



CHIGWELL SCHOOL
AUT VIAM INVENIAM AUT FACIAM

YEAR 7

CURRICULUM INFORMATION
ACADEMIC YEAR 2018 - 2019

INTRODUCTION

Dear Parents,

This Curriculum Booklet contains course summaries for each of the subjects that we offer at Chigwell School in Year 7. There is a separate booklet for each year group; each of which is available via the Chigwell School website.

The curriculum in Years 7, 8 and 9 is designed to give pupils further experience of a wide range of subjects, not only to provide knowledge and to develop critical thinking skills but also to ensure that they can make informed choices about which subjects to continue to GCSE.

All pupils in Years 7 to 9 study English, Mathematics, Geography, History, Religious Studies, Art, Design and Technology, Music, Drama, and at least one language. French is taught from Year 3 to Year 7 inclusive, where after it becomes an optional subject. A second Modern Foreign Language (German or Spanish) is introduced in Year 7; pupils experience both and then opt. However, all pupils must study at least one language to the end of Year 11 at Chigwell. In Year 7 Science is taught (one teacher covering all three sciences), while Biology, Physics and Chemistry are taught separately in Years 8 and 9. Pupils are taught Latin in Years 7 and 8. Each year group has a Games afternoon each week in addition to PE. PSHE is taught from Year 3 to Year 11 inclusive.

Year 7 Parents' Evenings will be held in New Hall on **Thursday 7th February** and **Wednesday 5th June 2019**.

Year 7 examinations take place from **Thursday 9th May** to **Tuesday 14th May 2019** inclusive.

We hope that you will find this a useful reference document.

Yours sincerely,

Mr. S. Wilson,
Assistant Director of Studies.



LESSON ALLOCATION

The figures below refer to the numbers of 50-minute lessons allocated in a fortnightly cycle during each of Years 7, 8 and 9.

	Year 7	Year 8	Year 9
Art and Design	2	3	3
Biology		3	4
Chemistry		3	4
Design and Technology	3	2	3
Drama	2	2	2
English	8	8	7
Games	4	4	
Geography	3	3	3
History	3	3	3
ICT	2	2	
Latin	3	3	
Mathematics	7	7	7
Music	2	2	2
Physics		3	4
Religious Studies	3	3	3
Science	6		
Physical Education	2	2	2
PSHE	2	1	1
Modern Foreign Languages French, German, Spanish	8	6	
Languages French, German, Spanish, Latin			8
TOTAL	60	60	60



“Pupils in the English department are encouraged to develop an appreciation of and an interest in the spoken and written word and to recognise the importance and value of English in all its forms and registers in today’s society. There is a strong emphasis on reading a range of literature – both fiction and non-fiction. In addition, pupils are encouraged to adopt a creative approach as well as to be analytical readers and writers. The department is committed to engendering a love of wider reading for all and consequently pupils will work towards a series of certificates, linked to the program Accelerated Reader, that commend their personal reading endeavours. A weekly reading period is dedicated to the completion of this ‘reading record’.”

Mrs. E. Rea,
Head of English.

Michaelmas Term

- Pupils read a range of literature generically associated with the gothic. They read a minimum of three Victorian ghost stories, at least 2 spooky poems and a range of non - fiction material. In terms of their writing, pupils are asked to produce an information leaflet advertising a spooky site, a letter advising a budding horror writer how to write an effective piece of horror and analytical PEAL paragraphs exploring how the writer's choice of language, form and structure can shape meaning and add tension. The unit culminates in pupils working on an extended piece of creative writing where they write their own gothic horror short story. The skills of editing and drafting are taught here and the pupils all take a form anthology of their work home.
- One lesson per week is dedicated to DEaR SPaG (Drop Everything and Read/Spelling Punctuation and Grammar), a lesson where the pupils have 25 minutes to embrace reading for pleasure and 25 minutes looking with the teacher at a strand of literacy which dovetails with the main curriculum for that week.

Lent Term

- In the Lent term, pupils read a range of literature inspired by **fantasy and magic**. The base text for this unit is an unabridged study of Shakespeare’s *A Midsummer Night’s Dream* but pupils are exposed to a wide range of authors ranging from Ursula Le Guin, Tolkien and Pullman to Tennyson and Keats. Pupils will be able to analyse in their essay writing how conventions are utilized and subverted in addition to being able to construct their own fantasy/magical story.
- One lesson per week is dedicated to DEaR SPaG (Drop Everything and Read/Spelling Punctuation and Grammar), a lessons where the pupils have 25 minutes to embrace reading for pleasure and 35 minutes looking with the teacher at a strand of literacy which dovetails with the main curriculum for that week.

Trinity Term

- In the Trinity term, pupils immerse themselves in literature inspired by the **animal kingdom**. A wide range of non-fiction is studied within this unit as pupils look at how presentational features are used in charity advertisements and information texts. Following on from this, the pupils conduct their own research projects into an endangered species which enables them to apply what they have learned and produce their own persuasive leaflets or webpages. We collaborate across the curriculum with the science and art departments in this term and the pupils produce masks and information texts informed by their work in English lessons. Complementary to this is the opportunity to read a wide range of literature. Animal poetry is studied, analysed and followed up with the opportunity to write creatively. The ‘class reader’ for this term will focus on the representation of animals and could typically be Michael Morpurgo’s ‘Warhorse’ or ‘Saving Zasha’.
- One lesson per week is dedicated to DEaR SPaG (Drop Everything and Read/Spelling Punctuation and Grammar), a lessons where the pupils have 25 minutes to embrace reading for pleasure and 35 minutes looking with the teacher at a strand of literacy which dovetails with the main curriculum for that week.



MATHEMATICS

“Pupils are put into broad ability groups at the start of the year. At the end of Michaelmas term, following a few common assessment tests taken in class and a longer examination, these groups are adjusted and pupils are reallocated as necessary. All five groups follow the same core course. Higher ability groups will tackle a large proportion of extension material, whilst the remainder will be smaller groups where pupils can be given extra help and time so that they may also experience success.”

Mr. S. Chaudhary,
Head of Mathematics.

Michaelmas Term

- **Number** – Factors, multiples, primes; negative numbers; cubes and cube roots; order of operations.
- **Algebra** – Simplifying expressions; substitution; formulae.
- **Shape and Space** - Angles in parallel lines and polygons; properties of quadrilaterals.
- **Handling Data** - Averages of discrete data; two-way tables; bar charts.

Lent Term

- **Number** – Fractions, decimals and percentages; mixed numbers; ratios.
- **Algebra** – Expanding brackets and factorising; solving equations; trial and improvement.
- **Shape and Space** – Areas of quadrilaterals and compound shapes; surface area of cuboids.
- **Handling Data** – Pie charts and scatter graphs.

Trinity Term

- **Algebra** – Sequences.
- **Shape and Space** – Circles; reflections and translations.
- **Handling Data** – Conversion and distance-time graphs.



“Science in Year 7 aims to provide pupils with a varied and interesting introduction to relevant scientific principles which will underpin their future understanding of science. The development of practical skills is a very important aspect of the course and pupils engage in a comprehensive programme of practical work which gives them the opportunity to investigate at first hand the science phenomena being studied. Throughout the course pupils concentrate on particular key areas of practical work which is assessed along the way. Pupils will also learn and practise scientific skills and safety throughout the year. Pupils are fully prepared for the study of separate sciences in Year 8.”

Mr G Sexton,
Head of Science (Teaching and Learning).

Michaelmas Term

- **Magnets** – Pupils learn about magnetic materials. They investigate magnetic field patterns and learn how the Earth behaves like a giant bar magnet. Pupils move on to investigate about electromagnets and how they can be used in everyday life.
- **Cells and living organisms** – The basic differences in the structure of animal and plant cells are emphasised, as are the functions of the major cell organelles. Pupils carry out basic preparation and viewing of microscope slides. Specialisation of different types of cell is also covered.
- **Solids, liquids and gases** – Classification of materials into their correct group, and an appreciation of particle theory leading to pupils being able to describe the arrangement, proximity and motion of particles in solids, liquids and gases. The particulate theory of diffusion and the contraction and expansion of metals is taught. Pupils explore solubility and investigate how temperature affects the solubility of solutes.
- **Energy** – Pupils are taught the major ways in which energy may be usefully transferred or stored and consider the law of energy conservation. The major renewable and non-renewable energy sources and their relative uses are covered, as are the consequences of over use of fossil fuels on the environment.

Lent Term

- **Reproduction in animals and plants** - Pupils learn about the structure of the flower, pollination, fertilisation, seed formation and dispersal. Pupils are also taught the basic principles human sexual reproduction, pregnancy and birth.
- **Separating mixtures** - Pupils explore the different methods of separation. This topic builds in plenty of practical opportunities to separate mixtures using a variety of techniques.
- **Classification and Adaptation** - Pupils explore the five kingdom classification system and carry out observations and keys to aid their identification and classification of living organisms. Pupils consider how organisms are adapted to survive in arid climates or arctic climates; we also explore how extremophiles are adapted for survival.

Trinity Term

- **Acids and alkalis** – Pupils are taught to identify some common acids and alkalis and to use a range of indicators. Pupils prepare indicator solutions from plant materials and use these in their practical work. The theory of neutralisation is covered and is linked to practical applications such as toothpaste and indigestion powders.
- **Forces** - Pupils investigate how we measure forces and classify them as balanced or unbalanced. Friction is explored along with streamlining where pupils are given the opportunity to design and test their own rocket.



FRENCH

“Our course book is called Allez 1. In class pupils are exposed to all four skills of language acquisition (listening, speaking, reading and writing). The main aim in Year 7 will be for pupils to widen their range of vocabulary and understand and apply grammar. Over the course of the year pupils will cover the topics listed below.”

Mrs. E. Feeney,
Head of French.

Michaelmas Term

- Favourite objects & colours; family; physical description; personality; school subjects; countries; going out and about; animals

Lent Term

- Food & drinks; clothes; weather; time and daily routine; music and national events

Trinity Term

- Sports; body parts & injuries; holidays; leisure activities

Over the course of the year we will focus on the following grammar points: **Avoir & Etre; adjective agreement; articles; possessive adjectives; pronouns; connectives; present tense with ER verbs; prepositions; modal verbs; combine verbs; negative form; verb exceptions (aller, faire, prendre); reflexive verbs; recognition of past and future tenses.**



“At the end of a three weeks’ taster course the pupils decide between German and Spanish. German is Europe’s most widely spoken language in terms of mother-language speakers and Germany is together with the US Britain’s most important trade partner in the world. Our languages share the same linguistic roots which gives English learners of German an advantage and easy start to learning this language. We will be working with the new Zoom– textbook. Our aim in German by the end of the academic year is to have covered a series of basic topics and exposed our learners to listening, speaking, reading and writing activities throughout the year.”

Mr. J. Lukesch,
Head of German.

Michaelmas Term

- **Taster course: self, family and friends** - Pupils learn how to introduce themselves, and ask and answer questions about their name, age, birthday, where they live, their nationality and other items of personal identification. Grammatically, basic concepts like gender of nouns and verb forms in present tense are introduced.
- **Personal description and family** - This area implies how to describe what you look like and your personality, and doing the same with other members of your family. In grammar, the word order in a main clause and in a question is introduced.

Lent Term

- **Free time** - This topic equips pupils with the vocabulary and grammar to describe their hobbies and any activities they do not like doing. This includes dealing with the area ‘new media’.
- **School** – Pupils learn how to describe their school, the school subjects and school life in general. The expression of opinion is introduced.
- **Home** - Pupils look at where they live and are able to describe their house/flat. Prepositions are looked at in this module.
- **Shopping and fashion** – This module centres on clothes and going out. The future tense is introduced to pupils.

Trinity Term

- **Holidays** – Pupils are introduced to the past tense and are able to express opinions on recent holidays.



SPANISH

“For most pupils Spanish is a new language at the outset of Year 7. Our pupils decide between studying Spanish and German at Michaelmas half term, having experienced a three week taste of each. Working with the Zoom 1 text book, our aim in Spanish by the end of the academic year is to have covered a series of basic topics and exposed our learners to listening, speaking, reading and writing activities throughout the year.”

Mr. JJ. Twinn,
Head of Spanish.

Michaelmas Term

- **Taster course: self, family and friends** - Pupils learn how to introduce themselves, and ask and answer questions about their name, age, birthday, where they live, their nationality and other items of personal identification. Grammatically, basic concepts like gender of nouns and verb forms in present tense are introduced.
- **Personal description and family** - This area allows pupils describe what they look like and describe their personality and doing the same with other members of your family. In grammar, more forms of the present tense are looked at by pupils.

Lent Term

- **School** - Pupils talk about school subjects, uniform and give opinions on what they are studying.
- **At home** - We cover how to talk or write about our home, including a lot of new vocabulary like the rooms of the house and furniture. Positional pronouns such as ‘under’ or ‘next to’ enable pupils to describe rooms in depth.
- **Free time** – Pupils should be able to express what they do in their free time, their daily routines and develop their opinion phrases.
- **Holidays** – This module looks at accommodation types, transport and making reservations. The future tense is introduced here.

Trinity Term

- **Region** –The past tense is introduced here and pupils talk about their local area and give opinions on past trips.



“We provide all Year 7 pupils with a good grounding in the ancient world, and help them make a start to their study of Latin. By the end of the year all pupils should have the foundations of a good understanding of Greek myths and other aspects of the ancient world; they should also have made a solid start to their study of the Latin language, which will help them understand how languages work, that Latin has developed into modern Romance languages (and that Latin underpins modern European languages), and that more than half of all English vocabulary is derived from Latin. They will also have started learning about how the Romans lived their lives, and, after a visit to Roman St Albans, have made comparisons with life today. Thus they will be equipped to recognise and understand the major classical references they meet in later schooling and life, from Julius Caesar to the Trojan War. In addition, the dominant myths of western Europe will have been sown, for them to think and feel with as they grow older”

Mr. C. Lord,
Head of Classics.

The course is in two separately-paced strands. For **Roman Social History** and **General Classics**, the class studies together Stages from the Cambridge Latin Course (the stories and the background material) and topics from General Classics. For **Latin Language**, on the other hand, pupils progress at their own pace, receiving materials for subsequent topics only after they have demonstrated mastery of the earlier ones (in both grammar and vocabulary).

Michaelmas Term

- **First Half** - Stage 1 of the Cambridge Latin Course: parts of speech, Latin word order, vocabulary. Roman social history: Roman houses. Greek myth: The Greco-Roman gods. Stage 2: nominative and accusative cases, vocabulary. Roman social history: daily life in Pompeii. Greek myth: the Trojan War I - its origins, the plot of Homer's *Iliad* and the wooden horse.
- **Second Half** - Stage 3: declensions, vocabulary. Roman social history: the town of Pompeii. Greek myth: the Trojan War II - the tale of Odysseus: Homer's *Odyssey*.

Lent Term

- **First Half** - Stage 4: persons of verbs, vocabulary. Roman social history: the forum. Greek myth: Hercules. Stage 5: plurals, vocabulary. Roman social history: the theatre. Greek myths: Theseus.
- **Second Half** - Stage 6: the imperfect tense, vocabulary. Roman social history: slaves and freedmen. General classics: the outlines of Greek history.

Trinity Term

- **First Half** - Stage 7: the perfect tense, vocabulary. Roman social history: Roman beliefs about life after death. General classics: the outlines of Roman history.
- **Second Half** - Latin language: consolidation and practice at formal translation. Roman social history: Roman St Albans (educational visit to Verulamium); the conquest of Britain; Boudicca's revolt; comparisons between life then and now.



HISTORY

“The key aim of the History curriculum in Year 7 is to fire pupils’ curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. We aim to help pupils develop their own identities through an understanding of history at personal, local, national and international levels. To encourage pupils to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain’s relationships with the wider world, and relate past events to the present day. As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make. Our pupils should appreciate why they are learning what they are learning and can debate its significance. The History curriculum should prepare our pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. We encourage mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils to become confident and questioning individuals.”

Mr. I. Goddard,
Head of History.

Michaelmas Term

- **What is History?** – An introduction to the purpose of studying the past and understanding some of the core skills used including: chronology; different sources of evidence and their utility.
- **Power and Democracy** – topics include the events leading up to the Norman invasion, the Battle of Hastings and how the Normans controlled England after the Battle (castles, Domesday book and the feudal system). The relationship between the Church and monarchy that led to the murder of Thomas Becket.

Lent Term

- **Power and Democracy** – topics include the Magna Carta, the establishment of the Tudor dynasty under Henry VII, the English Civil War and Oliver Cromwell. Pupils will also study the Restoration of the monarchy and end the term by studying why we still have a monarchy today

Trinity Term

- **Historical interpretations** – Richard the Lionheart, preceded by a series of lessons on the Crusades.



GEOGRAPHY

"In Year 7 a number of current geographical topics are taught which ask key questions about these themes."

Mr. D. Rabbitte,
Head of Geography.

Michaelmas Term

- **What is geography?** - Your passport to the world. What is physical geography? What is human geography? What is environmental geography?
- **The United Kingdom** - What is the UK like? What are the UK's main physical features? How is the UK divided up? Where do people in the UK come from? (Migration/ Refugees) How well off is the UK?
- **Settlement** - What are settlements like? How were the sites for early settlements chosen? What different settlement patterns are there? How do settlements change with time? What are the benefits and problems of settlement growth? Why are there different land use patterns in towns? Why does land use in towns change? Where do we shop? How has shopping changed? How does internet shopping affect us? Traffic in urban areas – why is it a problem? Traffic in urban areas – is there a solution? Where should the by-pass go? The settlement enquiry.

Lent Term

- **Map skills** - How can we use maps? How can we show direction? How can we measure distance? How do we use map symbols? What are grid references? How do we use six figure grid references? How is height shown on a map? How do contours show height and relief? How can we describe routes?
- **Weather and climate** - How can the weather affect us? How might you observe and record the weather? How can local features affect temperature and wind? What is Britain's weather? How does it rain? Forecasting the weather – anticyclones. Forecasting the weather – depressions. The weather enquiry.

Trinity Term

- **River flooding** - Why is flooding a problem? How does the water cycle work? What is a river basin? Where are the world's most important rivers? What causes a river to flood? Floods in the UK, 2000. How does the UK cope with floods?. Floods in Bangladesh, 2004 How does Bangladesh cope with floods? How can the risk of flooding be reduced? The river flooding enquiry.
- **The Indian Ocean tsunami** - The world's worst natural disaster? What caused the tsunami? How did the tsunami affect different countries? What were the effects of the tsunami? How did the world help? How can the tsunami danger be reduced? The tsunami enquiry.



RELIGIOUS STUDIES

“The key aims of Religious Studies in Year 7 are to provide pupils with a knowledge and understanding of religious approaches and encourage them to reflect on and evaluate these for themselves. In Year 7 pupils receive three fifty-minute lessons per fortnight during which we introduce pupils to the thoughts and practices of the Western religious approach. Different religions, philosophies and ethical systems are found in every culture (and language), and the study of religions is an increasingly important part of a pupil’s preparation for entry into the adult world.”

Ms P. Rex,
Head of Religious Studies.

Michaelmas Term

- **Religious Beliefs and Writings** – Pupils reflect on the nature of faith and their own beliefs. They examine symbols in general and religious symbols specifically, learning about how these represent different aspects of belief. They look at religious writings, particularly the Bible, and explore how these writings reflect the beliefs and histories of their religions.
- **The Early History of Judaism** – Pupils learn about the origins of the Judaeo-Christian religious tradition starting with a study of Abraham and the Hebrews. They then learn his covenant with God, and the importance of the roles of his descendants – Isaac and Jacob. They will look at Moses and the ten plagues, considering their significance for the foundation of Israel. Pupils relate this to their own lives by reflecting on the actions that faith can produce, and by thinking about their own families and family trees. Pupils will explore Jewish beliefs about the nature of God, and Jewish worship, including The Shema.

Lent Term

- **The Origins and Beliefs of Christianity** – Pupils begin their study of Christianity by reflecting on the life and role of Jesus and Christian beliefs about God. They look at the concept of The Trinity and reflect on the relationship and roles of parents and children. They also reflect on the nature of ‘Spirit’ and think about whether this is real for them or just a way of symbolising human comfort and supporting and inspiring each other. Pupils also look at the life and role of Jesus. Pupils also look at the nature and diversity of the Christian Church, thinking about the similarities and differences between several denominations.
- **The Practice of Christianity and Rites of Passage** – Pupils learn about baptism (both infant and adult) and the symbolism and beliefs involved. They also study confirmation and different Christian approaches to worship, including church furniture and decoration. They reflect on the different ways of practising and understanding the Eucharist in Christianity.

Trinity Term

- Pupils explore the commitment involved in Christian marriage and learn about its central importance for Christian family life.
- **Extended Project on Comparative Religion:** Following their end-of-year examination pupils look at how Christians and Jews celebrate different religious festivals and consider their importance and relationship to Jewish and Christian beliefs. They will extend their thinking through analysis and evaluation, with an emphasis on drawing their own conclusions based on independent study.



ART AND DESIGN

"In Year 7 the emphasis is on helping pupils to develop their creative problem solving abilities and practical skills whilst also thoroughly enjoying the process. Pupils will have the opportunity to create both two and three-dimensional pieces using a range of techniques and art materials and look closely at artwork produced by other practitioners for inspiration. Pupils will engage in creative problem solving, working both individually and co-operatively with other members of their class. The emphasis is on developing a solid skills and knowledge base from which to move forwards whilst thoroughly enjoying the experience."

Mr. E. Aitken,
Head of Art and Design.

Michaelmas Term

- **Leaves (Drawing & Printing)** – During this term the pupils are introduced to lino printing. Using a leaf as a starting point, the pupils draw this natural form using line and tone before transferring a number of details that they have taken from their drawing to tracing paper. During this process they learn to overlay images in order to create a design/pattern and in so doing they also start to explore ideas and techniques related to abstraction. This piece is then coloured using contrasting or harmonious colours and elements of colour theory are explored. Their design is transferred to a piece of lino and cut by hand so that a relief print can be created. The subsequent image is then printed onto paper. A series of coloured versions of this print can be achieved by re-cutting and reprinting.

Lent Term

- **Still Life – 'Tools' (Drawing & Painting)** – During this term pupils produce a series of images using drawing and painting. Artists like Jim Dine and Georgia O'Keefe provide inspiration for work that looks at mark-making and colour. Each pupil has the opportunity to explore the theme of still life using dry and wet media in a variety of scales and using a number of techniques. Over the course of the term the project builds in terms of complexity and becomes more steadily more challenging as the pupils learn basic watercolour painting techniques and how to confidently apply these to an arrangement of still life objects. By the end of the term, each pupil will have a number of expressive studies of a single object using dry media such as pencil and a watercolour painting which have been based on a personal arrangement of objects.

Trinity Term

- **Cartoon Character (Drawing)** - In this project, the pupils look at different cartoon characters from popular culture and learn how to design their own cartoon style mascot. After undertaking a series of drawing experiments that cover creating cartoon facial expressions and emotions, body postures and character types, the pupils select an area of school, for example 'sports', 'sciences' or the 'arts' and design a cartoon mascot that could be used to represent that particular aspect of life and study at school. The use of colour and line is of importance and each pupil will create a series of preparation drawings and colour studies before developing a final piece.



DESIGN AND TECHNOLOGY

“Design and Technology at Key Stage 3 offers a broad and exciting curriculum that aims to develop pupils’ knowledge and awareness of product design and technology in society. The emphasis in Year 7 is to introduce pupils to the main material groups of wood, metal and plastic, to provide a working knowledge of CAD, improve and extend graphical skills and to teach pupils how to use basic tools and machinery safely and with confidence. During the year, pupils will gain a sound understanding of the design process and start to become informed, creative designers. Each project is designed to maximise pupils’ innovative and technological potential and offer a varied learning experience. Common Assessment tasks are carried out each term to assess the pupils’ understanding in relation to the topic under study. By the end of Year 7, all pupils should have a sound platform of theoretical knowledge and practical experience on which to build upon in the following year.”

Mrs. N. Jermyn,
Head of Design and Technology.

Michaelmas Term

- **Introduction to Design and Technology** - The implications and importance of design and technology in relation to contemporary society is discussed and pupils are encouraged to think about the subject in a wider context.
- **Health and Safety** - Pupils are introduced to the workshop health and safety regulations and taught how to ensure safe practice is maintained.
- **Graphical Communication project: Core Skills (Focus: Graphical communication)** - Pupils are introduced to a range of graphical communication techniques such as basic rendering skills, isometric drawing and the creation of 3D shapes using 'crating'. All skills are then applied to focused pieces of work.
- **CAD Phone Holder project: (Focus: CAD/CAM)** - In this project pupils learn how to use the programme 2D Design to create a design that can then be cut out and etched on the Laser Cutter. They will build upon and apply their graphical communication skills and explore using imagery source of inspiration. Pupils will also engage in line bending acrylic and learn about the subgroups of plastics.

Lent Term

- **Note Holder project: (focus: wood cutting and plastic forming)** - Pupils are set the task to design their own 'note holder' using geometric shapes as a source of inspiration. Their graphical communication skills are once again developed in the design element of this project. The pupils will then learn about and experience cutting, shaping and drilling wood (pine), vacuum forming plastic (High Impact Polystyrene) and using jigs to create shape.

Trinity Term

- **Structural Challenge (Focus: Structures/Team work)** - Pupils will learn about different types of structures, forces and structural theory. They will then be set the paired challenge of designing and making a tower using only marshmallows and spaghetti!
- **Aluminium Keyrings: (Focus: Metal cutting, shaping and finishing)** - In this project pupils will engage in marking out, cutting, shaping, drilling and finishing aluminium. They will also build upon their knowledge of template making, further develop their graphical communication skills and learn about the subgroups of metal.



“The Music curriculum in Year 7 is inherently built on the history, function, tradition and theories behind the Classical Western Tradition. The spiral curriculum provides pupils with opportunities to work collaboratively towards shared goals in performing and composing and aid building an awareness of the contribution of different people within a group. The key process of performing, composing and listening requires pupils to work confidently and cooperatively with others, adapting to different contexts in and out of the classroom. Music also provides opportunities for pupils to process and evaluate information, encourages the development of listening, analytical and evaluation skills, and making informed and reasoned decisions. Pupils are given opportunities to become reflective learners when they adapt musical ideas and evaluate, refine and improve their own and others' work. All units combine listening and appraising with composition and performance.”

Mr. H. Ebdon,
Director of Music.

Michaelmas Term

Elements of Music

- Laying the foundations for music fundamentals in KS3
- Pupils will learn about Pitch, Melody, Rhythm, Tempo, Dynamics, Texture/Timbre
- Listening skills, group collaboration, problem solving

London Underground

- Pupils learn the function of rhythm
- Recognise and understand rhythmic notation
- Songwriting, sight reading and stave notation, geographical understanding of London

Lent Term

Pop Songs

- Pupils arrange an existing pop song in groups
- Pupils continue stave notation reading on Treble & Bass Clefs
- Function of chord progressions and melodic context, perform songs on variety of Pop music instruments
- Pupils write a min. 2 minute Pop song using fundamentals from last term
- Create melody (chord/scale tones, conjunct/disjunct movement) plus chord progressions (cadences and typical combinations of chords)
- Songwriting, musicianship skills, teamwork, critical evaluation, listening skills

Trinity Term

Intro into Classical

- Pupils re arrange a western classical piece to better understand the discipline between Pop and Western Classical
- Pupils will expand prior knowledge and gain experience performing western classical
- History of composers and instrumentation

World Tour

- perform and learn about different musical cultures from folk cultures
- distinguish Gamelan, African, Salsa and Indian genres and find connections to other western genres
- Differentiation of genres, group work, history and contextual study, instrument techniques



DRAMA

“The following is essentially a list of core skills, aims and objectives. The teacher has free rein to choose the appropriate texts and activities in order to achieve these core requirements. As Drama is not a structured subject, the order in which these units are completed is also for the teacher to choose. Thematically, each unit will attempt to support the Year 7 PSHE Scheme of Work. Teachers will choose activities and/or texts that will explore the relevant themes and issues in the PSHE programme.”

Mr. J. Maingot,
Director of Drama.

Aims of Unit One: Improvisation

- Learn the basic features and skill of improvisation.
- Understand the importance of structure, clarity and timing.
- Understand the techniques of tableaux, thought tracking, voice out, narration, sound collage.
- Awareness of audience.
- Drama as a form of education, moral message.
- Performance to a live audience.
- Describe performance and begin to use the terminology of drama.

Aims of Unit Two: Scripted Drama

- Importance of stage craft, stage directions, awareness of audience.
- Genre of text and style of performance.
- Techniques to explore text – hot seating, improvisation.
- Performance to a live audience.
- Describe performance and begin to use the terminology of drama.
- Importance of rehearsal and line learning.
- Use of props, costume, make up.
- Use of light and sound in the context of performance.

Aims of Unit Three: Physical Theatre, Mime and Mask

- Understand the use of gesture, movement, mime in the context of Physical Theatre.
- Importance of Tableaux – use of levels, facial expression, body language, focus, interrupted action.
- Use of voice in Physical Theatre – sound collages, sound effects, physicalisation of small pieces of text and well know stories in improvisation. Produce quality performances to a live audience.
- Have fun!



PHYSICAL EDUCATION

“The physical education programme aims to ensure that all children receive a broad and balanced curriculum, which is progressive, stimulating and challenging. A good physical education programme can have a significant influence on long term health, attitude and behaviour, as well as developing physical competence. All lessons begin with a warm up consisting of a short run and a stretch session.”

Mr. K. Farrant,
Head of Physical Education.

Michaelmas Term

- **Swimming** - Endurance swimming through stroke development. Isolation of legs and arms in all strokes and to aid progression. Emphasis on controlling breathing. Mention of propulsion and resistance and the need to develop strokes correctly.
- **Gymnastics** - Rotation on the floor with support from partners; cartwheels; handsprings. Development from the floor to benches and onto box work with support. Time allocated to the completion of B.A.G.A. scheme.

Lent Term

- **Basketball** - Advancing skills in passing, shooting development, one on one defence, small sided games leading into full court 5 v 5 matches.
- **Badminton** - Principles of attack and defence encouraged through both singles and doubles. Greater emphasis on court positioning and court craft.

Trinity Term

- **Swimming** - Endurance swimming through stroke development. Isolation of legs and arms in all strokes and to aid progression. Emphasis on controlling breathing. Mention of propulsion and resistance and the need to develop strokes correctly.
- **Athletics** - Split into field and track athletics, incorporating throws, jumps and running. Events 100m, 200m, 400m, 800m, 1500m, javelin, discus, shot putt, long jump, triple jump and high jump.

