



KEYS STAGE 3

Year 7 Curriculum



Contents

2023-2024

GEMS WELLINGTON ACADEMY

Al Khail



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Key Stage 3 Arabic A Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>قصة : "رحمة للعالمين" نايف عبدالله استجابة أدبية للنص القصصي أنواع التشبيه</p> <p>الجملة والتركيب والجملة وأغراضها</p> <p>علامات الترقيم</p> <p>نص شعري : ((حبيبي يا رسول الله)) الأسلوب الخبري والإنشائي . المفعول فيه</p> <p>كن أكثر وعياً بعضبك " نص معلوماتي" الاستماع التحدث التركيب النعني الألف اللينة في الأفعال الثلاثية اختبار مهاري لمهارة القراءة في الفرعين التاليين: • مهارة الفهم والاستيعاب (نص خارجي) مهارة قراءة النص الأدبي وتحليله اختبار مهاري لمهارة الكتابة الإبداعية</p>	<p>• ما دور الوصف في إبراز الشخصيات وأفعالها وتصرفاتها؟</p> <p>• ما دور المكان في إيصال الفكرة الرئيسية من القصة؟</p> <p>• ما العلاقة بين لغة القصة وقدرة الكاتب على إيصال الأفكار للقاريء ما عناصر الاستجابة الأدبية التي تجعل كتابتك أكثر قوة وتأثيراً؟ ما طبيعة الأسلوب الذي يجعل كتابتك الإبداعية مؤثرة وناجحة؟ كيف أخطط لكتابتي تخطيطاً ناجحاً؟ ما الفرق بين الجملة والتركيب؟ ما الأهمية اللغوية من استخدام الجملة والتركيب في الكتابة الإبداعية؟ كيف استخدم جملاً وتراكيب مناسبة في كتاباتي؟ كيف أوظف علامات الترقيم المناسبة في كتاباتي؟ كيف تلعب علامات الترقيم دوراً مهماً في إبراز المعاني والدلالات؟ ما الفرق بين الشعر الحر والشعر العمودي؟ ما دور العاطفة في إبراز الفكرة من النص الشعري؟ ما أهم الإيحاءات والدلالات اللغوية في القصيدة؟ كيف استطاع الكاتب إيصال غايته من هذا النص؟ ما أبرز النصرفات التي تجعلنا متحكمين بأنفسنا بشكل إيجابي؟ كيف تستفيد من دراسة النصوص المعلوماتية في حياتك العملية؟ كيف أوظف التركيب النعني في الأغراض الكتابية المختلفة.</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>قصيدة مجد الإمارات الهمزة المتوسطة</p> <p>لتحدث : يعبر عن وجهة نظره تجاه أفكار وآراء الشاعر والعاطفة المسيطر عليها يكتب استجابة أدبية للنص الشعري قصة ثلاثة أسئلة</p> <p>يقدم تلخيصاً شفوياً لنص معلوماتي ضمانات الرفع المتصلة نصوصاً سردية تتضمن حبكة ، وإطاراً زمنياً ومكاني النحو:</p>	<p>ما أبرز الأغراض الشعرية في الشعر العربي الحديث؟ كيف يساهم الشعر الحديث في إظهار قيمة الوطن وأهميته؟ ما أثر العاطفة التي استخدمها الشاعر في بيان مشاعره تجاه وطنه؟ كيف أوظف الاستجابة الأدبية كي أعبر عن حبي لوطني ؟ ما دور العنوان في الفهم والاستيعاب في الكشف عن مضمون القصة؟ ما أهمية التدرج الزمني في البناء القصصي؟ ما هي معايير وشروط التلخيص الناجح؟ ما أهمية المشاعر والأحاسيس أثناء كتابة النصّ السردية؟ كتاباتك؟ كيف تستطيع وصف الأماكن التي اخترتها في</p>





يراجع الطالب ما تعلمه حول موضوعي :
التركيب النعني والضمائر الرفع المتصلة.
نص استماع

اختبار مهاري لمهارة القراءة في الفرعين
التاليين:

مهارة الفهم والاستيعاب (نص خارجي)
مهارة قراءة النص الأدبي وتحليله

اختبار مهاري لمهارة الكتابة الإبداعية
ختبار لمهارة الاستماع :

يستمتع المتعلم لنص و يجيب عن أسئلة الفهم
و الاستيعاب للنص المسموع.

اختبار لمهارة التحدث:

يتحدث الطالب حول موضوع الغضب وأسبابه
وطرق الحفاظ على مشاعرنا وقت الغضب
اختبار مهاري في المهارات التالية:

المفردات
البلاغة
الإملاء
النحو

Term 3 – Topics/ Key Content

النص المعلوماتي (الإدمان على الإنترنت)
يكتب نصوصاً سردية تتضمن حبكة ، وإطاراً
زمانياً ومكانياً ، مختاراً وجهة نظر مناسبة للقصة
، متضمناً نصه تفاصيل حسية باستخدام
تقنيات (الحوار – السرد – الوصف)

البلاغة:

يوظف التشبيه بأنواعه لتقريب المعنى .
يتعرف بعض العبارات التي تعبر عن الرأي و وجهة
النظر. القصة القصيرة:

(نظرة)

يوسف إدريس ، كاتب مصري.

علامات الترقيم (علامة الاستفهام

النقطة ، علامة التعجب ، النقطتان

الرأسيتان ، الفاصلة ، القوسان ، علامتا

التنصيص ، علامة الاعتراض ، الفاصلة

المنقوطة

الجملة والتركيب

الجملة وأغراضها .

مراجعة الهمزة المتطرفة وهمزتي الوصل والقطع

ضمائر النصب المتصلة وإعرابها إعراباً تاماً

مراجعة علامات الإعراب الأصلية والفرعية للاسم.

اختبار مهاري لمهارة القراءة في الفرعين

التاليين:

مهارة الفهم والاستيعاب (نص خارجي)

مهارة قراءة النص الأدبي وتحليله.

اختبار مهاري لمهارة الكتابة الإبداعية في نوع

النص التالي:

كيف تساهم النصوص المعلوماتية في التوعية والتحذير من
التصرفات السلبية؟

ما السمات الفنية لأسلوب الكاتب في النصوص المعلوماتية؟

ما دور الحقائق والمعلومات في النص المعلوماتي في إثراء النص
وتقويته؟

كيف أوظف التشبيه في الأغراض الكتابية المختلفة؟

ما الذي يميز أسلوب كاتب عن كاتب آخر؟ وهل للتشبيه استخدام
الصور الفنية دور في جعل النص أجمل وأقوى؟

لماذا اضطر الكاتب إلى استخدام بعض التراكيب والمفردات العامية؟
ما أثر الوصف الخارجي والداخلي لشخصيات القصة في إظهار

تصرفاتها وأفعالها؟

ما القيم الأخلاقية التي نتعلمها من النصوص القصصية؟

كيف تساهم الكتابة الصحيحة للكلمات المختلفة في جعل النصوص
أكثر فهماً وعمقا؟





يكتب المتعلم نصا تفسيريا .
اختبار لمهارة الاستماع :
يستمع المتعلم لنص و يجيب عن أسئلة الفهم
و الاستيعاب للنص المسموع.

اختبار لمهارة التحدث:
عمل مشاهد تمثيلية توضح مظاهر " بر
الوالدين " و أثرها على الفرد و المجتمع
اختبار مهاري في المهارات التالية:
المفردات
البلاغة
الإملاء
النحو





Key Stage 3 Arabic B Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Travelling & Seasons</u></p> <ul style="list-style-type: none">• Travelling around the world.• Seasons and weather in a different country, Clothes, feelings, and activities. “Instruction and advice”.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Where did I travel in the last summer vacation?• What did I do during my trip to.....?• How can express my admiration for my trip?• How to write a questionnaire about my travel and my friend’s travel to a different country?• How to write a report based on a questionnaire about traveling?• How is the weather for each season?• How do I feel about each season and why?• What should I wear in each season and why?• What is my favourite season and why?• How do I write instructions and pieces of advice for the four seasons?• How to write a comparative article describing each season?
<p>Term 2 – Topics/ Key Content</p> <p><u>Adventures</u></p> <ul style="list-style-type: none">• Holidays and adventures.• Advertising for Horizon Week.• Saving the environment with reasons	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are my activities on my holidays?• What is my dream adventure?• What do I need and what do I do on my adventure?• How to express my admiration for my adventure?• What are the elements of an advertisement?• How to write an advertisement for Horizon Week?• What are the elements of the formal letters?





	<ul style="list-style-type: none">• How to write a formal letter about an advertisement for a trip in Horizon Week?• How to save the environment?• How to write instructions to save the environment?
<p>Term 3 – Topics/ Key Content</p> <p><u>Students Council</u></p> <ul style="list-style-type: none">• Students council and advertising campaign	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the distinguished aspects of the student's leader?• What are the responsibilities of the student leaders?• What are the steps of the students' council election (before- during -after)• How do we prepare the election presentation?• How to present the election presentation to the school committee?
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>





- Three assessment points throughout the year.
- Summative assessment of Listening, Reading, and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations.
- Formative assessment of speaking through classwork and completion of photo cards and role-plays.





Key Stage 3 Art and Design Curriculum Year 7

<p>Term 1 to 2 (until the Easter break)– Topics/Key Content Cells</p> <p>The 'Cells' project is a cross-curricular project with science. The aim of this project is to develop student's ability to see how Science and Art connect through the study of Plant and Animal cells. This will be delivered to students through:</p> <ul style="list-style-type: none">• observational drawing• digital art• collage• textiles <p>As with every project, students will be studying the work of Hundertwasser and Jess Kirkman as their artist influence throughout this project.</p> <p>Alongside practical outcomes and developments, students will also be expected to analyse, annotate, and evaluate their work and the work of the artists in which they study to develop their literacy and analytical skills.</p> <p>Students will be developing the HPL attributes by linking, creating, and analysing.</p>	<p>Term 1 - Overarching Key Questions</p> <ol style="list-style-type: none">1. What connections can you make between Science and Art?2. How will you use your developmental studies to develop an outcome?3. How will using different mediums help you visually illustrate how science and art connect?
<p>Term 2 (after the Easter break until the end of Term 3) –</p> <p>Topics/ Key Content: Islamic Art</p> <p>One aim and purpose of this project is to develop students' awareness of Art in different cultures. Students will begin the project by looking at the different attributes within Islamic Art involving rotation, symmetry, and tessellation. This will be delivered through the study of Islamic Patterns and an understanding of colour coordination and composition.</p> <p>The work of Jill Ricci will be looked at as the artist for inspiration throughout this project. Students will be introduced to a range of techniques including painting, oil pastels and artworks from recycled materials.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you visually demonstrate rotation, symmetry, and tessellation within your work?</p> <p>What influences will you take from the work of Jill Ricci for your own developments and outcome.</p> <p>What connections do you see between Math's and Art?</p> <p>How will you involve colour theory and colour coordination within your work?</p>





<p>In addition to this, students will also understand the connection between Math and Art. Alongside practical outcomes and developments, students will also be expected to analyse, annotate, and evaluate their work and the work of the artists whom they study developing their literacy and analytical skills.</p>	
<p>Assessment Overview and Format:</p> <p>Students will be marked on 4 assessment objectives:</p> <ul style="list-style-type: none">• Research• Observations• Developments• Final Outcomes <p>The aim of this is to get students confident with how work is assessed at Key Stage 4 and Key Stage 5, giving them prior knowledge and experience.</p> <p>Students will also be assessed on their written analyses and annotations and evaluations alongside their practical developments. They will be numerically graded from 1-9.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given homework once every two weeks. This will be in the form of research tasks and completing classwork. Homework will be set on Go4 Schools and students will be expected to complete their homework by the set deadline.</p> <p>Students will also be expected to use the library alongside devices where necessary to complete their homework to a high and expectable standard.</p>





Key Stage 3 Computing Curriculum Year 7

Term 1 – Topics/ Key Content

Using computers safely, effectively, and responsibly.

This is a theoretical unit covering the necessary basic knowledge to use computers safely, effectively, and responsibly. Pupils begin by looking at file management and security. The unit then moves on to e-safety (cyber-bullying, phishing etc.), and online profiles to give pupils a better understanding and awareness of using social media. The functionality and operation of email and search engines and how to use them effectively are covered.

Understanding computers.

This is a theoretical unit covering the basic principles of computer architecture and the use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to-decimal conversion and vice versa and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will look in-depth at how storage devices store or represent data using binary patterns.

Term 1 - Overarching Key Questions

- What are the potential risks and threats associated with using computers and the internet, and how can we safeguard ourselves and others against them?
- How can we effectively manage our digital footprint and maintain online privacy while engaging in various online activities?
- What are the ethical considerations surrounding the use of technology, and how can we make responsible choices to promote positive digital citizenship?
- How can we critically evaluate and assess the credibility and reliability of online information and sources?
- What are the legal aspects and regulations concerning the use of computers and the Internet, and how can we ensure compliance with relevant laws and guidelines?

Overarching Key Questions

- What are the key components and functions of a computer system, and how do they work together to perform various tasks?
- How can we differentiate between different types of software and understand their roles in enhancing computer functionality?
- What are the fundamental concepts of computer hardware and how do they contribute to the overall performance and capabilities of a computer?
- How can we analyse and interpret different data representation methods used in computers, such as binary, hexadecimal, and ASCII?
- What are the basic principles and processes involved in computer programming, and how can they be utilized to solve problems and create software applications?





<p>Term 2 -Topics/ Key Content:</p> <p><u>Games programming in scratch</u></p> <p>Pupils begin this unit with an introduction to the Scratch programming environment, and by reverse-engineering some existing games. They then progress to planning and developing their own game, learning to incorporate variables, procedures (using the Broadcast function), lists, and operators. They should be able to create a fully working game with lives, scoring, and some randomisation of objects. Finally, they will learn to test and debug their programs.</p> <p><u>Spreadsheet Modelling.</u></p> <p>The unit is centered around creating a financial model for a TV show. Pupils start by looking at different types of models and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers voting. The model is then extended to include sales from merchandising, with the introduction of “what if” scenarios. Finally, the pupils create a seat booking system to book seats and calculate income from seat sales. Spreadsheet features covered include SUM, MAX, IF, and COUNTIF functions, cell naming, conditional formatting, validation, charting, and simple macros.</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the fundamental concepts and principles of game programming in Scratch, and how can they be applied to create interactive and engaging games?• How can we utilize different programming constructs, such as loops, conditionals, and variables, to control game behaviour and create dynamic gameplay experiences?• What are the key elements of game design, including game mechanics, user interfaces, and scoring systems, and how can they be implemented in Scratch?• How can we incorporate multimedia elements, such as graphics, sounds, and animations, to enhance the visual and auditory experience of games created in Scratch?• How can we test, debug, and refine our game projects in Scratch to ensure they function as intended and provide an enjoyable gaming experience for users? <p><u>Overarching Key Questions</u></p> <ul style="list-style-type: none">• What are the fundamental concepts and functionalities of spreadsheet software, specifically Excel, and how can they be used to create powerful and dynamic models?• How can we utilize formulas, functions, and mathematical operations in Excel to perform complex calculations and analyse data efficiently?• What are the techniques and best practices for organizing and structuring data in spreadsheets to create clear and logical models?• How can we utilize data visualization tools, such as charts and graphs, in Excel to represent and communicate data effectively?• How can we use advanced features in Excel, such as conditional formatting, data validation, and pivot tables, to manipulate and analyse data in order to make





	informed decisions and draw meaningful insights from the models created?
Assessment Overview and Format: <u>Introduction to Python</u>	Links for Home Learning/Extension Resources:





Key Stage 3 Drama Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Drama and Performance Skills</u></p> <p><u>Drama Techniques</u></p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Introduction to Drama and Improvisation skills• Vocal Skills and Techniques in Drama• Physicality and Movement• Skills Development and Scene Creation• End of Unit assessment preparation• End of Unit assessment: Voice, movement, and Improvisation <ul style="list-style-type: none">• Drama Techniques: Still Image and Montage• Vocal Skills and Techniques in Drama• Drama Techniques: Cross Cutting and Split Screen Staging• Drama Techniques: Flashback and Flashforward• Drama Techniques: Asides• Drama Techniques: Thought Tracking• Assessment Preparation• End of Unit Assessment: Understanding and Applying Drama
<p>Term 2 – Topics/ Key Content</p> <p><u>Practical Exploration of a Set Text: Hoodie</u></p> <p><u>Comedy.</u></p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• Introduction to play <i>Hoodie</i> by Linsay Price - understanding features of a script and stage directions.• Exploring the themes of the play and acting from the text• Character Development; Movement and Gesture• Off Text Improvisation and Character Development• Acting from the Text; Directing and Blocking• End of Unit Assessment. <ul style="list-style-type: none">• Introduction to the conventions of Slapstick Comedy• Creating a Stand-Up Comedy Set for a Target Audience• Physical Comedy and Clowning• Assessment Prep: Adding Comedic Elements to Scripted performance.





	<ul style="list-style-type: none"> • End of Unit Assessment
<p>Term 3 – Topics/ Key Content</p> <p><u>Melodrama</u></p> <p><u>Devising</u></p>	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none"> • Introduction to Melodrama and Character Development • Plot Development and Conflict within Melodrama • Exaggerated vocal and physical Techniques used in Melodrama. • Creating Melodrama Scenes; Directing, Blocking, and Staging • Design and Theatre Tech: Costumes, props, Set and Sound Design <ul style="list-style-type: none"> • End of Unit Assessment and Reflection • Devising from an Image Stimulus • Creating material through improvisation • Character Development • Genre, form, and structure • Rehearsal and Refinement of Devising work (Assessment Preparation) • End of year assessment • Reflection and evaluation of performance
<p>Assessment Overview and Format:</p> <ul style="list-style-type: none"> • Three assessment points throughout the year. • Summative assessment of Listening, Reading, and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations. • Formative assessment of speaking through classwork and completion of photocard and role-plays. 	<p>Links for Home Learning/Extension Resources:</p>





Key Stage 3 French Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Ma Vie: My life.</u></p> <ul style="list-style-type: none">• Getting used to French pronunciation and introducing yourself.• Talking about your personality• Talking about age, brothers, and sisters• Saying when your birthday is.• Using numbers and the alphabet• Physical descriptions• Talking about your pets. <p>Project Zone: Christmas in France</p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Introduction to pronunciation• Silent letters• Expressing simple opinions• Definite articles• Verb endings in 'l' form• Making sentences using connectives• Reading strategies – using patterns• Adjective forms [singular and plural]
<p>Term 2 – Topics/ Key Content</p> <p><u>Mon Collège: My School</u></p> <ul style="list-style-type: none">• Saying what subjects, you study• Giving opinions and reasons - agreeing and disagreeing• Describing your timetable• Describing your school day• Talking about the food you eat at break time.• Understanding details about schools. <p>Project Zone: Schools in other French-speaking countries.</p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• Forming questions• Expressing simple opinions• The definite article with likes and dislikes• Avoir in the present tense• 'on' with avoir and être• Using du, de la and des correctly <p>Reading for gist</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Mes pasetemps- My Free Time</u></p> <ul style="list-style-type: none">• Talking about computers and mobiles_• Talking about which sports you play.• Talking about activities you do	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Present tense• Using er regular verbs• Jouer a + sport• Faire de + activity• Expressing opinions• Using adjectives correctly <p>Possessive adjectives : son, sa, ses</p>





- Expressing opinions on what you like doing
- Describing what other people do.

Project Zone: Extreme Sports.

Assessment Overview and Format:

There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade.

Summative assessment of Listening, Reading, and Writing at the end of each module.

Formative assessment of speaking through classwork and participation.

Links for Home Learning/Extension Resources:

www.linguascope.com

www.languagesonline.org.uk

Students are also given a booklet for each topic of study which contains everything they need.






Key Stage 3 English Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Literature through Time</u></p> <p><u>Introduction to Shakespeare</u></p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can I explain three key periods from the timeline of English Literature?• Can I explain the context of The Canterbury Tales?• How can I demonstrate my understanding of the themes in Hamlet?• Can I explain the difference between connotation and denotation?• How can I make inferences about characters in Lord of the Flies? <p>How can I effectively compare characters? Can I read and analyse a complex speech?</p> <p>Who was Shakespeare? What can we learn about Shakespeare’s life through research? What was a trip to the Globe Theatre like in Shakespeare’s time? How does Shakespeare’s language differ from the language we use today? Can I use Shakespearean language to form an insulting letter? Why is witchcraft a key theme in Shakespeare’s plays?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Novel Study</p>	<p>Term 2 - Overarching Key Questions</p> <p>Key Questions for this unit will vary depending on the novel being studied. However, here are some general key questions regarding the study of a novel:</p> <p>What makes the opening of a novel effective? How do writers use language to present characters/themes/ ideas? How do writers create tension or suspense? How do characters change? What makes them change and is it always for the better? Can I write a PETAL paragraph to analyse key quotations?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Gothic</p>	<p>Term 3 - Overarching Key Questions</p> <p>What are the key features of the Gothic genre? How can I use Gothic vocabulary in my writing? How does the writer use language and structure to present Manderley in the opening of ‘Rebecca’? How does the writer use language and structure to present Dracula? Can I use the PETAL structure to analyse key quotations?</p>





	How can I create an effective piece of Gothic writing?
Assessment Overview and Format: The assessments are set in English at the end of each unit of work to showcase the progress each student has made. Year 7 assessments will have a clearly indicated reading or writing focus. The relevant assessment objectives will be shared at the start of each unit. Assessments will take place in the penultimate week of each half-term. For writing assessments, typically students will be asked to write a descriptive piece about a character or setting. Writing assessments will normally require students to analyse an extract and complete either comprehension or analysis-style questions.	Links for Home Learning/Extension Resources: Students in Year 7 will be set Home Learning tasks on www.noredink.com  In addition, we recommend that students read for at least 20 minutes per day in order to develop their vocabulary and fuel their imagination. There is a WEK Reading Challenge in the student planner.





Key Stage 3 Geography Curriculum Year 7

<p>Term 1 – Topics/ Key Content Term 1 – Topics/ Key Content</p> <p><u>Mapping the world</u></p> <p>This unit will introduce students to geography. Students will be able to distinguish the differences between Human, Physical and Environmental Geography. Pupils will have the opportunity to analyse and read maps, developing their map-work skills.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Term 1 - Overarching Key Questions</p> <p>Key Questions: Where are the world's continents and oceans? How do you describe the location of a place? How do you work out longitude and latitude? How do you read grid references? How do you use map symbols? How do you use direction to plot a route? How is height shown on a map?</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>The place where we live/ Migration.</u></p> <p>This unit will examine settlements and issues which are faced by people living in urban environments.</p> <p>Students will get the opportunity to produce a report on a local issue that impacts the place they live.</p> <p>Students then examine the causes of migration around the world</p>	<p>Term 2 - Overarching Key Questions</p> <p>Key Questions: What is a settlement? What different types of settlement are there? How did the different settlement types develop? What are urban areas? Where are the main urban areas in a High-income country e.g., UK? What are the key characteristics of the urban areas in a HIC? What problems exist in urban areas?</p> <p>Key Questions: What is migration? Why do people move?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Weather and Climate</u></p> <ul style="list-style-type: none">• To acquire and be able to use a wide range of vocabulary relating to weather.• To understand the difference between weather and climate• To understand how the weather is measured.• To be able to draw and compare climate graphs.• To understand how to cope with extreme temperatures.• To understand the formation of clouds and rain	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How can we describe the weather?• How do we forecast the weather?• Why is temperature important?• How are clouds and rain formed?• What is a climate graph?• What is wind?





Assessment Overview and Format: Students will be assessed through a variety of classwork and home-learning activities. Final assessments during the Key assessments will include extended writing, problem-solving, map drawing, and investigation. These will be marked as per the whole school KS3 assessment policy.	Links for Home Learning/Extension Resources: Due to the number of books available for this subject, we will not be working from one textbook or only from the textbook. However, the Foundations and Connections textbooks from the Key Geography series (by David Waugh), are useful reference books and these can be used in class. Students would benefit from having their own Atlas to use at school and at home. Although one can be borrowed in class. An excellent digital resource is also the BBC Bitesize website – Key Stage 3 Geography
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Key Stage 3 History Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>What are the Key Skills in History?</u> Students will be introduced to the key skills required whilst they are studying History, such as Chronology, Primary and Secondary Sources, and Counting Years.</p> <p><u>The Norman Conquest</u> Students will be introduced to England after the death of Edward the Confessor and the three main contenders to the throne. They will analyse and evaluate the significance of the Battle of Stamford Bridge and the Battle of Hastings, as well as identify who became the new King of England.</p>	<p>Term 1 - Overarching Key Questions</p> <p><u>What are the Key Skills in History?</u></p> <ul style="list-style-type: none">• What is History like in Secondary School?• How do we count years? Is 50BC the same as 50AD.• Why is it important that we put things in order?• How do we tell if it is 'Fake News'? <p><u>The Norman Conquest</u></p> <ul style="list-style-type: none">• Who should be King?• What are Harold's biggest challenges?• Who had the better army?• How did William win the Battle of Hastings?
<p>Term 2 – Topics/ Key Content</p> <p><u>How did William the Conqueror control the English?</u></p> <p>Students will look to analyse the different methods that William used to control the English. Including the Domesday Book, Castles, and the Harrying of the North.</p> <p><u>Medieval England and the Black Death</u> An in-depth look at Medieval England, the lives of people at the time, both in towns and villages. Linking the lives of people and the effects of the Black Death which swept across the world.</p>	<p>Term 2 - Overarching Key Questions</p> <p><u>How did William the Conqueror control the English?</u></p> <ul style="list-style-type: none">• How did William keep control?• Did William the Conqueror organise England the same as Mr. Douglas organises WEK?• Were Castles important?• How do you attack a castle?• Can you scare people into obeying you?• Are taxes a way to control people? <p><u>Medieval England and The Black Death</u></p> <ul style="list-style-type: none">• Could you survive in a Medieval town?• Could you survive in a Medieval village?• How did ¼ of Europe die within a few years?• Why was the Black Death so devastating?• Who will win the Medieval 'Game of Life'?
<p>Term 3 – Topics/ Key Content</p> <p><u>The Tudors</u></p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Who were the Tudors?





<p>Term 3 will allow students to delve into Tudor England, starting from the victory of Henry VII at the Battle of Bosworth Field to Elizabeth I and her victory over the Spanish Armada.</p> <p>-Henry VIII -Edward VI -' Bloody' Mary -Elizabeth</p>	<ul style="list-style-type: none">• How did Henry get a divorce when divorce is not allowed?• Was Henry a 'hero' or a 'tyrant'?• Why was Henry's son so unlucky?• Does 'Bloody' Mary deserve her name?• How and why did Elizabeth control her image?• Did Elizabeth solve the problems she faced?• Why did Elizabeth not marry?• Spanish Armada
<p>Assessment Overview and Format:</p> <p><u>3 Key Assessments across the Year.</u></p> <p>Essays/assessments on topics throughout the year on The Battle of Hastings, William controlling the English, Thomas Becket, and 'Bloody' Mary.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://www.bbc.com/bitesize/guides/zsjnb9q/revision/4 https://www.bbc.com/bitesize/guides/zsjnb9q/revision/6 https://www.bbc.com/bitesize/topics/zfphvcw https://www.bbc.com/bitesize/topics/zynp34j</p>





Key Stage 3 Islamic Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <ul style="list-style-type: none">• The Right Way (Surat Al Mulk 1-14)• The rules of silent Noon and Tanween• Obligatory, Voluntary, and disliked elements of Prayer• Life in Madinah after migration• My environment is a Trust.• Mosque Manners	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Explain how Surah Al Mulk protects us from the punishment of the grave.• How would you apply the rules of Tanween and Noon Sakin?• What are the elements of obligatory prayer?• How did Prophet PBUH establish brotherhood in Madinah?• How did the Prophet's PBUH migration to Madinah help Islam grow and spread in Arabia?• What is the status of mosques in Islam?• What manners would you observe in a mosque?• What is the reason that the first thing built by the Prophet PBUH was a mosque?• How can I contribute to the well-being of the environment?• What strategies would you suggest to protect the environment?
<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• The True Book Surat As-Sajdah 1-12• Prostration of forgetfulness• The battle of Badr• A few Signs of the Hour	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How would you prove that the Quran was not invented by the Prophet Muhammad PBUH?• What is the reason behind creating heaven and earth in 6 days?• How would you console someone who loses their relative in a car accident?• What could be the main reason for people to forget the number of Rak'ahs during their prayers?• Why Sujood (prostration) is the nearest position to Allah?• Explain the situations in which the Prostration of forgetfulness is mandatory.• What lesson did you learn from the battle of Badr?• Why is the Battle of Badr considered to be one of the great events in Islam?• What impact did the battle of Badr have on Muslims and Quraysh?• How would you differentiate between minor and major signs of the Day of Judgment?• What would you do to succeed on the Day of Judgement?• Explain why Allah didn't make us aware of the exact time of the Day of Judgement.





Term 3 – Topics/ Key Content <ul style="list-style-type: none">• The Battle of Uhud• Recommendation by the Prophet (PBUH)• Voluntary Fasting	Term 3 – Overarching Key Questions <ul style="list-style-type: none">• Compare between the Battle of Badr and Uhud.• Explain the causes of the Battle of Uhud• What could be the reason behind Muslims’ defeat in the battle of Uhud?• Clarify the concept of voluntary fasting.• Explain the two types of Fasting.• Explain the voluntary fasting which is observed weekly, monthly, and annually as per the Hadith of Prophet Muhammad PBUH.
Assessment Overview and Format: <p>Students will have 3 key assessments throughout the year. Students will be judged on the following criteria.</p> <ul style="list-style-type: none">• Qur’an recitation• Qur’an memorisation• Written Assessment• Home learning/notebooks	Links for Home Learning/Extension Resources: <p>www.awqaf.gov.ae www.quranexplorer.com www.iacad.gov.ae www.quran.com www.islamreligion.com http://harunyahya.com https://scholar.google.ae http://www.sultan.org https://sunnah.com</p>





Key Stage 3 Mathematics Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Unit 1 – Calculator skills/Powers roots/Negative numbers</u></p> <p><u>Unit 2 - Factors, multiples, primes/HCF/LCM</u></p> <p><u>Unit 3 - Place value and rounding</u></p> <p><u>Unit 4 – Algebraic expressions</u></p> <p><u>Unit 5 – Expand brackets/Factorising and Substitution</u></p> <p><u>Unit 6 – Area and Perimeter</u></p> <p><u>Unit 7 - Circles</u></p> <p><u>Unit 8 - Fractions (of amount – 4 operations, mixed, improper)</u></p> <p><u>Unit 9 - Converting between fractions, decimals, and percentages and calculating percentages.</u></p>	<p>What is the value of 25?</p> <p>Find the HCF and LCM of 12 and 20</p> <p>Write a number as a product of its prime factors.</p> <p>Prove that the square root of 45 lies between 6 & 7</p> <p>Round 16,000 people to the nearest 1000</p> <p>Round 1100 g to 1 significant figure.</p> <p>Write and simplify an expression for 2 more than triple the number, 5 less than double the number, and 4 more than double the number.</p> <p>Simplify $3 \times y$, $a \times 6$, $p \times -3$</p> <p>Expand $b(b + 4)$</p> <p>Calculate the area and/or perimeter of shapes with different units of measurement.</p> <p>Calculate the perimeters and/or areas of circles and sectors of circles given the radius or diameter and vice versa.</p> <p>James delivers 56 newspapers. $\frac{3}{8}$ of the newspapers have a magazine. How many of the newspapers have a magazine?</p> <p>In a rugby match, the Cardiff Blues won 13 out of the 20 line-outs. What fraction of the line-outs did they win? Write your answer to part a as a decimal. What percentage of the line-outs did they win?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Unit 11 - 11. Solving equations</u></p> <p><u>Unit 12. Angles and quadrilaterals</u></p> <p><u>Unit 13. Angles in parallel lines</u></p> <p><u>Unit 14. Ratio</u></p> <p><u>Unit 15. Proportion</u></p> <p><u>Unit 16. Averages</u></p> <p><u>Unit 17. Averages from tables</u></p>	<p>Solve $2x + 15 = 20$</p> <p>What is the sum of angles in a triangle? Or in a quadrilateral? How many sides does a quadrilateral have?</p> <p>Which of these angles is acute? obtuse? reflex?</p> <p>What do angles on a straight line add up to?</p> <p>What is the interior angle of a shape?</p> <p>Find three ratios equivalent to 4: 3.</p> <p>Investigate the ratio of brown-eyed people to green-eyed people.</p> <p>How did the proportion of gold medals won by Team GB change from the 2008 Olympic Games to the 2012 Olympic Games?</p> <p>Two football players record the number of goals they scored in 10 matches:</p> <p>Player A: 0, 1, 1, 1, 3, 1, 2, 1, 1, 1</p> <p>Player B: 0, 0, 5, 0, 0, 4, 3, 0, 0, 1</p> <p>a for each player work out</p>





	<p>i the mean ii the median iii the modal number of goals scored.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 18. Probability</u></p> <p><u>Unit 19. Sequences</u></p> <p>–</p> <p><u>Unit 20. Co-ordinates</u> <u>Linear graphs</u></p> <p><u>Unit 21. Statistical graphs</u></p> <p><u>Unit 22. Congruency and similarity</u></p> <p><u>Unit 23. Shape transformations</u></p> <p><u>Algebra basics recap</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>In class, 14 students have brown eyes, 4 students have blue eyes, and 2 students have green eyes. A student is chosen at random. Work out (brown eyes) Darren starts with £1 and saves £2 each day. Copy and continue the sequence to show how much money he will have up to 10 days after he starts saving. £1, £3, £5, ... How many days will it be before he has saved more than £40? What are the coordinates of these points? Draw a pair of axes and plot the graph of $y = 3x - 4$. The line graph shows how the volume of air in a scuba tank changed during a dive. How much air was in the tank at the start of the dive and after 20 minutes? Which one of these shapes is not the same as the other two? Which countries use congruent shapes in their flag? Draw the image of shape B after a reflection in the line $x = -3$ Copy the diagram and draw the image of the triangle after these rotations. a 90° anticlockwise about (0, 0). Label your rotated shape A.</p>
<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year: Baseline (where applicable) Key assessment 1 End of term 1 Key assessment 2 End of term 2 Key assessment 3 End of Year</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Sparxmaths - https://sparxmaths.com/ Mr. Carter Math's - https://www.mrcartermaths.com/# Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html Videos and Exam questions sorted by level Dr Frost www.dr frostmaths.com/resourceexplorer.php Learning platform and video resources Brilliant.org https://www.3blue1brown.com</p>





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<https://www.numberphile.com>
<https://www.vsauce.com>



LIMITLESS
LEARNING



Key Stage 3 Moral, Cultural and Social Studies Curriculum Year 7

Term 1 – Topics/ Key Content

Empathy and Assuming Responsibility

- Respect Is the Basis of Good Treatment
- Charity, Sympathy, and Generosity
- Recognizing Other’s Points of View
- Building Positive Relationships
- Assuming Responsibility and Self-Esteem
- Commit Myself to Help Others

Mental Health

- Mental Health and Mental Illness
- The Shameful Look to Mental Illness
- Reasons for the Deterioration of Mental Health and Its Impact on the Individual
- Counselling and Accepting Support
- Healthy Lifestyle, Mental Health

Assessment Overview and Format:

Students will have summative assessments throughout the year. This may be in the form of keyword tests or short essay-style questions

Term 1 - Overarching Key Questions

What does respect mean and how can we show respect to others?

- How can I help others with self-esteem?

- What is mental health and how can it affect me and others around me?
- Who can I speak with to cope with Mental Health issues?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Term 2 - Topics/Key Content:

The Middle Ages and the Fall of the Roman Empire

Students will learn about the Middle Ages of Europe including:

- After the fall of the Roman Empire
- The High Middle Ages in Europe
- The Republic of Venice
- The Late Middle Ages – The First Hundred Years’ War
- Crises of the Late Middle Ages

The Renaissance

Students will learn about important periods in European history and their impact on the growth of the European economy including:

- The Renaissance
- The Printing Press
- The Age of Discovery
- The Fur and Spices Trade
- Gold
- The Age of Sail
- The East India and Hudson’s Bay Companies

Assessment Overview and Format

Students will have summative assessments throughout the year. This may be in the form of keyword tests or short essay-style questions.

Term 2 Overarching Key Question:

- How have the events of the past contributed to the forming of societies today?

- How did the technology of the past help to develop economic growth?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Term 3 - Topics/Key Content:

Government Services

Students will learn about the purpose and functions of the government, including:

- How the Government Functions
- Modern Political Systems
- How Laws are Made
- How Laws are Interpreted

Rights and Responsibilities

The UAE

Students will take part in a project focusing on the UAE.

Assessment Overview and Format

Students will have summative assessments throughout the year. This may be in the form of keyword tests or short essay-style questions.

Term 3 Overarching Key Questions:

- What is the purpose of the government?
- How are laws created and enforced?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Key Stage 3 Music Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p>Building Bricks Students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation, and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this topic will develop student’s understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.</p> <p>Keyboards Skills Students explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand. Since this topic is primarily performance-based, there are optional pathways to perform and compose either a round for keyboard ensemble or to explore short musical clichés for keyboard.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the Elements of Music?• What Elements of Music allow us to communicate across various cultures?• What different stimuli do composers use when creating and composing music?• How does knowledge of the Elements of Music allow us to communicate more effectively?• How is music created?• What is music?• To what extent is music a universal language?• To what extent does music need to be written down?• To what extent does a performer’s own interpretation of a piece of music differ from what the original composer may have intended?• To what extent is there a “correct way” of playing the keyboard?
<p>Term 2 – Topics/ Key Content</p> <p>I’ve Got Rhythm Through composing and performing, students are introduced to rhythm grids and rhythm grid notation which can be extended to include single-line rhythm notation using the note values of a semibreve, minim, crotchet, quaver, and a pair of quavers.</p> <p>Form and Structure Students begin with an exploration into Question-and-answer phrases as one of the simplest types of musical structures, relating this to call-and-response singing and how musical Question-and-answer phrases balance with each other to form a complete structure. Binary and Ternary Forms are then explored with an emphasis on how musical contrast is achieved between “A” and “B” sections revising the Elements of Music. Rondo</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is rhythm? What is pulse?• How is duration used to perform and record sounds of different lengths in music?• How can we tell the difference between the pulse/beat of a piece of music and its rhythm?• How is rhythm used in music from different times and places?• How can rhythms be written down and recorded?• How can we perform rhythms on different sound sources or musical instruments?• To what extent is rhythm important in music?• To what extent does music need rhythm?• What would music without rhythm sound like?





<p>Form is explored as a type of recurring musical structure with students adding pentatonic improvisations as “Episodes” between a whole class “A” section.</p>	<ul style="list-style-type: none">• How can we label or identify different sections within a piece of music?• To what extent does music with a recurring or repeated section provide familiarity to the listener?• To what extent does music need Form and Structure?
<p>Term 3 – Topics/ Key Content</p> <p>Sonority City This topic develops students’ knowledge and understanding of orchestral instruments and families/sections of orchestral instruments. Students learn about the construction, sound production, and timbres/sonorities of different orchestral instruments, the layout, grouping, and the instruments that belong to each section of a modern symphony orchestra.</p> <p>Folk Music This topic investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone, and Ostinato (fifth), to Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns (root, third, fifth). The concept of Harmony is developed further in the exploration and addition of Counter Melodies (in fourths and fifths) in Folk Songs.</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the sections/families of the orchestra?• What musical instruments are found in an orchestra?• How can we tell the difference between the instruments of the orchestra?• How can we define the word “Sonority”?• To what extent does an orchestra need a conductor?• What is “Folk Music”?• In what ways has Folk Music been ‘rediscovered’ or ‘revived’ over recent years?• To what extent will folk songs remain the same in the future?• Is change always relevant to create a new arrangement of an existing Folk Song
<p>Assessment Overview and Format:</p> <p>Students are assessed in an end-of-topic assessment after the completion of each unit through listening and appraising, composing, and performing. Alongside this, students are assessed on mini projects, keyword assessments, and flipped learning during class. There will also be three Key Assessments which will include:</p> <p>Ensemble Performance Solo Performance Performance Project</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• Create .wav files of compositions based on artistic stimuli and present images with sound as a computer-based slide show of students’ art and music work.• Research the views of various artworks that correlate to the titles of Mussorgsky’s movements in his ‘Pictures at an Exhibition’ such as <i>gardens, trumpets, promenades, castles, witches, gnomes, etc.</i>• Attending concerts which include arrangements of folk music.





- Watching and listening to live musical performances of fanfares performed in different places *e.g., on Remembrance Day.*
- Visiting art galleries (real or virtual/online) to explore how artists have used form and structure within visual art.
- Perform keyboard duets.
- Work towards a “Grade 1” piano exam piece.
- Creating an in-depth research project on one keyboard instrument (*e.g., harpsichord, organ, piano, accordion, synthesiser, clavichord, celesta, etc.*) containing pictures, information, and how the instrument works.





Key Stage 3 Physical Education Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p>Invasion Games and Swimming</p> <p><u>Half Term 1 (to October half term)</u> Girls – Netball and Football Boys – Football and Swimming</p> <p><u>Half Term 2 (to December vacation)</u> Girls – Swimming and Netball Boys – Football and Athletics</p>	<p>Term 1 - Overarching Key Questions</p> <p>Major Muscles Can you name the major muscles of the body?</p> <p>Antagonistic Pairs Why do muscles work in pairs?</p> <p>Warm-ups/Cool Down Why and how do we warm up and cool down?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Athletics and Invasion Games</p> <p>A key focus during Term 2 is preparing students for Sports Day.</p> <p><u>Half Term 1 (to February Half Term)</u> Girls - Athletics and Netball Boys - Athletics and Rugby</p> <p><u>Half Term 2 (to April vacation)</u> Girls – Basketball and Rounders Boys – Basketball and Cricket</p>	<p>Term 2 - Overarching Key Questions</p> <p>Fitness Testing & Components of fitness</p> <p>What different aspects of our fitness are there?</p> <p>How do we test the different components to see our strengths and weaknesses?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>During Ramadan</u> Boys and Girls – Rock Climbing, Trampolining, Badminton</p> <p><u>Outside of Ramadan</u> Boys – Swimming, Cricket, Volleyball Girls – Swimming, Rounders, Volleyball</p>	<p>Term 3 - Overarching Key Questions</p> <p>Introduction to methods of training</p> <p>Can you list all the different ways to train our bodies?</p> <p>Are certain methods of training more suited improve different components of fitness?</p>
<p>Assessment Overview and Format:</p> <p>Students are assessed 90% on their practical ability and a further 10% on their knowledge and understanding of the theoretical content covered. The</p>	<p>Links for Home Learning/Extension Resources:</p>





theory content will be assessed by 3
termly written exams.





Key Stage 3 Science Curriculum Year 7

TERM 1	
CELLS	<p>State what a cell is.</p> <p>Explain how to use a microscope to observe a cell.</p> <p>Match cell components to their function</p> <p>Identify a similarity and differences between plant and animal cells.</p> <p>Name some examples of specialized plant and animal cells.</p> <p>Describe examples of specialized plants and animal cells.</p> <p>Suggest the type of organism or tissue a cell comes from, based on its features.</p> <p>Name some substances that move into and out of cells.</p> <p>Describe the process of diffusion.</p> <p>Identify the structure in an amoeba and a euglena.</p> <p>Describe what a unicellular organism is.</p> <p>Explain how unicellular organisms are adapted to carry out different functions.</p>
PARTICLES	<p>Describe simply what the particle model of matter is.</p> <p>Explain the properties of different materials based on the arrangement and movement of their particles.</p> <p>Describe the properties of solids, liquids, and gases using the particle model.</p> <p>Explain the properties of solids, liquids, and gases based on the arrangement and movement of their particles.</p> <p>Describe simply how changes in temperature or state can be described in terms of particles transferring energy.</p> <p>Recognize the state of a substance in relation to its melting and boiling point.</p> <p>Explain changes in state in terms of changes in the energy of the particles.</p> <p>Draw before and after diagrams to explain observations about the change of state.</p> <p>Describe simply how changes in temperature or state can be described in terms of particles transferring energy.</p> <p>Recognize the state of a substance in relation to its melting and boiling point.</p> <p>Explain changes of state in terms of changes to the energy of the particles</p> <p>Describe one difference between boiling and evaporation.</p> <p>Explain changes of state in terms of changes to the energy of the particles</p> <p>Draw before and after diagrams of particles to explain observations about changes of state.</p> <p>Use the particle model to explain diffusion.</p> <p>Draw before and after diagrams of particles to explain observations about diffusion.</p> <p>Uses words to explain gas pressure simply.</p> <p>Explain observations about gas pressure in terms of particles.</p> <p>Draw before and after diagrams of particles to explain observations about gas pressure</p>
FORCES	<p>State the unit of force.</p> <p>Describe what is meant by an interaction pair.</p> <p>Describe what happens when the resultant force of an object is not zero.</p>





	<p>Use a force diagram to describe situations involving gravity that are in equilibrium.</p> <p>State and use the formula for speed.</p> <p>Describe the link between speed and journey time.</p> <p>Describe how the speed of an object depends on the movement of the observer.</p> <p>State what a straight line on a distance-time graph tells you about speed.</p> <p>Calculate speed from a distance-time graph.</p> <p>Illustrate a journey with changing speed on a distance-time graph and label changes in motion.</p> <p>State the value of g on Earth and on the moon.</p> <p>Describe the differences between mass and weight.</p> <p>Describe how gravitational force varies with mass and distance.</p> <p>Use the formula to calculate your weight on different planets and explain changes in weight.</p> <p>Explain why objects stay in orbit.</p>
BODY SYSTEMS	<p>State examples of tissues organs and organ systems.</p> <p>State the order of the hierarchy of organisms in a multicellular organism.</p> <p>Explain why multicellular organisms need organ systems to keep their cells alive.</p> <p>Name the main parts of the skeleton.</p> <p>List the functions of the skeleton.</p> <p>Explain how the properties of bones link to their function in the body.</p> <p>State where joints are found in the body.</p> <p>Describe the structure and function of joints.</p> <p>Explain how to measure the force exerted by different muscles.</p> <p>State how antagonistic pairs of muscles create movement.</p> <p>Describe the function of muscle groups and explain how antagonistic muscles cause movement.</p> <p>Use a diagram to predict the result of a muscle contraction or relaxation.</p> <p>Explain why some organs contain muscle tissue.</p> <p>Describe the function of the gas exchange system.</p> <p>Explain how parts of the gas exchange system are adapted to their function.</p> <p>Explain why your breathing rate and volume can change.</p> <p>Describe the process of inhaling and exhaling.</p> <p>Explain what happens during breathing using the bell-jar model.</p> <p>Explain how exercise, smoking, and asthma affect the gas exchange system.</p>
TERM 2	
ELEMENTS	<p>Describe what an atom is.</p> <p>Describe some differences between elements and compounds.</p> <p>Use diagrams to represent atoms and molecules of elements and compounds.</p> <p>State the properties of a pure substance.</p> <p>Name four common substances that are mixtures.</p> <p>Explain how to use melting temperatures to identify pure substances.</p> <p>State what an element is.</p>





	<p>Recall the chemical symbols of 16 elements.</p> <p>Use observations from experiments to explain why a substance must be an element.</p> <p>State what atoms are.</p> <p>Represent atoms using particle diagrams.</p> <p>State what a compound is.</p> <p>Represent molecules, elements, mixtures, and compounds using particle diagrams.</p> <p>Use particle diagrams to classify a substance as an element, mixture, or compound.</p> <p>Use particle diagrams to classify a molecule or an atom.</p> <p>Name compounds using their chemical formulae.</p> <p>Use chemical formulae to name the elements present and determine their relative proportions.</p> <p>Represent atoms, molecules, elements, mixtures, and compounds using particle diagrams.</p>
WAVES - SOUND	<p>State the speed of sound and what it can and cannot travel through.</p> <p>Describe how sound is produced and travels.</p> <p>Explain observations where sound is transmitted.</p> <p>Describe the link between amplitude and loudness.</p> <p>Explain observations where sound is reflected or absorbed by different media.</p> <p>Describe the amplitude of a wave from a diagram or oscilloscope picture.</p> <p>Use drawings of waves to describe how sound waves change with volume.</p> <p>Describe the link between frequency and wavelength.</p> <p>Describe the frequency of a wave from a diagram or oscilloscope picture.</p> <p>Use drawings of waves to describe how sound waves change with pitch.</p> <p>Name some parts of the ear.</p> <p>Describe how the ear works.</p> <p>Describe how your hearing can be damaged.</p>
ECOSYSTEMS AND PROCESSES	<p>Recall how plants make glucose.</p> <p>Describe how plants get the resources they need for photosynthesis.</p> <p>Use the word equations to describe photosynthesis.</p> <p>Describe the structure and function of the main components of a leaf.</p> <p>Explain how a leaf is adapted for photosynthesis.</p> <p>State the factors that affect the rate of photosynthesis.</p> <p>Describe how to test a leaf for starch.</p> <p>Show graphically how different factors affect the rate of photosynthesis.</p> <p>State what fertilisers are used for.</p> <p>Describe how a plant uses minerals for healthy growth.</p> <p>Explain the role of nitrates in plant growth.</p> <p>Use a word equation to describe aerobic respiration.</p> <p>State the difference between aerobic and anaerobic respiration.</p> <p>Use a word equation to describe anaerobic respiration.</p> <p>Explain why specific activities involve aerobic or anaerobic respiration.</p> <p>State the word equation for fermentation.</p> <p>Describe how bread, beer, and wine are made. State what food chains and food webs are.</p>





	<p>Describe what food chains and food webs show.</p> <p>Combine food chains to form a food web.</p> <p>State factors that affect the population of a species</p> <p>Explain how toxic materials can accumulate in a food web and effect different populations.</p> <p>Explain the importance of insect pollinators to food supplies.</p> <p>State what is meant by ecosystem, community, habitat, environment, and niche.</p> <p>Describe how different organisms co-exist within an ecosystem.</p> <p>List some resources that plants and animals compete for.</p> <p>Describe the interaction between predator and prey populations.</p>
TERM 3	
REACTIONS	<p>Describe what happens in atoms in a chemical reaction.</p> <p>Describe the characteristics of chemical reactions.</p> <p>Explain why chemical reactions are useful.</p> <p>Compare chemical reactions to physical changes.</p> <p>Identify reactions and products in word equations.</p> <p>Write word equations to represent chemical reactions.</p> <p>Predict products of combustion reactions.</p> <p>Categorise oxidation reactions as useful or not.</p> <p>Identify decomposition reactions from word equations.</p> <p>Use patterns to predict products of decomposition.</p> <p>Explain the conservation of mass in chemical reactions.</p> <p>Calculate the mass of reactants and products.</p> <p>Describe characteristics of exo and endo thermic changes.</p> <p>Classify changes as exo or endo.</p>
LIGHT	<p>Describe what happens when a light ray meets a different medium.</p> <p>State the speed of light.</p> <p>Use ray diagrams of eclipses to describe what is seen by observers in different places.</p> <p>Describe how light is reflected from a mirror.</p> <p>Describe how images are formed in a plane mirror.</p> <p>Use ray diagrams to show how light reflects and forms images.</p> <p>Describe what happens when light enters a medium</p> <p>Use a ray-diagram model to describe how light passes through lenses and transparent materials.</p> <p>Construct a ray diagram to show how light refracts.</p> <p>Name parts of the eye.</p> <p>Use ray diagrams to describe how light passes through the lens in your eye.</p> <p>Describe how lenses may be used to correct vision.</p> <p>State the difference between different colours in terms of frequency.</p> <p>Use the ray model to describe how objects appear in different colours and how light is refracted through a prism.</p> <p>Explain observations where coloured lights are mixed or objects are viewed in different lights.</p>





ACIDS AND ALKALIS	<p>Recall the hazards of acids and alkalis and how to handle them safely.</p> <p>Describe the differences between concentrated and dilute solutions of an acid.</p> <p>Compare the properties of acids and alkalis.</p> <p>Identify acids, alkalis, and neutral solutions on the pH scale.</p> <p>Identify the best indicator to distinguish between solutions of different pH.</p> <p>Use data and observations to determine the pH of a solution.</p> <p>Describe what factors affect the pH of a solution.</p> <p>Name three strong acids and two weak acids</p> <p>Use data and observations to determine the pH of a solution and explain what this shows.</p> <p>State what products are formed in the reaction between an acid and alkali.</p> <p>Explain how neutralisation reactions are used in different situations.</p> <p>Describe a method for making a neutral solution from an acid and an alkali.</p> <p>State what products are formed in the reaction between an acid and a base.</p> <p>Chose the salts that form when acids react with metals or bases.</p>
SPACE	<p>Describe the objects that you can see in the night sky.</p> <p>Describe the structure of the Universe.</p> <p>Explain the choice of units for measuring distances.</p> <p>Describe the model of the Solar System.</p> <p>Explain why we see objects in the Solar System and why they appear to move as they do.</p> <p>State what phenomena the Solar System model can be used to explain.</p> <p>Explain why places on the Earth experience different daylight hours and seasons.</p> <p>Name some phases of the Moon.</p> <p>Describe the appearance of the Moon and planets from diagrams.</p> <p>Explain why you see phases of the Moon.</p>
PROJECT	<p>Students will develop their own investigations to showcase the skills they have built on during the year.</p>
Assessment Overview and Format: For each topic, students will complete. <ul style="list-style-type: none">• Spelling test on keywords• Assessed homework task• Assessed practical task• End of unit Educake quiz.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Educake for quizzes www.educake.co.uk (students have logins) BBC Bitesize https://www.bbc.com/bitesize/subjects/zng4d2p AQA KS3 https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus UK National Curriculum standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf





Key Assessments will assess all content to the date of the assessment.
Key Assessment 1-3 - 60 minutes





Key Stage 3 Social Enterprise Curriculum Year 7

All Social Enterprise units of work are focused on one of the UN's 17 Sustainable Development Goals (SDGs). Lesson content involves learning about the causes of these global issues, and then students collaboratively take action to work towards these goals through the project work included in each unit. Each year group has one lesson per week on the following curriculum:

Term 1 – Topics/ Key Content <i>Sustainability in Action – (Climate Action SDG 13)</i> to understand how and why climate change is happening, and what impact it is having on us across the globe. To work collaboratively to take-action supporting the prevention of this global issue.	Term 1 - Overarching Key Questions How have our individual behaviours negatively impacted global warming? What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?
Term 2 – Topics/ Key Content <i>Green Cities – (Sustainable Cities and Communities SDG 11)</i> to consider the social, economic, and environmental factors that allow us to live in good conditions. To examine ways to live in harmony with nature but still develop health and prosperity. To actively work towards providing solutions for sustainable living.	Term 2 - Overarching Key Questions How can we drive change in cities and communities towards a sustainable way of living? What actions can we take to support the Sustainable Cities SDG and work towards a sustainable future?
Term 3 – Topics/ Key Content <i>Healthy Eating – (Good Health and Wellbeing SDG 3)</i> to consider what we need to be both physically and mentally well. To examine what factors, affect our health and well-being across the globe and to compare the consequences of diverse conditions. To seek solutions for this global issue and work together to take-action in support.	Term 3 - Overarching Key Questions How can your health be affected by your environment and surrounding conditions? What actions can we take to promote the Good Health and Well-being SDG? How can we work together to make a positive change?
Assessment Overview and Format: Students do not work towards grades in this subject area but instead work to meet and exceed four principle areas of value: knowledge, project, service, and extension.	Links for Home Learning/Extension Resources: https://worldslargestlesson.globalgoals.org/ https://www.globalgoals.org/





Key Stage 3 Spanish Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Mi Vida: My life</u></p> <ul style="list-style-type: none">• Getting used to Spanish pronunciation and introducing yourself.• Talking about your personality• Talking about age, brothers, and sisters• Saying when your birthday is.• Using numbers and the alphabet• Physical descriptions• Talking about your pets. <p>Project Zone: Endangered animals /Christmas in Spain.</p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Introduction to pronunciation• Expressing simple opinions• Definite articles• Verb endings in 'I' form• Tener in the present tense• Making sentences using connectives• Reading strategies – using patterns• Adjective forms [singular and plural] <p>Agreements.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Mi tiempo libre: My free time</u></p> <ul style="list-style-type: none">• Saying what you like to do.• Saying what you do in your spare time.• Talking about the weather• Saying what sports, you do• Reading about someone's favourite things. <p>Project Zone: Describe a famous sportsman/sportswoman / Describe a photo.</p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• High-frequency words• The infinitive• Present tense AR verbs• Hacer vs Jugar• Stem changing verbs.• Irregular verbs• Expressing opinions• Making writing more interesting.
<p>Term 3 – Topics/ Key Content</p> <p><u>Mi Insti: My School</u></p> <ul style="list-style-type: none">• Saying what subjects, you study• Expressing opinions about school subjects• Describing your school• Talking about break time• Understanding details about schools <p>Project Zone: The right to education</p>	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Me gusta vs me gustan• We form AR verbs.• Using el/la/los/las• Using plural definite articles unos/unas• Present tense of regular ER and IR verbs• Using sequencers to extend writing





Assessment Overview and Format: There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade. Summative assessment of Listening, Reading, and Writing at the end of each module. Formative assessment of speaking through classwork and participation.	Links for Home Learning/Extension Resources: www.linguascope.com www.languagesonline.org.uk Students are also given a booklet for each topic of study which contains everything they need.
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