



HEART OF ENGLAND
Creating Futures

YEAR 7: CURRICULUM AND LEARNING



Assessment: Year 7

This booklet is to provide an insight into the curriculum your child will study in Year 7 and identify assessment points. Curriculum leaders have listed key topics covered in Year 7, highlighting key knowledge and skills they will develop.

Our curriculum at Key Stage 3 has been designed to focus upon the skills and knowledge that a student needs in order to fully grasp the key concepts and ideas, which will enable deeper appreciation and understanding within each subject area. To this end there will be a greater emphasis upon formative assessment (that is the type of assessment where teachers direct students on how they can improve a particular skill or aspect of understanding) with formal assessments (summative) taking place less often.

Progress Review

There are two formal assessment points in Year 7, where you will receive a percentage score and report indicators in each subject for your child via Insight.

SPRING	SUMMER
February 2020	June 2020

In addition to this you will receive Report Indicators during the Autumn term.

What does the percentage tell me?

This indicates the progress your child has made. The assessment model is designed so it increases with difficulty. Therefore, if your child's percentage remains broadly the same (<5%) then they are making progress. Any significant changes could indicate a dramatic improvement in progress or highlight a lack of progress.

What do Report Indicators tell me?

These inform you of your child's approach to different aspects of learning: Classwork, Homework, Personal Organisation and Work Ethic. For each subject these are graded in line with the criteria on the next page. They help to identify if there is a problem with homework in a particular subject or if your child is arriving to all lessons with a fantastic approach to learning. 'Excellent' is not given out lightly and therefore should always be celebrated.

Is my child set for all subjects?

No. This is dependent on the subject and indicated by an * in this booklet. Our philosophy at Heart of England is that all groups, no matter their ability, study the same curriculum and content. The groupings allow for teachers to cater more closely to those specific students' skills gaps and needs. There can be a need for these groupings to change during the year as we react to students' individual progress during the year.

Should you have any concerns about your child's progress during the year please contact the class teacher. Alternatively, Mrs Yates as Year 7 Manager will be able to direct you to other suitable contact points.

Report Indicators

	Homework	Behaviour	Personal Organisation	Work Ethic
EXCELLENT	Always completed. Consistently produces homework of the highest standard and quality.	An exemplary student who enhances their own and others' learning and contributes positively to the learning environment. Consistently makes the right choices.	Consistently prepared for learning by bringing all of the necessary equipment all of the time.	Strives to learn, improve and develop in the subject. Conscientious and hungry for knowledge.
GOOD	Always completed. Produced to high standard and quality. but does not necessarily aim for highest standard.	Demonstrates expected high standards in lessons contributing positively to the learning environment. Makes the right choices, showing self-discipline.	Brings all or almost all of the necessary equipment.	Cares about doing well, understanding and improving in the subject. Their effort and attitude is of the expected high standard.
INCONSISTENT	Lapses in punctuality of submission or quality. Quality varies dependent on task.	Behaviour in lessons is variable. Can behave in a way which distracts others in lessons which impacts negatively on the learning environment. Cannot always be relied upon to make the right choices.	Not always prepared for lessons, forgetting the necessary equipment which impacts on learning. Additionally, there might be issues with deadlines and punctuality.	Variable effort and attitude in lessons possibly dependent on task or topic. At times they might do the bare minimum and show little interest in excelling.
POOR	Not always completed or done with care. Completed tasks are below the standard expected.	Behaviour is below the expected standards of the school. Consistently has a negative impact on the learning environment. Rarely makes the right choice.	Consistently not prepared for lessons, not bringing the necessary equipment which impacts negatively on learning. Additionally, there might be issues with deadlines and punctuality.	Rarely shows an interest in learning. Consistently does not try in lessons. Their effort and attitude are below expectations. Passing the time.

English

Key Topics	Skills Covered	Progress Review
Detective Fiction Writing a crime fiction story or story opening.	Writing well using a variety of sentence types, discursive markers, ambitious vocabulary and figurative techniques	Autumn
The Modern Novel Analysing character using PEA (Point, Evidence, Analysis)	Comprehension, inference, analysis. Use of subject terminology and formal essay writing using quotations.	
Myths and Legends	A study of the big meta narratives. Reading, inference and cultural capital. Consolidation of narrative writing skills	Spring
Writing Skills Narrative and non-fiction	Crafting an effective piece of non-fiction and narrative writing.	
EXAM Reading and writing skills to be assessed.	Section A Unseen independent assessment drawing upon all reading skills developed. Analysis of Fiction Section B Fiction writing: describe or narrate	Summer
An introduction to Shakespeare	Interpreting and analysing the writer's craft, focusing upon language, structure and poetry devices	

Maths

Key Topics	Skills Covered	Progress Review
Addition and Subtraction	Place value. Adding and subtracting numbers including decimals. Solving problems using estimation. Interpreting worded questions and solving problems presented in written form. Identifying factors, HCF, multiples, LCM.	Autumn
Applications of Algebra	Order of operations. Substituting into expressions. Simplify algebraic expressions. Solving algebra word problems. Finding the term-term rule of a sequence.	
Geometry	Drawing, measuring and naming acute and obtuse angles. Finding unknown angles (straight lines, at a point, vertically opposite). Identifying properties of triangles and quadrilaterals.	Spring
Fractions	Finding equivalent fractions. Comparing and ordering fractions and decimals. Changing between mixed numbers and improper fractions. Finding a fraction of a quantity. Multiplying and dividing fractions.	
Multiplying and Dividing	Multiplying and dividing, including decimals. Finding the area of rectangle and triangle. Calculating the mean.	Summer
Statistics and Percentages	Constructing and interpreting statistical diagrams including pie charts. Converting between percentages, vulgar fractions and decimals. Finding the percentage of a quantity. Finding the whole, given the part and the percentage.	

*This subject is set according to ability

Science

Key Topics	Skills Covered	Progress Review
Introduction to Science and Baseline Assessment	Various aspects of Science based on KS2 curriculum	Spring
Chemical Reactions	Chemical Changes, Acids and Alkalis, Gas Tests and Combustion	
Cells and Organs	Cell Structure, Organs and Organ Systems.	
Forces	Types of Forces, Balanced and Unbalanced Forces.	
Reproduction	Reproductive Systems and Infant development.	Summer
Physical Changes	Solids, Liquids and Gases, Particle and Kinetic Theory, Heating and Cooling, Gas Pressure and Diffusion	
Plants and Photosynthesis	Plants structure, function and reproduction. Photosynthesis. Food chains and adaptations.	
Energy	Energy Types, Energy Conversions, Fuels and Energy Sources	

Art

Key Topics	Skills Covered	Progress Review
Still Life	Still Life Project Assessment based on observational drawing and painting skills and use of a range of materials.	Autumn
Perspective	Observational skills. Drawing skills. The rules of perspective, scale and proportion.	Spring
Art and Artists	Developing research skills and preparation studies for the completion of final pieces based on artists' work.	
Mixed Media	Exploring mixed media through research and practical art making. Developing research skills, knowledge and understanding. Practical skills: Mixed media collage, sculpture.	Summer

Religious Studies

Key Topics	Skills Covered	Progress Review
<p>Baseline Test in January.</p> <p>The Jewish Patriarchs.</p> <p>The Life of Jesus – including his death, Pentecost, Great schism and reformation</p>	<p>4 mark questions on knowledge and understanding.</p> <p>30 minute test</p>	<p>Teacher data to determine strength of their groups.</p> <p>Spring</p>
<p>The Jewish Patriarchs</p> <p>The Life of Jesus – including his death, Pentecost, Great schism and reformation</p> <p>The Life of Muhammad including Sunni and Shi’a split after his death</p> <p>Being committed to a faith – baptism, confirmation, Muslim naming ceremony, Bar and Bat Mitzvah</p>	<p>Knowledge, explanation and evaluation.</p> <p>Embedded 4 mark questions and introduction of 5 mark responses.</p> <p>40 minute test</p>	<p>Spring 2</p>
<p>Does God exist?</p> <p>The environment – stewardship, khalifa.</p>	<p>Knowledge, explanation and evaluation.</p> <p>Focus on 4 and 5 mark questions.</p> <p>45 minute test</p>	<p>Summer</p>

Drama

Key Topics	Skills Covered	Progress Review
Baseline	Assessing pupils' skill levels across all 3 elements in drama (creating, performing and knowledge and understanding) on arrival at Heart of England. Introducing students to basic drama skills.	Baseline
Private Peaceful	Developing basic drama/theatre skills and vocabulary through engagement with <i>Private Peaceful</i> by Michael Morpurgo. Looking at naturalistic characterisation and Stanislavski's methods.	
The Time Machine	This scheme uses the idea of a time machine as a vehicle to encourage pupils to explore the way they imagine different periods of history and their ideas of the future. Pupils will become confident in using improvisation and devising skills, exploring in role and developing setting and character. We also explore other styles of theatre that are more abstract.	Summer
Script Exploration	An introduction to the conventions of script looking at <i>Ernie's Incredible Illucinations</i> . Characterisation and production skills are developed into a polished performance of part of the text. An end of year knowledge test will also contribute to the final percentage.	

Geography

Key Topics	Skills Covered	Progress Review
<p>What is Geography? How can we find out about places?</p> <p>Local enquiry: Housing development in Balsall Common</p>	<p>Enquiry Map skills Effective research Communication Application/ Justification</p>	Spring
<p>Water How do people cope with too little water? With too much?</p> <p>Case Study: Flooding in Bangladesh</p>	<p>Decision making Justification Connections Perspectives Evaluation</p>	
<p>Changing places Country studies of contrasting locations:</p> <p>Case studies: China and the USA</p>	<p>Effective Research Communication Making connections Perspectives Application</p>	Summer
<p>Climate change Causes, effects and management</p> <p>Natural Environments Ecosystems, weather and climate.</p>	<p>Effective Research Fieldwork skills Numeracy Making connections Evaluation</p>	

History

Key Topics	Skills Covered	Progress Review
<ul style="list-style-type: none"> How do historians investigate History? An introduction to the skills needed to be successful in history 	<ul style="list-style-type: none"> Knowledge and understanding. Chronological understanding. Cause and consequence. Change and continuity. 	Spring
<ul style="list-style-type: none"> How did England change after 1066? 	<ul style="list-style-type: none"> Chronological understanding Cause and consequence. Change and continuity. Source analysis 	
<ul style="list-style-type: none"> What was life like for medieval people? 	<ul style="list-style-type: none"> Change and continuity. Source analysis 	
<ul style="list-style-type: none"> How much did the world change after the Middle Ages? 	<ul style="list-style-type: none"> Chronological understanding Cause and consequence. Change and continuity. Source analysis 	Summer
<ul style="list-style-type: none"> Was the British Empire a force for good? 	<ul style="list-style-type: none"> Chronological understanding Cause and consequence. Change and continuity. Source analysis 	

(MFL) French

Key Topics	Skills Covered	Progress Review
<p>To show language manipulation skills & understanding of gender / regular present tense verbs.</p> <p>To learn about School (school subjects, telling the time etc.) & Family Members</p>	<p>Key language routines, opinions, use of singular pronouns, present tense verb patterns</p> <p>Verbs for what they do at break/lunch</p> <p>To understand and apply the principle of <i>aller</i> + infinitive to say what someone is going to do</p>	Spring
<p>All previous language, Free Time & Town</p>	<p>All previous language covered & language to do with Free Time & Town</p> <p>To recognise and use the verbs 'jouer' & 'faire' with all pronouns</p> <p>Places in town and revisit</p> <p>To be able to write 2 paragraphs in 2 tenses</p> <p>To be able to compare two towns</p>	Summer

(MFL) German

Key Topics	Skills Covered	Progress Review
<p>To show language manipulation skills & understanding of gender / regular present tense verbs.</p> <p>To learn about School (school subjects, telling the time etc.) & Family Members</p>	<p>Key language routines, opinions, use of singular pronouns, present tense verb patterns</p> <p>Verbs for what they do at break/lunch</p> <p>possessive adjectives – ‘mein’ / ‘meine’ / ‘mein’ / ‘meine’</p> <p>Adjective agreement; ‘ich habe einen grossen Bruder’</p>	<p>Spring</p>
<p>All previous language covered, Free Time & Town</p>	<p>All previous language covered & Places in town</p> <p>To be able to compare 2 towns using ‘... ist größer als ...’</p>	<p>Summer</p>

Music

Key Topics	Skills Covered	Progress Review
Musical Elements	Musical elements. Graphic Score Singing confidently with others.	Baseline
Rhythm & Metre	Duration & staff notation. Playing as an ensemble.	
Harmony & Timbre	Composing using own ideas from given stimulus.	
Pitch	Keyboard skills. Staff notation	
Band skills	Introduction to harmony. Playing a solo part on their instrument.	Summer
Pitch, Rhythm & Texture	Understanding Gamelan and Samba. Developing ensemble skills.	
Programme Music	Composing a creative response to a given brief. Using musical elements for effect in composition.	
Band Skills 2	Playing using an appropriate score, correct technique and increasing fluency.	Summer
Pitch & Structure	Understanding canon. Developing understanding of notation.	

Physical Education

Key Topics	Skills Covered	Assessment Procedures
Team Games Football Netball Rugby Basketball Hockey Cricket Rounders	<ul style="list-style-type: none"> • Attacking/ Batting Skills • Defensive/ Fielding Skills • Basic Rules • Positional Play • Application of skills in game scenarios. 	Throughout the year students are assessed in their performance across two strands: Competence in Performance (60%) and Character in Action (40%). For all sports and activities completed, students will be scored out of 10, and from these their top 6 performance scores will be taken to create a total from 60. Character in Action is marked in a similar format with scores out of 10 again received for student's ability to strive to show: Their Personal Best Sportsmanship Teamwork Leadership
Individual Activities - Badminton - Tennis	<ul style="list-style-type: none"> • Attacking shots • Defensive shots • Serving Skills • Rules in play • Tactical Play in competition 	
- Gym - Dance	<ul style="list-style-type: none"> • Application of skills in game scenarios • Floor and Apparatus Skill • Body Management • individual, paired and small group choreography • Performance Skills 	
- Athletics	<ul style="list-style-type: none"> • Technique and Tactics for performance in track and field events. 	
- Fitness	<ul style="list-style-type: none"> • Components of Fitness • Circuits, Running, Relays, Indoor Athletics, Aerobics and Strength and Conditioning. 	

*Students are set in single sex ability groups from year 7

Computer Science

Key Topics	Skills Covered	Progress Review
Intro Typing/Familiarisation	General ICT and Computing skills including ability to navigate a network, organising work sensibly & typing skill.	Autumn
E-safety, html, Baseline testing	E-safety and basic html tags (linking pages, adding tags). Baseline testing.	
Hardware/Software Computational Thinking	Hardware/ Software Computational Thinking introduction/ viruses	Spring
Lightbot Flowcharts TEST Python	Decomposition and algorithms. Lightbot. Simple Flowcharts. Test. Python introduction	
Python EOY Revision	Python turtle programming. Revision	
EOY Assessment	Preparation for the end of year assessment Review of all work completed so far	Summer
EOY review	Troubleshooting period – resolving issues that the EOY assessment has disclosed	

Product Design

Key Topics	Skills Covered	Progress Review
Product Design	Understanding the uses and properties of plastics. Developing practical skills within the workshop environment, manufacturing two items from plastics.	Spring
Product Design	Understanding the uses and properties of timbers. Developing practical skills within the workshop environment, manufacturing two items from timbers, including CAD/CAM.	Summer

Food

Key Topics	Skills Covered	Progress Review
Food Fruit and vegetables in the diet.	Understanding the importance of food and personal safety within the food environment, whilst applying them to making products using a range of technical skills. Knowing the reasons behind the importance of fruit and vegetables in the diet.	Spring
Food Macro nutrients needed for a healthy teenager	Developing the technical skills needed to make more complex products. Exploring the nutritional needs of a teenager, focusing on the Macro nutrient	Summer