul> Finally, kindly listen to your child reciting the multiplication tables, discuss homework tasks and encourage your child to complete them to the best of their ability. Also encourage them to seek help from their teacher if they are unsure what to do.



SUBJECT	Music
SUBJECT LEADER	Mr. Blair jbl@dukesacademy.org.uk

	Topics to be covered & content overview
TERM 1A	<p>The Elements of Music</p> <p>AIMS</p> <ul style="list-style-type: none"> <li>To introduce Year 7 students to the 'Elements of Music'.</li> <li>To introduce students to the basic skills required to play the keyboard.</li> <li>For students to understand basic forms of music notation.</li> <li>To compose a 'Graphic Score'.</li> <li>To encourage students to develop ensemble and performance skills.</li> <li>To perform basic melodies and rhythms.</li> </ul> <p>CONTEXT</p> <p>The 'Elements of Music' unit explores all the essential ingredients needed to compose a piece of music. Students will also begin to develop their performance skills by singing as part of a group and playing the keyboard.</p>
TERM 1B	<p>Recorder Skills</p> <p>AIMS</p> <ul style="list-style-type: none"> <li>To introduce students to 'Ostinato'.</li> <li>For students to compose and develop their own musical 'Sequences' &amp; 'Ostinati'.</li> <li>For students to read and perform basic staff notation on the recorder</li> <li>For students to develop analytical listening skills.</li> <li>To introduce students to layering, cross rhythms and melodies.</li> </ul> <p>CONTEXT</p> <p>This scheme is designed to develop students understanding of musical devices. It also gives students the opportunity to compose and layer different parts. Throughout the unit students will also analyse a number of music examples to help them formulate their own ideas. During the unit students will learn to play the recorder as part of a group and perform basic notated pieces.</p>
TERM 2A	<p>Melody &amp; Music Structure</p> <p>AIMS</p> <ul style="list-style-type: none"> <li>For students to understand different forms of music structure.</li> <li>To understand the term melody, step, leap, repetition, contrast and sequence.</li> <li>For students to perform pop melodies using the keyboard and voice.</li> <li>For students to compose and perform their own melody.</li> </ul> <p>CONTEXT</p> <p>During this scheme students will be able to understand the importance of music structure and the role it plays in maintaining the listeners' interest. They will also be able to learn and perform music melodies individually and as part of an ensemble.</p>
TERM 2B	<p>Composition, Performance &amp; Music Technology 1</p> <p>AIMS</p> <ol style="list-style-type: none"> <li>To compose and sequence a chord structure using music technology.</li> <li>To compose a series of melodies over a chord sequence.</li> <li>To perform a chord sequence as part of a group or solo.</li> <li>To understand the concept of sequencing and how chord development, melodies, structure and instruments work together to achieve coherent outcomes that engage listeners.</li> </ol> <p>CONTEXT</p> <p>During this scheme of work, students will be able to understand the important role chord sequences play within musical structure. They will also utilise music technology to assist them with their composition and gain further experience of sequencing, programming and recording.</p>



	<p>Composition, Performance &amp; Music Technology 2</p> <p><b>AIMS</b></p> <ol style="list-style-type: none"> <li>1. To complete a successful composition using music technology. Using all prior knowledge and understanding to produce a final outcome.</li> <li>2. To understand how the voice, live instrumentation and synthesised sounds work together to generate coherent pieces.</li> <li>3. To mix and produce a 'Master MP3' or CD of the composition.</li> <li>4. For students to collaborate with the Media Department to generate CD covers and poster designs.</li> </ol> <p><b>CONTEXT</b></p> <p>During this scheme of work, students will use all prior knowledge to compose and produce a fully-fledged song. <u>Students will be given the opportunity to compose their very own pop song complete with lyrics</u></p>
	<p>from start to completion. Students will also be able to collaborate with departments in the school to promote their pieces.</p> <p>Primary Chords &amp; Composition</p> <p><b>AIMS</b></p> <ol style="list-style-type: none"> <li>5. To develop further knowledge of 'Primary Chords' (I, IV, V) in various keys.</li> <li>6. To understand how a chord sequence can be extended and developed.</li> <li>7. To understand the concept of harmony and its importance in Western music.</li> <li>8. Perform given chord sequences. To compose an 8-16 bar chord sequence using music technology.</li> </ol> <p><b>CONTEXT</b></p> <p>During this scheme of work, students will understand the concept of simple harmony. They will be able to follow lead sheets or chord charts and have an understanding of when and how harmonies might be utilised within music. Throughout the unit they will learn a series of pieces that will help them develop further understanding of primary chords in a variety of keys.</p>

ASSESSMENT STYLES & FREQUENCY
<ul style="list-style-type: none"> <li>• 2 assessment points per term</li> <li>• Due to the practical nature of the work undertaken students are assessed both during and at the end of each scheme of work (each half term).</li> <li>• Assessment booklets accompany the curriculum to allow students to track their own progress over time.</li> <li>• Recordings of performances and compositions are also assessed to determine students ability.</li> </ul>

How Year 7 fits in with the end of course final assessment: Application of the skills covered during Year 7
<ul style="list-style-type: none"> <li>• Music Notation : Music GCSE listening exam and composition AoS1</li> <li>• Recorder Skills: Music GCSE performance and Ensemble Skills</li> <li>• Setting up a Digital Audio Workstation: NCFE Music Tech</li> </ul>

HOW TO SUPPORT YOUR CHILD AT HOME
<p>KS3 BBC BITESIZE MUSIC:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/subjects/zmsvr82">http://www.bbc.co.uk/education/subjects/zmsvr82</a></li> </ul>



<b>SUBJECT</b>	<b>Physical Education</b>
<b>SUBJECT LEADER</b>	<b>Mr. Demirel</b> bde@dukesacademy.org.uk

	Subject content and skills overview
1A TERM	Practical factors students can work on. <u>Football</u> Outfield: Passing Receiving Dribbling Shooting Heading Tackling Goalkeeping: Receiving & distribution Kicking Shot stopping Taking the ball from opponents feet
2A TERM	Taking crosses and punches <u>Netball</u> Passing & receiving Dodging, Marking
1B TERM	Shooting, Footwork <u>Handball</u> Dribbling, passing, receiving/ interception, shooting, footwork.
2B TERM	<u>Volleyball</u> Passing, spike, smash, positioning, set, dig, serve. <u>Table Tennis</u> Service, drives, push, smash, forehand, back hand, slice.
3A TERM	<u>Basketball</u> Dribbling, passing, receiving/ interception, shooting, footwork. <u>Athletics</u> Track: Start/Finish    Arm action Leg action Throws: Grip, Movement, Release
3B TERM	Jump: Run up/speed Take off, Flight & Landing

#### Badminton

Service, overhead, underarm, net play, smash, forehand, back hand, forehand drop shot, back hand drop shot.

Assessment styles and frequency
There will be practical assessment on both Part A and Part B as well as end of term exams based on the topics covered.
How to support your child at home
Choose 3 sports to special in.
Practice these sports at home, club, extra-curricular.

<b>SUBJECT</b>	<b>PSHEe</b>
<b>SUBJECT LEADER</b>	<b>Ms. Tuptuk</b> ntu@dukesacademy.org.uk

	Subject content and skills overview
	<p>Transition:</p> <p>This Year 7 topic will allow students to look at Friendships, Bullying, Mindfulness and Target Setting. The aim of the topic is to help students settle into Secondary School and encourage them to talk about any worries they may have and to start thinking about who they can go for help if they have any worries or problems.</p>
	<p>Sex and Relationship Education:</p> <p>This Year 7 topic will introduce pupils to SRE and is part of the spiral curriculum that pupils will return to each year. The lessons mainly focus on relationships and puberty. The lessons on relationships begin to help pupils to understand what a positive and negative relationship would be, the puberty lessons focus first on the biological changes before exploring the emotional changes and are meant to reassure pupils that change is natural.</p>
	<p>Drugs:</p> <p>This Year 7 topic will introduce pupils to Drugs Education and is part of the spiral curriculum that pupils will return to each year. The lessons mainly focus on alcohol and smoking. The lessons begin to help pupils to understand what alcohol and tobacco are and the positive and negative aspects of the use and misuse of both.</p>

<b>Assessment styles and frequency</b>
<p>Each topic is between 5 and 7 lessons. There are no formal assessments in PSHEe.</p> <p>During the course of the topics students will be doing peer and self-assessment of key ideas, keywords to check their knowledge and understanding.</p> <p>At the end of each topic students will be writing an evaluation in their PSHEe booklets.</p> <p>Students will have a piece of homework set fortnightly.</p> <p>It is expected that all classwork and homework is completed and to a high standard by all students.</p>

<b>How Year 7 fits in with the end of course final assessment:</b>
No final assessments in PSHEe.

<b>How to support your child at home</b>
<p>Speak to your child about what they are learning in PSHEe and encourage them to speak to yourselves or another trusted adult on any questions or worries they may have.</p> <p>Please check Show my Homework for PSHEe work.</p> <p>Encourage your child to look at the below websites:</p> <p><a href="https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx">https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx</a></p> <p><a href="http://www.talktofrank.com/">http://www.talktofrank.com/</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/z3ckjxs">http://www.bbc.co.uk/education/subjects/z3ckjxs</a></p>





<b>SUBJECT</b>	Religious Education
<b>SUBJECT LEADER</b>	Mrs. Khan nkh@dukesacademy.org.uk

	<b>Subject content and skills overview</b>
	<p>Introduction to Christianity, Who was Jesus?, Jesus' Teachings, The Bible, Christian family</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Write well-structured responses</li> <li>• Describe key features of a religion</li> <li>• Evaluate- discuss and debate issues</li> <li>• Apply religious vocabulary and key words</li> <li>• Reflect on religious beliefs and ideas</li> <li>• Ask Questions</li> <li>• Respond sensitively to issues looked at</li> </ul>
	<p>Introduction to Islam, Prophet Muhammad (pbuh), Five Pillars of Islam, Mosque, Muslims in Britain</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Write well-structured responses</li> <li>• Describe key features of a religion</li> <li>• Evaluate- discuss and debate issues</li> <li>• Apply religious vocabulary and key words</li> <li>• Reflect on religious beliefs and ideas</li> <li>• Ask Questions</li> <li>• Respond sensitively to issues looked at</li> <li>• Make links between religions</li> </ul>
	<ul style="list-style-type: none"> <li>• Revision</li> <li>• End of year exam</li> </ul>

### **Assessment styles and frequency**

End of Unit Test  
End of year exam using GCSE style questions

### **How Year 7 fits in with the end of course final assessment:**

Year 7 will develop students' knowledge and skills in RE and encourage them to become curious about the world we live in. This will prepare them for the end of year exam.

### **How to support your child at home**

Discuss views on religion with your child and encourage them to follow the news.

Encourage your child to use the websites below:

<http://www.bbc.co.uk/schools/religion/>  
<http://www.bbc.co.uk/newsround/>  
[www.truetube.co.uk](http://www.truetube.co.uk)

<b>SUBJECT</b>	Resistant Materials
<b>SUBJECT LEADER</b>	Ms. Christopher mch@dukesacademy.org.uk

	<b>Subject content and skills overview</b>
<b>This subject is taught on a rotation, with each rotation lasting three half terms, to ensure that all students experience the technology subjects before they make their GCSE choices.</b>	
	Picture Frame – Favourite Book  Health and Safety in the workshop - machinery Task analysis – brainstorm of project ideas Basic single point perspective drawing ACCESSFM product analysis Completion of written research summary Written design specification linked to research summary
	Picture frame design idea generation and testing for further development Annotating design ideas effectively Developing final picture frame design Testing and modification of final design solution to further improve the picture frame Make final picture frame design using workshop hand tools and machinery Wood – hardwood and softwood Intro to CAD/CAM and Industry
	Continue with project to completion Wood finishes – there uses, properties and application Evaluation of completed picture frame against the design specification Testing and further modification of completed design solution to propose for future improvements Extension: Pop Up Card design and development
	New students follow the subject content detailed above

<b>Assessment styles and frequency</b>
Formative – Feedback in books ongoing throughout the project. Time given for students to respond to marking. AP SILT marking every half term with students identifying own targets. Self and Peer assessment throughout the project. Subject specific testing termly. Sum mative – Subject specific baseline data test at the beginning of year 7. Final AP SILT feedback at the end of the project; following a half yearly rotation.

<b>How Year 7 fits in with the end of course final assessment:</b>
Students rotate across the three technology subjects in year seven and eight. Opportunity to try each area before choosing GCSE subjects. Skills developed in Year 7 are required for KS4 Technology related subjects.

<b>How to support your child at home</b>
All homework's are available on Show My Homework. Encourage your child to attend the Technology club.

<b>SUBJECT</b>	Science
<b>SUBJECT LEADER</b>	Ms. Shah hsh@dukesacademy.org.uk

	Subject content and skills overview
Y7 TERM 1A	Introduction to Science Cells, tissues, organs and systems Atoms, elements and molecules  Required practical :- Preparing a microscope slides of an animal and plant cell
Y8 TERM 1B	Energy Particle model Sexual reproduction
Y9 TERM 2A	Current electricity Mixtures and separation Required practical: - Constructing a series circuit and investigating the relationship between current and voltage. Required practical :- Carrying out Chromatography
Y10 TERM 2B	Forces Acids and alkalis Required practical :- Hooke's law and investigating the relationship between force and extension of the spring, Neutralisation of acids and alkalis
Y11 TERM 3A	Ecosystems Sound Required practical :- Using a sampling method to estimate number of organisms
Y12 TERM 3B	Exams  Earth and space

<b>Assessment styles and frequency</b>
End of chapter tests- at the end of each chapter 6 mark questions- once a topic Formal assessment in January and June Required practicals for each half term within a practical log book

<b>How Year 7 fits in with the end of course final assessment:</b>
Students will complete content and required practicals that they will be tested for in year 11 exams. Year 7 will build on skills and knowledge needed for end of year 11 exams.

<b>How to support your child at home</b>
Activities to do at home:- Ensure your child is using the revision guides and workbooks they have bought for £1. You may also find the following websites useful:- <ul style="list-style-type: none"> <li>✗ <a href="http://www.bbc.co.uk/education/subjects/z9ddmp3">http://www.bbc.co.uk/education/subjects/z9ddmp3</a></li> <li>✗ <a href="http://www.docbrown.info/">http://www.docbrown.info/</a></li> <li>✗ <a href="http://www.my-gcscience.com/">http://www.my-gcscience.com/</a></li> </ul>



<b>SUBJECT</b>	<b>Spanish</b>
<b>SUBJECT LEADER</b>	<b>Ms. Anthony</b> pa@dukesacademy.org.uk

	<b>Subject content and skills overview</b>
	<p><b>Subject content:</b> *Introducing yourself, *Talking about your personality, *Talking about age, brothers and sisters, *Saying when your birthday is, *Talking about your pets</p> <p><b>Skills:</b> *Getting used to Spanish pronunciation, *Using adjectives that end in -o/-a, *Using the verb <i>tener</i> (to have) , *Using numbers and the alphabet, *Making adjectives agree with nouns, *Adding variety to your writing</p>
	<p><b>Subject content:</b> *Saying what you like to do, *Saying what you do in your spare time, *Talking about the weather, *Saying what sports you do, *Using <i>hacer</i> (to do) and <i>jugar</i> (to play)</p> <p><b>Skills:</b> *Giving opinions using <i>me gusta</i> + infinitive, *Using -ar verbs in the present tense, *Using <i>cuando</i> (when) , *Using <i>hacer</i> (to do) and <i>jugar</i> (to play) , *Understanding more challenging texts, *Taking part in a longer conversation, *Using question words</p>
	<p><b>Subject content:</b> *Saying what subjects you study, *Giving opinions about school subjects, *Describing your school, *Talking about break time, *Understanding details about schools,</p> <p><b>Skills:</b></p> <p>*Using -ar verbs to say what 'we' do, *Using <i>me gusta(n) + el/la/los/las</i>, *Using the words for 'a', 'some' and 'the', *Using -er and -ir verbs, *Using prediction as a listening strategy, *Writing a longer text about your school, *Checking your written work is accurate</p>
	<p><b>Subject content:</b> *Describing your family, *Describing your hair and eye colour, *Saying what other people look like, *Describing where you live</p> <p><b>Skills:</b> *Using possessive adjectives, *Using the verbs <i>ser</i> and <i>tener</i>, *Using the verb <i>estar</i> (to be) , *Using verbs in the third person , *Looking up new Spanish words in a dictionary</p>
	<p><b>Subject content:</b> *Describing your town or village, *Telling the time, *Ordering in a café, *Saying what you are going to do at the weekend</p> <p><b>Skills:</b> *Using 'a', 'some' and 'many' in Spanish, *Using the verb <i>ir</i> (to go) , *Using the verb <i>querer</i> (to want) , *Using the near future tense, *Listening for detail</p>
	<p><b>Subject content:</b></p> <p>Customs and festivals in Spanish-speaking countries.</p> <p>Detailed grammar summary and practice exercises</p> <p><b>Skills:</b></p> <p>Self-access reading and writing</p>

<b>Assessment styles and frequency</b>
<ul style="list-style-type: none"> <li>• Mid-module: listening and reading- End of module: speaking and writing</li> <li>• January and June Assessments</li> </ul>
<b>How Year 7 fits in with the end of course final assessment:</b>
The skills learnt in Year 7 are essential for GCSE Spanish success.
<b>How to support your child at home</b>
<ul style="list-style-type: none"> <li>• Ensure that homework tasks are completed and handed in on time.</li> <li>• Please refer to Show My Homework for details of homework tasks set.</li> </ul>

<b>SUBJECT</b>	Textiles Technology
<b>SUBJECT LEADER</b>	Ms. Penny jpe@dukesacademy.org.uk

TERMS 2B TO 3B	TERM 1A	Subject content and skills overview
		This subject is taught on a rotation, with each rotation lasting three half terms, to ensure that all students experience the technology subjects before they make their GCSE choices.
	TERM 1B	Denim Bag – Japanese Theme <ul style="list-style-type: none"> <li>• Baseline Assessment – Test Paper</li> <li>• Introduction to Health &amp; Safety in the textile workshop.</li> <li>• Introduction to the design process through design brief, time plan and specification.</li> <li>• Introduction to design and graphic skills.</li> <li>• Introduction to Product Analysis.</li> </ul>
		Development of practical skills: <ul style="list-style-type: none"> <li>• Skills and Technique samples:</li> <li>• Stencil design and cutting</li> <li>• Stencil printing.</li> <li>• Hand embroidery.</li> <li>• How to thread a sewing machine and how to use a sewing machine safely.</li> <li>• Introduction to industrial practices and new technologies: CAD/CAM.</li> </ul>
TERM 2A	TERM 2B	Construction of final product: <ul style="list-style-type: none"> <li>• Introduction to basic construction processes:</li> <li>• Hems, Seams, Seam Allowance, Pinning &amp; Tacking.</li> <li>• Testing and evaluating final outcome.</li> </ul>
		Extension product: design and make a hat. Introducing further decorative technique; Applique.

New rotation students follow the subject content detailed above.

<b>Assessment styles and frequency</b>
Formative – Feedback in books ongoing throughout the project. Time given for students to respond to marking. AP SILT marking every half term with students identifying own targets. Self and Peer assessment throughout the project. Subject specific testing termly. Summative – Subject specific baseline data test at the beginning of year 7. Final AP SILT feedback at the end of the project; following a half yearly rotation.

<b>How Year 7 fits in with the end of course final assessment</b>
Skills developed in Year 7 are required for KS4 Textile related subjects. Grading is in line with KS4 Food related subjects

<b>How to support your child at home</b>
All homework's are available on Show My Homework. Encourage your child to attend the Textiles club.







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Updated 2019

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