



Year 7 Curriculum Handbook
2018 -2019

Confident, Independent, Forward-Thinking

Introduction

We understand that, as parents and carers, it is important to you to know what your child is learning in school. This guide gives you a summary of the curriculum content your child will be learning each term in each subject, and what the key learning objectives will be throughout Year 7. It also provides you with information on the structure of homework in each subject, and what enrichment opportunities will be provided by the school in each subject. Finally, it provides suggestions, related to each subject area, for further study or enrichment you may wish your child to do at home.

If you require any further information or suggestions, please contact your child's subject teacher, who will be happy to help.

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Key Stage 3 Curriculum overview

At Kents Hill Park School pupils are given access to individual subject specialist teachers and specialist equipped classrooms and resources. The curriculum at Kents Hill Park School is designed to build effectively upon pupil progress at the primary stage and it is suitably challenging for all pupils.

The acquisition of knowledge and skills will be a key principle of the Year 7 curriculum. Pupils will be taught specific skills and knowledge in small steps with frequent review and practice in all subject areas. Homework will play a key role in supporting this review in the form of quizzes and skills practice.

We aim to provide an enjoyable and stimulating education which fosters confident, independent and forward-thinking pupils. We ensure that the planned curriculum is accessible to all and deliver subject matter appropriate to the ages and aptitudes of our pupils.

To compliment the school curriculum, we offer a range of enrichment and extra-curricular opportunities which aim to broaden pupils' learning experiences beyond the classroom and confines of the taught curriculum.

Underpinning the whole curriculum is a programme of study that helps to prepare pupils for adult life; this includes personal, social, citizenship and health education. This curriculum engenders a sense of responsibility and develops a clear understanding of fundamental British values.

Structure

Pupils will study a core curriculum of English, Mathematics, Science, Humanities, Linguistic, Technical and Physical subjects. The curriculum is underpinned with a social and values-based approach.

The Key Stage 3 curriculum pupils will receive 5 one-hour lessons each day and the curriculum is structured across a two week timetable.

The Key Stage 3 curriculum in Years 7, 8 and 9 has a focus on the core curriculum of Maths, English, Science and Humanities subjects. These subjects will account for 60% of the pupil's curriculum. All pupils will also study a modern foreign language, Art, Music, Drama, Physical Education, Design Technology and Computing. Transferable and cross curricular skills will be an important focus in all curriculum areas with a strong emphasis on Literacy, Numeracy, Information Technology competences.

Year 7 Curriculum Overview



**Confident
Independent
Forward-thinking**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Wonder (novel study) Lang & Lit	Wonder (novel study) Lang & Lit	Exploring the text Lang – writing focus	The Invisible Man (Drama/play text)	Examining the text Lang – reading focus	War Poetry Lit
Maths	Number, Add & Subtract	Multiplying and Dividing	Geometry	Fractions	Intro to Algebra	Percentages and Data
Science	Forces Matter	Organisms Electromagnets	Reactions	Ecosystems Energy	Earth and the Universe	Genes
History	Norman Invasion	Castles	King John	The Black Death	Medieval Law and Order	The Tudors
Geography	The Geography of Me	Map Skills	Tectonic Hazards	Tectonic Hazards	Population	Ecosystems
Religious Education	What is Philosophy and Ethics?	Christianity	Equality	Buddhism	Buddhism	Animal Rights
Physical Education	G – Netball B - Basketball	G – Football B - Rugby	G – Basketball B - Football	G – Rugby B - Hockey	G – Athletics B - Athletics	G – Rounders/cricket B – Cricket/softball
Art	Portraiture, Colour Theory, Arcimboldo African Art		Portraiture, Colour Theory, Arcimboldo African Art		Portraiture, Colour Theory, Arcimboldo African Art	
Computing/ICT	Introduction to ICT Health and Safety	Staying Safe on-line Digital Footprint	Spreadsheets Models/Simulations	Introduction to Algorithms Introduction to Programming in Python		Problem Solving
Music	Basic Concepts Music Elements	Keyboard Skills Song Writing	Basic Concepts Music Elements	Keyboard Skills Song Writing	Basic Concepts Music Elements	Keyboard Skills Song Writing
Drama	The fundamentals of drama	Pantomime	Character study	Storytelling	Physical theatre	Play project
Technology	Graphics	Resistant Materials	Graphics	Resistant Materials	Graphics	Resistant Materials
French Spanish	F – My life S – My life	F – My school S – My hobbies	F – My hobbies S – My school	F – My town S – My family	F – Holidays S – My town	F – French culture S – Spanish culture
PSHE	Mindset	Community	Health & Me – My Identity	Health and personal safety	Democracy	The World & Me – Rights/Responsibilities

Subject: Art

Subject overview	Pupils will develop a knowledge and understanding of Art and basic techniques using a variety of different resources. They will explore how the techniques learnt bring more detail to their work and how different artists and movements can inspire them. They will develop reflective analyse of their own work, their peers and artists studied throughout the term.
Curriculum content	
1 st Half Term	Pupils will start the project by looking at the colour wheel to learn the primary, secondary, tertiary colours as well as complementary colours, harmony colours and cool and hot colours, at the same time pupils will learn how to mix colours and brush control. The main bulk of this unit will look at portraiture and how facial features and proportions work together to create realistic portraits. Pupils will have the opportunity to work in colour and in tone through a variety of materials. Pupils will mainly work on self-portraiture and will link in objects to their work that they feel represents themselves. They will study a range of artists that have focused on portraiture and colour and will experiment will similar media. Pupils will produce a final piece inspired by the artist 'Archimboldo' and create the portrait from range of objects that they have chosen for their theme.
2 nd Half Term	Pupils will begin this unit by looking at typical works of art and items for celebration from tribes in Africa. Pupils should understand that Africa is a continent made up of lots of countries and all are different, some developed countries (MEDC's) and others less developed (LEDC's). From this, pupils should be able to discuss types of materials typically used and symbolic meanings of African artefacts. Pupils will move on to explore pattern and geometric patterns before undertaking tessellation of their patterns (maths link). Pupils will end this unit by designing and making their own African masks bringing together symbolism, their own patterns and animal designs. Throughout this task pupils will be asked to analyse work from additional cultures in their sketchbook to build up their cultural understanding and their literacy skills.
Assessment	Each of the units of work will contain assessment. Some units will have small individual assessments in them, others will work towards creating one final piece of assessed work.
Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be completed in pupils sketch books. The homework will be based around skills learnt or relevant artists.
School based enrichment	There will be an Art club established to encourage pupils to develop and nurture their artistic talents.
Resources available for home-based study	BBC Bitesize website https://www.tate.org.uk/kids/make
Extra reading	"How to Draw Cool Stuff: A Drawing Guide for Teachers and Pupils" "How to Draw Portraits, Faces and Heads" ISBN-10: 1907184287

Subject: **Design and Technology**

<p>Subject overview</p>	<p>In Design and Technology pupils investigate, design, make and evaluate in several projects throughout Year 7. They become independent thinkers and problem solvers whilst gaining knowledge of material, processes and techniques used in different industries. Design and Technology also enables pupils to understand how Mathematics and Science can be applied in practical scenarios.</p>
<p>Curriculum content</p>	
<p>Rotation</p>	<p>Design and Technology is taught as part of a rotation including Art and Music. Pupils will study each subject area for one term in Year 7.</p> <p>Design and Technology has two units of work in Year 7 - Graphical Communication and Product Design.</p>
<p>Unit 1 Graphical Communication</p>	<p>In this unit pupils will be learning all about graphic design and products. They will identify where graphic design is found in the world around them and will learn skills and understanding related to this design area. Such skills include sketching, drawing board techniques and rendering. Pupils complete a packaging project where they are tasked to design and create a health bar package design.</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Drawing and rendering techniques. - Drawing board skills. - 3D drawing techniques. - Advertisement and logo design. - Basic manufacturing processes in graphics. - Product analysis techniques. - Working to a design brief. - Fonts and type face
<p>Unit 2 Product Design</p>	<p>In Product Design pupils work materials to create a wooden child's pencil holder. In this topic they learn to work with a range of materials based on their properties and are taught how to select and use hand tools in the work shop safely and sometimes independently.</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Using the workshop safely. - Selecting, identifying and using tools. - Working with a range of materials based on their properties. - Working to a design brief.
<p>Assessment</p>	<p>Pupils work is assessed throughout the project that they take on in each module area.</p> <p>Pupils are assessed in 4 areas: Investigation and Research Design and Development Manufacture Evaluation and Analysis</p> <p>As well as marking and feedback in folders and lessons, pupils will also have a formative assessment point half way through the module to monitor their progress. At the end of the project they will be given a final tier based on their success in the 4 Design and Technology areas.</p>

Homework Structure	Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas. Pupils will be set quizzes and readings related to the topic being taught.
School based enrichment	Use of computer equipment at lunchtime in the library Access to the workshops and equipment will be provided as appropriate
Resources available for home-based study	Resources made available on Kents Hill Park VLE and Google Classrooms BBC Bite Size website and http://www.technologyPupil.com
Extra reading	Depending on pupil area of interest there is a wide variety of reading material available. Emotional Design: Why We Love (or Hate) Everyday Things The Design of Everyday Things (The MIT Press) – Donald A. Norman

Subject: **Drama**

Subject overview	<p>Pupils will be immersed in to lessons that will introduce them to the key skills required in Drama.</p> <p>They will embrace the idea of performing and will do this through a range of tasks and challenges.</p> <p>They will be working in a range of group sizes to create a number of performance pieces. These pieces will incorporate the core skills learnt across the units.</p> <p>The lessons will encourage confidence, independence and forward-thinking, as they create scripts and improvise performances.</p>
Curriculum content	
Autumn Term 1 st Half	<p>The Fundamentals of Drama</p> <p>An introduction to the fundamentals of acting.</p> <p>To understand why we study Drama.</p> <p>To develop team work skills, whilst beginning to understand key terms.</p>
Autumn Term 2 nd Half	<p>Pantomime</p> <p>To introduce pupils to the genres of Pantomime and Commedia Dell Arte.</p> <p>To introduce the idea of 'Stock Characters'.</p> <p>To introduce the idea of a 'Stock Storyline'.</p>
Spring Term 1 st Half	<p>Character Study</p> <p>Pupils will learn the written/research drama skills needed in order to create a realistic character.</p> <p>Pupils will learn to create/bring to life both scripted characters and devised characters.</p>
Spring Term 2 nd Half	<p>Storytelling</p> <p>Pupils will learn key storytelling techniques required when telling a story on stage.</p> <p>Pupils will learn how to engage members of the audience through using storytelling techniques.</p> <p>Pupils will learn to create a performance which tells the story of another member of the class.</p>
Summer Term 1 st Half	<p>Physical Theatre</p> <p>Pupils will discover other styles of theatre that will challenge their perceptions of 'Drama'.</p> <p>To discover imaginative uses of the body in performance, building upon their current understanding of gesture etc.</p>
Summer term 2 nd Half	<p>Play Project</p> <p>Pupils will learn what the key elements of a play are (plot, structure, characters, atmosphere).</p> <p>Pupils will learn how to use a stimulus effectively when creating a play.</p> <p>Pupils will learn to create a play using devising and scripting methods.</p>
Assessment	<p>Pupils will be assessed through performance pieces in each unit.</p> <p>They will incorporate the key skills covered in the half term and embed them within a performance that they will create.</p> <p>There will be written assessments, in the form of quizzes, to check understanding of key terms and ideas covered in Drama lessons.</p>

Homework Structure	<p>Quizzes set online or given to pupils, to encourage them to learn the key terms.</p> <p>Homework may ask them to prepare for their assessment, in groups or individually. This may involve script writing, rehearsal or gathering props.</p>
School based enrichment	A drama club will be established offering pupils a chance to work on and develop their skills with other pupils who share their passion for the subject.
Resources available for home-based study	Kents Hill Park Virtual Learning Environment (VLE)
Extra reading	<p>Pupils can read play scripts, to help them understand the format. Waterstones hold a wide range including:</p> <p>Harry Potter and the Cursed Child <i>ISBN: 9780751565362</i></p> <p>DNA by Dennis Kelly <i>ISBN: 9781840029529</i></p> <p>Stone Cold by Robert Swindells <i>ISBN: 9781408520550</i></p>

Subject: **English**

Subject overview	<p>An introduction to the core skills needed in both the English Language and Literature specifications.</p> <p>Schemes designed to promote a love of literacy, whilst instilling key exam skills through a range of age appropriate texts.</p> <p>The units will provide an opportunity for self and peer assessment, along with a mixture of individual and group-based tasks (including group presentations and projects). Cross curricular links will be made throughout, providing context and a wider understanding of texts for pupils.</p>
Curriculum content	
Autumn Term 1 st and 2 nd Half	<p>Wonder (novel study)</p> <p>Reading and engaging with an entire novel throughout the term, whilst also looking at a complementing selection of other fiction and non-fiction extracts.</p> <p>This unit will introduce pupils gradually to core skills required across both the language and literature courses.</p>
Spring Term 1 st Half	<p>Exploring the text</p> <p>A unit based on skills needed for both fiction and non-fiction writing.</p> <p>Pupils will write and create fiction and non-fiction texts, including: stories, newspaper articles, speeches and blogs.</p> <p>They will create narrative and descriptive pieces from different genres, which will allow pupils to practice and master a range of writing styles.</p>
Spring Term 2 nd Half	<p>The Invisible Man (drama/play text)</p> <p>A unit where pupils will look at and examine the presentation of characters and themes through a drama text.</p> <p>Pupils will perform the play whilst enhancing their understanding of the methods used in drama texts and how they differ from those used in novels.</p>
Summer Term 1 st Half	<p>Examining the text</p> <p>To work on and build upon comprehension skills learnt at KS2. To develop analytical skills when looking at language and structure.</p> <p>Pupils will work on developing detailed responses to tasks and questions. A range of fiction and non-fiction texts will be used, broken down and analysed in detail.</p>
Summer term 2 nd Half	<p>War Poetry</p> <p>To encourage an enthusiasm for poetry.</p> <p>To examine a range of poetry from a range of time periods, covering historical and modern wars. Pupils will analyse pre-existing poetry and also create their own, with fictional extracts to be used as a stimulus for creating their own poetry</p>
Assessment	<p>All units will involve a form of assessment. There will be smaller knowledge checks staggered throughout the units to help assess progress.</p> <p>Pupils will then undertake longer and more structured assessments that will be given at the end of the units. These will be summative assessments and will ask for a number of skills to be used by pupils.</p>

Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be completed online pupils will be set quizzes and subject related reading to support the units of work.
School based enrichment	Study support will be set up to allow pupils to further skills they are confident with or to work on skills they are finding more challenging. There will also be more focused sessions that may examine an interest of the pupils, such as creative writing.
Resources available for home-based study	Kents Hill Park Virtual Learning Environment (VLE) BBC Bitesize , for revision of key skills. https://www.cgpbooks.co.uk/ revision guides for KS3 can be found from the CGP website (please ask Miss Riley for the best guides to obtain).
Extra reading	Pupils are asked not to read the material being studied in class, so that pupils can experience and discover these with their peers. Pupils can still read fictional material suggested on the summer reading list, some other authors to consider are: <ul style="list-style-type: none"> • Phillip Pullman • Michael Morpurgo • Phillipa Pearce • Katie Dale Pupils will also need to read a range of non-fiction, such as: newspapers, leaflets, blogs etc.

Subject: **Geography**

Subject overview	Pupils will cover a range of topics within Geography, covering both physical and human concepts. The rationale behind year 7 geography is to develop a sense of place and identity for the pupils and to see the world they live in. Throughout the course they will be encouraged to develop their geographical skills as well as their knowledge and understanding.
Curriculum content	
Autumn Term 1 st Half	The Geography of my local area – this will focus on how they are linked to areas on a variety of scales and then focus in on the UK. Identifying physical and human features of the UK.
Autumn Term 2 nd Half	<ul style="list-style-type: none"> • Map skills – Developing skills • Ordnance Survey maps • Atlases
Spring Term 1 st Half	<ul style="list-style-type: none"> • Tectonic hazards – Volcanoes • Causes and impacts of the hazards • Introduction to case studies
Spring Term 2 nd Half	<ul style="list-style-type: none"> • Tectonic hazards – Earthquakes • Causes and impacts of the hazards • Introduction to case studies
Summer Term 1 st Half	<ul style="list-style-type: none"> • Population • Where people live and the reasons behind it • Impacts of population change • Methods of managing populations
Summer term 2 nd Half	<ul style="list-style-type: none"> • Ecosystems – Understanding the interdependence of biomes • Tropical rainforests • Antarctica
Assessment	Each half term or end of topic will include an assessment. This may be in the format of a closed or open book assessment.
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.
School based enrichment	Humanities club – each term the focus is on a different country or region.
Resources available for home-based study	Resources form lesson will be available on the VLE for knowledge consolidation.
Extra reading	National Geographic magazine Daily Newspapers

Subject: **History**

Subject overview	
Curriculum content	In history lessons we will look at key events in chronological order starting with the Normans. Throughout the course, skills will be embedded into lesson to develop their understanding of sources and how to use information.
Autumn Term 1 st Half	Norman Invasion – Look at the cause and key events that took place.
Autumn Term 2 nd Half	Castles – Understand the theory behind the different types of castles and how they were used to defend.
Spring Term 1 st Half	King John – events which impacted on his reign.
Spring Term 2 nd Half	Black Death – Location, cause and impact of the black death.
Summer Term 1 st Half	Medieval Britain – Looking into how life was in this time period.
Summer term 2 nd Half	Tudors – Looking at individuals and their impact on Britain during their reign.
Assessment	Each half term or end of topic will include an assessment. This may be in the format of a closed or open book assessment.
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.
School based enrichment	Humanities club – each term the focus is on a different country or region.
Resources available for home-based study	Resources from lesson will be available on the VLE for knowledge consolidation.
Extra reading	Horrible Histories Key stage 3 History – Invasion, plague and murder. Britain 1066-1509

Subject: **Computing and ICT**

Subject overview	<p>Pupils will develop an understanding of the use of ICT in modern society. They will explore how the use of information technology has had a direct influence on many aspects of our lives both in the home and workplace.</p> <p>Pupils will be introduced to the use of online resources to support their collaborative and independent learning across the curriculum.</p> <p>Problem solving skills will be developed through the use of programming environments. Pupils will be introduced to the key concepts of high-level programming languages including Python and Scratch.</p>
Curriculum content	
Autumn Term 1 st Half	<p>Introduction to ICT</p> <p>The creation of secure passwords, the use of sensible file and folder names Using Emails and internet search tools Health and safety in ICT</p>
Autumn Term 2 nd Half	<p>Staying safe online</p> <p>Digital Footprint and privacy issues. This topic introduces the important topic of staying safe online Cyberbullying and being able to report it.</p>
Spring Term 1 st Half	<p>Introduction to Spreadsheets</p> <p>This unit introduces the use of spreadsheet software to model a skiing trip, using the functionality of the spreadsheet software to explore and model differing scenarios.</p>
Spring Term 2 nd Half	<p>Introduction to algorithms</p> <p>This unit introduces algorithms and uses flowcharts to show the flow of data and use of algorithms to solve problems. Simple programming is introduced using Python programming.</p>
Summer Term 1 st Half	<p>Introduction to Scratch Programming</p> <p>This topic introduces the Scratch programming environment using block code to produce a game.</p>
Summer term 2 nd Half	<p>Extending Python Programming</p> <p>This topic introduces the use of a scripting programming environment. Pupils will explore the use of variables, loops, input and output commands and will solve simple computer problems using Python.</p>
Assessment	<p>Each of the practical units of work will contain assessment.</p> <p>Some units will have small individual assessments in them, others will work towards creating one final piece of assessed work.</p> <p>The theory units of work will be assessed by a test at the end of the unit of work.</p> <p>During each unit pupils will be given regular topic tests to reinforce their learning of each topic.</p>
Homework Structure	<p>Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work. Pupils will be set online quizzes and subject related reading to support the units of work.</p>
School based enrichment	<p>Pupils will have access to computers during some lunch and after school sessions.</p> <p>There will be a coding club established to encourage pupils to develop their problem solving skills.</p>
Resources available for home-based study	<ul style="list-style-type: none"> • Kents Hill Park Virtual Learning Environment (VLE) • Video Tutorials to support some practical work can be found at: http://teach-ict.com/videohome.htm <p>Resources to support programming:</p> <ul style="list-style-type: none"> • Python - www.python.org/ • One hour of code – www.code.org
Extra reading	<p>Computer coding Python Projects – DK ISBN 978-0-2412-8686-9</p> <p>Python in easy steps – ISBN 978-1-84078-596-8</p> <p>Help your kids with computer science – DK ISBN-13: 978-0241302293</p>

Subject: **Maths**

Subject overview	The pupils will revisit areas of maths they have previously been taught in primary school but look at the mathematics involved on a deeper level. They will be challenged and encouraged to answer “why?”, and through the depth of their learning they will acquire the knowledge to construct an argument with convincing reasoning. This will enable them to cement the foundations of their mathematical understanding. They will also be introduced to new topics and areas of mathematics and explore how their current knowledge can be built upon and applied to these.	
Curriculum content		
Autumn Term 1 st Half	Place value; adding and subtracting Understanding place value (integer and decimal numbers) with enough depth to form convincing reasoning. Investigating different methods of adding and subtracting and recognising which is most efficient to use depending on the question. Using our understanding of place value to round both integers and decimals for estimation. Applying these skills to find perimeters of shapes.	
Autumn Term 2 nd Half	Place value; multiplication and division Learning about factors and multiples. Looking at different methods of multiplication and division (with integers and decimals). Applying these skills to work with areas of rectangles, triangles and compound shapes formed by these.	
Spring Term 1 st Half	Geometry Recognising different angle types and making educated estimates as to the size of angles. Using protractors to draw and measure angles more accurately. Learning angle facts (straight lines, at a point, vertically opposite) and using these to find unknown angles. Learning about the properties of quadrilaterals and triangles.	
Spring Term 2 nd Half	Fractions Understanding equivalent fractions. Recognising how to compare and ordering fractions and decimals. Changing mixed numbers into improper fractions and vice versa. Investigating fractions of quantities. Learning how to multiply and divide with fractions	
Summer Term 1 st Half	Introduction to algebra Learning about the order of operations within a calculation. Understanding how to substitute in Maths. Simplifying algebraic expressions. Solving word problems involving expressions. Investigating sequences.	
Summer term 2 nd Half	Percentages and data Constructing and interpreting statistical diagrams including pie charts. Converting between percentages, fractions and decimals. Finding percentages of quantities. Finding the whole given the part and the percentage.	
Assessment	During their learning pupils will be given regular topic tests to reinforce the learning and find any gaps which may exist. Pupils will also be given cumulative tests at the end of each half term.	
Homework Structure		Pupils will be set weekly homework. These will include quizzes and short tests to reinforce learning.
School based enrichment	Pupils will have the opportunity to attend after school maths sessions where they can either participate in a variety of maths activities; art with maths, code breaking, reading of maths literature, or get help with homework or classwork.	
Resources available for home-based study		https://www.bbc.com/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle
Extra reading	Think of a number – Johnny Ball Any books from the “Murderous Maths” collection – Kjartan Poskitt This is Not a Maths Book – Anna Weltman	

Subject: **Modern Foreign Languages**

Subject overview	Over the course of the year pupils will develop their understanding and ability to use both French and Spanish to a basic conversational level. Pupils will benefit from activities developing their listening, reading, speaking and writing skills in order to gain confidence and enjoyment across all aspects of the language.
Curriculum content	
Autumn Term 1 st Half	<p>Todo sobre mi – <i>All about me</i> Pupils learn to give personal information in Spanish and describe their personalities as well as learning language building blocks including the alphabet and numbers.</p>
Autumn Term 2 nd Half	<p>Mi tiempo libre – <i>My free time</i> Pupils will learn how to talk about hobbies and interests outside of school, and the weather. They will begin to talk about likes and dislikes and give some simple opinions.</p> <p>Mi Insti – <i>My school</i> Pupils will learn about differences between schools in England and in Spain. They will learn about their subjects and how to give a range of more detailed opinions. They will begin to be able to talk about other people.</p>
Spring Term 1 st Half	<p>Mi familia y mis amigos – <i>My family and friends</i> Pupils learn to talk about their family and friends, adding ages and physical descriptions. This unit also covers basic information about houses.</p> <p>Mi ciudad – <i>My town</i> In this unit pupils describe where they live. They give opinions, and explain what attractions are in their local area. This unit covers telling the time and using the near future tense to give future plans.</p>
Spring Term 2 nd Half	<p>C'est perso – <i>All about me</i> Pupils will learn to give personal information in French. They will also be able to talk about some likes and dislikes and describe other people.</p>
Summer Term 1 st Half	<p>Mon college – <i>My school</i> This unit will introduce pupils to talking about school subjects, giving more detailed opinions and reasons and telling the time. Pupils will also learn about French food.</p> <p>Mes passetemps – <i>My hobbies</i> In this unit pupils will learn to talk about their free time including use of technology and opinions about sports and other leisure activities.</p>
Summer term 2 nd Half	<p>Ma zone – <i>My area</i> Pupils will learn how to describe their local area including opinions and what attractions there are. This unit also includes giving directions and inviting someone to go somewhere.</p> <p>3...2...1...Partez! – <i>3...2....1...Let's go!</i> Pupils will learn how to talk about holidays and future plans using the near future tense. They will be able to say what they would like to do. This unit also talks about ordering food and drinks.</p>
Assessment	Pupils will have a short assessment at the end of each unit of work – sometimes this will be in the format of a formal test and sometimes it

	will be a longer piece of written or spoken work. Pupils will also have regular short vocabulary tests throughout each unit.
Homework Structure	Pupils will receive homework each week. Sometimes this will be learning homework such as revising for a vocabulary test, and sometimes this will take the form of a written task.
School based enrichment	There are Spanish books available in the school library for pupils to access. There will be a language club for pupils who wish to extend their French and Spanish skills through fun activities.
Resources available for home-based study	Kents Hill Park Virtual Learning Environment www.languagesonline.org.uk contains useful self-marking activities on a range of topics.
Extra reading	Any Spanish or French books aimed at children (fairy tales are good for this). A French and a Spanish dictionary.

Subject: **Music**

Subject overview	
Curriculum content	<p>Music is taught as part of a rotation including Art and Design Technology. Pupils will study each subject are for one term in year 7.</p> <p>Pupils will develop their knowledge and understanding of music from a range of cultural backgrounds. They will learn basic skills on keyboard, ukulele and guitar. They will explore how to use their voices musically and begin to understand how music can reflect emotion and mood. Pupils will develop confidence through performing as part of an ensemble as well as a soloist and will have the opportunity to compose pieces using simple structures.</p> <p>They will learn to develop collaborative skills and build greater resilience through engaging with practice skills both individually and as a member of an ensemble.</p>
Autumn Term 1 st Half	<p>Introduction to music and working as a member of an ensemble. Pupils will explore their voices and develop their awareness and understanding of part singing, intonation and pitch. They will begin to have an appreciation of standard notation and will learn how to read treble clef as well as rhythms from Semibreve to crotchet. Pupils will begin to understand how to play ukulele as both an accompanying and solo instrument. They will learn to provide a melodic line and a number of accompaniment patterns that could be used for singing. Pupils will gain an awareness of the keyboard and keyboard layout and how to use standard notation to produce a number of melodic performances, as well as a number of harmonic lines as part of an ensemble.</p>
Autumn Term 2 nd Half	<p>During the second half-term, pupils will gain a greater awareness a range of instruments and will research information relating to instruments of the orchestra. They will improve their keyboard skills and understanding and will begin to write simple tunes in binary and rondo form using the ukulele or keyboard. Pupils will develop their awareness of the guitar and learn how to perform the four-chord trick. During the term, pupils will gain a good awareness and understanding of important musical vocabulary. They will have the opportunity to perform as a member of an ensemble, work as a soloist and build a solid foundation in compositional techniques. All pupils will develop their musical understanding within a wider social, geographic and economic context.</p>
Assessment	<p>Each of the practical units of work will contain assessment. Some units will have small individual assessments in them, others will work towards creating one final piece of assessed work. The theory units of work will be assessed by a test at the end of the unit of work. During each unit pupils will be given regular topic tests to reinforce their learning of each topic.</p>
Homework Structure	<p>Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work. Pupils will be set online quizzes and subject related reading to support the units of work.</p>
School based enrichment	<ul style="list-style-type: none"> • Choir will take place on Monday lunchtime • Orchestra will take place on Tuesday lunchtime

Subject: **Personal, Social, Health and Citizenship Educations (PSHCE)**

<p>Subject overview</p>	<p>PSHCE lessons will introduce pupils to a wide range of issues and knowledge that will help them reflect upon the world around them and help them to understand how they can contribute to a wider community.</p> <p>Pupils will be introduced to topics including:</p> <ul style="list-style-type: none"> • How to share thoughts and feelings in a range of personal issues. • To understand how our society works especially regarding politics and democracy. • Personal safety and health issues.
<p>Curriculum content</p>	
<p>Autumn Term 1st Half</p>	<p>Personal characteristics Alien Baseline assessment (an extended piece of writing where they write about themselves as an alien)</p> <p>Your new community (pupils to plan and make their own ideal community).</p>
<p>Autumn Term 2nd Half</p>	<p>Rules: Pupils to explore what if there were no rules / breakdown of rules (drawing links with the London Riots). They are then to produce a piece of work about a fictional riot in their alien community.</p> <p>Schools and Rules: discussing and evaluating the rules at Kents Hill Park School and comparing them to Summerhill School.</p> <p>Pupils to explore what they ideal educational institution would look like.</p>
<p>Spring Term 1st Half</p>	<p>Democracy</p> <ul style="list-style-type: none"> - Explore different types of rule including democracy. - Pupils will hold a mock election for their alien community - Hold a parliament where they will make important decisions about the running of their alien community - Explore human rights and write their own United Planet Charter of Rights of the Universe
<p>Spring Term 2nd Half</p>	<p>Personal Safety During this half term pupils will explore the dangers that there aliens could face in their community. These could include:</p> <ul style="list-style-type: none"> - The effect of drugs - The effects of alcohol - The effects of smoking - Alien obesity (healthy eating)
<p>Summer Term 1st Half</p>	<p>Online Safety Pupils will explore how to keep themselves safe online. Appropriate online etiquette and their digital footprint.</p> <p>British Values Pupils will explore what it means to be British and discuss what the core British values are.</p>
<p>Summer term 2nd Half</p>	<p>Reflection, goals and ambitions Pupils to reflect their progress both socially and academically at Kents Hill Park School.</p> <p>Pupils to write targets for the future (making an action plan) Shift Happens: how the world is rapidly changing and how you can prepare yourself for the future (exploring themes such as Resilience, Can Do) Your dream! (job, life and goals)</p>

Assessment	Three formal assessments during the Year which include a mix of self/peer/teacher assessment
Homework Structure	Reading around curriculum area in line with topic. Online topic quiz to support classwork.
School based enrichment	External speakers in line with topics.
Resources available for home-based study	Resources available on school Virtual leaning environment.
Extra reading	PSHE Education for Key Stage 3 Lesley De Meza (Author), Stephen De Silva (Author)

Subject: Boys Physical Education

Subject overview	Pupils will begin to develop physical competence and a strong knowledge of what it means to lead a healthy, active lifestyle. Exploring a wide range of skills that are transferrable across all sports. Pupils will gain knowledge regarding the rules, regulations and key skills involved with each sport. Fitness will be a continued focus across all sports we undertake this year. Fitness will allow pupils to understand why exercise is important and give them the stepping stones to begin to develop an active, healthy lifestyle. In addition to this each sporting activity will help to improve many fundamental skills such as communication, confidence, team work and creativity. These, together with the promotion of positive attitudes and good 'sports personship' will provide a great foundation for pupils' lifelong participation in physical activity.	
Curriculum content		
Autumn Term 1 st Half	Basketball/Fitness – Developing skills such as passing, dribbling, shooting, marking, positioning and associated rules – to be put into a full court game. Fitness will focus on developing the pupil's aerobic endurance.	
Autumn Term 2 nd Half	Rugby/Fitness – Pupils will learn the correct passing, tacking, rucking, kicking and positioning techniques. Developing their knowledge of rules associated with the sport. Fitness will focus on agility and aerobic endurance.	
Spring Term 1 st Half	Football/Fitness – This sport will introduce skills such as, passing, dribbling, shooting, positional play, tactical awareness and the rules associated. Fitness will focus on anaerobic endurance and the training zones associated with this.	
Spring Term 2 nd Half	Hockey/Fitness - Pupils will develop skills such as passing, tackling and shooting in a safe and controlled environment. They will learn the rules of hockey and have the opportunity to take on the role of a coach/official. Fitness will focus on muscular endurance.	
Summer Term 1 st Half	Athletics/Fitness – During this sport pupils will participate in a range of athletic events such as sprinting, long distance running, shot put, javelin and long jump. They will learn the technique for each athletic event and then perform a timed/measured performance. Fitness will focus on speed and muscular strength.	
Summer term 2 nd Half	Rounder's/Cricket/Fitness – These sports will allow pupils to develop their ability to bat and field successfully. Fitness will focus on flexibility training.	
Assessment	Each sport will contain assessment. Assessment will be carried out throughout each practical unit through the demonstration of key skills and pupils understanding of skills, rules and regulations and how these will contribute to successful performance.	
Homework	Quizzes and reading will be set for pupils as homework. This will reinforce understanding of key concepts and skills.	
School based enrichment	Pupils will be able to attend any afterschool clubs on offer. Afterschool and lunch time clubs run every day for the pupil's own leisure or to give themselves a competitive challenge. Pupils will also have the opportunity to represent the school in a number of fixtures against other schools.	
Resources available for home-based study	https://www.bbc.co.uk/sport/	
Extra reading	Steps to success (Basketball, Soccer, Rugby Union, athletics, Cricket, Rounders, Hockey) ISBN-10: 0736054359 (Soccer)	

Subject: **Girls Physical Education**

Subject overview	Pupils will begin to develop physical competence and a strong knowledge of what it means to lead a healthy, active lifestyle. Exploring a wide range of skills that are transferrable across all sports, pupils will gain knowledge regarding the rules, regulations and key skills involved with each sport. Fitness will be a continued area of interest across all sports we undertake this year. Fitness will allow pupils to understand why exercise is important and give them the stepping stones to begin to develop an active, healthy lifestyle. In addition to this, each sporting activity will help to improve many fundamental skills such as communication, confidence, team work and creativity. These, together with the promotion of positive attitudes and good 'sports personship', provide a foundation for pupils' lifelong participation in physical activity.	
Curriculum content		
Autumn Term 1 st Half	Netball/Fitness – Developing skills such as passing, footwork, dodging, marking and positioning and associated rules – to be put into a full court game. Fitness will focus on developing the pupil's aerobic endurance.	
Autumn Term 2 nd Half	Football/Fitness – Pupils will learn the correct passing, dribbling, shooting and positioning techniques. Developing their knowledge of 'offside' and rules associated with the sport. Fitness will focus on agility and aerobic endurance.	
Spring Term 1 st Half	Basketball/Fitness – This sport will introduce skills such as, passing, dribbling, shooting, positional play, tactical awareness and the rules associated. Fitness will focus on anaerobic endurance and the training zones associated with this.	
Spring Term 2 nd Half	Rugby/Fitness - Pupils will develop skills such as passing, tackling and rucking in a safe and controlled environment. They will learn the rules of Rugby and have the opportunity to take on the role of a coach/official. Fitness will focus on muscular endurance.	
Summer Term 1 st Half	Athletics/Fitness – During this sport pupils will participate in a range of athletic events such as sprinting, long distance running, shot put, javelin and long jump. They will learn the technique for each athletic event and then perform a timed/measured performance. Fitness will focus on speed and muscular strength.	
Summer term 2 nd Half	Rounder's/Cricket/Fitness – These sports will allow pupils to develop their ability to bat and field successfully. Fitness will focus on flexibility training.	
Assessment	Each sport will contain assessment. Assessment will be carried out throughout each practical unit through the demonstration of key skills and pupils understanding of skills, rules and regulations and how these will contribute to successful performance.	
Homework Structure	Quizzes and reading will be set for pupils as homework. This will reinforce understanding of key concepts and skills.	
School based enrichment	Pupils will be able to attend any afterschool clubs on offer. Afterschool and lunch time clubs run every day for the pupil's own leisure or to give themselves a competitive challenge. Pupils' will also have the opportunity to represent the school in a number of fixtures against other schools.	
Resources available for home-based study		https://www.bbc.co.uk/sport/
Extra reading	Jessica Ennis: Unbelievable - From My Childhood Dreams To Winning Olympic Gold: The life story of Team GB's Olympic Golden Girl. ISBN 978-1444768633	

Subject: **Religious Education**

Subject overview	In Religious Education pupils will gain an understanding of both religions and ethical issues in the world today. They will learn to share and accept the opinions of others and develop their own thoughts on new ideas.
Curriculum content	
Autumn Term 1 st Half	Philosophy and Ethics – Understanding the difference between philosophical and ethical questions.
Autumn Term 2 nd Half	Christianity – An understanding of the beliefs within the religion, why people believe and how people follow the religion.
Spring Term 1 st Half	Equality – Looking into the different barriers to equality. Looking at different views towards equality.
Spring Term 2 nd Half	Buddhism - An understanding of the beliefs within the religion, why people believe and how people follow the religion.
Summer Term 1 st Half	Buddhism - An understanding of the beliefs within the religion, why people believe and how people follow the religion.
Summer term 2 nd Half	Animal rights – Looking at the ethical issues and arguments for and against animal rights.
Assessment	Pupils will be assessed after every topic through open and closed book tests.
Homework Structure	This will be set throughout the course and will be either research based or as revision to consolidate learning.
School based enrichment	Pupils will be encouraged to get involved in ethical debates and research. Humanities club.
Resources available for home-based study	BBC Bitesize Key Stage 3 Religious Studies
Extra reading	A range of books are available from the school library which cover a wide range of religions.

Subject: **Science**

Subject overview	Pupils will be introduced and supported through their journey whilst learning about the ten Big Ideas in science and begin to apply their knowledge to unfamiliar situations. Pupils will develop practical skills which would give rise to graphical and data analysis skills. Scientific enquiry, numeracy and literacy will be developed throughout the year, preparing them for KS4 success. Pupils will have access to online resources and will be supported and challenged with the Checkpoint system.
Curriculum content	
Autumn Term 1 st Half	<p>An introduction to working safely in a laboratory.</p> <p>Forces Explaining the differences between contact and non-contact forces and distance time graphs</p> <p>Matter Pupils will be introduced to the particle model and techniques for separating mixtures</p>
Autumn Term 2 nd Half	<p>Organisms This topic will focus on the building blocks of life, focusing on specialised cells and the transport of substances within living organisms.</p> <p>Electromagnets In this topic, pupils will explore the meanings of the terms 'potential difference and resistance' and 'current'. There will be plenty of opportunity for the pupils to investigate the different types of circuit.</p>
Spring Term 1 st Half	<p>Reactions This topic introduces the pupils to acids and alkalis and how to test the pH and strength of the solutions. Pupils will also be introduced to the periodic table and the chemical reactions between metals and non-metals.</p>
Spring Term 2 nd Half	<p>Ecosystems This topic reinforces the pupils understanding of food chains and introduces food webs and what happens when such chains and webs are disrupted. This topic also recalls plant reproduction, providing an opportunity for the pupils to dissect a flower.</p> <p>Energy This topic introduces the different types of energy resources and energy transfer in a system.</p>
Summer Term 1 st Half	<p>Earth and the Universe In this topic pupils learn about the structure of the Earth and the rock cycle. The Solar System and the night sky are explored, leading to the discussion about changing ideas</p>
Summer term 2 nd Half	<p>Genes This topic explores why there is variation amongst living organisms and how we have adapted to change to survive. Adolescence and human reproduction is discussed and the various cycles involved.</p>
Assessment	<p>Each topic will contain assessment. There is a Checkpoint system for each topic which is comprised of an automarked online assessment and an end of topic test. The assessments are designed to identify how well the pupils have mastered the key concepts</p>

Homework Structure	Homework will be set throughout the topics. Pupils will each have an intervention workbook (foundation/higher) to complete regularly. Online quizzes will be set and automarked providing instant feedback to the pupils and teacher. Pupils will be encouraged to visit museums and historic places to support their learning and understanding and read prior to every lesson using support resources.
School based enrichment	Pupils will be encouraged to attend science club and be involved in STEM projects available.
Resources available for home-based study	<ul style="list-style-type: none"> • Kerboodle which will have an online version of the class text book and quizzes. • Bitesize • AQA Activate Intervention workbooks <p>Additional resources to support learning:</p> <ul style="list-style-type: none"> • CGP AQA KS3 Revision Guide Book (Higher) ISBN 978 1 841462301 • CGP AQA KS3 Revision Guide Book (Foundation) ISBN 978 1 841462400
Extra reading	<ul style="list-style-type: none"> • National Geographic Kids • The Week Junior • New Scientist • Newspapers, 'science in the news'.