

# Silverdale Year 7 curriculum

<u>Art and Design</u>	<u>Computer Science</u>	<u>D&amp;T core</u> <u>D&amp;T enhanced</u>	<u>Drama</u>	<u>English</u> <u>Y7 texts</u>
<u>French</u>	<u>Geography</u>	<u>History</u>	<u>Maths</u>	<u>Music</u>
<u>PE</u>	<u>PSHE</u>	<u>RE</u>	<u>Science –</u> <u>Biology</u>	<u>Science -</u> <u>Chemistry</u>
<u>Science</u> <u>Physics</u>	<u>Reading</u>			

# Y7 Art Learning Map

## How to be an artist

*Use of Formal elements*

Line	Tone
Form	Colour
Texture	Pattern
Movement	Composition
Mixed Media	

*Have ideas and Ambition*

Own ideas	Imagination
Confidence	Expression
Reflection	Creativity
Make mistakes	Risk taking
Artist influence	

*Make Marks*

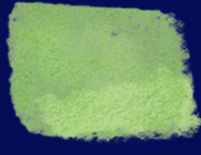
Exploring	Expression
Movement	Range
Experimenting	Using tools
Mixed media	Make mistakes
Risk taking	

*Observe*

Look	View
Coping	Recording
Interpret	Understand
Reviewing	Analyse
Artist Influence	

*Compose*

Ideas	Imagination
Design	Layout
Structure	Creativity
Risk Taking	Expression
Artist Influence	



*Introducing the Formal Elements of Art - Animals*  
September to December

Drawing

Learn about line, tone, form, colour, pattern and texture

Drawing skills

*Robots and illustration*  
January to April

Clay work

Designing and making robots

Bringing your ideas to life

*Asian Landscapes and printing*  
April to July

Print making

Composition, contours and process

Painting, drawing, mark making and printing



# Year 7 – Computer Science (2 hours)

Topic	Essential knowledge	Assessment	Links to resources
7.0: Introduction	Expectations for year 7 and the transition from Y6 and to Y8	n/a	<a href="#">Remote Login</a> <a href="#">Google Classroom</a> <a href="#">iDea Award</a>
7.1 : Digital Literacy	Log into school system; File Structure; Email; Use of Microsoft Office software; Creative skills in digital composition	<i>Students will be asked to create a digital artefact outlining some of the issues covered in the unit with the key purpose to offering multiple solutions to readers.</i>	
7.2: E-Safety	Online identity; Social media; Gaming Potential Threats; Safely using technology	<i>Students will be asked to create a digital document outlining that steps their peers should take to not only keep themselves safe online but also others.</i>	<a href="#">Think You Know</a> <a href="#">NSPCC</a> <a href="#">BBC Bitesize</a>
7.3: Applied Computer Science	The past, present and future of computers Hardware; Software; Networking	<i>Students will be tested on knowledge gained through the unit by answering a set of questions or describing different hardware components.</i>	<a href="#">Timeline</a> <a href="#">BBC Bitesize</a>
7.4 : Photoshop	Basic skills in Photoshop Creative skills	<i>Students will be assessed by creating a digital artefact made in Photoshop based on a given scenario.</i>	<a href="#">Tutorials</a> <a href="#">Photopea</a>
7.5 Scratch	Basic tools and navigation in Scratch Creative skills for character/asset creation	<i>Students will be assessed by creating their own program following a scenario which will be given to them.</i>	<a href="#">Scratch</a> Students can sign up for a free account.

# Y7 CORE PRACTICAL ROTATIONS

## FOOD SCIENCE

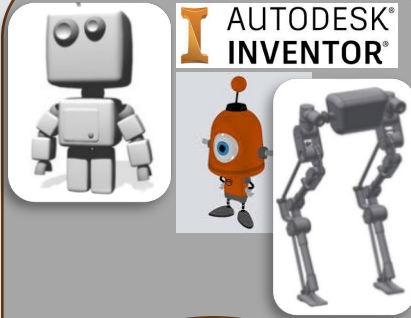
Introduction to nutrients and the chemical and functional properties of food in cooking, including basic food hygiene and preparation skills and presentation.



## 3D CAD

### Robot

Using the latest 3D CAD software, students will design a virtual robot to introduce and develop their 3D CAD skills.



## 3D FABRIC

### Body Adornment

Introductory skills to sewing techniques, textiles and costume design using mixed materials to produce 3D outcomes.



## 3D BUILD

### Tower of Hanoi

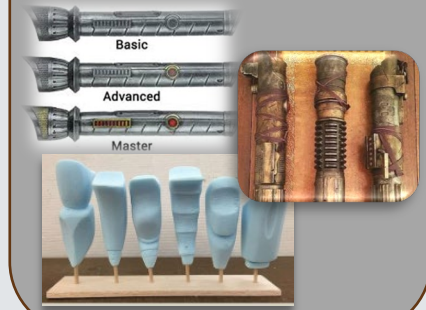
Basic and advanced practical skills with a focus on materials and quality of production.



## 3D MODEL

### Light Sabre

Introduction to modelling high density foam based on 3D movie props and prototypes using ergonomics as a design focus.



# Year 7 – ENHANCED Learning Journey



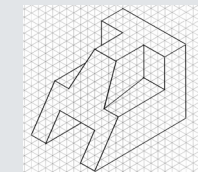
How to Communicate your ideas

Learn how to draw basic 3D objects and add tone and texture give them the appearance of various materials.



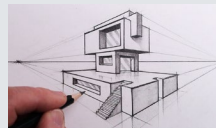
Isometric

Draw complex 3D shapes and learn how to create simple architectural buildings using isometric drawing.



Perspective

Learn how to draw using perspective and how scale plays a key part in communicating your ideas.



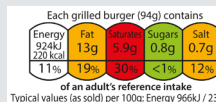
Typography

Understand why different typefaces/fonts are used in industry and how we can create our own to suit a specific product.



Food Labelling

Learn why food labelling is important and what information must legally be printed and how this impacts on the industry.



Chocolate Bar Project

Bring the skills you have learnt this year together to produce your own brand of chocolate bar in this exciting final project.





# Year 7 – DRAMA – (2 hours)

Support  
 - BBC Bitesize  
 - Live theatre

**Intro to Drama**

Still image, stereotypes, improvisation, split stage, Naturalism and Comedia del Arte

Performance skills  
Basic director skills

**Pantomime: traditional theatre**

Melodrama, theatre conventions, staging script, blocking, ad libs, Stock characterisation, use of props

Performance skills projection, tone, pace, pitch, pause, gesture, stance, space. Costume design

**Mining disasters – project-based**

Mime, Sound scaping, Physical theatre, Naturalism

Devising skills; plot development, structure, style choice

**Improvisation**

Developing all skills learnt; characterisation, structure, tension, climax, plot development, convention  
Fundamentals of tension and climax

Control performance skills, direction of others, deepen audiences understanding and enjoyment.

**Scary tales – an experimental approach**

Story Telling skills, naturalism, dramatic conventions, Artaudian theatre, experimental theatre

Performance skills, application of sound and lighting, devising to understand impact on audience

**Blood Brothers – Musical theatre**

Accent development, characterisation in new style, theme exploration, 1980's contextualisation

Performance skills, director skills, devising exploration skills







- Confidence
- Communication
- Problem solving
- Group skills
- Reflection
- Analysis
- Evaluation
- self/peer/teacher assessment

**Dramalibraryonline.com**  
 Ask your teacher for the login!





# Year 7 – Music (2 lessons)

Topic	<b>Find Your Voice!</b> 	<b>Rhythms of The World</b> 	<b>Keyboard Skills</b> 	<b>Instruments of The Orchestra</b> 	<b>Chord Project</b> 	<b>Intro to Band lab</b> 
<b>What We'll Study</b>	<p>Students start by learning how to warm up their voice. They learn rounds to develop their singing and posture skills before moving on to learning a 4 chord mash up.</p> <p>Singing is then embedded through Y7 curriculum.</p>	<p>In this topic students learn note values, and apply these to drumming skills.</p> <p>Students perform 'Talking Drums' and then compose their own polyrhythmic pieces using the skills they have developed this half term.</p> <p><b>Essential knowledge:</b> Box notation, Word rhythms, Note values, Singing, Polyrhythm, Call and response.</p> <p><b>Assessment 1: Rhythm Quiz</b></p>	<p>Students learn to read treble clef notation and to identify and play the notes on the keyboard. Students learn where C is on the keyboard and their musical alphabet from there. Students also learn how to play with good keyboard technique.</p> <p>Some students will learn how to read bass clef and chord symbols and will learn how to play with both their right and left hands.</p> <p><b>Assessment 2: Performance</b></p>	<p>Students will study the Instruments of the orchestra, focusing on the Western Classical Tradition of 1650-1910.</p> <p>Students learn their part before playing together as a class ensemble and small groups.</p> <p>This unit develops all of the skills learnt in Y7 – rhythm and pitch notation, keyboard skills, ukulele/guitar skills and performance ensemble skills.</p> <p><b>Assessment 3: Pitch and Instrument Quiz</b></p>	<p>In this unit students learn how to play chords on a ukulele/guitar.</p> <p>By the end of this unit they will be able to play 4 chords and put these together to play a number of songs as an ensemble. Throughout this unit students are taught to read guitar/ukulele tab notation with the challenge of adding strumming patterns and vocals to their work.</p> <p>Students are assessed on the accuracy, fluency, and timing of their instrumental work at the end of this unit.</p> <p><b>Assessment 4: Performance</b></p>	<p>In this unit students learn how to basic music technology functions using the DAW (Digital Audio workspace) Band lab.</p> <p>They will learn the basics of this software and will create a composition using loops.</p> <p>Students will learn about MIDI sound and will add this to their work using a MIDI keyboard.</p>
<b>What we'll ask you to do</b>	<ul style="list-style-type: none"> <li>• Warm up your voice every lesson</li> <li>• Join in with class singing</li> <li>• Perform a 4 chord mash up as a group</li> </ul>	<ul style="list-style-type: none"> <li>• Perform from rhythm notation</li> <li>• Compose using the musical elements</li> <li>• Perform as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Develop your keyboard skills</li> <li>• Perform individually on the piano</li> </ul>	<ul style="list-style-type: none"> <li>• Develop your keyboard skills</li> <li>• Perform as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to play ukulele or guitar</li> <li>• Perform as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Compose using Bandlab</li> </ul>
<b>Some useful links:</b>	<p><b>Your class Google Classroom page! All assessment criteria, parts and revision resources are uploaded there.</b></p> <p><a href="#">BBC Bitesize</a>   <a href="#">Youtube</a></p>					



# Year 7 – French (4 hours)

Year 7	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
<b>Context</b>	Introduce yourself Describe a classroom Likes & dislikes	Describing yourself and others Saying what you do Time	Talking about school	Describing weather  Talking about sport and activities	Discussing what you like to do	Talking about your family and animals
<b>Grammar &amp; skills</b>	Pronunciation Introduction to verbs Accents Gender Connectives / qualifiers Adjectives	Questions etre/avoir present tense regular -er verbs	Il y a Sequencers Adjectives  Je verbs	Il est  Opinions & reasons  jouer a faire de  Opinions	questions on  Using 2 verbs together	using 2 verbs together  plurals nous
<b>Assessment</b>	Fortnightly vocabulary tests	Fortnightly vocabulary tests. Module 1 test.	Fortnightly vocabulary tests. Module 2 test.	Fortnightly vocabulary tests.	Fortnightly vocabulary tests. Module 3 test.	Fortnightly vocabulary tests. Module 4 test.

All students are given a Knowledge Organiser booklet and an exercise book.	Wider reading: A range of resources in the school library	Useful websites: - Quizlet (vocabulary learning) - Pearson Dynamo online activities	Each unit takes approximately 10 weeks
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# Home Languages

Silverdale School is extremely fortunate to have students who speak a wide range of languages at home from Gujarati, Persian and Arabic to Urdu, Chinese, Hindi and Turkish as well as a wide range of European languages such as Russian, Lithuanian, Portuguese, Italian, Spanish and German. Being bilingual is fantastic for students' brains and has been shown to improve their creativity, focus, decision making and thinking skills in all subjects.

In celebration of this, we are keen to ensure that students have the opportunity to be accredited in as many of these languages as possible. If your home language is not English, passing an exam in your home language can increase your child's confidence as well as adding to their range of qualifications.

Depending on your child's proficiency, this could be a GCSE or an A-level. Last year, with support from home, some students achieved grades 8 and 9 at GCSE and one student achieved an A grade at A-level. These high grades can be very helpful when applying to university or college or for jobs in the future.

Each year in September we invite Year 9 to Year 13 students to elect to take a GCSE in their home language. We give them the opportunity to do a mock exam in January to practise and to decide if they are ready to do the exam and, if they are, we enter them for the exam.

In 2022 we had over 30 students taking exams in 13 different home languages. This is really is something to celebrate!



# Year 7 – Geography (3 hours)

## Your Y7 Learning Journey

### 1: Where is Silverdale & what's it like?

Using lots of geographical skills, like map reading and fieldwork we learn where Silverdale is located. We then learn what geographers mean by sense of place. We use fieldwork to understand how we feel about Silverdale as a place.

### 2: What are our misconceptions about Africa?

This topic is an investigation into the human and physical geography of the continent of Africa. We use evidence to challenge some of the stereotypes people have about Africa. We investigate the main biomes across the African continent. Then learn how to measure development & wealth in different countries. We assess the impact of the oil industry on Nigeria's development. Then we think about how African countries can develop sustainably. This is also a chance to celebrate the culture from different African countries.

### 3: Is climate change natural or anthropogenic?

Here we will learn the science behind climate change and understand what the Greenhouse Effect is. To understand climate change today we must understand what has happened in the past. Then based on critically assessed evidence we decide if today's climate change is natural or anthropogenic.

### 4: Why is some chocolate better than others?

This topic is an investigation into the geography of a product we are all very familiar with. We learn about the different stages in the chocolate supply chain to see what the impacts are on people and the environment. We then look at how to make the chocolate business more sustainable with Fair Trade.

### 5: What makes waterfalls so wonderful?

Here we learn some important physical processes that have helped create some of the world's most spectacular natural wonders. How have these great waterfalls been formed and what are people so attracted to them? We also undertake some local fieldwork to investigate how waterfall are part of a local river system.

Our big ideas are. Sustainability, inequality, awe & wonder, human & physical processes & globalisation



# Year 7 – History (3 hours)

Topic	Essential knowledge	Assessment	Links to resources and revision
<b>The Romans</b>	Why did the Romans want an empire? How did the Roman Government work? What happened to Julius Caesar? Why was the Roman army so effective? What impact did the Romans have on Britain? How did the Empire end?	On-going assessment in class.	<a href="#">Summary of the Roman Empire</a>
<b>1066 &amp; the Norman Conquest</b>	Why did people want to invade England in the 11 <sup>th</sup> Century? What happened at the Battle of Stamford Bridge? How did William win the Battle of Hastings? What impact did the Normans have on Britain? What can we learn about how we study history from the Hastings Battlefield?	Written assessment. Knowledge and understanding	<a href="#">The Norman Conquest</a>
<b>Medieval England</b>	What was life like in medieval Sheffield? What was life like for most commoners? How important was the Church during the Middle Ages? What happened to Thomas Becket?	Written assessment. Thomas Becket Source, knowledge and understanding.	<a href="#">Medieval society and life</a>
<b>The Arab World</b>	How was the Arabic World founded? What made the Arabic Empire so successful? What was trade and travel like in the Arabic Empire? What was life like in Arabic city? What inventions did the Arabic World create? How did the Arabic World contribute towards medicine?	Written assessment. Source, knowledge and understanding.	<a href="#">Medieval Islamic civilisations</a>
<b>Jerusalem and the Crusades</b>	Why is Jerusalem such an important city? What happened during the First and second Crusades? Who were Saladin and Richard? Why were the Crusades so significant? What impact did they have?	On-going assessment in class.	<a href="#">How did the Crusades begin? - The Crusades - KS3 History Revision - BBC Bitesize</a>



# Year 7 – Maths (7 hours)

<u>1. Exploring Sequences</u>	<u>2. Using Algebraic Notation</u>	<u>3. Equality and Equivalence</u>	<u>4. Place Value and Ordering Integers and Decimals</u>	<u>5. Fraction, Decimal and Percentage Equivalence</u>
<u>6. Solving Problems with Addition and Subtraction</u>	<u>7. Solving Problems with Multiplication and Division</u>	<u>8. Fractions and Percentages of Amounts</u>	<u>9. Operations and Equations with Directed Number</u>	<u>10. Addition and Subtraction of Fractions</u>
<u>11. Constructing, Measuring and Using Geometric Notation</u>	<u>12. Developing Geometric Reasoning</u>	<u>13. Developing Number Sense</u>	<u>14. Sets and Probability</u>	<u>15. Prime Numbers and Proof</u>

**Autumn Assessment**  
(45 min 'core' paper,  
45 min 'higher paper')

**Spring Assessment**  
(45 min 'core' paper,  
45 min 'higher paper')

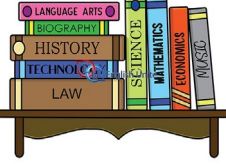






**Summer Assessment**  
(45 min 'core' paper,  
45 min 'higher paper')

Links to  
resources:  
[White Rose  
Maths](#)

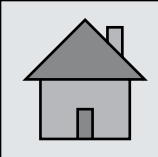
Revision:  
[White Rose  
Knowledge  
Organisers](#)



# Year 7 English - "Journeys" (6 Classroom Lessons + 1 Library Lesson)

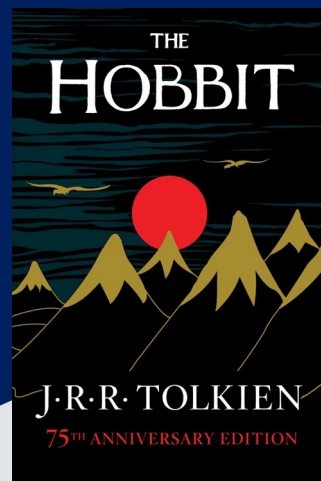
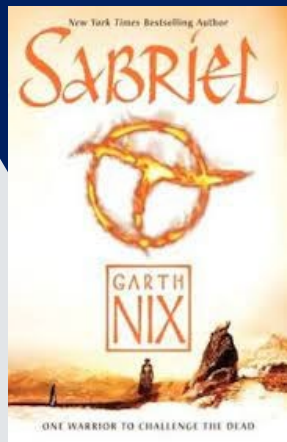
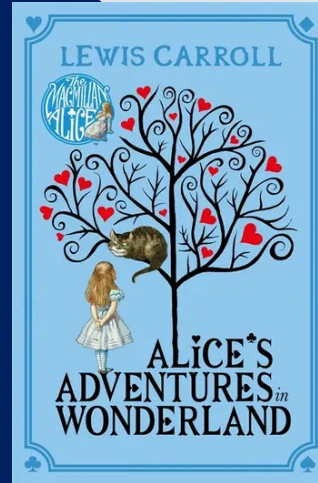
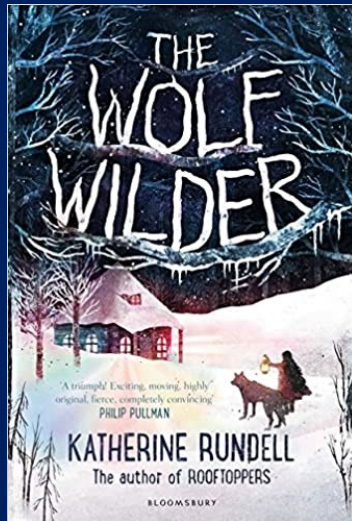
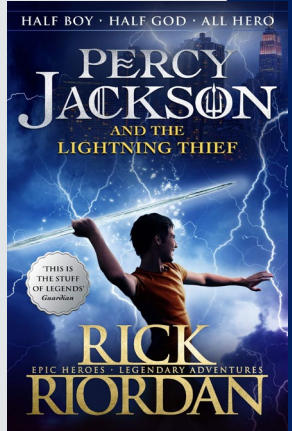
Topic	<b>My English Journey</b> 	<b>Novel – Quests and Journeys</b> 	<b>Poetry – journeys through poetic form</b> 	<b>Short Stories – Journeys out of this world!</b> 	<b>Viewpoint writing- "It Makes Me Mad!" Environmental Focus</b> 	<b>Reading Skills in Focus</b> 	<b>Drama – Introduction to Shakespeare</b> 
<b>What We'll Study</b>	<p><b>"English and Me"</b></p> <p>We will reflect on our journey so far in the English language!</p>	<p>We will embark on a narrative journey through one of these wonderful quest novels:</p> <ul style="list-style-type: none"> <li>• "Percy Jackson"</li> <li>• "Sabriel"</li> <li>• "The Hobbit"</li> <li>• "Alice in Wonderland"</li> <li>• "The Wolf Wilder"</li> </ul>	<p>We will take a whistle-stop tour among the rich, diverse and wild forms known as poetry.</p> <ul style="list-style-type: none"> <li>• Word choices</li> <li>• Haiku</li> <li>• Kenning</li> <li>• Sonnet</li> <li>• Elegy</li> <li>• Ode</li> <li>• Ballad</li> </ul>	<p>Science-fi short stories</p> <p>We will travel into future worlds through series of amazing short stories by Ray Bradbury.</p>	<p>Exploring our changing world, we will develop our voice in writing and speaking so that we can express our opinions successfully.</p>	<p>We will look ahead at the kinds of questions we have to answer at GCSE using a range of short extracts.</p>	<p><b>"A Midsummer Night's Dream"</b></p> <p>We will join the court of Athens, foolish workmen and some mischievous fairies on their journey through one enchanted summer's night.</p>
<b>What we'll ask you to do</b>	<ul style="list-style-type: none"> <li>• Autobiographical writing</li> <li>• My Language Tree</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions on plot, character, setting and themes</li> </ul>	<ul style="list-style-type: none"> <li>• Create own poetry anthology</li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing - write a sci-fi story</li> </ul>	<ul style="list-style-type: none"> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Practice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions on plot, character, setting and themes</li> </ul>
<b>Some useful links:</b>	<p><a href="#">BBC Bite Size</a>  <a href="#">Accelerated Reader</a>            Accessit – our school library app            Silverdale School library has a wide range of novels, magazines, poetry, plays and short stories for you to enjoy!</p>						





# English texts studied in Year 7

Novel – one of the following:



Drama







# Year 7 – Reading

In year 7, students receive the following support with reading:

1. **An English lesson in the library every other week.** The lesson is designed to foster confidence and the enjoyment of reading: learning how to choose a book that's right for you, reading in silence and aloud, how to navigate the library and use books for research. This all contributes to a strong, whole-school reading culture.
2. **Accessit** – Accessit is our library management system. All students have an Accessit account and can browse the school library online and keep track of what they have borrowed. Features include curated reading lists by interest, subject and year group.
3. **Sparx Reader** – ongoing assessment of students' reading age and ability through detailed reading for understanding.
4. **Paired reading** – a reading mentor scheme in which year 7s read a book with a year 12 student a couple of times a week for half a term.

The screenshot shows the Reading Cloud interface for Stivendale School. The top navigation bar includes links for Home, Profile, Account, Reading List, Links, Checkout, and Manage Library. The main content area is titled "Welcome to the Reading Cloud" and features three sections: "New Arrivals", "Latest Returns", and "Most Popular". Each section displays a grid of book covers with their titles and authors. The "New Arrivals" section includes books like "Dog Man: Tale of Two Kitties, Book 2" by Dav Pilkey, "A Christmas Carol" by Benjamin Harper, "Sports Legends: 50 Inspiring People to Help You Reach the Top" by Dan Crossman, "Dog Man Unleashed, Book 2" by Dav Pilkey, "Midsummer Night's Dream: quick read" by William Shakespeare, "Great Railway Journeys of the World" by Eilian Haland, and "Christmas Carol: Birmingham Site Edition" by Charles Dixon. The "Latest Returns" section includes "Scared" by Ramsey Marathe, "Diary of a Wimpy Kid: Dog Days, Book 4" by Jeff Kinig, "The Percy Jackson, Book 2" by Rick Riordan, "Killing the Dead, 1920" by Vince DeLuca, "Ultimate Cricket: Superstars" by Terry & Clive Jones, "Click Here to Start (a Novel)" by Gene Hwang, and "Whistling in the Dark" by Dilyn Hughes. The "Most Popular" section includes "One of Us Is Lying" by Karen Malmgren, "One of Us Is Next, Book 2" by Karen Malmgren, "Jane Eyre" by Charlotte Brontë, "The Hunger Games, Book 1" by Suzanne Collins, "Beyond the Wall" by Terry Lindeman, "Kill Jay: World Book Day 2020" by Holly Jackson, and "The Maze Runner" by James Dashner.



# Year 7 – PE (4 hours)

Rugby	Football	Bball	Gym	Dance	Fitness	Handball
<b>Skills:</b> Ball handling Passing technique Passing formation Rules Tackling technique Evasion Presenting and rucking	<b>Skills:</b> Ball control Passing (short) Dribbling Accuracy shooting Tackling Marking	<b>Skills:</b> Ball handling Chest pass Dribbling Set-shot Triple threat Lay-ups Interceptions Guarding	<b>Skills:</b> Shapes Travel Balances Individual balances Rolls Jumps Routines Tension Extension Control	<b>Skills:</b> Learning Motifs Counts and beats Levels Formation Space Dynamics Aesthetics Themes	<b>Skills:</b> Fitness Tests participation Distance running Pacing Endurance Boxercise Flexibility Technique COF Muscles	<b>Skills:</b> Passing technique Dribbling Footwork Shooting Rules on dribbling Rules on positions Marking Interceptions Blocking

Badminton	Hockey	Table tennis	Netball	Athletics	Cricket	S&F
<b>Skills:</b> Underarm clear Overhead clear Backhand serve Forehand serve Rallies Net shots Drop shot Basic rules	<b>Skills:</b> Push pass Ball control Push dribble Tap dribble Push shot Block tackle Marking Basic rules	<b>Skills:</b> Grip and stance Forehand serve Backhand serve Forehand Backhand Chops Basic rules Singles vs doubles	<b>Skills:</b> Catching Passing Footwork Shooting Dodging Marking Interceptions Positions Rules	<b>Skills:</b> Shot put Discus 100m 800m Relay Long-jump - Sweeps Triple-jump High jump	<b>Skills:</b> Catching Throwing Bowling Defensive batting Drive Running Cuts Pulls	<b>Skills:</b> Bowling/ pitching Fielding (catching/ throwing). Batting technique/ connection. Positions. Rules.



# Year 7 – RE (2 hours)

Topic	Essential knowledge	Assessment
<b>Why do we have religion?</b>	Different views on why we have religion: Theorists – Freud, Marx, Weber, Durkheim, Dawkins, Harris and more... Religion in Britain Religious revelations	Mid topic assessment via multiple choice End of unit: <ul style="list-style-type: none"><li>• Multiple Choice questions with 4 possible answers to each question. 30 marks available</li><li>• Extended written response using texts (Given a % mark).</li></ul>
<b>Why is there something rather than nothing?</b>	The beginnings of the universe: Religion and Science. -Different Arguments for the existence of God being the creator or not. How inference can be used. Non-religious explanations	See above
<b>What is religion?</b>	Is religion the beliefs, the people, the places and how does religion fit into the modern world?	See above

## Links to resources:

<https://www.therepodcast.co.uk/blog>

-BBCBitesize/RE

-BBC Learning Zone (videos)

-True Tube (RE short videos)

We also use termly P4C (Philosophy for Children) lessons where we ignite young minds with critical thinking and dialogue, encouraging curiosity and deep understanding through engaging, student-led philosophical inquiry and discussion.



# Year 7 – PSHE (2 hours)

Intro to PSHE	What Is PSHE? What are my strengths & Ground Rules
Health and Wellbeing	Healthy eating
Health and Wellbeing	Looking after our physical wellbeing
Health and Wellbeing	Maintaining a healthy lifestyle
Health and Wellbeing	First Aid
Health and Wellbeing	Road & Water Safety
Health and Wellbeing	Halloween, Fireworks & Bonfires (mini AP 1)

Health and Wellbeing	Smoking- Risks and Influences
Health and Wellbeing	Understanding Drugs - Caffeine
Health and Wellbeing	Building Self-esteem
Health and Wellbeing	Understanding our Mental Health
Health and Wellbeing	How to be Resilient & Face Challenges
Health and Wellbeing	Dealing with Bullying & Types of Bullying
Health and Wellbeing	Managing Peer Influence & Responding to Bullying
Health and Wellbeing	(AP2)

RSE	Family Relationships
RSE	Marriage & Divorce
RSE	Positive Relationships
RSE	Love & Relationships
RSE	Safe Relationships

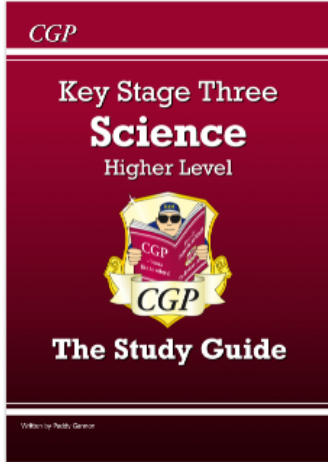
RSE	Puberty & Emotional Changes
RSE	Puberty - What Happens To Our Bodies? (mini AP3)
RSE	The Menstrual Cycle & Menstrual Wellbeing
RSE	Puberty & Hygiene
RSE	Pressure & Consent
RSE	Keeping Safe: Understanding FGM

RSE	(AP 4)
Living in the Wider World	Staying Safe Online
Living in the Wider World	Identifying & Valuing Diversity
Living in the Wider World	Identity Shields (extra lesson)
Living in the Wider World	Communities & Belonging
Living in the Wider World	Racism

Living in the Wider World	Self Portraits & Aspirations
Living in the Wider World	Value vs importance & Selling yourself
Living in the Wider World	Money Personality
Living in the Wider World	The Critical Consumer
Living in the Wider World	The Big Debate
Living in the Wider World	Staying Safe Over Summer
Living in the Wider World	

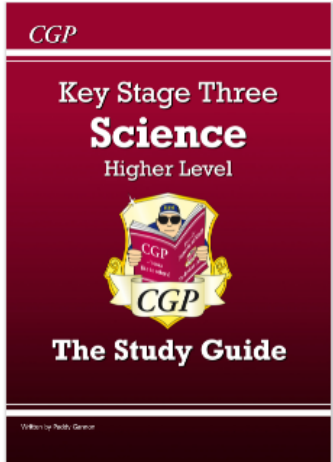


# Year 7 – Biology (2 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>BIOLOGY:</b> Cells	Learning Pathways	- Regular homework set.  - 40 mark test at the end of each topic.	<a href="#"><u>What are cells? - BBC Bitesize</u></a>	Key Stage 3 CGP Revision Guide.  
<b>BIOLOGY:</b> Plants			<a href="#"><u>Flower structure - Plant reproduction</u></a>	
<b>BIOLOGY:</b> Environment			<a href="#"><u>Ecosystems and habitats - KS3 Biology - BBC Bitesize</u></a>	



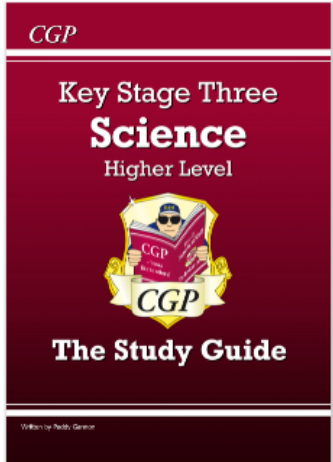
# Year 7 – Chemistry (2 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>CHEMISTRY:</b> Introduction to Science and Safety	Learning Pathways	- Regular homework set.  - 40 mark test at the end of each topic.	<a href="#">Working safely in the lab - Working scientifically - KS3 Science - BBC Bitesize - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide.  
<b>CHEMISTRY:</b> Solids, Liquids and Gases			<a href="#">Solids, liquids and gases - KS3 Physics - BBC Bitesize</a>	
<b>CHEMISTRY:</b> Acids and Alkalis			<a href="#">Acids and alkalis - KS3 Chemistry - BBC Bitesize</a>	





# Year 7 – Physics (2 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>PHYSICS:</b> Forces	Learning Pathways	- Regular homework set.  - 40 mark test at the end of each topic.	<a href="#">Forces and movement - KS3</a>	Key Stage 3 CGP Revision Guide.  
<b>PHYSICS:</b> Energy, Heating and Cooling			<a href="#">Physics - BBC Bitesize</a>	
<b>PHYSICS:</b> Earth and Space			<a href="#">Energy - KS3</a> <a href="#">Physics - BBC Bitesize</a>	
			<a href="#">Space - KS3</a> <a href="#">Physics - BBC Bitesize</a>	