St Katherine's School

Year 7
Curriculum Guide

Maths

Students are assessed every 12 weeks, with an in class assessment covering topics from recent units. This is followed by specific feedback and guidance to make improvements in areas of weakness.

Students are expected to complete 1 task on Hegarty Maths and 30 games on TTRockstars every week. The Hegarty Maths task will be set based on a topic which has previously been taught, and the TTRockstars programme will automatically progress based on efficiency of students' answers.

Parents should encourage the completion of both of these tasks and can assist with the deepening of understanding of topics by giving their child the opportunity to explain what they have learnt and how it can be applied.

1	2	3	4	5	6	7	8
	Sequences		Understand and use algebraic notation		Equality and Equivalence		Place value, ordering integers and decimals

9	10	11	12	13	14	15	
Place value, ordering integers and decimals		Fraction, decimal and percentage equivalence			Solving problems with addition and subtraction		

16	17	18	19	20	21		
Solving problems with multiplication and division			Fractions & Percentages of amounts	Operations and equations with directed number			

22	23	24	25	26	27		
Operations and equations with directed number	Addition and subtraction of fractions			Constructing, measuring and using geometric notation			

28	29	30	31	32	33		
Constructing, measuring and using geometric notation	Developing Geometric Reasoning			Developing number sense			

34	35	36	37	38	39		
Sets and probability		Prime numbers and proof					

Assessment

Subject		Maths	
Assessment type	**Frequency**	**Control**	**Weighting**
Baseline Assessment	Start of term 1	Exam conditions in class	10%
Knowledge Quiz	Every week 1	Exam conditions in class	0%
Topic Test	Every week 2	Exam conditions in class	45%
End of term assessment	3 times a year, at the end of every term	Exam conditions in class	45%

English

At St. Katherine's we understand the value and impact of regular reading. Parents can support their child by ensuring they read for at least twenty minutes a day, record their reading on their reading logs and bring their book to school every day. We also follow the Accelerated Reader scheme. More details are available on this link here (or a paper copy can be requested). Students quiz books as soon as they finish reading to build their word count and earn praise points.

Lessons include regular, extended writing, where students are responsible for knowing their own target and working towards it to ensure progress. After term 1, we introduce analytical writing, and students will also have a reading target which they will be responsible for working towards in lessons.

Term	Topic
1	**The Town** A collaborative and creative non-fiction and transactional unit that enables students to develop their writing and read a range of texts.
2	**Narrative poetry** A look back at the origins of English literature, the great narrative tradition and how poetry tells powerful stories today.
3 and **4**	***A Wrinkle in Time*** - by Madeleine L'Engle An introduction to the science- fiction genre and our first study of a shared class reader. Students develop their analytical and discursive skills.
4 and **5**	An Introduction to **Shakespeare's World** Students develop their contextual understanding of the Elizabethan and Jacobean eras through engaging with a rich and varied range of canonical speeches from some of the bard's classic works.
6	Epic narrative writing through Homer's ***The Odyssey*** Students debate the meaning of heroism and hone their writing to entertain, using Homer's classic tale as inspiration.

Assessment

Subject	English		
Assessment type	**Frequency**	**Control**	**Weighting**
Reading Log	Students are graded from 0-3 for the completion of their Reading Log on a termly basis.	Independently at home and checked fortnightly in library lessons	5%
Home learning	Students complete a fortnightly vocabulary test and are graded from 0-5. Students complete a range of flipped learning tasks, which may either be assessed through Google classroom or via class submission. Students complete multiple choice knowledge tests every term, which are designed to help them store key concepts and terminology.	Independently at home and in class tests.	30%
Oracy assessments	Students complete in class oral assessments throughout the year, which assess their presentational, debating and performative skills.	In class.	15%
On-going assessment of reading skills plus reading assessments in class	Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised reading targets are updated in line with their progress. In addition, students complete three extended, summatively assessed essays in each year. These are teacher assessed.	In class. Reading assessment completed in exam conditions.	25%
On-going assessment of writing skills plus	Teachers complete a whole class 'book look'	In class.	25%

| externally judged extended written tasks in September and May. | every three weeks to gauge student progress. Students' personalised targets are updated in line with their progress.

The external tests enable us to know exactly how much progress students make with their writing and this information is reported to parents in addition to the regular whole school progress tests. | External tests in exam conditions. | |
|---|---|---|---|

Science

All assessments are in **BOLD**.

Term	7Y	7S1	7S2	7T1	7T2	7P
1	**KS2 transition tests** ● Becoming a Scientist ● Space ● Cells	**KS2 transition tests** ● Becoming a Scientist ● Space ● Cells	**KS2 transition tests** ● Becoming a Scientist Space Cells	**KS2 transition tests** ● Becoming a Scientist ● Space ● Particles	**KS2 transition tests** ● Becoming a Scientist ● Space ● Cells	**KS2 transition tests** ● Becoming a Scientist ● Space ● Particles
2	● Particles ● Space ● Cells **Winter test**	● Particles ● Space ● Cells **Winter test**	● Particles ● Space ● Cells **Winter test**	● Particles ● Space ● Cells **Winter test**	● Particles ● Space ● Cells **Winter test**	● Particles ● Space ● Cells **Winter test**
3	● States of matter ● Body systems ● Forces	● States of matter ● Body systems ● Forces	● States of matter ● Body systems ● Forces	● States of matter ● Body systems ● Forces	● States of matter ● Body systems ● Forces	● States of matter ● Body systems ● Forces
4	● States of matter ● Sound ● Reactions ● Body systems ● Reproduction **Spring test**	● Forces ● Reactions ● Body systems ● Reproduction **Spring test**	● Forces ● Reactions ● Body systems ● Reproduction **Spring test**	● States of matter ● Sound ● Reactions ● Body systems ● Reproduction **Spring test**	● States of matter ● Sound ● Reactions ● Body systems ● Reproduction **Spring test**	● Forces ● Reactions ● Body systems ● Reproduction **Spring test**
5	● Reactions ● Acids & Alkalis ● Reproduction ● Light	● Sound ● Acids & Alkalis ● Reproduction ● Light	● Sound ● Acids & Alkalis ● Reproduction ● Light	● Reactions ● Acids & Alkalis ● Reproduction ● Light	● Reactions ● Acids & Alkalis ● Reproduction ● Light	● Sound ● Acids & Alkalis ● Reproduction ● Light
6	● Acids and alkalis ● Light ● Revision **End of Year 7 Test**					

CASE = Cognitive Acceleration through Science Education - throughout.

Assessment

Assessment will take place formally 4 times throughout the year. The first assessment in September will be a baseline KS2 assessment. Following this each student will be assessed in exam conditions with their teacher.

Subject		Year 7 Science	
Assessment type	**Frequency**	**Control**	**Weighting**
Winter assessment	Annually	Medium	20%
Spring assessment	Annually	Medium	30%
Summer assessment	Annually	Medium	50%

How can I support my child's learning?

You can help your child prepare for their science assessments using the links and page numbers [here](#).

Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of
- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Students are assessed at the end of each design stage during the modules
Design stages are
- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in
- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Food safety and hygiene Healthy eating Nutrition
Product Design	Design and make a storage box including a personalised handle using basic hand skills and creative design techniques. Present design ideas in 3D using isometric sketching.
Textiles	Design and make a mini monster using hand skills such as embroidery, applique and pattern cutting as well as some machine skills. Present ideas in 2D format to aid in the production of a pattern.

Assessment

Subject		Design & Technology	
Assessment type	**Frequency**	**Control**	**Weighting**
Research, Design and evaluation based Work.	Fortnightly	Mixture of Homework and classwork.	80%
Manufacturing	Twice per module	Working with a teacher to produce a product.	20%

Subject		Design & Technology	
Assessment type	**Frequency**	**Control**	**Weighting**

Art

Students are assessed on the following every three weeks, and at the end of each project (that lasts for two terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

Parents can support their child by:
- Looking at their work together and the feedback given by the teacher and discussing ways of improving the outcomes.
- Looking at the extension tasks together and supporting their child to complete them.

Natural Forms (3D)	'Blind contour' (1st hand) Working from observation Pencil - tonal shading and step- by-step 'building up' a pencil drawing Charcoal - expressive shading Watercolour - washes plus detail (mixed media) Clay - handbuilding and carving with oxide colour
Fantasy Built Environment (2D)	Pencil - tonal shading Colour wheel - gouache, warm / cool / complementary / contrasting colours Working from imagination Colour pencil - pattern and bold colours Watercolour - wash plus oil pastel blending & Indian ink. Composition 2D planning Sgraffito - oil pastel
Mythical Creatures (Print)	Pencil - tonal shading and detail Fineliner - hatching, stippling and line variation. Collage - cutting Monoprinting - onto a variety of backgrounds (including layered grounds)
Analytical Writing	**3D** - Peter Randall-Page **2D** - Hundertwasser - Gaudi **PRINT** - Medieval wood cuts Personal opinions using sentence starters and key words

Assessment

Subject		Art	
Assessment type	**Frequency**	**Control**	**Weighting**
Observational drawing, artist research, developing personal ideas, final outcome.	Fortnightly	Mixture of homework and classwork, medium control.	100%

Computing

In year 7 students have two lessons of computing per fortnightly cycle in a dedicated computing suite. Students cover four topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing.

All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments are completed online and form part of their e-portfolio.

Term	Topic
1	Passwords and file management
2	Exploring google docs and spreadsheets
3	Introduction to coding: Scratch programming
4	Cloud computing and online services
5	Website design using google sites
6	Robotics

Assessment

Assessment will take place in the form of 5 termly assessments and one formalised high control assessment covering the range of prior learning.

Subject		Computing	
Assessment type	**Frequency**	**Control**	**Weighting**
End of topic online assessment	Every term	In class medium control,	75%
High control assessment	Annually	High control	25%

How can I support my child's learning?

Where available encourage students to use Microsoft and Google based applications in developing their work.
Encourage use of free coding websites such as www.code.org and www.codeacademy.com
Develop their digital literacy with www.typingclub.com to encourage their typing skills.

Humanities

Assessment: Students are assessed routinely as they complete enquiry topics. At the end of each topic students will have a formal assessment which will test both knowledge & understanding as well as key skills.

How can I support my child's learning? Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes. Parents can encourage students to deepen their knowledge of the topics that are covered through discussion, additional reading, watching documentaries and visiting relevant sites.

Term	Geography	History	Philosophy & Belief	PSHCE
1	**How do I think like a geographer?** Categories, map skills, sustainability and decision making.	**What was the impact of the Norman Conquest on England?** Feudal system, Domesday book, castles and the church..	**What Matters?** An introduction to Philosophy and Beliefs that considers the things that are important to us and why they are important.	**Staying Safe and Happy** Peer influence, positivity and personal safety
2	**What is my local geography?** Bristol and the Southwest. Physical and human geography. Importance and significance locally, nationally and globally. Local issue - Nuclear power.	**Medieval Realms:** Medieval world rulers	**What is truth and how do we know it?** How do we know what is real? Does God exist? What is human nature?	
3	**What is the geography of the UK?** The UK human and physical geography. Focus on each nation of the union separately. Political groupings. Migration. Trade.	**Medieval Realms:** The Crusades	**What is God like?** What have different religions taught about the nature of God?	**Celebrating Diversity** How can celebrate all the ways in which humans can be different?
4	**What factors affect the UK's weather?** Water cycle, types of rainfall. Rainfall and temperature patterns. Changes to British weather. Air masses. Flood and heatwave case studies.	**Medieval Realms:** The Black Death, Peasants' Revolt and the power of protest.		
5	**How do river's shape the UK?** Erosion, transportation, deposition, (processes and landforms). Long and cross profiles. River management.	**Medieval Realms:** How significant were women in the Middle Ages?	**Who was Jesus?** What do Christians, Muslims and atheists believe about Jesus?	**Staying Healthy** Puberty, hygiene, body image and self-esteem
6		**Early Modern Period:** Why did Henry VIII break with Rome?	**What does it mean to be good?** Morality and making moral decisions. Key question 'Without God is anything Allowable?'	

Assessment

Subject	Geography		
Assessment type	**Frequency**	**Control**	**Weighting**
Mid Unit Formative Assessment	Once per enquiry	Low	40%
End Unit Summative Assessment	Once per enquiry	High	50%
Knowledge Tests	Twice per enquiry	High	10%

Subject	History		
Assessment type	**Frequency**	**Control**	**Weighting**
In class: assessments	Once per enquiry	High	55%
In class: knowledge tests	Once per enquiry	High	20%
In class: skills check	Once per enquiry	Medium	15%
Homework: knowledge tests	Once per enquiry	Low	10%

Subject	Philosophy & Belief		
Assessment type	**Frequency**	**Control**	**Weighting**
In class: extended written task	Once per enquiry	High	50%
In class: knowledge tests	Once per enquiry	High	30%
Homework: knowledge tests	Once per enquiry	Low	20%

Performing Arts

Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club

Term	Topic
1&2	**Foundations of drama.** Introduction to Drama. Students are establishing their drama tool kit developing physical skills such as - mime, exaggeration, tableaux, levels. Overarching theme; building confidence.
3&4	**Wolves.** Stimulus work based on a mystery genre. Developing drama techniques such as whole class role play, exaggeration, proxemics, plot/action-tableaux, story telling, semiotics, mime, levels. Characterisation skills - facial expressions, body language, eye contact. Overarching theme: Creating suspense
5&6	**Black Box Theatre.** Devising theatre using props, lighting, sound and the actor. Social and cultural context; Drama techniques - monologues/dialogues, tableaux, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; to understand symbolism through set design. Stimuli based work discussing equality, inclusion and diversity in our society with a focus on BAME and LGBTQ+ groups.

Assessment

Subject		Drama	
Assessment type	**Frequency**	**Control**	**Weighting**
In class; practical assessment	Termly	High	75%
In class; evaluation assessment	End of year	High	25%

Music

| Term	Topic
1	**Elements of Music** Students learn about the main elements of music; pulse, rhythm, tempo, pitch and dynamics. They do this through a series of practical activities focussed around listening combined with whole class and paired performing/composing.
2	**Winter songs project** Students are given the opportunity to explore melody, rhythm and harmony through a composing project. Students compose a short musical or lyric idea which can form part of a Winter themed song which is then learnt by the entire year group culminating in a whole year group performance.
3	**Theme and Variations** Students learn about how composers have developed compositions through writing a main theme and then creating a set of variations from this. They study Mozart's Variations in C major and also compose their own set of variations based on Twinkle Twinkle Little Star, focussing on the individual musical elements studied in term 1.
4	**Instruments of the orchestra** Students learn about different instruments and their families. They learn to identify them aurally and do so through studying a range of pieces from well known composers such as Benjamin Britten, Saint Seans and Beethoven. The project culminates in a whole class performance on a range of instruments with pupils encouraged to play their own instruments.
5	**Folk music** Students learn about the folk music tradition of the British Isles alongside folk music from other countries. They learn to sing folk songs with a focus on melody and harmony and create their own arrangement of a well known folk song.
6	**West African Music** Students learn about the main musical features of West African music through listening to and performing various pieces. Students use djembes to consolidate their understanding of call and response and also polyrhythms. Students create their own African composition in groups.

Assessment

Subject		Music	
Assessment type	**Frequency**	**Control**	**Weighting**
In class; practical assessment	Termly	High	100%

Physical Education

What will PE lessons focus on?
We have 6 different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive. You can see from the graphic below how our focus on different areas changes as students move through school.
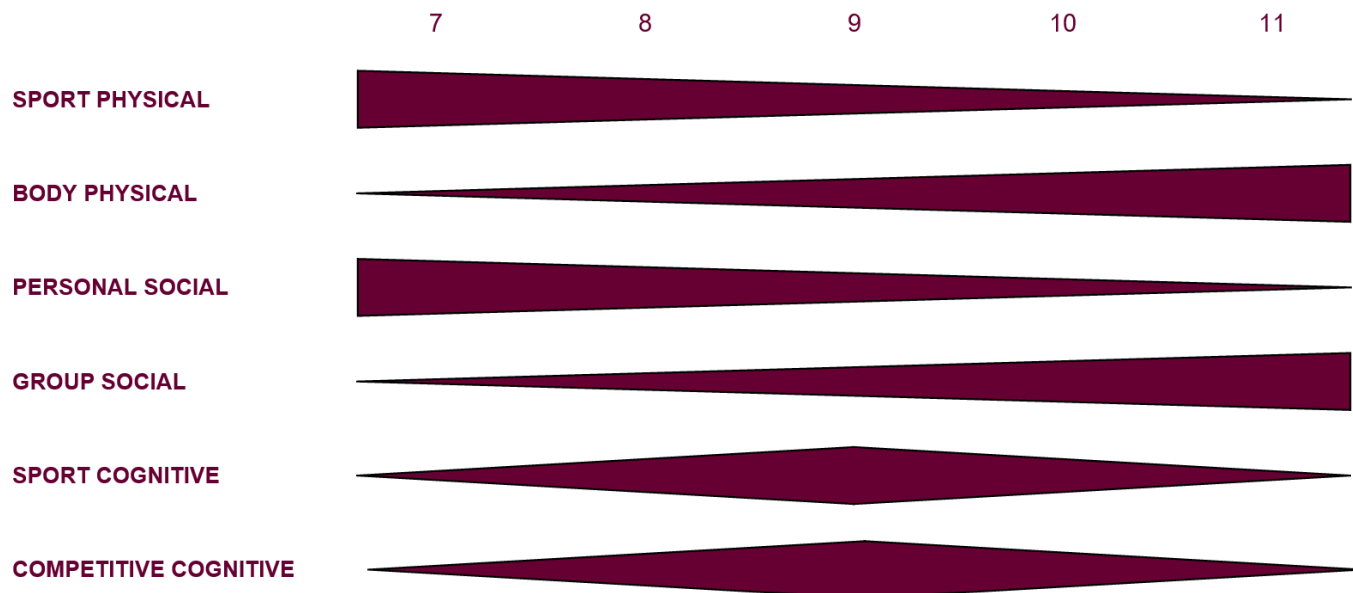
What activities will be covered?
Activities are always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

Activities: netball, athletics, dance, hockey, rackets, rugby, gymnastics, striking and fielding, orienteering, football, basketball

What else is on offer?
Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

Assessment

Subject			
Assessment type	**Frequency**	**Control**	**Weighting**
Assessment points for Sport Physical and Personal Social	4 in Year 7	High - in lessons	100%

Modern Foreign Languages

Dates	Topic	Language	Assessments
Term 1	● Phonics ● Learning the alphabet ● Greeting someone ● Introducing yourself ● Counting up to 31 ● Dates (days and months) ● Giving your age and date of birth	French & Spanish	Fortnightly vocabulary tests. End of Term assessments Reading and Listening
Term 2	● Pets ● Colours ● Key verbs "to have" / "to be" ● Adjectival agreement ● School items ● Connectives ● Opinions	French & Spanish	Fortnightly vocabulary tests. End of Term assessments Listening/Reading/ Writing and/or speaking
Term 3	● Describing your appearance ● Describing your personality ● Describing your family and friends ● Adjectives ● Negation ● Family members	French & Spanish	Fortnightly vocabulary tests/ Tasks. Listening & Reading
Term 4	● School subjects ● Adjectives ● Time ● Timetable ● Time phrases ● School day ● Clothes ● School uniform ● Prepositions	French & Spanish	Fortnightly vocabulary tests/ Tasks. End of Term assessments Listening/Reading/Writing and/or speaking
Term 5	● Sports ● Opinions & reasons ● Free time activities ● The infinitive ● Time Phrases ● The weather	French & Spanish	Fortnightly vocabulary tests/ Tasks.
Term 6	● Key facts about French/Spanish cities ● Itinerary and monuments ● Prepare a trip to a Spanish/French City or the country itself (● Learn a French/ Spanish song ● Cultural themes	French & Spanish	Fortnightly vocabulary tests. End of cycle assessments Listening/Reading/Writing and/or speaking

Assessment

Subject		Languages	
Assessment type	**Frequency**	**Control**	**Weighting**
Homework	Ongoing	Medium	25%
Class Tasks	Ongoing	Medium	25%
End of Term Assessment	Termly	Medium	50%

Subject		Languages	