



Saint Augustine's RC High School



Curriculum Booklet

YEAR 7



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

Pupils will be presented with a range of texts, encompassing a range of different fiction and non-fiction genres. Texts studied will range from the modern e.g. current promotional texts e.g. leaflets/ TV adverts to classical literature e.g. Romantic poetry, pre 1900 prose.

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

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 ASSESSMENTS ▪ Personal Reading with focus on AO1 skills ▪ Personal Writing (autobiographical / recount) ▪ Pizza Reader ▪ 19th, 20th & 21st Century reading ▪ Descriptive Writing ASSESSMENT 	<ul style="list-style-type: none"> ▪ Non-fiction & Media – letters, leaflets & posters ▪ Class Reader – including Author Project ▪ Non-fiction Writing – advice ▪ EXAM (March / April) 	<ul style="list-style-type: none"> ▪ A Pot of Poetry ▪ Drama & Spoken Language ▪ Shakespeare Extracts

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.

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.mymaths.co.uk login: augustine password: reflex (this is changed annually).

www.mathswatchvle.com centre id: august username/password : pupil's school login (i.e year of registration, surname, initial) for both.

www.mathsworkout.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 – 1 lesson every two weeks plus 6/7 week course in Art, Craft, Design

Sept/ Oct	Mark-making USING Formal Elements LINE TONE FORM SHAPE TEXTURE PATTERN COLOUR SPACE Extension: The Big Draw
Nov/ Dec/ Jan	Autumn Term Assessment 1 or 2 lessons – first week of second half term. Colour Wheel Warm/ Cold Complementary Artist Study - Wassily Kandinsky Independent Study: Colour Project – 6 wks
Jan/ Feb/ Mar	Abstract art Techniques: Painting Collage Mixed-media ICT Wax-resist SPRING Term Assessment 1 or lessons – first week of second half term.
Mar/ Apr/ May	Theme Textiles Stitches Mixed media Collage
May/ June/July	Summer Term Assessment May – final week Project – artist based, to be decided by class teacher.

Subject: D & T

Content or Programme of Study

Electronics (System & Control):

Title of Unit:	Author:	Year	Duration
L.E.D Light Holder.	D. Smith	7	10 lessons
Outline of Unit			
<p>A project based practical introduction to designing and making using Resistant Materials and Electronic components. 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 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>Pupils will acquire the knowledge of basic electronic components and how they function in a circuit.</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>			

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:

Outline of Unit – The Food Room / '5-a-day' / Eating well & Combining ingredients / Use of the Cooker.

Duration: 7 weeks

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)

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?

Thomas Becket: Assessment task

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

Subject: ICT

Content or Programme of Study

Year 7 Computer Science

1. Base Line Tests as part of a national Computer Science evaluation project.
E-safety, incorporating whole school induction.
2. Digital Literacy through image manipulation, drama and information technology through presentation software manipulation.
3. Graphics:- Uses the graphics obtained in the previous projects to examine, create and edit graphical images in the style of Photoshop.
Logo/Flowol:- study of the processes involved in computing systems through 2 simple software applications.
4. Modelling through Spreadsheets:- Systems development using mathematical models, spreadsheets allow pupils to explore what if and goal seek environments.

Subject: MFL

Content or Programme of Study

Year 7 Curriculum - Modern Languages

In your first year of Modern Language study, 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.

Depending on the group you are in, you will study French **or** Spanish. 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.

Year 7 Autumn Term	
French / Spanish	
C O N T E N T	Introducing yourself (greetings and personal information) Family members Physical description Personality Pets Simple opinions
G R A M M A R	Masculine / Feminine / Plural nouns (associated rules/patterns) Introduction to cognates Possessive adjectives Negatives Comparative Adjectival agreement (patterns of endings)
S K I L L S	Spelling Bee class preparation + competition Phonics (Planètes Phoniques – Planetas Fónicas) Jolly Phonics Group Talk Simple dictionary skills Simple translation Classroom language / TL pupil use High frequency words

Subject: Music

Content or Programme of Study

Throughout Year 7 pupils will work through a performance scheme using their recorders. The scheme is based on the ABRSM music medal awards and pupils will be able to gain bronze, silver and gold certificates as they progress through the various pieces.

AUTUMN

1. The Elements of Music: Notation and rhythm is introduced and pupils will have the opportunity to use the keyboards and percussion instruments to enhance their knowledge and understanding.
2. The Musical world of Harry Potter: Pupils will consolidate their knowledge through the study of the music of John Williams and will perform and compose in this topic.

SPRING

3. Instruments of the Orchestra: Pupils to study the variety of instruments used in a classical orchestra. A written project will form the assessment
4. Melody: Pupils to begin to study the use of scales as a basis for melody writing. They will study the pentatonic and chromatic scales.

SUMMER

5. The Major Scale: Using their knowledge of scales they will learn about the major scale and perform and compose pieces using their recorders and the keyboards.
6. The Music of China: Pupils are to study the instruments and sounds of Chinese Music.

Subject: PE

Content or Programme of Study

AUTUMN TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
FOOTBALL	FOOTBALL	BADMINTON	NETBALL
RUGBY	RUGBY	NETBALL	BADMINTON
ORIENTEERING	BASKETBALL	GYMNASTICS	TAG RUGBY
BASKETBALL	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

Subject: Religious Education

Content or Programme of Study

AUTUMN TERM

Christian Living:

Our School Community:

-  Our School Prayer
-  St Augustine
-  Our Mission
-  The Bible

END OF AUTUMN TERM – CHRISTMAS/ADVENT PROJECT

Church:

The History of the Church:

-  Saint Peter, Paul, Stephen, School Saints and Martyrs.

God:

The Mystery of the Trinity through Scripture:

-  God the Father
-  God the Son
-  God the Holy Spirit

END OF SPRING TERM – LENT/EASTER PROJECT

Worship:

Prayer:

-  Styles of Prayer
-  Collective Worship
-  Why we Pray
-  Aids to Prayer

PENTECOST PROJECT

World Religion:

Monotheistic Religion:

-  Islam