

Year 7 Curriculum Handbook  
2025 -2026



**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.

## Contents:

- Curriculum Introduction and Intent
- Year 7 Curriculum Overview
- Art
- Business & Enterprise
- Computing
- Design & Technology
- Drama
- English
- Food Science & Technology
- French
- Geography
- History
- Maths
- PHSCRE
- Physical Education
- Religious Studies
- Science
- Spanish

## Curriculum Intent

Kents Hill Park School seeks to provide a rich, knowledge-led curriculum at every stage and phase of the pupils' academic journey. Our curriculum supports all learners and has the highest expectations of each and every pupil.

The curriculum supports our vision that pupils should know the best that has been thought and said. Importance is placed on knowledge being delivered in a well-sequenced, cumulative and coherent progression of learning. Our curriculum is mapped and structured, and we are clear with what we expect pupils to know at each stage of their learning.

Our curriculum is more than simply regurgitating knowledge and learning by rote. It is about connecting ideas, concepts and knowledge to allow our pupils to develop their confidence, independence and forward-thinking characteristics. We endeavour to enable our pupils to be:

- Confident: in themselves, their abilities, their beliefs, and their place.  
Independent: in thought, action, identity, belief and learning.  
Forward-thinking: in outlook and attitude; always hopeful and ambitious of what they and others can do.

The all-through nature of our school further supports this process and pupils will learn and develop knowledge and skills as soon as they join us.

Literacy plays a key role in our curriculum. Increasing and developing the use and acquisition of a wider and deeper vocabulary is important across all subjects. Teachers model reading routines and expect pupils to use these every time text is read in the classroom. Pupils enjoy reading in the library and during Tutor Time reading.

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.

#### **What is distinctive about our curriculum?**

- Powerful, knowledge-rich subjects
- Additional time for pupils who need support with numeracy & literacy
- We are unashamedly academic, and as a result we want pupils to know a lot. We know that by knowing a lot in a variety of different subjects, our pupils can apply this knowledge to genuine creativity and critical thinking skills.

#### **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.

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.



# Year 7 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	Artistic Elements- colour theory & creating form. Comparing artists' treatment of still life, portraiture and landscapes		Artistic Elements- colour theory & creating form. Comparing artists' treatment of still life, portraiture and landscapes		Artistic Elements- colour theory & creating form. Comparing artists' treatment of still life, portraiture and landscapes	
<b>Business &amp; Enterprise</b>	Introduction to Business	Enterprise skills	Market research and target market	Product and branding	Pricing and location	Promotional methods and presentational skills
<b>Computing</b>	Introduction to ICT Health and Safety	Staying Safe on-line Digital Footprint and iDEA	Searching and using the Internet	Word-processing skills	Introduction to Python and basic programming	Introduction to Spreadsheets
<b>Design &amp; Technology</b>	Resistant Materials- Design and make a bespoke acrylic keyring with custom packaging		Resistant Materials- Design and make a bespoke acrylic keyring with custom packaging		Resistant Materials- Design and make a bespoke acrylic keyring with custom packaging	
<b>Drama</b>	Introduction to Drama	Greek Theatre	The Wordsmith	Updating Fairytales	Theatre Critic	Shakespeare
<b>English</b>	Change and Transition	Change and Transition	An Introduction to Dystopian Fiction	An Introduction to Dystopian Fiction	Elements of Science in Fiction	Elements of Science in Fiction
<b>Food Science &amp; Technology</b>	Hygiene and safety. Core skills. Eat well guide. Cross-contamination.		Hygiene and safety. Core skills. Eat well guide. Cross-contamination.		Hygiene and safety. Core skills. Eat well guide. Cross-contamination.	
<b>French</b>	La rentrée – Back to school	En classe – In class	Mon temps libre– My hobbies and free time	Mon temps libre– My hobbies and free time	Ma vie de famille – My family life	Les fêtes et la francophonie – Festivals and the French-speaking world.
<b>Geography</b>	Water in our world	Water in our world	The Boy who biked Asia	I am a geographer	Population	World biomes
<b>History</b>	Vikings and Anglo Saxons	Medieval Power	Islamic Civilisations	The Tudors	Religious changes in the Tudor Period	Growth of Empire
<b>Maths</b>	Angles and Negative Numbers	Multiplication and Division	Perimeter and Number	Area and introduction to Fractions	Fractions and introduction to Algebra	Algebra
<b>PHSCRE</b>	Being in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Physical Education</b>	G – Netball B – Rugby M - Football	G – Rugby B – Basketball M - OAA	G – OAA B – Football M – Rugby	G – Football B – OAA M - Basketball	G – Rounders B – Athletics M - Cricket	G – Athletics B – Cricket M – Athletics
<b>Religious Education</b>	Judaism	Judaism	Christianity	Christianity	Equality	Equality
<b>Science</b>	Matter Organisation	Earth Reactions	Genes	Energy Forces	Ecosystems including The Parks Trust outdoor lessons.	Electromagnets
<b>Spanish</b>	Todo sobre mi - My life	Mi tiempo libre - My hobbies and free time	Mi instituto - My school	Mi familia y mis amigos - My family and friends	Mi ciudad - My town	La cultura española - Spanish culture

**Subject: Art**

<b>Subject overview</b>	Pupils will develop a knowledge and understanding of Artistic elements using a variety of different media. They will explore how the techniques learnt lend themselves to working in particular styles. Pupils will learn to analyse artwork enabling them to work in the style of a specific artist. They will compare and contrast different artist's treatment of similar themes.
<b>Curriculum content</b>	
<b>1<sup>st</sup> Half Term</b>	Pupils will start the project by looking at observational drawing skills and how we can recreate form using tone, texture and colour. We will look particularly carefully at applying marks following the contours of the object in order to represent a third dimension. We will then explore a variety of colour theories and painting techniques to create colour studies, these skills will be used to enhance our tonal work.
<b>2<sup>nd</sup> Half Term</b>	Pupils will begin this unit by looking at how a range of artists treat the subjects of still life, portraits and landscapes in different ways. We will analyse the techniques they use to enable us to create 'inspired by' pieces of artwork in the artist's style.
<b>Assessment</b>	Artwork will be assessed throughout the units of work. Pupils will be given opportunities to create art using skills taught in lessons, knowledge will be checked during lesson starters, the impact of artist research will be assessed against pupils' final outcomes for both half terms.
<b>Homework Structure</b>	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.
<b>School based enrichment</b>	There is an Art club to encourage pupils to develop and nurture their artistic talents.
<b>Resources available for home-based study</b>	BBC Bitesize website <a href="https://www.tate.org.uk/kids/make">https://www.tate.org.uk/kids/make</a>
<b>Further reading</b>	"How to Draw Cool Stuff: A Drawing Guide for Teachers and Pupils"  "How to Draw Portraits, Faces and Heads" ISBN-10: 1907184287

## Subject: Business & Enterprise

<b>Subject overview</b>	<p>Enterprise at Key Stage 3 introduces pupils to the world of business and entrepreneurship through engaging, practical learning experiences. This subject aims to inspire creativity, critical thinking, and innovation while equipping pupils with the skills required for future success in the workplace and wider society.</p> <p>Pupils will develop an understanding of entrepreneurial skills, including problem-solving, communication, teamwork, risk-taking, and decision-making. These competencies will be nurtured through real-life scenarios, enterprise challenges, and project-based activities that encourage initiative and self-direction.</p>
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	<b>Introduction to Business</b> Pupils will explore what a business is and the difference between goods and services. They will learn about the purpose of a business and how it aims to meet customer needs and wants. The topic also introduces the concept of entrepreneurship, highlighting the role of entrepreneurs in creating and developing businesses. Pupils will begin to understand how businesses operate and their importance in everyday life.
<b>Autumn Term 2<sup>nd</sup> Half</b>	<b>Enterprise skills</b> Pupils will learn how to generate business ideas and develop key Entrepreneurial skills such as creativity, teamwork, communication and problem-solving. They will explore the concepts of risk, reward, and profit, and understand how these influence business decisions. Through practical activities, pupils will have the opportunity to practise these skills and begin thinking like entrepreneurs.
<b>Spring Term 1<sup>st</sup> Half</b>	<b>Market research and target market</b> This unit focuses on how businesses identify and understand their target market by developing customer profiles. It covers key research methods, including primary research such as surveys and secondary research using internet research.
<b>Spring Term 2<sup>nd</sup> Half</b>	<b>Product and branding</b> Pupils will design a business name and logo, focusing on brand identity and visual impact. Pupils will also create a catchy slogan and design packaging that reflects the product’s purpose and appeals to consumers to encourage creativity while emphasising the importance of branding.
<b>Summer Term 1<sup>st</sup> Half</b>	<b>Pricing and location</b> An introduction to a range of pricing strategies, such as cost-plus, competitive pricing, helping learners understand how businesses decide what to charge for their products. They will evaluate which strategy is most suitable for their own business idea and justify their choice. Pupils will explore the importance of business location, considering factors like cost, and competition, and how this influences success.
<b>Summer term 2<sup>nd</sup> Half</b>	<b>Promotional methods and presentation skills</b> Pupils will focus on how businesses promote their products or services using a range of promotional methods, including advertising, social media, and word of mouth. Learners will develop their presentation skills by preparing and delivering a pitch for their business idea, focusing on clear communication, persuasive language, and confident delivery. This will build both creativity and confidence in sharing ideas with others.

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Key term quizzes</li> <li>• Short answer questions</li> <li>• Case study questions</li> <li>• Presentations</li> </ul>
<b>Homework Structure</b>	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.
<b>School based enrichment</b>	Guest speakers, house competitions, trade stands, logo quizzes
<b>Resources available for home-based study</b>	BBC Bitesize – Business Use booklets in class Seneca
<b>Further reading</b>	BBC Business news

Subject: **Computing**

<b>Subject overview</b>	<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.</p> <p>Pupils will be introduced to the key concepts of high-level programming languages including Python.</p>
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	<p><b>Introduction to ICT</b></p> <p>Logging onto computers and school systems. 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>
<b>Autumn Term 2<sup>nd</sup> Half</b>	<p><b>Staying safe online</b></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> <p>During this term pupils in year 7 will take part in the national Bebras competition.</p>
<b>Spring Term 1<sup>st</sup> Half</b>	<p><b>Searching the Internet</b></p> <p>Looking at how to search for information online, look for fake news and trusted sites.</p>
<b>Spring Term 2<sup>nd</sup> Half</b>	<p><b>Introduction to Word processing</b></p> <p>This unit develops pupils understanding of word processing software. Pupils will develop layout and formatting skills using different fonts, styles, table layouts, image positioning and file handling skills.</p>
<b>Summer Term 1<sup>st</sup> Half</b>	<p><b>Python Programming</b></p> <p>This topic introduces the use of a scripting programming environment. Pupils will explore the use of variables, comments, input and output commands and will solve simple computer problems using Python. They will also introduce the Turtle library within Python.</p>
<b>Summer term 2<sup>nd</sup> Half</b>	<p><b>Introduction to Spreadsheets</b></p> <p>This unit introduces the use of spreadsheet software. They will use the functionality of the spreadsheet software to explore and model differing scenarios and to create graphs and charts.</p>
<b>Assessment</b>	<p>Each of the practical units of work will contain assessment.</p> <p>Some units will have small individual assessments, 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 small topic tests to reinforce their learning.</p>
<b>Homework Structure</b>	<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>
<b>School based enrichment</b>	<p>Pupils will have access to computers during lunch and after school sessions.</p> <p>There is a coding club to encourage pupils to develop their problem solving skills.</p>
<b>Resources available for home-based study</b>	<ul style="list-style-type: none"> <li>• Python - <a href="http://www.python.org/">www.python.org/</a></li> <li>• One hour of code – <a href="http://www.code.org">www.code.org</a></li> <li>• <a href="https://idea.org.uk">https://idea.org.uk</a> - Online course promoting the development of digital skills.</li> <li>• <a href="https://educake.co.uk">https://educake.co.uk</a> - online questions to help independent learning</li> </ul>
<b>Further reading</b>	<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: **Design and Technology**

<p><b>Subject overview</b></p>	<p>In Design and Technology will be introduced to the <b>Design Process</b>. Pupils will then design a range of keyring ideas, which will be developed and evaluated. Their final design will also show how they will make it. There will also be an opportunity to develop 3D drawing skills. Pupils will then make their keyrings using a range of tools, equipment and processes. Once having evaluated their keyring, pupils will then design packaging for it.</p>
<p><b>Curriculum content</b></p>	
<p><b>Rotation</b></p>	<p>Design and Technology is taught as part of a rotation including Art. Pupils will study each subject area for one term in Year 7.</p>
<p><b>Unit 1 Design</b></p>	<p>The design process covers in detail the steps required to design, make and create original and inspiring designs. Pupils will develop a variety of evaluation and graphic techniques. Students will also write a plan of making considering the order in which the various processes should be done as well as timings and health and safety measures. <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>- learn and develop drawing and communication skills</li> <li>- plan manufacture</li> </ul>
<p><b>Unit 2 Resistant materials - plastics</b></p>	<p>In resistant materials, pupils will learn about working with plastics, in order to produce a high-quality product. <b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>- Using the workshop safely.</li> <li>- Selecting, identifying and using tools.</li> <li>- Finishing products to a high standard</li> <li>- Using industrial techniques to manufacture products</li> </ul>
<p><b>Assessment</b></p>	<p><b>Pupils work is assessed throughout the project that they take on in each module area.</b> <b>Pupils are assessed in 4 areas:</b> The Design Process Design and Development Manufacture Evaluation and Analysis As well as receiving lesson feedback, pupils will also have a formative assessment point once their designs are complete to monitor their progress. Final outcomes will be assessed along with completed design work in their workbook.</p>
<p><b>Homework Structure</b></p>	<p>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.</p>
<p><b>School based enrichment</b></p>	<p>Use of computer equipment at lunchtime in the library Access to the workshops and equipment will be provided as appropriate</p>
<p><b>Resources available for home-based study</b></p>	<p>Resources made available on Kents Hill Park VLE and ClassCharts BBC Bite Size website and <a href="http://www.technologystudent.com">http://www.technologystudent.com</a></p>
<p><b>Extra reading</b></p>	<p>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</p>

Subject: **Drama**

<b>Subject overview</b>	This year we introduce the basic elements of Drama as a professional practice. Year 7's will be looking at the history of drama and certain dramatic devices, how to use body language and facial expressions to tell a story, modernising historical texts and being constructively critical of the drama they are watching and performing. Pupils will use drama techniques to build confidence, learn how to use the body to tell a story, and express themselves in a safe environment.
<b>Curriculum content</b>	
<b>Unit 1: Introduction to Drama</b>	Pupils will learn the basics of drama such as character, setting, storyline, emotion and action. Pupils will then use the taught techniques to devise their own performance based on a setting, emotion and/or theatrical outcome.
<b>Unit 2: Greek Theatre</b>	Pupils will explore Ancient Greece and the impact it had to create theatre that we know now. Pupils will be taught the main elements of comedy and tragedy through discovery of Ancient Greek practitioners and writers. Pupils will also be introduced to some of the famous Greek myths and legends from the past. Pupils will then create their own Greek-style tragedy or comedy to tell the story of a journey where a hero encounters a monster. One homework task to create their own tragic or comedy mask for their end of unit assessment performance.
<b>Unit 3: The Wordsmith</b>	Pupils will be introduced to a text named "The Wordsmith", set in a dystopian world where people are only allowed to say 500 words, unless they are upper class. We will use this text to explore mime, body language and facial expressions, empowering pupils with the ability to tell a story without unnecessary dialogue use. The end of unit assessment will be a devised piece whereby pupils are given only 50 words in which to tell a story.
<b>Unit 4: Updating Fairytales</b>	This fourth unit covers exploration into traditional fairytales and their purpose. Pupils will explore fairytales already known, as well as others that may be less known. Pupils will then look at the story or message behind those fairytales, noticing that each one teaches a lesson. Pupils will then choose a traditional fairytale and use their knowledge to modernise it, bringing it into the 21 <sup>st</sup> century. This will be their assessment performance.
<b>Unit 5: Theatre Critic</b>	Pupils will be given the opportunity to watch, review and evaluate a variety of different performances. Drama theory will be a large component of this unit, learning the correct terminology to use when describing, reviewing and evaluating performances. The assessment for this unit will be a written piece reviewing and critiquing a performance either watched in lesson or of their choice.
<b>Unit 6: Shakespeare</b>	Shakespeare and his works will be explored, taking care to understand some of the language used and realise Shakespeare's vision for each play. Pupils will analyse and perform a variety of Shakespeare plays, covering a variety of genres. The final assessment will be using appropriate Shakespearean dialogue to devise and perform an original play.
<b>Assessment</b>	Each unit contains its own assessment, evaluating and reviewing each pupil's knowledge and retention of each particular theme. These assessments range from written tasks to performance-based tasks.
<b>Homework Structure</b>	Homework is rarely set for Year 7 drama, however there will be a homework task in Unit 2 and Unit 5.
<b>School based enrichment</b>	Use of a professional drama studio, including lights, rigging, curtains and space, as well as multi-media learning. Pupils can also access the library to expand their knowledge of different text types (plays, fiction, dystopian...)
<b>Further reading</b>	Any of the texts looked at throughout year 7, including The Wordsmith, Greek tragedies such as Orpheus and Persephone, the Odyssey or the 12 labours of Hercules. Pupils are also welcome to read a variety of Shakespeare plays.

Subject: English

<b>Subject overview</b>	<p>An introduction to the core skills needed in both the English Language and Literature specifications. Schemes are designed to promote a love of literacy, whilst instilling key reading and writing skills through a range of age appropriate texts.</p> <p>The units are structured in to three main topics. These topics are titled to reflect the theme of the unit. Each unit lasts for a full term and then within that unit, we will study a range of texts – fiction and non-fiction. Across the units we will cover a novel, a play and poetry – these will be accompanied by a range of extracts.</p>
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> and 2<sup>nd</sup> Half</b>	<p><b>Change and Transition</b></p> <p>In this unit, pupils will read and respond to: a novel – October October. This will be read in full and studied across the unit. During this study pupils will investigate and examine the ways in which the text is written and which methods are used to achieve this – with focus on setting and character development.</p> <p>They will work on their comprehension and reading skills, looking at presentation of character and theme throughout the novel.</p>
<b>Spring Term 1<sup>st</sup> Half and 2<sup>nd</sup> Half</b>	<p><b>An Introduction to Dystopian Fiction</b></p> <p>Pupils will read and respond to a range of Dystopian fiction extracts and will work to analyse and understand the methods and key characteristics of these texts.</p> <p>Pupils will then work to emulate the style of Dystopian fiction and will work on their fiction writing skills – employing the methods and techniques identified in their analysis of the novel and other key extracts.</p>
<b>Summer Term 1<sup>st</sup> Half and 2<sup>nd</sup> Half</b>	<p><b>Elements of Science in Fiction</b></p> <p>Pupils will look at a play text – The Invisible Man – looking at the format of a play text and understanding the methods used by playwrights. Pupils will analyse the presentation of character in the text, working towards making decisions about their presentation and providing evidence in support of their choices.</p> <p>Pupils will read extracts from other novels of the Science-fiction genre and examine language choices made by writers to demonstrate key themes. Finally, pupils will work to write non-fiction articles relating to key ideas from the play.</p>
<b>Assessment</b>	<p>Pupils will then undertake longer structured assessments that will focus on their reading and writing skills. These will be summative assessments and will ask for several skills to be used by pupils. They will consist of a longer answer response to either a reading focused question or a writing based task. Pupils knowledge will be assessed during the term, with in lesson quizzing and retrieval tasks.</p>
<b>Homework Structure</b>	<p>Homework will be set through the online resource, Sparx Reader. Pupils will be asked to complete 30 minutes of careful and close reading, per week, to earn Sparx Reader Points (SRP). House points will also be awarded for 100% completion.</p>
<b>School based enrichment</b>	<p>Pupils can access the Library to expand their wider reading in relation to their topics. Whole-school events, throughout the year will enhance their learning within lessons.</p>
<b>Resources available for home-based study</b>	<p>Kents Hill Park Virtual Learning Environment (VLE)</p> <p><b>BBC Bitesize</b>, for revision of key skills.</p> <p><a href="https://www.cgpbooks.co.uk/">https://www.cgpbooks.co.uk/</a> revision guides for KS3 can be found from the CGP website (please ask Mrs Haines for the best guides to obtain).</p>
<b>Further reading</b>	<p>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 access the library for wider reading – where recommendations relevant to the topic are outlined. Pupils will also need to read a range of non-fiction, such as: newspapers, leaflets, blogs etc.</p>

Subject: **Food Science and Technology**

<b>Subject overview</b>	In Food Science and Technology in Year 7 we will be learning about how to work safely and hygienically in the kitchen, they learn about the Eatwell Guide and how it guides us to be healthy in our food choices and within the kitchen we learn how to use the Grill and oven safely as well as starting to make some foods that involve specific food terms as well as handling raw meat and knowing when it is cooked properly.
<b>Curriculum content</b>	
<b>Rotation</b>	Food is taught as part of a rotation including Design and Technology and Art. Pupils will study each subject area for one term in Year 7.
<b>1<sup>st</sup> Half Term</b>	Health, Safety and Hygiene, Equipment, Eatwell guide. Knife skills and savoury crumble
<b>2<sup>nd</sup> Half Term</b>	Dairy, Carbohydrates, Protein and sugars. Chicken nuggets, pizza toast and breakfast muffins.
<b>Assessment</b>	Pupils will be assessed on their practical skills as they carry them out, Theory will be assessed with an end of unit assessment on the information they have been taught that year.
<b>Homework Structure</b>	Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas. Pupils will have an evaluation sheet with each food cooked and occasionally may need to bring in an oven proof dish for the lesson.
<b>School based enrichment</b>	Use of computer equipment at lunchtime in the library Access to the Food Room and equipment will be provided as appropriate
<b>Resources available for home-based study</b>	Resources made available on Kents Hill Park VLE and ClassCharts
<b>Extra reading</b>	Recipe books, Good Food Magazine

Subject: **French**

<b>Subject overview</b>	Over the course of the year pupils will develop their understanding and ability to use French to a conversational level. Pupils will also learn about many cultural aspects of the wider Francophone world to further contextualise their learning of this fascinating language. 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.
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	La rentrée - Back to School Pupils will learn how to give their age and talk about siblings. They will also learn to talk about their likes and dislikes, and describe themselves and others.
<b>Autumn Term 2<sup>nd</sup> Half</b>	En classe – in class Pupils will learn about differences between schools in England and in France They will learn about the subjects they study, how to talk about their timetable and school day, and how to talk about their uniform.
<b>Spring Term 1<sup>st</sup> Half</b>	Mon temps libre – <i>My free time</i> Pupils learn to talk about how they like to spend their free time, including sports activities and other hobbies.
<b>Spring Term 2<sup>nd</sup> Half</b>	Mon temps libre – <i>My free time</i> Pupils continue learning to talk about how they like to spend their free time. They also discuss what other people like to do and learn about weather and seasons.
<b>Summer Term 1<sup>st</sup> Half</b>	Ma vie de famille – <i>My family life</i> In this unit pupils describe where they live and who they live with including family and pets. They also begin to talk about food with a unit on breakfast.
<b>Summer term 2<sup>nd</sup> Half</b>	La francophonie – <i>The French-speaking world</i> This half term is used to finish off any outstanding work from the previous modules, and then investigate the topic of the wider French-speaking world and what life looks like in other French speaking nations around the world.
<b>Assessment</b>	Pupils will complete 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. Over the course of the year, pupils will be assessed in listening, speaking, reading, writing and translation skills. Pupils will also have regular short vocabulary tests throughout each unit.
<b>Homework Structure</b>	Pupils will receive homework each week. Sometimes this will be learning homework such as revising for a vocabulary test, sometimes this will take the form of a written task and sometimes they may be set an online task through one of our digital learning platforms.
<b>School based enrichment</b>	There are French books and dictionaries available in the school library for pupils to access.
<b>Resources available for home-based study</b>	Kents Hill Park Virtual Learning Environment <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> contains useful self-marking activities on a range of topics. Duolingo free app can be downloaded onto a smartphone or tablet and used to practice vocabulary. Pupils will also have access to ActiveLearn, a program linked to the textbooks we use, (Dynamo 1) which can be accessed for further practice, revision and some homework.
<b>Further reading</b>	Any French books aimed at children (fairy tales are good for this). A French bi-lingual dictionary.

Subject: **Geography**

<b>Subject overview</b>	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.
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	Water in our world – Pupils will start with a focus on water. This will include looking at coasts, rivers and glaciers, how they shape the land and the importance of them.
<b>Autumn Term 2<sup>nd</sup> Half</b>	Water in our world – Pupils will start with a focus on water. This will include looking at coasts, rivers and glaciers, how they shape the land and the importance of them.
<b>Spring Term 1<sup>st</sup> Half</b>	The Boy who biked Asia- Each lesson a chapter of the book is read aloud as a class. The aim is to create a detailed resource on Asia looking at the human and physical aspects explored in the book by Alistair Humphreys.
<b>Spring Term 2<sup>nd</sup> Half</b>	I am a geographer – As a skills-based topic pupils will learn map skills as well as an introduction to fieldwork. They will take part in some fieldwork techniques on the school site and use this to create a full geographical enquiry.
<b>Summer Term 1<sup>st</sup> Half</b>	Population – Our population is changing. This topic we look at why some regions are increasing in population and others are feeling the impact of a decreasing population. We will investigate the causes, both human and physical that determine the changes, as well as the impacts. As part of this topic pupils will get the opportunity to investigate both pro and anti-natalist policies and evaluate how successful they have been.
<b>Summer term 2<sup>nd</sup> Half</b>	World biomes – We will look at the distribution of global biomes and the reasons behind the location. The pupils will look at concepts such as the global circulation model and adaptation. We will then focus in on both tropical rainforests and polar environments, investigating the features of these extreme climates and how people adapt to them.
<b>Assessment</b>	Each topic will have two short knowledge quizzes. At the end of each topic we will have an extended answer assessment to assess the application of the knowledge.
<b>Homework Structure</b>	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.
<b>School based enrichment</b>	Humanities club – If a pupil needs support in Geography they are welcome to come along once a week.
<b>Resources available for home-based study</b>	Resources for lesson will be available on the VLE for knowledge consolidation.
<b>Further reading</b>	National Geographic magazine Daily Newspapers Prisoners of Geography (the book we will be using)

Subject: **History**

<b>Subject overview</b>	In history lessons we will look at key events in chronological order starting with the Vikings and Anglo Saxons. Throughout the course, skills will be embedded into lesson to develop their understanding of sources and how to use information.
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	<b>Vikings and Anglo Saxons</b> – From Roman control through Anglo-Saxon and Vikings and into Hastings. Exploring the impact of the Norman conquest of England.
<b>Autumn Term 2<sup>nd</sup> Half</b>	<b>Medieval Power</b> – Who had the power in the middle ages? This topic will allow pupils to reach a decision on what type of King John was, the importance of the Magna Carta and how this impacted future monarchs. It will also cover the causes of the Black Death and dispel misunderstandings and increase medical knowledge of the time. It will cover the social-economic impact of the disease and how this led to the Peasants Revolt.
<b>Spring Term 1<sup>st</sup> Half</b>	<b>Islamic Civilisations</b> – Basing investigations on the Silk Roads, looking at the cultures surrounding the roads as well as the causes and impacts of the crusades.
<b>Spring Term 2<sup>nd</sup> Half</b>	<b>The Tudors</b> – Wars of the Roses, Henry VIII and the break from Rome, Edward VI. Working through profiles of each Tudor monarch students will investigate the impact of the reformation and the changing church in England.
<b>Summer Term 1<sup>st</sup> Half</b>	<b>Religious changes in the Tudor period</b> – This topic will allow pupils to understand the differences between Catholicism and Protestantism and how this changed under the various Tudor monarchs. This will then look at how people’s lives were impacted.
<b>Summer term 2<sup>nd</sup> Half</b>	<b>Growth of Empire</b> – Early Empire, East India Company, Slavery Defining 'empire', students will investigate the reasons why specific countries became powerful
<b>Assessment</b>	Each half term or end of topic will include an assessment. This may be in the format of a closed or open book assessment.
<b>Homework Structure</b>	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.
<b>School based enrichment</b>	Humanities club – each term the focus is on a different country or region.
<b>Resources available for home-based study</b>	Resources from lesson will be available on the VLE for knowledge consolidation.
<b>Further reading</b>	Horrible Histories Key stage 3 History – Invasion, plague and murder. Britain 1066-1509

Subject: **Maths**

<p><b>Subject overview</b></p>	<p>Pupils will revisit areas of maths they were 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.</p>
<p><b>Curriculum content</b></p>	
<p><b>Autumn Term</b>  <b>1<sup>st</sup> Half</b></p>	<p><b>Angles and negative numbers</b></p> <p>Pupils will build upon their angle work from primary school. They will become confident in using protractors to both draw and measure angles accurately. Pupils will discover key angle facts which they will coherently state and correctly apply to find unknown angles. Pupils will know some properties and names of triangles and quadrilaterals and again we will build upon their knowledge.</p> <p>Pupils will also begin to explore negative numbers and understand why certain rules apply when calculations include them.</p>
<p><b>Autumn Term</b>  <b>2<sup>nd</sup> Half</b></p>	<p><b>Multiplication and division</b></p> <p>Pupils need to be aware that there are different methods of multiplication and division and should have a method they can correctly apply to calculations involving both integer and decimal numbers. We will be applying our previous half term’s learning to this current half term to help further embed pupils understanding as they will also learn how to multiply and divide with negative numbers.</p>
<p><b>Spring Term</b>  <b>1<sup>st</sup> Half</b></p>	<p><b>Perimeter and number</b></p> <p>Pupils will build upon their place value knowledge from primary school when we learn about rounding and why it is important in mathematics.</p> <p>Pupils will work with basic shapes finding their perimeters, both as single shapes and compound shapes. Pupils will be able to link their understanding of factors to area and discover links between the perimeters and areas.</p>
<p><b>Spring Term</b>  <b>2<sup>nd</sup> Half</b></p>	<p><b>Area and introduction to fractions</b></p> <p>This topic focuses on ensuring that all pupils have basic fraction fluency. Pupils need to be able to compare and order fractions through the correct use of equivalent fractions. They need to work with proper fractions, improper fractions and mixed numbers interchangeably and recognise the differences between these. Pupils will learn how to multiply and divide with fractions by drawing links to how multiplication and division with integers and decimals works.</p>
<p><b>Summer Term</b>  <b>1<sup>st</sup> Half</b></p>	<p><b>Fractions and introduction to algebra</b></p> <p>Pupils will continue with fractions learning by applying their knowledge to real life fractions; fractions of an amount and reverse fractions. They will learn why the order of completing each operation within a calculation is important, and what the correct order to do so is.</p>

<p><b>Summer term</b></p> <p><b>2<sup>nd</sup> Half</b></p>	<p><b>Continuing algebra further</b></p> <p>Pupils will begin to manipulate algebraic expressions by collecting like terms and expanding and factorising single brackets. They will also explore each component of an algebraic expression and be able to explain their function within the equation and use this knowledge when substituting.</p>
<p><b>Assessment</b></p>	<p>Pupils will complete low-stake quizzes at the end of each topic which will inform teachers of any gaps or learning that needs to be revisited in future lessons as well as giving pupils examples of what they need to work on in their own time</p> <p>Twice a year, pupils will sit a cumulative test.</p>
<p><b>Homework Structure</b></p>	<p>Maths homework is set online through a system which auto-marks pupils' work. Pupils receive personalised homework which is challenging but achievable for them, improving their progress and attainment in maths. Homework will be set weekly and is checked regularly by the class teachers.</p>
<p><b>School based enrichment</b></p>	<p>At various points in the year we will run a maths club which will provide opportunities for pupils to play games that involve applying maths, create art work using maths, practise for the maths challenge and participate in national competitions.</p>
<p><b>Resources available for home based study</b></p>	<p><a href="https://sparxmaths.com">https://sparxmaths.com</a></p> <p><a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a></p>
<p><b>Extra reading</b></p>	<p>The popular science section of any bookstore is a fantastic place to go to find books about maths that are not just textbooks, here are a few recommendations for Year 7s:</p> <ul style="list-style-type: none"> <li>• Think of a number, by Johnny Ball</li> <li>• Any books from the "Murderous Maths" collection, by Kjartan Poskitt</li> <li>• This is Not a Maths Book, by Anna Weltman</li> </ul>

Subject: **Personal, Health, Social, Citizenship and Relationship Educations**

<b>Subject overview</b>	<p>PHSCRE 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"> <li>• How to share thoughts and feelings in a range of personal issues.</li> <li>• To understand how our society works especially regarding politics and democracy.</li> <li>• Personal safety and health issues.</li> </ul>
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	<p><b>Being me in My World</b> 'Who am I and how do I fit?'</p> <p>Unique me, differences &amp; conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity.</p>
<b>Autumn Term 2<sup>nd</sup> Half</b>	<p><b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique Bullying, prejudice &amp; discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included.</p>
<b>Spring Term 1<sup>st</sup> Half</b>	<p><b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe &amp; unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid.</p>
<b>Spring Term 2<sup>nd</sup> Half</b>	<p><b>Healthy Me</b> Being and keeping safe and healthy Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness.</p>
<b>Summer Term 1<sup>st</sup> Half</b>	<p><b>Relationships</b> Building positive, healthy relationships Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity.</p>
<b>Summer term 2<sup>nd</sup> Half</b>	<p><b>Changing Me</b> Coping positively with change Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support.</p>
<b>Assessment</b>	One assessment at the end of each topic booklet
<b>School based enrichment</b>	External speakers in line with topics.
<b>Resources available for home-based study</b>	Resources available on school Virtual learning environment - Jigsaw

## Subject: Physical Education

<b>Subject overview</b>	<p>The main focus of PE in year 7 is the introduction to and acquisition of new key skills and knowledge that is required for each sport.</p> <p>Pupils will practice the key skills and be taught how to apply them to the next stage to improve their overall performance. Pupils will apply these skills in low risk, isolated practices until they are confident enough to apply them into more complex situations. They will also be taught how to link and connect the skills together to give a more fluid performance in isolation and in game situations.</p> <p>Pupils will learn and be expected to recall the basic rules of each sport and apply these effectively during game play, adhering to and enforcing the rules consistently. Pupils will become independent by leading their own warmups, as well as leading small groups, once they have acquired the necessary skills to do so.</p> <p>Some pupils may be at a much higher starting point in some sports due to their involvement outside the PE curriculum. These pupils will be challenged by introducing more complex skills and by taking on the role of a coach to analyse and assist with their peer's performance and progress.</p> <p>Once a fortnight, pupils will participate in a 'fitness'-based lesson. They will engage with a variety of different fitness training methods, as well as focusing on improving their own fitness levels.</p>
<b>Assessment</b>	<p>Each sport will contain an element of practical and theoretical assessment. Pupils will be assessed on their knowledge of the sport, their understanding of key skills and rules and their ability to perform the key skills in both isolated practices and game-based scenarios.</p>
<b>Homework</b>	<p>To attend at least one after school sports club per half-term.</p>
<b>School based enrichment</b>	<p>Pupils will be able to attend any afterschool sports clubs on offer. Afterschool and lunch time clubs run every day for the pupil's own leisure or to give themselves a competitive challenge.</p> <p>Pupils will also have the opportunity to represent the school in a number of fixtures against other schools.</p> <p>Pupils will also have the opportunity to compete in house-based sports competitions through the year.</p>
<b>Resources available for home-based study</b>	<p><a href="https://www.bbc.co.uk/sport/">https://www.bbc.co.uk/sport/</a></p>
<b>Further reading</b>	<p>Steps to success (Basketball, Football, Rugby Union, Athletics, Cricket, Rounders, Hockey) ISBN-10: 0736054359.</p>

Subject: **Boys Physical Education**

Curriculum content	
<b>Autumn Term 1<sup>st</sup> Half</b>	<b>Rugby –</b> Pupils will learn the correct passing, tacking, rucking, kicking and positioning techniques. Developing their knowledge of rules associated with the sport.
<b>Autumn Term 2<sup>nd</sup> Half</b>	<b>Basketball –</b> Developing skills such as passing, dribbling, shooting, marking, positioning and associated rules – to be put into a full court game.
<b>Spring Term 1<sup>st</sup> Half</b>	<b>Football –</b> This sport will introduce skills such as, passing, dribbling, shooting, positional play, awareness of attack and defence and the rules associated.
<b>Spring Term 2<sup>nd</sup> Half</b>	<b>OAA -</b> This activity will introduce pupils to outdoor and adventurous activities such as orienteering and different problem-solving tasks. This topic aims to build and instil key qualities needed outside of the classroom such as teamwork, communication, listening, creativity and resilience.
<b>Summer Term 1<sup>st</sup> Half</b>	<b>Athletics –</b> Pupils will participate in a range of athletic events such as sprinting, long-distance running, shot put, javelin, high jump and long jump. They will learn the technique for each athletic event and then perform a timed/measured performance.
<b>Summer term 2<sup>nd</sup> Half</b>	<b>Cricket –</b> Pupils will learn and develop their ability to bat, bowl and field success.

Subject: **Girls Physical Education**

Curriculum content	
<b>Autumn Term 1<sup>st</sup> Half</b>	<b>Netball –</b> Developing skills such as passing, footwork, dodging, marking, positioning and associated rules – to be put into a full court game.
<b>Autumn Term 2<sup>nd</sup> Half</b>	<b>Rugby -</b> 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.
<b>Spring Term 1<sup>st</sup> Half</b>	<b>OAA -</b> This activity will introduce pupils to outdoor and adventurous activities such as orienteering and different problem-solving tasks. This topic aims to build and instil key qualities needed outside of the classroom such as teamwork, communication, listening, creativity and resilience.
<b>Spring Term 2<sup>nd</sup> Half</b>	<b>Football –</b> Pupils will learn the correct passing, dribbling, shooting and positioning techniques. Developing their knowledge of 'offside' and rules associated with the sport
<b>Summer Term 1<sup>st</sup> Half</b>	<b>Rounders –</b> Pupils will learn and develop their ability to bat, bowl and field success.
<b>Summer term 2<sup>nd</sup> Half</b>	<b>Athletics –</b> During this sport pupils will participate in a range of athletic events such as sprinting, long distance running, shot put, javelin, high jump and long jump. They will learn the technique for each athletic event before undertaking a timed/measured performance.

Subject: **Mixed Physical Education**

<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	<b>Football –</b> Pupils will learn the correct passing, dribbling, shooting and positioning techniques. Developing their knowledge of 'offside' and rules associated with the sport
<b>Autumn Term 2<sup>nd</sup> Half</b>	<b>OAA –</b> This activity will introduce pupils to outdoor and adventurous activities such as orienteering and different problem-solving tasks. This topic aims to build and instil key qualities needed outside of the classroom such as teamwork, communication, listening, creativity and resilience.
<b>Spring Term 1<sup>st</sup> Half</b>	<b>Rugby –</b> Pupils will develop skills such as passing, tackling and rucking in a safe and controlled environment. They will learn the rules of Rugby and adhere to these in game play. <b>Netball –</b> Developing skills such as passing, footwork, dodging, marking, positioning and associated rules – to be put into a full court game.
<b>Spring Term 2<sup>nd</sup> Half</b>	<b>Basketball -</b> This sport will introduce and build upon skills such as, passing, dribbling, shooting, positional play and the rules associated with each skill and also general game-based play
<b>Summer Term 1<sup>st</sup> Half</b>	<b>Cricket –</b> Pupils will learn and develop their ability to bat, bowl and field success.
<b>Summer term 2<sup>nd</sup> Half</b>	<b>Athletics -</b> During this sport pupils will participate in a range of athletic events such as sprinting, long-distance running, shot put, javelin, high jump and long jump. They will learn the technique for each athletic event before undertaking a timed/measured performance.

Subject: **Religious Education**

<b>Subject overview</b>	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.
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	Judaism – Looking at the beginnings of the religion as well as the key figures of Abraham and Moses. Pupil’s will study worship in Judaism and the Synagogue.
<b>Autumn Term 2<sup>nd</sup> Half</b>	Judaism - We will identify the importance of Passover and the meaning behind the worship. Pupil’s will examine the importance of the second temple in Judaism and afterlife beliefs.
<b>Spring Term 1<sup>st</sup> Half</b>	Christianity – The origins and features of the religion. How people worship and the meaning behind God’s actions
<b>Spring Term 2<sup>nd</sup> Half</b>	Christianity – The study of Holy Week and the events building up to Jesus’ crucifixion. Jesus’ death and resurrection and beliefs in life after death.
<b>Summer Term 1<sup>st</sup> Half</b>	Equality – Pupils will examine different forms of prejudice and oppression and the ongoing struggle for equality. These will include considering racism, sexism and ageism.
<b>Summer term 2<sup>nd</sup> Half</b>	Equality – Further forms of prejudice will be examined including religious prejudice, the issue of poverty and prejudice against disabilities.
<b>Assessment</b>	Pupils will be assessed a total of ten times through the year, this will be through knowledge check quizzes as well as extended answer questions. The latter will take the form of 6 mark questions (these will typically ask pupils to explain two important beliefs from the religion studied) and 12 mark questions (which will require pupils to create a two-sided argument that makes a clear judgement about the topic discussed).
<b>Homework Structure</b>	Recall quizzes will be set through the year using Microsoft forms.
<b>School based enrichment</b>	Pupils will be encouraged to get involved in ethical debates through philosophy society. Humanities club.
<b>Resources available for home-based study</b>	BBC Bitesize Key Stage 3 Religious Studies Seneca KS3 course
<b>Further reading</b>	A range of books are available from the school library which cover a wide range of religions. ‘A Little History of Religion’ by Richard Holloway ‘A Little History of Philosophy’ by Nigel Warburton ‘The Chronicles of Narnia’ by C S Lewis

Subject: Science

<b>Subject overview</b>	<p>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</p> <p>Pupils will have access to online resources and will be supported and challenged with the Checkpoint system.</p>
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	<p><b>An introduction to working safely in a laboratory.</b></p> <p><b>Matter</b> Pupils will be introduced to the particle model and techniques for separating mixtures</p> <p><b>Organisms</b> This topic will focus on the building blocks of life, focusing on specialised cells and the transport of substances within living organisms.</p>
<b>Autumn Term 2<sup>nd</sup> Half</b>	<p><b>Earth and the Universe</b> 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> <p><b>Reactions</b> 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>
<b>Spring Term 1<sup>st</sup> Half</b>	<p><b>Genes</b> 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>
<b>Spring Term 2<sup>nd</sup> Half</b>	<p><b>Energy</b> This topic introduces the different types of energy resources and energy transfer in a system.</p> <p><b>Forces</b> Explaining the differences between contact and non-contact forces and distance time graphs</p>
<b>Summer Term 1<sup>st</sup> Half</b>	<p><b>Ecosystems</b> 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. Pupils will take part in two separate outdoor learning sessions with the Parks Trust. Pupils will explore the biodiversity, ecology and sampling methods used in studying the stability of an ecosystem.</p>
Summer term 2 <sup>nd</sup> Half	<p><b>Electromagnets</b> 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>
Assessment	<p>Each topic will contain assessment. Hinge and whiteboard questions at the start of each lesson, practising retrieval techniques. There is a Checkpoint system for each topic which is comprised of an auto-marked 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 a course booklet to complete regularly after each lesson. Pupils will be expected to practice retrieval questions which will also be found in the course booklet. Online quizzes will be set and auto-marked 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 intervention and be involved in STEM projects available.
Resources available for home-based study	<ul style="list-style-type: none"> <li>• Kerboodle which will have an online version of the class text book and quizzes.</li> <li>• Bitesize</li> <li>• Seneca</li> <li>• Course booklet.</li> </ul> <p><b>Additional resources to support learning:</b></p> <ul style="list-style-type: none"> <li>• CGP AQA KS3 Revision Guide Book (Higher) ISBN 978 1 841462301</li> <li>• CGP AQA KS3 Revision Guide Book (Foundation) ISBN 978 1 841462400</li> </ul>
Further reading	<ul style="list-style-type: none"> <li>• National Geographic Kids</li> <li>• The Week Junior</li> <li>• New Scientist</li> <li>• Newspapers, 'science in the news'.</li> </ul>

## Subject: Spanish

<b>Subject overview</b>	Over the course of the year pupils will develop their understanding and ability to use Spanish to a conversational level. Pupils will also learn about many cultural aspects of Spanish-speaking countries to further contextualise their learning of this fascinating language. 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.
<b>Curriculum content</b>	
<b>Autumn Term 1<sup>st</sup> Half</b>	Todo sobre mi – <i>All about me</i> Pupils learn to give personal information in Spanish and describe their own and other’s personalities as well as learning language building blocks including the alphabet and numbers.
<b>Autumn Term 2<sup>nd</sup> Half</b>	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 their likes and dislikes and give some simple opinions.
<b>Spring Term 1<sup>st</sup> Half</b>	Mi Insti – <i>My school</i> Pupils will learn about differences between schools in England and in Spain. They will learn about the subjects they study, the facilities in their school, and how to give a range of more detailed opinions. They will begin to be able to talk about other people.
<b>Spring Term 2<sup>nd</sup> Half</b>	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.
<b>Summer Term 1<sup>st</sup> Half</b>	Mi ciudad – <i>My town</i> In this unit pupils describe where they live. They give opinions, and explain what attractions are (and are not) in their local area. This unit also covers telling the time and using the near future tense to explain future plans.
<b>Summer term 2<sup>nd</sup> Half</b>	Assessment and cultural topic – this half term will include preparation for the end of year assessment, and research about a cultural aspect of the Spanish-speaking world, to end with a presentation.
<b>Assessment</b>	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. Over the course of the year, pupils will be assessed in listening, speaking, reading, writing and translation skills. Pupils will also have regular short vocabulary tests throughout each unit.
<b>Homework Structure</b>	Pupils will receive homework alternate weeks. Sometimes this will be learning homework such as revising for a vocabulary test, sometimes this will take the form of a written task and sometimes they may be set an online task through one of our digital learning platforms.
<b>School based enrichment</b>	There are Spanish books and dictionaries available in the school library and the Language classrooms for pupils to access. Spanish Support club is run every Thursday after school for further support if required.
<b>Resources available for home-based study</b>	Kents Hill Park Virtual Learning Environment <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> contains useful self-marking activities on a range of topics. Duolingo free app can be downloaded onto a smartphone or tablet and used to practice vocabulary. Pupils will also have access to ActiveLearn, a program linked to the textbooks we use, which can be accessed for further practice, revision and some homework.
<b>Further reading</b>	Any Spanish books aimed at children (fairy tales are good for this). A Spanish bi-lingual dictionary. If available (on holiday for example): menus, tourist information leaflets, signs