



**Wombourne
High School**

Hard Work, Positivity, Kindness



Curriculum Booklet Year 7

	Design Technology	Food Preparation and Nutrition
Topics	<p>Chocolate mould</p> <ol style="list-style-type: none"> 1. Introduction and branding 2. Chocolate designs 3. Vacuum forming 4. Practical- cutting, filing, chamfering 5. Manufacturing diary 6. Evaluation <p>Sweet Dispenser</p> <ol style="list-style-type: none"> 1. Mechanisms and motion 2. Technical drawings 3. Measuring and making of the product 4. Manufacturing diary 5. Evaluation <p>Drawing Technique's</p> <ol style="list-style-type: none"> 1. Isometric 2. 1-point perspective 3. 2-point perspectives 4. Crating 5. Orthographic drawing 6. Rendering 	<ol style="list-style-type: none"> 1. Introduction and equipment 2. Hygiene and Safety 3. Fruit Salad 4. Weighing and Measuring 5. Veg Cous Cous salad 6. Pizza Project 7. Dutch apple cake 8. 5 A Day 9. Diet and Nutrition 10. Cupcakes 11. Chilli 12. Environmental issues 13. Fruit flap jacks 14. Healthy eating in action 15. Macaroni cheese 16. Summer cupcakes
Assessment	<ul style="list-style-type: none"> • End of Rotation test • Practical outcome • Design Ideas 	<ul style="list-style-type: none"> • End of Rotation test • Food Practical outcomes

Prior learning	<p>Students will be developing their key skills in drawing from primary school (3D drawing skills), modelling of ideas and producing functional products. Students will have the opportunity to develop their knowledge, understanding and ability to manipulate a range of materials including wood, plastics. Students will have the opportunity to use CAD (2D Design skills and Autodesk inventor) and CAM (the laser cutter).</p>	<ul style="list-style-type: none"> • Developing cooking skills and understanding of food from home and primary school. • Developing prior knowledge of healthy eating. • Developing prior cooking skills. • Building on concept of a balanced diet.
Enrichment within the Curriculum	<p>To enrich students' experience of the subject all pupils will have the opportunity to participate in the workshops provided by 'Army Stem' as well as internal and external competitions. They have the opportunities to attend after school wood work club.</p>	<p>Home Cooking: Bonfire Night Baked Potatoes https://www.bbcgoodfood.com/recipes/bonfire-night-baked-potatoes Easter Traybake https://www.bbcgoodfood.com/recipes/easter-traybake Strawberry Cheesecake https://www.bbcgoodfood.com/recipes/strawberry-cheesecake-4-easy-steps</p>
Careers focus	<p>Mechanical Engineer Mechanical engineers develop and design the components and machinery used in manufacturing, construction and other industries. https://www.youtube.com/watch?v=9d5oTmDTKGo-relates-to-chocolate https://www.youtube.com/watch?v=HSFPvi-UGIU-relates-to-other-industries</p> <p>Graphic Designer- Graphic designers create visual branding, adverts, brochures, magazines, website designs, product packaging and displays. https://www.youtube.com/watch?v=KMLprLEc8HI</p>	<p>New Product Development Technologist Work in the food industry to create exciting new food that is safe and attractive to customers. https://tastycareers.org.uk/job-descriptions/new-product-development-development-technologist</p> <p>Quality Assurance Manager Ensure that the food manufacturing process is from raw ingredient intake through to packaging of finished products. https://tastycareers.org.uk/job-descriptions/quality-assurance-manager</p> <p>Food Environmental Manager Responsible for overseeing the environmental protection and sustainable production performance of your company. https://tastycareers.org.uk/job-descriptions/environment-manager</p>

Ways to support your child's learning

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| <ul style="list-style-type: none">• Encourage students to keep sketch books, take photographs and collect examples of innovative and creative designs.• Look out for any design and creative competitions on TV Shows (CBBC/terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating. Programs like 'How it Works?', 'The Gadget Show' introduce pupils to a range of innovative products• Pupils are encouraged to read books, magazines and articles about design and innovative products on-line• Trips to interactive museums (e.g. THINK Tank) and look out for events such as 'The Big Bang' | <ul style="list-style-type: none">• Look out for baking shows like, master chef, great British bake off, Saturday morning kitchen.• Pupils are encouraged to read and try new recipes at home- this helps with weighing and measuring.• Login to the digital food book and complete additional tasks: - https://illuminate.digital/eduqasfood/
STUDENT login - SELLOWES4
STUDENT PASSWORD - STUDENT4 |
|---|---|



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introduction to Drama and Greek Myths Freeze Frame Mime Levels Physical Theatre Narration Myths Storytelling Costume Mask		The Legend of the Green Children Legends Narration Cross Cutting Plot and structure Audience awareness News Report Appropriate language and expressions Filming Transferring story to another time TV Genres		Fables Aesop's Fables Independent research Story Telling Morals Communicating with an audience Characterisation	
Assessment	Applying skills in rehearsal Performance skills Reflection		Performing and recording a News report. Watching themselves back and evaluation		Creating and perform own Fable with Fable characteristics and a moral at the end	

Prior learning	Students often arrive at secondary school with only a small experience of drama. The Y7 Drama curriculum is designed to engage students, to build their confidence, and to develop skills needed to perform in front of an audience.
Enrichment within the Curriculum	Within the Drama curriculum students develop an understanding of aspects of History, Geography and cultures different from their own.
Extracurricular opportunities	Students have opportunities to perform to wider audiences should they choose to take part in the annual school show, talent competitions and charity performances, held in the school theatre. Students can also attend Musical Theatre Club.
Links to personal development and citizenship	Through drama students develop confidence, teamwork skills, independence, self-reflection skills and an appreciation of a strong moral code.
Preparing for the next stage of education	Many of our students eagerly take part in a range of performance opportunities available throughout the school year. These performances are always well received, help to build character, and provide experiences essential for further and higher study of Drama.

Ways to support your child's learning

- Your child can join a Drama club in school or the local community
- Your child could take part in a school performance to be shown to an audience
- Take your child to the theatre to watch a performance
- Encourage your child to read novels, poetry and work of playwrights



Good vs. Evil: The Evolution

In Year 7, students are taught 'Good vs Evil: The Evolution' where they are taken on a chronological journey of how the battle between good and evil has evolved in both our world and the fictional world. The aim of Year 7 is to introduce students to the skills that they need to confidently execute throughout the curriculum. They are encouraged to independently comprehend, respond to and analyse texts by gradually introducing them to the 'What, Where, How, Why' model that is consistently revisited throughout the Key Stage 3 and 4. Each topic has a writing focus in which students are given opportunities to hone the creative and persuasive writing skills that they developed in Key Stage 2.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Heroes & Villains	The Gothic	The Victorian Era	Conflict & War	Novel Study	
Skills Assessed	Writing: Non-Fiction (Speech) Reading: Comprehension & Supporting Evidence	Writing: Descriptive Writing Reading: Technique Analysis	Writing: Non-Fiction Reading: Linking to Context & Authorial Intent	Writing: Non-Fiction Reading: Non-Fiction Analysis	Reading: What, Where, How, Why Model Speaking & Listening	
Links to Prior Learning	Students will build on the skills taught at KS2, including spelling, punctuation, vocabulary and grammar. They will develop their writing responses and enhance student's terminology acquisition into analytical responses.					
Reading Focus	Beowulf Translation by JR Tolkien Beowulf by Morpurgo Frankenstein by Mary Shelley Paradise Lost by John Milton The Hobbit by JR Tolkien The Hunger Games by Suzanne Collins	Oliver Twist and other stories by Dickens Short stories (Speckled Band; Hound of the Baskervilles; Five Orange Pips) by Conan Doyle War Horse by Michael Morpurgo Goodnight Mr Tom by Michelle Magorian When the Sky Falls by Phil Earle	A range of non-fiction texts to support the study of a modern novel that explores a range of issues and themes that exist within our society today. These include speeches, articles, blog posts, diary entries and letters.			
Enrichment Opportunities	<p>All topics consider wider cultural, political and historical issues and how these issues are presented or still relevant in today's society. Current media and their representation of events, people and ideas, are evaluated throughout the curriculum. Historical and political context is included throughout the topics for students to learn about culture and society through texts.</p> <p>Students are encouraged to attend English after school clubs that are available including our Sparx reader club. Where possible, there may also be trips to the theatre throughout the year.</p>					
Career Focus	Focus on Marcus Rashford's career and the links between this and reading – explore how reading and English helps with any career – even one in Sport!	Learn about soldiers in the military, how the career impacts their life. Exploring similarities between a career in the military and its portrayal in the media/literature.			Explore the power of the media and news, with a focus on journalism and public speaking.	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>C'est moi</u> Greetings, numbers, alphabet Personal identity: name/ age/ birthday Dates & months & birthdays School equipment and classroom instructions Avoir / être / s'appeller Family members Colours + adjectives Describing self – Hair & eyes Describing self – character être Describing 3 rd person		<u>Mon college</u> Days of the week Telling the time-24hr clock School subjects Opinion structures Reasons/justifications Connectives Developing use of verbs in present tense Describing a school day comparisons		<u>Mes passetemps</u> Developing sentence structures Developing use of present tense Talking about sports & hobbies Immediate future tense Conditional tense	
Assessment	Big write *Speaking Listening & reading		Big write *Speaking Listening & reading		Big write *Speaking Listening & reading	

*students will have a minimum of 1 speaking assessment in the year

Prior learning	Students will have language awareness skills from primary school, they will have developed the language learning skills: look-cover-say-check. The curriculum in year 7 will have an emphasis on language learning skills.
Enrichment within the Curriculum	Cultural awareness activities take place throughout the year, including awareness of Christmas and Easter holidays in France. We will also complete a film study – Le Petit Nicholas.
Extracurricular opportunities	Language ambassadors Culture club Homework drop-ins House MFL competitions (Bake off etc)
Links to personal development and citizenship	Students will further develop cultural awareness through their study of French. Links will also be made to citizenship topics of living within a 'global' community.
Preparing for the next stage of education	The language learning foundations of year 7 will under-pin further study of languages and develop skills of memory & recall.

Ways to support your child's learning

- Help with learning spellings/meanings of new words
- Mini revision cards to make flashcards
- Use on-line websites such as www.languagesonline.org.uk
- Use apps such as Duolingo / linguascope
- Change settings for a DVD into French

Year 7 Geography

Geography is the study of relationships between people, cultures and the environment. Students are being taught not only the knowledge needed to understand this but also the necessary skills to be able to explain how the world works, how we can adapt as a result of this and how we can challenge the misconceptions that are held.



	Autumn Term Topic 1	Autumn Term Topic 2	Spring Term Topic 3	Spring Term Topic 4	Summer Term Topic 5	Summer Term Topic 6
Topics	<p><u>Where does my island fit in the world?</u></p> <p>You will develop the key skills you need to become an amazing Geographer by looking at where The United Kingdom fits into the rest of the world. Your journey will look at:</p> <ul style="list-style-type: none"> ✓ World rivers & mountains ✓ Continents & oceans ✓ Latitude and longitude 	<p><u>Should Yashraj move to megacity Mumbai?</u></p> <p>You will look at why the population of a country is so important. Your investigation will involve looking at:</p> <ul style="list-style-type: none"> ✓ What affects the population of a country ✓ How Geographers use population pyramids ✓ Why some people migrate to live in another town, city or country 	<p><u>Why is North America a melting pot?</u></p> <p>You will look at the different countries in North America. Your investigation will include:</p> <ul style="list-style-type: none"> ✓ The landscape of the continent ✓ The history of the people who live there ✓ Why America is a divided country ✓ Fantastic places to visit <p>Career: Cartographer</p>	<p><u>Why is the Black Country a great place to live?</u></p> <p>You will look at how the area developed and what there is to do there. Your investigation will include:</p> <ul style="list-style-type: none"> ✓ Tourist attractions in our area ✓ What jobs do people do? ✓ In and out of town shopping 	<p><u>Why do we watch weathersocks with wet, warm, whirlwind westerlies?</u></p> <p>You will examine what different types of weather there is and how it affects places around the world. Your investigation will look at:</p> <ul style="list-style-type: none"> ✓ Difference between Weather and Climate ✓ Climate Graphs ✓ What causes a meander and an oxbow lake? <p>Career: Meteorologist</p>	<p><u>Is the River Severn a risky river?</u></p> <p>You will look at how rivers are created and what different features they have. Your investigation will include:</p> <ul style="list-style-type: none"> ✓ The Water Cycle ✓ The course of a river ✓ Erosion of rocks ✓ What causes a waterfall, meander and an oxbow lake? ✓ Causes of flooding ✓ Flood Management and Prevention
Assessment	<ul style="list-style-type: none"> • Do Now Tasks • Peer/Self-Assessment • GRIT • Check Assessment 	<ul style="list-style-type: none"> • Do Now Tasks • Peer/Self-Assessment • GRIT • Check Assessment 	<ul style="list-style-type: none"> • Do Now Tasks • Peer/Self-Assessment • GRIT • Summative Assessment 	<ul style="list-style-type: none"> • Do Now Tasks • Peer/Self-Assessment • GRIT • Check Assessment 	<ul style="list-style-type: none"> • Do Now Tasks • Peer/Self-Assessment • GRIT • Check Assessment 	<ul style="list-style-type: none"> • Do Now Tasks • Peer/Self-Assessment • GRIT • Summative Assessment

Prior learning	Students will be building upon and furthering knowledge gained in KS2. Whilst various topics may have already been covered to some extent by some students, all feeder schools differ, we look to cover the key areas in depth. Students will gather an initial understanding of what Geography is as a standalone subject and how we can study the earth in a Human and Physical way.
Literacy Links & Subject Reading	'Northern Lights' trilogy - Philip Pullman 'Refugee Boy' - Benjamin Zephaniah 'Extreme Survival' - Alan Parkinson 'Bear Grylls' Adventures - written by Bear Grylls 'Ordnance Survey Puzzle Book' - Ordnance Survey
Enrichment within the Curriculum	Prior learning will be supplemented and expanded to cover many aspects of our environment and climate issues. In addition, local fieldwork tasks will help introduce a more practical approach to the curriculum.
Extracurricular Opportunities	Potential fieldwork destinations include a tourist attraction in the Black Country, using map skills around the local area and a possible fieldwork trip to the River Severn.
Careers and Personal Development	The study of geography helps students explore the evolution of people, their ideas, places, environment and climate. Understanding the impact that we have on each of these areas help students appreciate their place in the world and responsibilities to the environment in which we live.
Ways to support your child's learning	
<ul style="list-style-type: none"> • Visits to local sites: Local walks to use OS maps, Bewdley & Worcester for River Severn, Black Country Living Museum, Dudley Canal Tunnels, Thinktank Birmingham • Visits to UK sites: Natural History Museum, Science Museum, Ironbridge, London • Access to TV documentaries, BBC, Discovery and National Geographic • National Geographic magazine, Geographical magazine • Websites: BBC Bitesize (Weather and Climate, Rivers and Water, Human Geography, OS Map Skills). 	



History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><u>Who are the British?</u></p> <p>The chronological history of Britain</p> <p>Development of government in Britain</p> <p>Migration - Where did the people of Britain come from?</p>	<p><u>What did the Romans do for us?</u></p> <p>Chronological look at the aftermath of invasion on society.</p> <p>Rebellion, revolt and unrest.</p> <p>Political development as well as changes to weapons and warfare</p> <p>Empire building and the impact of migration on Britain.</p>	<p><u>Why did people risk their lives?</u></p> <p>A chronological look at why people have risked their lives throughout History by looking at religion, conflict and rebellion from 1066 through to the Crusades.</p>		<p><u>What was it like to live in the middle ages?</u></p> <p>A thematic study into living conditions in the medieval period. Students will look at medieval houses, food, jobs as well as examining the threats that people faced in their daily lives.</p> <p>A depth study looking at The Black Death.</p>	<p><u>Ideas & Beliefs: Medieval or Modern?</u></p> <p>Students will look at the developments that took place during the medieval period into the Early Modern period and Renaissance (technologically, religiously, socially)</p> <p>A depth study looking at Henry VII's dissolution of the monasteries & creation of the C of E.</p>
Assessment	<p>Key word retrieval starter tasks</p> <p>Checkpoint Assessment (Extended writing/PEE paragraph)</p>	<p>Key word retrieval starter tasks</p> <p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (What did the Romans do for us?)</p>	<p>Key word retrieval starter tasks</p> <p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Why did people risk their lives?)</p>		<p>Key word retrieval starter tasks</p> <p>Checkpoint Assessment (Extended writing/PEE paragraph)</p>	<p>Key word retrieval starter tasks</p> <p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Year Test (All topics)</p>

Prior learning	Students will be building upon skills gained in KS2. Whilst various topics, particularly regarding the Romans in Britain, were taught in KS2, we look to revisit many of the areas in order to create a detailed knowledge base line across all students.
Enrichment within the Curriculum	Students prior learning will be supplemented and challenged with new history skills, such as evaluation and an introduction into the analysis of primary sources.
Extracurricular opportunities	As part of the Middle ages, Medieval and Modern studies in the Summer Term, all Year 7 students will have the opportunity of visiting Worcester, with tours of the ancient cathedral and the Tudor House Museum.
Links to personal development and citizenship	History provides the pupil with a range of challenging events and outcomes which are, or have been, mirrored in modern day life. As a result, students are encouraged to explore what lessons from these events were learnt, what were not, why events repeat and what can break the cycle. Such historical repetitions and their resulting outcomes, impact on personal learning and development.
Preparing for the next stage of education	The Year 7 curriculum is designed to provide students with an introduction to KS3 history through topics recognisable from their KS2 experience. Learning and then applying new skills to this history, pupils will begin to challenge some of their early gained concepts. Students will move onto studies of Empire, Slavery, Industrial Revolution, conflict and the holocaust in Yr. 8.

Ways to support your child's learning	
	<ul style="list-style-type: none"> • Visits to local sites: Wroxeter Roman City, Wall Roman Site (Lichfield), Birmingham Museum (e.g The Staffordshire Hoard), Kenilworth Castle, Ludlow Castle, Stratford, Avoncroft Museum. • Visits to UK sites: The British Museum, London Museum, Other British sites e.g. Bath, Chester, Warwick, London, York – Yorvik Viking Centre, Hadrians Wall, Vindolanda etc • Films/Documentary DVDs: Horrible Histories, In Search of the Dark Ages (Michael Wood), A History of Britain (Simon Schama) • Resources on WISE and Websites: BBC Bitesize (Early Civilisations and Empires, The Roman Empire), Ancient History Encyclopedia (https://www.ancient.eu), British History Worksheets (https://schoolhistory.co.uk/modern/british-history), Everyday life in the Middle Ages • Books: A History of Ancient Britain – Neil Oliver, The Roman Empire: A Beginners Guide – P Matyszak, The Middle Ages – R J Coates, • Access to documentaries, BBC, The History Channel, Discovery and National Geographic • BBC History Magazine

MATHS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum content	Numbers and the Number System Checking, Approximating and Estimating Calculating	Visualising and Constructing Investigating Properties of Shapes Exploring Fractions, Decimals and Percentages	Algebraic Proficiency Proportional Reasoning Sequences	Measuring Space Investigating Angles Calculating Fractions, Decimals and Percentages	Solving Equations And Inequalities Calculating Space Mathematical Movement	Presentation of Data Measuring Data Revision of key concepts as identified from assessments
Assessment	Year 7 Test Sparx Homeworks Mini-Tests/Check points		Year 7 Test Sparx Homeworks Mini-Tests/Check points		End of Year Test (Calc & Non-Calc) Sparx Homeworks Mini-Tests/Check points	
Links to prior learning	Foundation Core <ul style="list-style-type: none"> Identify multiples and factors of a number Count forwards and backwards through zero Round to one decimal place Use columnar addition and subtraction with numbers of any size Multiply a three- or four-digit number by a two-digit number using long multiplication Divide numbers up to four-digits by a single-digit number using short division and interpret the remainder Add and subtract fractions with denominators that are multiples of the same number Write decimals as fractions Understand that per cent relates to number of parts per hundred Convert between adjacent metric units of measure for length, capacity and mass Measure and draw angles Calculate the area of rectangles Distinguish between regular and irregular polygons 			Higher Core <ul style="list-style-type: none"> Multiply and divide numbers with up to three decimal places by 10, 100, and 1000 Use long division to divide numbers up to four digits by a two-digit number Use simple formulae expressed in words Generate and describe linear number sequences Use simple ratio to compare quantities Write a fraction in its lowest terms by cancelling common factors Add and subtract fractions and mixed numbers with different denominators Multiply pairs of fractions in simple cases Find percentages of quantities Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line Calculate the volume of cubes and cuboids Use coordinates in all four quadrants Calculate and interpret the mean as an average of a set of discrete data 		
Literacy links and reading focus	Literacy homework: Famous Mathematicians	Literacy homework: Engineering	Literacy homework: Astronomy	Literacy homework: Sport	Literacy homework: Art	
	Can You Crack the Code?: A Fascinating History of Ciphers and Cryptography by Ella Schwartz Mathemagic! Number Tricks by Lynda Colgan All of the above by Shelley Pearsall					
Enrichment opportunity	UKMT Junior Maths challenge Sparx Club Maths Club					
Career Focus	Financial manager	Architect	Nurse	Game designer	Cyber intelligence office	Careers lesson: Data detective – interpreting data Acoustic consultant

physical education



"every child is a winner when they try their very best!"

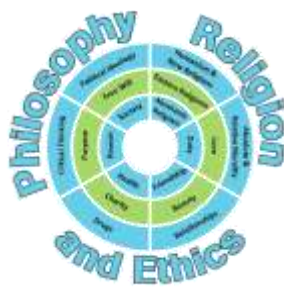


	Autumn	Spring	Summer
Topics	<p>All year 7's will take part in a 4 week baseline programme in September and then will complete the following activities over the course of the rest of the year</p> <p>Netball, Badminton, Dance, Rugby, Swimming, Striking + Fielding, Athletics and Gymnastics</p> <p>Within each activity students will develop their basic skills and techniques and also look at how they fit into a competitive situation / choreographed performance. There will be opportunities to transfer skills and tactics between activities and also develop teamwork and organisational skills that are needed across the activity areas. Students will understand the importance of a warm up and by the end of the year would be able to carry out their own warm ups effectively.</p>		
Assessment	<p>Baseline assessment of key skills</p> <p>Each activity is individually assessed using the 'ME in PE' framework which focuses on the 'physical me' across all sports plus one of 'thinking me', 'social me' or 'healthy me' per sport.</p> <p>The thinking me takes into account skills, rules and tactics within sports. The social me focuses on working with others. The healthy me looks at how we prepare for activity and how are body responds to physical exercise.</p>		

Prior learning	The baseline assessment will establish activities and skills learnt in primary school to help tailor the curriculum for the rest of the year, to ensure students are challenged based on their individual needs.
Enrichment within the Curriculum	PE involves a range of cross curricular links for example mathematical measurements in activities such as athletics and science links to the working of muscles of the body.
Extracurricular opportunities	A range of extra-curricular opportunities will be available every term including those covered in lesson and new activities such as dodgeball and table tennis. Timetables will be regular updated and will be available in tutor rooms and online.
Links to personal development and citizenship	Student leadership skills will be constantly developed within lessons, in addition to teamwork skills.
Preparing for the next stage of education	The activities covered during the Year 7 curriculum are designed to introduce a range of basic skills, techniques and tactics that can then be transferred into Year 8, when we study activities in greater depth and start transferring skills into new activities.

Ways to support your child's learning

- Encourage students to attend extra-curricular activities
- Encourage students to take part in sport outside of school
- Watch a variety of different sports either live or through the media
- Try a new sport/activity as a family to promote being active



	Autumn 1	Spring 1	Summer 1
Curriculum content	<p><u>Is Britain a religious country?</u></p> <p>In this unit of work, students will first be introduced to what 'Religion and Worldviews' means at Wombourne High School. Pupils are introduced to what a worldview is, what might influence people's worldviews, and why it is important that we are accepting of worldviews that are different to our own. Then, pupils use primary data in order to determine whether they think Britain can be described as a religious country. Looking at the most recent Census results and the British Social Attitudes survey, pupils form their own opinion on the enquiry question while also developing their ability to interpret data critically and analytically.</p>	<p><u>Can we answer 'ultimate' questions?</u></p> <p>This unit develops pupils' philosophical skills by encouraging them to contemplate and form their own opinions on questions that humans have been asking themselves for millennia. Pupils will create their own ultimate questions, consider what might influence an individuals' opinions on ultimate questions, and decide whether we can ever definitively answer them. We focus in on one ultimate question in particular; "How did the world get here?" Pupils examine religious and non-religious explanations to this answer, before forming their own conclusions.</p>	<p><u>Why do some Sikhs choose to become members of the Khalsa?</u></p> <p>Pupils will examine the religion of Sikhism in this unit. In particular, pupils will explore the diversity of religious opinion and beliefs within Sikhism when it comes to the Khalsa. Pupils will study and debate why some Sikhs choose to become a member of the Khalsa, what religious beliefs might influence Sikhs to make such a commitment, and why some Sikhs feel they do not need to join in order to show their commitment to God.</p>
Assessment	Mid-point assessment (multiple choice questions & P.E.E. paragraph)		End-point assessment (multiple choice questions & P.E.E. paragraph)
Links to prior learning	Pupils may have studied varying religious traditions within Great Britain during their time at Primary School. This unit will build on the idea that Britain is a multi-faith, diverse society, and develop pupils' understanding of the complex religious landscape of Britain.	This unit will build on knowledge acquired during the Autumn term; in term 1, pupils developed an understanding that many people in Britain hold diverse religious and non-religious beliefs. Now, pupils analyse how these beliefs may influence an individual's attitudes towards ultimate questions.	Building on ideas from term 2, pupils examine how religious ideas and beliefs directly influence an individuals behaviour. This unit also develops pupils' understanding of diversity within religions, something touched on during the first term.
Literacy links and reading focus	Pupils' literacy is developed throughout this unit through the reading of extracts, learning and retrieving key terms, and developing ability to complete extended writing pieces. Recommended reading: <i>What Do YOU Think?: How to agree to disagree and still be friends</i> - Matthew Syed	Pupils' literacy is developed throughout this unit through the reading of extracts, learning and retrieving key terms, and developing ability to complete extended writing pieces. Recommended reading: <i>Big Ideas For Young Thinkers: 20 questions about life and the universe</i> - Jamia Wilson	Pupils' literacy is developed throughout this unit through the reading of extracts, learning and retrieving key terms, and developing ability to complete extended writing pieces. Recommended reading: <i>One Amazing Sikh at a Time</i> - Seerat Kaur Gill
Enrichment opportunities	Recommended visit – The Auckland Project Faith Museum	Opportunities to engage with debates within class in order to develop oracy skills	Use of Sikh religious artefacts to support learning
Career Focus	Sociologist		Equality, diversity and inclusion officer



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Lab skills Cells Atomic structure Particle model Energy		Inheritance Chemical changes Forces Space		Energy changes Interdependence Ecology Waves	
Assessment	AP1 assessment on all units covered this term. Check point assessment for each unit		AP2 assessment on all units covered this term. Check point assessment for each unit		AP3 assessment on all units covered this term. Check point assessment for each unit End of year assessment for all content covered this year	

Prior learning	Year 7 builds upon the KS2 science curriculum, however, in secondary school we can do lots of experiments – especially in chemistry. We start building in lab skills that students will need throughout their science career.
Enrichment within the Curriculum	We have ensured that practical lessons are at the centre of our curriculum. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	We have scientist of the month competition for all year groups. Science club runs once a week for Year 7 and 8. National science week activities take place in lessons and at lunchtime. We will be running science trips throughout the year – details to be confirmed.
Links to personal development and citizenship	Spiritual understanding – science is the study of nature and the curriculum aims to be about awe and wonder of the natural world. Social development – working together in groups to investigate science practically and understand the effects of science on society.
Preparing for the next stage of education	The topics studied in Year 7 and 8 are the foundations for GCSE Science, which prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance, to name but a few pathways available to scientists.

Ways to support your child's learning

- Watch Science documentaries on TV – such as those by David Attenborough and Brain Cox
- Visit Science museums – Thinktank in Birmingham, Lapworth Museum at Birmingham University (free entry all year round) and The Space Centre in Leicester. Visit a zoo or safari park
- Go to the library to take out some popular science books
- Try googling and doing some 'simple experiments at home' – lots of videos of experiments to watch on youtube
- Watch youtube channels such as mygcsescience, freesciencelessons, minutephysics, crashcourse in biology / chemistry / physics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum content	<p><i>My personal world – myself</i></p> <p>Introductions Greetings & basic phonics Talking about my age - numbers Saying when my birthday is I have & I am</p>	<p><i>My personal world – myself & others</i></p> <p>Describing hair and eyes He/she has He/she is Talking about my family, numbers 1-100</p>	<p><i>Studying and my future – school</i></p> <p>School subjects Giving opinions Justifying your opinions Because it is</p>	<p><i>Studying and my future – school</i></p> <p>Talking about you timetable Days of the week Time Uniform We form</p>	<p><i>Lifestyle and wellbeing – food</i></p> <p>Talking about food – opinions + justifications To eat/ to drink Talking about food – opinions + mealtimes</p>	<p><i>Lifestyle and wellbeing – sports</i></p> <p>Saying what I and others do in our free time To play/to do/to go Talking about the weather & free time</p>
Assessment	Speaking – Fluency training	Listening & Reading	Writing – photo card	Speaking – Read aloud	Listening & Reading	Writing – Extended piece on school
Links to prior learning	<p>Language awareness from primary school Language learning skills: look-cover-say-check Building/emphasis on Language learning skills</p>					
Literacy links and reading	<p>Reading activities are integral to all MFL lessons. Pupils practise reading aloud in the target language as a key exam skill. Fortnightly vocab test.</p>					
Enrichment	<p>Invictus Spelling Bee Cultural awareness activities for key celebrations: Christmas & Easter</p>					