CATHEDRAL SCHOOLS TRUST

St Katherine's School

Year 7
Curriculum Guide

Maths

Students are formally assessed twice during the year, 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. There will also be mini-quizzes, specific to each class, that will take place in lessons, so that students can regularly receive low-stakes feedback and guidance.

Students are expected to complete their Sparx homework, which includes times table practice, at 100% level every week. This should take them approximately 40 minutes and will automatically adjust to the students needs in terms of challenge or support.

Parents should encourage the completion 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
	Sequences		Algebraic notation and substitution		Expressions and equations		
9	10	11	12	13	14	15	
Place value, ordering integers and decimals		Four operations		Averages and range		Rounding and estimation	
16	17	18	19	20	21		
Graphing data			Fractions, decimals and percentages				
22	23	24	25	26	27		
Directed number		Fractions and percentages of amounts		Perimeter and area			
28	29	30	31	32	33		
Speed, distance and time			Properties of number				
34	35	36	37	38	39		
Add and subtract fractions			Angles and polygons				

Assessment

Subject		**Maths**
Assessment type	**Frequency**	**Control**
Baseline Assessment	Start of term 1	Exam conditions in class
Formal Assessments	2 per academic year	Exam conditions in class
Mini-quizzes	2 per term	Low-stakes, Exam conditions in class

English

At St. Katherine's we understand the value and impact of regular reading. Parents can support their child by ensuring they read for at least twenty minutes a day, record their reading on their reading logs and bring their book to school every day. We also follow the Accelerated Reader scheme. More details are available on this link here (or a paper copy can be requested). Students quiz books as soon as they finish reading to build their word count and earn praise points.

Lessons include regular, extended writing, where students are responsible for knowing their own target and working towards it to ensure progress. After term 1, we introduce analytical writing, and students will also have a reading target which they will be responsible for working towards in lessons.

Term	Topic
1	**The Town** A collaborative and creative non-fiction and transactional unit that enables students to develop their writing and read a range of texts.
2	**Introduction to the study of literature and the English literary tradition** A look back at the origins of English literature, the great narrative tradition and exploring how to craft an essay.
3	An Introduction to **Shakespeare's World** Students develop their contextual understanding of the Elizabethan and Jacobean eras through engaging with a rich and varied range of canonical speeches from some of the bard's classic works.
4 +5	**Diverse Shorts** - Developing prose analysis and narrative crafting skills through the study of contemporary short stories.
6	Epic narrative writing through Homer's ***The Odyssey*** Students debate the meaning of heroism and hone their writing to entertain, using Homer's classic tale as inspiration.

Assessment

Subject: English	
Assessment type	**Details**
Reading Log and Accelerated Reader Testing	Reading logs are completed fortnightly and checked by the library teacher. STAR testing is completed three times a year to assess students' reading range.
Oracy assessments	Students complete in class oral assessments throughout the year, which assess their presentational, debating and performative skills.
On-going assessment of reading and writing skills	Teachers regularly complete whole class 'book looks' to gauge student progress.
Assessment Week 1	Writing - A formal letter linked back to students' work on **The Town.** Reading - An essay on the miller in Chaucer's *The Miller's Tale*.
Assessment Week 2	Writing - An opening to a narrative inspired by study of **Diverse Shorts**. Reading - An essay analysing the writer's craft in an unseen prose extract

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&2	**Foundations of drama.** Introduction to Drama. Students are establishing their drama tool kit developing physical skills such as - mime, exaggeration, tableaux, levels. Overarching theme; building confidence.
3&4	**Wolves.** Stimulus work based on a mystery genre. Developing drama techniques such as whole class role play, exaggeration, proxemics, plot/action-tableaux, story telling, semiotics, mime, levels. Characterisation skills - facial expressions, body language, eye contact. Overarching theme: Creating suspense
5&6	**Black Box Theatre.** Devising theatre using props, lighting, sound and the actor. Social and cultural context; Drama techniques - monologues/dialogues, tableaux, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; to understand symbolism through set design. Stimuli based work discussing equality, inclusion and diversity in our society with a focus on BAME and LGBTQ+ groups.

Assessment

Subject		**Drama**	
Assessment type	**Frequency**	**Control**	**Weighting**
In class; practical assessment	Termly	High	75%
In class; evaluation assessment	End of year	High	25%

Science

All assessments are in **BOLD**.

Term	7L1	7L2	7L3	7R1	7R2	7R3
1	**Baseline assessments** • Becoming a Scientist	**Baseline assessments** • Becoming a Scientist	**Baseline assessments** • Becoming a Scientist	**Baseline assessments** • Becoming a Scientist	**Baseline assessments** • Becoming a Scientist	**Baseline assessments** • Becoming a Scientist
2	• C1 Particles • B1 Cells • P1 Forces	C1 Particles B1 Cells P1 Forces	• C1 Particles • B1 Cells • P1 Forces	• C1 Particles • B1 Cells • P1 Forces	• C1 Particles • B1 Cells • P1 Forces	• C1 Particles • B1 Cells • P1 Forces
3	• Assessment window 1 • C2 States of matter • B2 Body systems • P3 Light	• Assessment window 1 • C2 States of matter • B2 Body systems • P3 Light	• Assessment window 1 • C2 States of matter • B2 Body systems • P3 Light	• Assessment window 1 • C2 States of matter • B2 Body systems • P3 Light	• Assessment window 1 • C2 States of matter • B2 Body systems • P3 Light	• Assessment window 1 • C2 States of matter • B2 Body systems • P3 Light
4	• C3 Reactions • B2 Body systems continued • P2 Sound	• C3 Reactions • B2 Body systems continued • P2 Sound	• C3 Reactions • B2 Body systems continued • P2 Sound	• C3 Reactions • B2 Body systems continued • P2 Sound	• C3 Reactions • B2 Body systems continued • P2 Sound	• C3 Reactions • B2 Body systems continued • P2 Sound
5	• C3 Reactions continued • C4 Acids and alkalis • B3 Reproduction • P4 Space	• C3 Reactions continued • C4 Acids and alkalis • B3 Reproduction • P4 Space	• C3 Reactions continued • C4 Acids and alkalis • B3 Reproduction • P4 Space	• C3 Reactions continued • C4 Acids and alkalis • B3 Reproduction • P4 Space	• C3 Reactions continued • C4 Acids and alkalis • B3 Reproduction • P4 Space	• C3 Reactions continued • C4 Acids and alkalis • B3 Reproduction • P4 Space
6	• Assessment window 2 • C4 Acids and alkalis • B3 Reproduction • Space continued • Revision	• Assessment window 2 • C4 Acids and alkalis • B3 Reproduction • Space continued • Revision	• Assessment window 2 • C4 Acids and alkalis • B3 Reproduction • Space continued • Revision	• Assessment window 2 • C4 Acids and alkalis • B3 Reproduction • Space continued • Revision	• Assessment window 2 • C4 Acids and alkalis • B3 Reproduction • Space continued • Revision	• Assessment window 2 • C4 Acids and alkalis • B3 Reproduction • Space continued • Revision

CASE = Cognitive Acceleration through Science Education - throughout.

Assessment

Assessment will take place formally 4 times throughout the year. The first assessment in September will be a baseline KS2 assessment. Following this each student will be assessed in exam conditions with their teacher.

Subject		**Year 7 Science**	
Assessment type	**Frequency**	**Control**	**Weighting**
Biology	Twice a year	High	100%
Chemistry	Twice a year	High	100%
Physics	Twice a year	High	100%

How can I support my child's learning?

Students should complete their Sparx homework every week, they can also use the independent learning section to further develop their knowledge and understanding.

You can also help your child develop their scientific understanding with these articles:

B1 Cells:

Article on plankton

Magazine on cells

B2 Organ systems:

Shark gas exchange wider reading

Three strange hearts wider reading

Ideas about circulation

Made to move extended reading task

Reading chapter 1 of 'The body' by Bill Bryson with questions.

Bones article

B3 Reproduction

Development of the fetus reading

Extended reading task on Marsupials

Puberty gone wild

C1 Particles

Humphrey Davy discovery of elements and life's work

Diamond article

C2 States of matter

Solids, liquid and gases with questions.

Materials article

C3 Reactions

Identifying a chemical reaction + questions

Fireworks article

C4 Acids and alkalis

Acids and alkali article

pH scale article

Base for a boy article

P1 Forces

Robert Hooke article

Isaac Newton reading

Car crash article

P2 Sound
Hedy Lamarr article
Sound article

P3 Light
Stellar atmospheres
Medical imaging article
Speed of light article

P4 Space
Black holes
Measuring the size
of Earth
Finding planets article

Design, Art & Technology

Design & 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.
Textiles	Design and make a mini monster using hand skills such as embroidery, applique and pattern cutting as well as some machine skills. Present ideas in 2D format to aid in the production of a pattern.

Assessment

Subject		Design & Technology	
Assessment type	**Frequency**	**Control**	**Weighting**
Research, Design and evaluation based Work.	Fortnightly	Mixture of Homework and classwork.	80%
Manufacturing	Twice per module	Working with a teacher to produce a product.	20%

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

Assessment

Subject		Art	
Assessment type	**Frequency**	**Control**	**Weighting**
Observational drawing, artist research, developing personal ideas, final outcome.	Fortnightly	Mixture of homework and classwork, medium control.	100%

Music

Term	Topic
1	**Elements of Music: rhythm** Students learn about one of the main elements of music: rhythm, pulse, tempo and time signatures. They do this through a series of practical activities focussed around listening combined with whole class and paired performing/composing.
2	**Elements of Music: pitch** Students learn about one of the main elements of music: pitch. They do this through a series of practical activities focussed around listening combined with whole class and paired performing/composing.
3	**Theme and Variations** Students learn about how composers have developed compositions through writing a 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 individual musical elements studied in term 1.
4	**Instruments of the orchestra** Students learn about different orchestral instruments and their families. They learn to identify them aurally and do so through studying a range of pieces from well known composers such as Benjamin Britten, Saint Seans and Beethoven. The project culminates in a whole class performance on a range of instruments with pupils encouraged to play their own instruments.
5	**Folk music** Students learn about the folk music tradition of the British Isles. They learn to sing folk songs with a focus on melody and harmony and create their own arrangement of a well known folk song.
6	**West African Music** Students learn about the main musical features of West 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 inspired composition in groups.

Assessment

Subject		**Music**	
Assessment type	**Frequency**	**Control**	**Weighting**
In class; practical assessment	Termly	High	100%

Computing

In year 7 students have two lessons 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	Passwords and file management
2	Exploring google docs and spreadsheets
3	Introduction to coding: Scratch programming
4	Cloud computing and online services
5	Website design using google sites
6	Robotics

Assessment

Assessment will take place in the form of 5 termly assessments and one formalised high control assessment covering the range of prior learning.

Subject		**Computing**	
Assessment type	**Frequency**	**Control**	**Weighting**
End of topic online assessment	Every term	In class medium control,	75%
High control assessment	Annually	High control	25%

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	PSHCE
1	**How do I think like a geographer?** Categories, map skills, sustainability and decision making.	**What was the impact of the Norman Conquest on England?** Feudal system, Domesday book, castles and the church.	**What Matters?** An introduction to Philosophy and Beliefs that considers the things that are important to us and why they are important.	**Celebrating Diversity** How can celebrate all the ways in which humans can be different?
2	**What is my local geography?** Bristol and the Southwest. Physical and human geography. Importance and significance locally, nationally and globally. Local issue - Nuclear power.	**How was power wielded by leaders around the world?** Charlemagne, Genghis Khan, Mansa Musa & Joan of Arc.	**What is truth and how do we know it?** How do we know what is real? Does God exist? What is human nature?	
3	**What is the geography of the UK?** The UK human and physical geography. Focus on each nation of the union separately. Political groupings. Migration. Trade.	**How was power contested by Christians and Muslims during the Crusades?:** The causes and events as well as roles of Richard and Saladin.	**What is God like?** What have different religions taught about the nature of God?	**Staying Healthy** Puberty, hygiene, menstrual health and healthy living.
4	**What factors affect the UK's weather?** Water cycle, types of rainfall. Rainfall and temperature patterns. Changes to British weather. Air masses. Flood and heatwave case studies.	**Did rats and rebels change peoples' lives completely?** The Black Death, Peasants' Revolt, Magna Carta and the power of protest.		
5	**How do river's shape the UK?** Erosion, transportation, deposition, (processes and landforms). Long and cross profiles. River management.	**How significant were women in the Middle Ages?** Matilda, the Anarchy, Eleanor of Aquitaine, Isabella of Castile, Margaret of Anjou and the pirate queen of Morocco	**What does it mean to be good?** Morality and making moral decisions. Key question 'Without God is anything Allowable?'	**Staying Safe and Happy** Personal safety and first aid, body image and self-esteem.
6		**Did Henry break with Rome because he was in love?** The King's Great Matter, Richard Whiting and the Reformation	**Who was Jesus?** What do Christians, Muslims and atheists believe about Jesus?	

Assessment

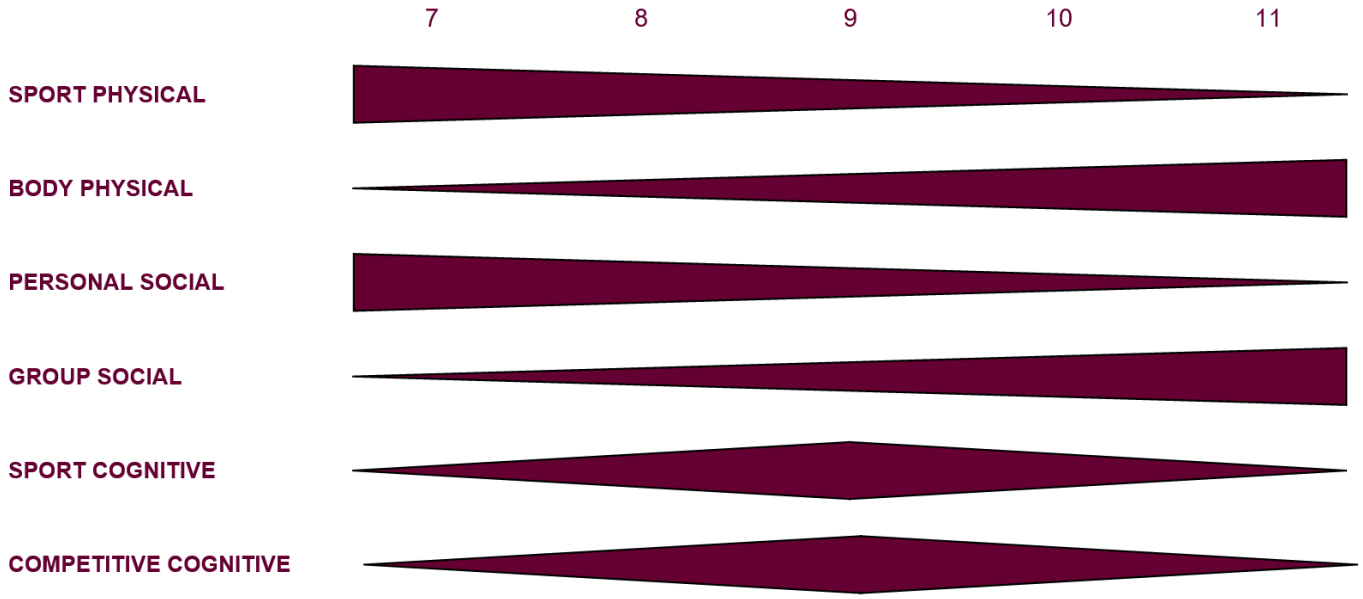
Subject		Geography	
Assessment type	**Frequency**	**Control**	**Weighting**
Mid Unit Formative Assessment	Once per enquiry	Low	40%
End Unit Summative Assessment	Once per enquiry	High	50%
Knowledge Tests	Twice per enquiry	High	10%

Subject		History	
Assessment type	**Frequency**	**Control**	**Weighting**
In class: assessments	Once per enquiry	High	80%
In class: skills check	Once per enquiry	Medium	20%

Subject		Philosophy & Belief	
Assessment type	**Frequency**	**Control**	**Weighting**
In class: extended written task	Once per enquiry	High	50%
In class: knowledge tests	Once per enquiry	High	30%
Homework: knowledge tests	Once per enquiry	Low	20%

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.

Activities: fundamentals, netball, athletics, dance, hockey, gymnastics, rugby, football, striking and fielding, rackets, minor games, basketball

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.

Assessment

Subject			
Assessment type	**Frequency**	**Control**	**Weighting**
Assessment points for Sport Physical and Personal Social	Ongoing - students do not need to prepare for assessments other than through the work they produce in lessons	High - in lessons	100%

Modern Foreign Languages

Dates	Topic	Language	Homework	Assessments
Term 1	**Identity and Relationships** • Greetings • Nationalities • Numbers 1 to 16 • Physical descriptions • Colours • Character descriptions	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Term assessment - Reading and Writing
Term 2	**Identity and Relationships** • Family members • Numbers up to 31 • Names of animals/ pets	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 3	**Free time activities** • Types of activities (nouns) • Adjectives to describe activities • Adverbs (intensity)	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Term assessment - Reading and Writing
Term 4	**Free time activities** • Activities (verbs) • Adverbs (time / frequency) • Weather types	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 5	**School and Education** • School subjects • School Facilities • School Rules	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 6	**Where People Live** • Local area • My house	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Year Assessment - Reading and Writing

Assessment

Subject		**Languages**	
Assessment type	**Frequency**	**Control**	**Weighting**
Homework	Ongoing	Low	20%
Class Tasks	Ongoing	Medium	30%
End of Term Assessment	Once every full term	High	50%