



2022-23

Key stage 3

Year 7 Curriculum



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GEMS WELLINGTON ACADEMY AL KHAIL



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Key Stage 3 Arabic A Curriculum Year 7

Term 1 – Topics/ Key Content	Term 2 – Topics/ Key Content
<p>قصة الضحك في آخر الليل أنواع التشبيه استخدام علامات الترقيم نص استماع</p> <p>استجابة أدبية حول القصة</p> <p>كتابة نص تفسيري حول موضوع محدد (قصيدة شعرية) (قوة العلم</p> <p>المفعول له نص استماع اعراب المثني وجمع المذكر السالم والأسماء الخمسة استجابة أدبية حول القصة : نص معلوماتي " أسواق شعبية من العالم "</p> <p>كتابة نص سردي وصفي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية المطالعة والأدب التحدث الكتابة الإبداعية</p>	<p>كيف وظف الكاتب أسلوب السرد والوصف لتأزيم الحبكة من النص القصصي؟ ما المقصود بالمفرقة في نهاية القصة؟ ما دور عنصر المفاجأة في تطور أحداث القصة؟ ما خصائص الأسلوب الذي اتبعه الكاتب كي يجعل القصة نابضة بالحياة ما دور تسلسل أحداث القصة في فهم المغزى العام منها؟ ما أهمية الاستجابة الأدبية في تثبيت الأفكار الرئيسية من الرئيسة؟ ما السمات الفنية للشعر العمودي؟ ما دور النصوص الشعرية في إبراز قيمة العلم وأهميته؟ ما نوع الأساليب اللغوية التي يستخدمها الشعراء لإيصال أفكارهم؟ ما دور استخدام اللغة المجازية في تعميق وإثراء النص السردي؟</p> <p>ما دور الفكرة التي اعتمدها الكاتب لإبراز الغرض من هذه القصة؟ ما المقصود بالاسترجاع الزمني في البناء القصصي؟ كيف تأزمت العقدة في القصة؟ وما الحل الذي آلت إليه؟ كيف أنسب المعلومات إلى مصادرها المختلفة في النصوص الإقناعية؟ في كتابة النص الإقناعي ما المعايير الأساسية كيف أوظف الجمل الخبرية والإنشائية في الأنواع الكتابية المختلفة؟</p>
<p>Term 2 – Topics/ Key Content</p> <p>(القصة القصيرة) (الرهان) مراجعة أنواع التشبيه نص استماع (الرهان) التحدث حول موضوع متلق بالقصة كتابة نص إقناعي (نص معلوماتي) (أسواق شعبية من العالم)</p> <p>الأسلوب الإنشائي والأسلوب الخبري في الكتابة الإبداعية العدد والمعدود نص استماع تحدث (نص وصفي سردي) (نص حر) :اختبار في مهارات اللغة العربية الآتية الفهم والاستيعاب (نص مقروء داخلي +نص خارجي) النحو والإملاء الكتابة الإبداعية</p>	



<p>التحدث الاستماع</p>	
<p>Term 3 – Topics/ Key Content (قصة قلب أمي) مراجعة (أركان التشبيه بالبلغ) (مراجعة نص استماع تحدث كتابة نص تفسيري مراجعة إعراب المثني وجمع المذكر السالم (الهمزة المتوسطة) (مراجعة مراجعة عامة في أنواع التشبيه والعبارات المجازية نص استماع تحدث حول موضوع اجتماعي متعلق بالقصة (قلب أمي) (كتابة إبداعية) (نص حر -وصفي سردي (تعرف عن الصحراء) (نص معلوماتي مراجعة في أنواع التشبيه نص استماع كتابة نص سردي وصفي اختبارات نهاية الفصل الدراسي الثالث في: المهارات الآتية: الفهم والاستيعاب (نصوص داخلية +نص خارجي) الإملاء والنحو والبلاغة الكتابة الإبداعية الاستماع التحدث.</p>	<p>ما أنواع النهايات في الأعمال القصصية المختلفة؟ ما القيمة التي استنتجتها من خلال دراستك للنص القصصي؟ ما علاقة عنوان القصة بمضمونها؟ ما الدور البلاغي الذي يؤديه التشبيه في إيصال الرسالة العامة للنص الأدبي؟ ما نوع الأساليب اللغوية التي تستخدمها لوصف مكان أو شخصية معينة؟ كيف تقوم النصوص المعلوماتية بزيادة المخزون اللغوي والمعلوماتي حول الأماكن المختلفة؟ ما الطريقة المثلى لتحليل نص معلوماتي يتمحور حول المكان؟ ما هي معايير الاستماع الناجح؟</p>
<p>Assessment Overview and Format:</p> <ul style="list-style-type: none">• End of Chapter assessment. (x1)• End of Term assessment including all topics taught. (x3)	<p>Links for Home Learning/Extension Resources:</p> <p>Go4school weekly assigned homework.</p>



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, feeling, 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?<ul style="list-style-type: none">• How to write a questionnaire about my travel and my friend’s travel to a country?• How to write a report based on the questionnaire about traveling?• What is the weather in each season?• How do I feel in each season and why?<ul style="list-style-type: none">• What I should wear in each season and why?• What is My favourite season and why?• 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 Environment with reasons	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are my activities on my holiday?• What is my dream adventure?• What do I need and what do I do on my adventure?• How do I express my admiration for my adventure?• What are the elements of an advertisement?<ul style="list-style-type: none">• How to write an advertisement for horizon week?• What are the elements of a formal letter?• 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 a student leader?• What are the responsibilities of a student’s leaders?• What are the steps of the students’ council election (before- during -after)• How do we prepare the election presentation?



	<ul style="list-style-type: none">• How to present the election presentation to the school committee?
Assessment Overview and Format: <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 photcards and role-plays.	Links for Home Learning/Extension Resources:



Key Stage 3 Art and Design Curriculum Year 7

<p>Term 1 to 2 (until the Easter break)– Topics/Key Content</p> <p>Cells</p> <p>The ‘Cells’ project is a cross-curricular project with science. The aims of this project are to develop students’ 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">• <i>observational drawing</i>• <i>digital art</i>• <i>collage</i>• <i>textiles</i> <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, developing their literacy and analytical skills.</p> <p>Students will be developing the HPL (High-Performance Learning) attributes by linking, creating, and analyzing.</p>	<p>Term 1 - Overarching Key Questions</p> <p>What connections can you make between Science and Art?</p> <p>How will you use your developmental studies to develop an outcome?</p> <p>How will using different mediums help you visually illustrate how science and art connect?</p>
<p>Term 2 (after the Easter break until the end of Term 3) –</p> <p>Topics/ Key Content:</p> <p>Islamic Art</p> <p>One aim and purpose of this project is to develop students’ awareness of Art from 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</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>techniques including painting, oil pastel's and artworks from recycled materials.</p> <p>In addition to this, students will also understand the connection between Math's and Art.</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, developing their literacy and analytical skills.</p>	
<p>Assessment Overview and Format:</p> <p>Students will be marked on 4 assessment objectives:</p> <p>Research Observations Developments Final Outcomes</p> <p>The aim of this is to get students confident with how work is assessed at Key Stage 4 and Key Stage, 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>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in the lesson, used as retrieval exercises, as this helps students prepare for the style of homework if the subject is taken at GCSE. On occasion, this can be related to research for a topic, analysis of a design workpiece, or a skill-building exercise.</p>



Key Stage 3 Computing Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Using computers safely, effectively, and responsibly</p> <p>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.</p>	<p>Why is safety so important when using computers and social media?</p> <p>How dangerous is fake news?</p> <p>Is file management the key to an efficient organisation?</p> <p>What is the WWW?</p> <p>How did emailing become a thing?</p>
<p>Understanding computers</p> <p>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 more in-depth at how storage devices store or represent data using binary patterns.</p>	<p>What are the main components of a computer?</p> <p>How important is binary within computers?</p> <p>Is binary a language that we can understand?</p> <p>How does storage really work?</p> <p>Will the advancement and development of technology ever stop?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>Games programming from scratch</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>What is block coding and where can it take me?</p> <p>How are variables so simple, yet play such a big role in programming?</p> <p>Can one wrong character really break my entire program?</p> <p>What is the need for iteration, computational thinking, etc.? Can I relate this to real life?</p> <p>Do I use decomposition in real life without even realizing?</p> <p>Creating a program is easier when decomposed right?</p>



Introduction to graphics This is an introduction to graphics and graphic file types. The unit explores how bitmap and vector images are represented and stored by the computer. There is also an opportunity for pupils to practice skills in design, photo editing, and image manipulation using layers to create a movie poster using a suitable graphics package such as Photoshop.	Term 3 - Overarching Key Questions How big is the photo manipulation industry? Has photo manipulation been right under our noses this entire time? Does the file format even matter?
Term 3 – Topics/ Key Content Spreadsheet Modelling 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.	Term 3 - Overarching Key Questions How can an excel spreadsheet be so useful to everyday life? Is excel just one big, advanced calculator? What are the pros and cons of primary & secondary data, and how does excel help visualize this?
Introduction to Python This is an introduction to Python, a powerful but easy-to-use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. Pupils will look at If statements and While loops whilst covering concepts such as validation and searching. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.	Is a program complicated to create? Can one incorrect character disable an entire program? Why have I always thought python is complicated? Do I subconsciously incorporate algorithmic thinking in my everyday life?
Assessment Overview and Format Each unit contributes an equal weighting towards the final grade (6 units).	Links for Home Learning/Extension Resources A large library of resources is available in the TEAM section whereby students will have access to all



Students are formally assessed in an end of topic assessment after the completion of each unit, throughout the year. Alongside this, students are assessed on mini projects, key word assessments and flipped learning during class.

their worksheets, assessments and quizzes to revise from.

E-Safety

<https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1>

Programming

<https://studio.code.org/hoc/1>

Spreadsheet modelling

<https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1>



Key Stage 3 Design Technology Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><i>Product Design – Picture Frame</i></p> <p>During this term, students will be challenged to design and make a picture frame, which will be made from timber and plastic. Students will be introduced to workshop safety and will be taught how to use the equipment and tools correctly. Students will undertake research and understand how to utilize that in the generation of their designs. Students will also learn how to use CAD/CAM in the manufacture of their products. Once they have made their personal picture frames they will test and evaluate their work.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How does having an inquiring mind benefit the research process? (Agile)</p> <p>What methods can you use to showcase fluent thinking and originality in your designs? (Creating)</p> <p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy? (Realising)</p>
<p>Term 2 – Topics/ Key Content</p> <p><i>Food Preparation and Nutrition – Healthy Eating</i></p> <p>Students will be introduced to the Eatwell guide and know what a healthy diet looks like and why nutrients are important for our health. They will also understand the health and safety rules within the kitchen and will be taught how to use a knife and other equipment correctly and safely. They will work in groups to prepare and cook a selection of dishes, understanding how the dishes can be adapted to suit different dietary requirements, as well as the overall aesthetics of the dish. Students will also consider sensory analysis and evaluation of foods and the dishes they cook.</p>	<p>Term 2 - Overarching Key Questions</p> <p>Can you explain what the Eatwell guide is and make connections to your own diet and experience? (Linking)</p> <p>Why is hygiene and precision important in the food room? (Analysing)</p> <p>Are you confident taking risks and adapting recipes, taking into consideration the taste and function of ingredients? (Empathetic, Agile)</p>
<p>Term 3 – Topics/ Key Content</p> <p><i>Textiles – Bookmark</i></p> <p>During this term, students will make a fabric bookmark. The bookmark will be made using a variety of hand stitches and will include different textile skills</p>	<p>Term 3 - Overarching Key Questions</p> <p>How will you use what you learned during the product design project to support you during this project? (Meta-thinking, Linking)</p> <p>Why is it important to be flexible and bend the rules when generating designs?</p>



<p>such as appliqué and decorative processes like button application. Students will understand how to use tools and equipment correctly and safely in the manufacture of their bookmarks. Students will follow the design process during this project, considering their target market in their research and creating a range of design ideas. Once they have manufactured their personal bookmark they will test and evaluate their work.</p>	<p>(Creating)</p> <p>Why should you practice textiles skills before making your final product? (Hard working)</p>
<p>Assessment Overview and Format:</p> <p>In Design & Technology we assess using the same format as in GCSE, students are assessed on the following:</p> <ul style="list-style-type: none">• Research skills• Design and Development skills• Practical <p>Students will also participate in a baseline assessment and an end-of-year assessment, these will test students' knowledge across all three-subject areas.</p> <p>They will be numerically graded from 1-9</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in the lesson, used as retrieval exercises, as this helps students prepare for the style of homework if the subject is taken at GCSE. On occasion, this can be related to research for a topic, analysis of a design workpiece, or a skill-building exercise.</p>



Key Stage 3 Drama Curriculum - Year 7

<p>Term 1 – Topics/ Key Content</p> <p>Improvisation and Drama Techniques</p> <p>This introductory unit to drama will equip students with a solid foundation of skills and techniques that they will need to create and perform high-quality pieces of theatre.</p> <p>They will gain an understanding of how to communicate effectively with their audience and create a range of performances from a variety of stimuli.</p> <p>Exploration of a set text ‘Hoodie’</p> <p>Students will explore the contemporary text ‘Hoodie’. They will build upon the skills developed in the first half of the term with the addition of acting and directing from a script.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How do we differentiate between a technique and a skill?</p> <p>Drama is a form of storytelling, why is effective storytelling important?</p> <p>Why does changing the form of a piece of drama make it more engaging for an audience?</p> <p>What are the key themes within the play Hoodie? How do they relate to you?</p> <p>How does the language help to create tension? What vocal skills can we manipulate to further add to the tension created?</p> <p>Would you stay in the clump or would you stand alone and why?</p> <p>In what way should the clump move? What does this type of movement symbolise?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Comedy</p> <p>This unit of work explores the different strands of the comedy Genre. Students will learn about physical comedy, and stand-up comedy, write, devise, direct and perform their own comedy pieces that must adhere to the rules of the genre.</p> <p>Melodrama</p> <p>Students will discover the Victorian style of theatre known as Melodrama. They will gain an understanding of the conventions such as stock characters, exaggeration, and music. Students will also begin to experiment with how costume can further</p>	<p>Term 2 - Overarching Key Questions</p> <p>Should comedy have rules?</p> <p>Who is your favourite comedian or comedy actor/actress? Can you explain what makes them successful?</p> <p>How does a change in pace and dynamic make a difference to the extract?</p> <p>Is 19th Century theatre relevant today?</p> <p>Where else do we see stock characters in contemporary plays/movies?</p> <p>What is the point in stock characters if we already know what the character does?</p> <p>How can technical and design elements make your</p>



<p>communicate meaning to an audience.</p> <p>They will create their own Melodrama script which they must learn in preparation for their assessment.</p>	<p>performance more engaging?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Devising</p> <p>Students will Devise from a range of stimuli and gain an understanding of different styles and forms of theatre.</p> <p>They must make use of the skills they have learned throughout the academic year so far to be successful in this unit of work.</p> <p>Students will analyse various types of stimuli such as images, music, and poetry as a starting point for their devising projects.</p> <p>Shakespeare; Hamlet</p> <p>Students will study the Shakespearian play <i>Hamlet</i>; they will gain an understanding of the plot, characters, and relationships within the play. They will also perform extracts from the play, showing their understanding of the language.</p>	<p>Term 3 - Overarching Key Questions</p> <p>What is the point of your performance? Does it have a purpose and how are you communicating that to the audience?</p> <p>Are Shakespeare’s plays still relevant to us today? Shakespeare can be hard to understand; what drama skills will help communicate meaning to our audience?</p>
<p>Assessment Overview and Format:</p> <p>Drama is assessed in three key areas; creating, performing, and responding. Toward the end of each unit of work, students will be assessed on the learning of that unit.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be set an extended piece of homework/research to complete throughout the academic year. In addition to this, they should try to expose themselves to as much theatre as possible whether that be live or recorded.</p>



Students will be made aware of which assessment objectives they are being looked at ahead of the assessment.

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>



Key Stage 3 English Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p data-bbox="209 309 678 705">Literature through Time</p> <p data-bbox="209 716 678 1048">Introduction to Shakespeare</p>	<p data-bbox="684 309 1394 705">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? How can I effectively compare characters? Can I read and analyse a complex speech?</p> <p data-bbox="684 716 1394 1048">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 data-bbox="209 1059 678 1563">Term 2 – Topics/ Key Content</p> <p data-bbox="209 1126 678 1563">Novel Study</p>	<p data-bbox="684 1059 1394 1563">Term 2 - Overarching Key Questions</p> <p data-bbox="684 1126 1394 1563">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 data-bbox="684 1261 1394 1563">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 data-bbox="209 1574 678 1960">Term 3 – Topics/ Key Content</p> <p data-bbox="209 1641 678 1960">Gothic</p>	<p data-bbox="684 1574 1394 1960">Term 3 - Overarching Key Questions</p> <p data-bbox="684 1641 1394 1960">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? How can I create an effective piece of Gothic writing?</p>



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 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• Reading for gist
<p>Term 3 – Topics/ Key Content</p> <p><u>Mes passetemps- 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• Expressing opinions on what you like doing	<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• Possessive adjectives : son, sa, ses



<ul style="list-style-type: none">• Describing what other people do. <p>Project Zone: Extreme Sports.</p>	
<p>Assessment Overview and Format:</p> <p>There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade.</p> <p>Summative assessment of Listening, Reading, and Writing at the end of each module.</p> <p>Formative assessment of speaking through classwork and participation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p> <p>Students are also given a booklet for each topic of study which contains everything they need.</p>



Key Stage 3 Geography Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Mapping the world</u></p> <p>This unit will introduce students to geography. Students will be to 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>Key Questions:</p> <p>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?</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:</p> <p>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:</p> <p>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	<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?
<p>Assessment Overview and Format:</p> <p>Students will be assessed through a variety of classwork and home-learning activities. Final assessments during the Key assessments will include extended</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Due to the number of books available for this subject, we will not be working from one textbook or only from the textbook.</p>



writing, problem-solving, map drawing, and investigation. These will be marked as per the whole school KS3 assessment policy.

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



Key Stage 3 History Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>History Skills</u></p> <p><u>The Norman Conquest</u></p>	<p>Term 1 - Overarching Key Questions</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'? • Who should be King?• What is 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><u>The Middle Ages/Medieval times</u></p> <p>-Medieval life</p> <p>-Black Death</p>	<p>Term 2 - Overarching Key Questions</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? • 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>-Henry VIII</p> <p>-Edward VI</p> <p>-'Bloody' Mary</p> <p>-Elizabeth</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Who were the Tudors?• 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>Links for Home Learning/Extension Resources:</p>



3 Key Assessments across the Year.

Essays/assessments on topics throughout the year on The Battle of Hastings, William controlling the English, Thomas Becket, and 'Bloody' Mary.

Students will have access to lessons on TEAMS, they will be able to use textbooks to support their learning and these links are also useful:

<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>



Key Stage 3 Islamic Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none">• The Right Way (Surat Al Mulk 1-14)• The rules of silent Noon and tanween• Recommendation by the Prophet (PBUH)• Noble Hadith• Obligatory, Voluntary, and disliked elements of Prayer• Life in Madinah after migration• Few Signs of the Hour• The battle of Badr	<ul style="list-style-type: none">• How does Surah Al Mulk protect us from the punishment of the grave?• Why didn't Allah make us aware of the exact time of the Day of Judgement?• How would you apply the recommendations of Prophet PBUH mentioned in Hadith to real-life situations?• 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 Prophet's PBUH migration to Madinah help Islam grow and spread in Arabia?• What lesson do 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?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• The True Book Surat As-Sajdah 1-12• Mosque Manners• The Believer: Between Gratitude and Patience• Prostration of forgetfulness	<ul style="list-style-type: none">• How would you prove that Quran was not invented by the Prophet Muhammad PBUH?• What is the reason behind creating heaven and earth in 6 days?• 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 would you console someone who loses his relative in a car accident?• What should be the attitude of a believer in prosperity and adversity?• Do bad things happen to us because of our mistakes or is it just a test?• 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?• How would you differentiate between minor and major signs of the Day of Judgement?



	<ul style="list-style-type: none">• What would you do to succeed on the Day of Judgement?
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• The Power of Allah, Glory be to Him• Voluntary Fasting• The Battle of Uhud• My Environment is a Trust	Term 3 – Overarching Key Questions <ul style="list-style-type: none">• Why are the example of birds used to describe trust in Allah?• What is the difference between obligatory and voluntary fasting?• How would you compare the battle of Badr and Uhud.• What could be the reason behind Muslims’ defeat in the battle of Uhud?• How can I contribute to the well-being of the environment?• What strategies would you suggest to protect the environment?
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: 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



Key Stage 3 Mathematics Curriculum Year 7

Term 1 to February half term– Topics/ Key Content

Unit 1: Number Calculator skills, Factors, multiples and primes, HCF LCM, Positive and negative numbers, Squares and square roots, Powers, roots, and indices, BIDMAS

Unit 2: Algebra Simplifying algebraic expressions, expanding single brackets, Factorising single brackets, Substitution

Unit 3: Statistics Averages and range, Averages from a frequency table, Averages and range (problem-solving), Two-way tables, Analysing and drawing basic graphs

Unit 4: Number Working with fractions, working with mixed numbers, multiplying by a fraction, dividing by a fraction, Adding and subtracting fractions

Term 2 February half term onwards – Topics/ Key Content

Unit 5: Algebra Solving one/two/three step equations, solving equations with unknowns on both sides, Solving equations with brackets

Unit 6: Geometry Working with angles, Geometry notation, Triangles, Quadrilaterals, and Angles in parallel lines

Unit 7: Number Decimals, fractions, and percentages, Ordering FDP, Calculating percentages

Unit 8: Geometry Perimeter, Area, Area and circumference of circles, Nets

Term 3 – Topics/ Key Content

Unit 9: Number Ratio Writing ratios, sharing in a given ratio, Using the unitary method, Proportion, Proportional reasoning

Unit 10: Algebra Sequences, the n th term, Pattern sequences, Coordinates, and line segments, Plotting linear graphs

Unit 11: Statistics Comparing and calculating probabilities, More probability calculations

Unit 12: Geometry Congruency and enlargements, Reflection, Rotation, Translations, and combined transformations, Describing transformations

Assessment Overview and

Format:

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

Links for Home Learning/Extension Resources:

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

Fun Mathematics:

Brilliant.org

<https://www.3blue1brown.com>

<https://www.numberphile.com>

<https://www.vsauce.com>



	Year 7	
Baseline		
Term 1	9 th Nov	
Team 2	1 st Mar	
End of Year	Jun 14 th	

Assessment data will be calculated using the most recent assessment, and (where available) previous exam data will also be considered.



Key Stage 3 Moral, Cultural and social studies Curriculum Year 7

Term 1 – Topics/ Key Content <u>Empathy and Assuming Responsibility</u>	Term 1 - Overarching Key Questions
<ul style="list-style-type: none">• 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 Helping Others	<ul style="list-style-type: none">-What does respect mean and how can we show respect to others?- How can I help others with self-esteem?
<u>Mental Health</u> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">-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?
<u>Assessment Overview and Format:</u> <ul style="list-style-type: none">• Students will have summative assessment throughout the year. This may be in the form of keyword tests or short essay style questions	<u>Links for Home Learning/Extension Resources:</u> <p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their booklets and class resources.</p>



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 the 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 assessment 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 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 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
- Right and Responsibilities

The UAE

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

Assessment Overview and Format

Students will have summative assessment 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 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 Students’ 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 the 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 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 Form is explored as a type of recurring musical structure with</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 length 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?• 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>students adding pentatonic improvisations as “Episodes” between a whole-class “A” section.</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Sonority City</p> <p>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 which belong to each section of a modern symphony orchestra.</p> <p>Folk Music</p> <p>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 Folks 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 Band 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 student’s art and music work.• Research the views of various art works 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 <i>e.g. on Remembrance Day.</i>• 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.	
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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 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</p> <p>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-exists 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>



	Classify changes as exo or endo
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 and 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 particular 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	Students will develop their own investigations to showcase the skills they have built on during the year.
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. Key Assessments will assess all content to the date of the assessment. Key Assessment 1-3 - 60 minutes	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 Stage 3 Social Enterprise Curriculum Year 7

<p>Term 1_– Topics/ Key Content</p> <p>Sustainability in Action – 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.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How have our individual behaviours negatively impacted global warming?</p> <p>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?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Healthy Eating – 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.</p>	<p>Term 2 - Overarching Key Questions</p> <p>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?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Green Cities – 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.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can we drive change in cities and communities toward a sustainable way of living? What actions can we take to support the Sustainable Cities SDG and work towards a sustainable future?</p>
<p>Assessment Overview and Format:</p> <p>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.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://worldslargestlesson.globalgoals.org/</p> <p>https://www.globalgoals.org/</p>



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] Agreements.
<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
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>



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.

www.linguascope.com

www.languagesonline.org.uk

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