

Year 7
Curriculum
Guide
2019-2020

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Education Trust



Curriculum Guide

Subject: Accelerated Reader

Year: 7

Key Assessment Information:

At the start of every term, students will take a Star Reading Test to give them a reading level and age. Students will then read a selection of books in their given category throughout the year. They will take a computerised quiz on their studied book once they have finished reading it which will give them a score, with the aim of reading enough books well to move up to the next level.

Content:

Rotation One: During their first rotation, students will focus on completing their independent reading of their chosen book for twenty minutes. If they finish reading the book during this time then they may take a quiz on the computer. Students will also work on writing book reviews for their books, creating posters about their books and on creating character profiles and their own quizzes for their books. Students will learn to comprehend a range of different books and will develop a love of reading.

Rotation Two: During their second rotation, students will read a novel as a class: Kensuke's Kingdom. Each student will have a turn to read aloud. In these lessons there will be class discussions and debates surrounding key ideas and themes in the novel and further activities to develop their understanding of the novel, as well as their love of reading.

Homework: All students should be reading for a minimum of twenty minutes a day at home in order to develop their key reading skills.

Contact Details

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Curriculum Guide

Subject: Art

Year: 7

Key Assessment Information:

Assessment takes place each half term.

Content:

AUTUMN TERM Theme 1 – Still-Life/Pop Art

Objectives - To have knowledge and understanding of the visual elements

To use the elements accurately when recording from direct observation

To experience a range of media, applying it in a controlled manner.

Outcomes - A sketchbook of evidence related to the formal elements.

SPRING TERM

Objectives - To explore work created by a different artist and use this knowledge in the development of new ideas and artwork.

Outcomes - A series of images created with a range of techniques and media influenced by a support artist.

Second Half Term. Theme 2 – Art in Other Cultures

Objectives - To improve knowledge and understanding of art in a different culture

To control the visual elements

How to use a sketchbook effectively

Outcomes - A final design inspired by the culture studied

A sketchbook of ideas, research and experiments.

SUMMER TERM Theme 2 – Art in Other Cultures continued

Objectives - To learn a new process for creating images

To explore the work in another culture and use a similar method in their own artwork

To develop a design after collecting and developing visual research

Outcomes - A final design inspired by the culture studied

Teacher, peer and self-assessment are used throughout the project to analyse and develop students' work. Progress sheets are used to record attainment and set targets for individuals.

Contact Details

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Curriculum Guide

Subject: Core Studies

Year: 7

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency e.g. end of each half term, continuous).

The students will complete practical assessments throughout their lesson time in different forms e.g. projects, word processed documents or presentations, creative media projects, in addition to multiple choice and online assessments, and a Year 7 exam in the Summer term.

Content:

By Term or Module

Core Studies combines ICT (Information, Communication Technology with PSHE (Personal, Social and Health Education) and Creative Media

Autumn Term

Ello & E-Safety :

Introduction to Ello

Using Email & Home Access

Email Problems & Malware

Online Safety

Cyberbullying

Health & Safety in ICT

Using Social Media Safely

Software Basic Skills

Communication & E-Safety

Using One Drive

Introduction to Careers:

Careers exploration using online information and Introduction to Careers Resource Centre.

Employability Skills

Career Exploration

My Career Aspiration

Spring Term

Bullying:

What is bullying?

Types of bullying

Bully's & Victims

How to stop bullying

Cyberbullying

Animation Beginners Course :

Introduction to Multi Media animation using Adobe Animate

Motion and Classic Tweens

Shape Tweens

Pre-set Motions

Creating an anti-bullying animation.

Summer Term

Digital Literacy British Values :

Citizenship Project Basic introduction to key Information Technology skills using Microsoft Office tools- Spreadsheet skills 1, Word, Excel, PowerPoint & Publisher Advanced Presentation Skills Review - PPT, Collaborative working online using OneDrive.

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance of Faiths & Beliefs

R.E Unit:

Introduction to religions

UK Religions

Symbols

Pilgrimages

Contact Details

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Curriculum Guide

Subject: Computer Science

Year: 7

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency e.g. end of each half term, continuous).

Due to Computer Science being part of the Design & Technology rotation, students will have a formal assessment after their 8 week lesson block, this will be in the form of a multiple choice test. The students will complete practical assessments throughout their lesson time in different forms e.g. programming projects, word processed documents or presentations.

Content:

By Term or Module

What topic/skills and knowledge will be taught in each term/module? Include links to parent resources for each topic/skill if applicable:

Careers in Computer Science

Health & Safety when using a computer

Computer Hardware- Input & Output Devices, Components of a PC

The Evolution of computers

Threats to Computer Systems

Digital Footprints

An introduction to flowcharts

Flowol software

An introduction to programming

Contact Details

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Curriculum Guide

Subject: Performing Arts (Dance)

Year: 7

Content & Key Assessment Information:

DANCE OVERVIEW:

The Dance curriculum in Year 7 will focus on the introduction and development of skills and understanding of the three core elements:

Performance, Choreography and Appreciation

This will begin with learning set sequences leading towards more complex phrases of movement. Students will explore of a variety of themes and starting points using a range of dance styles.

There will be an introduction and development of skills in choreography looking at motif and motif development and use of action, space, dynamics and relationship. Developing appreciation and evaluation skills will be based on students' own work and that of professionals.

Autumn Term – Matilda The Musical

This unit takes its inspiration from the musical 'Matilda' and the performance of "Revolting Children". Pupils will have the opportunity to use props and develop their skills in characterised dance.

Aims

Performance: Develop appropriate use of characterisation skilful use of props and sense of musicality when dancing. Use of peripheral vision in order to maintain exact unison within a group.

Choreography: Structure material that integrates dance and drama skills to create a final ensemble piece.

Create material that demonstrates motif development from symbolic movement, material that directly correlates to the music and shows various manipulation of a prop.

Appreciation: Identify the key features used to help portray characters and elements of production.

Assessment Focus:

- Whole class performance and choreographic tasks.
- Tasks set in dance booklets

Spring Term – 'Heroes and Villains'

This unit further develops the use of character in dance and begins to develop skills in contact work, using 'films' as a starting point.

Aims

Performance: Develop the ability to work together with a partner to create a duet/ trio and use safe contact work. Development of technical skills action, dynamics space and relationship to communicate an idea inspired by a stimulus.

Choreography: Create phrases from task cards using a range of appropriate dynamics and explore a range of choreographic relationships to show dramatic effect.

Appreciation: Respond to a specific stimulus and identify/ review use of dynamics and relationship to improve overall effectiveness of work.

Assessment:

- Pupils will develop a dramatic group class piece incorporating duo/ trio work.
- Tasks set in dance booklets

Unit 4 - Bollywood

This unit provides the opportunity for pupils to experience a lively and expressive dance form that mixes aspects of traditional, cultural dance with modern day influences.

Aims

Performance: Develop sense of rhythm, musicality and energy.

Develop spatial awareness when performing as a group.

Choreography: Select and structure movements in Bollywood style, showing various group formations and pathways.

Appreciation: Identify key features of style, analyse professional examples to set targets for improvement, draw and describe spatial patterns and pathways.

Assessment Focus:

- Pupils will learn set material and develop using space.
- Create gestural motifs and structure in ABA form which will be presented in a small group piece.
- Tasks set in dance booklets

ADDITIONAL INFORMATION

All year 7 students will need to wear PE kit for Dance lessons and have bare feet, remove jewellery and watches and tie long hair back for health and safety reasons.

Key Stage 3 Dance Club will take place on either Tuesday or Wednesday (see Mrs Giles for more information).

Contact Details

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Mrs R Giles (Dance)	rgiles@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Performing Arts (Drama)

Year: 7

Key Assessment Information:

Examinations	There will be an examination that will take place at the same time as the Year 7 exams in the Summer Term.
Assessments	Assessment will take place at the end of each unit.
Tests	A studio assessment will take place at the end of each half term.

Content:

DRAMA OVERVIEW:

Throughout the year the Year seven students will be introduced to key terminology in particular vocal and physical skills and a variety of drama techniques. They will also focus on developing their characterisation skills. Homework booklets will be completed in nearly every scheme. The booklets include homework tasks and all resources and scripts for the scheme. It is very important that these are brought to each lesson.

For year seven pupils, homework will be set every odd lesson (lesson 1,3 and 5) and handed in every even lesson (2,4 and 6). The homework booklets are based on simplified questions from the new GCSE Drama written exam, therefore preparing those students who will choose GCSE Drama.

Autumn Term 1-Matilda-Pupils will be introduced to Ellowes Hall Drama within this first scheme. They will explore the characters from the Roald Dahl book 'Matilda' and re-create a variety of scenes from the book as well as and developing their own devised scenes.

Autumn Term 2-Greek Myths-Pupils will study seven Greek Myths stories, and bring them to life using a variety of drama techniques. They will also learn some key 'Pantomime' elements.

Spring Term 1-World War One-Pupils will practically explore key aspects of WW1, they will look at key characters from the book 'Private Peaceful' and learn a variety of new skills, enabling them to create thought-provoking pieces.

Spring Term 2-Pyramus and Thisbe (From Shakespeare's 'A Midsummer Night's Dream')-Pupils will explore a new text and develop their understanding of a different time in theatre history: Shakespearean England.

Summer Term 1- Holes (Anti-Bullying)-This 'issue' based scheme develops students' spiritual, moral, social and cultural understanding. It is based around the characters found in Louis Sachar's book 'Holes'. It will explore topics such as racism, sexism and develop students understanding of different kinds of bullying.

Summer Term 2-Non-Naturalistic Fairy Tales-Pupils will explore and develop their understanding of non-naturalistic drama techniques, using the stimulus of fairy tales. This scheme will prepare them for Drama in year 8.

Contact Details

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Miss H.Warren (Drama)	hwarren@ellowes.dudley.sch.uk



Curriculum Guide

Subject: English

Year: 7

Key Assessment Information:

In class assessments: These take place at the end of each half-term and are relevant to the current area of study to monitor progress. There are two writing assessments and four reading assessments.

End of Year Exams: Students will also sit both a reading and writing exam in the hall/gym for their end of year exams. This will help to give an overall view of what students can and cannot do and will help to put them in the relevant set for their next academic year.

Content:

By Term

Autumn Term: During this term, students will focus on the gothic genre and will study a range of 19th century and modern extracts relating to this genre, including Frankenstein, Dracula, the Woman in Black and The Mezzotint. For the first half-term students will develop their comprehension and inference skills- key skills for the successful study of English. This will involve students doing close reading of texts, answering comprehension questions in detail, making inferences about ideas presented in texts and correctly using evidence to support ideas. For the second half-term, students will focus on using the gothic genre as a basis for their creative writing with both descriptions and narratives. Students will study the ingredients for both styles, how to structure their writing and on using figurative and sophisticated language. Accuracy skills will also be taught, with students having weekly spelling tests too.

Spring Term: During the first half of this term, students will study a selection of nature poems from different time periods including pre-19th century, 19th century and modern poems. They will develop their language and structure analysis skills by analysing why a writer uses certain words or techniques and will consider the effects of such methods, using evidence to support their ideas. For the second half of this term, students will study transactional writing where they will learn how to write in a range of different styles for a range of different audiences and purposes, taking care to use the correct features of each style.

Summer Term: During the final term students will read a novel. Students in the grammar group classes will read Treasure Island, while other classes will read novels such as The Ruby in the Smoke, Tins or Holes. Students will be embedding the skills that they have worked on this year through their study of the novel. They will begin by analysing language and structural choices used by the writer, giving detailed explanations with evidence used correctly to support their points. Students will then move on to developing their inference skills, through comprehension work and by giving detailed inferences in answer to questions.

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Curriculum Guide

Subject: First Aid

Year: 7

Content & Key Assessment Information:

FIRST AID OVERVIEW:

The First Aid curriculum in Year 7 will focus on the introduction and development of skills to enable students to achieve a basic knowledge of the subject. Each weekly lesson will focus on different aspects of first aid to widen the student's knowledge.

Week 1

First part of this lesson will be an introduction to first aid.

The lesson will cover Primary Survey [DRABC], and the 5 Point Action Plan [AMEGA].

Video on first aid.

Week 2

The first part of this lesson is to understand Responsive and Unresponsive casualties.

Students will learn the 4 levels of Response [AVPU].

Students will be instructed and trained on the Recovery Position.

Week 3

This lesson will cover how to make an Emergency call. Students will learn about the effect of real and fake emergency calls.

Role play scenario with caller and emergency operator. Introduce SLIDE.

Week 4

This lesson will introduce the students to bandages and slings.

The first part of the lesson will cover cuts and shock while the latter part of the lesson will concentrate on breaks, strains, sprains and shock.

Students will be instructed on how to apply a bandage and fit a sling, also how to treat for shock.

Week 5

This lesson will introduce the students to CPR and AED. The students will be instructed on how to go through CPR and how to use an AED unit.

Week 6

This is assessment week.

Students will be assessed on Emergency Call, CPR and 5 online questions.

ADDITIONAL INFORMATION

The aim of the course is to instruct year 7 students in the art of first aid. By the end of week 6, the students should have the ability to perform CPR, apply a bandage or sling and make a successful emergency call

Contact Details

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Curriculum Guide

Subject: Food Preparation & Nutrition

Year: 7

Key Assessment Information:

Teacher, peer and self-assessment are used throughout the project to analyse and develop students' work. Assessment sheets are used to record attainment and set targets for individuals. Students will carry out one assessed practical and an end of unit test to measure progress.

Content:

During Year 7 students carry out a 6-8 week project on 'Let's Bake' as part of a rotation.

Student's will need to provide own ingredients.

Objectives

- Understand and apply high standards of food hygiene and safety practices.
- Understand principles of healthy eating and why a balanced diet is important for a healthy lifestyle by using the Eatwell guide and the 8 Government tips.
- Knowing how to increase fruit and vegetable intake and to adapt products to make them a healthier choice.
- Know the functions and main nutrients of common ingredients.
- Know how to analyse food and use sensory words to help evaluate food products.
- Understand how some foods are grown, reared or caught and which come from plants and animals.
- Demonstrate and develop skills in baking to produce quality products.
- To be able to use equipment safely and confidently.
- Understand how to adapt dishes to design develop and promote creativity.

Resources to be used

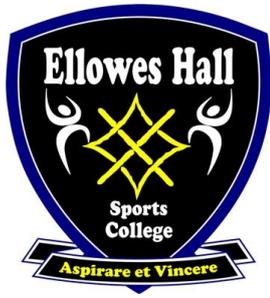
- Equipment in Food Room.
- Food Components/ingredients. This is the main resource provided by the students.
- ICT will be used for presentation homework.
- Paper, pens, worksheets and general stationery for designing.

Outcomes

- Most weeks, students will create a product either sweet or savoury to take home. Students will have learnt a wide range of food techniques and developed their making skills throughout the project.

Contact Details

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Curriculum Guide

Subject: French

Year: 7

Key Assessment Information:

Students will develop their competence in communication in and understanding of French in Speaking, Listening, Reading and Writing. Student progress will be monitored through half-termly assessments throughout Year 7 in all 4 skills. There will also be an end of year exam.

Content:

Autumn Term

Accès Studio

Names, colours, numbers, Family, Pets

Verbs 'to be' (être) & 'to have' (avoir)

Studio 1: C'est perso

Basic personal details

Giving opinions

Present tense of regular -er verbs

Spring Term

Studio 1: Mon collègue

School and subjects

Basic opinions and reasons

Telling the time

Studio 1: Mes passetemps

Sport & leisure

Present tense of faire & jouer

Frequency expressions

Summer Term

Studio 1: Ma zone

Describing towns

Directions

Using 'il y a'

On peut + infinitive

Studio 1: 3..2..1.. Partez

Reflexive verbs

Je voudrais + infinitive

Homework will be set weekly to include vocabulary learning, practice exercises, listening, reading and grammar questions on Active Learn. Students will all be given vocabulary lists and Knowledge Organisers for each module, these are also on the subject page on ELLO. Students will have their own ActiveLearn digital account where they will be set work to complete on a computer; this work is integral to our course and includes the specific grammatical content and key language (vocabulary) that they will need to learn, master and use in order to succeed in their study of languages at school. This includes support by clicking on the Light Bulb icon 'Learning ads' at the top right-hand side of each page.

Contact Details

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Mrs M Williams	mwilliams@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Geography

Year: 7

Key Assessment Information:

In year 7, students will be assessed at the end of each unit of work studied and will complete mid-unit assessment points in some units. Students will study 4 units in total and complete 3 assessments.

Content:

Autumn 1 & 2 Unit: Explore the world with geographical Tools & 'What is the UK like'

This unit will provide students with the skills required to be good geographers including atlas work and cartographic skills. It will enhance students understanding about the physical geography of the British Isles, in particular, recognising key geographical features in the landscape such as mountain ranges and rivers. Students will have a greater understanding how the human geography has also changed.

Spring 1 Unit: Introducing India: What are the opportunities and challenges for the future?

This unit integrates both physical and human geography through the study of India. The focus of this unit is on opportunities and challenges, presented within the physical and human environment of India and the differing perspectives of this.

Spring 2 Unit: What are Tropical Rainforests?

In this unit, students will gain a better understanding of one of the worlds most important biomes. They will examine the importance of the Rainforest on both a local and global scale. They will evaluate whether the rainforests should be developed or not and if so for what purpose. Strategies for sustainable management will also be discussed.

Summer 1 and 2 Unit: Rivers and Flooding

This unit examines the processes and characteristics of rivers and will explore the human impacts associated with river environments. Students will focus on looking at floods as a hazard; by exploring what happens in a flood and the differing causes. Students will also develop their decision-making skills by looking at real life flood events.

Contact Details

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Curriculum Guide

Subject: History

Year: 7

Key Assessment Information:

Half termly tests followed by an end of year examination in June

Content:

HT1 – Pupils will firstly complete a **baseline assessment** (which is linked to new steps P-9) on skills and chronology. They will then learn about the Jack the Ripper murder mystery and develop their knowledge of the Victorian period. The skills will be investigative in terms of problem solving around the murder mystery as well as evaluating sources to find out about the suspects and victims.

HT2 – Pupils will move on to studying the Crusades which is intended to be an introductory module to link to the new GCSE unit of work on the Crusades. Pupils will learn about religion during the medieval period, as well as the role of the Catholic Church, Pope, and King in daily life. They will then investigate the causes of the First Crusade, the importance of Jerusalem, key battles during the First Crusade, and how it ended. Pupils will complete an **assessment on the First Crusade** to develop their analysis of sources.

HT3 and 4 – Pupils will complete a chronological study of Crime and Punishment, investigating change and continuity across the Roman, Medieval, Tudors, Victorian and 20th Century. Pupils will learn about key people such as Boudicca, Robin Hood, and Emily Davison and whether they should be remembered as a criminal or a hero. There will be an **end of topic assessment** which enables pupils to review developments in crime and punishment over time.

HT5 and 6 – Pupils will study the Tudors, with a particular emphasis on change and continuity in religion across the Tudor period, the key things that each Tudor monarch did, and whether they should be remembered in a positive or negative way. There will be an **end of topic test** which is focused on factual knowledge as well as skills.

Contact Details

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Curriculum Guide

Subject: Health Related Fitness

Year: 7

Key Assessment Information:

Teacher, peer and self-assessment are used throughout the unit to analyse and develop a student's fitness. Assessment sheets are used to record attainment and set targets for individuals. Students will conduct a series of fitness tests and track progress.

Content:

During Year 7 students carry out a 6-8 week series of activities to develop fitness.

Objectives

- Understand both short and long term effects of exercise on the body.
- Understand the correct procedures to prepare for exercise and promote recovery from exercise.
- To promote fitness levels specific for a range of sports including x-country, handball, football, netball, rugby, athletics, badminton and table tennis.
- To develop an understanding of movement skills and apply them to a range of sports.

Facilities

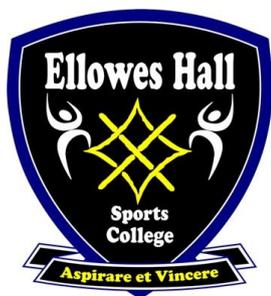
Sportshall, Fitness Suite, Astro turf, Playing Fields

Outcomes

- Students will develop their cardiovascular fitness levels.
- Students will gain an understanding of how to prepare the body for exercise.
- Students will learn how to live a healthy and active lifestyle.
- Students will develop the ability to conduct fitness tests and monitor fitness levels.

Contact Details

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Curriculum Guide

Subject: Mathematics

Year: 7

Key Assessment Information:

This scheme is followed by the majority of the year group. There are support and extension versions depending on the ability of the pupil.

There will be assessment at the end of each half term testing the topics that have been taught. This is intended to help your son/daughter identify the areas of maths studied that they are good at and those which need further practise. It may also be used, along with teacher input, to reset students to ensure they make the best progress possible. They can revise from their books, or online with 'www.mymaths.co.uk'.

An end of year examination in June will consist of both calculator and non-calculator papers.

- Homework will be based on the topics covered in each module, as listed above.
- Homework will be set on a regular basis.
- They will be asked to complete an exercise, small open-ended task, or an online homework through 'MyMaths.co.uk', which helps to consolidate or develop the work done in class.
- 'MyMaths.co.uk' has lessons as well as homeworks. To develop independence, this should be one of the first places students look for help with homework, before asking peers, parents and teachers. There are also booster packs and fun games. So please encourage your child to use it at any time. They have a personal login to record anything they choose to do themselves.
- Please ask them what has been set and feel free to help them.

Content:

AUTUMN TERM

Numbers and the number system	<ul style="list-style-type: none">• identify place value from 8 digits to 3 decimal places• understanding decimals; multiplying and dividing by powers of 10• use negative numbers in context, and calculate intervals across zero• identify common factors, common multiples and prime numbers
Calculating	<ul style="list-style-type: none">• solve multi-step problems in context, deciding which operations to use and why• multiply multi-digit numbers up to 4 digits by a two-digit whole number• use their knowledge of the order of operations to carry out calculations
Visualising and constructing	<ul style="list-style-type: none">• draw 2-D shapes using given dimensions and angles• recognise, describe and build simple 3-D shapes, including making nets
Investigating properties of shapes	<ul style="list-style-type: none">• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Algebra	<ul style="list-style-type: none">• use and create simple formulae
Exploring fractions, decimals and percentages	<ul style="list-style-type: none">• simplify fractions; use common multiples get a common denominator• compare and order fractions, including fractions > 1• associate a fraction with division and calculate decimal fraction• use equivalences between simple fractions, decimals and percentages

SPRING TERM

- | | |
|---|--|
| Proportional reasoning | <ul style="list-style-type: none">• solve problems involving the relative sizes of two quantities• solve problems involving similar shapes• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples |
| Pattern finding | <ul style="list-style-type: none">• generate and describe linear number sequences, find term to term rule and nth term rules. |
| Measuring space | <ul style="list-style-type: none">• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa |
| Calculating fractions, decimals and percentages | <ul style="list-style-type: none">• add and subtract fractions and mixed numbers, using the concept of equivalent fractions• multiply simple pairs of proper fractions• divide proper fractions by whole numbers• multiply one-digit numbers with up to two decimal places by whole numbers• solve problems involving the calculation of percentages |

SUMMER TERM

- | | |
|--|---|
| Solving equations and inequalities | <ul style="list-style-type: none">• enumerate possibilities of combinations of two variables• express missing number problems algebraically• find pairs of numbers that satisfy an equation with two unknowns |
| Calculating space | <ul style="list-style-type: none">• recognise that shapes with the same areas can have different perimeters and vice versa• calculate the area of parallelograms and triangles• calculate, estimate and compare volume of cubes and cuboids using standard units• recognise when it is possible to use formulae for area and volume of shape• solve problems involving the calculation and conversion of units of measure |
| Checking, approximating and estimating | <ul style="list-style-type: none">• solve problems which require answers to be rounded to specified degrees of accuracy• use estimation to check answers to calculations• round any whole number to a required degree of accuracy |
| Mathematical movement | <ul style="list-style-type: none">• describe positions on the full coordinate grid (all four quadrants)• draw and translate simple shapes on the coordinate plane, and reflect them in the axes |
| Measuring data | <ul style="list-style-type: none">• calculate and interpret averages |

Contact Details

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Curriculum Guide

Subject: Music

Year: 7

Key Assessment Information:

The year begins with a baseline assessment as, depending on each primary school, this may be the first time the student has done music formally. There are then assessments every half term which are linked to each unit. These assess listening, composition and performance skills. There are 3 formal listening exams (one per term) in the style of a GCSE question.

Content:

Elements of Music

In this module students undertake a study of the building blocks of music. These include pitch, tempo, timbre, texture, duration and dynamics. The baseline assessment tests their knowledge of the elements, their ability to maintain a steady pulse in a group performance and their practical keyboard ability. This enables teachers to identify each student's strengths as well as areas for improvement. Students will then compose, in a group, a piece of music to describe an animal, focusing on at least three of the elements of music. They generally use a range of tuned and un-tuned percussion instruments. Students are required to perform their composition on which they are assessed.

African Music

Students are given the opportunity to learn different African drumming styles using djembe drums. This module includes the study of polyrhythms and performance on both djembe and xylophone. Students will recap the 'Elements of Music' and how they can be varied within a class performance. They are then required to demonstrate the acquired knowledge by composing and performing their own piece of music in a small group using djembes and xylophones. In addition students will listen to a variety of musical extracts and perform an African vocal piece.

Blues Music

This focuses on the history of the Blues and the effects the genre has had on contemporary music and society. Students learn how to play a 12 bar blues sequence on a keyboard, using notation and thus reinforcing skills learnt in the previous topics. They will learn a song from the Blues genre and a variety of pieces throughout the twentieth century are appraised. Students compose lyrics for their own Blues composition and work out their own melodies. For students who want to stretch themselves, there are a variety of extension tasks, including improvising using a Blues scale. If students have lessons on an instrument that is appropriate for use in the project (guitar, trumpet, etc). then they are encouraged to bring this instrument to lesson to use as part of their performances and compositions.

Homework and Presentation

In addition to some small pieces of homework students will focus on a Performing Arts Project where they will deliver a presentation to their tutor group using knowledge from the Music, Drama and Dance tasks. They will also be able to play audio and video extracts to support their presentation.

Contact Details

Head of Department	School Email Address
Ms A Botham	abotham@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Core PE

Year: 7

Key Assessment Information:

Homework Project – Applying Skills and Leadership in Sport

Content:

Autumn Term

Football (dribbling, passing, spatial awareness, shooting)
Badminton (selecting strokes, rules of play, evaluating skills)
Rugby (passing, tackling, spatial awareness and tactics)
Basketball/Netball (dribbling, passing, rules of play and shooting)
Swimming (four strokes)

Spring Term

Football (passing, tackling, spatial awareness and tactics)
Gymnastics (balances, movement and sequences)
Basketball/Netball (dribbling, passing, rules of play and shooting)

Summer Term

Athletics (all track and field events)
Cricket (skills of batting, bowling and fielding)
Rounders (skills of batting, bowling and fielding)
Softball (skills of batting, bowling and fielding)

Contact Details

Head of Department	School Email Address
Mr J Connor	jconnor@ellowes.dudley.sch.uk
Mr L.Martin (Head of Boys)	lmartin@ellowes.dudley.sch.uk
Miss L.Muir (Head of Girls)	lmuir@ellowes.dudley.sch.uk



Curriculum Guide

Subject: PSHE

Year: 7

Key Assessment Information:

There are no formal assessments in this subject.

Content:

By Term or Module

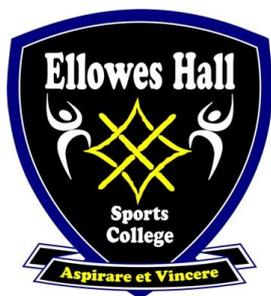
All students in Year 7 undertake PSHE (personal, social and health education), Citizenship and Careers as part of their ICT lessons.

The emphasis in Year 7 is on respectful relationships and friendships, bullying, cyberbullying, online safety and social media. Students will also explore British values and the justice system. The careers focus will be on skills, qualities and learning styles as well as career exploration.

Enrichment Week at the end of the year is a time for students to delve deeper into PSHE topics. Topics covered in Year 7 consist of emotional literacy, responsible health choices, basic first aid, personal finance and puberty.

Contact Details

Head of Department	School Email Address
Mrs A. Toro-Pearce Head of Careers, PSHE & Relationships	atoropearce@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Science

Year: 7

Key Assessment Information:

All taught units are teacher assessed by a range of activities, to determine which of the individual Step statements within that unit each student has achieved. This is used to judge which Step the student is working on overall and where further intervention is necessary. There are 3 more formal assessments that take place each term call Assessment Points. These cover all the content taught to date, to determine depth of understanding. Assessment Point 3 is the main end of year exam, which takes place in the Summer Term.

Content:

In Science we are following the Activate Science Scheme of Work developed by Kerboodle. The topics are taught in the school terms stated below, although not necessarily in the order shown. Each term ends with an assessment point that covers the content of all the topics studied to date. The later part of the Summer term is used to focus on the scientific skills which feature heavily in the GCSE course. These skills are also assessed throughout the year through homework.

Autumn Term 1:

- Working Scientifically (Data handling and Practical Skills)
- Biology: Cells
- Biology: Reproduction
- Chemistry: Particles and their Behaviour
- Chemistry: Elements, Atoms and Compounds
- Physics: Space

Spring Term 1:

- Biology: Structure and Function of Body Systems
- Physics: Light
- Physics: Sound
- Chemistry: Acids and Alkalis

Summer Term 1:

- Physics: Forces
- Chemistry: Chemical Reactions
- Practical Skills

Contact Details

Head of Department	School Email Address
Miss J Aston	jaston@ellowes.dudley.sch.uk
Mrs E Nicholls	enicholls@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Spanish

Year: 7

Key Assessment Information:

Students will develop their competence in communication in and understanding of Spanish in Speaking, Listening, Reading and Writing. Student progress will be monitored through half-termly assessments throughout Year 7 in all 4 skills. There will also be an end of year exam.

Content:

Autumn Term

Viva 1: Mi Vida

Basic personal details

Verbs 'to be'(ser) & 'to have' (I form)

Numbers 1-31

Viva 1: Mi tiempo libre

Free time activities

Present tense 'ar' verbs – (I form)

Frequency expressions

Spring Term

Viva 1: Mi insti

School and subjects

Basic opinions and reasons

'Hay' – There is/are

Viva 1: Mi familia

Describing people

Verbs 'to be' & 'to have' (He/She/They form)

Summer Term

Viva 1: Mi ciudad

Describing towns and telling the time

Verb 'to go' + the near future tense (I form)

Consolidation, extension and project work

Homework will be set weekly to include vocabulary learning, practice exercises, listening, reading and grammar questions on Active Learn. Students will all be given vocabulary lists and Knowledge Organisers for each module, these are also on the subject page on ELLO. Students will have their own ActiveLearn digital account where they will be set work to complete on a computer; this work is integral to our course, and includes the specific grammatical content and key language (vocabulary) that they will need to learn, master and use in order to succeed in their study of languages at school. This includes support by clicking on the Light Bulb icon 'Learning ads' at the top right-hand side of each page.

Contact Details

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