



**2022 – 2023**

## **Curriculum Overview Year 7**





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## Introduction

This booklet is designed to give you and your child an overview of what they will be learning over the coming year in each subject they are studying.

Each subject page looks at what will be studied and why, along with what content will be covered over the coming three terms and what impact this will have on the progress and development of each student's knowledge and understanding.

We very much hope you will gain a love for learning from this curriculum content and develop the skills and foundation ready for when you move on to GCSES.

Best wishes.

Miss K Hayward  
Executive Principal

**Subject: English**

**Year Group: 7**

**Intent:**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- use the skills of inference, comprehension, analysis, summarising and explaining to demonstrate and explore new learning.
- explore a variety of texts that encourage learning of cultures, society and British values to learn and debate morals, viewpoints and opinions.

Teachers adapt lessons accordingly to ensure all students are appropriately challenged and students with educational needs are supported to enable them to make progress and learn the same skills on the learning journey in preparation for success at GCSE. Teachers work closely with the SEN department and through research to ensure a variety of resources and teaching styles are used to have the most effective impact on challenge and supported learning.

The curriculum is carefully planned to ensure progression of challenge through text choices and assessment to demonstrate skill. All teaching is leading a range of skills towards the assessment objectives for GCSE as well as life and communication skills needed for the future.

**Implementation:**

The KS3 curriculum is separated distinctly into Literature and Language skills in preparation for GCSE to highlight the importance of each GCSE separately as well as the assessment objectives that join them together.

The Literature component consists of:

Adventure fiction – Holes which covers the skills of reading for comprehension, analysis, new vocabulary, using inference, selecting and retrieving evidence, synthesising skills to write detailed responses, exploring the effect of structural and language techniques, expressing own ideas, speaking confidently and effectively, and writing a range of different transactional pieces.

Poetry collections - is studied to explore a variety of different cultures and viewpoints. The skills taught include reading for understanding and interpretations, linking meaning to vocabulary and techniques, exploring structure, writing for a range of audiences, explaining personal opinion, using evidence, summarising ideas, and using persuasive writing and the rhetoric.

Shakespeare – A Midsummer Night’s Dream is studied as an introduction to Shakespeare’s language plus plot, character and storylines. Skills learnt are new vocabulary, inference and evidence, audience, context and language techniques.

The Language component consists of:

Creative writing – Adventure fiction compliments learning ‘Holes’ so that there is a focus on writing skills at the same time as reading a model text. Skills taught include planning and organising ideas, redrafting, using literary and rhetorical devices for effect, using SPAG for effect and writing for a wide range of purpose and audiences.

Non-fiction transactional writing – to prepare students for the writing section of the English Language GCSE. Skills taught include Writing to argue, persuade, inform, explain, use presentational devices and explore examples of magazine or newspaper pieces on a wide range of topics to broaden knowledge and understanding.

Non – fiction autobiography unit -a range of autobiographical texts are explored including Boy – Roald Dahl, The Moon’s a Balloon – Daniel Nevin, Twin Ambitions – Mo Farah. Skills taught include New Vocabulary, Inference and Evidence, Purpose Audience Context, Language techniques and Critical Comparisons with explained written responses.

The curriculum is ambitious and varied so that students are exposed a range of literature and styles of writing. The texts and extracts are cover a range of eras and authors to prepare students for a range of context and cultural views. Resources are designed and created by the department where collaboration and sharing good practise means that the quality is high and varied. Staff take part in exam board standardisation and training to ensure the most up to date methods and resources are utilised. Each English lesson begins with 10minutes reading to emphasise the importance it holds. Reading is modelled in lessons and shared by students with vocabulary and meaning supported to ensure high levels of understanding.

Teaching regularly revisits and revises skills so that new learning can build on prior knowledge that is learnt, remembered and applied at the ability of each student. Staff know reading and spelling ages from the very start of Year 7 so that reading, writing, literacy, grammar, punctuation and spoken language skills are always pitched accurately to guide and develop learners to become confident whilst making progress.

### **Impact:**

Students take pride in their work and their assessments demonstrate learning, revision and progress as they build on prior learning. Student work demonstrates confidence and learning as the curriculum is taught and becomes more challenging.

Students leave to succeed in a range of academic destinations including sixth form, college, Universities and apprenticeships.

## Subject: Science

## Year Group: 7

### Intent:

Science education provides the foundation for understanding the world through the specific disciplines of biology, chemistry and physics. Science is vital to the world's future prosperity, and all students should be taught to engage with the pursuit of scientific growth in the world around them, through aspects of knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

All students are encouraged to take part in learning in the classroom, whether that is in a theory lesson or a practical lesson. Students will be shown how to complete practicals safely and use the equipment in a way that enables them to achieve valid results, and they are offered support with any aspects of the curriculum that they are unsure of. This foundational knowledge of completing practical work will allow students to build upon their understanding as they progress through their school life. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse cause and effect.

### Implementation:

In Year 7 the science course is split into 10 different topics. Students are taught by two teachers and the topics are split so that one teacher covers the biology topics, and one teacher covers the chemistry topics. The physics topics are split between the two teachers, to underpin the maths skills that are important within all 3 science subjects.

#### Teacher 1 Pathway

##### Matter

The Year 7 journey starts with Matter as it underpins the whole of the Science curriculum. It also gives students a chance to cover many different scientific skills in context, for example safety in a scientific laboratory.

##### Reactions

Following on from matter is the reactions topic. Students are introduced to different ways that chemicals react and are given a foundational understanding in the basics of interactions between chemicals.

##### Earth

The Earth topic contains lessons about the structure of the Earth and leads into how the Earth fits within our solar system. Students usually find the solar system part of this topic fascinating, and this is covered in the winter months so that students have an opportunity to look up and say 'wow!' on a clear night.

##### Electromagnets

Students learn the basics of circuits and how electrical components work together. Students are taught about the differences between series and parallel circuits and are given the opportunities to construct different circuits to demonstrate their understanding.

## Forces

Most students would have covered forces in primary school, so this is an important topic to teach in Year 7 to address misconceptions and ensure all students have the same base from which to progress. It also gives a good opportunity to include plenty of scientific numeracy.

## **Teacher 2 Pathway**

### Organisms

Students are taught about skeletal and muscular systems in the body and how the body's systems work together to allow people to function on a day-to-day basis. The rest of the topic focuses on cells. Knowledge of cells is fundamental to all aspects of biology, and this links logically to matter and behaviour of particles, which is taught at the same point in the year.

### Energy

Energy is one of the core concepts within physics and applies to all of the other topics throughout KS3. Students cover the different energy stores, and how energy can be transferred from one type to another. Students are also taught how electricity is generated, and how humans have a responsibility to use energy in a way that limits impacts on the environment.

### Genes

The genes topic looks at how individuals show variation between each other and why variation is important for a species. The topic then goes on to look at human reproduction. Students will learn the basic anatomy of the male and female reproductive systems, the interaction of hormones in the menstrual cycle, and how a foetus develops during pregnancy.

### Waves

In year 7 students look at the basic of sound and hearing. They cover how sound works as a wave, how we can transmit sound across distances, and how we hear. This introduces students to the basics of waves, which is built upon in year 8.

### Ecosystems

The ecosystems topic covers how the environment is in balance. Food webs, pollination, predator prey cycles and how toxins build up in the environment all show the importance of the environment being in balance, which is built on in later years to show what happens when humans upset that balance.

## **Impact:**

Progress will be monitored through regular testing.

Students will sit a baseline assessment at the start of the year. This will give teachers an indication of the starting point for each student in terms of their understanding of scientific method. Students are not assessed on their fact recall at this stage of the year.

There will be end of topic assessments for each topic which are based around short answer questions to assess the students understanding of the topics taught. Each topic is focussed around one "big question", and the end of topic assessments test the students understanding of this big question.

Cumulative assessments based on all work covered to date will occur once per term, in line with assessment and reporting policy.

After every assessment students will be encouraged to reflect and evaluate their work to date and set their own targets for improvement.

## Subject: Mathematics

## Year Group: 7

### Intent:

- To provide a correct scope and sequence that a broad content covered under the curriculum is fully coherent and balanced, enabling students of different abilities and backgrounds to:
  - ❖ develop fluent knowledge, skills and understanding of mathematical methods and concepts
  - ❖ acquire, select and apply mathematical techniques to solve problems
  - ❖ reason mathematically, make deductions and inferences, and draw conclusions
  - ❖ comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- To provide a basis for schools and colleges to be held accountable for the performance of all their students.
- To provide a strong foundation for students joining the school from different setting and with different experiences. To prepare students for their GCSE which we begin in Year 9, further academic study, vocational study and for employment. To give students the appropriate mathematical skills, knowledge and understanding to help them progress through their GCSE's and beyond to a full range of courses in further and higher education. This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial. As well as provide students the knowledge and skills they need as they grow into young adults.

### Implementation:

- At KS3 students are set in ability groups, there are 3 tiers within the scheme of work providing a differentiated structure so that all levels of ability can access the new curriculum.
  - ❖ Providing stretch to different ability students preparing them for the rigors of the higher and foundation GCSE and beyond. Whilst also preparing and supporting learners in building their confidence in using mathematical techniques, problem solving and reasoning.
  - ❖ Assessments are done at the end of each unit of work and termly to get students used to consolidating their knowledge and solving problems individually. This also allows movement between groups to support the students in their progress
- SOW strongly embedded– CL carries quality assurance of the SOW and the curriculum to ensure the coherence, a well-balanced and broad Maths education under a very coherent curriculum. Regular department collaboration in curriculum design to continually adapt and evolve to the needs of the students involving ML, CL, SLT, teachers. Students complete the following units in Year 7.
  - ❖ Pi –
    - Unit 1 Analysing and Displaying Data
    - Unit 2 Calculation Methods
    - Unit 3 Expressions, Functions and Formulae
    - Unit 4 Graphs
    - Unit 5 Factors and Multiples
    - Unit 6 Decimals and Measures

Unit 7 Angles and Lines  
Unit 8 Measuring and Shapes  
Unit 9 Fractions, Decimals and Percentages  
Unit 10 Transformations

❖ Theta –  
Unit 1 Analysing and Displaying Data  
Unit 2 Number Skills  
Unit 3 Expressions, Functions and Formulae  
Unit 4 Decimals and Measures  
Unit 5 Fractions  
Unit 6 Probability  
Unit 7 Ratio and Proportion  
Unit 8 Lines and Angles  
Unit 9 Sequences and Graphs  
Unit 10 Transformations

❖ Delta –  
Unit 1 Analysing and Displaying Data  
Unit 2 Number Skills  
Unit 3 Equations, Functions and Formulae  
Unit 4 Fractions  
Unit 5 Angles and Shapes  
Unit 6 Decimals  
Unit 7 Equations  
Unit 8 Multiplicative Reasoning  
Unit 9 Perimeter, Area and Volume  
Unit 10 Sequences and Graphs

- Department subscriptions to ActiveLearn, Mathsbox and other resource websites available for teachers, allowing access to high quality new specification resources and tools to help improving learning.
  - ❖ Resources available allow teachers sharing lesson planning to ensure high quality lessons planned across the department and consistency of its delivery across all key stages. CL provides quality assurance to ensure the coherence.
- Sparx subscription available for both teachers and students, allowing both accessing high quality new specification resources and tools to help improving learning (used for homework and independent study).
  - ❖ Sparx provides differentiated homework for each student related to what they are learning in class, allowing them to them progress at their own pace and level. Students consolidate their learning with the Compulsory Task and then extend themselves with the XP Boost and Target sections.
  - ❖ Students can access explanatory videos to help them tackle tricky questions, showing how to plan, solve and display an answer (used for homework and independent study). They can also flag a question after a couple of attempts to make their teacher aware they are struggling.
  - ❖ Teachers receive accurate reports and evidence of learning against lesson learning objectives, and then feedback to groups or individual student. And as the student's progress is tracked over time, further reports can be generated and shared with colleagues or parents. Teachers are also provided with weekly Insights to allow them to provide feedback and support students with support in lesson so they can complete their homework.

- Students in set 1 entered for the Junior Maths Challenge to expose them to more difficult questions to stretch students' learning and problem-solving capabilities. These students are given a starter each week from previous Maths Challenges to constantly keep stretching and challenging their thinking in preparation for the Maths Challenge and beyond.

### **Impact:**

- By the end KS3 students will be familiar with key mathematical skills that they will need to be successful at GCSE and beyond.
  - ❖ Students will begin to be able to problem solve through a variety of methods to come up with solutions and be able to reason their answers.
  - ❖ Students will develop a deeper understanding of the links between topics and not see them as individual entities. This will be done throughout the year as units will refer to topics taught previously to recap and develop their understanding between the links in Mathematical content. Through this and students being given the opportunity to reflect on their progress and review where area of weaknesses may be.
  - ❖ Students will become more skilled Mathematicians able to identify areas they need to work on in KS4.

**Subject: History**

**Year Group: 7**

**Intent:**

To provide all year 7 students with a love of learning through the study of a series of topics using written and source enquiry skills. This has a focus on England's development as a conquered nation; the establishment of society and our place within this. The role and the impact of the individual and the rights and responsibilities that we have as global citizens.

**Implementation:**

Investigation into the Norman Conquest and claims to the throne. Power struggles between the Crown, Church and the people, through the study of the death of Thomas Beckett, impact of the Reformation and the Gunpowder Plot. The establishment of structures within society based around feudal and semi-feudal society. Examination of the impact of individuals on the nation's development including our legal structure through the investigation of King John and the Magna Carta and Charles I and the Civil War. England's relations with other nations, position as a world power and impact on other societies through research into England's role in exploration, the expansion of control in the world and the impact on the Slave Trade.

Students will develop understanding of key words and concepts to develop literacy skills. Assessments will be conducted at intervals to reflect the assessment objectives outlined for the course. Appropriate support provided to enable all students to make progress.

**Impact:**

Students demonstrate an enthusiasm for History and key historical skills of cause and consequence. They can recall the role of individuals and events on the development of English society. They have an increasing awareness of the origins of their rights and responsibilities and the global impact that events in History play.

**Subject: Geography**

**Year Group: 7**

**Intent:**

Set by the Geographical Association

**Knowledge:** Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate scales, extending from local to global.

**Understanding:** Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments.

**Application and skill:** They can make connections between different geographical phenomena they have studied. Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.

**Implementation:**

**Subject knowledge**

We have based the Key Stage 3 curriculum on the 2014 National Curriculum and is constantly reviewed and updated.

**Curriculum**

For Year 7 this is met through the following topics:

- Fantastic places: What skills do geographers use to investigate the World?
- What is my place in the world: including fieldwork
- How do we use our planet as a resource?
- Why is the world so unequal?
- The almighty Dollar: how does a dollar connect the world?
- Russia. Is geography a curse or a benefit?

**Assessment**

We use various methods of assessment and homework throughout the year. These are aimed, not only to assess progress, but to develop creative and critical thinking skills, literacy and numeracy. Students are assessed by:

- Essay questions
- Poster presentations
- Cumulative end of topic assessments
- Google quizzes
- Independent research and investigation

**Impact:**

Impact is measured through student engagement and enjoyment of the subject. This is assessed at the start of Year 8 on their baseline assessment, when they are asked what topic they enjoyed most and what they it taught them.

Achievement is discussed in lessons and reflected upon, allowing students to reflect on their work and what they need to do to improve.

## **Subject: Modern Foreign Languages**

**Year Group: 7**

### **Intent:**

Our department is committed to creating and developing enthusiastic learners who are not only effective independent thinkers but also collaborative workers. Communication is at the heart of everything we do, and our students are encouraged to use their language skills to communicate with confidence. Communicating effectively in another language is a lifelong skill for education, employment, and leisure. Students increase in confidence, independence and creativity, whilst developing literacy skills in their own language.

Learning the language and culture of other countries is vital to young people in today's global community. They gain an insight into cultural differences and similarities between people of different countries and thereby learn to value cultural diversity.

All students study French and Spanish in Year 7 and follow a two-year KS3 course. Students learn to talk about themselves and other people through topic-based modules which focus on the skills of Listening, Reading, Speaking and Writing. Grammar underpins their learning.

In KS3 students are introduced to the learning strategies that help them to pronounce, memorise and translate individual words and phrases confidently. They begin to write and understand longer passages of text that include opinion, justification, and more sophisticated vocabulary. Assessments are planned at regular points within each topic and aim to check understanding but also aim to be motivating and achievable for all students.

We intend for our curriculum to be inclusive and collaborative and seek to ensure that students at all levels are fully supported and challenged regardless of their additional needs or their social economic background.

Our Year 7 curriculum is sequenced into 6 topics: one per half term. Knowledge and skills, build on prior learning and enable students to widen their understanding, knowledge, and use of a variety of language competencies.

### **Implementation:**

#### **How the curriculum is implemented:**

All Year 7 students are provided with the opportunity to study French and Spanish.

For each language, students are taught 2 x 60-minute lessons per fortnightly cycle.

Some students are already familiar with KS3 vocabulary topics and the Year 7 schemes of learning build on this.

Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.

Students are expected to develop familiarity of meta-linguistic terminology and lessons are partially taught in the target language.

Teachers use a wide range of strategies to suit all learning styles and needs.

Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material.

Students are taught to communicate effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.

Cultural aspect is explicitly referenced throughout the SOW as MFL broadens student awareness of the world around them and is an intrinsic part of language learning.

### **Year 7 Overview:**

#### **French**

**Term 1a** – TV

**Term 1b** – Films and books

**Term 2a** – Everyday technology

**Term 2b** – Sports and activities

**Term 3a** – Personality

**Term 3b** - Music

#### **Spanish**

**Term 1a** – Introductions

**Term 1b** – My family

**Term 2a** – Food and drink

**Term 2b** – Eating out

**Term 3a** – TV

**Term 3b** – Films and books

### **Impact:**

We try to make the lessons fun and engaging to encourage students to become confident linguists. Students have access to a wide and varied range of resources which support and challenge. Students are enthusiastic about and engaged in their learning.

At regular points throughout the year students will get a grade (Emerging, Developing, Secure, Mastered) and they will know where their strengths are.

After a progress-check there is a re-teach lesson where teachers re-visit content that students have not mastered. This ensures that students are given every possible opportunity to get things right and correct any misconceptions that might have arisen.

## **Subject: Art and Design**

## **Year Groups: 7 and 8**

### **Intent:**

The KS3 curriculum is designed to introduce students to areas of Art, as students come to us with varying knowledge in the subject.

We review of schemes of work each year by assessing the impact of the previous year's learning and adapting them to student's needs. Each scheme of work is designed to be a guide to allow for each teacher to adapt them to the ability of each class and individual student through changes of media used and time dedicated to each task presented.

We introduce students to easy to access artists and movements that are widely known such as Pop Art and Orla Kiely. The KS3 curriculum explores a variety of artists, crafts people, designers and movements in Art, across different time periods, religions and cultures.

Students are provided with materials to work with throughout the scheme of work.

### **Implementation:**

The department has a broad range of experience and specialisms from drawing and painting, illustration to photography and print making, we strive as a department to ensure each teacher has expertise in each main area of Art we teach and when unsure we research, workshop and develop to successfully teach what is required.

We aim to create a broader picture within our planning of schemes of work to further develop the skills of our students. This is done by teaching students' basic skills (no matter their prior learning) in a variety of materials and processes in KS3 and beginning to develop their analytical skills to prepare them for GCSE. In GCSE we continue to further develop these skills, preparing students for independent learning and exploration of the subject and their interests within KS5. This enables teachers to recall prior learning with students from year 7 onwards.

During lessons, teachers consistently use key terminology when discussing work and demonstrating techniques/processes no matter the learning stage.

Students will study the formal elements of Art with each project exploring one or two in focus. We introduce students to the basic Art skills in Year 7 with a focus in drawing, painting with poster paints, relief printing and 3D models and develop these skills further in year 8 with watercolour painting, printing using stencils and clay.

Each scheme of work is teach led with tasks and developing on learning from previous lessons, using specialist materials. Students will explore techniques and processes, through demonstrations, exemplar work and one to one tutorial. The KS3 schemes of work reflect the expectation at GCSE with each project leading to a final outcome to conclude learning in the project. Teachers will use this outcome to help assess the students' comprehension and retainment of skills and learning from the project.

Teachers regularly discuss progress and work with students in the use of formative and summative assessment in marking books, one to one tutorial, questioning and student own reflection on projects, this informs future planning for the teacher and the departments overall scheme of work. Teachers use a wide range of resources from own demonstrations to individuals, small groups or the whole class using department visualisers. PowerPoints, handouts, videos or demonstrations of/by

practicing Artists, crafts people and designers are used to support students learning and understanding of techniques in Art and Design, as well as those who work within it. Department has access to a wide range of materials to develop students' skills, including printing press, kilns, paints, gloss printer, dark room, light boxes and a wide range of still life objects.

Students are encouraged to further their own interests through exploring materials and artists online with demonstration videos or attending extracurricular Art club which explores a wider range of materials and Art styles. Students will be required to explain their knowledge through the written language in their sketchbooks.

### **Impact:**

Each student will leave the course with greater knowledge and understanding in a variety of skills and materials. Students will be developing their understanding of how GCSE Art and Design is taught and what is expected of them in this next level.

Art skills may include Painting in Poster and watercolour, printing methods such as screen print, relief, mono, clay 3D modelling, and a variety of dry media materials in both abstract and realism. They also will have skills in interpretation and understanding of other artist work.

Students who pursue the subject further, may choose to take the subject at GCSE within one of the specialisms that we offer. These are Fine Art or Photography. Student then may decide to go to college or A-Level and then study Art and Design foundation in preparation for higher education. Student may also choose to continue to develop their skills at home as a hobby.

The work produced will reflect the student's ability, understanding and ownership over their work. Work should be presented clearly with pride. Students should be proud to show off their sketchbooks and be able to use them to demonstrate ability and skills to pursue the subject further.

**Subject: Music**

**Year Group: 7**

**Intent:**

The Year 7 music curriculum is ambitious and inclusive. It is designed to cater for all students at different starting points, including those students who have received little music education in primary school and those students who have had substantial musical training. The music department intends to equip students with the skills in music and the knowledge to develop students, so they are able to achieve at KS4 and beyond and develop the confidence and resilience to become willing contributors to the outside world. Music lessons are designed for students to make significant progress, but also to promote a love of learning for the subject. Students will use a range of literacy and numeracy strategies to analyse, evaluate and perform given pieces of music and gain a knowledge of musical genres to which they would not normally be exposed. They will understand how to keep themselves safe and develop effective group work skills, whilst understanding core British Values. Students of all abilities will be able to succeed in music lessons. All students will feel appropriately challenged in lessons. The curriculum will meet the needs of SEND students appropriately, enabling all students to increase their independence and self-efficacy in the subject.

**Implementation:**

Students in Year 7 receive one hour of specialist music teaching per week. All staff delivering music lessons are subject specialists and hold honours degrees in music, in addition to postgraduate education training. Staff are confident in their subject knowledge and are appropriately equipped to deliver the curriculum. Teaching staff seek out external CPD opportunities to develop expertise in relation to the national curriculum and beyond. Teaching staff approach all topics through teacher-modelling. This is present in all music lessons to inspire students and support their understanding in practical lessons. Teachers present knowledge clearly and check understanding at various points throughout the lesson. Staff aim to identify any misunderstandings and provide immediate real-time feedback to support students in lessons. Music lessons include low stakes quizzing to support recall and retainment of knowledge and key musical terminology. Assessment in music takes place in various forms. Summative assessment occurs every half term at the end of a unit. Additionally, each lesson, there will be opportunities for students to perform in the lesson and receive formative feedback. All students will regularly receive verbal feedback in lessons. Formative assessment in lessons informs subsequent planning, and lessons are altered where required to support and promote student progress. Peer and self-assessment are important in KS3 music lessons, and this provides an opportunity for students to reflect on successes and areas for improvement, and also to support their peers. This is a valuable learning opportunity in itself. Resources and equipment are utilised effectively in lessons to promote student's musicality, such as keyboards, ukulele, African drums, samba kit, iPads etc. The music department also has its own dedicated computer suite where digital technology is used to enhance learning, for example, through embedding music technology in schemes of learning. Students will study approximately six different topics throughout the year as part of the learning journey, and students develop knowledge over time. Student progress is most clearly evident at the end of the year when all topics have been studied and various musical skills have been acquired and developed appropriately. Literacy is promoted in lessons through key terminology where accurate spelling, punctuation and grammar are encouraged. Students make use of knowledge organisers to develop literacy skills, and these are embedded throughout the schemes of learning.

**Impact:**

The Year 7 music curriculum is designed to level out student attainment in music and to bridge the gap between the primary music curriculum and secondary expectations. Students will achieve in the three core components: Performing, Composing, Appraising. Student work across the department will be of a good quality. Students will have a grounding in the basic of music theory which will set them up for Year 8 music and Key Stage 4 music options further down the line. The Year 7 music curriculum will enable students to gain the necessary skills to take Music as a GCSE option, without the requirement of prior musical knowledge in KS2. Students will have opportunities to develop their cultural capital by being exposed to influences and traditions from many different cultural and historical contexts.

**Intent:**

At Sandy Secondary School Philosophy, Religion and Ethics, our curriculum is based on the Agreed Syllabus for Bedfordshire and Luton. It is an entitlement for all children and the school plans lessons to link with the termly topics.

Religious Education does not seek to urge religious beliefs on students or to compromise the integrity of their own beliefs by promoting one religion over another. The principle aim of PRE is to engage students in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to questions, as well as develop responses of their own.

Our curriculum is underpinned by three main aims:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
  - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
  - explain how and why these beliefs are understood in different ways, by individuals and within communities
  - recognise how and why sources of authority (e.g., texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
  
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
  - examine and explain how and why people express their beliefs in diverse ways
  - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
  - appreciate and appraise the significance of different ways of life and ways of expressing meaning
  
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
  - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
  - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
  - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The Curriculum is designed to enrich the cultural capital of our students to build on their prior knowledge of PRE and allow them to make connections, understanding and accept differing beliefs and express their beliefs in a tolerant and respectful way.

The curriculum is designed to support all students, the lessons and resources are planned with a high level of differentiation and support to enable all students to make progress and support that with additional needs.

## **Implementation:**

All PRE lessons are planned by a subject specialist to support non-specialists in their delivery of the content. PRE is monitored by the subject leader throughout all year groups using a variety of strategies, such as book monitoring, lesson observations and student interviews to discuss learning and establish the impact.

Curriculum Content:

- 7.1: Comparative Religion – what do religions share
- 7.2 Islam
- 7.3 Hinduism

The curriculum is underpinned by a knowledge-based approach with all lessons and homework having key concepts for students to first understand. Once the knowledge base is established students are taught to reflect, evaluate, and develop their learning beyond their own perspectives. Each lesson supports memory recall with key words and literacy focused quizzing to assess prior learning and build on previous knowledge. In Year 7 students are given a knowledge organiser for the topic covered in lessons and quizzed on five memory recall questions as the starter. This enables students to reflect on their previous knowledge and for teachers to address misconceptions or gaps in knowledge at the early stages of the lesson.

As a department we use booklets for each topic and students have a folder with their booklets and end of unit assessments. We use the Explore RE textbook to supplement.

We use baseline assessments to understand the knowledge and understanding of students to ensure that all students are suitably challenged. We use formative assessment in each lesson and summative assessment at the end of each unit of work. The data from each assessment is used to target support to students and adapt lesson materials to meet the needs of all learners. All lessons build on prior learning, the units of work require students to reflect on the previous units and ensure that knowledge is developed over time.

Literacy is embedded in the curriculum with key words, support for structured writing and an emphasis on high quality oracy and written English.

## **Impact:**

At Sandy Secondary School we want the RE curriculum to impact on students in the following ways:  
Extend their knowledge and understanding of religions and beliefs.

Extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms.

Deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose.

Explore fundamental questions of beliefs and values in relation to a range of contemporary issues. The impact will be achieved by providing students with challenging opportunities to:

Appreciate the importance of religion in the lives of many people.

Grow in understanding of the influence of belief on behaviour, values, and attitudes.  
Consider their own beliefs, values, and attitudes.

Consider religious perspectives on contemporary social and moral issues.

Year 7 prepares students for their next year of study as well as developing students' tolerance, respect and empathy to prepare students for the world of work and life beyond school.

Year 7 students produce work that is of high quality in their booklets and there are high standards of learning across the department. All booklets and folders are immaculately maintained, and students rewarded for the quality of their work.

## **Subject: KS3 Food (Cooking) and Nutrition**

**Year Group: 7**

### **Intent:**

As part of their work with food, students will be taught how to cook (including the core competences) and apply the principles of nutrition and healthy eating. Instilling a love of cooking in students will also open a door to a great expression of creativity.

Food and Nutrition at Sandy Secondary School will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Food studies is an inclusive department, and every effort has been made for all students to succeed, regardless of their background, SEND or any other potential barriers. Student premium students have their ingredients provided in such a way as to not draw attention to the fact and SEND students are provided with differentiated materials and support as needed. Students are encouraged to adapt recipes in order to fit the challenge level to their abilities but are expected to stretch and challenge themselves throughout the rotation.

### **Implementation:**

In Year 7, students will learn about the Eatwell Guide; specifically: fruit and vegetables, hydration, carbohydrates, dietary fibre, the function of sugar and salt in the body and its uses in food. Each student will investigate how to have a well-balanced diet and how this links to their health and wellbeing. They will learn the principles of planning and preparing a range of healthy meals (predominantly savoury) and learn about the characteristics of a poor diet and the risks associated with unhealthy eating. They will receive an introduction to food science to help students understand how food works, such as how to prevent enzymic browning. Students will also learn where their food comes from (food provenance) and how it is changed from its primary state into food products.

- The main aims are for students to learn how to make food, which is safe to eat, focussing upon key practical skills, using basic tools, equipment and processes.
- Each practical session is sequenced and designed to be progressive in order to learn and embed new key skills as well as develop and refine existing skills.

#### Skills to be covered are:

- weigh and measure - crush - grate - peel – drain - zest
  - knife skills: slice, cut, chop, trim - mix – fold - rub-in - layer
  - portion and divide – coat - form and shape - bake - fry
  - boil and simmer – grill - stir-fry
- 
- Practical lessons are linked to the section of the Eatwell Guide being studied and students are encouraged to adapt recipes to fit their own personal dietary requirements.
  - If students would like to practice their cookery skills at home the recipes can be downloaded from our on-line sites (Google Classroom and Edulink).

Through food studies students will:

1. Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
2. Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
3. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
4. Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
5. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
6. Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

*As outlined by the Public Health England's National Curriculum for Food Teaching.*

Food studies is taught by a subject specialist who takes every opportunity to improve subject knowledge through CPD offered through specialist organisations. Further support is provided by a full-time technician who has a background in the food industry as well as having been a learning support assistant at this school.

Subject matter is planned and structured to promote advancement of skills and knowledge and is delivered clearly. Knowledge is embedded through the use of discussion, ppts, textbooks and classroom displays. This enables misconceptions to be laid to rest, particularly in terms of nutrition.

Students are asked to memorise spellings of keywords and to use knowledge organisers to practice recalling facts. They are required to use keywords in all work that they produce. Students are also required to use numeracy in lessons. The work that is given to students is fully differentiated and demanding, requiring all students to stretch and challenge themselves.

Homework will be set in line with school policy and enrichment opportunities will be available.

**Impact:**

Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well in end of rotation tests as well as in their practical lessons.

All students achieve the best possible outcomes in line with their personal and educational needs as well as in regard to their age.

Students are able to apply the necessary language skills required of the subject and can apply mathematical principles when it comes to weighing, measuring, reducing/scaling up recipes. The subject knowledge that students gain in Year 7 food studies is the foundation upon which they will grow when they embark upon Year 8.

## Subject: Design & Technology

Year Group: 7

### Intent:

- ‘**Students in Year 7 should enjoy coming to Design and Technology Lessons**’ has been our main focus in how the DT curriculum has been designed and how we, as a department deliver the subject to all students.
- It is fundamentally important to me as curriculum leader that my staff create opportunities that mean that **students look forward** to days when they have DT on their timetable and also feel they have the opportunity and support in making at least the expected progress in developing interesting and exciting, challenging teaching and learning opportunities when they are in our class and workshop lessons.
- The DT curriculum has been planned to provide a wide range of different experiences of design and Technology learning. These originated from the National Curriculum Framework.
- Projects focus on individual tasks and practical requirements which provide a rich and varied number of diverse creative and academic opportunities; using relevant and up to date tools and equipment which the department has purchased and makes sure is utilised well.
- We believe that good a good depth of skills and knowledge are built up through the three main material areas and delivered through a range of interesting practical outcome projects which are used as a vehicle for the students learning.
- SEND students are at no disadvantage to other students and have the same access to learning and producing outcomes as their peers.

### Implementation:

- The skills and knowledge of the individual projects undertaken derive from the KS3 DT national curriculum models. Material areas covered in DT are broken down into three main areas. These are Resistant Materials, Graphic Products and Textiles. Students know when they are working in the different areas as starting points and completion points in the term are communicated to them.
- All three material areas are taught and delivered by the individual teachers assigned to that particular class in Year 7. This has been a change from previous years where Year 7 students have followed the traditional ‘rotations’ to specialist staff members.
- The resistant materials module focuses on developing a set of fundamental DT knowledge, communication and practical skills needed to be successful in the subject. It aims to open students’ eyes to taking an analytical approach to **contextual starting points**.
- Focus on **who, why and what** we design. There is a balance of both theory and practical experiences. Students are provided with opportunities to use fundamentally important traditional woodworking tools, equipment and associated skills in measuring, marking out, quality assurance and accuracy to manufacture a product. Year 7 RM, the material focus is on woodworking primarily, but use of fixings, components and adhesives are all covered.

- There is no difference in opportunity to those students from disadvantaged backgrounds. ALL students have access to producing the highest quality product and supporting work. Students with SEND are supported through the use of differentiated resources, use of technicians and LSA's.
- The graphics module introduces Year 7 students to computer aided design. Students are provided with a contextual starting point which reflects the GCSE model. Students work through an analytical section of work designed to underpin key NEA skills. There is a range of folder-based learning, through the use of a range of specific lesson worksheets which have been designed specifically for the learning outcomes. Students are able to work individually, in groups and whilst supporting each other in peer learning opportunities.
- Training is then given training in the use of CAD/CAM software to enable them to design. The departments IT resources are used to excellent effect here as well as the range of modern 3D printing machines. This enables a good level of focus and motivation in students having access to produce their own individual 3D print. There is particular emphasis on who and why the product is being designed and strict 'design constraints' are observed regarding size, dimension and end product requirements.
- Textiles builds on fundamental DT skills needed to analysis, design and plan using a fabric-based design approach. Students learn social and environmental concerns in the manufacture of their outcome. A range of skills are covered which are specialised to the textiles sector. Sewing machines and hand sewing skills are covered as well as planning and implementation of the use of patterns and templates.
- The SOL allows non-specialists to deliver the topic via use of our technician who is professionally trained and able to give one to one support in the classroom for all aspects of the practical activities.
- Students are expected to record learning in all three material areas through the use of worksheets and individual design tasks. All paper-based work is kept in individual student folders for them to refer back to and reflect on as an when needed for prior or future learning tasks.
- There use of folders enables a flexibility through loose-leaf worksheets which means the teachers can adapt their approaches, develop and implement new resources as and when individuals feel a need for a 'new' or 'different approach' which might be required depending on the classes ability in accessing the learning.

### **Impact:**

- Students have access to learning a wide and varied range of skills in different materials through good quality and challenging outcomes.
- The level of interest in DT as a subject is good and engagement is high.
- The Year 7 DT curriculum embeds solid foundation which has breadth and depth. There is clearly a high level of enthusiasm from the students and a love for learning for the subject.

- High levels of completion for practical work indicates that it is highly valued, and most students look forward to taking home their work. The quality of folder work shows many students enjoy and want to produce work of a good quality.
- Positive motivation has enabled the department to quickly build a good foundation of DT fundamental skills which leads well into the year 8 curriculum.

## **Subject: Drama**

**Year Group: 7**

### **Intent:**

In Year 7 Drama our intention is to ensure our Year 7 students leave Year 7 with the skills and knowledge to be able to progress onto Key Stage 3 Drama in Year 8 and beyond.

The curriculum has been planned to support students in:

- developing basic performance skills (vocal, physical and interpretive skills)
- learning how to devise drama, interpret a script, a basic knowledge of a range of performance styles, and use a range of basic drama techniques
- learning basic drama vocabulary
- their ability to analyse and evaluate their own work and the work of others
- developing their empathy, their understanding of social issues and challenging their perception of the world
- developing confidence
- instilling a love of learning and a love of Drama
- developing cross-curricular skills such as teamwork, communication and leadership skills

We intend for our curriculum to be inclusive and collaborative and seek to ensure that students at all levels are fully supported and challenged regardless of their additional needs or their social economic background.

Our curriculum has been sequenced into 6 topics (one per half term) which are either issue based (e.g., the Missing Person – term 1) or based on a specific style or genre of theatre (e.g., Comedy – term 6). This ensures students have the opportunity to develop a breadth of knowledge across the year. Sequencing the learning in this way also allows us to revisit important skills and techniques (e.g., dramatic techniques such as split scene and mime, and vocal, physical and interpretive skills) ensuring our students have the opportunity to develop and embed these skills fully.

### **Implementation:**

#### **How the curriculum is implemented:**

All teaching staff in the Department have a Drama related degree (BA Hons) and have a strong knowledge of the subject.

All Departmental resources have been created internally and are regularly updated by subject specialist teachers to allow us to best meet the needs and interests in our learners, ensure our learners receive high quality lessons every lesson, and ensure students are ready by the end of Key Stage 3 to move onto GCSE Drama. Subject matter is presented clearly, broken down into smaller chunks, and scaffolding is provided in all tasks (theoretical and practical elements) to support students in their learning. Throughout the 6 schemes of learning there are many opportunities for students to revisit skills and techniques (see below term-by-term summary of knowledge and skills) explored in earlier aspects of their learning (for example, mime is explored in term 1 'The Missing Person', term 5 'Comedy' and in term 6 'Silent Movies'). This allows our students to build upon their competency using these skills and techniques, and fully embed this knowledge. Opportunities for verbal teacher feedback, and self and peer assessment are provided every lesson to support students in making progress.

Homework is set twice a half term through knowledge organisers. Students complete quizzes and spellings tests to test their learning at home, as lesson starters to support them in their memory recall of key subject content.

Literacy is promoted in all aspects of students' learning. Students are challenged to use Drama vocabulary when self and peer assessing their work verbally or using written English, and the use of and presentation of spoken language is a vital element of students' practical outcomes. Creative writing is also used as a tool for creating a stimulus/starting point for devising a piece of Drama. Students are encouraged to read their work aloud to the rest of the class to promote reading in Drama. Students also have the opportunity to realise extracts from scripts (Good Nights Mr Tom and Monty Python's 'The Crunchy Frog'). Due to the highly theoretical nature of GCSE Drama (70% of the course is theoretical) alongside completing regular written self-reflections as lesson plenaries, our Year 7 our students also complete 3 written assessments over the course of the Year (at the end of term 1, 3, and 5) to support them in developing the written evaluative and analytical skills required at GCSE level.

### **Term by Term Overview:**

#### **Half Term 1: The Missing Child**

Knowledge: Teenage runaways, introduction to basic drama vocabulary, teacher-in-role, split-scene, still image, using a stimulus as a starting point for a piece of Drama, mime, how to verbally evaluate a performance.

Skills: Improvisation, devising, creative writing, verbal evaluation, use of stillness, facial expression, body language, gesture, levels, tone and projection, confidence, teamwork, communication.

#### **Half Term 2: Darkwood Manor**

Knowledge: How to create tension and atmosphere, physical theatre, teacher-in-role, how to create and develop a character, basic Drama terminology, writing an evaluation of a piece of Drama using PEE.

Skills: Listening, improvisation, devising, characterisation, evaluative and analytical skills, use of posture, body language, gait, gesture, stillness, facial expression, tone, projection, pace, dramatic pause, volume, confidence, teamwork, communication.

#### **Half Term 3: Harry Potter**

Knowledge: Knowledge of the plot and key characters of Harry Potter, split-scene, slow-motion, flash-forward, thought-tracking, basic Drama terminology.

Skills: Characterisation, still image, devising, exaggeration, verbal evaluation, use of body language, facial expression, gesture, stillness, projection, tone, pitch, pace, volume, confidence, team work, communication.

#### **Half Term 4: WW2 Evacuees**

Knowledge: Knowledge of WW2 Evacuees (who was evacuated, the role of the billeting officer, air raids etc), still image, tableaux, teacher-in-role, thought-tracking, mime, working with a script, basic Drama terminology, writing an evaluation of a piece of Drama using PEE.

Skills: Devising, sight-reading, interpreting a character, dialogue and stage directions from a script, evaluative and analytical skills, use of stillness, transitions, body language, facial expression, gesture, gait, posture, tone, pitch, pace, volume, dramatic pause and projection.

#### **Half Term 5: Comedy**

Knowledge: Slapstick comedy, mime, the rule of 3, gross-out comedy, competitive comedy, working with a script, basic Drama Terminology.

Skills: Devising, sight-reading, interpreting a character, dialogue and stage directions from a script, verbal evaluation, use of exaggeration, facial expression, gesture, gait, posture, tone, pitch, pace, volume, projection and dramatic pause.

#### Half Term 6: Silent Movies

Knowledge: The history and conventions of silent movies (stock characters, captions, typical storylines etc), mime, writing an evaluation of a piece of Drama using PEE.

Skills: Characterisation, devising, evaluative and analytical skills, communication, teamwork, confidence, use of stillness, facial expression, gesture, gait, body language, tone, pitch, pace, volume, dramatic pause.

#### **Impact:**

By the end of Year 7, students will have developed a basic skillset of performance skills and techniques that they can use to devise and perform a piece of Drama or interpret a script. Their practical work will show evidence that it has been well planned, structured and rehearsed and this will be evident in their results in their end of year practical assessment.

Students in Year 7 will also have learnt some basic terminology and have been introduced how to analyse and evaluate a performance using PEE (Point, Evidence, Explain). The three written evaluations they complete across the year will evidence some good development in their ability to demonstrate this.

Students in Year 7 will also have had the opportunity to develop a range of cross-curricular skills such as confidence, working as part of a team, communication and leadership skills.

All these things will ensure our Year 7 students are ready to progress onto Drama in Year 8.

## **Subject: Dance**

## **Year Group: 7**

### **Intent:**

Students starting in Year 7 with all have various different prior knowledge of dance. Most students will have studied some basic concepts at primary school through PE and will have some action vocabulary. Others will have been involved in private tuition and will have mostly practical ability with some key vocabulary to describe movement. Nearly all students will be new to the concept of choreography and the specific skills required for performance. During Year 7 dance the curriculum aims to provide students will an underpinning of key choreographic and performance concepts that will be later developed in Year 8 and utilised if GCSE dance is selected as an option subject.

Students who are successful at the end of Year 7 dance will have a good knowledge of how to improvement performance through an understanding of the skills required. This will be able to be described, examples given and practically shown. Students will also be able to create short phrases applying a range of choreographic techniques required later for Year 8 and GCSE dance. The techniques should be able to be described and used when directed to. Students should be able to watch a performance and identify some techniques and skills used. Some students will be able to discuss the impact of this on the intention of the dance.

Concepts will be delivered and re visited each unit when working with a different stimulus or theme. The themes for each unit aim to challenge the students' knowledge of known concepts in new ways so they build confidence applying what they know to different scenarios. Each unit will introduce new sets of skills and rework previously learnt ones through rehearsal focus tasks, questioning, starter quizzes and extension tasks. This will ensure that students' retention of key concepts and knowledge is maintained. Students will also receive a termly/half termly knowledge organisers to remind them of the skills they should know, and which ones will be learnt this term.

The curriculum is sequenced with basic skill develop starting in Year 7. This covers the use of action, space and dynamics. Teacher phrases are taught in every unit during Year 7 to ensure students are building their movement vocabulary which will be needed later when applying choreographic techniques. At this point we introduce the concept of dance having an intention and meaning through engaging themes. As the curriculum develops students are introduced to dance in different forms and start applying the skills learnt to new styles these include styles of different cultures to build their cultural capital. Students will then start embedding choreographic knowledge through group work.

### **Implementation:**

Dance in Year 7 will be taught practically with the theoretical aspects delivered through discussion and questioning embedded into the lessons. The use of knowledge organisers will reinforce new concepts and vocabulary being used during student's lessons. A practical approach to the subject is important in maintaining students' engagement and making the most effective use of the time during lessons as we want students to be able to practically apply the new techniques and skills required. Lessons are planned and structured to ensure there is retrieval of prior knowledge needed and development of new knowledge through effective explanation and practical demonstration. Students will be presented with an engagement task at the start of each lesson which is tailored to assess previous ideas and to see what students know or understand already about a new concept to be delivered. These tasks will always be differentiated though the use of visuals, multiple choice and extended answers to support the needs of all students. Set warmups are used to provide students with an understanding of how to warm up and use a range of skills needed for performance they are interesting and include a range of movement that can be used when students are creating. These

change each term to support students' needs and development of movement vocabulary. Teacher taught phrases develop in difficulty as the year progresses through the introduction of new style or through developing skills such as co-ordination, strength and stamina. All units of work include group choreography tasks. These will allow students to apply the choreographic techniques being taught but also re use and build confidence with some already learnt. Students will have practical demonstrations to see the skills in action and verbal feedback throughout the lesson will address misconceptions and challenge students further. Some more advanced ideas might be provided for students who are needing further challenge and support in mixed groups, resources and examples are provided for those who need more support.

Assessment for dance will happen in every lesson through the use of robust and detailed questioning, demonstrations and verbal feedback. Students will be asked to reflect on feedback provide on individual feedback sheets. They will then work to achieve that feedback; when it can then be checked and signed off. This allows students to take ownership of their learning every lesson and make improvement quickly. Students will use regular peer and self- assessment against checklists for skills and techniques as well as the assessment criteria for dance. The assessment criteria for dance will be used 3 times a year to provide students with detailed robust individual feedback. This will assess student's performance skills and ability to choreograph as well as their understanding of the techniques they are using. By doing this students have the opportunity to see which skills are strengths and areas for development when looking at the whole dance curriculum over different topics. This is because some students will be better in some styles, choreography are performance than others. By doing this they can focus of more consistent areas of development across dance rather than just the areas for development in one particular area or style being studied in one half term.

### **Impact:**

Students are able to create in groups discuss dance using key terminology and perform with an understanding of basic performance skills. This will be assessed and monitored every lesson though class and individual group demonstration as well as questioning and recap tasks. Once learnt students' skills should develop and assessments should see the previous skills learnt being used and new skills developing. Formals assessment of continual progress will measure impact over time. Whereas verbal feedback and student reflection will measure impact during each learning session. Regular viewing of student's feedback on a whole department level assesses the impact across the department to look for consistency or issues arising. Regular learning walks and discussions with students measures the quality of work produced and whether progress is on track for that point in the curriculum.

## **Subject: Subject: Philosophy, Religion and Ethics (PRE)**

### **Year Group: Form Time PRE**

#### **Intent:**

At Sandy Secondary School Philosophy, Religion and Ethics, our curriculum is based on the Agreed Syllabus for Bedfordshire and Luton. It is an entitlement for all children and the school plans lessons to link with the termly topics.

Religious Education does not seek to urge religious beliefs on students or to compromise the integrity of their own beliefs by promoting one religion over another. The principle aim of PRE is to engage students in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to questions, as well as develop responses of their own.

Our curriculum is underpinned by three main aims:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
  - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
  - explain how and why these beliefs are understood in different ways, by individuals and within communities
  - recognise how and why sources of authority (e.g., texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
  - examine and explain how and why people express their beliefs in diverse ways
  - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
  - appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
  - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
  - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
  - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The Curriculum is designed to enrich the cultural capital of our students to build on their prior knowledge of PRE and allow them to make connections, understanding and accept differing beliefs and express their beliefs in a tolerant and respectful way.

The curriculum is designed to support all students, the lessons and resources are planned with a high level of differentiation and support to enable all students to make progress and support that with additional needs.

All PRE materials are prepared by subject specialist staff and tutors receive training on how to deliver the PRE content on an annual basis.

## **Implementation:**

All PRE lessons are planned by a subject specialist to support non-specialists in their delivery of the content. PRE is monitored by the subject leader throughout all year groups using a variety of strategies, such as booklet monitoring, lesson observations and student interviews to discuss learning and establish the impact.

The curriculum is underpinned by a discussion focused approach to provide students with the opportunity to reflect on their beliefs and the viewpoints of others. Each lesson has a knowledge focus with key words, activities, and guided discussion.

As a department we use booklets for each topic and students use their SMSC folders to store their previous work.

All lessons build on prior learning, the units of work require students to reflect on the previous units and ensure that knowledge is developed over time.

Literacy is embedded in the curriculum with key words, support for structured writing and an emphasis on high quality oracy and written English.

## **Impact:**

At Sandy Secondary School we want the PRE curriculum to impact on students in the following ways:

- Extend their knowledge and understanding of religions and beliefs
- Extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms
- Deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose
- Explore fundamental questions of beliefs and values in relation to a range of contemporary issues. The impact will be achieved by providing students with challenging opportunities to:
- Appreciate the importance of religion in the lives of many people
- Grow in understanding of the influence of belief on behaviour, values, and attitudes.
- Consider their own beliefs, values, and attitudes
- Consider religious perspectives on contemporary social and moral issues.

**Subject: PE**

**Year Groups: 7 and 8**

**Intent:**

In Year 7 and 8 students will focus on improving their physical, social and emotional wellbeing through an engaging range of sport and physical activities. Development of student's physical literacy is key, with students assessed on the attitudes, skills and knowledge of becoming happy, healthy and successful people through PE. This is achieved through experiencing a range of sporting activities within specific areas (invasion, net-wall, performing at maximum, accurate replication and striking and fielding).

**Implementation:**

At Key Stage 3 the focus in PE is on a broad and balanced curriculum which gives students the opportunity to participate in a variety of different sports. Within these sports the focus is on developing a deep knowledge of the threshold movement skills and tactics which underpin all sports, such as throwing, catching and movement skills in team sports; forehand, backhand and footwork skills in net sports; and finally hitting, retrieving and tactical awareness in striking and fielding sports.

As well as the practical focus we also look to embed a mastery theme across each year group. Each term focuses on a strand of theoretical knowledge which underpins sports performance, this helps to create a bigger picture for our students of what it takes to be an elite sports person. Example themes are basic anatomy and physiology, the components of fitness and effective warmups. These key mastery concepts will be taught discretely through depth of questioning and where relevant when teaching knowledge of successful skill acquisition.

The sports at Key Stage 3 are selected to best suit the intent, the cohort of students, staff specialisms, and in Year 8 when classes are set, to best suit the ability level of the students. Students are assessed on each sport both practically and on the mastery strands, this is done through the class teachers' observations and interactions with each student across the term, this ensures that those students who have a deep knowledge of physical education but not necessarily the practical ability can still gain successful attainment within the subject.

Impact:

Students at Key Stage 3 will be able to speak with confidence about their physical literacy. They will be able to explain how physical competence, mastery and knowledge, and character and confidence impact on their sports performance and their overall health and wellbeing. The breadth and depth allow students to find an area of the curriculum which appeals to them and helps to promote a positive attitude towards having an on-going healthy and active lifestyle. This will also be supported by our wide extra-curriculum programme, providing a competitive and recreational sports pathway for our students both inside and outside the school via community links.

# Subject: Information Communication Technology

Year Group: 7

## Intent:

It is our intent that Year 7 students become safe and confident users of ICT and to be critical thinkers, who understand the digital world. The topics covered will also support their learning across the curriculum and prepare them for lifelong learning.

## Implementation:

Autumn Half Term 1 - My Digital World		Autumn Half Term 2 - Spreadsheet Modelling		Spring Half Term 1 - Using Media	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<b>What to Trust Online and Smart Searching</b>  <b>Copyright</b>  <b>Staying safe/ Identify Online Abuse and What to Do About It</b>	<ul style="list-style-type: none"> <li>Evaluate websites to know how to use online resources / ideas without breaking the law.</li> <li>Spot online dangers/abuse and how to avoid them.</li> </ul>	<b>Getting to know a spreadsheet</b>  <b>Calculations</b>  <b>Collecting data</b>  <b>Using functions</b>	<ul style="list-style-type: none"> <li>Understand the structure of a spreadsheet</li> <li>Perform basic calculations</li> <li>Using primary and secondary data in a spreadsheet</li> <li>Use functions in a spreadsheet</li> </ul>	<b>Features of a word processor</b>  <b>Licensing appropriate images</b>  <b>The credibility of sources</b>  <b>Research and plan a blog. Project completion and assessment</b>	<ul style="list-style-type: none"> <li>Use word processing software and images to complete a task.</li> <li>Apply Creative Commons licence to images</li> <li>Use credit /referencing techniques to avoid plagiarism.</li> <li>Design, construct and organise a blog. Referencing authors.</li> </ul>
End of unit assessment		End of unit assessment		Project Assessment	

Spring Half Term 2 Impact of Technology		Summer Half Term 1 Networks		Summer Half Term 1 Mobile App Development	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<b>Getting to know the computer lab and your workstation</b>	<ul style="list-style-type: none"> <li>Creating secure passwords / remembering computer lab rules.</li> </ul>	<b>Computer networks and protocols</b>	<ul style="list-style-type: none"> <li>Understand how data is transmitted across computers networks</li> </ul>	<b>Planning, designing, creating and evaluating a mobile user interface.</b>	<ul style="list-style-type: none"> <li>How to break a problem into manageable chunks.</li> </ul>
<b>Online communication</b>	<ul style="list-style-type: none"> <li>Using the school network</li> </ul>	<b>Wired and wireless networks</b>	<ul style="list-style-type: none"> <li>Provide examples of non-networking protocols</li> </ul>	<b>Using event-driven programming to create a mobile user interface.</b>	<ul style="list-style-type: none"> <li>Using selection sequence and iteration to customise user interface elements to meet the needs of the user.</li> </ul>
<b>Presentation skills</b>	<ul style="list-style-type: none"> <li>How to communicate with peers online in a respectful manner.</li> </ul>	<b>The internet</b>	<ul style="list-style-type: none"> <li>Compare wired to wireless connections technologies</li> </ul>	<b>Evaluating a product against user requirements</b>	<ul style="list-style-type: none"> <li>Importance of checking that user requirements have been met.</li> </ul>
		<b>The World Wide Web</b>	<ul style="list-style-type: none"> <li>Difference between the Internet / WWW</li> </ul>		
<b>Project Assessment</b>		<b>End of unit assessment</b>		<b>End of unit assessment</b>	

### Impact:

By the end of Year 7 several key knowledge strands will be embedded to allow for deep learning and preparation for continuation into Year 8. These include the confidence and the ability to explore software applications and to use ICT to work independently to complete a project.