Curriculum Map - Key Stage 3

Year 7

LEARNING | CHARITY | COMMUNITY

Curriculum Map - Key Stage 3

Art

<table>
<tr><th colspan="4">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="3">• Looking at the three-dimensional world.
• Making connections to the art of previous times.
• Learning to explore one’s own, natural environment.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1</td><td colspan="2">Students work from pots and other containers, learning how to represent them from a three-dimensional perspective using different materials and media.</td></tr>
<tr><td>Term 2</td><td colspan="2">Students will be studying Greek Amphora Pottery by making a three-dimensional clay pot of their own and learning about the context behind them.</td></tr>
<tr><td>Term 3</td><td colspan="2">Students will be encouraged to recognize the change in the season and make artwork in response to the natural environment around them.</td></tr>
<tr><td>Summary</td><td colspan="2">Students will:
• Begin to understand three-dimensional representation.
• Make a three-dimensional artefact.
Realize how nature can inspire artwork.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="3">• On-going formative assessment as work progresses in lessons.
• End of term written summative assessment and working at grade for the conclusion of termly projects.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td colspan="2">Books</td><td>Websites</td></tr>
<tr><td colspan="2">Still Life
Picasso, Morandi, Hockney, Van Gogh,
Greek Amphora, Greek Mythology</td><td>https://www.britannica.com/art/amphora-pottery

https://www.britishmuseum.org/collection/object/G_1837-0609-42</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="3">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="3"></td></tr>
<tr><td>End of year exam will assess:</td><td colspan="3"></td></tr>
</table>

Curriculum Map - Key Stage 3

Computer Science

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Develop Computational Thinking Skills
• Equip students with the ability to think logically and solve problems by breaking them down into smaller, manageable components through the application of algorithms and abstraction.

Understand the Fundamentals of Computing
• Provide students with a strong foundation in computer science concepts, including data representation, binary logic, hardware, and software systems, to understand how computers and networks operate.

Learn Programming and Software Development
• Teach students to design, write, test, and debug programs fostering creativity and precision in creating effective and efficient solutions.

Explore the Ethical and Social Impact of Technology
• Encourage critical reflection on the ethical, environmental, and societal implications of technology, including topics such as cybersecurity, data privacy, and the responsible use of digital systems.

Enhance Digital Literacy and Cybersecurity Awareness
• Develop students' confidence in using a range of software tools, improve their understanding of online safety, and foster an awareness of cybersecurity risks and strategies for staying safe in a digital world.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Digital Literacy (Use of Technology, Safety online, Cyber Bully, Social Media and Dangers of Technology)
• Spreadsheet Basics - Formulae, Function, Charts</td></tr>
<tr><td>Term 2</td><td>• Introduction to Programming (Block Programming - Game Theory)
• Computational Thinking (Abstraction, Decomposition and Algorithmic Thinking)</td></tr>
<tr><td>Term 3</td><td>• Data Representation (Binary & Logic)
• Technology Basics (Hardware & Software)</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Baseline Test
• Class Tests: MCQs, Short Answers Questions, Practical Tasks, Problem Solving Activities, Concept mapping, End of unit test
• Mid-Year Test - A summative test for topics covered up until the whole school assessment period. (Report sent to parents)
• End of Year Test - A summative test for topics covered up until the whole school assessment period. (Report sent to parents)</td></tr>
</table>

	Books	Websites
Useful Resources	**Books** **OCR GCSE Computer Science** - ISBN: 9781108812542 / 9781510484337# **Revision Guides** Knowledge Organizers PowerPoint Presentations	www.ocr.org.uk www.teach-ict.com (suscription) https://www.bbc.co.uk/bitesize/subjects/z34k7ty https://craigndave.org/ Python - https://www.w3schools.com/
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	• Students' knowledge of key concepts such as Digital Literacy, Spreadsheet basics, Computational Thinking, and Programming fundamentals, along with their ability to analyze the impact of digital technology on society. • Evaluate students' skills in problem-solving, programming design, debugging, and their application of computational thinking to real-world situations, demonstrating their ability to apply theoretical knowledge in practical scenarios.	
End of year exam will assess:	• Students' understanding of Digital Literacy, Computational Thinking, Data Representation, and Technology Basics, while evaluating their ability to analyze and apply these concepts in real-world contexts. • Test students' comprehension of the ethical, legal, and environmental implications of digital technologies, along with their problem-solving skills and ability to apply these principles in various scenarios.	

Curriculum Map - Key Stage 3

Design and Technology/ Food and Nutrition

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2"><u>Design and Technology (Term 1 and 2):</u>

When students join in year 7, they are introduced to the main core components of DT and build on their design and making skills throughout the year.

Aims
• To develop an understanding of the design process in the classroom and how this relates to industry (research, design, make, evaluate).
• To establish foundational practical skills in working with various materials including wood, plastic, papers and boards.
• To understand and demonstrate the safe use of tools, equipment and machinery in the workshop.
• To provide positive and hands-on experiences and build enthusiasm for designing and making.
• To encourage teamwork, communication and problem solving of ideas

<u>Food and Nutrition (Term 3)</u>

During the summer term students will be learning about healthy eating, nutrition and basic preparation and cooking skills.

Aims:
• To understand about healthy eating and nutrition with the introduction of the Eatwell Guide.
• To understand the importance of a balanced diet for energy, growth and health.
• To understand the link between ingredients/ meals to nutritional food groups (carbohydrates, proteins, fats, vitamins and minerals).
• To demonstrate and build on essential food preparation skills.
• To develop good hygiene routines (washing hands, cleaning equipment, avoiding cross contamination)
• To build confidence in using kitchen equipment, cookers and ovens safely.</td></tr>
<tr><td>Main topics/areas studied this year</td><td>Term 1</td><td>Practical Project - Wooden Tower

• Introduction to Design and Technology
• Understanding the design process
• Health and Safety passport in the workshop
• Team work tower build project with a focus on structures and forces
• Main practical outcome by the end of term= wooden tower (group outcome)</td></tr>
</table>

<table>
<tr><td rowspan="2"></td><td>Term 2</td><td>Practical Project - Treat Dispenser

• Being more confident in using the design process within their independent design and development work
• Introduction to manmade boards and timbers
• Introduction to mechanisms
• Introduction to measuring and marking accurately</td></tr>
<tr><td>Term 3</td><td>Practical Project - Food Dishes (see below)

• Introduction to food technology with a focus on hygiene and safety
• Introduction to healthy eating and the Eatwell guide
• Build on essential food preparation and knife skills (bridge, claw grip)
• Practical outcomes include: Fruit Cup Salad, Pizza Toast, Oat Cookies
• Team work in the kitchen in preparing and clearing away</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Design and Technology -
Regular Practical Skills Check - Teacher observes safe working in the workshop including how to use and handle tools, equipment and machinery safely.
Students will be assessed for both their book based work as well as practical outcomes to get a holistic overview of how each student has performed each term.

Food and Nutrition -
Regular Practical Skills Check - Teacher observes hygiene, safe knife work (bridge/claw), measuring, oven/hob usage.
Students will be given a baseline test when they begin the term to assess their basic knowledge on food and nutrition.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Design and Technology Revision Guides - Daydream Education

Food Preparation and Nutrition Revision Guides - Daydream Education</td><td>GCSE Design and Technology - BBC Bitesize

BBC Bitesize KS3 Food: https://www.bbc.co.uk/bitesize/subjects/zqfw2hv

Food - a fact of life: https://www.foodafactoflife.org.uk/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">1 lesson per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Design and Technology pathway focus: A written exam with a focus on theory questions as well as design based questions. Students will be given a mark based on a combination of their mid year assessment and their practical first project.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Design and Technology pathway focus: A written exam with a focus on theory questions as well as design based questions. Students will be given a mark based on a combination of their end of year assessment and their practical project mid year project.</td></tr>
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Curriculum Map - Key Stage 3
English

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">At King Solomon High School, our English curriculum is designed to ensure that all students become fluent, confident speakers, readers, and writers. Through the study of literature and language, we nurture curiosity, promote a love of reading, and encourage articulate self-expression.

From the very first module in Key Stage 3, students are exposed to a diverse range of literary texts - both fiction and non-fiction - including key figures from the literary canon as well as lesser-known voices influenced by it. This broad exposure enables students to understand, appreciate, and critically engage with literature from a variety of perspectives and cultures.

We place deliberate focus on high-quality writing practice and explicit vocabulary instruction to close word and attainment gaps. Our students are supported to write with accuracy, cohesion, and sophistication, across a range of forms and for different purposes.

Our curriculum goes beyond the page: it empowers students to become articulate communicators and confident orators. Regular opportunities to develop spoken language skills are embedded across the curriculum, allowing students to present, debate, and express their ideas clearly and thoughtfully.

Our aim is to develop compassionate, reflective, and ambitious learners - global citizens who are equipped with the literacy skills and cultural knowledge to succeed. Through the power of English, we help students find their voice and envision a future without limits.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Telling my Tale
Year 7 students explore a variety of different extracts from memoirs and are introduced to the writing process. They are given the opportunity to write a memoir describing a significant moment in their life.

Greek Myths
Students explore Greek myths to uncover the beliefs, values, and stories of ancient Greece. They analyse characters, symbols, and morals while developing close reading and analytical writing skills.</td></tr>
<tr><td>Term 2</td><td>Beowulf
Students will study the epic poem Beowulf to explore what makes someone a hero versus a villain. They will also learn about poetic form, structure, and techniques. Students will practise analysing these elements to understand how they create meaning and impact the reader. The unit will help develop close reading and critical thinking skills, and students will be assessed through analytical writing about the poem’s themes, language, and style.

Folk Tales: Stories from Different Cultures
Students will read folk tales from different cultures and learn about their features and universal themes, such as love, courage, honesty, friendship, and the battle between good and evil. They will write their own folk tale,</td></tr>
</table>

<table>
<tr><td rowspan="3"></td><td></td><td>practising drafting and redrafting, using different writing techniques to create engaging stories, and editing their work to refine ideas and accuracy.</td></tr>
<tr><td>Term 3</td><td>Novel Study: Once by Morris Gleitzman
This unit equips students with the language to identify the skills of a literature student (inference, quotation, context, themes, symbols). Students are given the opportunity to practise making inferences and also to support their personal response using evidence from the text.

Non-Fiction - Reading and Writing Skills
In this unit, Year 7 students will explore a range of non-fiction texts to see how purpose, audience, and structure shape meaning. They will analyse language, form, and techniques to understand how writers communicate ideas. The unit includes discussion, debate, and presentations to develop speaking and listening skills. Through these activities, students will build their reading, writing, and analytical skills.</td></tr>
<tr><td>Summary</td><td>Overall, Year 7 students explore a range of texts, including memoirs, Greek myths, Beowulf, folk tales, and the novel Once by Morris Gleitzman, to develop reading and writing skills. They analyse themes, characters, symbols, and language, and write their own stories and memoirs, practising drafting, editing, and using different techniques. The programme also includes non-fiction texts, giving students chances to develop speaking, listening, and analytical skills. Through these activities, students build confidence in reading, writing, and presenting ideas.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Reading Skills:
• Read critically, considering how a text is constructed to present meaning and create certain impressions.
• Study characterisation and plot and the effects of these.
• Make inferences and refer to evidence in the text.
• Recognise a range of methods that have been used in short stories and poems and explain how they have been used by the writer.

Writing Skills:
• Plan a piece of writing, considering how their writing reflects the audience and purposes for which it is intended.
• To focus on crafting a piece of writing carefully, considering the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
• To draw on their knowledge of methods from their reading to enhance the impact of their writing. consolidate and build on their knowledge of grammar and vocabulary from KS2.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Recommended reading to support the curriculum theme of “Finding your Voice”

Morris Gleitzman - Once
A central text for empathy, resilience, and narrative voice. (pre-reading)

C.S. Lewis - The Lion, the Witch and the Wardrobe (fantasy fiction)</td><td>Recommended websites to support the curriculum theme of “Finding your Voice”

BBC Bitesize (KS3 English)
https://www.bbc.co.uk/bitesize/subjects/zg9d7ty
(supports all areas of English study and has links to support key texts studied)</td></tr>
</table>

	Classic portal fantasy for exploring setting, symbolism, and moral choices. **Kiran Millwood Hargrave - *The Girl of Ink & Stars*** Rich, lyrical fantasy with strong themes of courage and storytelling. **Philip Pullman - *Northern Lights*** More challenging, but great for voice, perspective, and world-building. **Malala Yousafzai - *Malala: My Story of Standing Up for Girls' Rights*** (memoir adaptation for young readers) Clear link to "finding your voice" and courage in memoir writing. **Maya Angelou - *I Know Why the Caged Bird Sings*** (abridged extracts) For identity and resilience, paired with poetry study. **Benjamin Zephaniah - *Refugee Boy*** A novel about displacement and belonging, powerful for oracy and identity discussions.	**CGP Free KS3 SPaG 10-Minute Tests** https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests (Quick practice quizzes with instant feedback.) **Douglas Wise - Punctuation & Grammar Guides** https://www.douglaswise.co.uk/blog/punctuation-guide-for-students (Clear student-friendly grammar and punctuation guides + practice.) **Lancashire County Council - Grammar, Spelling & Punctuation Resources** https://www.lancashire.gov.uk/secondary-support/english/developing-classroom-practice/grammar-spelling-and-punctuation-resources/ (Curated set of resources, links, and teaching strategies) **Top Levels - Year 7 English Worksheets** https://www.toplevels.co.uk/year-7-english-worksheets/ (Free worksheets for spelling, punctuation, sentence types, and comprehension.)
Number of lessons in this subject:	8 lessons per fortnight (including 1 reading lesson in the library)	
Mid-year exam will assess:	• Reading skills • Writing skills	
End of year exam will assess:	• Reading skills • Writing skills	

Curriculum Map - Key Stage 3

Geography

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">A Year 7 geographer will learn the foundations of what it means to be geographer. They will explore the way the UK was shaped and how it consists of a wide range of diverse human and physical characteristics. The curriculum has been chosen to allow students to broaden their perspective on the wider world we live in. For many students, knowledge of geography from primary school is limited so we want to ensure that all students from various backgrounds begins their geography journey from the same starting point. Students will be exploring a range of enquiries from global to local topics, allowing their knowledge to expand as they work their way through year 7. The first few topics in year 7, allow the students to explore their local areas and their context on a wider geographical scale. These topics allow them to think about their role in wider society and how they are connected to the rest of the world. This promotes the ideas of identity and diversity in the classroom as students become more accepting of other cultures and ideas.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Enquiry question 1: What Skills do I need as a Geographer?
What is geography?
What is my link with geography and the world?
How is the world divided up?
How can we use maps to describe the location of a place?
What is the geography of my local area?
How can geographers use fieldwork to explore different places?
Enquiry question 2: What is the UK like?
What are the main regions of the UK?
What are the varying physical landscapes that we find in the UK?
What are the varying human landscapes that we find in the UK?
What is the UK’s role in the wider world?
What is London’s role as a world city?
How diverse is London?
Place of study: The UK and London</td></tr>
<tr><td>Term 2</td><td>Enquiry question 3: Should we preserve Antarctica?
Where are our polar regions?
What are the main differences between The Arctic and Antarctica?
What processes have shaped our polar regions?
How have animals and plants adapted to live in polar regions?
How have humans learnt to survive in polar regions?
Why are our polar regions facing increased threats?
How have people tried to preserve our polar regions?
Place of study: Antarctica</td></tr>
</table>

	Term 3	**Enquiry question 4: How has migration and population shaped our earth?** • What is the global population and how has this changed over the years? • Is the world's population evenly distributed? • How does settlement influence the world's population? • How have certain countries tried to control population growth? • What are the main patterns of global migration? • What are the problems associated with a high population? • How have some cities found solutions to these problems? **Place of study:** Lagos and China **Enquiry question 5: What are microclimates?** • What is the difference between weather and climate? • What is the climate of the British Isles? • How do we measure climate? • What are the different types of rainfall? • How does flooding affect different countries? • What are microclimates? • What is the microclimate of KSHS? • How is our global climate changing? **Place of study:** Dubai and British Isles
Assessment Headlines	• Literacy skills • Extended writing (PEEL) • Recall of key geographical skills • Recall of key geographical vocabulary • Formative 'check your understanding' quizzes every 4 lessons	
Useful Resources	**Books** **Top Reads:** **Life: The First Four Billion Years** - Martin Jenkins **The Garbage King** - Elizabeth Laird **Hidden** - Miriam Halahmy **Prisoners of Geography: Our World Explained in 12 Simple Maps** - Tim Marshall **Easy Reads:** **Horrible Geography** - Anita Ganeri **Everest: The remarkable story of Edmund Hillary and Tenzing Norgay** - Alexandra Stewart	**Websites** https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/

	Enrichment Reads: **The Travel Book: A journey through every country in the world** **No One is Too Small to Make a Difference** - Greta Thunberg **Challenging Reads:** **Can we protect people from natural Disasters? (Earth Debates)** - Catherine Chambers **There is No Planet B: A Handbook for the Make or Break Years** - Mike Berners-Lee	
Number of lessons in this subject:	3 lessons per fortnight	
Mid-year exam will assess:	**Enquiry question 1 and 2 in the form of:** • Short questions 1-4 marks • Longer extended writing task • Skills based questions	
End of year exam will assess:	**Enquiry questions 1-4 in the form of:** • Short questions 1-4 marks • Longer extended writing task • Skills based questions	

Curriculum Map - Key Stage 3

History

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">A Year 7 historian will learn the foundations of how the UK was built, with a focus on the role of the King, Parliament, and the Church during the Medieval period. Students will have a clear understanding of where we came from and how people's lives have shaped the nation, and start to understand significant aspects of the history of the wider world (global history.) Students will begin to understand historical concepts through historical enquiry and use them to make judgements.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Migration Through Time:
How has the definition of a 'British person' changed over time?
• Foundations of where we came from.
• Waves of migration e.g. opportunity, invasion, persecution, war and the social and economic impact of this.
• Spotlights on certain groups for developed knowledge.
• The experiences of migrating groups and the impact of multiculturalism.
• Emphasising diversity & chronological understanding

Anglo-Saxon Essex:
What did the Anglo-Saxons of Essex leave behind?
• Build upon previous topic of migration, starting with why Anglo-Saxons came to Britain.
• Looks at the make-up of Anglo-Saxon England and Essex, politically socially and the shift from paganism to Christianity.
• Explores the Kingdom of Essex and why it was a strategic hold.
• A focus on what has been left behind for us locally.
• Working on evidential understanding, especially primary sources and similarity and difference.</td></tr>
<tr><td>Term 2</td><td>Norman England:
How transformational was the Norman Conquest?
• Foundations of how the UK was built - the Norman conquest and the subsequent political and social impact on England.
• The build up to 1066, including the reasons for Norman success.
• The characteristic features of the Norman understanding of Conquest and its impact on the people of England.
• Understanding cause, consequence and concepts of change of continuity.</td></tr>
<tr><td>Term 3</td><td>Kings, Conflict and the Medieval Church:
How important was the Church in people's lives in the Middle Ages?
• Medieval monarchs and chronology.
• Foundations and features of the Medieval church and conflict between the Church and King, and conflict within the Church.
• Importance of religion during the Medieval period.
• Building on cause and consequence and thinking about concept of significance.</td></tr>
</table>

<table>
<tr><td>Assessment Headlines</td><td colspan="2">Recall of key facts & definitions
Literacy skills
Extended writing (PEEL)
Chronological understanding
Assessing historical concepts (change, cause, similarity, difference, significance, evidential understanding) through historical enquiry and use of them to make judgements.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>https://www.bbc.co.uk/bitesize/subjects/zcw76sg

https://app.senecalearning.com/teacher/resource-hub?Subject=History</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Migration Through Time
Anglo-Saxon Essex</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Norman England
Kings, Conflict and the Medieval Church</td></tr>
</table>

Curriculum Map - Key Stage 3

Jewish Studies Pathway

Year 7		
Curriculum Aims	Students will explore key Jewish beliefs, texts, and practices. They will study stories from the Torah and Shema to understand the oneness of God, the commandments, and symbols of Jewish identity. Learning about Shabbat, Kashrut, and festivals will show how Judaism brings holiness into daily life through faith, community, and mindful living.	
Main topics/areas studied this year	**Term 1 - Tanakh**	Students will learn about the holy books within Judaism - We will explore the content within each section and explore in depth textual knowledge. Students will apply these concepts to their own lives.
	Term 1 - Kayin and Hevel	Students will be able to locate these stories in the Torah. They will know the key facts and themes through study and analysis of the text and relevant commentators. They will be able to recall and discuss key events in the lives of each character and the impact these have on the Jewish faith; also the values we can extrapolate from their lives and how these can be applied to contemporary society.
	Term 2 - Shema	In studying Chapters 1 - 3 of the Shema, students will explore the foundations of Jewish faith and daily practice. They will learn about the oneness of God (Chapter 1), the importance of accepting the commandments and living them in everyday life (Chapter 2), and the reminder of tallit and tzitzit as symbols of holiness and identity (Chapter 3). Together, these chapters teach students how belief, action, and symbols connect to create a life of faith and mindfulness.
	Term 2/3 - Shabbat and Kashrut	In learning about Shabbat and Kashrut, students will discover how Jewish tradition brings holiness into everyday life. Through Shabbat, they will learn about rest, community, and the joy of setting aside time for God and family. In studying Kashrut, they will explore the Jewish dietary laws, understanding how choices about food connect to identity, discipline, and spirituality. Together, these lessons show how ordinary actions - like how we spend time and what we eat - can become sacred.
	Term 3 - Jewish Festivals	Students will explore facts about each festival/holy day and be able to understand themes underpinning them and how these can relate to their own lives. Students also learn about festivals in other faiths through class discussion. Students will experience a taste of the festivals through complementary informal activities.
Assessment Headlines	Formative assessments Tanakh - prophet quiz Kayin and Hevel - Podcast/interview task Shabbat booklet tasks	

Useful Resources	**Books**	**Websites**
		https://www.bbc.co.uk/teach/school-radio/articles/zvsj96f https://www.bbc.co.uk/bitesize/articles/zw3vcxs#zpwd239 https://www.bbc.co.uk/bitesize/guides/zcyvxfr/revision/3
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:		
End of year exam will assess:		

Curriculum Map - Key Stage 3

Maths

Year 7		
Curriculum Aims	To develop fluency, application and reasoning in number, place value and proportion, algebra and geometry.	
Main topics/areas studied this year	**Term 1**	**Unit 1** - Sequences **Unit 2** - Understand and use algebraic notation **Unit 3** - Equality and equivalence **Unit 4** - Place value and ordering integers and decimals **Unit 5** - Fraction, decimal, percentage equivalence **Unit 6** - Solving problems with addition and subtraction
	Term 2	**Unit 7** - Solving problems with multiplication and division **Unit 8** - Fractions and percentages of amounts **Unit 9** - Operations and equations with directed numbers **Unit 10** - Addition and subtraction of fractions
	Term 3	**Unit 11** - Constructing, measuring, and using geometric notation **Unit 12** - Developing geometric reasoning **Unit 13** - Sets and probability **Unit 14** - Prime numbers and proof
Assessment Headlines	Short end of unit checks assessing key concepts. Mid-year and end of year assessments will be a mix of fluency, application and problem solving. Questions will be a mix of fluency, application and problem solving. The questions vary in level of difficulty, getting progressively more challenging throughout the paper. There will be a mix of calculator and non-calculator papers.	
Useful Resources	**Books**	**Websites**
	Key Stage 3 Maths Student Book 1 Secondary Maths Book 1 (White Rose Maths)	https://sparxmaths.com/ https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-7 www.corbettmaths.com
Number of lessons in this subject:	7 lessons per fortnight	
Mid-year exam will assess:	Units 1 - 9	
End of year exam will assess:	Units 1 - 12	

Curriculum Map - Key Stage 3

Physical Education

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td rowspan="6">Sports over the academic year</td><td rowspan="2">Term 1</td><td>Autumn 1
Aesthetic movement
Problem solving</td></tr>
<tr><td>Autumn 2
Football
Badminton</td></tr>
<tr><td rowspan="2">Term 2</td><td>Spring 1
Football
Badminton</td></tr>
<tr><td>Spring 2
Table Tennis
Netball</td></tr>
<tr><td rowspan="2">Term 3</td><td>Summer 1
Athletics field events</td></tr>
<tr><td>Summer 2
Rounders</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Students are assessed through practical lessons.
• Students will also learn the components of a warmup and the importance of warming up before exercise.
• Students receive an attainment and behavior mark; both are published on their end of term reports.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>AQA GCSE (9-1) PE - Ross Howitt

The Science of Sport: Sprinting - Geoffrey Dyson

101 Youth Fitness Drills - Gareth Sapstead</td><td>BBC Bitesize PE
https://www.bbc.co.uk/bitesize/subjects/znyb4wx

TeachPE
https://www.teachpe.com

OCR GCSE PE Resources
https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/

AQA GCSE PE Resources
https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</td></tr>
</table>

		BBC Sport Academy http://news.bbc.co.uk/sportacademy/hi/default.stm **PE Scholar** https://www.pescholar.com **Sports Coach UK (UK Coaching)** https://www.ukcoaching.org
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	N/A	
End of year exam will assess:	N/A	

Curriculum Map - Key Stage 3

Performing Arts - Drama

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Within the year 7 curriculum students will start to develop their understanding of scripts and script conventions, performance skills, their ability to write about drama, their ability to perform using Greek theatre techniques and their set design skills.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Performing Plays (Frankenstein) - Students will learn about the play Frankenstein and how performance skills can be used to create a scripted performance.
• Exploring Plays (Frankenstein) - Students will learn about the specific script conventions and how to describe, explain and analyse theatre.</td></tr>
<tr><td>Term 2</td><td>• Dramatic Techniques (Twisted Tales) - Students will learn about a range of rehearsal techniques that can be used to create devised performances.
• Specialist Skills (Greek Theatre) - Students will learn about Greek Theatre and the practitioner specific skills needed to create a whole class performance.</td></tr>
<tr><td>Term 3</td><td>• Devising (Pandora’s Box) - Students will learn how to create their own devised small group project from a stimulus using practitioner skills.
• Design (Set Design) - Students will learn about set design and the principles that need to be deployed in order to create their own set designs tailored to their Pandora’s Box performance.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Term 1 - Performance and Written Exam on Frankenstein.
• Term 2 - Whole class performance and small group performance.
• Term 3 - Small group performance/creative log and Set Design.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Frankenstein by Mary Shelley and adapted by Phillip Pullman

Do not Open! The Story of Pandora’s Box by Joan Holub</td><td>YouTube - Frankenstein Plot Summary

YouTube - Greek Theatre Crash Course

YouTube - Pandora’s Box Plot Summary

BBC Bitesize - Set Design</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">The Mid-year assessment will assess students’ ability to write about their own performance choices and perform a whole class piece.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">The end of year exam will assess students’ ability to perform and design for their own group piece using Greek theatre techniques.</td></tr>
</table>

Curriculum Map - Key Stage 3

Performing Arts - Music

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Within the year seven curriculum students will start to develop their understanding of the musical elements and musical notation, singing skills, instrumental skills, classical music and how to perform in an ensemble. Students will perform a range of different pieces vocally and instrumentally for a range of audiences.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Musical Elements - Students will learn about the core musical elements: Dynamics, Rhythm, Context, Articulation, Tempo, Structure, Melody, Instrumentation, Texture, Sonority and Timbre (DR CAT SMITH) and how these can be used when creating music. Furthermore, students will learn a range of singing skills and how to use DR CAT SMITH when varying their singing skills.</td></tr>
<tr><td>Term 2</td><td>• Instrumental Skills - In this topic students will be learning about Classical Music and key features of classical music. They will be learning about the four families of instruments and be able to describe and explain why each instrument is in that family. They will be learning about the history of instruments, i.e. what they looked like in the baroque/classical period. They will also be able to listen and identify specific instruments. Students will work on their musical dictation and start learning how to trust and develop their creative musical ideas.</td></tr>
<tr><td>Term 3</td><td>• Ensemble Skills - Students will learn about different types of ensembles. Students will understand how to play in an ensemble and how each skill looks different when applied to a specific instrument. In doing this, students will develop their instrumental knowledge. Students will learn how to identify what instruments are commonly used for ensembles and why they were used for specific periods of music.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Term 1 - Students will complete a written exam on the musical elements (DR CAT SMITH) and will be assessed on the Chanukkah concert performance.
• Term 2 - Students will complete a written exam on classical music and perform a piece of classical music.
• Term 3 - Students will complete a written exam on ensemble skills and perform a piece of music in an ensemble.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Music Theory in Practice - Grade One by Eric Taylor

How to play Piano - by Ben Parker</td><td>YouTube - Musical Elements

YouTube - Musical Instruments

YouTube - Glockenspiel lessons</td></tr>
</table>

Number of lessons in this subject:	2 lessons per fortnight
Mid-year exam will assess:	Students will be assessed on their understanding of the musical elements and how they are applied to music as well as their understanding of classical music and how it was created.
End of year exam will assess:	Students will be assessed on their ensemble performance skills and their theoretical understanding of ensembles, classical music, and the musical elements.

Curriculum Map - Key Stage 3

Science

<table>
<tr><th colspan="3">Year 7</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our Science curriculum is that it is relevant, inspiring and accessible to all.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Introduction to Science
Students learn safety in the laboratory, how to work in a science lab, and how to carry out experiments, analyse and evaluate them.
Matter 1
Students learn particle theory of solids, liquids & gases and diffusion of particles,
How to separate mixtures by filtering, evaporation, distillation & chromatography.
Forces 1
Students learn about speed, motion and acceleration,
They learn how forces affect motion and the effect of contact and non-contact forces.
Organisms 1
Students learn about organisation, cells in animals, plants & simple microorganisms, the use of microscopes and the muscular-skeletal system.</td></tr>
<tr><td>Term 2</td><td>Energy 1
Students learn about stores and transfers of energy, fuels, electrical power, how electricity is generated and alternative forms of energy generation.
Genetics 1
Students learn about variation in a species, adolescence, the reproductive system and the effects of drugs and alcohol on the unborn child and contraception.
Reactions 1
Students learn about metallic and non-metallic elements, how they oxidise, the reactions of acids and bases and the reactivity series of metals and displacement reactions.
Waves 1
Students learn about transverse and longitudinal waves, sound, light and wave phenomena like reflection, refraction, and how light/sound are detected by the human body.</td></tr>
</table>

<table>
<tr><td></td><td>Term 3</td><td>Electricity 1
Students learn about electric fields and building circuits looking at current, voltage and resistance.
Ecosystems 1
Students learn about food webs, interdependence and how humans impact the ecosystem
They learn about variation and reproduction of plants and seed dispersal.
Earth and Space 1
Students learn about the rock cycle, sedimentary, igneous and metamorphic rocks.
They learn about the moon, Earth and space.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Recall of Key Facts/Definitions/Formulas
Mathematical Skills
Literacy Skills
Displaying Data in Graphs / Tables
Describing and Explaining Data
Planning Experiments
Extended Writing (PEEL)
Explaining Scientific Ideas
Applying Scientific Knowledge</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>https://www.bbc.co.uk/bitesize/subjects/zng4d2p

https://senecalearning.com/en-GB/revision-notes/ks3/science/national-curriculum</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">6 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Intro 1
Matter 1
Forces 1
Organisms 1
Energy 1
Genetics 1</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Intro 1
Matter 1
Forces 1
Organisms 1
Energy 1
Genetics 1
Reactions 1
Waves 1
Electricity 1</td></tr>
</table>

Curriculum Map - Key Stage 3

Spanish

<table>
<tr><th colspan="4">Year 7</th></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Daily Life</td><td colspan="2">My family
Numbers for age and birthdays
Physical and personality descriptions</td></tr>
<tr><td>Places in Town</td><td colspan="2">Places to live
Places in town
Transport
Directions
Rooms and furniture</td></tr>
<tr><td>Education and Careers</td><td colspan="2">Subjects
Facilities within the school building
School Day
Teachers, rules and uniform</td></tr>
<tr><td>Grammar</td><td colspan="2">Present tense
Future tense
Adjectival agreement
Opinions
Regular and irregular verbs
Articles</td></tr>
<tr><td>Assessment Headlines</td><td colspan="3">Students will be assessed on three skills during Year 7: Listening, Reading and Writing
• Students will need to show their understanding of spoken and written texts in target language and produce their own texts in Spanish.
• Students will have the opportunity during lessons to practice their Speaking skills in an engaging and purposeful way.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td colspan="2">Books</td><td>Websites</td></tr>
<tr><td colspan="2">Lesson resources adapted for Viva (Pearson)</td><td>BBC Bitesize

Seneca</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="3">4 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="3">Daily life and Places in Town topics</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="3">Daily Life, Places in Town, Education and Careers and Grammar</td></tr>
</table>