CATHEDRAL SCHOOLS TRUST

St Katherine's School

Year 7
Curriculum Guide

Maths

Students are assessed every 12 weeks, with an in class assessment covering topics from recent units. This is followed by specific feedback and guidance to make improvements in areas of weakness.

Students are expected to complete 1 task on Hegarty Maths and 30 games on TTRockstars every week. The Hegarty Maths task will be set based on a topic which has previously been taught, and the TTRockstars programme will automatically progress based on efficiency of students' answers.

Parents should encourage the completion of both of these tasks and can assist with the deepening of understanding of topics by giving their child the opportunity to explain what they have learnt and how it can be applied.

1	2	3	4	5	6	7	8
31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct
	Sequences		Understand and use algebraic notation		Equality and Equivalence		Place value, ordering integers and decimals
02-Nov	09-Nov	16-Nov	23-Nov	30-Dec	07-Dec	14-Dec	
Place value, ordering integers and decimals		Fraction, decimal and percentage equivalence			Solving problems with addition and subtraction		
04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb		
Solving problems with multiplication and division			Fractions & Percentages of amounts	Operations and equations with directed number			
22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar		
Operations and equations with directed number	Addition and subtraction of fractions			Constructing, measuring and using geometric notation			
19-Apr	26-Apr	03-May	10-May	17-May	24-May		
Constructing, measuring and using geometric notation	Developing Geometric Reasoning			Developing number sense			
07-Jun	14-Jun	21-Jun	28-Jun	05-Jul	12-Jul	19-Jul	
Sets and probability		Prime numbers and proof					

English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task which teaches them generic features and the skill of proofreading.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	Topic
1	**The Town** Students use a range of reading and writing skills to work together to create their own make-believe town.
2 and **3**	**A Wrinkle in TIme** - by Madeleine L'Engle
3	The History of the English Language: **Beowulf**
4 and **5**	The History of the English Language: **The Canterbury Tales** Epic narrative writing through Homer's ***The Odyssey***
6	An Introduction to Shakespeare's World

Science

All assessments are in **BOLD**.

Term	7Y1	7Y2	7S	7T	7P1	7P2
1	**KS2 transition tests** • Becoming a Scientist • Space • Reproduction	**KS2 transition tests** • Becoming a Scientist • Space • Reproduction	**KS2 transition tests** • Becoming a Scientist • Space Reproduction	**KS2 transition tests** • Becoming a Scientist • Space • Reproduction	**KS2 transition tests** • Becoming a Scientist • Space • Reproduction	**KS2 transition tests** • Becoming a Scientist • Space • Reproduction
2	• Particles • Sound **Winter test**	• Particles • Sound **Winter test**	• Particles • Sound **Winter test**	• Particles • Sound **Winter test**	• Particles • Sound **Winter test**	• Particles • Sound **Winter test**
3	• Cells • Light	• Cells • Light	• Cells • Light	• Cells • Light	• Cells • Light	• Cells • Light
4	• States of matter • Body systems **Spring test**	• States of matter • Body systems **Spring test**	• States of matter • Body systems **Spring test**	• States of matter • Body systems **Spring test**	• States of matter • Body systems **Spring test**	• States of matter • Body systems **Spring test**
5	• Forces • Chemical reactions • Acids & Alkalis	• Forces • Chemical reactions • Acids & Alkalis	• Forces • Chemical reactions • Acids & Alkalis	• Forces • Chemical reactions • Acids & Alkalis	• Forces • Chemical reaction • Acids & Alkalis	• Forces • Chemical reactions • Acids & Alkalis
6	• Revision • **End of Year 7 Test** • CASE • Investigations					

CASE = Cognitive Acceleration through Science Education

You can help your child prepare for their science assessments using the links and page numbers here.

Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Students are assessed at the end of each design stage during the modules
Design stages are

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Food safety and hygiene Healthy eating Nutrition
Product Design	Design and make a storage box including a personalised handle using basic hand skills and creative design techniques. Present design ideas in 3D using isometric sketching. Theory of different material groups, their origin and basic principles.

Art

Students are assessed on the following every three weeks, and at the end of each project (that lasts for two terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

Parents can support their child by:

- Looking at their work together and the feedback given by the teacher and discussing ways of improving the outcomes.
- Looking at the extension tasks together and supporting their child to complete them.

Natural Forms (3D)	'Blind contour' (1st hand) Working from observation Pencil - tonal shading and step- by-step 'building up' a pencil drawing Charcoal - expressive shading Watercolour - washes plus detail (mixed media) Clay - handbuilding and carving with oxide colour
Fantasy Built Environment (2D)	Pencil - tonal shading Colour wheel - gouache, warm / cool / complementary / contrasting colours Working from imagination Colour pencil - pattern and bold colours Watercolour - wash plus oil pastel blending & Indian ink. Composition 2D planning Sgraffito - oil pastel
Mythical Creatures (Print)	Pencil - tonal shading and detail Fineliner - hatching, stippling and line variation. Collage - cutting Monoprinting - onto a variety of backgrounds (including layered grounds)
Analytical Writing	3D • Peter Randall-Page 2D • Hundertwasser • Gaudi PRINT • Medieval wood cuts Personal opinions using sentence starters and key words

Computing

In year 7 students have one lesson of computing per fortnightly cycle in a dedicated computing suite. Students cover four topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing.

All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments are completed online and form part of their e-portfolio.

Term	Topic
1	Using computers safely and responsibly
2	Google documents project - learning how to use and apply software inc; documents, slides and sheets
3	
4	Introduction to coding - Scratch design, create and evaluate
5	
6	Cloud computing and online services

Assessment:

Assessment is an iterative process in computer science as students develop their knowledge and experiences however there are some points that are formally assessed by the class teacher:

Using computers safely and responsibly: Assessment through students access to St. Katherine's online services and development of a robust password.
Google document project: Assessment by teacher based on quality of outcomes of student work.
Introduction to coding: Assessment by teacher of student development of coding skills evidenced in by the game they produce.

How can I support my child's learning?

Where available encourage students to use Microsoft and Google based applications in developing their work.
Encourage use of free coding websites such as www.code.org and www.codeacademy.com
Develop their digital literacy with www.typingclub.com to encourage their typing skills.

Humanities

Assessment: Students are assessed routinely as they complete enquiry topics. At the end of each topic students will have a formal assessment which will test both knowledge & understanding as well as key skills.

How can I support my child's learning? Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes. Parents can encourage students to deepen their knowledge of the topics that are covered through discussion, additional reading, watching documentaries and visiting relevant sites.

Term	Geography	History	Philosophy & Belief	Citizenship
1	**Being a Geographer:** What a geographer does, thinking like a geographer, map and atlas skills, geographic enquiry, Google Earth.	**Medieval Realms:** Historical skills: solving a murder mystery and an introduction to life in Britain in the Middle Ages.	**What Matters?** An introduction to Philosophy and Beliefs that considers the things that are important to us and why they are important. Over the unit we consider the thinking of: Buddhism; Materialism; Christianity; Socrates; the ancient Greeks	**Identity & Rights:** human rights and responsibilities.
2	**Discovering Antarctica:** Maps over time and map projections, Antarctica's ecosystem and human impacts..	**Medieval Realms:** Battle of Hastings, how William the Conqueror secured the throne of England and castles.		**Government:** why should I vote, elections and how do you run a country.
3	**Biomes:** Identifying and locating global biomes, tropical rainforests, tundra, grasslands, value and threats to biomes.	**Medieval Realms:** Thomas Becket and Henry II. The Crusades and religious conflict.	**What does it mean to be good?** Morality and making moral decisions. Key question 'Without God is anything Allowable?'	**Careers:** career paths, skills and resilience.
4	**Crumbling Coasts:** Erosion and weathering, cliff retreat, coastal defenses, Holderness Coast.	**Medieval Realms:** King John and the Magna Carta. The role of women in the Middle Ages.	**Who am I and What do I Believe?** A study of what it means to be Human, what it means to be spiritual and the different beliefs that people hold.	**Crime:** role of the police, justice system & age of criminal responsibility.
5	**Population Problems:** UK population distribution, ageing population, Bristol's population, GIS, China's population control	**Medieval Realms:** The Black Death, Peasants' Revolt and a comparison with the Islamic world.	**The Island:** A thought experiment where we find ourselves on a desert island having to create a society from the bottom upwards.	**Money:** bartering & exchange, risk and budgeting.
6	**Geographic Enquiry**	**Medieval Realms:** The Wars of the Roses.		**Community & Action:** product packaging, environmental awareness and recycling.

Performing Arts

Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic.
Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club

Term	Topic
1	**Mime**. Introduction to Drama. Devising work. Creating a drama tool kit developing physical skills. Drama techniques - mime, exaggeration, tableaux, levels. Mixture of drama games and warm-up activities to gain confidence and understanding of rehearsal space and expectations. Overarching theme; building confidence.
2	**Melodrama**. Devising work. Developing vocals into performance with stock characters. Looking at silent films and incorporating music into performance. Brief history of melodrama and its origins. Drama techniques - Improvisation, levels. Characterisation skills - facial expressions, body language, eye contact. Overarching theme; working with a variety of peer groups.
3	**Charlie and the chocolate factory.** Stimulus based work on the novel by Roald Dahl. Exploring the idea of themes within drama and how we characterise these in performance. Students explore a variety of drama techniques - tableaux, thought-track, hot-seating, physical theatre and improvisation. Characterisation skills - facial expressions, body language, eye contact. Overarching theme; developing imagination.
4&5	**Wolves.** Stimulus work based on a Mystery genre. Developing whole class role play. Follow the story of Anna and the unknown department of TIGER. Developing long term rehearsal process. Long term scheme of work to develop organisational skills, time management and effective group work. Drama techniques - exaggeration, proxemics, plot/action-tableaux, story telling, mime, levels. Characterisation skills - facial expressions, body language, eye contact. Overarching theme; developing storytelling skills.
6	**Bullying devising**. Social and cultural context. Discussion around what bullying looks like, how we can spot the signs and what to do if you feel your in this position. stimulus based improvisation. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; understanding how our world socially can be explored through drama to create positive impacts.

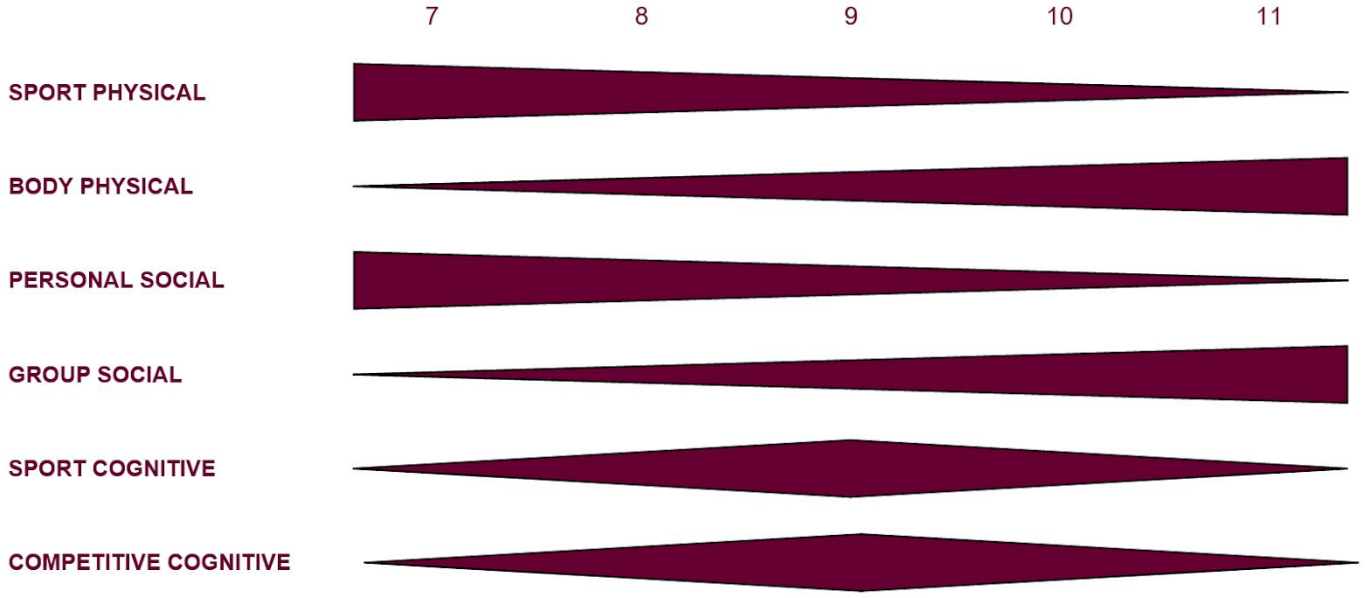
Music

Term	Topic
1	**Elements of Music** Students learn about the main elements of music; pulse, rhythm, tempo, pitch, dynamics. They do this through a series of practical activities focussed around whole class and paired performing.
2	**Theme and Variations** Students learn about how composers have developed compositions through writing a main theme and then creating a set of variations from this. They study Mozart's Variations in C major and also compose their own set of variations based on Twinkle Twinkle Little Star, focussing on the musical elements studied in term 1.
3	**Gamelan** Students learn about texture through Gamelan music. They look at Indonesian customs and culture and recreate a Gamelan piece as a whole class workshop. Students also compose their own Gamelan piece and perform it.
4	**Voices** Students learn about the human voice as an instrument. They listen to a range of different types of vocal music and look at the differences between different types of voice. They participate in whole class and small group songs. They sing in a round and also in simple two part harmony.
5	**Ragtime** Students learn about the origins of ragtime music and listen to a range of pieces by Scott Joplin. They identify typical musical features of ragtime music and they work on a simplified arrangement of The Entertainer. They also compose their own ragtime piece.
6	**African Music** Students learn about the main musical features of African music through listening to and performing various pieces. Students use djembes to consolidate their understanding of call and response and also polyrhythms. Students create their own African composition in groups.

Physical Education

What will PE lessons focus on?

We have 6 different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive. You can see from the graphic below how our focus on different areas changes as students move through school.



What activities will be covered?

Activities are always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

Map		AUTUMN TERM				SPRING TERM				SUMMER TERM			
		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
		Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
YEAR 7	BOYS	Rugby		Rugby		Football		Football		Athletics		Athletics	
		Rackets		Multisports		Gymnastics		Basketball		Strike & Field		Adventure	
	GIRLS	Netball		Netball		Rugby		Hockey		Athletics		Athletics	
		Gymnastics		Hockey		Rackets		Dance		Strike & Field		Adventure	

What else is on offer?

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

Modern Foreign Languages

Dates	Topic	Language	Assessments
7th Sept - 23th Oct	• Learning the French alphabet • Introducing yourself • Getting used to French pronunciation • Counting up to 31 • Dates (days and months) • Giving your age and date of birth • Describing your appearance • Describing your family • Animals • Conjugating verbs in the present tense	French	Fortnightly vocabulary tests. End of cycle assessments Listening/Reading/Writing and/or speaking
2nd Nov - 12th Feb	• School subjects • Items in your school bag • Giving opinions and reasons • Adjectives ending in -o/-a • French connectives • Talking about teachers • Comparisons • Forming the immediate future tense		
22th Feb - 31st March	• The Spanish alphabet • Introducing yourself • Getting used to Spanish pronunciation • Counting up to 31 • Dates (days and months) • Giving your age and date of birth • Describing your appearance • Describing your family • Animals • Conjugating verbs in the present tense	Spanish	Fortnightly vocabulary tests. End of cycle assessments Listening/Reading/Writing and/or speaking
20 April - 22th May	• School subjects • Items in your school bag • Giving opinions and reasons • Adjectives ending in -o/-a • French connectives • Talking about teachers • Comparisons • Forming the immediate future tense		
7th June - 21st July	• Key facts about Paris • Itinerary and monuments • Prepare a carnet de voyage • Learn a French song • Cultural themes	French & Spanish	Fortnightly vocabulary tests. End of cycle assessments Listening/Reading/Writing and/or speaking