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# Year 7 Curriculum Information Booklet

## Pentecost Term 2019



## FACULTY OF RE, GEOGRAPHY AND HISTORY

### RELIGIOUS EDUCATION:

**Pupils will study the topic of the sanctity of human life, this will include the following areas:**

- The concept of life being holy
- Understand how God is present within us all
- How Christians respond to human suffering today
- Responsibility
- Stewardship
- The creation of the world
- Living Sustainably

**Pupils will then go on to study Sikhism and Islam, which will include the following areas:**

- What Sikhs and Muslims believe about God.
- Muslim and Sikh Holy Books
- Places of worship for Sikhs and Muslims
- How Sikhs and Muslims put their beliefs into practice
- How Muslims and Sikhs show care and concern for others.

### GEOGRAPHY:

During the first half of term students will study the key geographical concept of *sustainability* through considering food and water security around the world. This module will look at ideas including food miles and the role of international agencies in helping others with food supply. After half term, they will have an opportunity to complete an *extended project* combining their knowledge of biomes and sustainability. Every student will present their project to their class during the last two weeks of the academic year.

### HISTORY:

This half term pupils will be studying the slave trade. Pupils will examine how slavery existed in Africa, prior to European involvement, but how in the eighteenth century the conditions and expectations of slaves altered. They examine what life is like on a plantation and explore the different ways slave's resisted captivity. Finally, they will complete a written essay for their assessment examining the contributions of abolitionists in ending slavery in 1807.

After half term, Year 7 students will be completing an enquiry project on the Native Americans. They will have access to computers and textbooks to help them explore their chosen key question about life, religion, war and family. Their assessment will be their findings concerning their key question, but it may be presented in a variety of formats.

Independent learning will be based on consolidating and acquiring new knowledge to deepen their understanding in lessons. A more detailed schedule of students' homework will be distributed to them in the first week of term.

## FACULTY OF LANGUAGE

### ENGLISH:

During the Pentecost term, students will experience their first William Shakespeare play in Key Stage Three. They will study 'Aspects of Comedy' through Shakespeare's 'Twelfth Night.' Within this unit, they will further develop key skills such as inference, textual analysis and character studies. Students will also be examining the use of language in selected passages and make links to the whole text. This will give them a chance to experiment and enjoy Shakespeare's work.

### LANGUAGES

#### French

After Easter, we will be learning all about our free time, making arrangements to go out and explaining what there is to do in your town. We will also be talking about how we spent last weekend, enabling us to use the Past Tense, an important GCSE skill. After half term, we add the Future Tense to our work as we make plans for our next (imaginary) holiday.

#### German

We'll be learning all about school, including telling the time, saying what you think about different subjects (and teachers!), school rules and your favourite day. You even get to design your dream school! After half term, we add the Future Tense to our work as we make plans for our next (imaginary) holiday.

#### Italian

We'll be learning all about things we do in our free time, arranging a date and then telling our friends about what we did on our date.

#### Spanish

We start the term explaining what we like and don't like about the Cádiz Carnival, which we finish off by using the Past Tense to describe a trip to the carnival. After half term, we talk about what there is to do in our town and we explain what we plan to do at the weekend, using the Near Future Tense (eg. 'This weekend, *I am going to watch TV*'). By using this extra tense, we make our work all the more impressive to GCSE examiners!

# FACULTY OF MATHEMATICS AND SCIENCE

## SCIENCE

### Half Term 1: Electrons and Patterns

This half term in Science, Year 7 will be studying how electronic configuration of atoms influences patterns in the Periodic Table. They will begin by exploring the properties of acids and alkalis, and then conduct investigations of reactions of acids with other compounds. They will then use our understanding of the structure of atoms, and our qualitative observation skills to determine the order of reactivity of different metals, linking this to their electronic configuration.

Pupils will be assessed on:

Students will be assessed on:

- Their ability to write up, perform, conclude and analyse their own practical.
- Tasks where they will have to apply their acquired knowledge on cells and systems in a synoptic assessment at the end of term.

### Half Term 2: Respiring Our Muscles

During our last term in Y7 Science students will be studying different systems in the human body. First we will explore how the skeletal system and the respiratory systems are linked with how muscles work together. In addition they will look at how the human body is able to maintain homeostasis (a constant internal environment) specifically with temperature and glucose (sugar) and the consequences when this cannot be maintained such as hypothermia and diabetes.

Pupils will be assessed on:

- A task to conduct and analyse the data from the practical that is targeted at showing the need of oxygen for muscles to respire.
- Tasks where they will have to apply their acquired knowledge on cells and systems in a synoptic assessment at the end of term.

## MATHS

In the Pentecost term, Year 7 will be studying mathematics in the contexts of Expressive Arts, PE and Magic. These will include topics from the following range:

- Number Tricks in Magic to allow students to see algebra and number rules being applied and to apply them themselves.
- Sport where we analyse and use graphs.
- Mathematics of Design
- How artists use mathematics in their work

Short assessments for this year group will take place at the end of each module. These will take place in the classroom. The pupils will also have an examination-style assessment in the first week of the term in the classroom.

Some websites which may be of interest in helping them to further develop their understanding.

- ItsLearning
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- [www.nrich.org](http://www.nrich.org)
- [www.mathsbot.com](http://www.mathsbot.com)
- [www.corbettmaths.com](http://www.corbettmaths.com)

# FACULTY OF COMMUNICATION AND DESIGN

## DESIGN AND TECHNOLOGY

Design and Technology is one of the subjects in the National Curriculum. All pupils at St Paul's Catholic School follow a Design and Technology programme of study at Key Stage 3.

Design and Technology is a subject that allows pupils to be creative and encourages them to develop new skills and knowledge through practical activities.

Pupils undertake a series of new and exciting explore, create, evaluate, and problem solving assignments that enable them to become more competent in expressing their creativity and skilled in the manufacture of their design solutions.

The Design and Technology course is based around the three principals of Designing.



Alongside the exciting explore, create, evaluate, and problem solving assignments Year 7 pupils will undertake a series of technical principal lessons. These technical principals are the underpinning theoretical knowledge which pupils will need to have mastered by the end of Year 7 and culminates in the sitting of a technical principal's exam.

The specific areas offered are:

1. Electronic Design.
2. Food Preparation and Nutrition.
3. Paper, Cards and Boards.
4. Engineering Design and Manufacture.
5. Textiles, Fibres and Fabrics
6. Timber, Metals and Polymers.

# COMPUTER SCIENCE

## **Python Programming & Databases**

Students will be given an introduction course on Python programming during the course of which they will learn the fundamentals of programming. They will create various programs which will include the use of algorithms. They will develop an understanding of Variables and how data is stored and used to carry out specific instructions.

After the end of the Python Unit students will commence their studies on the Database Unit. In which they will learn the importance of databases into today's world. They will create a basic database that include tables and forms. They will learn the difference between relational databases and flat files. In addition to that they will learn how Database tables can be related and add relationships to their own databases. They will then go on and query the database to ensure it is used effectively.

# FACULTY OF EXPRESSIVE ARTS

## ART

### Jungle

Students will research the work of artist Henri Rousseau, focusing on his imaginary jungle paintings. Through the project they will learn how to draw plants and flowers with a greater degree of accuracy in order to create a fantasy jungle inspired art piece. They will also develop their understanding of composition and how to apply the rule of thirds to create a balanced outcome.

## DRAMA

Pupils in Year 7 will be developing their ability to create improvisations and to use text in performance. They will be looking at Ernie's Incredible Illusions and using the narrative as a stimulus for creative development. They should focus on their ability to use the following key skills.

- Still image
- Transitions
- Thought tracking
- Narration
- Conscience Alleys
- Cross cutting and flashbacks
- Timing

They will also be developing their devising skills by considering approaches to spontaneous improvisation and development of original and imaginative characters.

## MUSIC

**Term 1:** In the first half of the Pentecost term, pupils will be learning about *World Music* with the focus on Music from Africa. Pupils will gain a practical understanding of some typical features of African music through singing, composing and listening and appraising. Students will learn about traditional African instruments and how they are played and will compose their own syncopated rhythm using grid notation. Finally, students will work as part of a group to rehearse and perform *Siyahama*, including their own rhythms on Djembe drums.

**Term 2:** In the second half of the Pentecost term, students will focus on a topic called *Live Lounge: Cover Songs*. Students will develop their understanding of the music industry with the focus on covering popular songs and performing them in their own style. Students will develop independent learning skills as well as ensemble skills as they rehearse their songs each lesson. Students will further develop their understanding of musical theory through performance as they learn to play different chords in different key signatures.

## **PHYSICAL EDUCATION:**

During the Pentecost term pupils in years 7, 8 and 9 will follow a programme of study which will include Athletics, Cricket, Rounders and Softball. Throughout Key Stage 3 the pupils will work in mixed and single gender groups to develop their communication, thinking, analysis and evaluation skills. In year 7 the particular focus is to develop basic physical skills of running, throwing and jumping and apply them to specific athletic events and striking and fielding games. In addition to this, year 7 pupils are focusing on developing their listening skills. This continues into year 8, where they are also encouraged to develop more complex physical skills and use reflection and evaluation to improve their own performance.

There will be lots of different opportunities for the students to extend their skills outside normal school hours through the extended curriculum programme, which features golf, snowboarding and indoor climbing, and through the extra-curricular programme which includes traditional summer sports such as Athletics, Rounders and Cricket. We encourage all pupils to attend at least one club session in at least one sport to develop their skills.