

King Edward VI Northfield School for Girls – Year 7 Curriculum



KING EDWARD VI NORTHFIELD SCHOOL FOR GIRLS

Educational excellence for our City

Anyone can accomplish anything and rise to the challenge as long as they are willing to work with others, to let go of the personal agenda, to reach a higher goal, and to do what is right for the common good. – Julie Payette

Topic tracker

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	Sequences / Algebraic notation / Equality and equivalence	Place value and ordering / Fractions, decimals and percentages	Addition and subtraction / Multiplication and division / Fractions and percentages of amounts	Directed number / Adding and subtracting fractions	Constructing and measuring / Geometric reasoning	Sets and probability / Primes and proof / Number sense
English	Autobiography	Victorian novel: 'A Christmas Carol'	Poetry: Form and technique	Novel study: 'A Monster Calls'	Greek Mythology	Shakespeare and the supernatural
Science	Lab skills 1, Cell Structure, Particle model of matter, Energy	Cell Structure, Particle model of matter, Energy	Skeleton and Joints, Atoms, Elements and Compounds, Speed	Variation, Atoms, Elements and Compounds, Forces	Ecosystems, Pure and Impure Substances, Sound	Ecosystems, Pure and Impure Substances, Light
Art	What is Art? (Transition	Green Man	Green Man	Architecture	Architecture	Architecture
Computer Science	Induction – School Networks / Teams/ Email	Staying Safe Online	Word Processing	Game Design in Kodu	Introduction to coding using Python Turtle	Hardware and Software
Drama	Introduction to Drama skills and techniques.	'A Christmas Carol' Physicality through mime and mask.	Performing poetry: Expression through voice.	'A Monster Calls' Combining Performance skills. Introduction to Physical Theatre	A whistle stop tour of Theatre - An introduction to: Greek Theatre	A whistle stop tour of Theatre An introduction to Shakespeare (Elizabethan Theatre)
Food	Personal and Kitchen Hygiene/ Equipment/ The	Enzymic Browning/ Individual Needs/ Fibre and Water/	Personal and Kitchen Hygiene/ Equipment/ The	Enzymic Browning/ Individual Needs/ Fibre and Water/	Personal and Kitchen Hygiene/ Equipment/ The	Enzymic Browning/ Individual Needs/ Fibre and Water/

	Eatwell Guide/ Healthy Breakfast/ Food Provenance/ Seasonality/ Sensory/Nutrients	Food allergies and Intolerances/ Sugar in foods/ Careers/ Food Styling	Eatwell Guide/ Healthy Breakfast/ Food Provenance/ Seasonality/ Sensory/Nutrients	Food allergies and Intolerances/ Sugar in foods/ Careers/ Food Styling	Eatwell Guide/ Healthy Breakfast/ Food Provenance/ Seasonality/ Sensory/Nutrients	Food allergies and Intolerances/ Sugar in foods/ Careers/ Food Styling
French	C'est parti! Greetings & basics	Tout sur moi! Introducing self	Ma famille My family	Mon monde Where I come from	Ma vie d'ado My likes and dislikes	C'est ma passion Hobbies and friends
Geography	The Geography of NSG and beyond	Tectonic processes	Weather & Climate	Ecosystems	Environmental Issues	The Geography of crime
Graphic Design	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term	Pop up mechanisms ½ term
History	Who moved to the British Isles in the Middle Ages?	What was life like in the Middle ages?	What was life like in the Middle Ages	What problems did Medieval Kings face?	What impact did the Tudors have on the people of England?	What impact did the Stuarts have on the people of England?
Music	Singing	African Drumming & Rhythmic notation	Keyboard Skills & Treble clef notation	Keyboard Skills & Treble clef notation	Melodic composition	Structure and form
PE	This Girl Can Think	This Girl Can Express	This Girl Can Play	This Girl Can Create	This Girl Can Compete	This Girl Can Move
PSHE	Social skills	Coping with change	Bullying and identity	Everyday dilemmas	Improving my local community	Looking to the future

RPE	Understanding Religion and Worldviews	Judaism – beliefs and practices	Christianity – beliefs and practices	Islam - beliefs and practices	Hinduism – beliefs and practices	Sikhism - beliefs and practices
Textiles	What is textiles? Introduction & understanding Fibres & Fabrics- relying on daily Health & safety- theory & application	Research & designing- What is Textiles? Understanding peoples needs. Design & Making a final functioning product safely using learnt skills	What is textiles? Introduction & understanding Fibres & Fabrics- relying on daily Health & safety- theory & application	Research & designing- What is Textiles? Understanding peoples needs. Design & Making a final functioning product safely using learnt skills	What is textiles? Introduction & understanding Fibres & Fabrics- relying on daily Health & safety- theory & application	Research & designing- What is Textiles? Understanding peoples needs. Design & Making a final functioning product safely using learnt skills

Maths

‘Nature is written in mathematical language’ Galileo Galilei

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Sequences: Describe and continue sequences in diagram and number forms, and compare numerical and graphical sequences Algebraic notation: Use and understand function machines, algebraic notation and inverse operations Form and substitute into expressions, including to generate sequences Represent functions graphically Equality and equivalence: Understand equality, fact families and the equivalence of algebraic expressions	Place value and ordering: Recognise and use place value for integers and decimals Round numbers Compare and order numbers, and use an ordered list to calculate range and median Work out intervals and use number lines Fractions, decimals and percentages: Converting between fractions, decimals and percentages Represent tenths and hundredths on diagrams and number lines Equivalent fractions	Addition and subtraction: Add with integers and decimals and solve problems involving perimeter, money, bar/line charts and frequency trees/tables Multiplication and division: Multiply and divide by powers of 10 and convert metric units Use mental and formal written methods of multiplication and division Calculate area, HCF, LCM, mean, as well as simple fractions and percentages of an amount Use the order of operations	Directed number: Order directed numbers, in real-life and abstract situations Use +, -, x and ÷ with directed number and revisit order of operations Use a calculator and solve two-step equations with directed number Adding and subtracting fractions: Represent fractions on diagrams and number lines Add and subtract fractions with the same and different denominators Add and subtract fractions and decimals	Constructing and measuring: Draw and measure lines and angles, and construct triangles Recognise types of angles, triangles, quadrilaterals and other polygons Identify and draw parallel and perpendicular lines Understand notation for lines and angles Draw pie charts Geometric reasoning: Calculate and use angles at a point, angles on a straight line and vertically opposite angles	Sets and probability: Draw and interpret Venn diagrams and use set notation Calculate the probability of a single event and use the sum of probabilities to calculate missing values Understand and use the language of probability Primes and proof: Powers and roots; prime, square and triangle numbers; product of primes Conjectures and counterexamples Number sense: Mental arithmetic strategies and estimation

	Form and solve one-step equations Collect like terms		Fractions and percentages of amounts: Find a fraction of an amount and use a given fraction to find the whole Find a percentage of an amount with and without a calculator	Convert mixed numbers and improper fractions	Calculate missing angles in triangles and quadrilaterals	Use known facts to derive other facts and evaluate expressions
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered
Important literacy and numeracy developed	We will revisit the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas. We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.					
Wider skills and enrichment	Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. We lead an engaging maths club where pupils explore mathematical puzzles and games, as well as a 'Dragons and Dungeons' club which pupils really enjoy. Pupils can take part in the Junior and Intermediate UKMT Maths Challenge from years 7-10.					
How you can help your child at home	Ensure they complete their weekly Sparx homework and encourage them to use online support including Mathswatch where pupils have an individual login and password. We also encourage pupils to use the websites Corbettmaths, Maths genie, Oak National Academy and BBC Bitesize.					

Year 7 English

“There is no greater agony than bearing an untold story inside you”.
– Maya Angelou, from *I Know Why the Caged Bird Sings*

Pupils begin secondary school English in year 7 by studying autobiography as a written genre, reading extracts from Malala Yousafzai and Maya Angelou’s autobiographies, then read an abridged 19th century novel, Charles Dickens’ A Christmas Carol in the lead up to Christmas. In the spring term, year 7s learn about poetic form and techniques by studying a selection of classic and modern poetry, before reading a modern low-fantasy novel – A Monster Calls by Patrick Ness. During the summer term, they gain an understanding of classical mythology and its influence on later literature, by studying Greek Myths, before an introduction to Shakespeare by looking at his presentation of the supernatural in ‘Macbeth’, ‘Hamlet’ and ‘A Midsummer Night’s Dream’.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Autobiography: Reading extracts & Writing Text extracts studied: Extracts from ‘Boy’ Extracts from ‘I am Malala’ by Malala Yousafzi Extracts from ‘I know why the Caged Bird Sings’ by Maya Angelou Pupils will study a range of autobiographical texts to grasp the conventions of autobiography writing. This will prepare pupils for their assessment as they draw on their own personal experiences to write a section of their own autobiography.	Victorian Novel: ‘A Christmas Carol’ by Charles Dickens Abridged text studied: ‘A Christmas Carol’ by Charles Dickens Pupils will read an abridged version of the novella and study narrative form and technique, character creation as well as aspects of context. Pupils will look at the context of the Victorian Era and how contemporary social issues informed Dickens writing. This unit allows pupils to make connections between texts and their	Poetry: Introduction to poetic form & technique Poems studied: ‘Sonnet 43: How do I love thee?’ by Elizabeth Barret Browning ‘A Red, Red Rose’ by Robert Burns ‘A Poison Tree’ by William Blake ‘Clown Punk’ by Simon Armitage ‘Mama Wata’ by Grace Nichols ‘Blessing’ by Imtiaz Dharker Pupils will study a range of poetry with a focus on poetic form and technique. Pupils will learn about: Acrostic, Limerick, Haiku, Sonnet and Free verse.	Novel study: ‘A Monster Calls’ by Patrick Ness Full text studied: ‘A Monster Calls’ by Patrick Ness Pupils will read a full novel exploring narrative form and technique. Understanding plot, character, theme and choices writers make. Making inferences. Develop analytical skills considering language and structural choices This unit and text deal with grief, mental health and resilience and shows different wellbeing techniques.	Ancient Mythology: Greek myths Text extracts studied: Greek creation myth Zeus and Kronos Prometheus The Underworld: Hades, Demeter and Persephone Midas Sisyphus Tantalus Narcissus and Echo This unit uses extracts and whole texts from myths (primarily Greek myth) to gain knowledge of common myths and legends which may be alluded to in texts studied across the curriculum. This unit allows pupils to develop narrative	Shakespeare and the supernatural Text extracts from Shakespeare plays studied: ‘Macbeth’ (Witches & ghosts) ‘Hamlet’ (Ghosts) ‘A Midsummer Night’s Dream’ (Fairies) This unit introduces pupils to Shakespeare and Shakespearean context. This further develops the pupils knowledge of the relationships between texts and their contexts. Using Shakespearean texts as stimulus we explore aspects of the supernatural with witches, ghosts and

	During this unit pupils will work on: embedding AR habits, identifying information and making inferences, writing with technical accuracy, developing vocabulary and choosing language for effect.	contexts and to explore how authors are influenced by society and in turn influence society themselves.	Pupils will explore poets’ messages or intentions, consider poets choice of methods and effects. Pupils will identify and use more complex poetic devices and explore elements of poetic form and structure. This unit will allow pupils to write extended responses to poems using key subject terminology.	This unit exposes pupils to complex topics such as euthanasia and parenthood and allows for debates and development of oracy skills.	writing skills. Creating engaging texts. Drafting and revising texts to inform their final written assessment which is to create their own version of a myth in order to showcase their knowledge of mythological conventions.	fairies being a central focus. Pupils are also introduced to journalistic writing through writing about a supernatural event in school.
Assessments and End Points	Autumn term (Knowledge and skills assessments) Knowledge Assessment: Retrieval questions on both autobiographical extracts and A Christmas Carol. Skills Assessment: <u>Writing:</u> Autobiographical writing task		Spring term (Knowledge and skills assessments) Knowledge Assessment: Retrieval questions on poems studied, poetic form and technique and ‘A Monster Calls’, narrative form and technique Skills Assessment: <u>Reading:</u> How are poetic techniques used to express / create meaning? Extended response.		Summer term (Knowledge and skills assessments) Knowledge Assessment: Retrieval questions on Greek myths studied, narrative form and technique Skills Assessment: <u>Writing:</u> Creative writing: write your own myth drawing on mythological conventions.	
Important literacy and numeracy developed	Reading: Extended guided reading of full texts in three of six terms; Close analytical reading, focusing on word and sentence level understanding; Inference, analysis and comparison skills are embedded in the year 7 English curriculum. Writing: Extended writing, including planning, drafting and editing; Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar; Developing appreciation of genre features of different writing styles, such as autobiographical writing.					

	Oracy: Each year 7 unit features distinct opportunities to explore texts and themes through talk. Several units of English in year 7 have explicit focus on the use of spoken language, such as Summer term focus on drama – mythology and ancient Greek theatre as well as Shakespeare. Numeracy: Several units of English in year 7 include discrete numeracy knowledge, such as the Autumn term study of ‘A Christmas Carol’ which features accounting and finance as a key plot point. The focus on contexts of particular novels and or authors also allows exploration of numerical data to inform understanding of texts / authors.
Wider skills and enrichment	Careers awareness is addressed in year 7 through links to journalistic writing and exploration of the role of the author across several texts. Links to the wider curriculum are inherently present in our studying of historic contexts of texts. Looking at the effects of the industrial revolution on society and growth of capitalism ties in with the history curriculum as does our exploration of 16th century society and the social conventions in our exploration of Shakespeare. The full novel study of A Monster Calls also deals with themes of grief, illness and parenting and subsequently mental health and wellbeing strategies which ties into our PSHE curriculum. Enrichment opportunities include encouragement to participate in NSG News Club (our school newspaper), Drama Club, Creative Writing club or our Library reading club. Enrichment opportunities for extra-curricular revision or collaboration with other King Edwards schools are taken up when available.
How you can help your child at home	Encourage your child to read independently every day for a minimum of around 20 minutes. They should always have a book on loan from the school library; they are given lots of encouragement on how to choose a book and how to read for pleasure. They should complete their daily Reading Log (in the booklet provided for them) so please check on this. Encourage them to use Track My Read (https://trackmyread.org) to keep a record of how much they have read and their reflections on what they think and feel about their current book. You can also support your child in completing English homework quizzing tasks set via Carousel Learning to help with regular retrieval and retention of key curriculum knowledge and knowledge of spelling and grammar. www.carousel-learning.com If your child is on the Lexia pathway in school – you will be notified if this is the case – you can encourage and support your child accessing Lexia ‘Power Up’ from home via their login. Lexia is a personalised online platform to support pupils with their reading progress. www.lexiapowerup.com

Science

“Science is fun. Science is curiosity. We all have natural curiosity. Science is a process of investigating. It's posing questions and coming up with a method. It's delving in.” Sally Ride

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge (Topic order within each term)	Lab skills 1 – an introduction to safe and accurate lab work Cells – Plant and animal cells and microscopy	Particle Model – solids, liquids and gases, diffusion, change of state and separation techniques. Skeletal System- Skeleton, muscles and joints Energy– energy stores and transfers	Variation- Types and causes of variation Reactions – Reactions of metals, acids and alkalis Speed – Distance-time graphs and terminal velocity	Forces – Identifying forces, forces and motions and Hooke’s law	Ecosystems – Food chains and webs and ecosystems Separation Techniques – sieving, filtration, solutions, distillation and chromatography. Waves – Sound and hearing	Waves – light and seeing
Assessments and End Points	AP1 - Recall test on lab techniques and safety (Autumn report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP2 – Mixed response questions on all previous topics (Spring report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP3 – Mixed response questions on all previous topics (Summer report) Recall test (20 questions after each topic)
Important literacy and numeracy developed	Pupils will take part in class reading during most lessons to support their development of understanding of scientific texts. A wide range of scientific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of standard calculations, reading tables and graphs and also use of three-part equations. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils will develop laboratory skills – particularly focussing on developing planning to investigate testable questions in Year 7. Understanding of “how science works”, including how and why theories are developed and changed, is a key part of science throughout Key Stage 3. Science club runs weekly to encourage further development and enjoyment of scientific investigation.					
How you can help your child at home	Pupils will complete a set of key knowledge questions for each topic. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessments and then ongoing throughout the year. BBC Bitesize (Key Stage 3 Science) is an excellent resource for supporting more in-depth learning at home. Developing reading of science-fiction books, scientific news (e.g. on BBC News website) and watching documentaries and sci-fi programmes may also be beneficial.					

Art

‘All schools should be art schools’ Bob & Roberta Smith

We aim to give pupils the skills, knowledge, confidence, understanding and cultural capital to make a personal response to their experience of the world as artists and designers

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Practical Knowledge:	Formal Elements: line, texture, shape Markmaking. Drawing from direct observation using different qualities of line. How to respond practically to a range of artists and designers, exploring materials, processes and techniques. How to use graphite pencils to create graduated tone, and use this tone to achieve a 3D effect. How to work responsibly in the art room and work collaboratively to tidy and clean after practical activities.	How relief printmaking works, and how to create a collagraph print: - Explore and experiment with ideas imaginatively for a collagraph printing plate. How to generate ideas for artworks in a range of ways. How to gather and present relevant information and visual resources to develop ideas.	Formal Elements: colour, tone, texture How to colour-mix using primary colours, black and white to create a range of hues, tints, shades & tones. How to use lines of proportion to draw a face and draw from secondary sources using line, shape, tone, colour, scale and proportion. How to apply paint in thin layers and use brushwork to create marks and effects.	Formal Elements: texture, form, shape. How to generate ideas for artworks using sketchbook research, exploring and experimenting with ideas to develop imaginative 3D designs, adapting and making changes to better express an idea. How to construct with paper, card, tape and other materials to respond to Zaha Hadid.	How to respond practically & creatively to architecture & the built environment, enthusiastically and creatively exploring materials, processes and techniques.	How to generate ideas for artworks using sketchbook research, exploring and experimenting with ideas to develop imaginative designs, adapting and making changes to better express an idea. How to work responsibly with clay in the art room, and work collaboratively to tidy and clean after clay lessons. How to work effectively with clay and use construction techniques.

Theoretical Knowledge	Know that art can take a vast range of forms, can be created for many reasons, can exist in an art gallery or in other places (inc. outdoors) Know that artists use formal elements of line, texture and shape in a variety of ways and for different reasons. Specific artists / movements: - Andy Goldsworthy - Jim Dine - Hannah Hoch - Surrealism (exquisite corpse)	How to evaluate and annotate work in sketchbook to lead to reflective learning and improvements in work. Proportions of the face, and how to use them Specific artists / movements: - Botticelli – Primavera Know what the Green Man represents, and that the idea of the Green Man has been portrayed in art and culture from around the world, throughout the history of human civilisation.	Know what the Colour Wheel is, and how it can be used by artists and designers Colour theory, including: - primary, secondary & tertiary colours - complimentary colours - warm & cold - hue, tint, shade, tone Understand some of the differences and commonality in how the idea has been represented.	Know what architecture is, what architects do and how they work and can identify well known buildings - local, national and international. Reflect on own work to identify strengths and aspects for improvement and explain next steps.	Specific architects: - Zaha Hadid - Antoni Gaudi Reflect on own work to identify strengths and aspects for improvement and explain next steps.	Know how clay and other materials can be used to generate and develop ideas for original work Know about a range of contemporary ceramicists and 3D designers
Disciplinary Knowledge	- What is Art? - Where do ideas come from? - We use visual language to express our thoughts, feelings, observations & ideas. - We grow as artists by reflecting on our work. - Art is curious, playful & experimental How do we learn in art lessons, and how can we use our sketchbook to help us learn? What is an art gallery for and how does it function? How can we respond to the artworks seen thoughtfully and with an open mind?	- What is Art? - Where do ideas come from? - Art has purpose and meaning - We grow as artists by reflecting on our work. - Art is curious, playful & experimental What does an illustrator do? Are there differences between art and illustration? How have ideas and concepts been represented and personified in artworks?	- Design is all around us, everywhere we look - Art (Architecture) has purpose and meaning - We grow as artists by reflecting on our work. - Where do ideas come from? - We grow as artists by reflecting on our work What is architecture? What does an architect do?			

End Points (outcomes)	Goldsworthy inspired sculpture at Compton Verney Gallery worksheet & response Sketchbook experiments with line & texture & artist responses	Printmaking experiments using leaves and flowers Sketchbook paint experiments with colour, tone & texture Green Man research presentation	Painting of a Green Man / representation /personification of nature and rebirth	Sketchbook developments Homework project – make a building	Paper sculpture experiments & photography; experimental 3D drawings	Clay – fantasy building / constructions
Wider skills and enrichment	Careers – museums & galleries, printmaking Visit to Compton Verney Art Gallery		Careers - Illustration		Careers – architecture	
Assessments	Assessment reflects that learning in Art is cumulative, with students revisiting, practicing and improving on the different forms of knowledge over the key stage. Work is assessed holistically using our assessment grid. Teachers make a summative assessment each term and complete pupil feedback sheets in line with whole school assessment policy.					
Important literacy and numeracy developed	Talking and thinking together Writing as a tool for thought Building art vocabulary Using specialist language to talk and write about art					
How you can help your child at home	Encourage drawing and making as a pastime or hobby Visit an art gallery if the opportunity arises Encourage good habits and routines for completing HW tasks					

Computer Science

‘Programming is not just about code. It’s about creating something from nothing and solving real-world problems.’ Reshama Shaikh

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Induction: Logs into the school network and uses strong, secure passwords to protect personal information. (AB) (EV) Uses Microsoft Teams to access, complete, and hand in assignments independently. (AL) (DE) Creates, organises, shares, and collaborates on documents using OneDrive. (AB) (GE) Composes and sends appropriate emails using correct structure and tone for school communication. (AL) (EV) Develops independence in using school systems and reflects on how digital tools support learning. (EV) (GE)	Staying Safe Online: Understands the risks of malware and how to prevent infections through safe browsing and downloads. (AB) (EV) Recognises phishing and email scams and applies strategies to avoid them. (AL) (EV) Knows how to manage email settings and report unwanted or suspicious messages. (DE) (EV) Explains the impact of cyberbullying and knows how to respond safely and responsibly. (AL) (EV) Understands what a digital footprint is and reflects on how online behaviour affects long-term reputation. (GE) (EV)	Word Processing: Uses a word processor to apply formatting tools to enhance clarity and presentation. (AB) (EV) Creates professional business letters using correct structure, layout, and tone. (AL) (GE) Designs eye-catching posters with appropriate use of colour, images, and layout. (AB) (EV) Creates informative newsletters using columns, headings, and consistent formatting. (DE) (AL) Creates, edits, and formats tables in a word processor to organise and present data effectively and begins to	Game Design in Kodu: Understands the Kodu interface and navigates the environment to begin creating a new game world. (AB) (DE) Designs a game world by placing terrain, characters, and objects with a clear purpose. (AB) (GE) Applies programming logic to control character behaviours using rule-based coding. (AL) (DE) Breaks down game development into manageable steps: planning, designing, testing, and improving. (DE) (AL) Uses conditional statements and variables to enhance interactivity and challenge in the game. (AL) (GE)	Introduction to coding using Python Turtle Understands that computers require precise, step-by-step instructions to perform tasks. (AL) Demonstrates care and precision in writing code to minimise errors and produce expected outcomes. (AL) Designs simple algorithms using loops to create repeated patterns and shapes. (AL) Declares and assigns variables to store and manipulate data within programs. (AB) Uses flowcharts and pseudocode to plan and visualise program logic. (DE) (AL) Writes Python code to	Hardware and Software: Identifies common input and output devices and explains their purposes in computer systems. (AB) (GE) Distinguishes between application software, system software, and utility software, explaining their roles. (AB) (GE) Describes the function of primary memory types: RAM and ROM, including their differences. (AB) Explains characteristics of secondary storage devices and selects appropriate devices based on storage needs. (EV) (GE) Understands the role of the CPU and its key

		Uses appropriate tools and content to create a PowerPoint presentation with a clear message and audience focus. (AL) (DE) Applies design principles such as layout, colour, and text formatting to enhance communication. (EV) (AB)	analyse patterns within the data. (AB) (DE) (EV) Evaluates and edits work to improve structure, clarity, and visual appeal. (EV) (AB)	Tests and debugs the game to identify and fix issues in gameplay or logic. (EV) (AL) Evaluates the final game based on playability, challenge, and user feedback. (EV)	draw shapes and apply colours using the Turtle module. (AB) (AL) Executes, tests, and modifies programs to improve functionality and fix errors. (AL) (EV) Detects and corrects simple semantic errors through debugging strategies. (AL) (EV)	components: Control Unit (CU), Arithmetic Logic Unit (ALU), and Cache. (AB) (DE) Understands the role of Cache memory in speeding up processing within the CPU. (AB) (EV)
Computational Thinking Concept: AB = Abstraction; DE = Decomposition; AL = Algorithmic Thinking; EV = Evaluation; GE = Generalisation						
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work
Important literacy and numeracy developed	Links to Numeracy seen throughout the work completing in coding eg Python turtle includes shapes, angles etc. Also coding comparisons used throughout the year. Literacy is looked at when how to communicate with people online as well as with the creation of digital products created for a purpose with a specific audience.					

Wider skills and enrichment	Our Computer Science curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. We lead an engaging Computer Science club where pupils explore computing puzzles and games, as well as a Minecraft club which pupils really enjoy. Pupils can take part in the STEM activities which also involve building a computer and then coding solutions.
How you can help your child at home	Ensure they complete all independent study and encourage them to use online support including Repl.it where pupils have an individual login and password. We also encourage pupils to use the websites Craig n Dave (YouTube), Oak National Academy and BBC Bitesize. Useful website to practice construct of code https://compute-it.toxicode.fr/ and https://blockly.games/maze

Drama

“All the world’s a stage, and all the people merely players”
– William Shakespeare, *from* ‘As You Like It’

In year 7, Drama is taught in one distinct lesson a fortnight within English curriculum time. The Drama curriculum aligns with the Key Stage 3 English curriculum, meaning pupils will further explore texts, characters and themes that they have studied in English lessons through practical exploration in the Drama classroom.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Who Am I? Key drama skills Pupils are introduced to the drama studio and rehearsal space, and learn about the essentials of performing. They explore autobiography through drama techniques, including monologues. Text stimulus: Extracts from ‘Boy’ Extracts from ‘I am Malala’ by Malala Yousufzai Extracts from ‘I know why the Caged Bird Sings’ by Maya Angelou	‘A Christmas Carol’ Character study Pupils develop their knowledge of performance, using solo and ensemble performance styles to create characters, such as that of Ebenezer Scrooge in Dickens’ ‘A Christmas Carol’, using elements such as gesture and voice. Text performed: ‘A Christmas Carol’ by Charles Dickens	Performing poetry Pupils explore the voices and characters in poems through performances, as well as learning about rhythm, rhyme and spoken word poetry. Poem stimulus: ‘A Red, Red Rose’ by Robert Burns ‘Clown Punk’ by Simon Armitage ‘Mama Wata’ by Grace Nichols ‘Blessing’ by Imtiaz Dharker	‘A Monster Calls’ Performance skills Pupils further enhance their performance skills, using ‘A Monster Calls’ by Patrick Ness as a stimulus. They will explore themes of growing up and grief, and use thought-tracking and hot-seating to explore the characters in the novel. Full text studied: ‘A Monster Calls’ by Patrick Ness	Greek Theatre Pupils learn about the origins of drama and theatre in Ancient Greece, looking at the main drama genres (Tragedy and Comedy), as well as learning about the amphitheatre and the use of the chorus. They use this to re-tell one the Greek myths. Text stimulus: Zeus and Kronos Prometheus Midas Sisyphus Narcissus and Echo	Staging Shakespeare Pupils Text extracts from Shakespeare plays studied: ‘Macbeth’ (Witches & ghosts) ‘A Midsummer Night’s Dream’ (Fairies) ‘Hamlet’ (Ghosts)

Assessments and End Points	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)
Important literacy and numeracy developed	Reading: Drama lessons are usually text-based, so pupils develop their comprehension and fluency of written texts, interpretation of writers' ideas via performance, and verbal pronunciation of words from texts studied. Oracy: In all Drama lessons, effective talk and listening is vital to success. Pupils find their voice and confidence in lesson activities. Group work encourages pupils to discuss ideas and respond to feedback and dialogue.					
Wider skills and enrichment	Careers awareness is addressed throughout Key Stage 3 Drama, with the range of roles in the performing arts (e.g. actor, director, writer, theatre technician) highlighted at every opportunity. Links to the wider curriculum are inherent in the Key Stage 3 Drama curriculum, as all lessons draw on English lesson study of texts and themes. Some texts overlap with pupils' wider study of history and PSHE. Enrichment opportunities include Drama Club run by our specialist Drama coach. Pupils can also participate in the bi-annual school production. Wherever available, school trips to theatre performances are arranged to encourage pupils' interest in drama and theatre.					
How you can help your child at home	Encourage your child to develop their knowledge and skills of Drama using this online parent toolkit: https://www.scholastic.com/parents/school-success/learning-toolkit-blog/drama-activities-to-add-to-our-parent-toolkit.html Support your child in completing Drama homework quizzing tasks set via Carousel (www.carousel-learning.com). Occasional independent tasks or research which support your child's understanding of Drama will be set on Class Charts.					

Food

'Food is the place where you begin' Vandana Shiva

Year 7 Food Science introduces pupils to the five core principles; Nutrition, Food Provenance, Food Science, Food Preparation and Food Safety. It is a practical subject which encompasses learning about different foods, basic nutrition and healthy eating, one of the essential skills necessary to leading a healthy and balanced lifestyle at all life stages.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Knowledge Personal and Kitchen Hygiene- preparation for practical. Equipment- weighing and measuring The Eatwell Guide- what a balanced diet is. Healthy Breakfast-0 importance of breakfast and examples of a healthy breakfast. Food Provenance- Origins of our food and food miles. Seasonality- linking foods to seasons and the benefits of eating seasonably Sensory- The senses, sensory descriptive language, hedonic scales Nutrients- What is a nutrient, sources functions and deficiencies. Practical	Enzymic Browning-Why foods turn brown and how to prevent browning. Individual Needs- dietary requirements of different life stages. Fibre and Water- functions and sources Food allergies and Intolerances- causes, symptoms and severity. Sugar in foods- recommendations, functions and excess. Careers/ Food Styling Practical Bread Rolls, Italian Crostata, Eggs 5 ways				

	Carrot and lentil Soup, Wedges and BBQ sauce, Summer Medley, Fruit Salad, Fruit Muffins					
Assessments and End Points	AFL- Extended writing task on Healthy Breakfast and Individual Needs Retrieval Quizzing Practical Assessment and Evaluation	End of rotation short question assessment.				
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Reading recipes. Extended writing in long question answers and evaluations. Numeracy – Developing accuracy in weighing, measuring and timing.					
Wider skills and enrichment	Resourcefulness – developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with assignments. Reciprocity – Working as a team in a practical context.					
How you can help your child at home	Encourage organisation to bring container for practical lessons, all ingredients are supplied. Recipes are available on the school website to practice at home. Encourage your child to help prepare and cook dishes and clean up at home. Watching food related programmes to increase their knowledge of current trends in food. <i>Further information, activities and recipes can be found at www.foodafactoflife.org.uk</i>					

French

"Knowledge of languages is the doorway to wisdom" Roger Bacon

The Year 7 experience is about developing a love of languages and an exploration of different cultures. We aim to provide learners with the solid linguistic building blocks needed for their language learning journey.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	C'est parti! Greeting others and introducing myself Talking about age (numbers) Saying when my birthday is (Days and Months) Introduction to French culture (Names and Francophone locations)	Tout sur moi! Say my favourite colour. Talk about my pets Describe what I have in my school bag	Ma famille Describing my family and relationships Describing a family member (physical description and personality)	Mon monde Saying where I live and where I come from Countries and describing the weather.	Ma vie d'ado Talking about what I like and dislike using justified opinions	Mon identité Describing the activities I like to do using the present tense Talking about my friends, music preferences and clothes
Assessments and End Points	Regular vocabulary quizzing Reading and Listening Assessments	Regular vocabulary quizzing Speaking Assessment (Reading Aloud)	Regular vocabulary quizzing Reading and Listening Assessments	Regular vocabulary quizzing Writing Assessment (30 words)	Regular vocabulary quizzing Summer Reading and Listening Exams	Regular vocabulary quizzing Speaking Assessment (General Conversation)
Important literacy and numeracy developed	Literacy – Grammatical awareness, reading aloud, phonics and oracy, accuracy with spelling and developing vocabulary skills. Inference and deciphering literary texts. Numeracy – Numbers 1-100, how numbers are constructed in French, class surveys and presenting findings in graphs and charts					
Wider skills and enrichment	Cultural awareness and appreciation of Francophone countries Awareness of the benefits of learning and language and the careers this helps Literary appreciation and geographical awareness					
How you can help your child at home	Encourage your child to revise new vocabulary regularly and complete their self quizzing using their knowledge organisers and Quizlet. Ensure your child is completing their self quizzing homework in preparation for their vocabulary quizzes. Quizlet: https://quizlet.com/latest					

Geography

Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. Michael Palin

Geography at King Edward VI Northfield School for Girls aims to inspire pupils to have a curiosity and fascination about their world and its people that will remain with them hopefully for the rest of their lives. It equips pupils with an array of knowledge about places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Knowledge: Pupils investigate the geography of their new school and then progress to understand that in a national context. Skills: Use of maps and atlases Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis Fieldwork skills	Knowledge: Pupils study the structure of the earth, rocks, plate boundaries and tectonic hazards. Skills: Use of maps and atlases Use of map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis	Knowledge: Pupils investigate the differences between weather and climate, they then study Britain's weather, Cloud types, Rain formation, hydrology, urban heat islands and UK extreme weather. Skills: Use of maps and atlases Use of map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis Fieldwork skills	Knowledge: Pupils learn about what makes an ecosystem, their component parts and interdependence. They then learn about rain forest ecosystems and their features, their location, their weather and climate and the future of rain forests today. They also study coral reefs as ecosystems too. Skills: Use of maps and atlases Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis	Knowledge: Pupils investigate various environmental issues facing our world today including global warming and how these changes link to geological timescales. Skills: Use of maps and atlases Use of map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis	Knowledge: Pupils learn about crime across the world and how crime can affect areas and their communities. Skills: Use of maps and atlases Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos ICT use of police crime data and use of G.I.S and data analysis

Assessments and End Points	-Mid topic assessment as a baseline of Geography understanding so far -End of topic assessment on doorstep fieldwork	-End of topic assessment newspaper report about Nepal earthquake	-Microclimate doorstep fieldwork assessment	-Comparison of life in the Amazon with life in the U.K	-Sustainable tourism assessment	-End of Year exam
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Tier 2 vocabulary introduced every lesson and referred back to within extended writing tasks. Guided reading tasks to introduce or investigate geographical issues further. Numeracy – Reading and analysis of various graphs, analysis of geographical statistics, manipulation of geographical data.					
Wider skills and enrichment	Careers – links made between lessons and different relevant jobs. Pupils are given opportunities to use and expand on their IT skills for research based tasks and their use of Geographical Information Systems to investigate geographical issues. All year groups have doorstep fieldwork built into their curriculum.					
How you can help your child at home	Each front cover for every topic has a break down of what will be covered in those lessons and this includes QR codes for links to websites/videos that pupils can access for further research. The KS3 textbook can be accessed on TEAMS as can copies of all the lessons/resources. Homework supports the learning in class, tasks can include research around a geographical issue and/or reading around a topic prior to starting it.					

Graphic Design

“Graphics is intelligence made visible”

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Pop up designer – Robert Sabuda Mechanisms – v folds, parallel folds, parallel slides and rotary motion. Health and safety – cutting skills. Design Brief and Specification Careers – Graphic Designer	*Graphics is taught on a rotation so each group will be taught the content found in Autumn Term 1				
Assessments and End Points	Knowledge quizzes Designer research Lettering designs Moodboards Brainstorming ideas Working mechanisms / use of materials Design ideas -Making skills Test and refine through mock ups Use of equipment and Quality of make					
Important literacy and numeracy developed	<u>Literacy</u> To use a range of specialist language to communicate ideas. Designer research <u>Numeracy</u> Measuring, angles, feedback charts					
Wider skills and enrichment	Development of creative practical designs. Strategically use different elements to convey intended messages, bringing together lines, colour, shape, space, and scale, to create visually appealing and well-structured pop up designs.					
How you can help your child at home	Discuss interesting elements of design you see in your day to day lives. This could be anything creative eg poster, sign, menu, packaging, logo, book illustration or pop up book.					

History

‘Those who don’t know history are doomed to repeat it’ – Edmund Burke

History at King Edward Northfield School for Girls will build upon the foundations laid at Primary School, to help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups. Our Year 7 curriculum continues this process with a focus on Medieval and Early Modern History

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Knowledge Pupils learn about the different peoples and cultures that settled in England in the Middle Ages and the impact this had on English society Disciplinary Knowledge Focus on chronology, causation and source analysis	Knowledge Pupils learn about how people lived in the Middle Ages and formative events that shaped their lives Disciplinary Knowledge How to write an analytical narrative	Knowledge People are continuing to learn about how people lived in the Middle Ages and formative events that shaped their lives Disciplinary Knowledge Interpretations of History	Knowledge Pupils look at different Medieval Kings and Queens with a focus on power and abuses of power Disciplinary Knowledge Develop Chronology, interpretations, and causation	Knowledge Pupils will look at how decisions made by the Tudors affected people’s lives – e.g., the Reformation, marriage choices of Mary and Elizabeth Disciplinary Knowledge Change and continuity Source analysis consequence	Knowledge Pupils look at how the actions of the Tudor monarchs affected people’s lives – e.g. the Gunpowder Plot, The Civil War Disciplinary Knowledge Causation Consequence
Assessments and End Points	Pupils will see that people have been migrating and shaping Britain for centuries. Assessment is on Why did William win the Battle of Hastings?	Pupils will look at the importance of power and religion in the Middle Ages and how this affected people’s lives. Assessment is a narrative account of the murder of Thomas Becket	Pupils will know about what life was like in the Middle Ages and use this knowledge to complete an assessment. Assessment is a source and interpretation-based activity judging whether Terry Deary was right to call the Middle Ages “Measly”	Pupils will look at Kingship as a framework for power, this will be developed in Year with different forms of power Assessment: Did Richard III murder the Princes in the Tower?	Pupils will know how the decisions of a few affected the many, building on the work on power in the Middle ages Assessment end of Year exam	Pupils will know how religious intolerance led to conflict and persecution Assessment: What were the causes of the Civil war?

Important literacy and numeracy developed	Reading scholarly texts – pupils supported to read extracts of scholarly articles/texts about the topics we are studying – for example forensics with Richard II We are encouraging pupils to independently research wider, more global, history with Meanwhile, Elsewhere: https://meanwhileelsewhereinhistory.wordpress.com
Wider skills and enrichment	Careers – links made between lesson content and different jobs. Pupils being taught to research independently to extend their Historical knowledge We are also discussing the dangers of “fake news” and the importance of checking their sources online. Pupils are encouraged to read around our topics, with both guided reading and looking at scholarly interpretations: https://storysourcescholarship.wordpress.com
How you can help your child at home	Each topic has a cover sheet stuck in pupil books with QR codes to lead to further reading/research All pupils’ textbooks and lessons are on Microsoft Teams. Pupils can catch up with missed work or read ahead before the lessons. The school’s MOODLE (VLE) has all resources and narrated PowerPoints about the topics we are teaching, so pupils can work on lessons at home, or catch up missed work We are also using Seneca: https://app.senecalearning.com/login to revise and supplement our curriculum. Pupils can log in, by clicking “log in with Microsoft” and using their school email.

Music

“Where words leave off, music begins.”

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Students will learn about the importance of warming up their vocals properly, the correct stance and posture for singing, correct breathing techniques, the difference between chest and head voice. Students will be able to identify bass, tenor, alto and soprano vocals. Students will be able to appraise well known vocalists using the musical elements. Pupils will learn musical terminology including the following: pitch, dynamics, timbre, texture, structure, harmony, duration	Pupils will look at works and performances by traditional African percussion groups. Pupils will learn key terminology that relates to rhythm such as polyrhythm, syncopation, time signatures (3/4, 4/4,) cross-rhythms. Pupils will learn the symbols for note values used in Western Music - Semibreve, minim, crotchet, quaver, the equivalent rests and dotted notes. Pupils will learn how to identify and notate rhythms that they are hearing. Pupils will build on their knowledge of world music by looking at music from Africa - they will learn key characteristics and instruments	Pupils will learn the correct fingering for the piano and will work their way through an increasing challenging booklet featuring traditional songs and some pop songs. Pupils will learn key terminology that relates to Western Treble Clef and the piano including words such as stave, bar lines, clef, ledger lines, tones, semitones, and accidentals. Pupils will also build on their knowledge of the symbols for note values used in Western Music - Semibreve, minim, crotchet, quaver, the equivalent rests and dotted notes	Pupils will learn the correct fingering for the piano and will work their way through an increasing challenging booklet featuring traditional songs and some pop songs. Pupils will learn key terminology that relates to Western Treble Clef and the piano including words such as stave, bar lines, clef, ledger lines, tones, semitones, and accidentals. Pupils will also build on their knowledge of the symbols for note values used in Western Music - Semibreve, minim, crotchet, quaver, the equivalent rests and dotted notes	Students will learn about the foundational compositional devices and terms including sequence, ascending and descending and will also be able to apply this to their own compositions. Students will learn about key signatures and sharps and flats as playing staccato and legato notes. Students will and to be able to identify some of the key ornamentation used in the classical western tradition.	Students will take the 8 bar melody that they have composed in Summer 1 and now consider the structure of the music. Students will begin by adding a pedal note to their music – their first introduction into using the left hand and reading two staves at once. They will then consider the structure of the music, learning about binary and ternary form, by composing a new B section. This new section will introduce students to minor sounds as well as contrary motion.

Assessments and End Points	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.
Important literacy and numeracy developed	Students use and develop numeracy as they learn in music when they use calculation, estimation and measurement knowledge and skills to collect and make sense of information. Students will draw their knowledge of fractions (halving, quartering, accumulating fractional parts, re-imagining the whole). Students will also use and extend their numeracy capability when they consider the structure and form of music work. Students will use literacy when writing their long form written assessment. We will also be encouraging wider reading about music along with a list of the most relevant words from the 'academic word list' suitable for music lessons. We will also be using technical command words.					
Wider skills and enrichment	In music we encourage students to create a sense of independence in tasks meaning they have the skills to practice and learn outside of the classroom. We also encourage creative problem solving to issues that come up. Students will have the opportunity to work in groups and pairs of different sizes and with different people – enabling them to get used to the dynamic of teamwork and leadership. There is also a wide range of afterschool clubs including school choir, mixed ensemble, rock and pop group, music theory club and school production.					
How you can help your child at home	Encourage your child to listen to music from a range of different genres and ask them to critically analyse what they hear using words such as instrumentation, tempo, dynamics and texture. Musical instruments such as ukuleles and beginner keyboards can be found cheaply in stores and online if your child has expressed an interest. Muscore is a free notation software that students can use to compose their own music. The music department can email students with premade files that they can upload and work on. We have the software here at school so they could even ask for a tutorial.					

PE

Sport has the power to change the world. It has the power to inspire, the power to unite people in a way that little else does." - Nelson Mandela

Our PE curriculum is inspired by the *This Girl Can* movement, designed specifically for our school community. Our aim is to develop confident, competent and motivated young people through a broad and inclusive programme that promotes **physical literacy** — the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for lifelong physical activity.

The curriculum is organised into ‘This Girl Can’ strands that allow pupils to experience a range of physical, personal and social challenges. Each half-term, students explore one strand through a range of activities that promote progress in:

- **Attitude** (personal development and engagement),
- **Skill** (practical ability and application) and
- **Knowledge** (rules, tactics, anatomy and physiology)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	This Girl Can Think	This Girl Can Express	This Girl Can Play	This Girl Can Create	This Girl Can Compete	This Girl Can Move
Assessments and End Points	Knowledge assessment of reasons we warm up	Knowledge assessment of muscle names	Knowledge assessment of bones	Knowledge assessment of joints	Knowledge assessment of rules and regulations in Netball	Knowledge of athletic events

Important literacy and numeracy developed	PE often involves reading and understanding written instructions, rules, and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques, or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement, and counting. Students learn to accurately measure distances, understand units of measurement, estimate, and compare lengths. They also develop counting skills while keeping track of scores, points, or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals, and units of time.
Wider skills and enrichment	Many strands of our curriculum lead to students developing wider skills. Students will practice and develop their teamwork and communication skills in the first term. Students will go on to develop confidence in gymnastics and dance, working on the confidence to perform. Students will also be encouraged to notice the importance of effort and resilience in PE and in other areas of their lives. Our comprehensive extra-curricular programme supports and expands the knowledge and skill development in a range of activities. Students are given an opportunity to take part in a physical challenge for charity, Race for Life, at the end of the year, which allows them to draw on the skills they develop in PE and gives students the opportunity to display the school values.
How you can help your child at home	Encourage your child to attend the many free extracurricular clubs on offer. Help your child to prepare for their lessons by ensuring they always have their PE kit. Encourage at least 60 minutes of physical activity each day.

PSHE

"Be the change you want to see in the world." Mahatma Gandhi.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<u>Learning skills / social skills</u> - What is PSHE (and skills building introduction) - What are communication and social skills - Developing teamwork - Black History Month: What makes Marcus Rashford a good citizen - Developing research skills - Working independently at home – homework action plan	<u>Coping with changes</u> - Keeping clean-changes in adolescence / Growing up - What is mental health and wellbeing - Managing feelings - What is resilience and how can we start building it - Building self confidence - What is a healthy lifestyle	<u>Bullying and identity</u> - Bullying overview / types of bullying - Cyberbullying - Online grooming - Image sharing - Child on child (peer on peer) abuse - Understanding and accepting different identities	<u>Everyday dilemmas (1)</u> - Finance (what is a budget?) - Road safety - Being a good citizen in my community - What are the different family types in our community - British values recap	<u>The Next Generation Awards: How can I improve my local community</u> - What are the NGA / identifying a project - Planning the project - Making the project sustainable - Presenting and peer assessing the project	<u>Looking to the future (1)</u> - Introduction to careers: Multiple intelligences: understanding learning types - Matching personal qualities to job types - Showcasing personal strengths - Teamworking recap - Reviewing how to get on with peers
Assessments and End Points	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz. Peer assessment of project presentations	Pupil voice – review of the year

Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – Understanding use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios
Wider skills and enrichment	Celebrating Black History Month and the impact of a black British sportsman within this. The Next Generation Awards programme gives pupils the chance to engage with ways to improve their local community, present before their peers and compete against other schools for a grant of £1500.
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class: RSHE (PSHE) lessons for Key Stage 3 students - Oak National Academy (thenational.academy) https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe

RE

“Share your knowledge. It is a way to achieve immortality” Dalai Lama

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge/Big questions	<u>Understanding Religion and Worldviews</u> -What are worldviews and why do they matter? - What is religion? What is a non-religious worldview? - What do Theist, Atheist, and Agnostic mean? - What are Abrahamic and Dharmic religions? - Religious demographics locally and globally	<u>Judaism</u> - What do Jews believe about God? - Why are Abraham and Moses important? - What are the Ten Commandments? - What is the Torah and how is it used? - What happens in a Synagogue?	<u>Christianity</u> - What do Christians believe about God? - Who is Jesus? - What do parables teach about values? - What are Christian teachings on how to live? - What is the Bible and how is it used?	<u>Islam</u> - What do Muslims believe about Allah? - Who was Muhammad and why is he important? - What is the Night Journey? - What are the Five Pillars of Islam (Part 1)? - What are the Five Pillars of Islam (Part 2)?	<u>Hinduism</u> - What do Hindus believe about God? - What are Hindu scriptures? - What is Dharma and how does it guide life? - What is Karma and reincarnation? - How do Hindus worship?	<u>Sikhism</u> - What do Sikhs believe about God? - Who was Guru Nanak and what did he teach? - What is the Guru Granth Sahib? - What is the Gurdwara and what happens there? - How do Sikhs live their faith daily?
Assessments and End Points	Pupils will understand how religion and non-religious worldviews provide meaning, identity, and purpose in different contexts.	Pupils will appreciate ways of practising the Jewish faith and its relevance today.	Pupils will be aware of the impact of Jesus' teachings and life on people today Assessment – "Are the beliefs and practices of	Pupils will understand the core beliefs and practices of Islam and how they guide the daily lives of Muslims.	Pupils will gain insight into the complexity of Hindu beliefs and understand how these are expressed through practice and lifestyle.	Pupils will appreciate how Sikh beliefs are lived out through service, community, and equality.

	Assessment – What is religion and why does it matter?		Judaism and Christianity more similar or different?"			Assessment – "How do the beliefs and practices of Hindus and Sikhs express their worldviews?"
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to deep hermeneutical analysis whereby students unpack the historical context of texts.					
Wider skills and enrichment	Alongside the key knowledge and content learned, pupils also reflect on 24 dispositions and skills which form part of the locally agreed syllabus. Using a large range of artefacts within school, students can see for themselves, the importance of key items in each faith.					
How you can help your child at home	Encourage children to use the knowledge organisers available on e-praise to help with knowledge retrieval.					

Textiles

'Creativity takes courage' Henri Matisse

Students will have had different experiences of Textiles & technology depending on their primary school and interest at home.

Year 7 experience is about making sure the students can use equipment safely and confidently while making a variety of practical outcomes. Exploring what Textiles is and how we rely on textiles in our daily lives.

Pupils will have the opportunity to create samples, use and develop skills in several final pieces.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Theory: What is textiles? - Understanding how we use this daily, as well as wider context. Fibres & Fabrics- what are we wearing? Theory: Health & safety in the room/equipment Practical; Sewing machine use Hand sewing – stitches Decoration- Resist, painting, colour theory Theory: Resist Dyeing, timbers, mechanisms and production types Practical; Dyeing material Using sewing machine Making hair bobbles	Practical; Decoration, Confidence using machine, fabric, components and equipment Theory; Research & designing Practical; Sewing machine use Hand sewing – stitches Decoration- Resist, painting, colour theory	Theory:What is textiles? - Understanding how we use this daily, as well as wider context. Fibres & Fabrics- what are we wearing? Theory: Health & safety in the room/equipment Practical; Sewing machine use Hand sewing – stitches Decoration- Resist, painting, colour theory Theory: Resist Dyeing, timbers, mechanisms and production types Practical; Dyeing material Using sewing machine Making hair bobbles	Practical; Decoration, Confidence using machine, fabric, components and equipment Theory; Research & designing Practical; Sewing machine use Hand sewing – stitches Decoration- Resist, painting, colour theory	Theory:What is textiles? - Understanding how we use this daily, as well as wider context. Fibres & Fabrics- what are we wearing? Theory: Health & safety in the room/equipment Practical; Sewing machine use Hand sewing – stitches Decoration- Resist, painting, colour theory Theory: Resist Dyeing, timbers, mechanisms and production types Practical; Dyeing material Using sewing machine Making hair bobbles	Practical; Decoration, Confidence using machine, fabric, components and equipment Theory; Research & designing Practical; Sewing machine use Hand sewing – stitches Decoration- Resist, painting, colour theory

Assessments and End Points	Mini Assessment What is Textiles- theory sheet/ Fibres and fabric Sewing machine sheet Bobbles/ QCC Collaborative Clocks- Design & make task with decoration, timber K&U as well as mechanism theory & practical	Mini Assessment In class Design ideas/development Based on all topics covered throughout the year	Mini Assessment What is Textiles- theory sheet/ Fibres and fabric Sewing machine sheet Bobbles/ QCC Collaborative Clocks- Design & make task with decoration, timber K&U as well as mechanism theory & practical	Mini Assessment In class Design ideas/development Based on all topics covered throughout the year	Mini Assessment What is Textiles- theory sheet/ Fibres and fabric Sewing machine sheet Bobbles/ QCC Collaborative Clocks- Design & make task with decoration, timber K&U as well as mechanism theory & practical	Mini Assessment In class Design ideas/development Based on all topics covered throughout the year
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Posters, leaflets, fact files, application of knowledge in written questions, evaluations Numeracy – Developing accuracy in measuring-seams & final outcome planning					
Wider skills and enrichment	Resourcefulness – developing skills & application- Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with set tasks Collaboration – Working as a team in a practical context/ sharing equipment					
How you can help your child at home	Encourage organisation to complete homework (when appropriate). Encourage your child to practise life skills at home- e.g. threading a needle, tying a knot. <i>Further information, and going over study can be found; https://www.bbc.co.uk/bitesize/examspecs/zb6h92p</i> Tutorials & videos ; https://so-sew-easy.com/					