



Saint Augustine's RC High School



Curriculum Booklet

YEAR 7



Subject: Religious Education

Content or Programme of Study

Autumn Term

1. Why do we study religion?

- Living as a community
- Our school community
- Our school saint
- What is the Bible?
- Bible referencing skills

2. Who is God?

- What do we think God is like?
- Trinity Symbols
- Father, Son and Holy Spirit
- Creator: Sin and The Fall
- Evil and Suffering
- Advent Project

Spring Term

3. The Church

- Pentecost
- St Peter and Church missionaries
- Early Church and the Great Schism
- Reformation and Emancipation

4. Islam

- Introduction to Islam
- Allah and Muhammed
- The Qur'an
- 5 Pillars of Islam
- Mosque
- Extremism
- Lent Project

Summer Term

5. Jesus

- Old Testament Covenants
- Jesus as the perfect sacrifice: Passover and The Last Supper
- New Testament Covenants: The institution of the Eucharist
- Life of Jesus
- Jesus' parables and teachings

6. Prayer

- Composing prayer
- Did Jesus have to pray?
- Our Father
- Hail Mary: Rosary
- Forms of prayer: Eucharistic Adoration, Stations of the Cross
- Modern worship

Subject: English

Content or Programme of Study

All pupils follow a varied course covering the new national curriculum requirements and addressing the skills needed for success at GCSE. Lessons are lively and interactive with pupils encouraged to work independently and in teams.

The scheme of work is organised by term and focusses on developing and extending reading, writing and speaking and listening skills. These skills are embedded in the GCSE requirements.

Key reading skills to be developed in Year 7:

- Skimming and scanning
- Reading for meaning
- Reading for inference and deduction
- Reading for analysis and comparison
- Reading for evaluation
- Reading across time and genres

Pupils will be presented with a wide variety of texts, encompassing a range of different fiction and non-fiction genres. Texts studied will include examples of modern media e.g. current promotional texts, leaflets/ TV adverts to classical literature e.g. Romantic poetry, pre 1900 prose, as well as 19th Century non-fiction.

Key writing skills to be developed in Year 7:

- ✓ Accuracy in spelling, punctuation and grammar (SPaG)
- ✓ Forming different sentence structures
- ✓ Organisation of writing (paragraphs/links)
- ✓ Using appropriate style/form when writing for different purposes and audiences
- ✓ Proofreading, drafting and re-drafting in response to self/peer marking and/or teacher assessment
- ✓ Developing and improving vocabulary

Key speaking and listening skills to be developed in Year 7:

- ✓ Listening to others
- ✓ Group discussion
- ✓ Presentations

- ✓ Role play

Although teaching and learning in English is predominantly skills based, there are certain topics and activities which are currently followed in Year 7:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ▪ BASELINE WRITING ASSESSMENT ▪ School Days ▪ Personal Reading with focus on inference skills ▪ Personal Writing (autobiographical / recount) ▪ Pizza Reader ▪ Narrative Writing/ ASSESSMENT – short story opening 	<ul style="list-style-type: none"> ▪ The Writer’s Influence ▪ Non-fiction texts from the 19th and 21st Century ▪ Class Reader – including Author Project ▪ Non-fiction Writing – advice ▪ EXAMS (March / April) ▪ Pizza Reader 	<ul style="list-style-type: none"> ▪ Poetry Through the Ages ▪ Drama & Spoken Language ▪ Shakespeare’s Twelfth Night ▪ Pizza Reader

Each term pupils complete a series of class based and formal assessments in order that we can measure progress against targets and against GCSE criteria. Pupils have been given a copy of their assessment timetable, which they should have either in their exercise book or pupil planner.

Home Learning

Activities designed to enhance pupils’ progress in their learning and engagement with English are set regularly in accordance with school policy.

The Pizza Reading programme is on-going Home Learning, information about which can be found in pupil planners or on the school website. The English department encourages parents/carers to take an active role in supporting pupils’ reading.

Subject: Maths

Content or Programme of Study

Key Stage 3 Maths

In Year 7 our students are following a learning structure based around 10 key principles designed to nurture confidence and raise achievement.

Our 10 key principles are

- Fluency
- Mathematical reasoning
- Multiplicative reasoning
- Problem solving
- Progression
- Concrete – Pictorial – Abstract
- Relevance
- Modelling
- Reflection
- Linking

In line with the 2014 National Curriculum, there is a strong focus on fluency, problem-solving and progression. The scheme we use stretches, challenges and supports all our students with three differentiated tiers known as Pi (support), Theta (core) and Delta (extension), each offering a wealth of worked examples and questions, supported by key points, literacy and strategy hints, and clearly defined objectives.

Year 7

In Year 7, students will complete 10 of the following units of work, depending on the tier they study.

Analysing and displaying data

Calculating /Number skills

Graphs

Factors and multiples

Decimals and measures

Angles and lines

Measuring and shapes

Fractions, decimals and percentages

Transformations

Probability

Ratio and Proportion

Sequences and graphs

Equations, functions and formulae

Perimeter, area and volume

Throughout years 7, 8 and 9 pupils will be regularly assessed to ensure they are working at the appropriate level, making the progress expected of them and to provide support where it is needed. It may be necessary to move pupils to a higher or lower set to ensure they are always working at a pace that enables them to fully develop their potential.

Support at home

www.vlemathswatch.co.uk username/password: will be provided by the class teacher

www.mathsworkout.co.uk username: sarchs
password: scale88

www.numeracyworkout.co.uk username: sarchs
password: scale88

Subject: Science

Content or Programme of Study

- Cells, tissues, organs and systems
- Sexual reproduction in animals
- Muscles and bones
- Ecosystems
- Mixtures and separation
- Acids and Alkalis
- The particle model
- Atoms, elements and molecules
- Energy
- Current Electricity
- Forces
- Sound

Subject: Art & Design

Content or Programme of Study

Year 7

Sept/ Oct	Mark-making USING Formal Elements/Use of sketchbook LINE TONE FORM SHAPE TEXTURE PATTERN COLOUR SPACE Extension: The Big Draw - October
Nov/ Dec/ Jan	Autumn Term Assessment - Week 1 and 2 directly after Autumn half term (Observational Drawing) from patterned fabric Colour Wheel Primary/Secondary/Tertiary – creating colours – 50 colour challenge Tints/Shades Warm/ Cold Complementary Artist Study - Wassily Kandinsky Independent Study: Colour Project – 6 wks – home learning
Jan/ Feb/ Mar	Abstract art/Kandinsky/Hundertwasser Using techniques within personal outcomes: <ul style="list-style-type: none">• Painting• Collage• Mixed-media• ICT• Wax-resist SPRING Term Assessment - Week 1 and 2 directly after February half term (Observational Painting) from patterned fabric
Mar/ Apr/ May	Summer Term Assessment Last week of May half term and first week of June half term (after May holiday) Project – Theme to be decided by class teacher
May/ June/ July	Final Piece - Painting/mixed piece to take home (not in a sketchbook). Kandinsky/Paul Klee/Hundertwasser Outdoor drawing – Introduction to landscape/environment for Year 8

The Art teachers may choose to alter the order in which the projects are completed due to the sharing of resources between the departments.

Subject: Computing

Content or Programme of Study

Year 7 Computing

1. Base Line Tests as part of a national Computer Science evaluation project.
2. E-safety incorporating whole school induction, acceptable use.
3. Digital Literacy through image manipulation, drama and information technology through presentation software manipulation.
4. Graphics uses the graphics obtained in the previous projects to design, create and edit graphical images.
5. Design and Create simple programs using Flowol and online programming integrated development environments.

Subject: D & T

Content or Programme of Study

Electronics (System & Control):

Title of Unit	Teacher	Year	Duration
Electronic Waypoints – Passive and Active Components 'LED it Shine'	Mr. Hodgson	7	10 Weeks

Pupils are introduced to an Electronics Systems approach of designing an electronic circuit in response to a situation, by using research and exploration to identify and understand a client's needs.

By using a systems approach with a combination of component selection and computer simulated circuit design and testing, pupils begin developing a circuit that responds to a change in the environment. This may be a change in light, temperature or humidity. This signal will then be used to switch on an output device such as a colour changing or high intensity LED.

A practical led unit including the manufacture and assembly of a Printed Circuit Board will allow pupils to be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Processes including drilling, soldering, circuit population, enclosure manufacture, assembly and testing will also introduce the importance of quality control and assurance. The resulting prototype will be an accurately made, reliable and functional product that fulfils the needs of the design situation.

Pupils will be encouraged to use a range of strategies to generate creative ideas and avoid stereotypical responses. This will include the developments in design and technology, emerging technologies and its impact on individuals, society and the responsibilities towards our environment.

They will develop and communicate their design ideas using annotated sketches, detailed plans, 2d and 3d modelling, computer-aided manufacture, digital presentations and cloud-based computer-based tools. An extension to the unit will include the use of coding for control of a micro-controller using flowchart or basic programming.

Throughout the unit pupils will evaluate their progress, test and refine their ideas leading to an assessment of their overall attempt at the unit of work. Home learning will be assigned that is linked to the project and will reinforce the learning of the subject. It is expected that pupils will contribute to the cost of the materials used for their project if they are to be taken home at the end of the unit.

Resistant Materials:

Title of Unit:	Author:	Year	Duration
Desk Tidy	A. Fahey	7	10 lessons
Outline of Unit			
<p>A project based practical introduction to designing and making using Resistant Materials. The scheme aims to develop the students' understanding of the processes involved in designing and making products. The students will have the opportunity to use various hand and machine tools and practice using these tools to increase their competence with them. During this practical work they will also develop a better understanding of the properties of the materials they encounter as well as the properties that the tools used must have to effectively change the workpiece.</p> <p>Further reinforcement of the importance of Health and Safety will also be instilled during this project.</p> <p>At the end of the project the students will evaluate their work and that of their peers to judge its qualities against set criteria. Based upon this they will then be able to suggest improvements that could be made to the products in future.</p>			

Food Technology:

<u>Outline of Unit – The Food Room / '5-a-day' / Eating well & Combining ingredients / Use of the Cooker.</u>
<u>Duration: 7 weeks</u>
The scheme aims to develop an understanding of designing and making using food as a material.
Section 1: exploring the role of a food technologist and working in a practical environment in a safe and hygienic manner.
Section 2: investigating the functions of fruits and applying the knowledge to designing and making.
Section 3: investigating the functions of salad vegetables and accompanying carbohydrates and applying this knowledge to design and make a pasta salad which meets the "Eat Well Plate" model.
Section 4: a short structured DMA – designing and making a healthy soup taking users view into account.
Section 5: exploring the functions of ingredients and food as a material that can be combined and layered to make a crumble dessert product.

Section 6: Use of the grill to make pizza toasts.

Section 7: Use of seasonal vegetables to make a savoury muffin. Safe use of cooker.

Section 8: Continue with use of cooker and pupils investigate ingredients in shop bought 'v' own made nuggets. Pupils make own nuggets.

Section 9: Introduction to recipe modification and pupils make healthy fruit rock cakes.

Robotics Project:

The Space Challenge:

Using 'Lego Mindstorms' EV3 robotics hardware and software, pupils will work in groups to attempt a series of challenges including building the optimum robot, presenting their knowledge, skills and understanding to their peers and researching a space related topic. The outstanding teams will have a chance to enter a nationwide STEM competition and pit their wits versus other schools.

Subject: Geography

Content or Programme of Study

In this, your first year of Geography at St. Augustine's, we will begin to discover how our world works. You will also learn new skills that will help you to make progress this year.

- 1. Population Change**
- 2. A Journey Around the World**
- 3. Energy Supply and Living with Climate Change**
- 4. Weather Hazards**
- 5. Ordnance Survey Map Skills**
- 6. Investigating UK Settlements**

Subject: History

Content or Programme of Study

The History Department aims to offer a lively and stimulating course of study. Its subject matter ranges from the Medieval Realms to present events. It provides a basis for children of all ages and abilities to learn about people and events in the past, and linking them to the present, develop their social, moral and cultural values.

Medieval Realms (1066-1500)

What is History?

Murder Mystery – assessment task.

How did the Vikings become Normans?

Who claimed the throne in 1066?

Who should be King – group work

Why was England invaded in 1066?

Did the Normans deserve to win the Battle of Hastings? – Assessment Task

A Conquered Land play

How did William establish control of England?

How does William use castles to control his people?

How does William use the Feudal System to control his people?

Why does William produce the Domesday Book?

Why was the church so important at this time?

Who was the best king Richard I or John? – Assessment Task

What were the Causes of the Black Death?

The Black Death Group work

What were the Causes and Consequences of the Peasant's Revolt?

Who was then the Gentleman play?

How did the Wars of the Roses affect the Monarchy?

Richard III Group Work

Review and Revision of Medieval Realms

A short project on the development of castles is to be undertaken

End of year exam

Subject: Modern Languages

Content or Programme of Study

Year 7 Curriculum - Modern Languages

In your first year of Modern Language study, if you are in Set 1, you will study French for half of the year and Spanish for the other half. If you are in Set 2 you will study French and if you are in Set 3, you will study Spanish for the whole year. You will build on your learning from primary school – whichever modern language you studied. You will acquire new skills such as translating and using an online dictionary, work in groups as well as independently, increase your word bank and gain grammatical knowledge which will help you extend and adapt your language. You will communicate in the modern language during lessons with your classmates and your teacher and have the opportunity to learn about cultural aspects of the countries where your language of study is spoken.

You will be given a vocabulary book to record new words and structures and have a timetabled lesson in our ICT room once every two weeks. In **May**, if in Set 1, you will choose which language between French or Spanish to wish to continue into Year 8.

Year 7 French / Spanish Scheme of Learning		
	CONTENT	GRAMMAR
A U T U M N	Introducing yourself (greetings and personal information) Dates & Ages Family members Physical description Personality Pets Simple opinions	Masculine / Feminine / Plural nouns (associated rules/patterns) Introduction to cognates Possessive adjectives Negatives Comparative Adjectival agreement (patterns of endings) Asking questions Imperatives Regular verbs in present tense
S P R I N G	Countries & nationalities House description Rooms & facilities Activities in the home Daily routine Chores Sports & games Sports opinions & expressing preferences Future sporting events	Irregular adjectives Irregular verbs in present tense Opinions + infinitives Revisit comparative Extended justifications Prepositions Adverbs of place
S U M M E R	TV programmes Films and opinions Leisure time with friends Next weekend Leisure places in town Invitations Excuses	To play + musical instrument Revisit future tense Complex opinion phrases Time phrases Revisit question forming Negatives (excuses) Conditional tense (I form)

Subject: Music

Content or Programme of Study

AUTUMN

1. **The Elements of Music:** Notation and rhythm is introduced and pupils will have the opportunity to sing, use the keyboards and percussion instruments to enhance their knowledge and understanding.
2. **Ukulele/keyboard/ History of music- Classical period:** Pupils will learn performance skills and consolidate musical element knowledge through learning skills and techniques on the ukulele and keyboard. They will also be introduced to the Classical period in history.

SPRING

3. **Understanding Scales: pentatonic/ chromatic/ major:** Pupils to begin to study the use of scales as a basis for melody writing. They will study the pentatonic, chromatic and major scales and perform and compose music using them.
4. **Ostinatos:** learn how music uses Ostinato/riff and different textures/layers to create intended effects.

SUMMER

5. **Film music/descriptive writing:** Learn about leitmotifs and how music can be used descriptively. Using skills learnt this year compose 2 contrasting leitmotifs.
6. **Instruments of the Orchestra/Carnival of the Animals:** Pupils to study the variety of instruments used in a classical orchestra and then study the Carnival of the Animals. A composition project will be undertaken.

Subject: PE

Content or Programme of Study

AUTUMN TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
FOOTBALL	FOOTBALL	BADMINTON	NETBALL
HANDBALL	HANDBALL	NETBALL	BADMINTON
ORIENTEERING	RUGBY	GYMNASTICS	TAG RUGBY
RUGBY	ORIENTEERING	TAG RUGBY	GYMNASTICS
SPRING TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
DANCE	GYMNASTICS	FOOTBALL	ORIENTEERING
GYMNASTICS	DANCE	ORIENTEERING	FOOTBALL
BADMINTON	ATHLETICS	DANCE	ATHLETICS
ATHLETICS	BADMINTON	ATHLETICS	DANCE
SUMMER TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS
SOFTBALL	CRICKET	ROUNDERS	ROUNDERS
CRICKET	SOFTBALL	TENNIS	TENNIS