



Year 7

Curriculum Guide

2019-20

for parents and carers

Dear Parents and Carers,

Welcome to Year 7!

The beginning of secondary school marks an important transition in your child's learning journey. As the excitement of early September gives way to the sustained engagement of the KS3 Curriculum, your children will begin to mature and develop and explore the world in a deeper and more profound way.

We want to help them discover their strengths and their areas for development and to ensure that they become successful learners, ready to learn throughout their lives. Although their academic attainment will be measured across Years 7, many aspects of the behaviours and skills that will serve them most effectively in their adult lives are not so easily measured. We aim to work with you to help them develop into thoughtful, happy, resilient and enthusiastic learners who understand their talents and uniqueness and work to develop themselves to the full.

We have put together this booklet to enable you to support your sons and daughters through this year. Please take your time to read the information and should you have any comments or feedback about this information please let us know.

Your son or daughter is a member of all their subject Google Classrooms, as well as the Year 7 Notices Google Classroom. It is via these Classrooms that they will be sent messages and set pre-learning assignments and where they can post questions and comments to their teachers on work set or request help if they are unsure about a task. Google Classroom is an invaluable source of communication between school and home and we would encourage you to check it on a weekly basis in order to ensure that pre-learning tasks assigned by their teachers are completed, and so that you are up-to-date with what they are currently studying at school.

All pre-learning tasks are set through Google Classroom and are always accessible to you and your child through their school issued device or other internet connected device via Google Guardians.

I hope your son/daughter has a happy and successful first year at RTS.



Ms Wright

Deputy Head Teacher (Pupil Progression)

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1. What is the aim of this booklet?

The aim of this booklet is to provide you with details about the curriculum which your child will follow during Year 7. It includes:

- details of the subjects which your child will be taught
- an overview of the topics which your child will cover
- how your child’s progress will be assessed in each subject
- how you can support your child’s progress and enjoyment both in and outside school

2. Curriculum Intent

We are an inclusive school and all students are stretched and challenged to exceed their personal best. To secure every child’s academic success and independence, they experience demanding teaching.

Our approaches ensure that all teaching fosters students’ critical thinking and engagement in sophisticated concepts. At RTS we follow a spiral curriculum where topics, subjects and themes are revisited throughout the course with each successive encounter building on the previous one to allow for greater depth of knowledge retention.

While our curriculum is in many ways very traditional, we aim to take an enterprising approach to its design, capitalising on innovative applications of digital technologies and partnership agreements. Our extended day allows us to ensure students benefit from rich and varied learning experiences. In Years 7, 8 and 9, students elect two enrichment options, which they change termly. Our curriculum will build rapidly on students’ achievements in primary education and scaffold knowledge ready for academic and vocational study. The curriculum is divided into three strands: Core, Specialist and Technical, and Pastoral and Wider Learning. All students study a broad range of subjects including Art, Computer Science, Design and Technology, Drama, English, Geography, History, Mathematics, a Modern Foreign Language, Music, PE, Prep, PSHCEE, PRE and Science.

3. Number of lessons scheduled for each subject

Our two-week timetable is made up of 45 lessons of 1 hour duration and 5 lessons of 50 minutes duration.

Subject / other activity		Per fortnight	Curriculum	Comments	
Formal Curriculum	English	8 lessons	Ebacc (English Baccalaureate)		
	Maths	7 lessons	Ebacc		
	Science	Biology	7 lessons	Ebacc	2 Biology 2 Chemistry 2 Physics 1 Working Scientifically
		Chemistry			
		Physics			
	Languages	French	3 lessons	Ebacc	
	Humanities	Geography	3 lessons	Ebacc	3 Geography 3 History
		History	3 lessons		
	Philosophy, Religion and Ethics		1 lesson		
	Computer Science		2 lessons	Ebacc	
	Design and Technology		2 lessons		
	Arts	Art & Design	2 lessons		2 Art & Design 2 Drama 2 Music
Drama		2 lessons			
Music		2 lessons			
Sport	Games	4 lessons		PE curriculum will include Dance	
	PE	2 lessons			
Pastoral and	PSHCEE	2 lesson		See detail later	
	Academic Tutoring	6 sessions		25 mins each	

Wider Learning	Numeracy	2 sessions		25 minutes each week
	Guided reading	3 sessions		25 minutes each week plus 1 hour a fortnight
	Enrichment	4 sessions		See detail later
	Prep	2 sessions		See details later

4. What is Pre-learning and how much will be set in Year 7?

Pre-learning tasks are designed to raise standards and ensure progress. Evidence suggests that quizzing students regularly on previously learnt material aids long-term memory retention. Much of the pre-learning set will therefore be based around reviewing and revising pre-learnt vocabulary, ideas and information ready for quizzing at the start of the next lesson. Pre-learning may also take the form of researching a new topic yet to be studied to prepare students for what is to come. Pre-learning is an integral part of the learning process rather than an add-on after the learning has taken place.

Pre-Learning is set according to a timetable and is recorded on Google Classroom. The details which will be included in the scheduled assignment will include:

- description of the task
- date the task was set
- date when it is due

It is an absolute requirement that pre-learning is completed and submitted on the deadline set. The expectation is that students spend around 45 minutes per night on pre-learning tasks in Year 7. The table below shows the number of times pre-learning is set in each subject per fortnight and the approximate time it should take:

Subject	Per Week	Time (Approximate total)
English	Once	45 mins per week
Maths	Once	45 mins per week
Science	Once	45 mins per week
French	Once	45 mins per week
Humanities: History	Once	45 mins per week
Humanities: Geography	Once	45 mins per week
Humanities: Philosophy, Religion and Ethics	Periodically	Google Quiz or Half Termly Project
Art	Periodically	Google Quiz or Half Termly Project
Computing	Periodically	Google Quiz or Half Termly Project
Design Technology	Periodically	Google Quiz or Half Termly Project
Drama	Periodically	Google Quiz or Half Termly Project
Music	Periodically	Google Quiz or Half Termly Project

5. How will your child's attainment be assessed in each subject?

We consider feedback and marking to be one of the cornerstones of how we support students to reach their maximum potential at RTS. It is our fundamental belief (supported by international research) that students are far more likely to attain better when they are clear about what they need to do to improve and how to make these improvements.

Teachers follow the frequency and style of marking/feedback suggested in the scheme of work. For example, feedback may be verbal, written, re-drafting, through digital methods and so on. The most important detail here is that the feedback is useful for both the students and teachers in furthering attainment. Marking with comments is not the only way to promote progress so it will be common to see only specific pieces of work marked in detail by the teacher.

5.1. How does self and peer assessment support your child's learning?

In lessons, teachers will use self-assessment and peer-assessment. Often the teacher will share a review of the common misconceptions or errors made by the class via a yellow crib sheet and students will be guided to self-assess their work. We do this because it is important that students can assess their own work and that of their peers as it demonstrates good understanding of the assessment criteria. You will see comments from other students in exercise books, as well as redrafting and improvements (in green pen) your son/daughter has made to their work as a result of feedback from their teachers and peers.

Students are expected to improve the work in the ways indicated above in the same way they would if targets had been set by a teacher.

5.2. How do we track your child's attainment?

While the key to making progress is for students to act upon these comments, we also believe it is important to provide them with a clear indication of the level of attainment they have reached.

The attainment rates which your child will receive on their end of year report are underpinned by the curriculum overview for each subject. These can be found towards the end of this booklet for each subject.

While ongoing assessment of students' attainment is integral to teaching and learning at RTS, all students are also assessed formally across the year group, in each subject, at set times during the school year. These summative assessments will be marked and graded and the results will be recorded centrally. This information will help to inform the tracking of student progress and attainment and the adaptation of teaching and learning to meet the needs of individuals.

6. How will you know how well your child is progressing?

We would like to encourage you to take time to look through your child's exercise books and discuss their work with them. The comments written by your child's teachers (and their peers) and the way in which your child is responding to them will provide you with an insight into the depth of knowledge he or she is gaining over time in a subject. These comments are particularly powerful as they will indicate what your child needs to do to improve. If you are unsure about any aspect of your child's progress in a subject, please contact his or her teacher in the first instance.

It will be usual for you not to see grades against individual pieces of work in your child's exercise books/e-portfolios. Grades in themselves are mostly effective in reporting students' attainment across a wide domain of learning and therefore are not so useful for assessing the smaller chunks of learning, such as the tasks undertaken in lessons. For these activities, we need students to learn from their mistakes in order to embed their knowledge and understanding and this is best achieved through written and verbal feedback, redrafting and revising.

7. Measuring your child's attainment

We track and monitor attainment over time. Students' current attainment and effort inform the basis of learning conversations between staff, students and parents/carers.

7.1 Health Checks

In Year 7 - 11 all students have three (AP2¹, AP4 and AP5) Health Check reviews. These measure effort and quality of Pre-Learning.

¹ Assessment Point

In the Autumn term there is an Academic Tutor and Parent Consultation evening where the following attributes are discussed and reviewed:

Attendance	96% attendance is our expectation
Effort Pre-Learning	Attitudes to learning
Conduct	Total merits minus demerits

7.2 Formal Assessments

- At AP3 and AP6 we assess students’ knowledge and application of what has been taught.
- Our motto - Excellence Through Endeavour - captures our belief that all students can learn and get better at any subject through deliberate practice, spaced repetition and acting on timely feedback.
- Marks in the 50–70% range are normal.
- Marks will improve as students get used to working at secondary level, and in the style required by different subjects.

7.3 Year 7 - 9 Attainment Benchmarks

Mark (as a percentage)	Knowledge and Application
29 and below	Demonstrates basic and limited knowledge
30-49	Is beginning to understand and retain knowledge
50-59	Has demonstrated a deeper knowledge of the subject
60-70	Demonstrates depth in a range of contexts
71-89	Demonstrates sophisticated application of knowledge
90- 100	Exceptional depth and flair

7.4 Students causing a concern

An attainment mark of below 50% is below our minimum expectation and will be recorded as a concern. Teachers will work with you to address the gaps in your child’s learning. If your child has three or more attainment grades which are “Concerns” at AP3 and AP6, they will be closely monitored by their Academic Tutor and Head of Year.

7.5 Number Grades

Although not formally used in KS3 reporting, it is important to note that the GCSE grading scale for your child will be on a numerical scale rather than the old scale which was based on letters. The new scale ranges from 1 to 9, with 9 being the highest grade possible. There is an equivalence between the old and new scale which is shown below.

Old GCSE grades	Current GCSE grades
A*	9
A	8

	7
B	6
C	5
	4
D	3
E	2
F	1
G	

8. How can you help your child's learning?

There is a range of ways in which you can support your child's learning and progress.

These include:

- Encouraging your son/daughter to work in a quiet, comfortable place at a regular time each day
- Encouraging your son/daughter to see pre-learning as preparation for the following lesson/topic and not leave doing it until the night before it is due in
- Checking that your son/daughter has recorded the work in his/her notebook
- Discussing the work with your child; does s/he understand the task? Can s/he extend and improve his/her answers?
- Encouraging your son/daughter to work to the time allocation set for each subject
- Referring your son/daughter to other resource materials such as the RTS website, school library or your local library; iPad apps and resources in Google Classroom; digital learning platforms such as Hegarty Maths, Kerboodle or Pearson Active Learn.
- Remembering to write a note in their notebook if your child has a genuine reason for not completing the homework
- When looking at the "To Do" list of tasks on their Google Classroom, checking that s/he is completing homework and meeting deadlines
- Contacting the tutor if you have any concerns about homework
- Your son/daughter may receive additional work from the Learning Support department or extension tasks from their teachers
- Try to agree a regular time to help your son/daughter with these tasks.

9. Google Classroom

Students will join a Google Classroom for each subject they study and all pre-learning tasks will be set as an

assignment via Google Classroom (see section 5 above for details). The teacher will indicate whether the pre-learning should be completed in the student's exercise book, or whether it should be attached as a Google document to the assignment. Once the student has completed the work they should "hand it in" by clicking on the submit button. If a student has a question about the work set, they can send a class comment or a private message to the teacher on Google Classroom. Teachers will also post lesson resources including revision resources, quizzes and worksheets on Google Classroom so that students can refer to them outside of lessons. Important announcements will be made via the Year 7 notices Classroom and email alerts are sent every time a student is set a new assignment or is close to an assignment deadline. Parents and guardians will be invited to join Google Guardians so they receive alerts each time their child is set an assignment with details of the work set and the due date.

10. Enrichment

On Tuesdays and Thursdays period 6 is enrichment (from 15:00-16:00). Enrichment is a compulsory part of the RTS curriculum. At the beginning of each term students will choose their enrichment activities for the term, one of which must be a sport. Most enrichment clubs are run by RTS staff and are free. Some are run by external agencies and very few incur a charge for students to take part (Street Dance and Karate). Examples of enrichment clubs currently on offer are football, rugby, badminton, softball, table tennis, MasterChef, chess, model-making, eco-warriors, artists' society, camera crew, horse care club, model making and music club. The choice varies each term.

11. Prep

Each week on a Wednesday afternoon from 15:00-16:00 students complete their pre-learning tasks during Prep. They spend this hour with their tutors who are on hand to support them with their pre-learning tasks and any other queries they may have about the work they have been assigned by their classroom teachers that week. Prep is a compulsory part of the curriculum at RTS and allows students to complete work in a calm and supervised environment.

12. iPads

iPads form an integral part of the learning process at RTS. The iPad always remains the property of the school and can be confiscated if a student is using it inappropriately. Students must bring their iPad to school every day fully charged and will be given a demerit if this is not the case. Students are responsible for looking after their iPad and ensuring it is not lost or broken as this would incur a charge.

13. Study tips

- Work in a quiet and comfortable environment, preferably with a desk, a comfortable chair and good lighting
- Leave your phone outside the room while you are studying to avoid distractions
- Ensure you stay hydrated and eat healthy snacks
- Check your emails and the "To Do" list on Google Classroom to keep track of deadlines
- Work in short bursts of 30 minutes with a 10-minute break
- Ensure you have things to look forward to once you have finished studying (meet friends, watch a film, play football in the park)

14. Arbor

Arbor is our Management Information System (MIS) where we keep details of all students on roll at RTS. There is a parent app which you will be able to sign up to in order to keep track of your child's progress, attitude to learning and attendance. The data you will see is "live" data, so every time a student receives a merit or demerit, you will be able to see this by logging on to your account. Assessment data is also available for parents to view after each assessment point. You can log on to the parent app on any hand held device (smartphone) or computer.

15. Literacy and Numeracy

At RTS we believe that every teacher is a teacher of numeracy and literacy. Students have a Maths Matters session in Academic Tutor time once a week to work on their numeracy skills. Reading is an integral part of the curriculum and each student has one 25-minute guided reading lesson each week, alongside a dedicated hour-long reading lesson each fortnight where they read such texts as Roll of Thunder Hear My Cry and The Children of Willesden Lane. They are encouraged to read aloud, modelling their reading from the teacher, and discuss the issues which arise in the books.

16. Assessment timetable

There are 6 Assessment Points across the year:

- AP1 is baseline testing in English, Maths and Science
- At AP2, AP4 and AP5 SLT and Curriculum Leaders use merits and demerits to monitor attitudes to learning and put intervention in place accordingly. Parents will be informed if the data indicates that attitudes to learning must be improved. Parents can continuously monitor "live" data for merits and demerits via the Arbor app
- There are two formal assessment points during the year at AP3 and AP6. This assessment data is reported to parents (see table below)

Reporting Year 7 student progress to parents/carers

AP = Assessment Point

Autumn Term	Spring Term	Summer Term
<i>AP2 – monitoring of merits and demerits</i>	<i>AP4 – monitoring of merits and demerits, cumulative quiz scores</i>	Parent and Subject Teacher Consultation Evening - <i>May</i>
Parent and Tutor Consultation Evening - <i>November</i>	<i>AP5 – monitoring of merits and demerits, cumulative quiz scores</i>	AP6 Formal Assessment - <i>June</i>
AP3 Formal Assessment AP3 reporting attainment to parents - <i>December</i>		End of Year Written Reports

17. Explanation of effort, pre-learning and progress outcomes at RTS

Attitudes to learning

Effort	Pre-Learning
Excellent: Work produced goes beyond what we ask. It clearly shows the knowledge, skills or ideas taught in class and extends the work. The student shows an exceptional interest in the topic/task.	Excellent: The pre-learning work produced is thoroughly competent and shows a sophisticated or excellent understanding of the task/concept. Pre-learning is always submitted on time and is consistently thorough, going above and beyond what was required
Good: Work produced is what is asked of the students. On the whole, it shows information, skills or ideas taught in class. The student shows a consistent interest in the topic/task.	Good: The pre-learning work produced attempts a valid and thoughtful response and shows a good understanding of most elements of the task/concept, although there may be some inconsistencies. It is, in most instances, submitted in time and is generally thorough.
Secure: Work produced shows the task has been attempted and the student shows that they are beginning to consolidate the knowledge, skills or ideas. The student shows a general desire to engage with the teaching and learning	Secure: The pre-learning work produced is successful in places, although it shows a number of areas where the task/concept has not always been fully understood
Working Towards Secure: Work produced is minimal in comparison to the student's ability. In places, there is evidence of the consolidation of knowledge, skills or ideas, but the overall work produced is below the expected standard	Working Towards Secure: The pre-learning work produced is minimal in comparison to the student's potential. The overall effect is that pre-learning does not show that the student can apply the task/concept being studied. It is often submitted late and lacks thoroughness.
Concern: Work shows a lack of planning and organisation and a lack of desire to engage with the teaching and learning, considering the ability of the student and their learning needs	Concern: The pre-learning work produced is regularly undermined by recurring basic errors that show the task/concept has not been understood or that the level of effort falls well below the expected standard. It is persistently submitted late or the task set is regularly not completed at all.

Attainment
Excellent: working well-above expectations for the student's starting point. If they continue to work at this level they will have demonstrated sophisticated knowledge and application in this subject by the end of the year
Good: working above expectations for the student's starting point. If they continue to work at this level they will have demonstrated depth of knowledge and its application in a range of contexts in this subject by the end of the year
Secure: working in-line with expectations for the student's starting point. If they continue to work at this level they will have demonstrated a deeper knowledge and understanding in this subject by the end of the year
Working Towards Secure: working below expectations for the student's starting point. If they continue to work at this level they will have demonstrated some understanding and have retained some knowledge in this subject by the end of the year
Concern: working well-below expectations for the student's starting point. If they continue to work at this level they will have demonstrated basic understanding and have retained limited knowledge in this subject by the end of the year

In line with the RTS ethos of stretch and challenge for every student, "Secure" in any category requires attention; and "Working Towards Secure" or "Concern" indicates a serious issue and requires immediate remedial action. We ask for your support in helping your son/daughter to improve the particular concern and we will put measures in place to help them to make these improvements.

19. Curriculum Overviews

See the following pages for details of what is being taught in each subject over the course of year 7 and what students can do to take the subject further.

Year 7 Curriculum Overview for students - Art

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Observational & Creative Drawing <i>The Purpose of Art</i> <i>Realism, Line, Tone, Accuracy, Detail, Contrast, Symbolism</i>	Artists: <i>Da Vinci, Sasoratas</i> <i>Drawing techniques</i> <i>Creative Thinking skills in Art</i> <i>Critical Thinking skills in Art</i>	Google Quizzes Pre Learning Realism & Creativity	A guide to Observational Drawing Drawing Tips Da Vinci Riddle	Da Vinci at the National Gallery Da Vinci facts
HALF TERM 2	Portraiture <i>What is a portrait?</i> <i>Self-portraits</i> <i>Portrait, proportion, likeness, depth, chiaroscuro</i>	Artists: <i>Kahlo, Durer, Warhol, Opie</i> <i>How to using tone effectively</i> <i>Important Portrait Artists</i>	Google Quizzes Pre Learning Observational Self-Portrait	Portrait Artists Durer's Portraits Andy Warhol Portraits	National Portrait Gallery Julian Opie
HALF TERM 3	Watercolour Painting <i>What is Impressionism?</i> <i>Light, atmospheric perspective</i> <i>Painting techniques</i>	Artists: <i>Van Gogh, Seurat, Monet, Manet</i> <i>Control & mark-making</i> <i>Light & colour scheme</i>	AP3 Google Quizzes Pre Learning Starry Night Remix	Van Gogh Further Reading What is Impressionism?	Van Gogh at Tate Watercolour Skills
HALF TERM 4	Abstract Art <i>What is abstract art?</i> <i>How can we make abstract Art?</i> <i>Abstract, Rhythm, Composition, Shape, Motif, Pattern, Symmetry</i>	Artists: <i>Kandinsky, Delauney, Milhaze</i> <i>Translating sound into line</i> <i>Mixed-media Art</i> <i>Abstract Expressionist Research</i>	Google Quizzes Pre Learning Artist Research & Presentation Mixed-media Outcome	Kandinsky Beatriz Milhaze	What is Abstract Art? Rhythm & Pattern in Art
HALF TERM 5	Ink Wash Technique <i>Examining life through drawing</i> <i>Ink wash, organic, form, skeleton, specimen</i>	Artists: <i>Haeckel, Fulkerson</i> <i>Ink wash technique</i> <i>Fine Detail & Hyper Realism</i> <i>Geometry and Biology in Art</i>	Google Quizzes Pre Learning Ink Wash Specimen Study	Clint Fulkerson Ink Wash Technique	Haeckel Organisms
HALF TERM 6	Response to an Artist <i>Mixed media, response, interpretation</i>	Artists: <i>Ackerman, McArthur, Picasso</i> <i>Response to an artist through independent research</i>	AP6 Google Quizzes Pre Learning Personal project	Evaluating Artist Work	Formal Elements of Art GCSE Exemplar Work

Year 7 Curriculum Overview for students - Computer Science

WHEN	MAIN TOPICS	KNOWLEDGE & UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Communication, collaboration and productivity Bebras International Challenge	Familiarisation and appropriate use of: device, Classroom, Calendar and Sketchup Logical thinking, pattern recognition and problem solving Growth Mindset and problem-solving	Question on photos as personal data 11 Nov - 15 Nov is Bebras Challenge week in the UK - everyone takes part during their computer science lessons	Personal data is protected by law and everyone has a duty to create and treat it with care	Bebras Perfect Day app
HALF TERM 2	Computational Thinking: directional problems	Preparing for the TCSOCC challenge (Junior Stage) Programming using the Blockly language to solve specific problems Working memory and techniques to improve it	Blockly language to answer puzzles set in class	Developing Computational Thinking, a key skill in today's technological age.	Past challenges for TCSOCC
HALF TERM 3	Zeros and Ones - binary - the language of computers	How numbers are represented inside a computer Bits, nybbles, bytes Converting between binary and denary numbers Focus: techniques to improve it and the marshmallow experiments	Summative assessment: Google Quiz on logical thinking and binary conversions	Understanding binary gives you an idea about what phones, ipads and computers process	Cisco Binary numbers game
HALF TERM 4	Binary and black and white images Hexadecimal and colour images	2-bit black and white bitmap images Meta-data and image-data 3-bit colour images and the effects of mixing light 6-bit images and number of colours Converting between hexadecimal, denary and binary numbers	Formative quizzes via Google Classroom	Filters in photo-apps work by changing the zeros and ones	Pixel images
HALF TERM 5	Review of year	24-bit images and 16.7 million colours Prepare for end of year exam		16.7 million colours can be described with extreme accuracy using an individual code	Attack of the hexadecimals from Base 16 game
HALF TERM 6	Introduction to Python programming	Using Python turtle to draw shapes	End of year exam - summative assessment	Python is a 4th generation language	repl.it

Year 7 Curriculum Overview for students - Design & Technology

WHEN	MAIN TOPICS	KNOWLEDGE & UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Textiles & The Design Process What is textiles? Analysing & researching a design brief, writing a design specification, Initial & developed designs, Hand sewing skills	Using tools & equipment safely Basic hand-sewing techniques Creative Thinking & communicating ideas Key tools and equipment in textiles Where do fabrics come from & how are they made?	Google Quizzes Pre-Learning Learning checkpoints in exercise books	Global Textiles Design briefs The Wellcome Collection	Textiles definition Textiles ideas
HALF TERM 2	Textiles: Design your own Sugar skull Making Skills: Embroidery, applique, Pattern, how to thread up & use a sewing machine, Problem-solving, Adapting & developing ideas, Evaluating	Safe use of the sewing machine Transferring design ideas into a physical product Creating templates and pattern drafting Sewing embellishments & embroidery Product Analysis against a specification Evaluation of practical skills	Google Quizzes Pre-Learning Design & Technology exercise book Evaluation of Final Project	Victoria & Albert Museum	
HALF TERM 3	Product Design: Paper Engineering & Visual Communication skills Design, Shapes, Forms, Tone, Colour, Rendering, Depth, Realism, Shadows, Highlights, Prototype	Modelling / Prototyping Papers & Boards, Paper engineering - pop up mechanisms Three Dimensional drawing skills - 1 point perspective, 2 point perspective, isometric drawing	AP3 Google Quizzes Pre-Learning Meet Learning Checkpoints in exercise books	The Wellcome Collection Victoria & Albert Museum Designing with Technology	Robert Sabuda Kid Think Design
HALF TERM 4	Product Design: Charity Key Ring with LED light Logo, Branding, Consumer, Market, Client, Designer Product Function, Demographic, Product, Function	Using drawing skills to design an original logo. Safe use of tools and equipment - pillar drill, craft knives & finishing skills Basic electric circuits - Input, process, output	Google Quizzes Pre-Learning Design & Technology exercise book Present Logo Design / Final Outcome to peers	Crowdfunding	Product Design ideas
HALF TERM 5	Food Tech: License to cook Nutrition, Safety, Routines, Cleanliness, Hygiene, Recipe, Preparation, Knife skills, Ingredients	Hygiene & safety basics, Rules & routines Applying the principles of Nutrition and health Basic Knife Skills - Rainbow fruit skewers / dippy divers Using the Grill - Pitta Pizza Using the oven & personalising a recipe - Flapjack practical	Google Quizzes Pre-Learning Food Tech Learning Checkpoints Evaluations of practical outcomes	What is Food Technology? Food Technology production You are what you eat!	Recipes 1 Recipes 2
HALF TERM 6	Food Tech: Thinking Fresh Balance, Health, Diet, Flavour, Emulsions, Design Specification, Sensory Evaluation	Understand the source, seasonality and characteristics of a broad range of ingredients, The Eatwell plate Omelette, Super salads, Fruit crumble	AP6 Exercise Books End of year assessment	BBC inside the factory - biscuits	

Year 7 Curriculum Overview for students – Drama

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Timelines Creative 'doors' through Theatre History Explore political and social history through drama Greek Theatre, Commedia dell'arte, Elizabethan Theatre, 20th century Theatre	Theatre Practitioners Devising Drama Physical & Vocal Skills Stock Characters	Page: terminology quiz Stage: devised performance	Bertolt Brecht The Globe Theatre	Key words Greek Theatre Using masks Commedia dell'arte Elizabethan Theatre
HALF TERM 2	Bully Free Zone Create an anti-bullying campaign for schools Explore the effect of bullying and conflict Respond to media campaigns aimed at youths	Improvisation Techniques Collaborative Skills Anti-Bullying Week tie-in	Page: evaluative response Stage: write a scripted scene AP3	A Monster Calls - Patrick Ness Deenie - Judy Blume Anti-Bullying advice	Key words Writing a script
HALF TERM 3	Creating a Character Create characters and scenes using evidence Explore a range of dramatic techniques Respond to stimulus Study <i>Antigone</i> - Greek play	Creating context Characterisation Skills Analysing Characters Devising Drama	Page: set play quiz Stage: devised performance	Antigone - Sophocles Wonder - R.J Palacio The National Theatre	Key words Physical Skills Vocal Skills
HALF TERM 4	Comedy vs Tragedy Study of Shakespearean characters Explore scripted plays Perform contrasting characters	Characterisation Skills Analysing Characters English x-curricular tie-in	Page: set/costume design Stage: scripted text performance	Shakespeare Retold DVD Shakespeare Animated Tales DVD Royal Shakespeare Company	Key words Performing Shakespeare
HALF TERM 5	Into the Unknown Create a radio play using sound effects War of the Worlds novel and radio drama Gothic literature elements	Theatre Role Devising Drama Physical & Vocal Skills Stock Characters	Page: evaluative response Stage: devised radio play	Edgar Allen Poe War of the Worlds - HG Wells Visit the setting for the novel	Key words BBC sound effects
HALF TERM 6	Poetry Slam Create performance poetry from image stimulus Respond to London theme Explore the effect of sound and music with poetry	Collaboration Historical Research English x-curricular tie-in	AP6 Page: terminology & set play quiz Stage: collaborative performance	Akala The Hip-Hop Shakespeare Co. National Theatre family days	Key words London facts River Thames facts

Year 7 Curriculum Overview for students – English

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	The Vampire's Assistant	Analysing language and structure Developing our personal responses to the text Writing to inform Using quotations Using a range of punctuation, including colons and semicolons	Can I analyse how Darren Shan uses language and punctuation for effect?	The morals and ethics of circus entertainment The history of circuses Gothic literature	Further books in the Cirque du Freak series
HALF TERM 2	Beowulf	The History of the English Language Learning about how and why English has changed over time Discovering more about the Anglo-Saxon context to the poem Writing to describe Simple, compound and complex sentences Analysing language and structure	AP3: Can I produce a piece of creative writing written from the perspective of a character of my choice?	The History of the British Isles Migration and the impact it has on language, accent and dialect	Animated epics: Beowulf (available on Youtube) BBC Bitesize - KS3 history - The Anglo-Saxons
HALF TERM 3	Shakespeare: The Tempest	The Tempest Script and speech writing Understanding the wider context to the play Structuring speeches and scripts Analysing language and structure	Can I analyse a scene from the play in which two characters fall in love at first sight?	Colonialism in Shakespeare's time The expectations and treatment of women in Shakespeare's time	The Animated Tales: The Tempest BBC School radio: The Tempest BBC Bitesize: The Tudors and Stuarts

HALF TERM 4	Writing to argue: non-fiction texts	<p>Non-fiction writing and argumentative pieces</p> <p>Satire and humour</p> <p>Using persuasive techniques</p> <p>Writing to persuade</p> <p>Using paragraphing for effect</p> <p>Topic sentences and thesis statements</p>	Can you write a letter to your local MP about a modern day injustice?	<p>The British political system</p> <p>Political protest</p> <p>Formal letter writing</p>	<p>UK youth parliament website</p> <p>Youth parliament speeches (available on Youtube)</p>
HALF TERM 5	Gothic Literature	<p>'The Monkey's Paw', 'The Raven', 'The Tell-Tale Heart' and 'Dracula'</p> <p>Tension and drama</p> <p>Writing descriptively</p> <p>Using punctuation accurately and for effect</p> <p>Using transition words</p>	Can I explore how Poe creates tension in 'The Tell-Tale Heart'?	<p>The supernatural</p> <p>Story-telling and oral traditions</p>	<p>The British Library: The Gothic</p> <p>The Simpson's version of The Tell Tale Heart (available on Youtube)</p> <p>1953 animated version of 'The Tell Tale Heart' (available on Youtube)</p>
HALF TERM 6	Poetry and preparation for end of year test	<p>Preparation for end of year test: GL tests and POP tests</p> <p>Contemporary poetry and poems by Blake and Wordsworth</p> <p>Poetic techniques</p> <p>Writing creatively</p> <p>Writing to compare</p> <p>Memorising poetry</p>	Final end-of-year exam	Performing poetry in front of others	<p>No Red Ink activities on spelling, punctuation and grammar</p> <p>BBC Bitesize KS3 English Literature: Poetry</p>

Year 7 Curriculum Overview for students – French

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Bonjour! Using target language in the classroom Introducing yourself and learning basic phrases and vocabulary in order to communicate successfully	The French alphabet Counting to 21 Days and months An introduction to the verbs avoir and être European countries and nationalities Saying what you eat and drink	Half term assessment: Translation into English Translation into French	Looking at European countries and the geography and history of Europe	https://www.worldometers.info/geography/how-many-countries-in-europe/ https://www.britannica.com/topic/history-of-Europe
HALF TERM 2	C'est person Talking about likes and dislikes Describing yourself and others	Using the present tense The verb avoir (to have) The verb être (to be) Adjectival agreement	Formal Assessment AP3 Grammar quiz	Discovering famous French people and their achievements	https://www.instagram.com/omarsyofficial/?hl=en https://www.instagram.com/paulpogba/?hl=en
HALF TERM 3	Mon collègue Talking about school subjects Describing your timetable Describing your school day Giving opinions and reasons	Using opinion verbs Using the 12 hour clock Using the pronoun "on" (we)	Half term assessment: Translation into English Translation into French	Comparing life at school in France and the UK	https://college-mandela-pont-de-claix.web.ac-grenoble.fr/le-sport-au-college
HALF TERM 4	Mes Passe-temps Talking about technology Talking about free time activities and sport Saying what you like to do	Using jouer à (to play) Using the verb faire (to do) Using aimer + infinitive Using the pronouns ils/elles (they)	Half term assessment: Speaking	Discovering extreme sports which are popular in France such as free-running (Le Parkour) and paragliding (Le Parapente)	https://www.youtube.com/watch?v=bVDH7sBIAnk
HALF TERM 5	Ma Zone Talking about where you live and where you go in your town Saying what you can do in town Talking about what you do at the weekend and what you are going to do next weekend	Using il y a/il n'y a pas de (there is/are) Using modal verbs in the present tense: on peut (we can) Using the near future tense (I am going to...)	Half term assessment: Listening and Reading	Exploring different regions of France and comparing to our local area	https://about-france.com/regions.htm
HALF TERM 6	Partez! Talking about going out, eating and drinking Talking about holiday plans Discovering the art of Henri Rousseau	Using reflexive verbs Using the near future tense (I am going to...) Being more creative with the language	Formal Assessment AP6 Writing and translation	Exploring other French-speaking countries in the world (Dom Tom)	https://theculturetrip.com/europe/france/paris/articles/10-french-dom-tom-you-have-to-visit/ http://www.henrirousseau.org/biography.html

Year 7 Curriculum Overview for students – Games

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1 and 2	Rugby - Students will be introduced to the fundamental core skills of rugby which will enable them to participate in competitive game scenarios. Focus: <i>correct and safe techniques.</i>	Skills and knowledge to be introduced: Ball handling and familiarisation; Passing and receiving; Tackling; Defence; Attacking; Using space; Mauling; Gameplay; and Knowledge of rules	Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.	School club links here Represent RTS in fixtures Join the football enrichment	'How to' videos - Google Classroom
HALF TERM 3 and 4	Football - Students will be introduced to the fundamental core skills of football which will enable them to participate in competitive game scenarios.	Skills and knowledge to be introduced: Ball control; Short Passing; Long passing; Dribbling; Shooting; Jockeying; Tackling; Goal keeping; Heading; and Gameplay	Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.	School club links here Represent RTS in fixtures Join the rugby enrichment	'How to' videos - Google Classroom
HALF TERM 4 (Girls)	Netball - Students will be introduced to the fundamental core skills of netball which will enable them to participate in competitive game scenarios.	Skills and knowledge to be introduced: Footwork; Passing; Positions; Attacking strategies; Defensive strategies; Gameplay; and Rules	Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.	School club links here Represent RTS in fixtures Join the netball enrichment	'How to' videos - Google Classroom
HALF TERM 5	<i>Athletics</i> - Students will be introduced to the fundamental skills needed to perform in all track and field events. They will have the opportunity to participate competitively against other pupils, as well as recording and working to improve their PBs.	Skills to be introduced: <i>Throwing:</i> Shot Put; Javelin; and Discus <i>Running:</i> Short distance and Long distance <i>Jumping:</i> Long Jump (numeracy links - measuring / estimating / recording)	Practical demonstration of core skills through controlled and conditioned practices and competitive performance	School club links here Represent RTS in fixtures Join the athletics enrichment	'How to' videos - Google Classroom
HALF TERM 6	Striking and Fielding - Students will be introduced to the fundamental core skills of striking and fielding games which will enable them to understand and participate in competitive games.	Skills to be introduced: Catching and throwing; Fielding; Bowling; Batting; and Gameplay	Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.	School club links here Represent RTS in fixtures Join the rounders enrichment	'How to' videos - Google Classroom

Year 7 Curriculum Overview for students – Geography

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	<i>Passport to the World: Key geographical tools</i>	Introduction to Geography - what are the different aspects of it? What map skills do we use in Geography? How do you read a map? What is the world like? What are continents and oceans?	Online topic tests Exam style question (6 mark)	Links to the real world	Resources
				Map skills Global citizenship Natural world	Ordnance Survey Mapzone Royal Geographical Society
HALF TERM 2	<i>Tropical Rainforests</i>	What are rainforests? How do conditions in rainforests compare to those in the UK? What is the water cycle? What plants and animals are found in the rainforest? How do plants and animals adapt to the rainforest?	AP3 Online topic tests Exam style question (6 mark)	Natural world	BBC Earth BBC Bitesize - Ecosystems Royal Geographical Society
HALF TERM 3	<i>Coasts (natural processes)</i>	What is the coast of the UK like? What processes are at work on the coast?	Online topic tests Exam style question (6 mark)	Natural world	BBC Bitesize Royal Geographical Society
HALF TERM 4	<i>Weather and Climate</i>	What is the difference between weather and climate? What are the factors that affect climate? What is the UK climate like? Why is it like that?	Online topic tests Field work exercise	Numeracy skills Natural world	BBC Bitesize Royal Geographical Society
HALF TERM 5	<i>Development: China, Ghana and the UK</i>	What is development? How does development differ in different countries? What is a HIC? What is a LIC? What are the main development indicators?	Online topic tests Exam style question (6 mark)	Global citizenship Numeracy skills	Gapminder BBC Bitesize - development Royal Geographical Society
HALF TERM 6	<i>Sense of Place</i>	What is our local geography? How does our local geography interact with our local history? How does local geography impact upon our area?	AP6 Online topic tests	UK citizenship Natural world	Royal Geographical Society

Year 7 Curriculum Overview for students – History

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	<i>The reasons people moved to the British Isles (push and pull factors)</i> <i>Celts, Romans, Anglo-Saxons and Vikings</i>	Who has lived in the UK? What does it mean to be 'British'? Why do people move from one place to another?	Online topic tests	Citizenship - British values and identity Immigration and globalisation	BBC KS3 Bitesize History
HALF TERM 2	<i>1066 and the Norman conquest</i> <i>Castles</i> <i>Domesday book</i> <i>Feudal System</i>	Who were the Normans? How did the Normans change the nature of the UK? How was society organised after 1066?	AP3 1066 Contenders essay task Contenders group presentation task Online topic tests	Citizenship - British values and identity Societal structures	BBC KS3 Bitesize History BBC iWonder guide BBC iWonder guide
HALF TERM 3	<i>Life in Medieval England</i> <i>Thomas Becket murder mystery</i> <i>The importance of the Church</i> <i>The development of the Monarchy</i>	What was the difference between the lives of a peasant, a nobleman and a King? How important was religion to people in the Middle Ages? Who was more powerful: the King or the Church?	Thomas Becket mini-assessment Online topic tests	Citizenship - British values and identity Religion and society	BBC KS3 Bitesize History BBC iWonder guide
HALF TERM 4	<i>Black Death Enquiry</i> <i>Life in Medieval England</i>	How did people understand disease in the Middle Ages? Did people get more rights during the Middle Ages?	Black Death enquiry Source exercise Online topic tests	Citizenship - British values and identity Development of health, medicine and living standards	Google Classroom BBC Bitesize History BBC iWonder - Agincourt
HALF TERM 5	<i>Wars of the Roses</i> <i>The Princes in the Tower murder mystery</i> <i>World history in the Middle Ages</i>	How did Britain compare to the rest of the world at this time?	Group presentations and debate Online topic tests	Citizenship - British values and identity Global citizenship	Google Classroom BBC Bitesize History Kerboodle - KS3 History - Digital Book (Invasion, Plague and Murder pp156-163)
HALF TERM 6	<i>Comparison between UK and World History in the Middle Ages</i> <i>Local History Project</i> <i>History of London</i> <i>History of Richmond Borough</i>	What is our local history? How does our local area fit in to London's history? How has our history had an impact on us?	AP6 Online topic tests	Citizenship - British values and identity Local history and identity	Google Classroom

Year 7 Curriculum Overview for students – Mathematics

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world Many links to reality in maths, eg.:	Resources
HALF TERM 1	Where would the world be without mathematics? Number 1 (Numbers and Arithmetic) Algebra 1 (Algebraic expressions and formulae) Geometry 1 (Angles and shapes) Number 2 (Approximations)	<i>The four operations</i> <i>BIDMAS</i> <i>Collecting like terms</i> <i>expanding and factorising expressions</i> <i>Rules of angles</i>	Topic Assessments Diagnostic questioning	Poster project - mathematics in real life How is algebra used to express values we do not know? Parallel and perpendicular lines are all around us How many people can fit in....?	Hegarty Maths Active learn Challenge board material
HALF TERM 2	Number 3 (Fractions and Decimals) Proportionality 1 (Ratio and proportion) Geometry 2 (Perimeter, Area, Volume) Proportionality 2 (Units and Scales)	<i>Finding area, perimeter and volume of shapes</i> <i>Ratio and proportion</i> <i>Working with fractions and decimals</i> <i>Using units and scales</i>	Topic Assessments Diagnostic questioning AP3 Summative Assessment	Proportionality in recipes Area and volume of objects and images What unit is best to measure...?	
HALF TERM 3	Number 4 (Powers and roots) Number 5 (Numbers and Arithmetic) Algebra 2 (Formulae) Number 6 (Percentages)	<i>Solving powers and roots</i> <i>BIDMAS</i> <i>Find a percentage of a number</i> <i>Solving equations</i> <i>Using formulae</i>	Topic Assessments Diagnostic questioning	Famous formulae devised by great minds Percentage change in shop sales	
HALF TERM 4	Algebra 3 (Equations and identities) Number 7 (Multiples, factors, primes) Geometry 3 (Transformations) Algebra 4 (Sequences)	<i>Generating sequences</i> <i>Using algebra to express sequences</i> <i>Knowing and using geometric transformations</i> <i>Listing multiples, factors and Primes</i> <i>Recognising sequences in certain number groups</i>	Topic Assessments Diagnostic questioning End of term formative assessment	Reflection with a mirror, and with a coordinate axis Fantastic real-life sequences and where to find them	
HALF TERM 5	Statistics 1 (Averages of discrete and continuous data) Algebra 5 (Linear graphs and equations) Probability	<i>Finding different averages from data</i> <i>Forming conclusions based on evidence</i> <i>Use literacy to express probability</i> <i>Use numbers to express probability</i> <i>Calculate theoretical probability</i> <i>Conduct experimental probability</i>	Topic Assessments Diagnostic questioning Mental maths assessments	Collecting data and what to do with it Theoretical probability- does it always work in real life?	
HALF TERM 6	Number 8 (Division) Statistics 2 (Representing discrete and continuous data) Geometry 5 (Constructions)	<i>The ability to collect data</i> <i>representing data in a number of graphs and charts</i> <i>Construction of geometric shapes</i>	Topic Assessments Diagnostic questioning AP6 GL assessment	Most user-friendly way to represent data	

Year 7 Curriculum Overview for students – Music

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
				LINKS TO THE REAL WORLD	RESOURCES
TERM 1	<p><u>Mind the Gap</u></p> <p>Students will explore Vocal Textures & learning to Sing as a Choir. They will also develop an understanding of the instruments within the orchestra and their roles within the ensemble. They will then learn about the key elements of music</p>	<ul style="list-style-type: none"> To develop an understanding of the human voice To extend general music knowledge and vocabulary To continue developing singing skills and the ability to respond to regular beats To learn about the instruments of the orchestra 	<p><i>Perform a song and arrange it for a choir including solo, duet and whole group singing. Composition of Musical Piece using different elements of Music.</i></p> <p><i>AP3 Listening and appraising Music test</i></p>	<p><u>Voice in a million</u> <u>ACM Gospel Choir</u> <u>Children Choir</u></p>	<p><u>Vocal Warm Up</u> <u>Instruments of the Orchestra</u> <u>Elements of Music</u></p>
TERM 2	<p><u>World Music: African Music</u></p> <p>Students will explore the cultural aspects on African music by learning through oral tradition. Students will study two main parts of African music – vocals (pitch range, call and response and modality) and drumming (cross rhythms, syncopation, polyrhythms and triplets). Students will arrange and perform an African inspired piece of music.</p>	<ul style="list-style-type: none"> Learn about traditional music notation mainly rhythms and learn how to notate rhythms heard Introduce principles and techniques derived from African music To encourage a respect for and an awareness of other cultural influences 	<p><i>Singing Performances of African traditional Music as well as a composition of polyrhythmic ensemble piece. Listening and appraising assessed during lessons via exercises and quiz</i></p>	<p><u>African Festival</u> <u>Singing Children of Africa</u></p>	<p><u>African Music</u></p>
TERM 3	<p><u>Exploring Pitch, Notation, Rhythm & Structure</u></p> <p>Students will use new notation skills to write down their own structured compositions and throughout this unit, they will listen to examples of binary and ternary music to help them composing and performing in these forms. They will work in pairs focusing on staff notation and melody writing skills.</p>	<ul style="list-style-type: none"> To develop rhythmic notation skills To start developing compositional skills and understanding of music structure. Focus on learning to read and understand rhythm notation To identify and create music based on cyclic patterns Introduction of time values and time signatures 	<p><i>Composition of Musical piece in binary, ternary or rondo form using traditional Musical notation and Musical software.</i></p> <p><i>AP6</i> <i>Analysis of Musical structure via listening task. Musical exercises for consolidation of knowledge</i></p>	<p><u>BBC Music Reviews</u> <u>Royal College of Music</u></p>	<p><u>Music Theory</u></p> <p><u>Musical Context</u></p>

Year 7 Curriculum Overview for students – PE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Health Related Fitness: Students will be introduced to fundamental knowledge surrounding health and fitness facilitating them to have the knowledge to lead a healthy active lifestyle.	Skills and knowledge to be introduced: Elements of warm-up Types of fitness testing and measuring personal fitness. Introduction to heart rate monitoring.	Half-term assessment Peer and self-assessment Heart rate analysis Student led/designed warm-up Performance of fitness testing	School club links here Participate in school/borough competitions X-country competitions	'How to' videos - Google PE Classroom
HALF TERM 2	Basketball: Introduction to the fundamental core skills of Basketball which will enable them to participate in a competitive game scenario.	Skills and knowledge to be introduced: Practise dribbling, chest and bounce pass, overhead pass, and shooting. Conditioned game situations.	Half-term assessment Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.	School club links here Inter-house Basketball Represent RTS inter-school competition	'How to' videos - Google PE classroom
HALF TERM 3	Badminton: Introduction to the fundamental core skills of badminton which will enable them to start and maintain a controlled rally.	Skills and knowledge to be introduced: Grip and ready position; Forehand and backhand serve; Overhead Clear; Court Markings; Gameplay; and Officiate / Rule knowledge	Half-term assessment Practical demonstration of core skills through isolated, controlled scenarios.	School club links here Visit Olympic Park Represent RTS in a fixture Join enrichment club	'How to' videos - Google PE classroom
HALF TERM 4	Gymnastics: Introduction to the fundamental core principles of floor gymnastics which will facilitate an aesthetically pleasing performance.	Skills and knowledge to be introduced: Individual Balances; Partner Balances; Travels; Rolls; Sequences; and Performance aesthetics	Half-term assessment Practical performance of isolated skills through a summative performance at the end of the unit.	School club links here Compete in borough competition	'How to' videos - Google PE classroom
HALF TERM 5	Dance: Introduction to the fundamental core elements of dance through the medium of cultural dance. They will have the opportunity to explore different cultural	Skills and knowledge to be introduced: The key elements of dance: Space; Actions; Relationships; and Dynamics	Half-term assessment Performance of the core elements of dance within motifs and routines.	School club links here Join 'street dance' enrichment.	'How to' videos - Google PE Classroom

	dances; eg.: Bollywood; Bhangra; the Haka; and Capoeira	Developing motifs	Peer feedback and analysis of routines.		
HALF TERM 6	<p>OAA: Introduction to the fundamental core skills of outdoor adventurous activities and problem solving.</p> <p>TBC</p> <p>There will be an additional opportunity for students to take part in an excursion called 'In the Woods'. Here students will further develop their problem-solving skills, and bushcraft knowledge.</p>	<p>Skills and knowledge to be introduced: Problem solving; Leadership; Communication; and Team Work</p>	<p>Half-term assessment: Practical demonstration of team building activities and problem solving.</p>	<p>School club links here</p> <p>Visit White Spider rock climbing Centre</p>	<p>'How to' videos - Google PE classroom</p>

Year 7 Curriculum Overview for students – PRE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	The philosophy of religion	Is there a God? Who made us? Students use key teachings from Paley, Swinburn and Aquinas to help them develop well rounded answers to the key questions.	6 Mark question	LINKS TO THE REAL WORLD	RESOURCES
				Students learn to respect the beliefs of others and how to formulate that understanding into their own beliefs.	Google slides shared in google classroom
HALF TERM 2	Six world religions	Who are they? Who is their God/teacher? A way of life? Beliefs in action?	AP3 Google quiz	Students learn to respect the beliefs of others and how to formulate that understanding into their own beliefs.	Google slides shared in google classroom Google quiz
HALF TERM 3	Six world religions	What is their Holy book? Who are the key figures? What rules do they live by? Are people with faith never alone?	Kahoot quiz	Students learn to respect the beliefs of others and how to formulate that understanding into their own beliefs.	Google slides shared in google classroom Kahoot quiz
HALF TERM 4	Six world religions	What does Prayer look like? Pilgrimage - where do they go? Religious and food - what is the impact? Dress and symbolism What are the key festivals?	Kahoot quiz	Students learn to respect the beliefs of others and how to formulate that understanding into their own beliefs.	Google slides shared in google classroom Kahoot quiz
HALF TERM 5	Six world religions	The afterlife Creation Life and death Key moral questions	Kahoot quiz	Students learn to respect the beliefs of others and how to formulate that understanding into their own beliefs.	Google slides shared in google classroom Kahoot quiz
HALF TERM 6	Six world religions	Religion and Being British Men and women within religion How do we know what is right? How are religions portrayed in the media?	AP6 Google quiz	Students learn to respect the beliefs of others and how to formulate that understanding into their own beliefs.	Google slides shared in google classroom Google quiz

Year 7 Curriculum Overview for students – PSHCEE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	Peripheral Vision 1 Safeguarding	Students are taught about the meaning of safeguarding and the processes in place within the school to keep them safe.	No assessment	Links to the real world	Resources
				https://www.thinkuknow.co.uk/	Google slides
HALF TERM 2	There is no I in team	Students explore the different roles required to have successful team work. Students develop these skills through a number of games and tasks.	Students start and finish this unit with a 'puzzle task'.	Students have the opportunity to reflect on their own performances in team tasks.	Prezi presentation
HALF TERM 3	Morals and Ethics	Students explore the difference between Morals and Ethics, and how the school values support RIGHT actions.	No assessment	https://www.youtube.com/watch?v=P5_Msrdg3Hk	The ring of Gyges
HALF TERM 4	Anti-bullying	Students explore the purpose of bullying and the bully. Students look at the impact of 'community' and how an individual can be protected against this occurring.	No assessment	https://www.anti-bullyingalliance.org.uk/	Google slides
HALF TERM 5	Healthy body, healthy mind	Students explore the placebo effect, the key principles of being happy and healthy.	No assessment	Mindful.org	Prezi presentation You Tube
HALF TERM 6	Think future	Students have a number of speakers that provide an insight into the world of work. Students explore careers in general and skills that may be required.	AP6 Students develop a piece of work about their aspirations.	Students gain information about the pathways taken to reach a career and take the time to explore skills and wants for their aspirational careers.	Google slides Guest parent speakers

Year 7 Curriculum Overview for students – Science

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	BIOLOGY Cells and Human Reproduction	Students will Identify the features of a plant and animal cell and describe their functions. They will explain the principle features of human reproduction and transfer of substances to a human embryo.	Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: Scientists building synthetic embryos. Employment: Nutritionist; Respiratory doctor; Sport Physiologist	Kerboodle - Student Book 1 - Chapter 8 & 10 BBC Bitesize – Living organisms BBC News – Article: Synthetic embryo
HALF TERM 2	BIOLOGY Interdependence and Plant Reproduction	Students will investigate the impact of changes in a population of one organism on others in the ecosystem and identify the principle features of plant reproduction.	AP3 - Biology Assessment Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: Can we eat GM meat? Employment: Gardener; Environmental Scientist; Farmer; Plant Geneticist	Kerboodle - Student Book 1 - Chapter 9 BBC Bitesize - Foodchains BBC Future - Article: GM Meat
HALF TERM 3	PHYSICS Energy and Waves	Students will show how energy is transferred between energy stores in a range of real-life example and relate this to changes in sound waves produced by volume and pitch.	Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: Excess noise linked to poor health. Employment: Wind Energy Analyst; Sound Engineer; Architect	Kerboodle - Student Book 1 - Chapter 3 & 4 BBC News – Article: Noise pollution BBC Bitesize - Energy
HALF TERM 4	PHYSICS Forces & Electricity	Students will investigate variables that affect speed in objects that are stationary and moving. They will compare the changes in voltage and current across components connected in circuits.	AP5 - Physics Assessment Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: How Britain produces electricity. Employment: Pilot; Electrician; Astronaut	Kerboodle - Student Book 1 - Chapter 1 & 2 BBC Bitesize – Electricity BBC News – Article: Power without coal

HALF TERM 5	CHEMISTRY Particles & Mixtures	Students will recap the features of the particle model to the properties of materials in different state and devise ways to separate mixtures, based on their properties.	Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: Why are CERN continuing to look for subatomic particles? Employment: Chemical engineer; Miner; Thames Water expert; Engineer	Kerboodle - Student Book 1 - Chapter 5 & 6 BBC News – Article: Hadron collider BBC Bitesize - Particles
HALF TERM 6	CHEMISTRY The Periodic Table & Space	Students will learn how the rules of the periodic table applies to elements and how this can be used to identify trends. They will explore our understanding of the world around us. Model the processes that are responsible for rock formation and link these to the rock features. Relate observations of changing day length to an appropriate model of the solar system.	AP6 - Chemistry Assessment Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: Laboratories in space. Employment: Miner; Goldsmith; Diamond expert; Researcher	Kerboodle – Student Book 2 - Chapter 5 BBC News – Article – Heart made in space? BBC Bitesize - Astronomy