



BRANSTON  
COMMUNITY ACADEMY

YEAR 7  
2014/15

CURRICULUM AND  
ASSESSMENT GUIDE



# **INTRODUCTION**

Welcome to the Branston Community Academy Year 7 Curriculum Guide. This is intended to have two main purposes.

- To help students understand how your courses will develop over the year so that you can be “ahead of the game” by learning how to spell and use the Key Words that are a vital part of every subject.
- To help parents understand more about what your children will be learning and how it will be assessed. Parents can make a major contribution to successful secondary education by helping to organise library books and supporting the learning of Key Words:- both the meanings and the spellings.

## **Using the Guide**

You will see that the Curriculum Guide is divided up into Subjects. This reflects the way the secondary school curriculum is organised and assessed. In each subject section you will be given an outline of the course for the school year – in some cases this is actually broken down into what will be covered each term. This allows parents and students to plan for the type of work that they will be doing by organising books from the library and discussing what they already know about particular topics.

In particular, students will benefit from being familiar with key words in advance. Certainly it helps significantly if all students can spell the words and terms given in this booklet, and there will be times in the year when teachers will test knowledge of them parents can help here by checking on spelling and understanding at regular intervals as the courses progress.

Each subject has also detailed how it assesses the students during the year. At Key Stage 3 National Curriculum subjects are assessed using sub-divided National Curriculum levels and are reported to parents three times a year.

We also hope that the Curriculum Guide will give parents the opportunity of discussing with their children what has been learnt. By talking about school work with your son or daughter, you can help them to review what they have understood and to identify any weaknesses in their progress.

Please let me know if you find it helpful or have any comments that would help us to improve on the Curriculum Guide in the future.

**J TURNER**  
Vice-Principal

# ART



Throughout Year 7 the pupils will cover a wide range of subject areas, drawings, paintings etc. and all pupils will be taught in all these areas by the end of the year.

Pupils look at the work of other Artists and Craftspeople and will develop ideas through to a conclusion in the area they are working in.

NB: The key words and phrases will become part of the pupils vocabulary and they will be expected to use them in their lessons. As part of Year 7, we also introduce an item called “Change one Thing” where we look at an Art related area linked to issues such as Health and Fitness, Recycling etc.

## **PRINT MAKING TEXTILES**

Students will look at observational drawing, line linked to shape and pattern, negative/positive pattern and simple tessellation and develop their ideas towards a conclusion. The outcome could be; one or a combination of the following:- Monoprints, or Pressprint.

KEY WORDS	DEFINITION
<b>LINE</b>	Mark made by an instrument when drawn across a surface
<b>PATTERN</b>	A shape which is repeated in an equal way
<b>POSITIVE SHAPE</b>	Image drawn on a surface
<b>NEGATIVE SHAPE</b>	Area surrounding positive shape
<b>TESSELLATION</b>	Rotation of a shape that leaves no gaps
<b>PRESSPRINT</b>	Polystyrene tile onto which design is drawn and printed

## **PHOTOGRAPHY**

Pupils begin to look at classroom photography and will produce a number of experimental pieces. The techniques looked at include Sun Pictures and Chemical Pictures. This work is either linked to another area or as a one off lesson

KEY WORDS	DEFINITION
<b>LIGHT SENSITIVE</b>	Sensitive to white light
<b>DEVELOP</b>	Chemical used to make image appear on paper
<b>FIX</b>	Stops the paper being sensitive to light
<b>POSITIVE IMAGE</b>	Image drawn or appears on paper

## **DRAWING AND PAINTING**

Drawing is evident in all areas throughout the development of work and ideas. In this instance pupils' knowledge is developed through to painting, via observational drawing and expressive work using a wide range of media. Work looks at line, texture, tone, form, colour and structure.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>TONE</b>	Shade of a colour
<b>COLOUR</b>	Light reflected from object
<b>PRIMARY COLOUR</b>	Red, Yellow and blue
<b>TEXTURE</b>	Surface of a material
<b>FORM</b>	The shape of an object
<b>STRUCTURE</b>	The skeleton framework of an object
<b>PERSPECTIVE</b>	Method of drawing to suggest 3D space on flat-surface

## **THREE DIMENSIONAL WORK**

There are a number of areas to cover and pupils usually cover one or two. Pupils look at simple structure, creation of textures, drawing and 3D form. Pupils will show understanding of texture, volume, line and form. The outcome could be in clay (thumb pot or tile) plaster casting, wire structures or the use of found objects

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>3 D</b>	Has height, width and breath
<b>STRUCTURE</b>	The skeleton framework of an object
<b>TEXTURE</b>	Surface feel or touch
<b>THUMB POT</b>	Pot made by pinching ball of clay
<b>FORM</b>	The shape of an object
<b>GLAZING</b>	Hard glass finish on claywork
<b>KILN</b>	Place where claywork is fired
<b>WEDGING</b>	Used to remove air pockets from clay
<b>CASTING</b>	Used to copy a shape

## **GRAPHIC COMMUNICATION**

In graphics pupils look at typography and elementary design. It is usually linked in some way to I.T. and the use of computers. Through I.T. can be integrated in other areas.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>TYPOGRAPHY</b>	Lettering
<b>LETTERING</b>	Alphabet
<b>FONT</b>	Style of lettering

### **In Year 7 the following skills are assessed:**

1. Development of ideas
2. Ability to record from direct observation
3. The use of both 2D and 3D Media
4. The students ability to review, modify and evaluate their work.
5. Their knowledge and understanding related to the subject
6. The students ability to evaluate their own and other peoples work
7. The students use of appropriate language, literacy skills.

Presentation of work is also assessed as is the students homework record.

Students in Year 7 will undertake one or more extended homework projects which will run for a maximum of four Academy weeks.

Assessment is continuous throughout the year and each teacher keeps a record of marks for classwork and homework.

The National Curriculum level achieved for each piece of work is recorded onto a sheet which is updated at the end of each project so students can monitor their own progress.

Target setting is part of on-going teaching in class and is part of all subject report writing.

### **Learning targets at KS include:**

Improving observational drawing skills

Developing hand, eye co-ordination skills

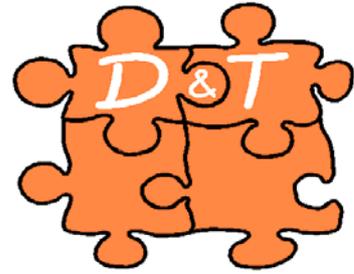
Learning and using appropriate language, terminology

Increasing knowledge of other artists, craftsmen's work

To develop skills, use of processes using a wide range of materials and equipment.

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 7</b>
<p>All pupils are given the opportunity during the year to carry out work in the following specialist areas:</p> <p>Drawing and Painting            Print-making and Textiles            Photography            3D Design            Graphic Design            ICT</p>	<ul style="list-style-type: none"> <li>• To improve observational drawing skills</li> <li>• To develop hand, eye co-ordination skills</li> <li>• Increasing vocabulary and literacy skills</li> <li>• To increase knowledge of other artists and craftsman's work</li> <li>• To develop skills, use of resources using a wide range of materials and equipment</li> </ul>

# DESIGN TECHNOLOGY



## **BENCH MARK TASK – FIRST 3 weeks**

During the first 3 weeks of year 7, students will complete a ‘design and make’ task in both Food and Design Technology lessons.

## **TOPIC: DESIGN AND MAKE A PAIR OF NOVELTY GLASSES FOR A PARTICULAR EVENT/CELEBRATION**

Students will be tested on their ability to:

- Research a problem
- Generate ideas to solve the solution
- Evaluate their ideas
- Manufacture their chosen idea

**At the end of this introductory task the students will be given an assessment and their first level of attainment will be recorded. Students will then be expected to progress over the next three years from this base level**

## **TOPIC: DESK TIDY – 1 Term**

### **Outline of Work**

Introduction to wood as a material and the tools and processes involved with it.

Design sketching using CAD or free hand.

Associated theory related to wood wasting, forming and finishing.

Students will manufacture a desk tidy which will primarily be made from timber. The desk tidy will contain a graphical kit for students to use for future DT. They will be involved in wasting and finishing timber.

KEY WORDS	DEFINITION
<b>ISOMETRIC PROJECTION</b>	Structured form of 3 dimensional drawing
<b>COMPUTER AIDED DESIGN</b>	Designing using computers.
<b>TENON SAW</b>	A hand saw for making cuts in timber
<b>WASTING</b>	A process which removes material
<b>FORMING</b>	A process which shapes material without any waste
<b>FINISHING</b>	A process of preparing the surface of a material

## **TOPIC: DESIGN & MAKE ASSIGNMENT: CANDLE HOLDER – 1 Term**

### **Outline of Work**

As the first full ‘Design and Make’ project, students will research and evaluate current products and markets, question potential users, and design and evaluate appropriate solutions. They will then produce the resulting design using cold forming metal techniques, and soft soldering. Associated theory work includes 3-D isometric drawing, investigating types of metals and how they can be worked and joined, the finishing techniques that can be applied to metals, and associated safety aspects.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>WORKING DRAWING</b>	Formal drawing with measurements to enable a product or design to be realised
<b>FERROUS METAL</b>	Metal containing iron
<b>NON-FERROUS METAL</b>	Metal not containing iron
<b>SHEARING</b>	To cut using a slicing action (e.g. scissors)
<b>METAL FORMING</b>	Wasting – Casting – Deforming – Moulding
<b>SOFT SOLDERING</b>	Joining two metals with low temp. heating of a third metal (lead +tin)
<b>RIVETTING</b>	Mechanical joining using a metal or plastic fastening device
<b>METAL FINISHING</b>	Smoothing – Dip-coating – Enamelling
<b>EVALUATION</b>	To consider reasons for improvement and possible improvements to a product

## **TOPIC: KEY RING TORCH – ½ term**

### **Outline of Work**

Students will make simple squeezey torch which will be attached to a key ring

To understand how simple electronic components can be used to make a product

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>CIRCUIT DIAGRAM</b>	A diagram that uses internationally agreed symbols to represent electrical systems
<b>VOLTAGE</b>	The driving force/pressure that marks current flow. Measured using the unit Volts
<b>AMPERES</b>	The amount of electrical flow/current in a material. Measured in Amperes or Amps
<b>TRANSDUCER</b>	A device that turns electrical energy into, sound, light, heat and/or movement.
<b>LED</b>	A Light Emitting Diode that only works one way round and consumes a small amount of current.

## **TOPIC: COMPUTER AIDED DESIGN (CAD) - ½ term**

### **Outline of Work**

Computer aided Design introduced – the basic tools are demonstrated so that students can UK an Industry Standard CAD package in their future design work.

Outline of tasks

Construct a TV set/monitor using CAD

Design a desk tidy/candle holder using CAD

Design a space station using CAD

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>WORK PLANE</b>	The surface/plane that is created to draw objects onto
<b>EXTRUDE</b>	The elongation of an object from a shape E.g. circle, rectangle from a selected face.
<b>CHAMFER</b>	The removal of an edge by slanting at an angle
<b>PROJECTION</b>	Removing material or adding material above or below a selected face of an object from a drawn shape.

## **TOPIC: EXTENDED TASK- Complete at home in a approx. 6 weeks or ½ term**

### **Outline of Work**

Students complete a range of graphical skills to improve their presentation of their future design work. Students complete a number of assignments on Shading and Rendering 3D objects made from different materials.

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 7</b>
Formative/summative assessment of short term tasks for: <ul style="list-style-type: none"><li>• Theoretical Knowledge</li><li>• Design skills</li><li>• Practical skills</li><li>• Summative DT Level of Design and Make assignment</li><li>• Candle Holder</li></ul> Based on levels 3-5	<ul style="list-style-type: none"><li>• Generation of ideas by collecting and using information</li><li>• Communicate ideas by annotation, labelling and modelling</li><li>• Select and work with a range of tools</li><li>• Reflect on their designs and identify improvements</li></ul>

# ENGLISH



The Department runs courses in English, and Drama.

The Year 7 English course focuses on the skills prescribed by the National Strategy, and entails a number of varied tasks designed to enhance the students' performance in each of the three Attainment Targets: Speaking and Listening, Reading and Writing.

During the year, in English, students will have opportunities to make a range of contributions in discussion, and to structure their talk clearly. They will be encouraged to engage with ideas and language in what they read (in all genres and non-fiction), and to respond imaginatively to what they read. They will be asked to reflect on the motivation and behaviour of characters as they are introduced to a variety of texts. They should also be able to select information for a given purpose. Their written work will include planning and drafting, and students should develop their ability in narrative writing, poetry and non-chronological writing.

The Year 7 Drama course concentrates on developing movement and speech skills through exercise and group improvisations with a strong emphasis on creativity and the development of storyline.

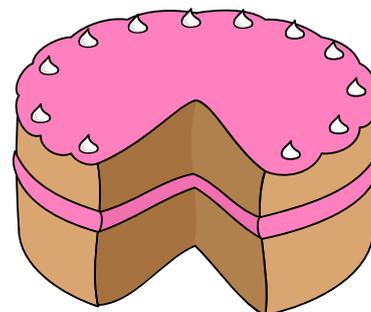
The course will enable students to create and sustain various roles in given situations, to improvise, and to devise storylines structured in dramatic sequences. They will learn to understand the importance of speaking and listening, tone, and delivery, as well as the importance of movement as a means of expression.

KEY WORDS	DEFINITION
<b>CHRONOLOGICAL</b>	Writing where events follow each other in time
<b>NON-CHRONOLOGICAL</b>	Writing about feelings or ideas etc, that does not follow a strict time sequence
<b>FICTION</b>	Writing that is from the writer's imagination
<b>BIOGRAPHY</b>	Someone's life story
<b>AUTO BIOGRAPHY</b>	One's own life story
<b>GENRE</b>	Kind of writing, e.g. drama, poetry. Sub-Genre eg. gothic, romance
<b>ATMOSPHERE</b>	The mood created by a writer
<b>AUTHOR</b>	Writer
<b>SUMMARISE</b>	Give an account of something in fewer words
<b>VERSE/POETRY</b>	Imaginative text usually, but not always, set with rhyme, rhythm, stanzas (verses) often using detailed images.
<b>DRAMA</b>	Writing in script form; performance
<b>CHARACTER</b>	A person; what they are like
<b>SETTING</b>	Where events take place

<b>ACT</b>	A large division in a play
<b>SCENE</b>	A small division in an Act
<b>DISCUSS</b>	Consider the arguments for and against
<b>ARGUE</b>	To forcefully discuss. Promoting one's own opinion over others
<b>PERSUADE</b>	To present an opinion which could benefit others
<b>ADVISE</b>	To support, encourage and guide others
<b>EXPLAIN</b>	Give reasons for your ideas. Aim for 2-3 sentences per point
<b>EXPLORE</b>	Give reasons and evidence for your ideas
<b>DESCRIBE</b>	Present details of a setting, character, experience using detailed imagery possibly including sights, sounds, smells
<b>ANALYSE</b>	Develop explanation referring closely to how the writer uses language, presents characters. Use regular evidence
<b>P.E.E.</b>	Point. Evidence. Explain. A point is a statement/idea. The evidence is a quotation that supports that idea. Explanation <u>should</u> be detailed- approximately two per point/quote

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 7</b>
Units of work follow the objectives in the KS3 Strategy. Assessments in Speaking and Listening, Reading and Writing are made throughout the year. Each unit of work receives a formal assessment and work is placed in National Curriculum folders. Students will be actively involved in both self-review and target setting . In addition students will complete two formal assessments in both Reading and Writing during the year.	<ul style="list-style-type: none"> <li>• In reading – infer and deduce meanings using evidence in the text, identifying where and how meanings are implied</li> <li>• Study the writer's craft : use of setting, character and mood</li> <li>• Plan, draft, edit, revise and proofread a text with readers and purpose in mind</li> <li>• In drama, create and sustain roles, develop a storyline</li> </ul>

# FOOD/TEXTILE TECHNOLOGY



During this year students will participate in the following activities in Food and Textile Technology.

1. Investigate the snack industry with particular reference to bread and bread based products.
2. Identify and explore the context of “celebration” and produce dishes suitable for this topic. Emphasis will be on novelty cakes for children’s parties. (Extended homework task).
3. Learn basic textiles skills, i.e. pattern making, choice of fabric, use of basic textiles equipment and sewing machines. During this module students will design and make an animal cushion for a child’s room.
4. Look at the use of small equipment in the preparation of a variety of different fruits and vegetables, with a focus on quality presentation.
5. Design and make a range of cookies for health conscious consumers, with a focus on mixing, combining and shaping ingredients (covered in Year 7 or 8 depending on timetable allocation). Linked to “Change One Thing” week.
6. N.B. Throughout Year 7, students will have the opportunity to evaluate existing products leading to the design and production of their own products.

KEY WORDS	DEFINITION
<b>TEXTILES</b>	Any woven fabric
<b>INGREDIENTS</b>	Parts of a mixture
<b>TACKING</b>	A long loose stitch to fasten fabric temporarily
<b>WEIGHING</b>	To find the weight of something
<b>NUTRIENTS</b>	Substances in food which nourish the body
<b>TEMPERATURE</b>	A measure of the degree of hotness or coldness
<b>DESIGNING</b>	Inventing or planning especially by drawing
<b>EQUIPMENT</b>	Things which are needed for a task
<b>CONSUMER</b>	Any person who buys goods or services
<b>PREPARATION</b>	To get ready

## **DESIGN TECHNOLOGY ASSESSMENT TASK**

Over a period of three weeks at the beginning of year 7, students will complete a ‘design and make’ task in Food and Design Technology lessons.

### **TOPIC: DESIGN AND MAKE A PAIR OF NOVELTY GLASSES FOR A PARTICULAR EVENT/CELEBRATION**

Students will be tested on their ability to:

- Research a problem
- Generate ideas to solve the solution
- Evaluate their ideas
- Manufacture their chosen idea

At the end of this introductory task the students will be given an assessment and their first level of attainment will be recorded. Students will then be expected to progress over the next three years from this base level.

## **ASSESSMENT**

Work is assessed on a weekly basis with marks awarded for attainment and effort. Overall levels are awarded termly culminating in an end of Key Stage level for designing and making according to National Curriculum criteria. Extended Homework Task in Food Technology based on celebration (details in booklet – issued).

### **Typical Learning Target:**

At the end of Key Stage 3 students should be able to work independently and should competently use a broad range of processes, materials and equipment.

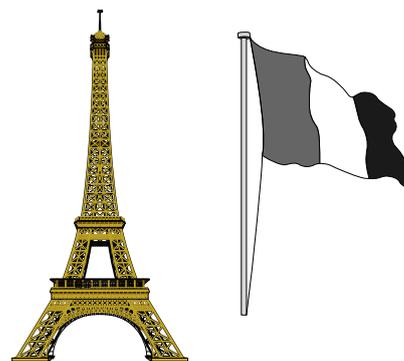
This is achieved by:

1. Written comments on work and oral comments at the end of practicals, students are encouraged to improve the scope and quality of their work.
2. Comments and targets on annual reports give focussed areas for development.

# FRENCH

## YEAR 7

### KEY STAGE 3 FRENCH



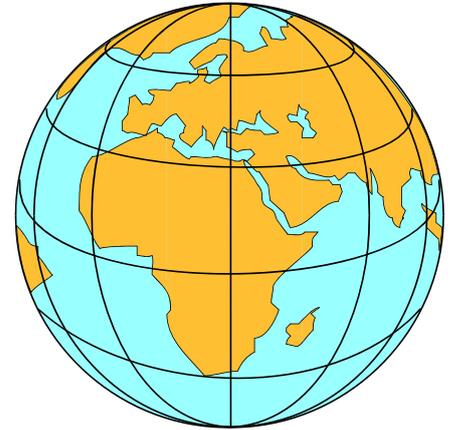
The Year 7 course follows, topics based on areas of experience from the National Curriculum.

Initially, students learn to introduce themselves. We then go on to discuss such topics as school, family, food and hobbies.

KEY WORDS	DEFINITION
<b>SENTENCE</b>	A group of words which make complete sense, containing a verb, a capital letter at the beginning and a full stop
<b>VERB</b>	A doing or being word
<b>NOUN</b>	A thing
<b>ADJECTIVE</b>	A describing word
<b>GENDER</b>	Whether a noun is masculine or feminine
<b>SINGULAR</b>	One of anything
<b>PLURAL</b>	Two or more of anything
<b>MASCULINE</b>	Nouns in French preceded by le/un
<b>FEMININE</b>	Nouns in French preceded by la/une
<b>CONSONANT</b>	Letters in the alphabet which are not vowels
<b>VOWEL</b>	Letters a, e, i, o, u
<b>CONJUGATE</b>	To use different parts of a verb

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 7
Students are assessed frequently against National Curriculum descriptors. Expected progress is that all students should reach level 2; most will reach level 3, some will reach level 4 and a few may sometimes reach level 5.	To build vocabulary. To develop the habit of regularly learning and using new structures.

# GEOGRAPHY



Your child is embarking on a Key Stage 3 Geography course. Geography is everywhere, encourage him/her to notice the surrounding environment at home, whilst travelling and on holiday.

## AUTUMN TERM

### Module 1 – What is Geography?

Students explore the wide body of knowledge which can be considered to be Geography.

KEY WORDS	DEFINITION
<b>PHYSICAL GEOGRAPHY</b>	The Geography of the natural environment
<b>HUMAN GEOGRAPHY</b>	Is the study of how and where people live
<b>ENVIRONMENTAL GEOGRAPHY</b>	This is the combination of the physical and human environment
<b>URBAN</b>	Land covered by buildings
<b>RENEWABLE</b>	Will not run out. Can be reused
<b>RESOURCES</b>	Things which are useful to people, eg. water, oil
<b>LANDFORMS</b>	Natural features formed by river, ice or the sea.

### Module 2 - Mapwork

A collection of postcards, maps, souvenirs may help to stimulate interest. Encourage your child to map read on journeys! Point out relevant information from your daily newspaper.

KEY WORDS	DEFINITION
<b>CONTOUR</b>	A line joining points which are of equal heights above sea level
<b>DIRECTION</b>	Shown on a map by a compass
<b>EQUATOR</b>	An imaginary line around the earth at latitude 0°
<b>LATITUDE</b>	Imaginary parallel lines running from East to West across the earth
<b>LONGITUDE</b>	Imaginary lines running around the Earth from North Pole to South Pole
<b>ORDNANCE SURVEY</b>	The organisation which produces Ordnance Survey Maps
<b>RELIEF SCALE</b>	The shape of the land
<b>SCALE</b>	A system of measuring used in mapwork

## **SPRING TERM**

### **Module 3 - Water**

The aim in this module is to demonstrate the importance of water in sustaining life and shaping the land. The hydrological cycle is studied concentrating on water sources, river systems and their associated land forms, as well as the problems of too little or too much water. This is so topical. South East England has less water per person than the Arab Emirates.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>AQUIFER</b>	A Layer of rock which is porous which holds water
<b>ARID</b>	Lacking water
<b>CONDENSATION</b>	The conversion of water vapour to liquid water
<b>SOLUTION</b>	The wearing away of rocks by chemical action
<b>EROSION</b>	The wearing away of the earth's surface by many agents
<b>EVAPORATION</b>	The conversion of liquid to a gas
<b>MEANDER</b>	A bend or loop in the course of a river.

## **SUMMER TERM**

### **Module 4 - Glaciation**

The students study their own built environment, the reasons why some settlements succeed and grow whilst others decline. The implications of change and development and are also considered.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>GLACIER</b>	A river of ice
<b>ABRASION</b>	Scraping away material
<b>PLUCKING</b>	Where material is pulled away from the rock by a glacier
<b>MORaine</b>	Material deposited by a glacier
<b>ERRATIC</b>	A large rock that's different from the other rocks around it; it was carried there by a glacier
<b>ARETE</b>	A sharp ridge formed by a glacier
<b>CORRIE</b>	A hollow where a glacier started; corries are also called cirques and cwms
<b>U-SHAPED VALLEY</b>	A valley shaped like the letter U, carved out by a glacier

## SUMMER TERM

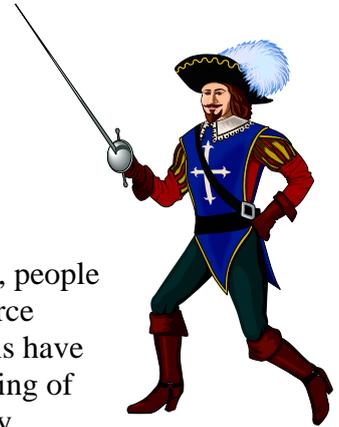
### Module 5 - Settlement

The students study their own built environment, the reasons why some settlements succeed and grow whilst others decline. The implications of change and development and are also considered.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>CENTRAL BUSINESS DISTRICT</b>	The middle of a town or city where most shops or offices are found
<b>DISPERSED SETTLEMENT</b>	Several farms or buildings spread out over a wide area
<b>FUNCTION</b>	The main purpose of a town
<b>HIERARCHY</b>	Putting settlements and shops into order based upon their size or the services they give to people
<b>INNER CITY</b>	Area of factories and old houses next to the city centre
<b>MARKET TOWN</b>	The original function was a market where farmers could buy and sell goods
<b>SITE</b>	The actual place of a settlement
<b>CONVENIENCE GOODS</b>	Inexpensive goods, bought frequently e.g. bread
<b>COMPARISON GOODS</b>	Expensive goods, bought infrequently e.g. furniture

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 7</b>
<ul style="list-style-type: none"><li>• Assessment will take place during the Year through Enquiries, Formal Tests and Thinking Skills Activities. These assist in identifying National Curriculum attainment</li><li>• Knowledge, understanding skills and enquiry are tested</li><li>• Merit certificates are issued for high effort and/or achievement in certain pieces of work throughout the year</li></ul>	<ul style="list-style-type: none"><li>• To use simple geographical terms appropriately</li><li>• To interpret maps at varying scales</li><li>• To appreciate that geography is in action all around us affecting the quality of our environment</li><li>• To complete a simple geographical enquiry</li><li>• To introduce revision skills</li><li>• To learn to ask questions</li></ul>

# HISTORY



In Year 7 students will develop knowledge and understanding of the events, people and changes in the units studied this year. They will also develop their source evaluation skills and examine how and why historical events and individuals have been interpreted in different ways. They will also develop their understanding of the key historical concepts of cause and consequence, change and continuity, significance and diversity.

## **AUTUMN AND SPRING TERM**

### **WHAT'S IT ALL ABOUT?**

Students begin Year 7 by examining the skills used by historians to study and interpret the past. Topics include chronology, types of sources and using evidence.

### **Britain 1066 – 1500. The Medieval Realms**

Students will examine the major events of the period such as the Norman Conquest, the Black Death and the Peasants' Revolt. They will also study historical controversies, the development of monarchy, the role of the church and key social themes. Local history will be used to illustrate topics. Students are encouraged to visit Lincoln Castle, Cathedral and the Collection Museum to deepen their understanding of the period.

Enquiries will include:

- How did William gain control of England?
- How and why did castles change during the Middle Ages? This enquiry will involve an EXTENDED HOMEWORK task of one month involving the study of a castle.
- How hard was life for Medieval people in town and country?
- Students will undertake an enterprise project using their knowledge and understanding to market Lincoln Cathedral to pilgrims in the Middle Ages.

### **The Crusades: A European Depth Study**

Using their knowledge and understanding of the Middle Ages students will investigate the key features of the Crusades and assess their impact on Europe. Students will examine the influence of the Muslim leader Saladin and understand why the Crusades have been interpreted in different ways.

Enquiries will include:

- What was the importance of the Holy Land?
- Why did people go on Crusades?
- What was the impact of the Crusades in Europe?

### **What were the main features of the Tudor Age?**

Students will also study the Tudor Monarchs and examine the key events and religious issues of the period including the reformation, dissolution of the monasteries and the Spanish Armada.

During 'Change on Thing' week students will assess how healthy Elizabethans were and compare and contrast their eating habits with our own.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>GOVERNMENT</b>	The body or organisation which rules a country
<b>MONARCY</b>	A form of government in which a King or Queen rules a Country
<b>FEUDALISM</b>	A system of social and economic organisation based on land holdings
<b>VILLEIN</b>	A farmer owning a small amount of land in the feudal system
<b>KNIGHT</b>	A man who's given some land by the King in return for military service in the feudal system
<b>MAGNA CARTA</b>	Great Charter imposed on King John by the Saxons and bishops in 1215
<b>BARON</b>	A man who's given a large amount of land in return for military service to the King in the feudal system
<b>REVOLT</b>	When people fight against their King or other form of government to try and overthrow them.
<b>MONASTERY</b>	A place where monks live and devote themselves to God.

### **SUMMER TERM**

#### **OVERVIEW OF THE TUDOR AGE**

This unit will build on and develop student's knowledge and understanding from their KS 2 study. Students will explore the key features of England in the 1500's and examine the political and religious changes in overview. The key question will be why was there so much religious change in the sixteenth century?

### **What were the main features of the Tudor Age?**

Students will also study the Tudor Monarchs and examine the key events and religious issues of the period including the reformation, dissolution of the monasteries and the Spanish Armada.

During 'Change on Thing' week students will assess how healthy Elizabethans were and compare and contrast their eating habits with our own.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>UNITED KINGDOM</b>	The union of England, Scotland, Wales and Ireland
<b>PROTESTANT</b>	A Christian who is not a Catholic
<b>PARLIAMENT</b>	Group of people who meet in London to make laws
<b>TAXATION</b>	Money paid to the King or Government by the people
<b>REFORMATION</b>	Movement for the reform of the Roman Catholic Church, and ending in the establishment of the Protestant Churches.
<b>RENAISSANCE</b>	Revival or rebirth of Roman and Greek culture starting in the 15 <sup>th</sup> Century
<b>ARMADA</b>	Large fleet of Spanish Warships
<b>DISSOLUTION OF THE MONASTERIES</b>	The closing down of the monasteries by King Henry VIII

### **ASSESSMENT**

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 7</b>
<ul style="list-style-type: none"> <li>• Tests on key words</li> <li>• End of module tests covering National Curriculum skills in chronology, knowledge and understanding, source evaluation and interpretation</li> <li>• A significant piece of class/homework from each module will be assessed against National Curriculum Levels</li> <li>• Evidence from 1-3 used to report on their NC level at the end of the year.</li> <li>• Homework exercises are assessed throughout the year using the Department mark scheme. Students are awarded A-E for effort and 1-10 for the work. A copy of this can be found in the front of student exercise books.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of key words</li> <li>• Use key words to describe events</li> <li>• Include dates in your answer</li> <li>• Write descriptions of several reasons for an event using paragraphs</li> <li>• Use information from more than one source to produce a structured answer</li> <li>• Show how events can be represented or interpreted in different ways</li> </ul>



At the start of **Module 2** students will be set their extended homework “Touch Typing” time will be available during the first week of the module to demonstrate this extended homework and later during the module in order for students to complete extended homework projects to a high standard. Students will have access to computer room during lunchtimes to complete homework if needed. Students will learn to use web based email system Gmail. Online storage systems and work collaboratively in groups using online documents such as word, presentations and questionnaires. They will be able to create an effective online calendar.

In **Module 3** students will learn how to setup and use a wide range of tools using Microsoft Word 2010. The aim of this unit is to familiarise the students with more advanced features of Word required to create and manipulate long documents. Students will be able to gain knowledge that can be confidently used in other subjects.

In **Module 4** students will learn how to create and modify graphics using serif draw. They will create a range of original graphics in prepared. The students will be introduced to the different types of graphics and then practice using serif draw before combining their skills to create a new vector graphic for a computer programming game. This will link with the next project using the Scratch programme. Students will be able to gain knowledge that can be confidently used in other subjects.

<b>Key Word</b>	<b>Definition</b>
Bitmap	In computer graphics, when the domain is a rectangle (indexed by two coordinates), a bitmap gives a way to store a binary image, that is, an image in which each pixel is either black or white (or any two colours).
Vector	<i><u>Vector graphics is the use of geometrical primitives such as points, lines, curves, and shapes or polygon(s), which are all based on mathematical expressions, to represent images in computer graphics. "Vector", in this context, implies more than a straight line toward aligns.</u></i>
Gif	GIF images are compressed using the Lempel-Ziv-Welch (LZW) lossless data compression technique to reduce the file size without degrading the visual quality.
Jpeg	JPEG compression is used in a number of image file formats. JPEG is the most common image format used by digital cameras and other photographic image capture devices; along with JPEG/JFIF, it is the most common format for storing and transmitting photographic images .

In **Module 5 & 6**, students will be introduced to sequencing and 2D game programming using the software “Scratch”. This is a programming language learning environment, enabling beginners to get results without having to learn syntactically correct writing first. Students will create a computer game for an intended audience.

<b>Key Word</b>	<b>Definition</b>
Programming language	<i>A programming language is used by a programmer to write computer software.</i>
Variable	<i>Many software applications such as Spreadsheets and Databases make use of variables. All computer programming languages can handle variables.</i>
Control Program	<i>A control program is software which schedules and supervises the execution of instructions for a control process.</i>

### **Assessment**

At the start of year 7 students will learn new skills and complete practice tasks to develop Computing capability which will be assessed both formative and summative enabling students to achieve a high standard. Throughout the year students will be assessed and tested on six generic assessment tasks which will be produced independently by students. The assessment tasks will have less direct teacher input.

When students are set homework tasks their work is marked and annotated with an effort, attainment grade and National Curriculum level and sub level, in line with the Computing Department and Academy Policies. Students’ work is assessed throughout each topic both formative and summative, students organise and store work in a student file in academy. All marks are collated on a central tracking spreadsheet using the Aim High software.

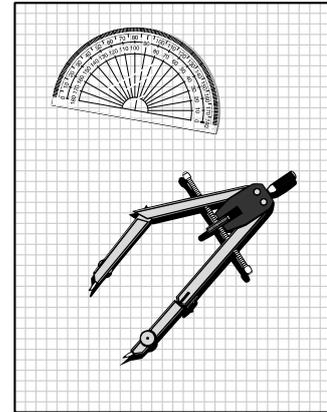
### **Target setting**

Target setting is part of an on-going process between teacher and student. Teachers provide written positive constructive comments on work, alongside attainment and effort marks, about every third piece of homework. At the end of each project a summary sheet details ways that students can improve their work. Targets are also listed on annual written reports.

Some Computing targets may include:

- To become an independent learner
- To use Computing to complete **all** homework whenever possible and relevant.
- To use ‘Print Preview’ to check a document **before** printing.
- To be ecologically aware and ‘think before printing’
- To include a title in a **header** and a name in the **footer** before printing.
- To consider **purpose** and **audience** when producing work using a computer.
- To experiment and try as many advanced tools in a program as possible.

# MATHEMATICS



## Outline of Work Topics for Year 7

1. Students will be following a numeracy unit for the first term. After an initial test in September, they will be placed in an appropriate ability group. It is hoped that all students will gain certificates at either Bronze, Silver, Gold or Platinum.
2. Students will work at a level appropriate to their ability.
3. Students will be tested at regular intervals to ensure work is being set at the appropriate level.

KEY WORDS	DEFINITION
<b>SEQUENCE</b>	A set of numbers arranged in order one after the other according to some rule
<b>TERM</b>	An element of sequence
<b>DECIMAL POINT</b>	The spot in a number which separates units and tenths
<b>ESTIMATE</b>	Have a sensible guess
<b>PERIMETER</b>	The distance around the outside of a shape
<b>AREA</b>	The amount of space inside a flat shape
<b>FRACTION</b>	One whole number divided by another
<b>MEAN</b>	When you add up all the numbers and divide by however many there are.
<b>MEDIAN</b>	The middle value when everything is lined up in order
<b>MODE</b>	(Adjective MODAL) The most common piece of data
<b>RANGE</b>	The difference between the smallest and largest piece of data
<b>PROBABILITY</b>	How likely something is to happen
<b>ANGLE</b>	How far round two lines are when they meet
<b>ACUTE ANGLE</b>	An angle of less than $90^\circ$
<b>OBTUSE ANGLE</b>	An angle of more than $90^\circ$
<b>CO-ORDINATES</b>	Where a point is on a grid
<b>SURVEY</b>	Asking people questions to find out what they think
<b>BODMAS</b>	The order of operations
<b>MAPPING</b>	A rule for numbers (like add two, or take away ten)
<b>GRAPH</b>	A way of showing information on a diagram
<b>PERCENTAGE</b>	A fraction out of 100
<b>RATIO</b>	A number of quantity compared with another
<b>REFLECTION</b>	Transformation of a point, line or figure that results in a mirror image of it
<b>ORDER OF</b>	How many times a shape will fit into itself on one full turn

<b>ROTATION SYMMETRY</b>	
<b>TRANSLATION</b>	A transformation of a point or shape in which every point is moved the same distance in the same direction
<b>POLYGONS</b>	A closed plane figure with straight sides
<b>TESSELLATIONS</b>	An arrangement of shape or shapes to cover a surface without gaps or overlapping
<b>UNIT</b>	What things are measured in (cm, kg, etc)
<b>NEGATIVE NUMBER</b>	A number less than zero

In addition students need to learn 22 words associated with shapes. A complete list is given below:

Types of Shape

Triangle  
 Quadrilateral  
 Pentagon  
 Hexagon  
 Heptagon  
 Octagon  
 Nonagon  
 Decagon  
 Dodecagon  
 Polygon

Types of Triangle

Equilateral  
 Isosceles  
 Scalene  
 Right-angled  
 Acute-angled  
 Obtuse-angled

Types of Quadrilateral

Square  
 Rectangle  
 Rhombus  
 Parallelogram  
 Trapezium  
 Kite

**ASSESSMENT**

Students will be assessed on their numeracy skills in the first term.

Assessment is continuous throughout the year as teachers keep a record of homework marks.

Tests will take place each half term and National Curriculum levels awarded.

During exam week students complete a SAT paper at an appropriate level. This includes a non-calculator paper and a mental arithmetic test. Any part of the syllabus may be tested. A National Curriculum level will be awarded on the basis of the test results.

Extended homework tasks will be set each half term where students will be asked to research or investigate.

In “Change One Thing” week (Summer Term) students will be analysing the nutritional content of the snack foods they eat.

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 7
<p>During test week, students complete a past Key Stage 3 SAT paper. These are designed to give each student an accurate National Curriculum level.</p> <p>There are four assessment tasks to be completed during the year, which also are designed to give levels. These take place during normal lessons and the teacher will advise students when these are due to take place.</p> <p>The teacher will routinely set homework so that students can monitor their own performance. The work is usually marked in class so that feedback can be given quickly and problems resolved as soon as possible. The teacher will monitor the homework and use it to measure progress.</p>	<p>Key Objectives (revision of level 4 but mostly level 5)</p> <ul style="list-style-type: none"> <li>• Simplify fractions by cancelling all common factors; identify equivalent fractions.</li> <li>• Recognise the equivalence of percentages, fractions and decimals.</li> <li>• Extend mental methods of calculation to include decimals, fractions and percentages.</li> <li>• Multiply and divide three-digit by two-digit whole numbers; extend to multiplying and dividing decimals with one or two places by single-digit whole numbers.</li> <li>• Break a complex calculation into simpler steps, choosing and using appropriate and efficient operations and methods.</li> <li>• Check a result by considering whether it is of the right order of magnitude.</li> <li>• Use letter symbols to represent unknown numbers or variables.</li> <li>• Know and use the order of operations and understand that algebraic operations follow the same conventions and order as arithmetic operations.</li> <li>• Plot the graphs of simple linear functions.</li> <li>• Identify parallel and perpendicular lines; know the sum of angles at a point, on a straight line and in a triangle.</li> <li>• Convert one metric unit to another (e.g. grams to kilograms); read and interpret scales on a range of measuring instruments.</li> <li>• Compare two simple distributions using the range and one of the mode, median or mean.</li> <li>• Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts.</li> <li>• Solve word problems and investigate in a range of contexts, explaining and justifying methods and conclusions.</li> </ul>

# MUSIC



## OVERVIEW OF YEAR 7

Unit	Title	ASSESSMENT TASK		
		Main focus for Listening	Performance	Composition
1	Arrangements	Folk Music	Keyboard Performance	
2	Just sing	Vocal Music		Shanty composition
3	Patterns and Cycles	African Music	West African Drum Grids	
4	Cathedral Challenge	Sacred Music		Advert Music

All students will study music for 2 periods a week throughout year 7.

Each lesson will cover the three required activities for music at Key Stage 3: listening and appraising, performing and composition.

Listening skills will be taught through CDs, watching DVDs and talking about the music which has been composed and performed. Students will also learn specific vocabulary for each topic and knowledge of this vocabulary will be tested.

Performing skills will be taught through playing pieces on the keyboards, guitars, percussion instruments and singing songs. Students will play on their own, in a group and sometimes will be asked to play and sing as a class.

National Curriculum levels will be recorded on log sheets and a record of what you have learned each week. At the end of the year National Curriculum levels from 1 to 3 are awarded based on the average grades for the year. These grades will also be used for all reports and tracking documents used by the Academy.

Here is a description of some of the work in each topic:

### **UNIT 1: SEA SHANTIES**

This unit studies the elements of music and play various rhythms and rhythm games. Students will study folk music and sing some sea shanties.

### **UNIT 2: JUST SING**

For this assignment students sing and play various versions of songs and compose an arrangement on the computers.

### **UNIT 3: PATTERNS AND CYCLES**

For this unit students learn about the drumming of West Africa and play drum grids. This unit will also include an extended homework project, in a booklet to be designed, about African Music.

### **UNIT 4: CATHEDRAL CHALLENGE**

Students compose their own music for an advert. This unit has an extended homework project on Research on Advertisements.

### **ASSESSMENT**

Students complete assessment log sheets that will be used to monitor and assess their progress.

National Curriculum levels will be awarded for performing, composing listening and appraising.

<b>THE ELEMENTS OF MUSIC</b>	
Melody	<b>The main tune.</b> The main part in a piece of music. A melody consists of one note at a time.
Harmony	<b>The chords.</b> The way in which notes fit together in pitch.
hythm	<b>The timing of the music.</b> The beat and where notes occur in time.
Form and structure	<b>The number of sections.</b> How a piece of music is built, the number of different sections and how they change.
Texture	<b>The number of parts.</b> The layers of a piece of music, the number of different instrumental layers and how they change and interact.
Tempo	<b>The speed of the music.</b> The feel and ways in which the speed changes.
Timbre	<b>The sound of each note.</b> The physical properties of the sounds produced.

<b>VOCABULARY YOU NEED TO KNOW AT KEY STAGE 3</b>	
Melody and pitch	High/low, scale, passing note, register, octave, range, sharp, flat, treble clef, bass clef, note names, major, minor, movement by step, movement by leap, key signature
Harmony	Notes fitting together, diatonic, tonic, dominant, subdominant, chord, major, minor, seventh, modulation, movement in thirds, movement in 6ths,
Rhythm	Pulse, beat, crotchet, quaver, semiquaver, dotted, time signature, $\frac{3}{4}$ , $\frac{4}{4}$ , $\frac{6}{8}$ , off beat, cross rhythm, syncopation
Form and structure	Sections, binary, ternary, round, introduction, coda, cadenza, instrumental break, verse and chorus, middle 8, symphony.
Texture	Parts, layers, homophonic, polyphonic, monophonic, melody and accompaniment, countermelody
Tempo	Speed, ritardando, accelerando, rubato,
Timbre	Type of sound, strings, woodwind, brass, percussion, Soprano, alto, tenor, bass, reverberation, EQ
Dynamics	Volume, crescendo, diminuendo, forte, piano

## **Music Homework**

### **Music of the week**

Throughout the year you will be set homework asking you to listen to music posted on the learning web. You will need to access the Branston Community Academy learning web/Music/Key Stage 3/Homework/Music of the week folder to access the music.

If you do not have internet access please ask you music teacher who will provide the sound files on a memory stick or CD.

### **Vocabulary**

You will be asked to learn vocabulary throughout the year. The vocabulary will also be posted on the learning web.

### **Musical Activities**

Students are encouraged to attend lunchtime and afterschool music groups. Details and times are posted in the academy notices and in the music block corridor. Groups include:

Singing group

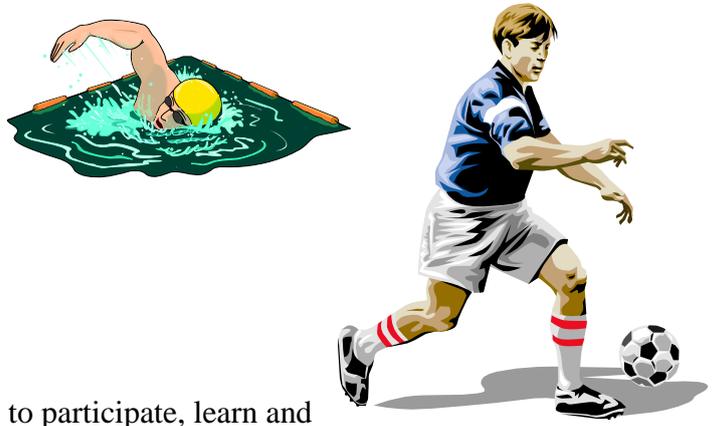
Djembe Group

Band

The School Musical

Pop/Rock groups

# PHYSICAL EDUCATION



Throughout Year 7 students will get the opportunity to participate, learn and improve in a whole range of sports. Skills will be taught and progressed at a speed appropriate to the student's ability level at PE.

Students will be taught not only how to play the sports but also how to officiate and coach within them. Key rules will be re-enforced, as the balance between winning and sportsmanship is explored.

Students will be actively encouraged to develop their Leadership skills and be given chances to lead both within and out of lessons.

The students will be actively encouraged to analyse their own and others performance and shown how they can improve and help others improve their current skill levels.

All students will be shown how to warm up and recover from exercise and before the end of Year 7, all students will have led a small group in a full warm up.

Students will also be taught of the key relationship between Exercise and Health and the importance of exercise to maintain a fit and healthy lifestyle.

## WINTER ACTIVITIES

These run from September to Easter and include the following:

All Students:           Swimming; Gymnastics; Rugby (Tag for Girls); Handball;  
Football; Badminton; Fitness; Cross Country; Basketball;  
Netball; Dance; Table Tennis; Uni Hoc; Boccia

SPORT	KEY WORDS
<b>SWIMMING</b>	Backstroke; breaststroke; personal survival; treading water; surface dive
<b>GYMNASTICS</b>	Travelling; rolling; flight; sequencing; balance;
<b>BADMINTON</b>	Serve; forehand; smash; drop shot; backhand; singles; doubles
<b>RUGBY</b>	Passing; tackling; rucking; scrum; mauling; teamwork;
<b>FOOTBALL</b>	Attacking & defending as a team; offside; pressing; width;
<b>BASKETBALL</b>	Lay up; passing; dribbling; defence; set shot; man to man; contact; bench ball
<b>NETBALL</b>	Centre pass; positions on court; dodging; footwork; marking; shooting; attacking & defending
<b>DANCE</b>	Floor pattern; aesthetic quality; stimuli; timing; routines; interpretation of music

## **SUMMER ACTIVITIES**

These run from Easter to July and include the following:

All Students:            Athletics; Tennis; Stoolball  
                                 Cricket  
                                 Rounders  
                                 Swimming

<b>SPORTS</b>	<b>KEY WORDS</b>
<b>ATHLETICS</b>	Sprinting; pace judgement; shot putt; javelin; discus; long jump; relay; technique
<b>VOLLEYBALL</b>	Dig; set; smash; serve; team rotation; teamwork; communication
<b>TENNIS</b>	Forehand; backhand; serve; volley; smash; tie breaks; tramlines;
<b>CRICKET</b>	Batting; bowling; fielding; seam; grip; catching; long barrier; tactics
<b>ROUNDERS</b>	Batting; bowling; back stop; scoring; no-ball

Students will have the opportunity to broaden their experience of Sport and Physical Education. They will realise the importance of participation in physical activity and its direct link to healthy living and a longer life.

They can further develop their interest and skill levels through extra-curricular clubs and teams. School teams will run in Football, Netball, Rounders, Cricket, Badminton, Basketball, Swimming, Golf and Tag Rugby (girls only). Clubs will be available in all areas and others including Gymnastics, Dance, Cheerleading, Trampolining and Table Tennis.

### **“Change One Thing” Week**

All students will take part in “Change One Thing” week in the Summer term. During this week all students will be given the opportunity to try a different sport in their PE lessons. These will be taken by external coaches, hired in for the week. Last year lessons included Cheerleading, Street dance, Boxercise, Parkour, Extreme Golf and a variety of Extreme sports.

### **Extended Homework**

Every pupil will undertake an Extended Homework in PE in the Spring term. This will be based around the topic of Health, Fitness & Exercise and will involve increasing knowledge of the relationship between these 3 factors and details of the various elements that make up these 3 factors. The homework will last over a period of approximately 6 weeks and will be linked to the work carried out in lessons during that time.

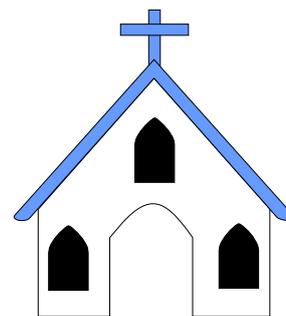
In Year 7 the following skills will be assessed in detail:

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS YEAR 7
<ul style="list-style-type: none"> <li>• Assessment of student's practical skills is ongoing throughout the year in every lesson</li> <li>• Each individual sport is assessed and levels are recorded after their respective block of work</li> <li>• Student performance is internally recorded and the average level of their 10 sports is written on the report</li> <li>• After each block a department award will be given to award high achievement and effort</li> </ul>	<ul style="list-style-type: none"> <li>• Developing control of whole-body skills and fine manipulation skills.</li> <li>• Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity</li> <li>• Responding with body and mind to the demands of an activity</li> <li>• Adapting to a widening range of familiar and unfamiliar contexts</li> <li>• Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy life</li> </ul>

By the end of Year 7 students should aim to reach Level 3a/4c. To achieve this level they need to be able to answer YES to the following

- Students select and combine **skills, techniques and ideas** and apply them **accurately and appropriately** in different physical activities.
- When performing in different physical activities, they consistently show **precision, control and fluency**.
- They show that they can draw on what they know about **strategy, tactics and composition** to produce effective outcomes.
- They **modify and refine skills and techniques** to improve their performance and **adapt their actions** in response to changing circumstances
- They **analyse and comment on skills, techniques and ideas** and how these are applied in their own and others work.
- They **explain how the body reacts during different types of activity**, and why physical activity is an essential component of a healthy lifestyle.
- They **plan, organise and lead practices and activities safely**, helping others to improve their performance.

# RELIGIOUS EDUCATION



## UNITS STUDIED DURING YEAR 7 INCLUDE:

### INTRODUCTION TO RELIGION AND RELIGIONS

This course is an introduction to the subject of Religious Education and gives students the opportunity to learn a little about each of the six world religions. They will have the opportunity to reflect upon their own beliefs and values in the light of these studies.

KEY WORDS	DEFINITION
<b>BELIEF</b>	Something which you consider to be true without proof
<b>SYMBOL</b>	Something which represents an idea, object or function
<b>RESPECT</b>	Understanding and being considerate of someone else's view even though it may not be your own
<b>CHRISTIANITY/ CHRISTIAN</b>	Name of religion/name of follower
<b>ISLAM/MUSLIM</b>	Name of religion/name of follower
<b>JUDAISM/JEW</b>	Name of religion/name of follower
<b>HINDUISM/HINDU</b>	Name of religion/name of follower
<b>BUDDHISM/ BUDDHIST</b>	Name of religion/name of follower
<b>SIKHISM/SIKH</b>	Name of religion/name of follower

### WHAT IS SACRED IN CHRISTIANITY?

This course explores the concept of 'sacred' in the Christian religious tradition. Students will look at the life of Jesus and its implications for Christians today.

KEY WORDS	DEFINITION
<b>SACRED</b>	Set apart or holy and deserving of reverence
<b>INCARNATION</b>	God in human form eg. Jesus
<b>TRINITY</b>	Three aspects of God; Father, Son and Holy Spirit
<b>EASTER</b>	Christian festival commemorating the death and resurrection of Jesus
<b>CHRISTMAS</b>	Christian festival celebrating the birth of Jesus
<b>ARTEFACT</b>	Object of religious significance

## **WHAT DO YOU WORSHIP? WHAT DO YOU BELIEVE IN?**

Students will be given the opportunity to study the Jewish and Christian places of worship and consider how these reflect the beliefs of the followers of those faiths. They will have the opportunity to visit a place of worship and to compare the beliefs of followers of religious faiths with their own beliefs.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>WORSHIP</b>	Act of revering or honouring God
<b>CHURCH</b>	Place of worship of Christian faith
<b>VICAR/PRIEST</b>	Leader of Christian congregation
<b>SYNAGOGUE</b>	Place of worship of Jewish faith
<b>RABBI</b>	Leader of Jewish congregation

## **FESTIVALS: WHO CELEBRATES WHAT AND WHY?**

Students will be given the opportunity to examine religious festivals and to compare them with modern day secular festivals.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>FESTIVAL</b>	A day or period of celebration
<b>CELEBRATION</b>	To praise with others or engage in festivities
<b>DIWALI</b>	Sikh celebration of freedom and human rights
<b>DIVAS</b>	Small oil lamps
<b>PESACH</b>	Jewish festival of Passover
<b>SEDER MEAL</b>	Celebratory meal at Passover

## **PILGRIMAGES**

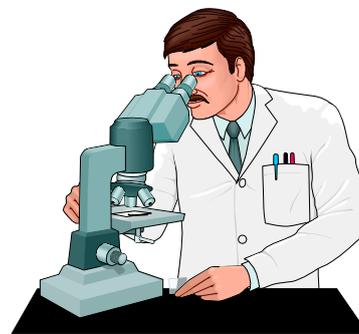
Students will have the opportunity to study Hajj, annual Muslim pilgrimage and other pilgrimages, as well as examining the concept of a special journey.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>PILGRIMAGE</b>	A Journey taken to a sacred place for religious reasons
<b>HAJJ</b>	Annual Muslim pilgrimage to Makkah. The fifth 'Pillar of Islam'
<b>MAKKAH</b>	The most sacred city of the Islamic world
<b>MUHAMMAD (PBUH)</b>	Founder of Islam. The last and greatest prophet
<b>KA'BAH</b>	Cube-shaped building in Makkah. The first building built for the worship of Allah.

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 7</b>
<ul style="list-style-type: none"> <li>• Students’ work will be assessed throughout the year using the whole school marking guide.</li> <li>• In addition students will be given a level for AT1; Learning about Religion and AT2: Learning from Religion. These will be based on assessment tasks during the following units; <ul style="list-style-type: none"> <li>Religion and Religions</li> <li>What is Sacred in Christianity?</li> <li>Pilgrimages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Targets will be set at the end of each assessment in line with the Eight Level Scale of Expectations.</li> </ul>

# SCIENCE

## AUTUMN TERM



### Outline of Work Topics

#### Being a Scientist

- Safety** Working safely within the classroom.
- Skills** Basic skills, measuring, tables and graph plotting.
- How Science Works:** Using Investigative approaches.

#### Organisms, Behaviour and Health

- Cells, tissues and organs** Cells and the microscope; the components, functions and adaptations of cells, tissues and organs.
- Reproduction** Courtship; protection and nurturing of offspring; comparing reproductive patterns; pregnancy and birth; puberty and adolescence.
- How Science Works:** Working critically with evidence.

KEY WORD	DEFINITION
GOGGLES	Be safe always!
GRAPHS	Display information with the line of best fit.
RELIABLE	Data obtained when experiments are repeated successfully.
FAIR TEST	An experiment where there is only one independent variable.
CELL MEMBRANE	Surrounds the cell and controls what goes in or out.
NUCLEUS	Controls the cell and contains the instructions to make more cells
FERTILISATION	When an egg joins with a sperm to form a foetus
PUBERTY	The time of change from a child to an adult

## SPRING TERM

### Outline of Work Topics

#### Chemical and Material Behaviour

- Working in a laboratory** Chemical changes; reactions of acids and alkalis; the pH scale and indicators; combustion and word equations.
- Particles and reactions** Testing gases; solids, liquids, gases and changing states.
- How Science Works:** Thinking Scientifically

## Energy, Electricity and Forces

**Energy transfers** Types of energy; energy transfers; fuels; conductors, insulators and circuits.

**Enterprise project** Designing and marketing the “Energy efficient kettle”.

**How Science Works:** Understanding the applications and implications of Science

KEY WORD	DEFINITION
<b>ACID</b>	A sour, corrosive solution with a low pH.
<b>ALKALI</b>	A bitter, corrosive solution with a high pH.
<b>SOLID</b>	A material that has a fixed shape and fixed volume
<b>LIQUID</b>	A material that has a fixed volume and can take the shape of a container
<b>MIXTURE</b>	A substance formed when elements or compounds are put together
<b>MOLECULE</b>	A group of atoms joined together
<b>CONDUCTOR</b>	A material that allows electricity to pass through it
<b>INSULATOR</b>	A material that does not allow electricity to pass through it

## SUMMER TERM

### Outline of Work Topics

#### Energy, Electricity and Forces

**Forces and Speed** Friction, air resistance, upthrust and weight; speed; balanced and unbalanced forces.

#### The Environment, Earth and Universe

**Classification and food webs** The five kingdoms; photosynthesis; plant and animal adaptations; food chains and webs.

**Weathering and Fossils** The rock cycle; weathering; how fossils and fossil fuels form.

**How Science Works:** Communicating and collaborating in Science

KEY WORD	DEFINITION
<b>FRICION</b>	The force produced when objects touch.
<b>WEIGHT</b>	The force of gravity acting on a mass.
<b>HABITAT</b>	Where an organism lives
<b>ADAPTATION</b>	How an organism changes to survive in it's habitat
<b>CLASSIFYING</b>	Putting objects into different groups
<b>FOSSIL FUELS</b>	Coal, oil and natural gas
<b>ENERGY RESOURCE</b>	A fuel that can release energy
<b>BIOMASS</b>	The amount of plant material formed in photosynthesis

## **ASSESSMENT**

Year 7 students are assessed at the end of each topic. Each test is a written test and is differentiated. The students are assessed on a combination of knowledge and understanding, application of this and data handling skills.

Typical learning targets would include:

- Use the correct science words to describe events
- Plot accurate line graphs with appropriate scales