



## Year 7

### Course Outlines

#### Art and Design

Students explore a range of skills including drawing, colour theory, composition, pattern and design. Through themed projects students experiment with a series of media and processes specifically painting, mixed media, printing, collage and sculpture. Students are introduced to a clear, methodical approach to working, dividing the creative process into main areas; contextual research, exploring media, drawing and a final outcome. Imagination and creativity is encouraged when approaching each element of the course.

#### Computer Science

- Introduction to Google Apps for Education and e-safety
- Computational Thinking - theory behind how to solve computational problems & UK Beaver test. Algorithms sorting and searching).
- Cryptography - understanding encryption of data and how this is used in every day society and Computer Science.
- Computer Hardware - Inside the Computer - how a computer works, the blood and guts of the computer.
- Website Design - HTML Programming and Dreamweaver.

#### Design and Technology

Students design and make a range of products using a variety of materials.

Product Design/Graphics: Create a design in the style of a design movement. Introduction to wood, metal and plastics in the design and making of a wooden storage box.

Textiles: Introduction to textiles, fibres, fabrics and decorative techniques to design and make a cushion cover.

Electronics: Students investigate electronic components and design simple circuits using a range of techniques.

Food: Introduction to Cooking and Nutrition. Investigating health and hygiene, food safety and the use of equipment to make a range of sweet and savoury dishes.

#### Drama

The syllabus has no specific subject content. It is entirely skills based and the emphasis is on social skills; working with others in a co-operative and non-competitive way; storytelling and role-play; exploration of techniques and subject matter. Effective communication is developed through spoken language, body language, facial expression and gesture. The subject matter varies every half term, and is structured in a way that the students can build upon their existing skills whilst developing their understanding of the subject.

#### English

The Year 7 English Curriculum develops the language skills that are essential to full, productive and confident communication. An appreciation of our rich and varied literary heritage and a lifelong love of literature and language are encouraged through engagement with the spoken and written word.

Spoken language is integral to classroom practice, reflecting its importance to cognitive, social and linguistic development. Students are provided with multiple opportunities to develop their confidence and competence through both informal discussions and more formal study of presentation, debate and drama skills.

**Reading:** Engaging with a breadth of challenging texts of different forms, genres and origins, students learn comprehension skills linked to content, purpose, audience and context. Additional skills learning is related to: vocabulary and etymology; inference and deduction skills; critical analysis skills linked to writers' choices of: vocabulary, figurative language, grammar, structure, organisation and form. In Year 7, Great Big Read lessons also encourage and embed independent reading habits for challenge, interest and enjoyment.

**Writing:** Students learn to write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences, including formal academic essay writing and imaginative writing. They also refine their drafting and writing skills, developing resilience to write at length and with an increasing sophistication of expression, grammatical command and application of linguistic and figurative devices.

**Broader Literacy Skills:** Students' grasp of the structure, intricacy and nuances of English language and literature is further developed through the learning and application of grammatical, linguistic and literary terminology related to areas of study. Fortnightly Literacy lessons further consolidate learning related to vocabulary, spelling, punctuation, grammar and the effective application of the English language in contexts beyond the English classroom.

## **French**

**Listening:** Students show that they can understand simple classroom commands, familiar statements and prepared questions.

**Speaking:** Students show that they can respond briefly to what they see and hear. They are able to use set phrases and can describe themselves and their families in some detail.

**Reading:** Students show that they can understand short texts and dialogue made up of familiar language. They are beginning to use books and dictionaries to look up unfamiliar words.

**Writing:** Students show that they can write short sentences on familiar topics and can express some personal responses.

Topics covered:

- Personal information, physical appearance, favourite objects
- Personality, family, school subjects, friends
- School, home and animals
- Food
- Local area.

## **Geography**

- **Risky World:** The study of plate tectonics and the cause, effects and management of earthquakes, volcanoes and the 2011 Japan Tsunami.
- **My Geography Toolkit:** The study of what is human and physical geography using world famous examples.
- **Survival Skills:** The development of skills needed to use a range of maps, including Ordnance Survey maps and atlases.
- **Totally Tropical:** The study of the distribution and characteristics of the Earth's main ecosystems, focusing on the exploitation and conservation of tropical rainforests.
- **EXTENSION TOPIC (optional) My Habitat:** The study of settlement types, the structure of cities and the management of problems in urban areas and sustainable development.

## **History**

Core topics will cover:

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- The History of Parmiter's School
- Roman Civilisation
- The Norman Conquest
- Medieval England

### **Life Skills**

Students study topics such as transition to secondary school, diet and exercise, diversity, prejudice, risks of alcohol and tobacco, self-esteem and budgeting their money and making ethical financial decisions. Citizenship subjects such as learning about Parliament and the responsibility we have as citizens especially in regard to the Prevent policy, Run, Hide, Tell. Many of the sessions will focus on elements of resilience aiming to equip our students with the skills they will need for life. The course provides opportunities for students to participate in school-based activities and to take part in individual and group activities.

This work will be developed further in Year 8.

### **Mathematics**

Number and Algebra: Arithmetic, estimation and negative numbers. Number patterns, factors and multiples. Fractions, decimals, percentages and ratio. Brackets and simplifying. Simple equations. Money, time and measurement.

Shape and Space: Angles and polygons. Coordinates. Area and volume.

Handling Data: Collecting, displaying and analysing simple data. Probability.

*All work is undertaken without the aid of a calculator.*

### **Music**

Through the interrelated skills of composing, performing, listening and appraising, students study a range of musical styles and explore how ideas, experiences and emotions are conveyed in a range of music from different times and cultures. They take part in individual, paired and group activities, using a variety of sound sources, including voice and instruments.

Students are introduced to the elements of music and associated musical vocabulary. They study notation, orchestral instruments along with instruments from other musical traditions, and explore several styles including Latin American, Medieval and African music.

### **Physical Education**

Students experience the following activities:

Girls - Athletics, Badminton, Dance, Gymnastics, Hockey, Netball, Rounders, Football and Tennis.  
Boys - Athletics, Basketball, Cricket, Circuit Training, Football, Gymnastics, Handball, Rugby, Softball and Tennis.

Students have the opportunity to:

- Develop skills in physical activities
- Make and apply decisions
- Develop physical and mental capacity
- Evaluate and improve performance
- Make informed choices about healthy, active lifestyles.

### **Religious Studies**

Autumn Term: Why do we study Religious Studies? What is religion?

Features of the Six World Religions. Exploring identity- How am I unique and special?

Religious festivals in the World Religions preferably as they occur; RoshHoshanah and Yom Kippur (Judaism), Ramadan and Eid Ul Fitr (Islam), Diwali (Hinduism), Advent and Christmas (Christianity),

Buildings and Special books- the Torah scrolls, its language, lessons and how it is dressed

Spring Term: Buildings and Special books continued. What does it mean to be a Sikh?

The importance of the Sikh Gurdwara Sikh teaching on equality (Sewa). A Visit to a Sikh Gurdwara to embed learning.

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Summer Term: What does it mean to be a Sikh? Sikh teaching on equality (Sewa). Assessment on 'How the gurdwara is important to Sikhs'. Pilgrimage in world religions.

## **Science**

Students begin the year with a skill-based introduction course which includes: safety in the laboratory, drawing laboratory equipment, using a Bunsen burner and a microscope, as well as how to carry-out an investigation that is fair, reliable and accurate. Students are then introduced to the following areas of Biology, Chemistry and Physics:

- Cells and Organisation
- Photosynthesis and Ecosystems
- Reproduction and Development
- Acids and Alkalis
- Atoms, Elements and Compounds
- Earth and Atmosphere
- Energy
- Particle Theory
- Space