

**Blessed Hugh Faringdon  
Catholic School and Sixth  
Form Centre**



*'True Teaching'*

**YEAR 7  
2021 - 2022**

**Curriculum Booklet  
to assist Pupils and Parents**

*"Outstanding School"*  
2018 Diocesan Inspection (Section 48)



# Blessed Hugh Faringdon Catholic School and Sixth Form Centre



September 2021

Dear Parents and Carers,

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your child.

In addition to the all-important one-to-one contact with the school, we also offer the following technologies:

- 1 Microsoft Teams
- 2 SIMS Parent App
- 3 GroupCall
- 4 School website
- 5 Twitter
- 6 Instagram
- 7 Weekly Head's Up Newsletter

Details of the above may be found in the Parent Guide.

If you need clarification of any of these details, please contact the school to speak to the relevant Subject Leader, the Head of Year or myself.

Yours sincerely

A handwritten signature in black ink that reads 'Simon R. Uttley'. The signature is written in a cursive style with a horizontal line underneath.

Dr Simon Uttley  
Headmaster

## 2021/2022

### Head of Year 7

### Miss L Heaver

#### Tutors

**7DB**

Mrs A Wej-Nunoo

**7MK**

Miss K Hurd

**7ML**

Mrs L Guernion

**7MT**

Mr J Sombilon

**7OR**

Miss J Warren

**7BL**

Mr P Gibbs

# RELIGIOUS EDUCATION

Year 7 Programme of Study

Subject Leader, Mrs L Amieiro

**AUTUMN:** *Term 1*      **Why do RE? and Heroes** - Examining religious leaders

**Core Skills:** Questions about why RE is a core subject and debates about why it is an important subject to study while at school. Knowledge about our house patrons and how they have used their religious faith to fight for a cause in which they believe, alongside other heroic figures and groups e.g., nurses.

**AUTUMN:** *Term 2*      **Religion and Social Justice.** Looking at issues of Social Justice In the world, including Poverty, Racism, and Gender Discrimination.

**Core Skills:** To develop a knowledge and understanding of Christian beliefs relating to societal issues.

**SPRING:** *Term 3*      **Who is Jesus?** Examining the identity of Jesus through his actions, incarnation and titles ascribed to him, e.g., Messiah.

**Core Skills** To develop a knowledge and understanding of Jesus through his teaching and actions.

**SPRING:** *Term 4*      **Jesus' Death and Resurrection**

**Core Skills:** To know and appreciate the significance of the events central to Lent, Holy Week and Easter.

**SUMMER:** *Term 5*      **Moral Action:** People who changed the world

**Core Skills:** Knowledge and understanding of individual's role as witness to the resurrection of Jesus through their moral action and impact on the world. Witnesses from the Christian faith and other beliefs.

**SUMMER:** *Term 6*      **Islam** - How do the Five Pillars affect Muslims?

**Core Skills:** Knowledge and understanding of the Muslim community. To discover how the Muslim teachings of the Five Pillars affect the values and commitments of Muslims.

## **Equipment:**

Bible and exercise books are provided in lessons. Students often like to use their New Testament given out to Year 7s during the year.

## **Homework:**

PowerPoint presentations, research topics, reading, project and display work, writing frames and extended pieces of writing to develop evaluation skills.

## **Assessment Schedule:**

Regular assessments designed to reflect the GCSE structure, both formative and summative. Comments to help students improve will be written at the end of selected pieces of work in line with school marking policy.

## **Recommended Reading / Useful Websites:**

- [www.catholiceducation.org](http://www.catholiceducation.org) (Catholic Resource classroom resource material)
- [www.catholiccatechist.org](http://www.catholiccatechist.org) (for Catholic catechesis)
- [www.tasc.ac.uk](http://www.tasc.ac.uk) (Catholic Church of England and Wales)
- [www.rsweb.org.uk](http://www.rsweb.org.uk) (Religious Studies on the web).

**Extra Resources for Gifted and Talented:**

- Extended vocabulary provided in glossary
- [www.reonline.co.uk](http://www.reonline.co.uk)

**Extra Resources for Basic Skills students:**

- Keywords provided on request or “Children’s Bible”
- [re-xs.co.uk](http://re-xs.co.uk)

A collection of extracts, novels, poems and scripts to enthuse and challenge. All schemes of work merge key skills needed at KS3 – reading, writing and the spoken word.

**AUTUMN:** *Term 1*                      **Transition and Adrian Mole**  
**There is a Writing assessment**

The wonderful world of autobiography, Students learn a variety of key skills:

Transition skills: inferences, critical reading, quotation, prediction, vocabulary, punctuation, sentence construction

**Writing:** Prediction, summary, autobiographical/recount writing, creative writing.

**Core Skills:** Comprehension, analytical skills, creativity, group work, fact versus fiction, recount and narrative writing, vocabulary, stylistic features.

**AUTUMN** *Term 2*                      **Noughts and Crosses – the Drama**  
**This is a reading assessment based on character.**

A moving portrayal of the injustices of racism, the importance of identify and using your voice for good.

**Reading:** Empathy, setting, sequencing, narrative, dramatic techniques, structure, and analysis

**Speaking and Listening:** Characterisation, the use of voice for effect, movement, and proxemics.

**SPRING** *Term 3*                      **A Monster Calls**  
**This is a reading assessment based on character**

The novel ‘*A Monster Calls*’ a beautiful and profound story of a young boy’s journey into adolescence, with a touch of magic and coming to terms with loss/tragedy. It contains many relevant and contemporary issues.

**Reading:** Character, group work, inferences, quote choices, analysis, evaluation, sequencing, comprehension, narrative, prediction, comparison.

**Core Skills:** Comparison, use of analytical writing essay style, character, plot, story-writing, personal response to literature, analysis, synthesis.

**SPRING** *Term 4*                      **An introduction to the Victorian Canon of Literature with**  
**The Hound of the Baskervilles**

**This is a writing assessment on narrative and genre: write a detective story**

**Reading:** Decoding and comprehension of 19C texts and learning useful vocabulary from that period.

**Writing:** Writing a story using narrative features and components of the genre to facilitate authenticity.

**Speaking and Listening:** Class discussion

**Core Skills:** Writing narratives (story telling).

## **SUMMER** *Term 5* **Travel Writing**

An exploration of Wyrd Sisters that will use higher level comedy preparing students for some aspects of Literature at KS4.

**Writing:** Students will learn how to use writing to imagine and explore as they recount real or imagined travel experiences within this world or others.

**Speaking and Listening:** Drama readings and performance

## **SUMMER** *Term 6* **British Poetry** **This is a writing assessment**

The creation of poetry (riddles, kennings and limericks) alongside the study of different eras and styles of poetry. This is a writing section but will include reading skills.

**Reading:** Decoding and analysing the effect of poetic language, devices, structure, and the impact of context. Understanding the link between a variety of British culture and poetry including war poetry and BAME poetry.

**Writing:** The creation of their own poetry, consideration how to manipulate form and meaning.

**Core Skills:** Significance of context, language comprehension, creative writing, writing for effect, vocabulary, the significance of structure and the crafting of poetic devices.

### **Equipment:**

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

### **Homework:**

One piece of written homework per week via EL Menu

### **Assessment Schedule:**

Baseline testing. Summative assessment of core skills.

Formative assessment throughout units and summative at the end of each.

### **Recommended Reading:**

Michael Morpurgo, Malorie Blackman, and as above.

Regular sustained practice of reading skills essential, including websites and newspapers and/or magazines.

### **Extra Resources for Gifted and Talented:**

- [www.poetry.about.com](http://www.poetry.about.com)
- [www.homeworktips.about.com](http://www.homeworktips.about.com)

### **Extra Resources for Basic Skills students:**

- [www.homeworktips.about.com](http://www.homeworktips.about.com)
- [www.Shakespeare.about.com](http://www.Shakespeare.about.com)

# MATHEMATICS

Year 7 Programme of Study

Subject Leader, Ms J Dobson

<b>Number 1</b> <b>Whole numbers and decimals</b>	Place value and decimals Multiplying and dividing by powers of 10 Mental and written methods of addition and subtraction
<b>Geometry 1</b> <b>Measures, perimeter and area</b>	Length and units of measure Converting between metric units Area and Perimeter of rectangles, triangles and parallelograms
<b>Algebra 1</b> <b>Expressions and formulae</b>	Algebraic symbols Working with expressions Using and writing formulae and expressions
<b>Number 2</b> <b>Fractions, decimals and percentages</b>	Equivalent fractions Addition and subtraction of fractions Decimals and fractions Fractions of a quantity Converting fractions, decimals and percentages Calculating percentages of amounts
<b>Geometry 2</b> <b>Angles and 2D shapes</b>	Measuring and drawing angles Using angle facts Properties of triangles, quadrilaterals and polygons
<b>Algebra 2</b> <b>Graphs</b>	Coordinates Tables of values Plotting straight line graphs Real life graphs
<b>Number 3</b> <b>Whole number calculations</b>	Rounding Ordering numbers Multiplication and division Using a calculator
<b>Statistics 1</b> <b>Intro to Statistics</b>	Bar, pie and line charts Averages Collecting data Tally charts and frequency tables Comparing Data
<b>Geometry 3</b> <b>Transformations and Symmetry</b>	Reflection Rotation Translations Tessellations
<b>Algebra 3</b> <b>Equations</b>	Multiplying and dividing terms Balancing calculations Solving simple equations
<b>Number 4</b> <b>Factors and Multiples</b>	Factors and multiples Square numbers and square roots Prime numbers HCF and LCM
<b>Geometry 4</b> <b>Constructions and 3D shapes</b>	Constructing triangles Scale drawings Properties of 3D shapes Isometric drawings Nets Volume
<b>Algebra 4</b> <b>Sequences</b>	Sequences Sequence rules Term-to-term rules Position in a sequence

<b>Number 5 Decimal Calculations</b>	Multiplying and dividing decimals Interpreting a calculator display
<b>Ratio 1 Ratio and Proportion</b>	Proportion Direct proportion Ratio Ratio and proportion problems
<b>Statistics 2 Probability</b>	Probability scale Theoretical probability Experimental probability Sets

**Equipment:**

Pen, pencil, ruler, eraser, pencil sharpener, protractor, pair of compasses and scientific calculator.

**Homework:**

Two homework's per week

**Assessment Schedule:**

At the end of each topic

**Recommended Reading/Useful Websites:**

- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

**Extra Resources for Gifted and Talented:**

- [www.nrich.maths.org/forstudents](http://www.nrich.maths.org/forstudents)
- MyMaths for KS3 Book 1C
- <http://www.10ticks.co.uk>

**Extra Resources for Basic Skills students:**

- MyMaths for KS3 Book 1A
- <http://www.10ticks.co.uk>

# SCIENCE

Year 7 Programme of Study

Subject Leader, Mr J Hoyland

**AUTUMN:** *Term 1*

## **Chemistry**

- Scientific skills
- Particles
- Separating mixtures

*Term 2*

## **Physics**

- Earth and solar system
- Forces
- Motion

**SPRING:** *Term 3*

## **Biology**

- Cells
- Respiration
- Body systems

*Term 4*

## **Chemistry**

- Acids and Alkalis
- Metals and reactions
- Structure of the earth

**SUMMER:** *Term 5*

## **Physics**

- Waves basics
- Sound
- Light

*Term 6*

## **Biology**

- Human reproduction
- Puberty
- Plants and photosynthesis

**Equipment:** Pen, pencil, ruler, protractor, calculator, eraser, pencil sharpener, glue

**Homework:** Exam style questions and online quizzes based on content recently covered

**Assessment Schedule:** Termly assessment on content covered.

### **Recommended Reading / Useful Websites:**

- BBC Bitesize
- KS3 Science revision guide

### **Extra Resources for Gifted and Talented:**

- Differentiated worksheets
- Extended practical tasks
- Open ended research opportunities

### **Extra Resources for Basic Skills Students:**

- Differentiated worksheets
- Support with practical's

**AUTUMN** *Term 1***Sketchbook Cover Design****Core Skills**

Creating tone with pencil and paint  
Design development and evaluation  
Exploring composition  
Drawing from observation

**SPRING** *Term 3***Crazy Characters****Core Skills**

Watercolour techniques  
Characterisation: emotion and storytelling  
Colour theory  
3D modelling

**SUMMER** *Term 5***Interiors and Exteriors****Core Skills**

Drawing forms and structures  
Using tone and contour to create the illusion of form processes  
Researching contextual sources  
Understanding perspective

**Equipment:** 2B pencil, eraser, writing pen, colouring pencils, sharpener, sketchbook

**Homework:**

Artist research (using internet), gathering resources for practical work, drawing from observation, and completing classwork.

**Assessment Schedule:**

- Summative assessment at end of each project
- Regular verbal feedback throughout the project with formative written feedback at key points
- Students will peer and self-assess regularly and complete an end of project evaluation

**Recommended Reading / Useful Websites:**

- [www.tate.org.uk/kids](http://www.tate.org.uk/kids)
- [www.jonburgerman.com](http://www.jonburgerman.com)
- [www.vangoghgallery.com](http://www.vangoghgallery.com)

Google search engine for research into famous artists and topic specific images

**Extra Resources for Gifted and Talented:**

- Art Club
- Extension activities within each project / opportunity to develop work in own direction
- Examples of high-level outcomes to provide challenge

*Term 2***Illuminated Letter Relief Panel****Core Skills**

Using colour schemes  
Experimenting with texture and pattern  
Mixing tints, shades and hues using paint  
Experimenting with mixed media collage techniques

*Term 4***Spring Still Life****Core Skills**

Drawing and painting from observation  
Experimenting with oil and chalk pastels  
Exploring line, shape and form  
Resist techniques

*Term 6***Independent Challenge Project****Core Skills**

Experimenting with materials, techniques and  
Responding to thematic starting points  
Design development

**Extra Resources for Basic Skills Students:**

- Paired/group work opportunities
- Basic skills worksheets
- Scaffolded activities and close teacher guidance

# COMPUTER SCIENCE

Year 7 Programme of Study

Subject Leader, Mr A Fleming

## Objectives:

The Year 7 curriculum focuses on introducing students to computer science, its key principles, and the gives the opportunity to apply these to solve problems.

## Content comprises an introduction to the following topics:

**AUTUMN:** Term 1: E Safety, security and ethics

Term 2: Understanding Computers

**SPRING:** Term 1: An introduction to data representation

Term 2: Programming Concepts using Scratch

**SUMMER:** Term 1: Computational Thinking

Term 2: Algorithms and an introduction to Python

**Equipment:** Standard school equipment

**Homework:** This will be set in line with the school homework timetable and will comprise activities completed electronically as well as theory and research tasks.

**Assessment Schedule:** Students will be assessed once every half term usually online. Key words will also be highlighted for each unit and tested once a half term.

# DESIGN AND TECHNOLOGY

Year 7 Programme of Study

Acting Subject Leader, Miss J Greaves

The Year 7 curriculum consists of the following focus areas and is aimed at providing students with an opportunity to consolidate their prior learning of Design and Technology and to deliver key skills.

## **Food and Nutrition:**

Students are introduced to the subject, focusing on hygiene, safety and the early skills of cookery. Students follow set recipes, providing them with a range of skills, helping them to expand their repertoire of cooking abilities.

Students will take part in a variety of practical lessons and will learn about healthy eating. Students will cook a variety of different items including the following:

- Fruit smoothie
- Cupcakes and Biscuits
- Fajitas
- Pasta salad

These projects will form the platform for them to progress into subsequent applications confidently and safely.

## **Product Design - Desk Tidy:**

Students will design and make a desk tidy from wooden materials. They will be introduced to the workshop and will learn measuring, marking out, cutting and assembly. Computer Aided Design (CAD) is introduced as a drawing tool to aid accuracy and repetition. Students will learn how to follow an iterative design process.

## **Product Design - Mini Torch Key Ring:**

This project introduces electronics and skills in designing and making with plastic. Students will apply their knowledge of design processes; use CAD and CAM to enhance quality and accuracy; and make links to industry practices. This project reinforces the skills learned in the previous project and encourages students to be more independent in their learning. The sides of the mini torch - as well as the components placed inside the foam insert - are machined using Computer Aided Manufacture (CAM).

## **Extra Resources – Extended Learning Booklet:**

The nature of tasks could be researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Health and safety
- Target Market research
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding specific design styles
- Students will also be able to view exemplar materials

## **Extra Resources for Basic Skills students and Gifted and Talented students:**

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work
- Use of 3D modelling and 3D printing
- Designing for a specific user or target
- Developing a range of other products based on concept

### **What Equipment is needed:**

The following equipment is **essential** in helping pupils to achieve their potential and enhance the presentation of their work:

HB lead pencil	Pencil sharpener
Black or blue pen	30cm ruler
Colouring pencils	Glue stick
Eraser	Small craft scissors

The following equipment is recommended to pupils as it will assist in the enhancement of presentation and with further achievement:

Black fine liner  
Range of lead pencils 2B-4H  
An image book, any size for storing images and inspiration  
Compass

### **Why are Extended Tasks important?**

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making whether through a set task such as a tea light holder or a self-choice project. Look at YouTube / TV programmes, e.g. 'How it's made'

For Food and Nutrition, it is recommended that students watch any of the TV programmes such as "Master Chef" and "Bake Off". YouTube also has some excellent demonstrations of cooking techniques.

### **Assessment Schedule:**

The duration of the focus areas will be between 8 to 12 weeks (one double lesson or two single lessons per week). At the end of each rotation, students will be assessed on their current progress towards their KS4 target grade: 'Developing, Securing or Extending'.

### **Wider Reading and Useful Websites:**

Design and Technology is everywhere, so students are initially encouraged to look behind the reason why products are designed the way they are. Therefore, we encourage students to analyse a range of products. This can be a really useful tool when designing products when the inspiration is a little thin.

### **Visit these websites for ideas to support the learning and teaching of Design and Technology /Food and Nutrition:**

- <https://www.jamesdysonfoundation.co.uk/>
- <https://www.stem.org.uk/home-learning/secondary-design-technology>
- [www.technologystudent.com](http://www.technologystudent.com)
- [www.foodafactoflife.org.uk/index.aspx](http://www.foodafactoflife.org.uk/index.aspx)

### **Applications using smart phones and tablets:**

There are a number of excellent apps that can act as inspiration and support students in design research. Pinterest and Flipboard are good initial sources.

The internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support learning, and if you find any others, please e-mail the D+T / Food + Nutrition teachers via the school.

**Design  
Process:**

[www.3d-i.org](http://www.3d-i.org)  
[www.designandtech.com](http://www.designandtech.com)  
[www.bsonline.techindex.co.uk/](http://www.bsonline.techindex.co.uk/)  
[www.designinsite.dk/htmsider/home.htm](http://www.designinsite.dk/htmsider/home.htm)  
[www.dtonline.org/apps/menu/app?1&0](http://www.dtonline.org/apps/menu/app?1&0)  
[www.skyscrapers.com/english/index.html](http://www.skyscrapers.com/english/index.html)  
[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)

**Product  
Design:**

[www.howstuffworks.com](http://www.howstuffworks.com)  
[www.3d-i.org](http://www.3d-i.org)  
[www.designandtech.com](http://www.designandtech.com)  
[www.bsonline.techindex.co.uk/](http://www.bsonline.techindex.co.uk/)  
[www.dtonline.org](http://www.dtonline.org)  
[www.design-council.org.uk](http://www.design-council.org.uk)  
[www.cadinschools.org/showcase/default.asp](http://www.cadinschools.org/showcase/default.asp)  
[www.robots.net](http://www.robots.net)  
[www.plasticsresource.com](http://www.plasticsresource.com)

# DRAMA

Year 7 Programme of Study

Subject Leader, Mrs S Thompson

**AUTUMN:** *Term 1*

*Term 2*

## Introduction to drama

### Core Skills:

To explore the basic skills of drama within a framework.  
To understand how Drama fits into the wider school community.  
To develop positive group dynamics

## Mime and Mirroring

### Core Skills:

To develop body language skills to create different characters  
To understand the importance of using clear, accurate movement to communicate a specific environment

**SPRING:** *Term 3*

*Term 4*

## Melodrama

### Core Skills:

To learn the skills of creating a character through physicality and voice.  
To create stock characters  
To know how Melodrama fits into the wider theatre history

## Missing Person

### Core Skills:

To be able to create drama on your own, writing and performing it.  
To know how Media plays an important role in making drama  
To understand what help is available to someone who is feeling vulnerable

**SUMMER:** *Term 5*

*Term 6*

## Medieval Theatre

### Core Skills:

To learn about Medieval Theatre  
To be able to choose a suitable Bible story to perform  
To know the purpose of a Morality play in teaching audience's lessons and raising awareness of important issues of the day

## Imaginary Friend

### Core Skills:

To learn how to write and devise a script  
To perform their script in small groups  
To be able to understand and apply a series of drama techniques

**Equipment:**

Pen / pencil and imagination

**Homework:**

Complete work not finished in class

**Assessment Schedule:**

Formative assessment at end of each term

# FRENCH

Year 7 Programme of Study

Subject Leader, Mrs E Hargreaves

## **AUTUMN:** *Term 1 and 2*

- Greetings
- The alphabet
- Number 1-30
- Days of the week and months

### **Core Skills:**

Basic rules of pronunciation  
Asking and answering simple questions

## **SPRING:** *Term 3 and 4*

- Classroom objects
- Colours
- Opinion
- Cultural knowledge: a typical French school

### **Core Skills:**

Memorising vocabulary  
Applying grammar: using adjectives correctly  
Expressing opinion  
Developing writing skills

## **SUMMER:** *Term 5*

- The weather
- Sport
- Cultural knowledge: sport in francophone countries

### **Core Skills:**

Using regular -er verbs in the present tense, with 'I' and 'we'  
Working with a partner, asking and answering questions about the weather and sport  
Recognising key vocabulary in listening tasks

## *Term 6*

- Animals
- Describing your family
- Cultural knowledge: Bastille Day

### **Core Skills:**

Forming the plural of nouns when talking about animals  
Using different forms of the word 'my' when talking about family members  
Developing independent reading skills and improving speaking skills.

### **Equipment:**

Textbook Dynamo 1, Dynamo workbook, exercise book  
A French-English/English-French dictionary is essential

### **Homework:**

As per homework timetable  
Frequent learning of vocabulary / phrases.

**Assessment Schedule:**

End of unit assessments and regular vocabulary tests

**Recommended Reading / Useful Websites:**

- [www.languagenut.com](http://www.languagenut.com) - Each student will be given login details to access this online platform.
- <https://www.zut.org.uk>
- KS3 French - BBC Bitesize

**Extra Resources for Gifted and Talented:**

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture

**Extra Resources for Basic Skills students:**

- Appropriately differentiated tasks
- Focus on core vocabulary
- The use of writing frames
- Learning support in class

# SPANISH

Year 7 Programme of Study

Subject Leader, Mrs E Hargreaves

**AUTUMN:** *Term 1 and 2*

- Introducing yourself
- Personality
- Age, brothers and sisters
- Birthdays
- Numbers and alphabet
- Pets

**Core Skills:**

- Getting used to Spanish pronunciation
- Introducing yourself
- Making sentences negative
- Making adjectives agree with nouns
- Writing a text for a time capsule

**SPRING:** *Term 3 and 4*

- Hobbies
- Opinion
- The weather
- Sports
- Cultural knowledge: Learning about Christmas in Spain and the Day of the Three Kings

**Core Skills:**

- Using present tense of regular *-ar* verbs
- Using 'cuando', *hacer* (to do) and *jugar* (to play) in written work
- Reading about someone's favourite things
- Understanding more challenging texts
- Taking part in a longer conversation
- Using question words

**SUMMER:** *Term 5 and 6*

- School subjects
- Opinion
- Describing your school
- Talking about break time
- Cultural knowledge: Schools in Guatemala

**Core Skills:**

- Understanding details about schools
- Using prediction as a listening strategy
- Using the correct form of 'a' 'some' and 'the'
- Using *-er* and *-ir* verbs
- Writing a longer text to present school
- Checking written work is accurate

**Equipment:**

- Textbook Viva 1, exercise book
- A Spanish-English/English-Spanish dictionary is essential

**Homework:**

- As per homework timetable
- Frequent learning of vocabulary / phrases.

**Assessment Schedule:**

End of unit assessments and regular vocabulary tests

**Recommended Reading / Useful Websites:**

- KS3 Spanish - BBC Bitesize
- BLOG - MORGAN MFL

**Extra Resources for Gifted and Talented:**

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects about Spanish culture

**Extra Resources for Basic Skills students:**

- Appropriately differentiated tasks
- Focus on core vocabulary
- The use of writing frames
- Learning support in class

**AUTUMN:** *Term 1*

**Introduction to the UK**

- Four and six figure grid references
- Compass points and direction
- Photograph interpretation
- Contour lines

**Core Skills:** Map interpretation skills as above  
Literacy – descriptive and explanatory writing  
ICT – use of software to add understand of maps

*Term 2*

**Our Physical World**

- Earthquake hazards
- Volcanic hazards
- Introduction to Plate Tectonics
- Tsunami and their impacts

**Core Skills:** Map skills  
Maps / atlas work  
Internet research

**SPRING:** *Term 3*

**Brazil**

- Location
- Physical landscape
- Rural to urban migration
- Challenges for urban poor
- Amazon rainforest
- Deforestation

**Core Skills:** Space  
Place  
Human and physical processes  
Data interpretation  
Map skills

*Term 4*

**Globalisation and development**

- What is development?
- Barriers to development
- Does money equal happiness
- Gender inequality
- What is Globalisation?
- Fashion, globalisation and development

**Core Skills:** Space  
Place  
Human and physical processes  
Data interpretation  
Map skills

**SUMMER:** *Term 5*

**Coasts**

- Coastal erosion – causes
- Examples of erosion in the UK
- Managing coastal erosion – engineering
- Changing coastlines

**Core Skills:** Map work  
Annotated diagrams  
Photo interpretation

*Term 6*

**Weather and Climate**

- Weather maps and forecasting
- Factors affecting climate of UK
- World climatic zones
- Causes of rain

**Core Skills:** Map work skills  
Scale  
Independent research  
Graphicacy

**Equipment:**

Standard – pen, pencil, rule and colouring pencils. It would also be useful to have access to an atlas at home.

**Homework:**

Set weekly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words.

**Assessment Schedule:**

Modular, mid unit and end of unit assessment, with opportunities for peer / self-assessment

**Fieldwork:**

A field trip to the coast in the summer term

**Useful Websites:**

- KS3 – Geography BBC Bitesize [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- Education quizzes [www.educationquizzes.com](http://www.educationquizzes.com)

**Extra Resources for Gifted and Talented:**

Gifted and talented pupils are:

- Encouraged to read more widely around the topic being covered
- Encouraged to attend Geography Club
- Provided with specialised tasks in lessons

# HISTORY

Year 7 Programme of Study

Subject Leader, Mr M Hryniewicz

**AUTUMN:** *Term 1*

## **The Norman Conquest**

What was England like before 1066?

### **Core Skills:**

Chronology  
Using evidence  
Causation

*Term 2*

## **Religion and Medieval England**

Why was the Church so important in people's lives?

### **Core Skills:**

Using evidence  
Analytical narrative

**SPRING:** *Term 3*

## **The Crusades**

Why was Jerusalem worth dying for?

### **Core Skills:**

Using evidence  
Change

*Term 4*

## **The Problems of Medieval Monarchs**

What happened to England's medieval monarchs?

### **Core Skills:**

Interpretations  
Causations

**SUMMER:** *Term 5*

## **The Black Death**

Was 1348 the end of the world?

### **Core Skills:**

Using Evidence  
Change

*Term 6*

## **Migration**

Who were the first English People?

### **Core Skills:**

Chronology  
Interpretations

In addition, we will be also studying the following topics:

Black History Week in October and The Holocaust in January

### **Equipment:**

Fully equipped pencil case. Exercise book

### **Homework:**

Research and enquiry.  
Communication of understanding: literacy skills  
Information recording. Using ICT. Model making

### **Assessment Schedule:**

Assessment 1	Introductory Skills
Assessment 2	Writing historically
Assessment 3	Model making
Assessment 4	Black Death

### **Recommended Reading / Useful Websites:**

- Relevant "*Horrible Histories*" – Terry Deary
- BBC website: <http://www.bbc.co.uk/history/forkids/>
- Reading Museum, especially the Bayeux Tapestry copy and its website – <http://www.bayeuxtapestry.org.uk>

# MUSIC

Year 7 Programme of Study

Subject Leader, Mr P Windibank

## **AUTUMN:**

### *Term 1*

#### **Introduction to Music**

Introduction to keyboard and ukuleles

#### **Core Skills:**

Playing chords on Ukulele and Keyboards  
Group Performance

### *Term 2*

#### **Playing and Making Melodies**

'Changing Places'

#### **Core Skills:**

Performance / improvisation / keyboard skills

## **SPRING:**

### *Term 3*

#### **Reggae Music**

'Buffalo Soldier'

#### **Core Skills:**

Introduction to basic technical skills  
on a range of instruments  
Key characteristics of Reggae  
Off beat chords

### *Term 4*

#### **Focus on Pitch**

*Somebody I used to Know 'Gotye'*

#### **Core Skills:**

Learn a melody by ear  
Understanding melody and pitch  
Performing as a class

## **SUMMER:**

### *Term 5*

#### **Hooks and Riffs**

'My God is a Rock'

#### **Core Skills:**

Identifying and performing  
Hooks and Riffs  
Key characteristics of Rock  
Introduction to basic drum beats

### *Term 6*

#### **Introducing Syncopation**

**Up Town Funk**

#### **Core Skills:**

Perform chords in syncopated patterns  
Learn chords Am and D  
Improvisation  
Performance

## **Equipment:**

Keyboards, glockenspiels, guitars, ukulele, guitars, drum kit (Supplied by the school).

## **Homework:**

When appropriate. Often listening tasks based around piece studied.

## **Assessment Schedule:**

End of each term

## **Recommended Reading / Useful Websites:**

- Recording of the piece: <https://www.youtube.com/watch?v=S5FCdx7Dn0o>
- The History behind the 'Buffalo Soldiers':  
<https://www.youtube.com/watch?v=8ol5dqpEcxc>
- Some key facts of Reggae music: <https://wiki.kidzsearch.com/wiki/Reggae>

# PHYSICAL EDUCATION

Year 7 Programme of Study

Subject Leader, Mr D Carter

Each tutor group will rotate around each sport throughout the term, so they gain a better understanding of rules and tactics within game play of the various sports

## **AUTUMN: Term 1**

MT	
OR	
MK	Rugby
ML	
DB	
BL	

## **Term 2**

MT	Fitness
OR	Fitness
MK	Fitness
ML	Fitness
DB	Fitness
BL	

## **SPRING: Term 3**

Girls	Basketball
Boys	Football
Mixed	Badminton

## **Term 4**

Girls	Netball
Boys	Basketball
Mixed	Football

## **SUMMER: Term 5**

Girls	
Boys	Athletics
Mixed	

## **Term 6**

Girls		
Boys	Rounders	Striking and Fielding
Mixed	Cricket	
	Softball	

## **Equipment:**

**Compulsory:** Black shorts, black crested polo shirt, black/white rugby top, black football socks, white trainer socks, football boots/moulds and indoor trainers

**(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)**

**Optional:** Black tracksuit, black and white fleece, black/white skins

## **Assessment Schedule:**

Practical assessment at the end of each unit of work. Our departmental focus is evaluating and improving performance in both skills and game play with tactical understanding

## **Recommended Reading/Useful Websites:**

<a href="http://www.readingrockets.co.uk">www.readingrockets.co.uk</a>	<a href="http://www.berkshirehockey.org.uk">www.berkshirehockey.org.uk</a>
<a href="http://www.rfu.com">www.rfu.com</a>	<a href="http://www.bbc.co.uk/sport">www.bbc.co.uk/sport</a>
<a href="http://www.england-netball.co.uk">www.england-netball.co.uk</a>	<a href="http://www.readingac.com">www.readingac.com</a>
<a href="http://www.skysports.com">www.skysports.com</a>	<a href="http://www.youthsportstrust.org">www.youthsportstrust.org</a>
<a href="http://www.knowthegame.co.uk">www.knowthegame.co.uk</a>	<a href="http://www.readinggirlsfc.co.uk">www.readinggirlsfc.co.uk</a>

## **Extra Resources for Gifted and Talented:**

- Range of extra-curricular/enrichment opportunities
- Gifted and talented PE enrichment day. Visiting star performers
- Opportunities to attend county and district trials in a range of sports

## **Extra Resources for Basic Skills students:**

- Use of a range of modified equipment to aid learning
- Close liaison with support staff to maximise pupil progress
- Activity afternoons for low ability / low self-esteem pupils as part of the school sports partnership