



Programmes of Learning 2021-22

Year 7

The information on the following pages is intended as a summary of topics covered across the curriculum for Year 8. Teaching staff follow more detailed schemes of learning which are constantly being updated to reflect changes in the curriculum (at Key Stages 2, 3 and 4).

If you would like any further information on a particular subject's curriculum please contact the Head of department below:

Heads of Department

Head of Art, Helen Sevink helensevink@varndean.co.uk

Lead Computing Teacher, Maria Prasanna mariaprasanna@varndean.co.uk

Head of Dance, Helen MacDonald helenmacdonald@varndean.co.uk

Head of Drama, Jolie Bartley joliebartley@varndean.co.uk

Head of English, Dawn Gillam dawngillam@varndean.co.uk

Acting Head of Geography, Lloyd Durbin lloyddurbin@varndean.co.uk

Head of Health & Social Care, Aurelie Elder aurelieelder@varndean.co.uk

Head of History, Anita Turner anitaturner@varndean.co.uk

Head of Languages, Lorraine Newman lorrainenewman@varndean.co.uk

Head of Mathematics, Nicola Raven nicolaraven@varndean.co.uk

Head of Media, Dave Fouracre davidfouracre@varndean.co.uk

Head of Music, David Berliner davidberliner@varndean.co.uk

Head of Physical Education, Calum Thomas calumthomas@varndean.co.uk

Head of Science, Laura Bush laurabush@varndean.co.uk

Acting Head of Philosophy and Ethics and Sociology, Sean Trelawny seantrelawny@varndean.co.uk

Head of Technology (incl Creative iMedia), Stuart Davies stuartdaves@varndean.co.uk

Year 7 - Art and Design

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Natural World</p> <p>Baseline Assessment Project</p>	<p>Experimental Drawing: Mark Making and Tone Drawing from resources and objects. Still life - insects, shells, fossils etc. Artist research on John-James Audubon and women artists at the Natural History Museum.</p>	<p>Autumn 2: Preparation: based on theme of: the Natural World</p> <p>Other assessments: Sketchbook checks - feedback and review for improvements.</p>
<p>Autumn 2:</p> <p>Natural World</p>	<p>Painting: Colour theory: colour wheel/tonal ladder Painting/mixed media work of fish/insects/flowers/shells</p> <p>Exploring visual elements: Line, pattern, tone, texture, colour, form, scale.</p>	
<p>Spring 1:</p> <p>Identity</p>	<p>Self portraits - measured drawing. Understanding portraiture looking at Van Gogh etc. Artist research on Green Man/Grayson Perry/ceramic reliefs Green Man mythology, colour portraits based on self image, character portraits in relief.</p>	<p>Preparation: based on theme of: Identity</p> <p>Other assessments: Sketchbook checks - feedback and review for improvements.</p>
<p>Spring 2:</p> <p>Identity</p>	<p>Identity - realising ideas:</p> <p>Ceramic Green Man sculptures Ceramic relief character portraits Grayson Perry style portraits/self-portraits.</p> <p>Exploring visual elements: Line, tone, form, shape, proportion.</p>	
<p>Summer 1:</p> <p>The Built Environment</p>	<p>Islamic Pattern work:</p> <ul style="list-style-type: none"> ● Research and development of pattern designs - Islamic art - arabic script, tile making ● Lino print: chine colle or reduction print. <p>Printmaking, Collage</p>	<p>Preparation: based on the theme of: The Built Environment.</p> <p>Other assessments: Sketchbook checks - feedback and review for improvements.</p>

<p>Summer 2:</p> <p>The Built Environment</p>	<p>Hundertwasser project: <i>Artist research on Brighton Pavilion, Gaudi, Hundertwasser</i></p> <ul style="list-style-type: none"> • Mixed media work/painting looking at school and local environment. • Sgraffito or relief work inspired by Hundertwasser. <p>Collage, painting, sgraffito, architectural reliefs.</p> <p>Exploring visual elements: Form, shape, texture, pattern, structure, line.</p>	
<p>Suggestions for independent study and home support</p> <p>Collect autobiographical information. Collect resources from the natural world for observational drawing/photographing. Draw/photograph your local environment and buildings in Brighton.</p>		
<p>KEY SKILLS:</p>		
<p>Literacy (keyword link) Visual Language: Line, tone, form, shape, composition, colour, texture, structure, aerial perspective, texture, scale, proportion.</p>	<p>Numeracy Scaling up/down, enlargement. Proportion, shape, repeating pattern, translation.</p>	<p>Other Independent learning -development of ideas for final piece.</p>

Year 7 - Computing

<p>Learning Cycle 1:</p> <p>Introduction to computers at school, conduct and online safety</p>	<p>Students are introduced to the school's ICT systems (local and cloud services) with an exploration of our ICT conduct policy and digital values. Staying safe online and reporting issues along with digital etiquette is also covered.</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Baseline assessment ● ICT classroom rules (content and communication)
<p>Learning Cycle 2:</p> <p>Introduction to programming with a Block Based language (Scratch)</p> <p>Planning and development of an online game (Scratch)</p>	<p>Students learn skills and knowledge to develop programs using the block based programming language, Scratch (online version).</p> <p>Students develop a game in Scratch and document their planning, design, development, testing and evaluation in a Google Slides workbook. This process gives them awareness of the software development cycle and the rigour required in documentation.</p>	<p>Prep:</p> <ul style="list-style-type: none"> ● Own name animation (skills and application) ● Game research <p>Assessments:</p> <ul style="list-style-type: none"> ● Scratch assessment on Doodle (knowledge) ● Game ● Workbook / Documentation
<p>Learning Cycle 3:</p> <p>Spreadsheets and modelling</p>	<p>Students develop knowledge of spreadsheets including cell references (absolute and relative), simple formulae (SUM) and complex (IF, COUNTIF), formatting, charts and presenting data. They use the cloud based Google Sheets service to do this so the focus remains on spreadsheets rather than a particular product.</p>	<p>Prep:</p> <ul style="list-style-type: none"> ● Spreadsheets 1 worksheet ● Spreadsheets 2 worksheet ● Spreadsheets 3 worksheet ● Spreadsheets 4 worksheet <p>Assessments:</p> <ul style="list-style-type: none"> ● Spreadsheets assessment workbook
<p>Learning Cycle 4:</p> <p>Understanding computers</p>	<p>Students learn the basic principles of computer architecture and use of binary. They revise some of the theory on input and output covered in KS2 and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Students develop knowledge to convert simple binary numbers to decimal and learn how text characters are represented using the ASCII code. This is followed by simple binary addition and a review of how storage devices store or represent data using binary patterns. The history and development of communication and technology, and some of its applications is evaluated too.</p>	<p>Prep:</p> <ul style="list-style-type: none"> ● Hardware quiz (Doodle) ● Software quiz (Doodle) ● Binary quiz (Doodle) ● Storage devices quiz (Doodle) <p>Other assessments:</p> <ul style="list-style-type: none"> ● Understanding computers written exam

<p>Also Learning Cycle 4:</p> <p>BBC Microbit project</p>	<p>The micro:bit is a handheld, fully programmable computer being given free to every Year 7 or equivalent child across the UK. It's 70 times smaller and 18 times faster than the original BBC Micro computers used in schools in the early 1980s. Students will be programming their micro:bits in this summer project for a given brief</p>	<p>Prep:</p> <ul style="list-style-type: none"> ● On-going development at home of their micro:bit program <p>Assessments:</p> <ul style="list-style-type: none"> ● micro:bit program
<p>Suggestions for independent study and home support</p> <p>Staying safe online: https://mysafetynet.org.uk/</p> <p>BBC bitesize for KS3 Computing - https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</p> <p>Scratch - https://scratch.mit.edu/</p> <p>Google Sheets: http://www.gcflearnfree.org/googlespreadsheets</p>		
<p>KEY SKILLS:</p>		
<p>Literacy: Key words Digital, Safety, Password, Security, Footprint, Profile, Settings, Cyberbullying, CEOP, Social Media, Sprite, Stage, Blocks, Iteration, Sequence, Navigation, Animation, Hardware, Software, Binary, Bits, Bytes, CPU, RAM, ROM, Clock Chip, Data, Storage Devices, Memory, Hard Disk, Cache, Spreadsheet, Formatting, Formulae, Cell, Cell Reference, Function, Column, Row, Chart, Program, Instructions, Algorithm</p>	<p>Numeracy Intrinsic to Computing at KS3. Problem solving, functions, operators, percentages, formulas.</p>	<p>Other Analytical thinking Computational thinking: Collaborating, Problem solving, perseverance.. Creative thinking Critical thinking Innovative thinking Logical thinking</p>

Year 7 - Dance

Key topics	Course content	Assessment
<p>Autumn 1 (Boys/Girls PE Groups):</p> <p>Banksy Graffiti Street Art</p>	<ul style="list-style-type: none"> ● Students learn a Banksy inspired street dance phrase focusing on accuracy, timing and musicality. ● Learning actions, dynamics, levels and pathways in dance. ● Contact positions and tableaus inspired by Graffiti 'TAGS. Students develop the skills of positions and transitions - linking movements together. ● Developing understanding of the question and answer device using a 'street dance battle' scenario. ● Canon and unison. ● Performance and appreciation. 	<p>Homework:</p> <p>Research the graffiti artist Banksy Look at graffiti tags - how could you use these in your dance?</p> <p>Other assessments:</p> <p>Rehearsal of group/solo dances Pre assessment and summative assessment</p>
<p>Autumn 1 (Boys & Girls PE Groups):</p> <p>Phobias</p>	<ul style="list-style-type: none"> ● Movement is inspired by themes of phobias - gestures and more physical movement in and out of the floor to show phobias, such as; arachnophobia/ claustrophobia/ Aerophobia. ● Transitions that travel - how to travel effectively in dance. ● How to use contact more dangerously and physically to enhance the theme/concept of the dance. ● Developing a narrative structure through dance. 	<p>Homework:</p> <p>Research different phobias and the correct terminology for these. How can we show these using dance actions?</p> <p>Other assessments:</p> <p>Rehearsal of group/solo dances Pre assessment and summative assessment</p>
<p>Autumn 2:</p>	<p>Dance is on rotation with PE. Autumn 1 is repeated with other groups</p>	
<p>Spring 1 (Girls PE Groups):</p> <p>Bollywood Dance</p>	<ul style="list-style-type: none"> ● Students learn specific facts about Bollywood dance - where it comes from, specific gestures & movements used. ● Students watch a dance video based on Bollywood from Bride and Prejudice highlighting actions and dynamics. ● Students learn about performance skills - musicality, narrative, facial expression, characterisation. ● Choreographic Skills - unison, canon, action reaction, question and answer, complement and contrast ● Partner contact work and lifts - always enhancing the theme/intention of the dance. ● Performance and appreciation. 	<p>Homework:</p> <p>Research the dance style Watch the big dance scene from bride and prejudice. How can you use some of the movement and formations or action reaction relationships in your dance?</p> <p>Other assessments:</p> <p>Rehearsal of group/solo dances Pre assessment and summative assessment</p>

<p>Spring 1 (Girls PE Groups):</p> <p>The Bombing of Guernica</p>	<ul style="list-style-type: none"> ● Exploring dance choreography using the Picasso painting '<i>The Bombing of Guernica</i>' as a stimulus ● Students learn and develop a set phrase based on the idea of a 'war zone'. ● Choreographic Skills - tableaux and transitions, crossing pathways, levels, directions, unison, canon, contrast, action and reaction ● Students develop their own compositional ideas using literary words based on the painting ● Developing risk and creativity in group contact work ● Performance and appreciation 	<p>Homework:</p> <p>Research into current civil wars eg. in Syria, and use information gathered to inform work</p> <p>Watch video of '<i>The Grey People</i>' - how could you use their compositional ideas about refugees and war in your work?</p> <p>Other assessments:</p> <p>Rehearsal of group/solo dances Pre assessment and summative assessment</p>
<p>Spring 2:</p>	<p>Dance is on rotation with PE.</p> <p>Spring 1 is repeated with other groups</p>	
<p>Summer 1 (Girls and Mixed PE Group):</p> <p>Egypt</p>	<ul style="list-style-type: none"> ● Using images of the Egyptians and Egypt to inspire movement material ● Learning how to create positions/tableaus and link them with transitions ● Using hieroglyphics to create movement ideas ● Choreographic Skills - unison, canon, contact, contrast, complement, mirroring, transitions ● Performance and appreciation 	<p>Homework:</p> <p>Research into Egyptian images, culture and history</p> <p>Other assessments:</p> <p>Rehearsal of group/solo dances Pre assessment and summative assessment</p>
<p>Summer 2:</p>	<p>Dance is on rotation with PE.</p> <p>Summer 1 is repeated with other groups</p>	
<p>Suggestions for independent study and home support</p> <p>Look into images of Egyptian dance.</p> <p>Street dance classes/clubs through extra-curricular dance.</p> <p>Participation in the whole school dance show.</p> <p>Research own images of secret agents</p> <p>Watch videos of dance styles relating to SOL/topic</p>		
<p>KEY SKILLS:</p>		
<p>Literacy (keyword link)</p> <p>Use of keywords in description, analysis and evaluations.</p>	<p>Numeracy</p> <p>Timing musically - group numbers - problem solving.</p>	<p>Other</p> <p>Communicating ideas and sharing ideas in group tasks.</p>

Year 7 - Design and Technology

NB: All students complete the first half term KEY SKILLS module at the same time. Students are then rotated around the five technology modules over the course of the year (not necessarily in this order).

Key topics	Course content	Assessment
Key skills programme	<p>Students will be introduced to their new learning environments and become familiarised with the layout of the rooms and the procedures we follow.</p> <p>The activities will teach them new skills and focus on safe and competent use of tools, equipment and machinery. Students will then move on to complete five different projects in different material areas.</p>	
Food	<p>The knowledge and skills learned in this unit will help students understand the importance of food, diet and nutrition in their life in and out of school.</p> <p>The focus will be on nutrients and their functions in the human body in order to give students a solid learning foundation for the future.</p> <p>Popular snacks and meals which are appropriate for school or home are made in practical lessons. All practical tasks are assessed according to a set criteria.</p>	<p>Homework:</p> <p>Year 7 will work on literacy and numeracy. Student will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning</p> <p>Student will be required to bring in ingredients each week to use in lesson</p>
Fibres and Fabrics	<p>Students will learn primary sources of materials, be able to recognise different characteristics of them, while producing some focused practical tasks.</p> <p>Alongside the small focused practical task, they will be able to use and identify the correct selection of tools to use in the workshop in Fibres and Fabrics.</p> <p>Exploring and understanding how waste can be disposed of with the least impact on the environment. Be able to recognize a range of smart materials. Understand how the functional properties can be changed by external stimuli. Students will evaluate the advantages and disadvantages of planned obsolescence from different perspectives.</p>	<p>Year 7 will work on literacy and numeracy. Student will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning</p>

<p>Wood, metals and polymers</p>	<p>Students will learn primary sources of materials, be able to recognise different characteristics of them, while producing some focused practical tasks in Wood, metals and polymers. Alongside the small focused practical tasks, they will be able to use them to identify the correct selection of tools to use in the workshop. They will learn the importance of using modelling and how to understand how to make and build a net. Closely looking at Be able to recognize a range of smart materials Polymorph/Thermochromic Pigment. They will discover how timbers and boards are selected and processed for commercial products The importance of how materials are cut, shaped and formed to a tolerance.</p>	<p>Year 7 will work on literacy and numeracy. Student will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning</p>
<p>Cards, boards and polymers</p>	<p>Students will learn primary sources of materials, be able to recognise different characteristics of them, while producing some focused practical tasks in Cards, boards and polymers alongside of the small focused practical tasks , they will be able to use them to identify the correct selection of tools to use in the workshop.</p> <p>Students will learn the primary sources of materials for producing papers and boards And be able to recognise different characteristics of them. Understand how waste can be disposed of with least impact on the environment</p>	<p>Year 7 will work on literacy and numeracy. Student will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning</p>
<p>Garden</p>	<p>Students will be working in the school garden to upkeep the area using tools and equipment. They will develop an understanding of where food comes from and how to harvest it.</p>	<p>Year 7 will work on literacy and numeracy. Student will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning.</p>
<p>Suggestions for independent study and home support</p>		

Useful Websites

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

<https://technologystudent.com/>

Useful Apps

How stuff works

Idea Sketch

Inspiration Maps

Skitch

KEY SKILLS:

Literacy (keyword link)

Nutrients, Carbohydrates, Protein, Fats, Sugar, Vitamins, Minerals, Fibre, Water, Bacteria, Pathogenic, HACCP (Hazardous Analysis & Critical Control Points) COSHH (Control of Substances Hazardous to Health)

Aesthetics, colour, font, presentation, layout

CAD (Computer Aided Design), CAM (Computer Aided Manufacture), Repeat Pattern, Mass Production, Quality, Cost, Time, Textiles, Pattern, Lay, Digital Embroidery, Weaving/ Knitting,

Nitrogen, Carbon Dioxide, Chlorophyll, Fertiliser, Photosynthesis HIPS (high impact polystyrene) PVC (Polyvinyl Chloride) Design brief, Target audience, Quality, Materials

Numeracy

1mm = 0.1cm

10mm = 1cm

50mm = 5cm

55mm = 5.5cm

100mm = 10cm

To convert mm to cm $\div 10$ To convert cm to mm $\times 10$

Other

Communication

Presentation

Team work

Independent skills

Research development

Time management

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

<https://technologystudent.com/>

Google Classrooms

Useful Apps

How stuff works

Idea Sketch

Inspiration Maps

Skitch

Year 7 - Drama GCSE EDEXCEL

Key topics	Course content	Assessment
<p>Learning Cycles 1 - 4:</p> <p>Serious fun</p> <p>Improvisation techniques</p>	<p>GCSE Specification Criteria Covered:</p> <p>Collaboration Creativity Explorative Strategies Hot Seating Still Image Drama Medium Space / levels Mime / movement / gesture Voice / spoken language</p> <p>Plot Climax / anticlimax Characterisation Voice / spoken language DRAMA CRAFT Voice / Movement - connecting with audience Characterisation</p> <p>An introduction to the demands of drama and the essential personal skills required to be successful. To establish ground rules with a new teacher in a new subject To understand the value of equipment To focus on listening and concentration skills To foster cooperation and instil a hard work ethic REMOVE SHOES (KS3 ONLY) Establish the convention of the circle of chairs - everyone can be seen by everyone else, self-selection/denial is avoided. Establish 'drama rules'. No talking when the teacher is talking. No touching each other without teacher permission.</p> <p>To create a spontaneous improvisation To learn how to deliver a speech when being 'blocked' To remain 'neutral' when being blocked (neutral faces) To work in groups To devise a well know story as a play To perform to audience</p>	<p>Homework:</p> <p>Research drama texts, script writing, line learning.</p> <p>Other assessments:</p> <p>End of half term performance assessment of: Group work Voice and movement Techniques, form and structure Evaluation skills</p>

<p>Waxworks</p>	<p>DRAMA CRAFT Voice / Movement - connecting with audience Characterisation</p> <p>To discuss and understand what 'Waxworks' are To move like 'waxworks' To sculpt a wax model To create a wax 'Tableaux' To create a whole class story To work hard in new groups (5s) To devise a play based on the 'Waxworks' workshop To use 'top and tail' as a preparation device To perform our plays and use 'www' for feedback</p>	
<p>Shakespeare - Unit 1</p> <p>Bullying</p>	<p>To understand the life and times of Shakespeare To learn some Shakespearean language and be confident with it To learn a short Shakespeare script and act out a scene To use lights, smoke and costume to create atmosphere To understand the story of Macbeth</p> <p>DRAMA CRAFT Voice / Movement - connecting with audience</p> <p>Characterization Style - Horror, Shakespeare</p> <p>To explore aspects of bullying through drama</p> <p>DRAMA CRAFT Voice / Movement - connecting with audience Characterization</p>	<p>Homework: Research drama texts, script writing, line learning.</p> <p>Other assessments: End of half term performance assessment of: Group work Voice and movement Techniques, form and structure Evaluation skills</p>
<p>Advertising and animal rights</p>	<p>To use drama craft to explore issues To interpret a poem through drama</p> <p>DRAMA CRAFT Voice / Movement - connecting with audience Characterisation Style - publicity</p>	<p>Homework: Research drama texts, script writing, line learning.</p> <p>Other assessments:</p>

<p>Shakespeare - Unit 2</p>	<p>To learn Shakespearean language and be confident with it To learn a short Shakespeare script and act out a scene To use drama medium to create atmosphere To understand the story of Titus Andronicus</p> <p>DRAMA CRAFT Voice and movement, roles and characterization, communication, content, style, form.</p>	<p>End of half term performance assessment of: Group work Voice and movement Techniques, form and structure Evaluation skills</p>
<p>Suggestions for independent study and home support</p> <p>Theatre visits, various educational websites e.g. https://www.bbc.co.uk/bitesize , all aspects of school productions.</p>		
<p>KEY SKILLS:</p>		
<p>Literacy</p> <p>Response strategies Still image Thought-tracking Narrating Hot-seating Role play Cross-cutting Forum theatre Marking the moment</p> <p>Performance keywords Voice and movement, Roles and characterization, communication, content, style, form.</p>	<p>Numeracy</p> <p>Circles, squares. Group sizes Stage dimensions Lighting rig</p> <p>numbering Height, length, weight</p>	<p>Other</p> <p>PLATS Creative thinking; time management; independent learning; teamwork; reflective learners.</p> <p>Reading Listening Public address</p>

Year 7 - English

Key topics	Course content	Assessment
<p>Autumn 1: Greek Myths</p>	<p>Students will study a number of Greek Myths, exploring how these have informed many aspects of our culture and have resonated throughout the history of English Literature. Students will, alongside, the myths themselves, therefore investigate a series of other texts, including fiction, poetry and nonfiction which allude to these ancient tales.</p> <p>Within this unit, students will have the opportunity to revise and develop their reading skills, exploring the connotations of language whilst also completing a number of writing tasks which will include descriptive, narrative and nonfiction pieces</p>	<p><u>Preparation:</u> Students will receive fortnightly preparation tasks which support classwork. They need to read for 1hr 15 minutes a week in addition to this.</p> <p><u>End of unit assessment:</u> <u>Knowledge:</u> Students will complete a short answer assessment to determine understanding of key literary context</p> <p><u>Skills:</u> Students will complete a piece of descriptive/creative writing based on the Greek Myths that they have been studying.</p>
<p>Autumn 2: Shakespeare</p>	<p>Students will study the play of Macbeth in addition to learning about the context of the play. Students will therefore also study texts alongside the play, which will inform their understanding of Shakespeare's time and his portrayal of character and the theme. In addition, students will consider how he uses language and imagery to construct character and create meaning. Within this unit, students will study a number of extracts in detail, as well as other fiction, poetry and nonfiction texts, in order to explore how Shakespeare was also influenced by his time.</p> <p>This unit introduces students to the reading skills of language analysis and develops their</p>	<p><u>Preparation:</u> Students will receive fortnightly preparation tasks which support classwork. They need to read for 1hr 15 minutes a week in addition to this.</p> <p><u>End of unit assessment:</u> <u>Knowledge:</u> Students will complete a short answer assessment to determine</p>

	<p>understanding of academic writing. In addition, students will also be using these texts as inspiration for completing a number of pieces of creative and nonfiction writing.</p>	<p>understanding of key literary context Skills: Students will complete an extended reading assessment based on an extract from Macbeth.</p>
<p>Spring 1: Back to back 1</p>	<p>Students study their first novel, exploring meaning, characterisation, language and context. Central to this is the teaching and exploration of metacognitive reading skills, enhancing students' ability to decode writing. The aim is to equip students with the higher level reading skills required to explore more challenging texts, both at KS3 and KS4.</p>	<p>Preparation: Students will receive fortnightly preparation tasks which support classwork. They need to read for 1hr 15 minutes a week in addition to this.</p> <p>End of unit assessment: Knowledge: Students will complete a short answer assessment to determine understanding of this text</p> <p>Skills: Students will also complete an extended writing assessment based on an extract from the novel that they have been reading with their teacher.</p>
<p>Spring 2: Back to Back 2</p>	<p>Students study their second novel, exploring meaning, characterisation, language and context. Central to this is the teaching and exploration of metacognitive reading skills, enhancing students' ability to decode writing. The aim is to equip students with the higher level reading skills required to explore more challenging texts, both at KS3 and KS4.</p>	<p>Preparation: Students will receive fortnightly preparation tasks which support classwork. They need to read for 1hr 15 minutes a week in addition to this.</p> <p>End of unit assessment: Knowledge: Students will complete a short</p>

		<p>answer assessment to determine understanding of this text</p> <p>Skills: Students will also complete an extended reading assessment based on an extract from the novel that they have been reading with their teacher.</p>
<p>Summer 1:</p> <p>The Victorian</p>	<p>Within this unit, Students will explore a number of extracts taken from the novels of Charles Dickens in order to explore his writing and how he was influenced by issues of the time. This will be informed by studying a number of additional texts, including fiction, poetry and nonfiction. As we read the texts, students will develop their analytical reading skills. Students will also be using these texts as inspiration for completing a number of pieces of creative and nonfiction writing</p>	<p>Preparation: Students will receive fortnightly preparation tasks which support classwork They need to read for 1hr 15 minutes a week in addition to this.</p> <p>End of unit assessment: Knowledge: Students will complete a short answer assessment to determine understanding of key literary context</p> <p>Skills: Students will complete an extended reading assessment based on an extract from Charles Dickens</p>
<p>Summer 2:</p> <p>Poetry</p>	<p>Within this unit, students will study a range of poems.</p> <p>As part of their study, students will be exploring how language, techniques and structure create meaning.</p> <p>As we read the poems, students will develop their analytical reading skills. Students will also be using these texts as inspiration for their own poems.</p>	<p>Preparation: Students will receive fortnightly preparation tasks which support classwork. They need to read for 1hr 15 minutes a week in addition to this.</p> <p>End of unit assessment:</p>

		<p><u>Knowledge:</u> Students will complete a short answer assessment to determine understanding of key literary context</p> <p><u>Skills</u></p> <p>Students will complete a reading assessment, exploring a poem studied.</p>
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Suggestions for independent study and home support:

- Students should ensure that they are completing regular, private reading which incorporates a range of texts from different genres and includes both fiction and nonfiction. We recommend a minimum of 20 minutes, 4 times a week.
- Writing book reviews
- Researching and reading other texts by the authors we are studying in class.
- Completing further research into the historical, cultural or social context of texts being studied;
- Completing creative writing activities: fictional writing or poetry
- Completing descriptive writing of a favourite place or a situation which is of interest
- Completing some non-fiction writing: a speech, newspaper article. a leaflet or a poster using the devices to achieve the intention of the piece, be it to inform, explain, persuade, argue or advise. The basis for this could be a place visited or a topic which is of interest.

KEY SKILLS:

Literacy	Numeracy	Other
Adjectives Alliteration Adverb Allusion Advise Analysis Argue Article Assonance Concise Connectives Colons Direct Address Dashes Describe Description Emotive		

Exclamation Explain Evaluate Full stops Fact Imagery Inference Inform Language Metaphors Myth Narrator Noun Opinion Onomatopoeia Personification Persuade Prediction Punctuation Questioning/question marks Repetition Review Semi colons Sensational Sense Similes Speech marks Statement Statistics Structure Summary Theme Verb Visualising Viewpoint/perspective		
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Year 7 - Geography

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Map work</p>	<p>Learning from a range of resources (including internet, video, DVD, smart board, worksheets, textbooks, teacher delivery). Students will be teacher assessed as well as practising skills of peer and self-assessment. Students will also take part in critical skills, enquiry based investigation and online research. They will work individually, in pairs and as part of a group.</p>	<p>Homework:</p> <p>Geography: Creating a 'Brighton' trail. Students to create a trail which visitors to the city could use to help them become better acquainted with the history and geography of our city.</p> <p>Other assessments:</p>
<p>Autumn 2:</p>		<p>Homework:</p> <p>Other assessments:</p>
<p>Spring 1:</p> <p>Weather and Climate</p>	<p>Learning from a range of resources (including internet, video, DVD, smart board, worksheets, textbooks, teacher delivery). Students will be teacher assessed as well as practising skills of peer and self-assessment. Students will also take part in critical skills, enquiry based investigation and online research. They will work individually, in pairs and as part of a group.</p> <p>There will also be an opportunity to conduct on-site fieldwork.</p>	<p>Homework:</p> <p>Research tasks: weather around the world. A weather diary for the UK.</p> <p>Other assessments:</p>
<p>Spring 2:</p>		<p>Homework:</p> <p>Other assessments:</p>
<p>Summer 1:</p> <p>Coasts and weathering</p>		<p>Homework:</p> <p>Geography: extreme weather research task. Students to produce a powerpoint, booklet, video, movie or report illustrating the different types of</p>

		extreme weather. Other assessments:
Summer 2:		Homework: Other assessments:
<p>Suggestions for independent study and home support</p> <p>The school library stocks a wealth of books on all topics we study.</p> <p>Developing OS map work and field skills - using maps when hiking - family trips/clubs. Using websites to learn about maps:</p> <p>http://www.ordnancesurvey.co.uk/</p> <p>https://osmaps.ordnancesurvey.co.uk/</p> <p>History of maps: https://www.bbc.co.uk/programmes/b00s5m7w</p> <p>Watching the weather reports on TV/radio/internet or newspaper :</p> <p>https://www.bbc.co.uk/weather</p> <p>https://www.metoffice.gov.uk/</p> <p>BBC Coast: https://www.bbc.co.uk/programmes/b006mvlc</p>		
KEY SKILLS:		
Literacy (keyword link)	Numeracy	Other

Year 7 - History

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>What is History?</p>	<p>What and why do we study History at Varndean? Key History terms and what they mean. Chronology, timelines and personal timelines, cause and consequence, significance and interpretations.</p>	
<p>Autumn 2:</p> <p>The Norman Conquest</p>	<p>What was England like before the Battle of Hastings? Why was England a battlefield in 1066? How did William take control of England?</p>	<p>Homework:</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class</p>
<p>Problems of Medieval Monarchs</p>	<p>Who were England's Medieval Monarchs? Birth of democracy in England and the power of the people How powerful were English monarchs?</p>	<p>Homework</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class</p>
<p>Spring 1:</p> <p>Rise of Islam & the Crusades</p>	<p>Strength of Catholicism across Europe Education and Culture in the Middle East Why were there wars over religion?</p>	<p>Homework:</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class</p>
<p>Spring 2:</p> <p>Challenges to the Catholic Church</p>	<p>Was the Reformation a good thing? (ideas of Catholicism and Protestantism, Henry's Great Matter) Who won? Catholics or Protestant? (Elizabeth's religious settlement, Armada, Gunpowder Plot)</p>	<p>Homework:</p> <p>Extended homework task on Henry VIII</p> <p>Other assessments: How much control did the Tudor king have?</p>
<p>Summer 1 & 2:</p> <p>Changing Ideas: 1660 - 1789 - the start of the</p>	<p>What made Restoration London so exciting? (Pepys, Plague, Great Fire of London, Enlightenment ideas) Who ran the country: King or Parliament?</p>	<p>Meanwhile elsewhere... Research into other parts of the world and what was happening at</p>

Modern World	How modern was England by 1789?	the same time as the unit being studied in class
<p>Suggestions for independent study and home support</p> <p>History teachers will set smaller pieces of Prep as and when is appropriate. Reading historical books and visiting historical places. Design your own version of the Bayeux Tapestry Students design and build their own medieval castle Visit a local medieval castle - Arundel, Bodiam, Lewes Brighton and Hove libraries have an extensive range of books for young people on medieval history</p>		
KEY SKILLS:		
<p>Literacy</p> <p>The History dept are using the Frayer method to introduce key terms. Key terms will be discussed in several ways which will explain the etymology of words, where students will find these words used in topics and in basic sentences as well as the basics of how they are defined. Students will be encouraged to build their subject specific vocabulary as well as recognising useful terms and concepts and their use in everyday language.</p>	<p>Numeracy</p> <p>There are various opportunities to use numeracy skills such as using graphs, spreadsheets and pie charts.</p>	<p>Other</p> <p>Source skills - inference skills; testing a source for reliability/utility; cross-referencing sources</p>

Learning 4 Life

<p>Autumn 1</p> <p>Social and Emotional Aspects of Learning</p>	<p>Understand what learning for life is and the reasons why we teach it</p> <p>Friendships - what makes a good friend and how friendships change</p> <p>Mutual respect and being a good citizen</p> <p>Self esteem - what is it? How can it be developed?</p> <p>The impact that the media can have in shaping young people's views on body image</p> <p>Understand the link between a negative body image and eating disorders</p>
<p>Autumn 2</p> <p>Bullying, health, wellbeing & safety</p>	<p>Road safety and using public transport</p> <p>The types of bullying. The difference between teasing and bullying. How to deal with bullying</p> <p>Describe the different ways smoking cigarettes affects our bodies.</p>
<p>Spring 1</p> <p>Develop knowledge, skills and understanding of how to manage money</p>	<p>Evaluate how good you are with money and if you are a spender or saver</p> <p>Needs and wants - how they can change as we move through different life stages</p> <p>To introduce the process of budgeting</p> <p>Understand the terms and processes involved in opening a bank account</p>
<p>Spring 2</p> <p>Sex and Relationship Education</p>	<p>To understand different types of relationships, and think about our own now. To understand the difference between a healthy and unhealthy relationship. To learn where you could go for help if you or someone you know is in an unhealthy relationship</p> <p>To consider how we could deal better with conflict in relationships. To explore what 'love' means and the pressures that you may face when entering into a relationship.</p> <p>To explore how going through puberty can make us feel and the physical changes that occur in our bodies</p>
<p>Summer 1</p> <p>Citizenship</p>	<p>Rights and responsibilities, law, parliament, the monarch and MP's, voting</p>
<p>Summer 2</p> <p>FGM, Grooming, Radicalisation</p>	<p>Understand what FGM is, why it happens, that it is illegal in this country, know female parts of the body (genitals). Understand grooming & radicalisation and how it can happen</p>
<p>Students develop knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. This includes staying safe and healthy, building self-esteem, confidence, aspirations, resilience and empathy and employability skills.</p>	

Year 7 - Mathematics

Key topics	Course content	Assessment
<p>Autumn 1: Foundation tier</p> <p>Module 1: Whole numbers and decimals</p> <p>Module 2: Measures, perimeter and area</p> <p>Module 3; Expressions and formulae</p>	<p>Place value and decimals, Multiply and divide by 10, 100 and 1000 Negative numbers, Mental methods of addition and subtraction</p> <p>Written methods of addition and subtraction and Calculator methods</p> <p>Length; Units of measurement; Converting between metric units and Perimeter and Area</p> <p>Algebraic symbols, Expressions and Collecting like terms; Expanding Brackets</p>	<p>Homework:</p> <p>Short investigative tasks; research into a topic; https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments:</p> <p>Baseline Assessment for setting arrangements. Follow up lesson to go through assessment/ misconceptions</p>
<p>Autumn 1: Higher tier</p> <p>Module 1: Whole numbers and decimals</p> <p>Module 2: Measures, perimeter and area</p> <p>Module 3: Expressions and formulae</p>	<p>Place value and decimals, Multiply and divide by 10, 100 and 1000 Negative numbers, Mental methods of addition and subtraction</p> <p>Written methods of addition and subtraction and Calculator methods</p> <p>Units of measurement, Converting between units, Perimeter and area of a rectangle, Perimeter and area of a triangle, Area of a parallelogram and trapezium, Surface area of a cuboid and Volume of a cuboid.</p> <p>Using letter symbols, Collecting like terms and Expanding brackets</p>	<p>Homework:</p> <p>Short investigative tasks; research into a topic; https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments:</p> <p>Baseline Assessment for setting arrangements. Follow up lesson to go through assessment/ misconceptions</p>
<p>Autumn 2: Foundation tier</p> <p>Module 3; Expressions and formulae continued</p> <p>Module 4: Fractions, decimals and percentages</p> <p>Module 5: Angles and</p>	<p>Using a formula; Writing a formula and Expressions and formulae</p> <p>Equivalent fractions, Addition and subtraction of fractions, Decimals and fractions, Fraction of a quantity, Percentages and Percentage of an amount</p> <p>Estimating angle , Measuring angles, Drawing lines and angles, Calculating missing angles, Angles in a triangle and</p>	<p>Homework:</p> <p>Short investigative tasks; research into a topic; https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments:</p> <p>End of term assessment on topics covered in the full term.</p>

<p>2D shapes Module 6: Graphs</p>	<p>Properties of triangles, quadrilaterals, polygons</p> <p>Coordinates, Tables of values, Plotting straight-line graphs and Real life graphs</p>	
<p>Autumn 2: Higher tier Module 3: Expressions and formulae continued</p> <p>Module 4: Fractions, decimals and percentages</p> <p>Module 5: Angles and shapes</p>	<p>Using a formula, Writing a formula, Further substitution, Further simplification and Simplification and division</p> <p>Fraction notation, Adding and subtracting fractions, Decimals and fractions, Fraction of a quantity and Percentages</p> <p>Calculating angles, Angles and parallel lines, Angles in triangles and quadrilaterals and Properties of triangles</p>	<p>Homework:</p> <p>Short investigative tasks; research into a topic; https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments: End of term assessment on topics covered in the full term.</p>
<p>Spring 1: Foundation tier Module 7: Whole number calculations</p> <p>Module 8: Statistics</p>	<p>Rounding , Order of operations, Mental multiplication and division, Written methods of multiplication, Written methods of division and Calculator methods</p> <p>Bar charts, Reading and interpreting pie charts, Line graphs, Mode, median and range, Interpreting graphs and charts, Planning a statistical enquiry, Tally Charts and Frequency Tables and Comparing data</p>	<p>Homework:</p> <p>https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>
<p>Spring 1: Higher tier Module 5: Angles and shapes continued</p> <p>Module 6: Graphs</p> <p>Module 7: Mental calculations</p>	<p>Properties of quadrilaterals and Properties of polygons</p> <p>Coordinates, Plotting horizontal and vertical lines, Plotting straight-line graphs, The equation of a straight line, Real-life graphs and Line graphs for time series</p> <p>Rounding, Order of operations, Mental methods of multiplication and division, Written methods of multiplication, Written methods of division and calculator methods</p>	<p>Homework:</p> <p>https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>
<p>Spring 2: Foundation tier</p>	<p>Reflection, Reflection symmetry , Rotation, Rotation symmetry ,</p>	<p>Homework:</p>

<p>Module 9: Transformations and symmetry</p> <p>Module 10: Equations</p>	<p>Translation and Tessellations</p> <p>Multiplying and dividing terms, Balancing calculations and Simple equations; Two step equations</p>	<p>https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>
<p>Spring 2: Higher tier</p> <p>Module 8: Collecting and representing data</p> <p>Module 9: Transformations</p>	<p>Types of data and averages, Frequency tables, Bar charts, Pie charts, Collecting data, Designing a questionnaire and Comparing data</p> <p>Reflection, Rotation, Symmetry and translation</p>	<p>Homework: https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>
<p>Summer 1: Foundation tier</p> <p>Module 11: Factors and multiples</p> <p>Module 12: Constructions and 3D shapes</p> <p>Module 13: Sequences</p>	<p>Factors and multiples, Square numbers, Square roots, Prime numbers and LCM and HCF</p> <p>Constructing triangles , Scale drawings, Properties of 3D shapes, Isometric drawings, Net of 3D shapes and Volume</p> <p>Sequences and Sequence rules</p>	<p>Homework: https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>
<p>Summer 1: Higher tier</p> <p>Module 9: Transformations continued</p> <p>Module 10: Equations</p> <p>Module 11: Factors Multiples and Primes</p> <p>Module 12: Constructions and 3D shape</p>	<p>Enlargement and Tessellations</p> <p>Solving equations, Unknowns on both sides and Constructing equations</p> <p>Squares and square roots, Factors and multiples, Prime factors, Divisibility tests and LCM and HCF using prime factors</p> <p>Constructing bisectors, Constructing triangles, Simple loci, Scale drawings, 2D representations of 3D shapes and Plans and elevations</p>	<p>Homework: https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>

<p>Summer 2: Higher tier Module 13: Sequences</p> <p>Module 14: Decimals and calculations</p> <p>Module 15: Ratio and proportion</p> <p>Module 16: Probability</p>	<p>Sequence rules, Sequences and algebra, Finding a rule from a sequence and Sequences in context</p> <p>Mental methods of multiplying and dividing decimals, Multiplying decimals, Dividing decimals and Calculator methods</p> <p>Introducing proportion, Direct proportion, Ratio, Dividing in a given ratio, Ratio and proportion and Percentage problems</p> <p>The probability scale; Equally likely outcomes, Mutually exclusive outcomes; Experimental probability, Comparing probabilities and Sorting with Venn diagrams</p>	<p>Homework: https://www.doddlelearn.co.uk/app/login</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
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Suggestions for independent study and home support

Doddlelearn.co.uk; mymaths.co.uk (booster packs); Manga High website; BBC Bitesize; SAM learning; emaths.co.uk (Past SATs Papers)

<p>Literacy (keyword link)</p> <p>Our focus in mathematics has been divided into three main areas, these are;</p> <ul style="list-style-type: none"> ● Spelling key terms correctly ● Promoting the use of Mathematical language during lessons ● Developing literacy through discussion 	<p>Numeracy</p> <p>https://www.skillsyouneed.com/numeracy-skills.html</p> <p>https://www.nationalnumeracy.org.uk/what-numeracy/why-numeracy-important</p> <p>http://www.math.com/school/glossary/glossindex.html</p> <p>https://www.mathsisfun.com/definitions/</p>	
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Year 7 - Modern Foreign Languages (Dual Linguist Spanish and French)

*Both languages are currently taught together in 3 lessons across the week
 *For the first half of the term 2 hours of French will be taught with 1 hour of Spanish
 *This will alternate for the second half of the term.

Key Term topics	Course content	Assessment
<p>Autumn 1: FRENCH (2 hours a week this term)</p> <p>Describing a thing or a person [1]</p> <p>Saying what people have</p> <p>Describing what people have</p> <p>Distinguishing between having and being</p>	<p><i>être (je, tu) regular adjective gender agreement (as complement to verb only)</i> <i>être (je, tu, il/elle)</i></p> <p><i>regular adjective gender agreement (as complement to verb only); intonation questions</i></p> <p><i>avoir (je, il/elle)</i> <i>indefinite articles & gender (un, une)</i> <i>intonation questions</i></p> <p><i>avoir (je, tu, il/elle)</i> <i>indefinite articles & gender (un, une)</i> <i>post-nominal position of adjectives (attributive, i.e. with noun)</i> <i>intonation questions</i></p>	<p>Homework:</p> <p>Every week - vocabulary test set to consolidate learning in classroom</p>
<p>Autumn 1: SPANISH (1 hour a week this term)</p> <p>Describing places and locations</p> <p>Saying what someone is like (at the moment)</p> <p>Saying what someone is like (in general)</p>	<p><i>ESTAR - estoy/estás/está for LOCATION</i></p> <p><i>ESTAR - estoy, estás, está for STATE/MOOD; adjective gender agreement -o, -a (as complement to verb and only for biological gender) only)</i></p> <p><i>SER - soy, eres, es for TRAITS; adjective gender agreement -o, -a; yes/no questions with raised intonation versus 'flat' intonation for statements</i></p>	

<p>Autumn 2: FRENCH (1 hour a week this term)</p> <p>Talking about a thing or person</p> <p>Talking about doing and making things</p> <p>Autumn 2: SPANISH (2 hours a week this term)</p> <p>Saying what people do</p> <p>Saying what people do</p> <p>What people do & don't do</p> <p>Numbers and talking about more than one thing</p>	<p><i>être & avoir (je, tu, il/elle)</i> <i>feminisation of job titles (-e)</i> <i>subject pronouns il/elle meaning 'it'</i> <i>indefinite articles</i></p> <p><i>être & avoir (je, tu, il/elle)</i> <i>definite article (le, la, les, l')</i> <i>plural marking on nouns (-s)</i> <i>faire for English equivalents 'do' and 'make' only followed by le/la/l'/les (je, tu, il/elle)</i> <i>definite articles (le, la, les, l')</i> <i>intonation questions with question words (quoi)</i></p> <p>regular -ar verbs (introduction of a subset of 'top 25' and prototypical verbs) infinitive & 3rd person sing PRESENT; singular indefinite article (un/una); es</p> <p>regular -ar verbs 1st person (-o), 2nd person (-as) PRESENT; 3rd singular (-a) in present tense; plural indefinite article (unos/unas)</p> <p>negative 'no'; regular -ar verbs 1st person (-o), 2nd person (-as), 3rd person singular (-a) in present tense</p> <p>TENER - tengo, tienes, tiene; plural nouns with -es; plural nouns with -s; negative 'no'</p>	<p>Homework:</p> <p>Every week - vocabulary test set to consolidate learning in classroom</p>
<p>Spring 1: FRENCH (2 hours a week this term)</p> <p>Extended reading</p>	<p>Text exploitation 1- Sept couleurs magiques</p>	<p>Homework:</p> <p>Every week - vocabulary test set to consolidate learning in classroom</p>

<p>Saying what people do</p> <p>Saying what people do</p> <p>Saying what people do</p> <p>Saying what you do with other people</p> <p>Spring 1: SPANISH (1 hour a week this term)</p> <p>Saying what there is around you</p> <p>Saying what there is around you and describing it</p> <p>Talking about the location of things</p>	<p>faire with English equivalents other than 'do/make' (je, tu, il/elle)</p> <p>-ER verbs (je, tu, il/elle) present simple used with its continuous meaning à with certain verbs (at) two-verb structures: aimer + infinitive</p> <p>-ER verbs (je, tu, il/elle) present simple used with its continuous meaning à with certain verbs (at vs to) two-verb structures: aimer + infinitive</p> <p>-ER verbs (je, tu, il/elle, nous) present simple used with its continuous meaning intonation questions</p> <p>hay; singular & plural indefinite article (un/una/unos/unas); plural nouns with -s; plural nouns with -es</p> <p>hay [*to introduce the noun(s)]; es, son [*to refers back to them]; adjective number agreement -s (as complement to verb); adjective gender agreement -o, -a (now including abstract gender on nouns)</p> <p>definite article in singular (el/la); está (+ location)</p>	
<p>Spring 2: FRENCH (1 hour a week this term)</p> <p>Saying what you do with other people</p> <p>Saying what other people do (one and more than one other person)</p>	<p>-ER verbs (je, tu, il/elle, nous) present simple used with its continuous meaning intonation questions</p> <p>-ER verbs (je, tu, il/elle, nous, ils/elles)</p>	<p>Homework:</p> <p>Every week - vocabulary test set to consolidate learning in classroom</p>

<p>Distinguishing between 'you' meaning one person and 'you' meaning more than one person</p> <p>Spring 2: SPANISH (2 hours a week this term)</p> <p>Describing a place</p> <p>Giving and wanting (Festive seasons & relations)</p> <p>Talking about family</p> <p>Describing what exists and what places have (Natural wonders of the Spanish-speaking world)</p> <p>Asking and answering questions</p>	<p>-ER verbs (je, tu, il/elle, nous, vous, ils/elles)</p> <p>definite article in plural (los/las); es; son; number & gender agreement on adjective</p> <p>DAR - doy, das, da; QUERER - quiero, quieres, quiere; singular indefinite article (un/a); plural indefinite article (unos/unas)</p> <p>Work with challenging text: La plaza tiene una torre (Antonio Machado); doy/das/da; quiero/quieres/quiere</p> <p>TENER - tengo, tienes, tiene; tenemos, tienen; es; son; adjective agreement; number agreement</p> <p>order of nouns and adjectives; tiene; tienen; soy; es; son; hay; está (+ location)</p> <p>HACER - hago/haces/hace; es; son; hay; question words: cuándo, cuánto(s), cuál(es), quién(es), adjective number agreement; adjective gender agreement</p>	
<p>Summer 1: FRENCH (2 hours a week this term)</p> <p>Saying how many there are</p> <p>Describing people</p>	<p>il y a (with numbers plus nouns) regular plural marking on nouns (-s) des (plural indefinite article)</p> <p>être (je, tu, il/elle, nous, vous, ils/elles) regular plural marker on adjectives (-s) regular adjective gender agreement</p>	<p>Homework:</p> <p>Every week - vocabulary test set to consolidate learning in classroom</p>

<p>Saying what people have</p> <p>Saying what people do</p> <p>Summer 1: SPANISH (1 hour a week this term)</p> <p>Talking about what you do with other people (Rural life)</p>	<p>avoir (je, tu, il, elle, nous, vous, ils/elles) indefinite articles (un, une, and des)</p> <p>faire (je, tu, il, elle, nous, vous, ils/elles)</p> <p>revision week</p> <p>assessment week</p> <p>regular ar verbs: 1st person plural (-amos) PRESENT tense; -ar verbs 1st person singular (-o)</p>	
<p>Summer 2: FRENCH (2 hours a week this term)</p> <p>possessive adjectives (mon, ma, mes, ton, ta, tes)</p> <p>intonation questions</p> <p>Assessment week</p> <p>Summer 2: SPANISH (1 hour a week this term)</p> <p>Describing what people can / are able to do</p> <p>Describing what people must (vs can or want to) do</p> <p>Places and locations</p> <p>Saying what people are like today vs in general</p>	<p>Talking about what belongs to you and what belongs to someone else</p> <p>Assessment week</p> <p>PODER - puedo/puedes/puede + infinitive; yes/no questions with raised intonation versus 'flat' intonation for statements</p> <p>DEBER - debo/debes/debe + infinitive; PODER - puedo/puedes/puede; revisit QUERER quiero/quiere (+ infinitive); -ar verbs</p> <p>estamos, están for LOCATION; está, estoy somos, son, estamos, están for</p> <p>STATE/MOOD versus TRAITS, adjective agreement for gender and number</p>	
<p>The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope https://www.linguascope.com/ and</p>		

languagesonline <https://www.languagesonline.org.uk/Hotpotatoes/index.html> . The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo' <https://www.duolingo.com/>.

<p>Literacy (keyword link) Refer to vocab. lists from your teacher for each language and topic.</p>	<p>Numeracy Interpreting data from class surveys Presenting data in various formats Use of numbers, dates, times. Spotting patterns and deciphering language 'codes' and logical grammatical patterns. Working out percentages from test results Talking about pocket money, careers and budgeting.</p>	
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Year 7 - Music

Key Term topics	Course content	Assessment
<p>Autumn 1&2:</p> <p>Introduction to learning a musical instrument & developing specific instrumental skills</p>	<p>Students are given the opportunity to learn an instrument free of charge in a whole class setting over the year on either: trumpet, trombone, cello, violin, flute and clarinet.</p> <p>Students will be working towards being able to:</p> <ul style="list-style-type: none"> ● follow basic shapes of notation ● take creative risks to explore instrumental / vocal sounds through short improvisations ● demonstrate increasing expression, tuning, skill and level of musicality through different roles when performing and in rehearsal. ● recognise and use simple staff notation ● use a limited range of musical devices, instrumental techniques etc. when creating and making music ● listen with intent to music from different genres, styles, traditions and times, responding appropriately to the context. 	<p>Homework:</p> <p>In the second half of the term students will be able to take instruments home and be given a specific booklet of pieces to practise.</p> <p>Other assessments:</p> <p>Class performances of improvisations and basic pieces.</p>
<p>Spring 1&2:</p>	<p>Students will be working towards being able to:</p> <ul style="list-style-type: none"> ● maintain their own part as appropriate within a group. ● create and refine simple improvisations showing an awareness of the given or chosen genres/purpose ● share opinions about own and others' music, offering specific comments and justifying these using simple musical language as appropriate. ● sing / play more complex music including simple harmonies. ● use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. ● listen to and evaluate a range of familiar and unfamiliar music from different genres, styles, traditions and 	<p>Homework:</p> <p>Students will be given a specific booklet of pieces and exercises to practise.</p> <p>Other assessments:</p> <p>Class performances of improvisations, compositions and learnt pieces.</p> <p>Listening exam</p>

	times, responding appropriately to the context.	
Summer 1&2:	<p>Students will be working towards being able to:</p> <ul style="list-style-type: none"> • use simple notations appropriately to the musical context. • compose / improvise rhythmic and melodic ideas within given structures • be receptive and perceptive to music and communicate personal thoughts and feelings, through a range of ways including discussion, sound-based, as other creative responses such as visual arts /multimedia. • lead an independent part in a group when playing or singing. • demonstrate increasing development of practical instrumental and vocal techniques appropriate to the music/activity. • share opinions about own and others' music and be willing to justify these. 	<p>Homework: Students will be given a specific booklet of pieces and exercises to practise.</p> <p>Other assessments: Class performances of improvisations, compositions and learnt pieces.</p> <p>Listening exam</p>
<p>Suggestions for independent study and home support</p> <p>Students may wish to listen to further examples of music from the topic being studied. This will broaden and deepen the students' knowledge of the subject matter whilst developing listening skills.</p>		
<p>Literacy</p> <p>You can find this by going to the Music Glossary</p> <p>Instrument specific key terms will be given by teachers.</p>	Numeracy	Other

Year 7 - Philosophy and Ethics

Key topics	Course content	Assessment
Cycle 1:	Believing in God <ul style="list-style-type: none"> ● Identity hat ● Empathising ● What does it mean to believe? ● Philosophical enquiry ● Defining God ● Arguments for the existence of God ● Arguments against the existence of God ● Debate- does God exist? 	Homework: N/A Other assessments: Debate philosophical enquiry and knowledge test on the existence of God
Cycle 2:	Symbols <ul style="list-style-type: none"> ● Introduction to symbols ● Code-breaking ● Stories ● Religious Art ● Islamic Art ● Christian symbols ● Biblical figures ● Hindu and Buddhist symbols ● Timeline of religion 	Homework: N/A Other assessments: Symbols knowledge test Leaflet
Cycle 3:	Hindu Philosophy <ul style="list-style-type: none"> ● Origins, gods and goddesses ● Gods and the afterlife ● Reincarnation ● Maya ● Meditation ● Puja ● Hindu charities 	Homework: N/A Other assessments: Hindu Philosophy knowledge test, philosophical enquiry
Cycle 4:	Sacred buildings <ul style="list-style-type: none"> ● Philosophical enquiry ● Aspects of worship ● Virtual tour ● The mandir ● Shiva ● Writing a guidebook ● Building a model ● Debate 	Homework: N/A Other assessments: Philosophical enquiry, debate & knowledge test on sacred buildings

Suggestions for independent study and home support (*include resources such as texts/textbooks; revision guides; websites and equipment*)
 Try to visit a local religious building.

KEY SKILLS:

Literacy (keyword link):
Atheist, Agnostic, Theist
Symbol, Logo, Sign,
Brahman, Maya, Puja
Worship, Mandir, Shiva

Numeracy:
Top Trumps

Other:
Art - religious art
Geography - sacred
spaces,
timeline of religion
Drama - role play, hot
seating

Year 7 - Physical Education

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Activities</p> <p>(dependant on facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining Rugby Cross Country</p>	<p>The constituent parts of warming up and cooling down</p> <p>Warming up should include:</p> <ul style="list-style-type: none"> ● gradual pulse raising activity ● stretching ● skill based practises/familiarisation ● mental preparation ● increase the amount of oxygen to the working muscles. ● Cooling down should include: ● maintain elevated breathing and heart rate. e.g. ● walk, jog ● gradual reduction in intensity ● stretching. <p>Extension: The benefits of warming up:</p> <ul style="list-style-type: none"> ● effect on body temperature ● range of movement increased ● gradual increase of effort to full pace ● psychological preparation ● practice of movement skills through the whole range of movement ● injury prevention. 	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving Mindset</p>
<p>Autumn 2:</p> <p>Activities</p> <p>(dependant on facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining</p>	<p>Know what the following components of fitness mean....</p> <ul style="list-style-type: none"> ● Strength (maximal, static, dynamic and explosive) ● Power/explosive strength ● Cardiovascular endurance ● Flexibility ● Muscular endurance ● Speed ● Agility ● Balance ● Coordination ● Reaction time <p>Linking sports and physical activity to the required components of fitness.</p>	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding</p>

<p>Rugby Cross Country</p>		<p>Evaluating and improving Mindset</p>
<p>Spring 1: Activities</p> <p>(dependant on facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining Rugby Cross Country</p>	<p>Identification of the following bones and their location in the body</p> <ul style="list-style-type: none"> ● Shoulder - scapula and humerus ● Elbow - humerus, radius and ulna ● Knee - femur and tibia and patella ● Ankle - tibia, fibula and talus <p>Function</p> <ul style="list-style-type: none"> ● Support ● Protection ● Movement ● Shape ● Mineral storage <p>Blood Cell Production</p>	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving Mindset</p>
<p>Spring 2: Activities</p> <p>(dependant on facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining Rugby</p>	<p>Able to explain the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen)</p> <p>Able to link practical examples of sporting situations to aerobic or anaerobic exercise. e.g. marathon (aerobic), sprint (anaerobic).</p> <p>Immediate effects of exercise</p> <ul style="list-style-type: none"> ● Hot/sweaty/red skin ● Increase in depth and frequency of breathing ● Increase heart rate <p>Short-term effects of exercise</p> <ul style="list-style-type: none"> ● Tiredness/fatigue ● Light headedness ● Nausea ● Aching/Delayed onset of muscle soreness (DOMS)/cramp 	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving Mindset</p>

<p>Summer 1:</p> <p>Activities</p> <p>Athletics 100m, 200m, 800m, discus, shot putt, vortex / javelin, long jump, hurdles, relay</p> <p>Striking and fielding</p> <p>Cricket / Rounders / Stoolball</p>	<p>Able to give a basic definition of the following skill classifications...</p> <ul style="list-style-type: none"> • Basic/complex • Open/Closed • Self-paced/externally paced • Gross/Fine <p>Students need to choose appropriate classifications in relation to sporting examples.</p> <p>Able to give a basic definition of the following types of goals...</p> <ul style="list-style-type: none"> • Performance goals (personal performance / no social comparison) • Outcome goals (winning / result) <p>and give examples of these types of goals.</p>	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving Mindset</p>
<p>Summer 2:</p> <p>Activities</p> <p>Athletics 100m, 200m, 800m, discus, shot putt, vortex / javelin, long jump, hurdles, relay</p> <p>Striking and fielding</p> <p>Cricket / Rounders / Stoolball</p>	<p>Using a recent sporting performance (could be recorded using ipads) Students should analyse their own performance to identify 2 strengths and 2 weaknesses.</p> <p>One of their strengths should be a component of fitness and the other an open or closed skill or technique or strategy.</p> <p>Students need to justify why they have selected a particular strength.</p> <p>One of their weaknesses should be a component of fitness and the other an open or closed skill or technique or strategy.</p>	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving Mindset</p>
<p>Suggestions for independent study and home support</p> <p>Study resources are shared with students prior to each knowledge and understanding test. https://www.bbc.co.uk/bitesize/subjects/znyb4wx</p>		
<p>Literacy (keyword link)</p> <p>Aerobic , anaerobic, skill, technique, analysis of performance.</p>	<p>Numeracy</p> <p>Timing, percentages, estimation</p>	<p>Other</p> <p>Problem solving,</p>

Year 7 - Religious Studies

Key topics	Course Content	Assessment
<p>Autumn 1:</p> <p>Being human</p> <p>Experiencing the inspirational</p>	<p>Group work. Independent learning. Creative thinking. Empathy.</p> <p>Enquiry. Investigation.</p>	<p>Homework:</p> <p>Research on the different family/cultural traditions. Students own views on their belief systems. Project - how did the life of Jesus change the world?</p> <p>Other assessments:</p>
<p>Autumn 2:</p>		<p>Homework:</p> <p>Other assessments:</p>
<p>Spring 1:</p> <p>Faith in Action</p>	<p>Empathy Enquiry Group work Reflective learning</p>	<p>Homework:</p> <p>Create a poster outlining the impact of a religious leader.</p> <p>Other assessments:</p>
<p>Spring 2:</p>		<p>Homework:</p> <p>Other assessments:</p>
<p>Summer 1:</p> <p>Ancient religions and other beliefs</p>	<p>Group work Critical skills Enquiry</p>	<p>Homework:</p> <p>A study of famous Greco-Roman gods - focusing on the symbolism and meaning for people.</p> <p>Other assessments:</p>
<p>Summer 2:</p>		<p>Homework:</p>

		Other assessments:
<p>Suggestions for independent study and home support (<i>include resources such as texts/ textbooks; revision guides; websites and equipment</i>) Visit to Brighton Museum: British Museum website for additional resources.</p>		
<p>BBC website. Miracle Maker. Visiting a gurdwara. Cumbria and Lancashire Education Authority website. Interactive gurdwara. Visit to Stonehenge: Project work on Stonehenge.</p>		
Literacy (keyword link)	Numeracy	Other

Year 7 - Science

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Introduction to Science</p> <p>The fundamentals of Chemistry (Atoms and Elements)</p>	<p>Students are introduced to the idea that Science is not a set of facts but rather a social endeavour to make sense of the world around us.</p> <p>To do this we need a common language and practice to allow us to both communicate effectively and to compare our findings and ideas.</p> <p>We begin by examining safety risks, working with evidence.</p> <p>Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).</p> <p>A pure substance consists of only one type of element or compound and has a fixed melting and boiling point. Mixtures may be separated due to differences in their properties.</p>	<p>Other assessments: A baseline KS2 Science test will be sat.</p>
<p>Autumn 2:</p> <p>Reactions Acids and Alkalis</p>	<p>Metals and non-metals react with oxygen to form oxides which are either bases or acids.</p> <p>The pH of a solution depends on the strength of the acid: strong acids have lower pH values than weak acids.</p>	<p>End of learning cycle test in week commencing 30th October</p>
<p>Spring 1</p> <p>The Fundamentals of Physics</p> <p>Forces</p>	<p>If the overall, resultant force on an object is non-zero, its motion changes and it slows down, speeds up or changes direction.</p> <p>Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength.</p>	<p>End of learning cycle test in week commencing 15th January</p>
<p>Spring 2</p> <p>Light and Sound</p>	<p>Sound consists of vibrations which travel as a longitudinal wave through substances. The denser the medium, the faster sound travels.</p>	<p>End of learning cycle test in week commencing 26th March</p>

	<p>When a light ray meets a different medium, some of it is absorbed and some reflected. For a mirror, the angle of incidence equals the angle of reflection. The ray model can describe the formation of an image in a mirror and how objects appear in different colours.</p>	
<p>Summer 1</p> <p>The fundamentals of Biology</p> <p>Cells</p> <p>Movement</p> <p>Interdependence</p>	<p>The parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells.</p> <p>Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.</p> <p>Organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients. So, a change in one population leads to changes in others.</p>	
<p>Summer 2</p> <p>Variation</p> <p>Reproduction</p>	<p>There is variation between individuals of the same species. Some variation is inherited, some is caused by the environment and some is a combination.</p> <p>The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm. The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances.</p>	<p>End of learning cycle test in week commencing 17th June</p>
<p>Suggestions for independent study and home support</p> <p>Reading or discussing Science in the news. Examples would be articles on climate change, health issues or engineering.</p> <p>Watching documentaries. There are some very accessible programs available to stream, many on free services such as BBC iplayer. The “Science and nature” category often will have very current issues discussed.</p> <p>Using scientific language when describing how things work to encourage scientific habits of mind.</p>		
<p>Literacy (keyword link)</p> <p>http://www.freezeray.com/scienceLiteracy.htm WAITING TO HEAR</p>		

**BACK RE LINK - NO
LONGER VALID**

This website has lots of
Science keyword
activities.

