



**THE FOREST ACADEMY**

**Year 7  
Curriculum Booklet**

# Contents

Introduction	Page 3
Art	Page 4
Drama	Page 6
English	Page 7
Food Technology	Page 8
French	Page 11
Geography	Page 13
History	Page 14
ICT	Page 15
Maths	Page 17
Music	Page 21
Physical Education	Page 22
Religious Studies	Page 23
Science	Page 24
Spanish	Page 26
Technology (Hard)	Page 28
Textiles	Page 29
Inclusion	Page 31

Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 3 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education. At The Forest Academy we have a broad, balanced and challenging curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.

To support partnership with parents, all homework set can be viewed by visiting the "[Show My Homework](#)" link on the school's website. Parents can then log in using a parental pin (please email [admin@theforestacademy.co.uk](mailto:admin@theforestacademy.co.uk) if you need a copy of this). This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set or should you require any further information, please do not hesitate to contact us.



# Art

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn</b></p> <p><u>ARTMARKS</u></p> <p>The project Artmarks allow students to explore the use of mark through formal element within a variety of art materials and techniques.</p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Understand a variety of mark making in art and design.</li> <li>• Understand historical and contextual knowledge of artists, movements and techniques.</li> <li>• Study the work of a variety of Artists such as Joan Miro and line.</li> <li>• Understand how to use keywords to break down and analyse their work.</li> <li>• Explore and experimental with a variety of materials, such as inks, painting, pencil etc</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment applying tone to shapes using materials such as pencil, colour pencil and paints.</li> <li>• Automatic drawings</li> <li>• Artist research page.</li> <li>• Developments of compositions combining artist styles.</li> <li>• Final realisation</li> <li>• Visual analysis</li> </ul>
<p><b>Spring 1</b></p> <p><u>ARTMARKS INTRODUCTION TO STILL LIFE</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Understand what is tone and why is it used.</li> <li>• Learn how to shade to achieve tone.</li> </ul> <p>Students will be given the opportunity to apply their understanding of marks and formal elements in the introduction to formal drawing through still life.</p> <ul style="list-style-type: none"> <li>• Develop techniques for accurate observational drawings.</li> <li>• Explore how to add tone to objects to make them look 3D.</li> <li>• Develop ideas through first-hand observational drawings of still life compositions.</li> <li>• Understand how to use and adapt artist's styles</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment applying tone to shapes using materials such as pencil, colour pencil and paints.</li> <li>• Observational drawing of simple objects.</li> <li>• Observational drawings of a still life composition.</li> </ul>
<p><b>Spring 2 and Summer</b></p> <p><u>STILL LIFE</u></p> <p>Through a project based on Still life fine art practice student will explore formal elements such as form,</p>	<ul style="list-style-type: none"> <li>• Research into the different styles of still life artworks and artists.</li> </ul>

shape, scale and perspective through experimentation with materials in response to a range of artists.

Students will be given the opportunity to:

- Develop techniques for accurate observational drawings.
- Gain contextual and historical knowledge of the history of still life art practices.
- Explore how to add tone to objects to make them look 3D.
- Develop ideas through first-hand observational drawings of still life compositions.
- Understand how to use and adapt artist's styles
- Understand the meaning of key words and use them to be able to describe our work as it progresses.

- Experiment applying tone to shapes using materials such as pencil, colour pencil and paints.
- Observational drawing of simple objects.
- Observational drawings of a still life composition.
- Artist research page.
- Visual analysis
- Developments of compositions combining artist styles.
- Final realisations

### Year 7 Course Description

Students use art and design to explore the world around them, experimenting with colours, materials, textures and patterns or trying out new processes helps them communicate, feel and imagine. They study different sorts of artwork from drawing, painting, print making, collage, three-dimensional construction, ICT, photography and many other forms of creative practice in order to develop a personal and creative response to stimulus. They discover how images can tell stories or express ideas; they learn how art, craft and design enrich our lives and can lead to many kinds of interesting and creative jobs.

At Key Stage 3 students are taught to:

- Explore and develop ideas drawn from their imagination and experience, from their own observations and from the material they collect for research.
- Draw on an expanded range of materials, tools, techniques and processes, mixing and adapting them to achieve effects.
- Look at art, craft and design across history, in Western Europe and the wider world and review their own and others' work. Students do this on their own and through working with others, using a range of starting points.

### Assessment

By the end of year it is anticipated that students should be able to demonstrate they can:

- Analyse the appearance, structure and function of what they see and record their observations and ideas for different purposes.
- Collect, analyse and organise relevant information to develop their own thinking, imagination and ideas.
- Use a wide range of media with confidence and understanding, showing efficiency in organising and completing tasks.
- Analyse the different ways artists use to convey meaning.
- Express and justify opinions about art
- Understand key feature of major styles and periods in art history and realise how particular artists contributed both to these and to the development of art.
- Use what they have learned from other artists' work to enhance their own thinking and practical work.

### Homework

It is expected that regular homework will be given approximately once every other week to students in Year 7. Homework will be marked in accordance with the school policy. Homework will normally be either drawing from observation, research, using ICT, or preparation for projects.

### How Parents Can Help

- Take students to art galleries during the holidays.
- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide your child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.

## Drama

TERM	MAIN ASSESSMENT TASK
<b>Autumn 1</b> <u>New Strategies and Skills Assessment</u>	<ul style="list-style-type: none"> <li>• Practical and written assessments</li> </ul>
<b>Autumn 2</b> <u>Characterisation</u>	<ul style="list-style-type: none"> <li>• Practical and written assessments</li> </ul>
<b>Spring 1</b> <u>Devising from stimulus Linked to a Style of Theatre</u>	<ul style="list-style-type: none"> <li>• Practical and written assessments</li> </ul>
<b>Spring 2</b> <u>Written Analysis and Evaluation of Devised Performance</u>	<ul style="list-style-type: none"> <li>• Practical and written assessments</li> </ul>
<b>Summer 1</b> <u>Performance : Scripts</u>	<ul style="list-style-type: none"> <li>• Practical and written assessments</li> </ul>
<b>Summer 2</b> <u>Performance : Written Exam Based on Text Studied</u>	<ul style="list-style-type: none"> <li>• Practical and written assessments</li> </ul>

### Year 7 Course Description

Drama is a core subject that all students in KS3 will study throughout their first three years at secondary school. Within Drama, students develop life skills that can support them in all subjects. They learn how to effectively communicate in different settings and within a group, to work together as a team, problem solve, time manage, to question and to have confidence in what they do, as well as to understand that it is okay to get things wrong. They will do this through exploring skills and strategies specifically relating to drama, discussion, creative writing and exploring topics creatively.

In year 7 students will learn techniques and skills to use in their practical work. They will be asked to evaluate how these techniques are used in their own and their peers' work. They will explore a style of theatre and use this to create their own devised performance. They will study a set text practically and through written exploration.

At Key Stage 3 students begin developing the skills needed for GCSE and life beyond school.

These include:

- Group work and communication
- Developing confidence and time management skills
- Applying creative skills to explore texts and around the world, current situations.

### Assessment

By the end of year 7, it is anticipated that students should be able to demonstrate they can:

- Understand the basic performance skills and strategies and identify them in their work and others.
- Use these techniques in answering questions about work and providing feedback on performances.
- Use these skills and strategies within their work effectively to create drama competently.

### Homework

Homework will take a variety of forms such as written work, research or line learning dependant on what they are learning at that point.

### How Parents Can Help

- Support their child with learning lines when necessary
- Encourage their child to embrace the skills Drama helps them to develop.
- Use the GCSE Bitesize website to refer to drama specific vocabulary.
- Try to see live theatre

## English

TERM	MAIN ASSESSMENT TASK
<b>Autumn 1</b> Identity Poetry	<ul style="list-style-type: none"> <li>• Analysis of poem</li> <li>• Oracy – Poetry Slam</li> </ul>
<b>Autumn 2</b> Oliver Twist novel	<ul style="list-style-type: none"> <li>• Character or theme-based question</li> </ul>
<b>Spring 1</b> Community Matters	<ul style="list-style-type: none"> <li>• Write a persuasive letter</li> </ul>
<b>Spring 2</b> Community Matters	<ul style="list-style-type: none"> <li>• Write a persuasive letter</li> <li>• Oracy – Create a speech on a current matter</li> </ul>
<b>Summer 1</b> Noughts & Crosses (play)	<ul style="list-style-type: none"> <li>• Evaluative based question</li> <li>• Oracy – Create a speech from the perspective of a character</li> </ul>
<b>Summer 2</b> Descriptive Writing	<ul style="list-style-type: none"> <li>• Descriptive writing</li> </ul>

### Year 7 Course Description

English is a foundational subject studied by all students throughout their five years of secondary education. The curriculum is designed to cultivate proficiency in reading, writing, oracy, and active listening. Through the study of English, students learn to communicate effectively across a range of contexts and for diverse purposes, while also engaging with literature that spans different historical periods, cultures, and lived experiences.

At Key Stage 3, students begin to acquire the essential skills that will prepare them for GCSE examinations and life beyond the classroom. These core competencies include:

- Analysing and interpreting both fiction and non-fiction texts.
- Developing sophisticated writing skills, with an emphasis on adapting style and structure for varied audiences and intentions.
- Communicating confidently and appropriately in a variety of social and professional contexts.
- Building oracy skills to foster self-assurance in public speaking and verbal expression.

### Assessment

By the end of Year 7, students are expected to demonstrate emerging proficiency in a range of foundational English skills. These include:

- The ability to comprehend and interpret both the surface meaning and deeper implications of fiction and non-fiction texts.
- The effective use of textual evidence, including quotations, to support their responses and ideas.
- Writing with clarity and consistency, employing accurate spelling, grammar, and punctuation, while beginning to shape their work for effect through purposeful structure and language choices.

- Gaining initial experience in public speaking, developing confidence and poise in verbal expression.

These skills are formally assessed at the end of each half term. Progress is carefully monitored through exercise books and interim reports, ensuring a clear record of each student's development.

#### Homework

Students will be set regular homework tasks aligned with the topics currently being studied, or designed to reinforce key targets in spelling, punctuation, and grammar. Homework will be assigned on a fortnightly basis and may encompass a variety of activities, including research tasks, extended writing, reading comprehension, spelling assessments, and quizzes.

In addition, as part of the Sparx Reader programme which monitors students' reading levels and tracks their progress dedicated reading homework will be set weekly. Students are also expected to maintain independent reading habits outside of school throughout the academic term, fostering both fluency and a lifelong engagement with literature.

#### How Parents Can Help

- Encourage Sparx Reader homework completion at home and celebrate progress.
- Ensure that their child comes equipped to class.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time through Sparx Reader or library books.

## Food Technology

Term	Main assessment task
<p><b>Autumn 1</b></p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• Health, safety and hygiene issues when cooking.</li> <li>• Hazards in a cooking environment.</li> <li>• Kitchen equipment and their uses.</li> <li>• Demonstration of how to use equipment like oven, cookers, knives, fridge.</li> <li>• Food and nutrition General introduction.</li> </ul>	<p>a. To use basic cooking equipment with precision.</p> <p>b. Ability to identify hazards when cooking and knowing how to prevent accidents in a cooking environment.</p> <p>c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p> <p>d. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p> <p>e. Class tests, questioning in class, demonstration of tasks.</p>
<p><b>Autumn 2</b></p> <p>Food and nutrients:</p> <ul style="list-style-type: none"> <li>• Macronutrients (Carbohydrate, protein, fat) and micronutrients (vitamins, mineral elements).</li> </ul>	<p>a. Extended writing task on food nutrients.</p> <p>b. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p>

<ul style="list-style-type: none"> <li>• Planning own dishes.</li> <li>• Practical cooking assessments (selected dishes of students' choice showing good cooking skills).</li> </ul>	<ul style="list-style-type: none"> <li>c. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</li> <li>d. Class tests, questioning in class, demonstration of tasks.</li> </ul>
<p><b>Spring 1</b></p> <p>Students will study:</p> <ul style="list-style-type: none"> <li>• Nutritional needs for different age groups (babies, toddlers, children, teenagers, adults, elderly).</li> <li>• Basic menu planning.</li> </ul> <p><i>Three Textiles classes will move to Food and Food students will move to Textiles. These classes will begin Autumn 1 lessons in that order. Those who don't change will continue from Spring 2.</i></p>	<ul style="list-style-type: none"> <li>a. Essay writing on nutritional need for a selected age group.</li> <li>b. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</li> <li>c. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</li> <li>e. Class tests, questioning in class, demonstration of tasks.</li> </ul> <p><i>Three Textiles classes will move to Food and Food students will move to Textiles. These classes will begin Autumn 1 lessons in that order. Those who don't change will continue from Spring 2.</i></p>
<p><b>Spring 2</b></p> <p>Students will research into:</p> <ul style="list-style-type: none"> <li>• Fruits and vegetables.</li> <li>• Food packaging.</li> <li>• Food labelling.</li> <li>• Food additives</li> <li>• Food preservatives.</li> <li>• Practical cooking assessment.</li> </ul>	<ul style="list-style-type: none"> <li>a. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</li> <li>b. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</li> <li>e. Class tests, questioning in class, demonstration of tasks.</li> </ul>
<p><b>Summer 1</b></p> <p>Students will carry out design processes for a selected food product (<b>Layered dessert</b>):</p> <ul style="list-style-type: none"> <li>• *Go through the various stages of the design process.</li> <li>• *Learn how to design a food product for a target group, and how it could be produced in larger quantities.</li> <li>• *Be able to Research for ideas using computers.</li> <li>• *Know and to understand a design brief and the factors to be considered in a design brief.</li> <li>• *Generate their own design specifications.</li> <li>• *Plan their task by the use of a brainstorm / mind mapping.</li> <li>• *Conducting surveys to find out opinions of consumers.</li> <li>• *Representation of ideas in different forms.</li> <li>• *Developing their design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>a. Writing own specifications to meet design brief.</li> <li>b. Making own mind map for the task.</li> <li>d. Conducting a survey.</li> <li>d. Designing ideas.</li> <li>e. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</li> <li>f. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</li> <li>g. Class tests, questioning in class, demonstration of tasks.</li> </ul>

## Summer 2

- \*Designing and developing food packages.
- \*Making of the actual food product to meet specification.
- \*Evaluation of products made.
- \*Suggestions to improve products.

- a. Designing appropriate food package for the layered dessert made.
- b. Planning and cooking to meet design ideas and specifications.
- c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.
- d. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.
- e. Class tests, questioning in class, demonstration of tasks.

### **PRACTICAL TASKS:**

Throughout the academic year, students will plan, organise and learn how to cook, prepare, present and evaluate dishes like:

- (Fruit kebab, fruit salad or smoothie; ; Fairy cakes;
- Fruit/Apple crumble; Vegetable wrap; Scones;
- French bread pizza or pizza with already made base; Layered dessert; Pasta and vegetables; Calzones (already made base); Stuffed peppers, shortbread, etc.
- Extension work: Design and make their own healthy dishes, preferably multicultural meals.

- \*Ability to cook dishes of acceptable qualities.
  - \*Describe how to make selected dishes.
  - \*Ability to follow a recipe.
  - \*To Choose equipment appropriate to each task. \*To weigh and measure ingredients accurately. \*To work independently in an extremely competent and confident manner. \*To follow the order of work correctly. \*To use the right cooking methods. \*To demonstrate good knowledge in relation to cooking times and being able to make adjustments in practice as required.
  - \*To show good knowledge in relation to seasoning.
  - \*To present the present dishes in attractive manner with skillful garnishes. \*To produce accurate portion control in all dishes.
  - \*Health and safety rules should be thoroughly practiced.
  - \*To work independently without support and use range of high and medium level cooking skills. \*To show high standard of competence.
  - \*Organoleptic testing and evaluation of food and using the right words to evaluate food.
- a.

## **Year 7 Course Description for Food Technology**

In Food and Technology, students in Year 7 combine practical and technological skills with creative thinking to design and make food that meet human needs. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. Through Food Technology, pupils develop confidence in using practical skills and become discriminating users of food products. Students apply their creative thinking and learn to innovate.

**Students are taught to:** a. Generate, develop, model and communicate their cooking ideas in a range of ways, using appropriate strategies. b. Respond creatively to design briefs, developing their own proposals and producing specifications for products. c. Apply their knowledge and understanding of a range of food materials, ingredients to design and make their food products. d. Use their understanding of others' designing to inform their own. e. Plan and organise activities and then shape, form, mix, assemble and finish food materials or ingredients f. Reflect critically when evaluating and modifying their ideas and proposals to improve food products. g. Design or plan and cook healthy, appetising and delicious dishes to meet the needs of consumers.

### **Assessment**

Students will be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as meeting or not meeting their targets. At the end of Year 7 students are given an overall grade based upon the average grade obtained throughout the year.

### **Homework**

It is expected that regular homework, which will be given to students, is related to the topics. Homework will be given every other week. For example, if homework is given in week 1, will be collected in week 2 and marked in accordance to school policy.

#### How Parents Can Help

- \* Ensure that their child has the right ingredients for practical lessons.
- \* Provide your child with an apron, a container and mathematical set for written and design work.
- \* Assist and monitor to make sure that your child's homework has always been completed.
- \* Encourage children to do revisions at home.

## French

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn 1</b>  <u>Module 1 'La Rentrée'</u>            1. Talking about brothers, sisters and age            2. Describing a classroom            3. Talking about likes and dislikes            4. Describing yourself and others            5. Saying what you do            6. Creating a video about yourself</p>	<p>Formative Assessments:            Mainly through AFL in class to check understanding of content.            Written activities including homework            Summative Assessment: End of Module Test</p>
<p><b>Autumn 2</b>  <u>Module 2 'En Classe'</u>            1. Saying what you think of your school subjects and why            2. Talking about what you wear to school            3. Talking about your school day            4. Learning about a typical French school            5. Saying what there is/isn't, using il y a... and il n'y a pas de...</p>	<p>Formative Assessments:            Mainly through AFL in class to check understanding of content.            Written activities including homework            Summative Assessment: End of Module Test</p>
<p><b>Spring 1</b>  <u>Module 3 'Mon temps libre'</u>            1. Talking about which sports you play            2. Talking about activities you do            3. Discovering sport in French-speaking countries            4. Talking about what you like doing            5. Creating an interview with a celebrity</p>	<p>Formative Assessments:            Mainly through AFL in class to check understanding of content.            Written activities including homework            Summative Assessment: End of Module Test</p>
<p><b>Spring 2</b>  <u>Module 4 'Ma vie en famille'</u>            1. Describing your family            2. Describing where you live            3. Talking about breakfast            4. Learning about Bastille Day            5. Creating a cartoon family</p>	<p>Formative Assessments:            Mainly through AFL in class to check understanding of content.            Written activities including homework            Summative Assessment: End of Module Test</p>
<p><b>Summer 1</b>  <u>Module 5 'En ville'</u>            1. Saying where you go at the weekend            2. Inviting someone out            3. Ordering drinks and snacks in a café</p>	<p>Formative Assessments:            Mainly through AFL in class to check understanding of content.            Written activities including homework            Summative Assessment: End of Module Test</p>

<p>4. Saying what you are going to do 5. Talking about plans for a special weekend</p>	
<p><b>Summer 2</b> <u>Revision and Assessment</u></p>	<p>Formative Assessments: Mainly through AFL in class to check understanding of content. Written activities including homework Summative Assessment: End of Module Test</p>

### Year 7 Course Description

Students at Key Stage 3 students are taught to:

Communicate through speaking and writing and to understand French through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about French grammar and gain skills in language enrichment, adaptation and translation.

- Develop speaking and listening skills by understanding and responding in French.
- Develop reading and writing skills in order to write simple sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. opinions and justification.
- Learn to be able to accurately translate short phrases from French to English and English to French.

Students will follow the new Dynamo1 course in Year 7 along with additional cultural topics.

#### Assessment

At the end of each module, Dynamo has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.

#### Homework

Homework will be set once a week on SMHW using a variety of tasks; work sheets, reading and writing tasks, quizzes, often differentiated to reinforce the learning done during the lesson. There will also be regular vocabulary tests.

Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests, quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of French via a variety of cultural that will be provided to them.

#### How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a French dictionary and look up French websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).
- Practise listening, reading, speaking and writing on recommended websites. Make sure that new vocabulary and/or grammar is revised regularly to prepare for following lessons.
- Watch French films with subtitles, listen to French songs with lyrics.

# Geography

TERM	MAIN ASSESSMENT TASK
<b>Autumn 1</b> <u>Map Skills and the Geography of London</u>	Mapping Assessment – using OS maps to describe our local area. Pupils will be required to describe and identify a range of features of the local area using OS maps.
<b>Autumn 2</b> <u>Tourism and the Middle East</u>	Tourism campaign – advertising the Middle East in the modern world. Pupils will be required to construct a Tourism guide for Dubai, highlighting a range of physical and human geographical issues.
<b>Spring 1</b> <u>Natural Resources</u>	Debate and written report – students will be exploring whether we should be investing in fossil fuels or looking at alternatives.
<b>Spring 2</b> <u>Environmental Challenges</u>	Sustainable Development – students will be looking at what it means to build a sustainable country, and at how this can be resolved with being a developed country.
<b>Summer 1</b> <u>Coasts</u>	Written assessment / Decision making exercise – Should the Holderness Coast be protected?
<b>Summer 2</b> <u>The Geography of India</u>	The Dharavi Slum – decision-making task and speech – Should the Dharavi Slum be saved or scrapped? Students will use a range of sources of evidence to decide whether the Dharavi Slum should be preserved for its residents, or whether its proximity to the centre of Mumbai should require it to be redeveloped for the benefit of the city as a whole.

## Year 7 Course Description

The Year 7 course is designed to develop the basic Geographical skills that all pupils will need to become competent Geographers. The topics studied are wide-ranging, using both traditional Geography and also current affairs to inform pupils about the world in which they live.

### Assessment

All pupils will complete a set of departmental assessments, which will inform their teachers as to their progress, and to any issues with understanding that need to be addressed. Informal assessments will take place at the end of each unit, with a main assessment at the end of Year 7.

### Homework

Homework tasks are designed to stretch all pupils' understanding of the lessons they have covered within the topic they are currently studying. Examples include speech writing, the use of poetry, drawing scientific diagrams and source analysis.

### How Parents Can Help

Parents can encourage their children to take an interest in current affairs that may relate to their Geography topics, using news websites and other sources. They can also check that homework is being completed using the online SatchelOne system.

# History

TERM	MAIN ASSESSMENT TASK
<b>Autumn 1</b> <u>Anglo Saxon England and the Norman Invasion</u>	Scaffolded assessment, knowledge and memory recall, use of sources- which source is the most useful to help historians understand why William won? Interpretation exercise followed by extended writing task – why did William win the Battle of Hastings?
<b>Autumn 2</b> <u>Medieval Lives and Religion</u>	Scaffolded assessment, knowledge and memory recall, use of sources- which source is the most useful to help historians understand what life was like for the average person living in England? Followed by extended writing task- how important was the church in Medieval Britain?
<b>Spring 1</b> <u>Global Medieval Kingdoms</u>	Scaffolded assessment, knowledge and memory recall, use of sources- which source is the most useful to help historians understand what life was like in the kingdoms studied.
<b>Spring 2</b> <u>The problems of Medieval Monarchs</u>	Scaffolded assessment- knowledge and memory recall, use of sources- which source is the most useful to help historians understand which Monarch could be considered the most significant?
<b>Summer 1</b> <u>The History of Medicine in the Western World</u>	Knowledge recall, understanding of key terms and concepts followed by extended writing tasks- use of sources, understanding interpretations and explanation task.
<b>Summer 2</b> <u>Migration and the UK (Thematic Study)</u>	Project based assessment. Pupils will create through a media of their own choice a display/ presentation.

## Year 7 Course Description

The Year 7 course is designed give pupils an understanding of the use of chronology in History, as well as developing their knowledge of a series of key historical events, periods and people. They will consider how political power, religion and authority developed during the Medieval period, finishing with a thematic study – supporting the two different types of study at GCSE – migration to the UK.

## Assessment

Pupils will be given formative assessments at the end of each unit they study, allowing them to see how they are progressing against their individual targets.

## Homework

Homework tasks will be set on a weekly basis, and will be following the ‘meanwhile elsewhere’ programme of homework. This is intended to help the curriculum be more inclusive and less Euro/ British centric.

## How Parents Can Help

Parents can check that their child has a full set of equipment for each lesson, and that they are completing all of their homework assignments. Pupils may also be required to complete research-based homework and they can use computer facilities within the school to do this.

# ICT

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn 1</b></p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> <li>Understanding the importance of e-safety, cyberbullying, fraud and phishing.</li> <li>They will have group discussions and create posters and presentations to enhance their knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Cyberbullying research and report Homework Task</li> <li>E-safety scenario questions on what would you do.</li> <li>Use of research and evaluating what has been done.</li> <li>End of unit test.</li> </ul>
<p><b>Autumn 2</b></p> <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> <li>Understanding the importance of file management, creating documents using word processing software, creating PowerPoints, creating spreadsheets and searching the Internet effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Develop many documents using a variety of software</li> <li>Demonstrating file management</li> <li>End of unit test</li> </ul>
<p><b>Spring 1</b></p> <p><u>Computer Hardware</u></p> <p>Understanding the fundamentals of computer hardware. This includes input, output and storage devices along with understanding the way a CPU works.</p>	<ul style="list-style-type: none"> <li>Explain the importance of devices</li> <li>Show understanding of how it all works together</li> <li>End of unit test</li> </ul>
<p><b>Spring 2</b></p> <p><u>Basic Website using Word</u></p> <ul style="list-style-type: none"> <li>Demonstrating the importance of what a good and bad website looks like.</li> <li>Understanding that layout, colours and images are important</li> </ul>	<ul style="list-style-type: none"> <li>File management would be tested here</li> <li>Building a website about themselves</li> </ul>
<p><b>Summer 1</b></p> <p><u>Game Design</u></p> <ul style="list-style-type: none"> <li>Creating games using a program called Scratch and changing sprites and background colour.</li> <li>All students will be able to use blocks to create and modify animations.</li> </ul>	<ul style="list-style-type: none"> <li>Written assessment on what students have produced in class and evaluating the animation they have produced with benefits and drawbacks and how it could be improved.</li> <li>End of unit test</li> </ul>
<p><b>Summer 2</b></p> <p><u>Microbit: Block Editor</u></p> <ul style="list-style-type: none"> <li>Creating small programs that instructs the microbit to display desired output.</li> <li>The use of variables, Boolean logic, selection and iteration will be introduced here.</li> </ul>	<ul style="list-style-type: none"> <li>Practical work throughout the weeks</li> <li>Practical assessment showcasing all skills learnt</li> </ul>

## Year 7 Course Description

ICT is a practical subject that all students will study throughout KS3. Students will be able to understand the importance of e-safety as well as being introduced to web design. Students will also use Scratch, and develop their understanding of graphics and the use of databases.

### Assessment

By the end of year 7, it is anticipated that students should be able to demonstrate they can:

- Evaluate the importance of eSafety and also produce posters to demonstrate the topic.
- Create a website, with html and images folders and created a website with a topic of interest to them.
- Be able to create games using scratch with the use of different sprites and backgrounds .
- Create graphics, format the images, resize and crop where necessary.
- Create or edit a database.

These skills will be assessed at the end of each project and progress will be tracked on trackers and through interim reports. Students will also complete end of unit tests as well as an end of year exam.

### Homework

It is expected that regular homework will be given to students related to the topic they are studying. Homework will be given once a week and will include a range of research, evaluating what they have learned in the lesson and quizzes.

### How Parents Can Help

- Ensure that their child comes equipped to class
- Provide their child with time at home to practise the skills learnt in class through homework set
- Encourage and support their child with the research outside of school.

# Maths

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn 1</b></p> <p><b>Number 1</b> Understand and use place value for decimals. Use the number line to order numbers. Add and subtract with negative numbers. Multiply and divide with negative numbers. Apply "BIDMAS" to calculations. Understand powers (indices). Round to the nearest 10, 100 and 1000. Round to the nearest tenth or one hundredth.</p> <p><b>Geometry 1</b> Convert between metric units of length, weight and capacity. Estimate and use measuring tools for length, weight and capacity. Read and interpret scales using decimals. Read time from analogue clocks and converting between 12 and 24 hour clocks.</p>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>
<p><b>Autumn 2</b></p> <p><b>Algebra 1</b> Simplify algebraic expressions by collecting like terms. Expand single brackets. Write simple formulae using words and letter symbols. Be able to substitute into different expressions and formulae Create algebraic expressions from worded problems</p> <p><b>Number 2</b> Simplify fractions by cancelling. Convert between improper fractions and mixed numbers. Add and subtract proper and improper fractions. Multiply and divide proper and improper fractions. Find a fraction of a quantity. Write one number as a fraction of another. Convert between fractions, decimals and percentages. Find percentages of quantities both with, and without, a calculator.</p> <p><b>Geometry 2</b> Use the sum of angles in a triangle to deduce the angle sum in any polygon. Work out the interior and exterior angles of a polygon. Recognise corresponding and alternate angles.</p>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>

<p><b>Spring 1</b></p> <p><b>Geometry 3</b>  Plot coordinates in all 4 quadrants  Read and draw line graphs  Be able to complete a table of values for a graph  Be able to plot straight line graphs  Understand the equation of a straight line graph</p> <p><b>Number 3</b>  Be able to apply mental methods for addition and subtraction  Be able to apply written methods for addition and subtraction  Be able to use a calculator effectively</p>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>
<p><b>Spring 2</b></p> <p><b>Statistics 1</b>  Construct and interpret tally charts.  Construct and interpret frequency tables for discrete or continuous data.  Draw and interpret dual bar charts.  Find the mode, median, mean and range for a set of data  Construct and interpret pie charts.  Draw and interpret stem and leaf diagram.  Construct and interpret simple scatter diagrams.  Identify correlation between two sets of data.  Draw a line of best fit and use it to estimate values.</p> <p><b>Geometry 4</b>  Draw lines of symmetry  Be able to reflect, rotate, translate and enlarge shapes</p>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>
<p><b>Summer 1</b></p> <p><b>Algebra 2</b>  Understand inverse operation  Be able to solve 1 step equations  Be able to solve 2 step equations  Be able to solve multi step equations  Construct and solve equations from worded problems</p> <p><b>Number 4</b>  Recognise and know the definitions of prime numbers, common factors and common multiples.  Recognise and know the definitions of square numbers  Understand index notation (powers) and use a calculator to work out calculations with higher powers and roots.  Use index notation for squares and square roots.  Calculate with squares and square roots  Find the highest common factor and lowest common multiple of pairs of simple numbers.</p>	<ul style="list-style-type: none"> <li>• 4 assessments throughout the year</li> <li>• Books marked on a regular basis along with Fix It Tasks</li> <li>• Homework is set weekly through Sparx Maths online and automatically marked</li> </ul>

**Geometry 5**

Draw plans and elevations.

Identify and draw nets of 3D shapes.

Use a ruler and protractor or compass to construct triangles.

Construct a given Quadrilateral.

Construct circles with a compass and label parts of a circle

**Algebra 3**

Generate terms of a sequence from either a term-to-term or a position-to-term rule.

Recognise arithmetic (linear) sequences and find the nth term;

Apply knowledge to sequences in context or with diagrams.

***Summer 2*****Ratios 1**

Present values in ratio form.

Write a ratio in its simplest form.

Reduce a three-part ratio to its simplest form by cancelling.

Divide a quantity into a given ratio.

Use ratio to calculate a missing quantity.

Use the unitary method to solve simple problems involving direct proportion.

Use fractions to describe and compare proportions.

Understand and use the relationship between ratio and proportion.

Solve word problems involving ratio.

Use ratios and measures.

**Probability 1**

Label the probability scale with probability vocabulary.

Attach values (fractions, decimals or percentages) to the probability scale. Understand when the probabilities of all outcomes sum to one.

Calculate simple probabilities and identify mutually exclusive events.

Use Venn Diagrams to find probabilities.

Find the experimental probability of an event and compare with theoretical probabilities.

- 4 assessments throughout the year
- Books marked on a regular basis along with Fix It Tasks
- Homework is set weekly through Sparx Maths online and automatically marked

### **Year 7 Course Description**

Year 7 students begin the year in mixed ability groups before being set after the October half term. Their class teacher will initially assess their students' current level and then a baseline test will be taken. Once the results have been collected the sets are formed based on performance and KS2 outcomes. Work varies between whole class teaching and individual work with time allocated to numeracy.

Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources, which feeds into a 3 year GCSE scheme of work, commencing in Year 9.

### **Assessment**

Throughout the year, each set is assessed on a regular basis through the use of regular assessments. The setting is flexible and there may be movements between groups throughout the year, with most movement happening after these assessments. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator which can be bought from the Maths Department for £5.

### **Homework**

Homework is set once a week and should last for approximately 60 minutes. All homework will be set on the website [sparxmaths.com](http://sparxmaths.com). This website provides instructional videos that help students if they are unsure with the content. This will also be recorded on Satchel:One.

### **How Parents Can Help**

Support students with the completion of their Sparx homework. Furthermore, The Khan Academy (free login, but does require registration at [www.khanacademy.org](http://www.khanacademy.org)) and Nrich (web resources for stretching and provoking thought at [www.nrich.maths.org](http://www.nrich.maths.org)) are excellent sources for stretch and challenge.

# Music

TERM	MAIN ASSESSMENT TASK
<b>Autumn 1</b> <u>Ensemble Performance</u> Rhythm and Pulse	Students learn how to read, write and perform different rhythms using Western notation and gain skills performing with others.
<b>Autumn 2</b> <u>Performance</u> Keyboard	Students learn how to read the notes of the stave and perform a variety of keyboard pieces
<b>Spring 1</b> <u>Ensemble Performance</u> West African drumming	An ensemble performance of a traditional West African piece demonstrating knowledge of rhythms, drumming techniques and ensemble awareness.
<b>Spring 2</b> <u>Performance/composition</u> Chromaticism	A composition based on the chromatic scale to a short film clip.
<b>Summer 1</b> <u>Solo Performance</u> Guitar	Students will learn how to read tablature and perform a series of well-known guitar riffs.
<b>Summer 2</b> <u>Ensemble performance</u> Reggae	Students will utilise the skills they have gained throughout the year in order to perform '3 Little Birds' in small ensembles, using a variety of instruments.

## Year 7 Course Description

Music is studied by all students in KS3. Students will explore a wide range of musical genres that encompasses not only Western classical tradition, but music from other cultures. Within music, students will learn a number of vital skills that can be transferred across subjects and help prepare for GCSE and life beyond school:

- Team work and communication
- Listening
- Creativity
- Confidence
- Problem solving and reasoning
- An awareness and understanding of different cultures and socio-political issues around the world

## Assessment

- Students will be assessed on all 3 areas outlined in the curriculum: performing, composing and appraising.
- They will understand how to give and receive constructive feedback against a given success criteria and justify their choices.
- Skills and abilities will be marked and tracked using a modified GCSE mark scheme with regular feedback given

## Homework

Homework will include a variety of activities including music theory exercises to independent research projects.

## How Parents Can Help

- Encourage their child to listen to a wide variety of music and discuss features
- Support child with their learning and discuss importance of the skills being taught

# Physical Education

TERM	MAIN ASSESSMENT TASK
<b>Autumn 1</b> <u>Football / Basketball / Netball/ Handball/ Table Tennis</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<b>Autumn 2</b> <u>Basketball / Netball/ Handball / Rugby / Football/ Table Tennis</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<b>Spring 1</b> <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<b>Spring 2</b> <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<b>Summer 1</b> <u>Athletics</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<b>Summer 2</b> <u>Cricket / Volleyball / Rounders/ Softball/Short tennis</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>

## Year 7 Course Description

Students are taught a range of core skills from team games, net activities, athletics and striking and fielding. These activities encourage the use of team work, communication, leadership and performing individually. Included within each activity is basic anatomy and physiology giving and the fitness components used for each sport and how to warm up safely.

Students complete core skills in isolation and learn the rules and regulations to be able to apply them to more competitive situations.

## Assessment

Is based on the demonstration of the core skills and application to small competitive situations. Students are assessed on knowledge and understanding of the bones and muscles through questions and answer during warm-ups and cool-downs.

## Homework

Join an extra-curricular club in order to further develop their core skills.

## How Parents Can Help

Encourage them to join a sports club either in school or out of school and motivate full participation during PE lessons.

# Religious Studies

TERM	MAIN ASSESSMENT TASK
<i>Autumn 1</i> <u>What is Philosophy?</u>	<ul style="list-style-type: none"> <li>Written Assessment – using key skills and information to explain why different people take different views, and how evidence can be used to form an argument about religious and secular ideas.</li> </ul>
<i>Autumn 2</i> <u>Judaism</u>	<ul style="list-style-type: none"> <li>Written assessment – understanding the nature and beliefs of Judaism, using skills and information to discuss the features that connect Judaism to the other major world religions of Christianity and Islam</li> </ul>
<i>Spring 1</i> <u>Christianity: Teachings</u>	<ul style="list-style-type: none"> <li>Extended writing investigating the use of the Bible, and the life of Jesus, to explain the key historical events that form the belief basis of modern Christianity</li> </ul>
<i>Spring 2</i> <u>Christianity: Modern Practice</u>	<ul style="list-style-type: none"> <li>How do Christians relate the teachings of the Bible with living in a modern Western Democracy? How has the relationship between Christians and the Church changed? What is the role of the Church in modern life?</li> </ul>
<i>Summer 1</i> <u>Islam : The Importance of Muhammed</u>	<ul style="list-style-type: none"> <li>How was Muhammed able to create a new belief system? What historical events in the life of Muhammed are important to Muslims, and how do the teachings of Muhammed relate to the other Abrahamic religions?</li> </ul>
<i>Summer 2</i> <u>Islam in the Modern World</u>	<ul style="list-style-type: none"> <li>Modern Islam – how has Islam developed as a belief system since the time of Muhammed, and how does this correlate with the growth of Islam into one of the major world religions?</li> </ul>

## Year 7 Course Description

The Year 7 Religious Studies course is designed to provide pupils with a thorough introduction to the three Abrahamic Religions – Judaism, Christianity and Islam. Pupils will learn about how the religions developed and moved apart in terms of their teachings, ceremonies and scriptures. Pupils will also be introduced to the concept of Philosophy and the “Science of Thinking”, learning what it means to have the ability to think and make logical arguments.

## Assessment

All pupils will complete a set on departmental assessments, which will inform their teachers as to their progress, and to any issues with understanding that need to be addressed. Informal assessments will take place at the end of each unit, with a main assessment at the end of Year 7.

## Homework

Homework tasks will be set on a weekly basis, and are designed to stretch all pupils’ understanding of the lessons they have covered that week. Examples include speech writing, the use of poetry, drawing scientific diagrams and source analysis.

## How Parents Can Help

Parents can encourage their children to take an interest in current affairs that may relate to their RS topics, using news websites and other sources. They can also check that homework is being completed using the online “Show My Homework” system.

# Science

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn 1</b></p> <p><u>Units completed</u>            Unit B1.1 : Cells            Unit C1.1 : Particle and their behaviour</p>	<p><u>End of Unit Test</u></p> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <p><u>Deep marking Tasks</u></p> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<p><b>Autumn 2</b></p> <p><u>Units completed</u>            Unit P1.1 : Forces            Unit B1.2 : Structure and function of body systems</p>	<p><u>End of Unit Test</u></p> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <p><u>Deep marking Tasks</u></p> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<p><b>Spring 1</b></p> <p><u>Units completed</u>            Unit C1.2 : Elements atoms and compounds            Unit P1.2 : Sound</p>	<p><u>End of Unit Test</u></p> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <p><u>Deep marking Tasks</u></p> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<p><b>Spring 2</b></p> <p><u>Units completed</u>            Unit B1.3 : Reproduction            Unit C1.3 : Chemical reactions</p>	<p><u>End of Unit Test</u></p> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <p><u>Deep marking Tasks</u></p> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<p><b>Summer 1</b></p> <p><u>Units completed</u>            Unit P1.3 : Light            Unit C1.4 : Acids and Alkali</p>	<p><u>End of Unit Test</u></p> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <p><u>Deep marking Tasks</u></p> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<p><b>Summer 2</b></p> <p><u>Units completed</u>            Unit P1.4 : Space            End of year Exams</p>	<p><u>End of Unit Test</u></p> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <p><u>Deep marking Tasks</u>            Assesses key skills and knowledge, completed approximately fortnightly.</p> <p><u>End of Year Exam</u>            1-hour long paper that covers all units of biology, Chemistry and Physics.</p>

## Year 7 Course Description – Science

### Activate KS3 Science

Activate KS3 science course has been designed to deliver the National Curriculum and the Science Programmes of Study for Key Stage 3. The course builds a foundation of science skills while fostering students' natural curiosity about their world. This course is suitable for students who will go on to study any awarding body's GCSE science specifications.

Students will complete:

- 3 units of Biology,
- 4 units of Chemistry
- 4 units of Physics

### **Assessment**

Students will complete unit tests to demonstrate their understanding of the concepts covered in each unit. Students will also complete an exam at the end of year 7.

### **Homework**

Each class has two teachers and homework will be set once a week per teacher. The homework will include a range of tasks such as:

- Research task
- Extended writing task
- Question worksheets
- Exam question booklets
- Links to online web resources and links YouTube revision videos.

### **How Parents Can Help**

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Ensure that their child comes equipped to class
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Ensure their child has access to online resources provided by the school and on the web

# Spanish

TERM	Main assessment task
<p><b>Autumn 1</b>  <u>Module 1: Mi vida</u>            ¿Cómo te llamas? – Introducing yourself in Spanish            ¿Qué tipo de persona eres? – Talking about your personality            ¿Tienes hermanos? – Talking, about age, brothers and sisters            ¿Cuándo es tu cumpleaños? – Saying when your birthday is            ¿Tienes mascotas? – Talking about pets            Cómo soy – Describing yourself</p>	<p>Formative Assessments:            Mainly through AFL in class to check understanding of content.            Written activities including homework            Summative Assessment: End of Module Test</p>
<p><b>Autumn 2</b>  <u>Module 2: Mi tiempo libre</u>            ¿Qué te gusta hacer? Saying what you like to do            ¿Cantas karaoke? Saying what you do in your spare time            ¿Qué haces cuando llueve? - talking about the weather            ¿Qué deportes haces? – Saying what sports you do            ¿Eres fanático? – Reading about someone’s hobbies</p>	<p>On-going formative and summative assessments including assessment in different skills.            Routine marking of class work / homework            Routine vocabulary tests for each topic.            Peer and self assessment activities.            End of unit tests.</p>
<p><b>Spring 1</b>  <u>Module 3 – Mi insti (My school)</u>            ¿Qué estudias? – Saying what school subjects you study            ¿Te gustan las ciencias? – Giving opinions about school subjects            ¿Qué hay en tu colegio? – Facilities in your school            Durante el recreo – Talking about break time            ¿Te gusta tu instituto? Understanding details about schools            ¿Cómo es tu insti? – Writing a longer text about your school</p>	<p>On-going formative and summative assessments including assessment in different skills.            Routine marking of class work / homework            Routine vocabulary tests for each topic.            Peer and self assessment activities.            End of unit tests.</p>
<p><b>Spring 2</b>  <u>Module 3 – Mi insti (My school)</u>            ¿Qué estudias? – Saying what school subjects you study            ¿Te gustan las ciencias? – Giving opinions about school subjects            ¿Qué hay en tu colegio? – Facilities in your school            Durante el recreo – Talking about break time            ¿Te gusta tu instituto? Understanding details about schools            ¿Cómo es tu insti? – Writing a longer text about your school</p>	<p>On-going formative and summative assessments including assessment in different skills.            Routine marking of class work / homework            Routine vocabulary tests for each topic.            Peer and self assessment activities.            End of unit tests.</p>
<p><b>Summer 1</b>  <u>Module 4: Mi familia y mis amigos – My family and my friends</u>            ¿Cuántas personas hay en tu familia? – Describing your family            ¿De qué color tienes los ojos? Describing hair and eye colour            ¿Cómo es? – Saying what other people look like</p>	<p>On-going formative and summative assessments including assessment in different skills.            Routine marking of class work / homework            Routine vocabulary tests for each topic.            Peer and self assessment activities.            End of unit tests.</p>

¿Cómo es tu casa o piso? – Describing where you live ¿Qué vas a hacer? Saying what you are going to do this weekend ¿Te gusta tu ciudad? – Understanding people describing their town Mi vida en la Habana – Writing a blog about your town and activities	
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<b>Summer 2</b> <u>Revision and Assessment</u>	Formative Assessments: Mainly through AFL in class to check understanding of content. Written activities including homework Summative Assessment: End of Module Test
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### Year 7 Course Description

Students at Key Stage 3 students are taught to:  
 Communicate through speaking and writing and to understand Spanish through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about Spanish grammar and gain skills in language enrichment, adaptation and translation.

- Develop speaking and listening skills by understanding and responding in Spanish.
- Develop reading and writing skills in order to write simple sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. opinions and justification.
- Learn to be able to accurately translate short phrases from Spanish to English and English to Spanish.

Students will follow the new VIVA course in Year 7 along with additional cultural topics.

### Assessment

At the end of each module, VIVA has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.

### Homework

Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests, quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of French via a variety of cultural homework that will be provided to them.

### How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a Spanish dictionary and look up Spanish websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).
- Practise listening, reading, speaking and writing on recommended websites. Make sure that new vocabulary and/or grammar is revised regularly to prepare for following lessons.
- Watch Spanish films with subtitles, listen to Spanish songs with lyrics.

# Technology (Hard)

## Year 7

TERM	MAIN ASSESSMENT TASK
<p><b>AUTUMN</b></p> <p><b>Plastic project</b></p> <ul style="list-style-type: none"> <li>• Phone holder</li> <li>• LED torch</li> </ul> <p><i>To develop understanding of design and technology by learning the necessary measures to avoid risks in a workshop. Learning which safety equipment to use to avoid risks while carrying out practical tasks. These focused task projects allow Y7 pupils an introduction to KEY DT skills with a focus of Knowing and understanding how to work with plastic and the use of basic electronic.</i></p>	<p>End of Unit Test</p> <ul style="list-style-type: none"> <li>• Written assessment at the end of each term</li> <li>• Knowledge check throughout each task</li> <li>• Marking to assess key skills and knowledge, completed approximately fortnightly.</li> <li>• Practical task evaluation</li> </ul>
<p><b>SPRING</b></p> <p><b>Materials and Product designing</b></p> <ul style="list-style-type: none"> <li>• Note holder – creature feature</li> <li>• Graphics Product</li> </ul> <p><i>To develop and build on understanding of DT. Pupils will also start to develop their skills in working with wood as a material. Pupils will work with new tools and develop basic woodworking skills.</i></p>	<p>End of Unit Test</p> <ul style="list-style-type: none"> <li>• Written assessment at the end of each term</li> <li>• Knowledge check throughout each task</li> <li>• Marking to assess key skills and knowledge, completed approximately fortnightly.</li> <li>• Practical task evaluation</li> </ul>
<p><b>SUMMER</b></p> <p><b>Product designing and Graphics communication</b></p> <ul style="list-style-type: none"> <li>• Car project</li> <li>• Graphics Product</li> </ul> <p><i>Students further develop their understanding of combining material and skills to include electronics to create a product. Students will gain an understanding of how parts work together to create a system. With a practice, focus task to make a product using all previous learnt skills.</i></p> <p><i>To develop knowledge and understanding of how to communicate ideas using graphical techniques.</i></p>	<p>End of Unit Test</p> <ul style="list-style-type: none"> <li>• Written assessment at the end of each term</li> <li>• Knowledge check throughout each task</li> <li>• Marking to assess key skills and knowledge, completed approximately fortnightly.</li> <li>• Practical task evaluation</li> </ul>

### Year 7 Course Description

All pupils in KS3 can study a range of projects. Each project in KS3 has a specific DT focus, which range from Resistant Materials, Graphics with some incorporating key CAD/CAM SKILLS using 2D Design™.

Each KS3 group has an allocation of 2 hours per fortnight and are in groups of mixed ability classes. Each KS3 Project had been specifically chosen to develop and enhance the learning and understanding of a modern DT curriculum. Pupil's work on individual projects as well as working in project teams to again develop their leadership and team building skills.

The department enjoys state of the art DT classrooms housing 3 multi-functional workshops, these classrooms include a range of cutting-edge machinery, hand tools and CAD/CAM equipment.

# Textiles

TERM	Main assessment task
<p><b>Autumn 1/ Spring 2</b></p> <p>Students will explore:            Health safety, and hygiene issues when using the sewing machines and specialised textiles equipment.            Hazards in a textiles workshop.            Textiles equipment and their uses.            Using the iron.</p>	<p>a. To use basic sewing equipment with precision.            b. Ability to identify risks and hazards when in a textiles workshop and knowing how to prevent accidents.            c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.            d. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.            e. Class tests, questioning in class, demonstration of tasks.</p>
<p><b>Autumn 2/Summer 1</b></p> <p>Students will study: Experimentation and research            Students explore and research into textiles basic techniques and process and apply their knowledge to fit the set brief.            This project they will explore: -</p> <ul style="list-style-type: none"> <li>• Researching into design theme.</li> <li>• Be able to research for ideas using computers.</li> <li>• Experimenting with decorating fabric.</li> <li>• Pleating using the iron.</li> <li>• Hand embroidery using hand sewing equipment.</li> <li>• Applique</li> <li>• Using the sewing machines for basis stitch.</li> </ul>	<p>a. Peer/ self-assessments throughout project. – Mid-term test            a. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.            c. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.            d. Class tests, questioning in class, demonstration of tasks.</p>
<p><b>Spring 1/ Summer 2</b></p> <p>Students will be able to expand their research and experimentation into their own design and create their own final product through careful planning.            This project students will be able to explore: -</p> <ul style="list-style-type: none"> <li>• Plan their task using a brainstorm / mind mapping.</li> <li>• Generate their own design specifications.</li> <li>• Developing their design ideas.</li> <li>• Measuring and cutting accurately</li> </ul>	<p>a. Writing own specifications to meet design brief.            b. Making own mind map for the task.            c. Designing ideas Writing on planning and making.            d. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.            e. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.            f. Class tests, questioning in class, demonstration of tasks. End of project test.</p>

- Using a sewing machine confidently
- Go through the various stages of the design process.
- Learn how to design a textiles product for a target group, and how it could be produced in larger quantities.
- Evaluation of product made.
- Suggestions to improve.

**PRACTICAL TASKS:**

*Throughout the academic year, students will plan, organise and learn how to sew, prepare, make and evaluate:*

Project - Creative cushion project based on the design theme biomimicry – nature.

Students will have the opportunity to use the sewing machines, hand sewing equipment, iron, and specialist textiles equipment.

Difficulty levels: - Allow students to have a challenge based on their abilities  
 Red – 1 front square and 2 rectangle pieces for the back  
 Orange – 2 rectangle panels for front and 2 rectangles pieces for back  
 Green – 4 square panels for front and 2 rectangles panels or back

Extension work: Will always be set through SMHW in the extension tasks booklet.

- \*Ability to sew different techniques and process.
- \*Describe how to create different textiles techniques and processes.
- \*Ability to follow a step by step guide.
- \*To choose equipment appropriate to each task. \*To measure and cut fabric accurately. \*To work independently in an extremely competent and confident manner. \*To follow the order of work correctly. \*To use the right sewing methods. \*To demonstrate good knowledge in relation to manufacturing a product and being able to make adjustments in practice as required.
- \*To show good knowledge in relation to techniques and processes learnt.
- \*To present the present work in a creative manner.
- \*Health and safety rules should be thoroughly practiced.
- \*To work independently without support and use range of high and medium level sewing and making skills. \*To show high standard of competence. \* Evaluation of final product and using the right textiles specialist words.

**Year 7 Course Description – Textiles**

Textiles technology gives students the opportunity to investigate, explore textiles techniques and analyse how well familiar products work and who they are really aimed at. Students learn how to solve practical problems skilfully, creatively and with imagination.

**Assessment**

Will be set every half term with a short quiz or end of term with a end of project test to check the students understanding and learning throughout the unit. The assessment grades will go towards data input to form target grades.

**Homework**

Homework will be set once every other week and will be uploaded on Show My Homework app so all students and parents have access to all homework set.

**How Parents Can**

To regularly check Show My Homework.  
 To assist you child with homework set – encourage them to find their own answers, explore their own thoughts and ideas.

# INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

## **Special Educational Needs and Disabilities (SEND)**

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

## **English as an Additional Language department (EAL)**

For students who are new to English we offer a short term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.