

# **Y7**

# **Curriculum Booklet**

# **2017-2018**



Last updated September 2017

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# Art

## Overview:

The KAA Art department will prepare you for future success, whether this be academic, economic or in your personal and social lives. You will have a deep understand of how to become an artist. Our students will feel prepared to enjoy challenging real life situations, and be able to meet them calmly, creativity and confidently. In the Art department we are proud to be able to offer you a broad curriculum with a strong emphasis placed upon contemporary art. You will be given the opportunity to study Fine Art, 3D, Photography and Printing. It will be challenging, inspiring, and will enable everyone to achieve their full potential and much more. We believe learning is a collaborative process, and that we all learn best when we learn together; teachers included!

The endorsements you will be learning during Key Stage 3 are;

Year	Autumn Term	Spring	Summer
7	Fine art and sketchbook (Colour)	3D (clay)	Printing
8	Fine art (portraits)	3D (clay)	Fine art (architecture)
9	Printmaking (textile design)	Fine art (still life drawing)	3D (clay) and Fine art (mini GCSE projectS)

\*Each term will also include an element of Critical and Contextual Studies, and Fine Art if not specified

## Fertile questions will lead each unit of work and ensure every student 'thinks like an artist.'

Students will learn and understand how to record, explore, refine and present. Students will build on existing skills to support their learning towards GCSE and A level, and prepare for real life situations. At KAA we believe every student will be proud to always be creative, to keep questioning long after the lesson has taken place and gain a passion for the Arts. The fertile questions you will be considering in Year 7 are;

Year	Term	Fertile Question
7	Autumn	How much colour can a page hold?
7	Spring	Can you make something out of nothing?
7	Summer	Can a scribble be a work of art?

## Assessment:

Students will sit a 55 minute practical assessment during assessment week, to create a realisation (final piece) on a chosen theme (the fertile question). This final piece will demonstrate the skills and knowledge they have gained over the term.

## Homework:

Year 7 Art students will produce one thirty minute homework per week. During the autumn term students will be issued with an A4 sketchbook, they must complete their homework in this sketchbook unless otherwise instructed. Remember homework is your time to show off all the skills and knowledge that you now know. It gives your Art teacher a chance to ensure you have understood the topic currently being studied, and also gives you an opportunity to get feedback on work that you have completed independently. Homework is always uploaded to the Art section of KAA Online.

Just a reminder of some handy tips to consider when completing homework;

- If you have looked at an artist, always add the artist's name and if possible a title of their work and the date. It can be displayed for example as; Artist Name, 'Title of artwork,' (date it was made)
- Avoid too much white paper, unless this is part of your composition and has been considered
- Name your work, it can be informative and give an insight into your thoughts
- Be careful when using felt tip pens, ensure you use them carefully and sensitively. Avoid highlighter pens, colouring pencils are generally far more effective
- Where possible fill the page
- Before submitting, always check your work thoroughly and ensure it has been completed to the highest standard

**Useful Art Resources:**

London gallery websites and visits, including;

- [tate.org.uk](http://tate.org.uk)
- [saatchigallery.com](http://saatchigallery.com)
- [npg.org.uk](http://npg.org.uk)
- [thephotographersgallery.org.uk](http://thephotographersgallery.org.uk)
- [vam.ac.uk](http://vam.ac.uk)
- [wellcomecollection.org](http://wellcomecollection.org)
- [wallacecollection.org](http://wallacecollection.org)

The Art Book; A reference book that contains thousands of examples of art work.

# Computer Science

## Overview:

The computer science scheme of work has been carefully created by working back from the key content that students need to be able to achieve the highest grade at A Level and in turn the key content that students need to achieve the highest grade at GCSE.

The content that students need to cover within each unit is framed using an over-arching 'fertile question', each of which will incorporate different skill strands. For example, while investigating the fertile question 'Can being S.M.A.R.T. keep you safe online?' students will learn the concepts of safety and security while using the Internet.

The six main topics which are covered in the computer science curriculum are Communication Networks, Algorithms, Programming and Development, Hardware and Processing, Data and Data Representation and Finally Information Technology. Through these, students will develop computational thinking skills needed for GCSE and A-Level, such as, algorithmic thinking, evaluation, decomposition, abstraction, and generalisation, the building block so of computational thinking.

As this is a new subject for year 8 students, their curriculum follows very similarly to that for year 7. However, the year 8 students will be expected to reach a much higher level, achieving many more of the computer science targets set by the criteria along the way.

## Term by Term:

Term	Focus
Autumn 1	Introduction to Computer Science, E-Safety, and Information Technology.
Autumn 2	Problem Solving using instruction sets and flowcharts
Spring 1	Coding, programming languages, flowchart control and Algorithms
Spring 2	Communication networks, hardware and presenting useful information,
Summer 1	Data and Data representation, information and computer control of devices.
Summer 2	Web Design and the WWW – HTML, presenting information on the web,

## Assessments:

All assessment will be based on work around the fertile question of the term and be set in GCSE style examination formats, involving shorter answer questions, leading onto longer responses. The assessments will be done on computer, so computer proficiency is vital. Main assessments will be termly and the results of these will be reported. However, mini, half termly assessments will still occur, to check that students are on track.

## Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a child is in.

All homework should be done on computer, and should not be printed out unless specifically stated. This is so a culture of appropriate computer use is developed among all students. All details of homework will be available on KAA Online for which every student will have a login – this allows all students access to the homework regardless of whether they miss a lesson or lose their planner.

## Useful Resources:

- KAA Online Computer Science area: (<https://sites.google.com/a/kaa.org.uk/ict/>)
- Computer Science Workbook: (<https://sites.google.com>) All students have a computer science workbook found at the above web address, where all work and lesson notes can be found. All homework should also be done through the workbook, unless otherwise stated.
- The BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zvc9q6f>

# Dance

## Overview:

The Dance curriculum at KAA provides students with an outstanding Dance education, with a focus on developing students' practical and theoretical skills in the subject through the three components of choreography, performance and appreciation. We believe that a deep understanding of these concepts are essential in order to achieve excellence in GCSE and A-Level Dance as well as develop confident and enthusiastic Dance students who have a passion for the subject.

The department provides opportunities for students to develop as choreographers, performers and dance critics to a level which will allow them to study the subject at University or follow a career into the dance profession. The curriculum has been designed, and is structured around a series of 'fertile questions' which are explored over a period of lessons culminating in an assessment at the end of each term.

In Year 7 students start by developing their choreographic skills through stimulus work and their understanding of the four main elements dance. They also look at dance styles from around the World, focusing on Street, Irish and Indian Dance; as well as appreciation of professional dance works in the Summer Term.

## Term by Term:

Term	Fertile Question	Focus	Assessment
<b>Autumn</b>	What is Dance?	This term students will develop an understanding of the four key skills of dance looking at actions, dynamics, space and relationships. Students will develop their knowledge of each skills and explore how each one can be used to choreograph and perform dance. Students will develop an understanding of what choreography is and how to choreograph a dance using a stimulus, applying the four key skills of dance within their work.	Students will be required to show a final performance of a piece of choreography created using the stimulus of 'Solid, Liquid, Gas'.
<b>Spring</b>	What would the World be without Dance?	During the exploration of this fertile question students will gain an understanding and appreciation of a range of dance styles from around the World. Students will look at the cultural, social and historical elements of each style and understand how these are portrayed through learning movements key to each style. Students will develop performance skills in each style focusing on how to adapt their performance based on the style.	Students will be required to show a final performance of one of the dance styles they have learnt this term (Street/Irish/Indian)
<b>Summer</b>	Can you change what's already been done?	During this exploration of the fertile question students will be introduced to the professional choreographer 'Matthew Bourne' and appreciate his work 'Nutcracker.' Students will build and develop their appreciative skills through watching and analysing the work as well as exploring it practically. Students will develop their performance and choreographic skills through learning repertoire and creating their own versions of Sweet dances.	<p>Students will be required to show a final performance of choreography and repertoire based on Matthew Bourne's 'Nutcracker'</p> <p>Students will sit an end of year written exam</p>

## **Homework**

Students are not set homework on a formal basis in dance although homework can be set occasionally at the discretion of the teacher. As dancers, we are always looking to further develop and improve our performance skills, and we encourage all students to rehearse outside of lesson time, especially in the lead up to assessments. The dance area at KAA Online should will include links, videos, worksheets to support practice for each fertile question.

## **Looking for ways to improve in Dance?**

Attend dance workshops (Pineapple, Rambert, Laban)

Watch live performance (Sadler's Wells, The Royal Opera House)

Visit the school library about books on dance and dance practitioners.



# Drama

## Overview:

The Drama Department at KAA will provide every student with a consistently outstanding education in drama. We will give every student the opportunity to develop as an actor, director, stage manager and stage designer to such a level as to have the genuine option to study the arts at University or follow a career in television, film or theatre.

The foundation skills that Year 7s will develop will ensure that they are able to achieve excellence in GCSE and A Level Drama. We believe that our programme of study will develop confident and enthusiastic drama students, with a passion for the subject. The aim is for all students to have the self-esteem and confidence to perform.

*'Drama education uses the art form of drama as an educational pedagogy for students of all ages. It incorporates elements of an actor's training to facilitate the students' physical, social, emotional, and cognitive development. It is a multisensory mode of learning designed to:*

- *Increase awareness of self (mind, body and voice) and other (collaboration and empathy);*
- *Improve clarity and creativity in communication of verbal and nonverbal ideas; and*
- *Deepen understanding of human behaviour, motivation, diversity, culture, and history.*

*It also employs the elements of theatre – costumes, props, scenery, lighting, music and sound – to enrich the learning experience, re-enact stories, and mount productions. Students gain experience in the various roles of actor, director, write, designer, and audience member.*

*Drama education encompasses related disciplines and art forms such as pantomime, clowning, drama games, storytelling, radio drama, melodrama, puppetry, improvisation, mask theatre, media, public speaking, playwriting, directing, and play productions'. (Basom 2005)*

Term	Focus	Assessment
Autumn 1 & 2	In this unit the students will explore the foundations of studying drama. They will be introduced to key concepts that will enable them to access the curriculum and start to address the idea that a director is constantly making decisions for effect; influencing and creating an illusion.	Practical and Theory Section A: Unseen Stimulus. Students are to create a performance based on an unseen stimulus. Section B: Documentary Response. Students are to write an evaluation of their rehearsal process and final performance.
Spring 1 & 2	This unit will explore the text 'The Lion the Witch and the Wardrobe'. Through analysis of the analogy of the text and its religious parallels the students will explore the symbolism of the characters and work on creating characters that they will develop. The students will work with sections of the script to prepare them for their KS4 equivalent assessment.	Practical and Theory Section A: Students are to produce a piece of scripted work from the text they have been exploring. Section B: Documentary Response. Students are to write an evaluation of their rehearsal process and final performance.
Summer 1	This unit will be an 'Introduction to Shakespeare'. The students will work with extracts from: Romeo and Juliet, Merchant of Venice, Tempest and Macbeth. Students will explore Elizabethan theatre concepts and how it differs from 21st century theatre.	There will be no assessment at the end of this half term. The students will, however, be expected to spend time collating their process notes for their journal and there will be one filmed performance.

Summer 2	In this unit students will be focusing on the process of devising. This is a key element in KS4 and 5 and the devising skills that students will be exploring and developing will enable them to be confident with the process of creating theatre from a stimulus.	Section A: Summer Examination Practical: (5 mins) Students will produce a piece of theatre that incorporates the skills they have acquired over the year. Section B: Students will sit an end of year written examination
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**Useful Resources:**

BBC Bitesize, Edexcel Drama revision guides. The best way to research and improve in theatre education is to attend drama workshops, read scripts and watch plenty of plays – either live or online.

# Design and Technology

## Overview:

Design is a fundamental and essential part of every day and wider society. It has never been more current and valuable to 21<sup>st</sup> Century Learners. The D&T KAA department is committed to teaching students the value and importance of quality design, and the impact of their decisions as designers and consumers.

We are passionate about developing and encouraging creativity, teamwork, determination and resilience in all our students. All students should be risk takers and problem solvers. Students should always be encouraged to have a go, and not to be afraid of making mistakes.

Students study a variety of different types of Design and Technology on a rotation each term. We will be studying the following areas:



## Rotations Week by Week:

### Textile Design

Term	Fertile Question	Focus
Week 1	Do we really need Textiles?	Composition, physical and aesthetic characteristics of different fibres
Week 2	Do we need maps when we have satnav?	The language of labels and signage, ideograms, pictograms and symbols
Week 3	Can a picture inform?	Block printing
Week 4	Is a worker responsible for their own safety?	Dyeing fabric and health & safety of consumers and the work force
Week 5	Is it more dangerous to sew by hand or by machine?	Combination, construction and use of textile fibres and fabrics
Week 6	Is creativity fluid?	Surface decoration techniques, language of labels & signage and textile techniques
Week 7	The more skills I master the most I know, right?	Surface decoration techniques, language of labels & signage and textile techniques
Week 8	How long does it take to be a master?	Surface decoration techniques, language of labels & signage and textile techniques
Week 9	Is time keeping the biggest challenge for a designer?	Surface decoration techniques, language of labels & signage and textile techniques
Week 10	Do we really need Textiles?	Design proposals, consumer expectations and commercial products
Week 11	Assessment Week	
Week 12	Review Week	

## Product Design

Term	Fertile Question	Focus
Week 1	Is wood good?	Working characteristics/properties of wood Introduction to a design brief and how a designer uses it
Week 2	Is plastic fantastic?	Working characteristics of common plastics Health and safety when working with tools and equipment
Week 3	Is it true that with great power comes great responsibility?	Health & Safety  Material sources, recycling and environmental consequences
Week 4	Can a designer design anything?	The impact and responsibility designs have on and to society
Week 5	Is computer aided design better?	Design proposals using graphic techniques and ICT
Week 6	Is there a routine to design?	Evaluating and modifying design ideas and proposals
Week 7	Does working independently mean working alone?	Improving products throughout inception and manufacture
Week 8	Can you only check for quality once a product has been made?	Test procedures, modifying and improving
Week 9	Does working fast mean you're a good worker?	Test procedures, modifying and improving
Week 10	Can evaluating a product improve it?	Comparing design proposal and design specifications
Week 11	Assessment Week	
Week 12	Review Week	

## Food & Nutrition

Term	Fertile Question	Focus	Practical
Week 1	Why is it a good idea to eat your greens?	Introduction to the kitchen and the Eatwell plate	Fruit Salad
Week 2	Why is a potato better than a Mars Bar?	Carbohydrates	Potato Gnocchi
Week 3	Why are eggs so great?	Proteins	Omelette
Week 4	Can we eat fat without getting fat?	Fats	Fruit crumble
Week 5	Assessment Week		
Week 6	Review Week - What do we mean by a balanced diet?	Weighting of ingredients according to the Eatwell plate	Stir Fry
Week 7	Is 5 a day enough?	Governmental guidelines of 5 a day	Vegetable soup

**Homework:**

Students receive one 30 minute homework per week. It can be found on the Design Technology area of KAA Online or via edmodo.com (for Food & Nutrition rotation).

**Useful Resources:**

- Recipe books, design books and revision books can be borrowed from the academy library
- Use of edmodo.com for independent learning and revision
- Visiting museums, galleries and exhibitions in London to inspire and engage students with design

# English

## Overview

The English Department has designed its curriculum on the premise that students should be taught to ‘play the whole game’ of English from Year 7. As far as possible they should carry out processes that mirror the work of professionals who read, write and orate for a living. The interesting thing about this is that *no one* is exempt from these processes or skills! A master of English does not become an ‘Englishian’ or an ‘Englicist’; masters of English are at the top of their chosen field whatever that may be. Lawyers read and dispute contracts; plumbers use and create manuals; estate agents cajole and persuade; the list goes on with parents perhaps having the greatest need of all to infer and negotiate. In short, we believe that a secure grounding in English extends far beyond the discreet academic subject – it prepares the way for our students’ success in adult life.

THE WHOLE GAME OF ENGLISH		
Reading	Writing	Oracy
Understand the writer at work; interpret meaning from the writing of others’	Be able to write convincingly for a range of audiences / purposes; communicate meaning effectively	Be able to speak articulately, adapting language as appropriate for audience/purpose.

TERM	FERTILE QUESTION	GENRE	SUMMARY
Autumn 1	Is it possible to steal a childhood?	Literature Private Peaceful	Students will read Private Peaceful and focus on the key characters and their relationships. They will also begin to use detailed historical context to support their ideas.
Autumn 2	Does writing have the power to transport?	Language	Students will read a range of extracts from texts that explore different time periods.  They will write a descriptive piece based on a famous moment in history.
Spring 1	Can the same place be different?	Literature Poetry Language Narrative	Students will work through a range of heritage and modern poetry focused on London.
Spring 2	Can a letter save a life?	Language Reading viewpoints Writing a viewpoint	Students will look at a range of charity campaigns that aim to persuade to the reader to give.  They will write an argument about the donating to a specific charity.
Summer 1	What is love?	Literature - Shakespeare A Midsummer Night’s Dream	Students will study AMSND with a focus on the different types of love presented in the play.

Summer 2	How did Shakespeare create such memorable characters?  How can I utilise all of my Year 7 learning to inform my Summer Exam?	<b>Shakespearean Drama</b> – students will study extracts of a multitude of Shakespearean plays, from <i>The Tempest</i> to <i>Much Ado About Nothing</i> to <i>A Midsummer Night’s Dream</i> . Students will focus on Shakespeare’s characterisation and evaluate how and why are the latter’s characters are memorable to this day.  Students will revise for ‘junior’ GCSE exams, both in English Language and English Literature.	An analytical essay exploring the complex nature of Caliban in <i>The Tempest</i> . 50 minutes planning. 50 minutes READING assessment  <b>Literature:</b> An essay based on the final stave of <i>A Christmas Carol</i> . An essay on the Auden poem <i>Stop All the Clocks</i> .  <i>Language:</i> A piece of creative writing. A persuasive letter
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### Homework:

There are two, 30 minute pieces of English homework set each week, the resources for which will be uploaded onto KAA Online. One homework is set in the last lesson of a week and is a ‘pre-reading’ task. Students are asked to read the key text being studied the following week (this might be an article, an extract, or a poem) and complete comprehension questions based on the text. This is designed to prepare them for study and help them maximise the opportunities they have in lessons. The second homework is set in advance of the final, marked piece of work of the week which takes place in their 4<sup>th</sup> lesson. This is a piece of preparation work designed to help prepare students for the challenge of this piece of marked work.

### How can I support my child?

Ensuring they are organised with the correct equipment, homework completed and a reading book in their bag is the first step. The following will also help:

- Encourage them to read over their work aloud and make corrections before submitting work to be marked. We are teaching them how to proof-read with precision in English and students have green pens to help them do this.
- Never throw away an old English book or piece of work. Encourage them to look back over targets and check what they need to do to improve.
- Read newspapers, websites, books, and leaflets with them and discuss:
  - 1) What is the purpose of the text?
  - 2) What are the main points the text is trying to make?
  - 3) What methods does the writer use to communicate their points? Are they effective and convincing?

### Useful Resources:

The following websites are particularly useful:

- ➔ For reading and writing use <http://www.bbc.co.uk/schools/ks3bitesize/>
- ➔ Brush up on grammar and punctuation using <http://www.bbc.co.uk/skillswise/> or <http://www.grammar-monster.com/>

# Geography

## Overview:

The aim of geography at KAA is to inspire in students a fascination of the world around them which will stay with them throughout their lives. Geographical learning at KAA is framed around a fertile question or problem to be solved. By exploring these fertile questions together, students and teachers will embark upon a learning journey that unlocks the mysteries of a variety of the world's landscapes and cultures.

Our Year 7 geography curriculum explores key concepts such as locational knowledge, physical and human processes, connections between places, landscape change over time and the complexity of human-environment relationships. Fieldwork skills and map interpretation are also central to becoming excellent geographers and these skills will be developed to ensure KAA students are confident geographers at GCSE and A-level.

All of the core geographical concepts and skills outlined above will be will be explored through the topics shown in the table below. We hope that a topical, relevant and exciting curriculum will help students to develop a passion for learning that equips them with the skills they need to be successful in our increasingly globalised and complex world.

Term	Focus
Autumn 1	Are we lost without geography? (Geographical skills)
Autumn 2	Are places challenges to be tackled or opportunities to be celebrated? (Settlements)
Spring 1	How many people is too many people? (Population)
Spring 2	Is there blood on your bling? (Primary economic activity - mining)
Summer 1	Is there a perfect power source? (energy resources)
Summer 2	Can a river really rage? (rivers)

## Assessments:

All assessment will be based on work around the fertile question of the term and be set in GCSE style examination formats, involving shorter answer questions and data responses, leading onto longer, essay style responses. Fieldwork skills will also be assessed and students will be expected to analyse, conclude and evaluate results that they collect in the field.

## Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a student is in. The homework will vary and may involve preparation for a future lesson, revision for mini tests or activities which will consolidate the learning students have enjoyed in the classroom. Homework will be uploaded to the geography section of KAA online and there will be differentiated resources available there if students need extra support or have lost worksheets.

## Useful Resources:

- The geography area at KAA Online should be your first stop for any links to support resources and skills practice for each fertile question which is being investigated
- Excellent geographers are informed about what is happening in the world around them and therefore should regularly read the newspapers or visit the Newsround website or [bbc.co.uk](http://bbc.co.uk) to keep up with global current affairs
- Students could consult atlases and maps to improve their locational knowledge
- There are lots of documentaries on the television that cover a range of exciting human and physical geographical issues
- BBC Bitesize is an excellent website that has revision materials, video clips and test resources on all the topics covered

# History

## Overview:

The History curriculum is designed to encompass the “whole game” of History as a discipline. This means the curriculum has been constructed to develop students’ skills and knowledge to achieve the very best grades expected at GCSE and A level in preparation, but to also give them an understanding of the importance of learning from the past.

Learning at KAA is always framed around a series of ‘fertile questions’. These fertile questions allow students to develop a deep understanding of the subject and how to think and act like an historian.

The year 7 history curriculum explores the fundamental skills required to succeed: recall, select and communicate their knowledge; using historical terminology; demonstrating their understanding through explanations; using historical sources to understand different interpretations in history; and demonstrating excellent spelling, punctuation and grammar in their work. The programme of study will ensure all students have a breadth of understanding on the key features that have formed the British society we live in and developments in the world. The students will have the confidence to shape the future by having an understanding of the past.

Term	Focus
Autumn 1	Can one decision change the course of history? <i>1066 Norman Conquest</i>
Autumn 2	Can ordinary people have power? <i>The Peasant’s Revolt</i>
Spring 1	Can we know what happened without being there? <i>Richard III and the Princes in the Tower</i>
Spring 2	Can we know what happened without being there? Part 2 <i>The Mary Rose</i>
Summer 1	Is change always for the best? <i>Reformation and Tudor religious upheaval</i>
Summer 2	Revision

## Homework:

The aim of the homework set in history is to extend and consolidate students’ understanding and develop essential independent learning skills and is designed to be accessible to all students. Students have one thirty minute homework each week. The homework is planned in advance for each half term and is always uploaded to the history section of KAA Online so students can complete it even if they have lost a worksheet. The regular homework set will be supplemented by a stretch project that consists of all students producing a project based piece of work that they will present to others. The project will be set in the holidays and related curriculum subjects will combine to produce the project theme.

## Useful Resources:

- The history area at KAA Online should be your first stop for any links to support resources for each fertile question / unit taught in history.
- The library will be stocked with relevant books and periodicals to extend the students’ learning.

# Mathematics

## Overview:

Learning at KAA is always posed as a question or problem to be solved. Mathematics is no exception and the entire curriculum is structured around a series of 'fertile questions'. These fertile questions each frame a unit of mathematical work, adding meaning and real-life application to ideas which may otherwise appear quite abstract. Mathematics at KAA is studied in a challenging, yet rewarding way. The department offers a disciplined, caring learning environment in which each student can develop his/her particular strengths.

Mathematics at KAA will:

- Offer support and encouragement to students for whom mathematics sometimes proves challenging
- Encourage students to think and reason confidently, logically and independently
- Foster good work methods, efficiency, organisation and presentation
- Develop students' ability to articulate and express themselves well, both orally and on paper
- Make mathematics relevant, but also to encourage the enjoyment of it for its own sake
- Enable all students to reach their potential, be it at GCSE or Cambridge entrance levels, through a positive and satisfying mathematical experience.
- Develop students' ability to tackle problems in unfamiliar contexts and to evaluate data in order to make informed decisions
- Make every student a confident and capable mathematician, for whom mathematical education does not end when their KAA education does

	Focus	Assessment
Autumn 1	<b>Number:</b> Place Value, number operations, perimeter	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Autumn 2	<b>Number and shape:</b> Number operations, Area of 2d shapes, volume of cuboids, angle facts	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Spring 1	<b>Ratio and Proportion:</b> Ratios, fractions and percentages	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Spring 2	<b>Algebra:</b> Substitution, solving equations, sequences	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Summer 1	<b>Statistics:</b> Finding the averages and range and compare datasets.	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Summer 2	<b>Synoptic revision</b>	Two 55 minute (non-calculator and calculator papers) based on this year 7 learning statements.

All KAA students will be challenged and stretched preferably by doing more rigorous questions on current topics, rather than covering syllabus content very rapidly. This encourages KAA students to think like mathematicians rather than merely prioritising speed.

## Assessments:

Half term assessments enable both teachers and students to see how they are progressing. It encourages revision and consolidation and trains students to perform well under exam conditions.

**Homework:**

Students have two 30 minute homeworks each week. These are set on different (but fixed) days depending on which teaching group a child is in. One of the homeworks will be a more traditional written task, one of the homeworks will be electronic and completed through internet based software such as MyMaths or [hegartymaths.com](http://hegartymaths.com).

**Useful Resources:**

- The mathematics area at KAA Online should be your first stop for any links to support resources and skills practice for each fertile question / unit taught in maths.
- Each student in year 7 will also be given a user name and password for MyMaths at [www.mymaths.co.uk](http://www.mymaths.co.uk) and MathsWatch VLE at [www.mathswatchvle.com](http://www.mathswatchvle.com). This allows them to log onto the site, complete homework, work through topic-specific tutorials and play rich mathematical games.
- There are also a whole host of textbooks and mathematics books available for students in the library or the department.

# Modern Foreign Languages

## Overview:

Your child will study either French or German in year 7. Learning at KAA is always framed around a question or problem to be solved and the fertile questions in MFL are essential to each unit of work. They add meaning and purpose to the language use and often investigate a cultural theme alongside the language learning.

The Year 7 MFL curriculum will provide your child with the knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently and purposefully to confidently express their own ideas and opinions. We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable your child to both understand and use the language successfully. These skills are essential in order to achieve excellence in GCSE and A Level Languages. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

Term	Fertile Question & Content	Assessment
Autumn 1	What does excellent French/German sound like? Learn to use and understand key phonics, classroom, numbers, alphabet and high frequency language.	2 x 25 minute papers (listening & writing) based on content learnt in Autumn 1.
Autumn 2	Who am I? Learn to use and understand key vocabulary and grammar connected to describing yourself and your family/friends.	1 x 25 minute reading assessment and short speaking assessment based on content learnt in Autumn 2.
Spring 1	How is school different around the world? Learn to use key vocabulary and grammar connected with school and develop an understanding of the school system in France/Germany.	2 x 25 minute papers (listening & writing) based on content learnt in Spring 1.
Spring 2	How is learning a language like building a house? Learn to use key vocabulary and grammar connected to places in a town, directions, food, drink and essential items.	1 x 25 minute reading assessment and short speaking assessment based on content learnt in Spring 2.
Summer 1	How can you survive in Marseille/Vienna? Learn to use key vocabulary and grammar to describe where you live and the local area.	
Summer 2	How can you be creative in MFL? Students will use their French/German language skills creatively to produce a short text or story. This will enable them to consolidate their learning and use the language more independently. This module will also include revision of all topics studied to date.	3 x 25 minute papers (listening, reading & writing) and short speaking assessment based on <b>ALL</b> year 7 work.

## Homework:

Students have one thirty minute piece of homework each week. This is set on a fixed day depending on which teaching group a student is in. The homework may include reading, writing, learning vocabulary or preparing for a presentation/spoken piece of work.

Homework is always uploaded to the MFL section of KAA Online so students can complete it even if they have lost a worksheet. The MFL KAA Online pages also include links to internet based languages resources that will help your child develop their languages skills at home. Even if you have not learnt the language yourself, it is still very helpful for you to listen to your child speaking in French or German and you can assist them in learning vocabulary which is vital to success in languages.

**Useful Resources:**

- The Languages page on KAA Online has full details of the curriculum, homework and support resources to practice and improve your child's language skills.
- From Autumn 2, students will have access to Vocab Express, an online website which enables students to practice and learn French/German vocabulary to help support their language learning. Vocab Express combines text, images and audio to create an engaging learning environment. Students will be issued with their individual log on details and can access the site using the link below:
  - [www.vocabexpress.com](http://www.vocabexpress.com)
- Bi-lingual dictionaries or the following websites should be used to check and look-up new words:
  - French [www.wordreference.com](http://www.wordreference.com)
  - German <https://dict.leo.org/>

# Music

## Overview:

The entire Music curriculum has been designed, and is structured around a series of 'fertile questions' which explore over a period of lessons. In year 7 pupils start by developing their singing skills and their understanding of the musical elements. They also undertake a project on the keyboards, learning two-handed technique as well as an introduction to Music Technology in the Summer Term.

The music curriculum at KAA explores the key concepts of music, focusing on rhythm, melody, harmony, pitch, dynamics, texture, tempo, timbre and structure, through the skills of performing, composing and listening.

A deep understanding of these concepts are essential in order to achieve excellence in GCSE and A-Level Music. We believe that our programme of study will develop confident and musically articulate musicians, who possess the desire to become excellent at everything they do.

Term	Focus	Assessment
Autumn	This term focuses on developing singing technique and exploring the musical elements	Pupils will undertake a practical singing based assessment in large and small groups.
Spring	This term focuses on developing piano and keyboard technique, whilst further developing our understanding of key concepts.	Pupils will undertake an individual practical keyboard skills assessment.
Summer	This term focuses on developing composition skills, using music technology to enhance this process.	Pupils will be assessed on a practical composition based project using music technology.

## Homework:

Students are not set homework on a formal basis in music although homework can be set occasionally at the discretion of the teacher. As musicians, we are always looking to further develop and refine our performance skills, and we encourage all pupils to practice at least 3 times a week (30 minute sessions). The music area at KAA Online should will include links, videos, worksheets to support practice for each fertile question.

## Instrumental Tuition:

Pupils will be able to apply for Instrumental lessons on a wide range of instruments starting after October half term. Details of this will be sent home to parents by letter.

If you interested in instrumental lessons please contact our Head of Music, Mr Fisher.

# Physical Education

## Overview:

Within the PE curriculum pupils are required to develop their physical skills and theoretical understanding. The learning is presented around a key question which encourages deep thinking and exploration of ideas. In relation to all KAA subjects, the PE curriculum incorporates the concept of 'fertile questions' which ensures pupils can apply their knowledge and produce their own informed opinions.

The purpose of the Year 7 PE curriculum is to provide pupils with the opportunity to participate in a wide variety of physical activities. The aim is to develop the fundamental and core skills required to produce effective performances. Pupils will study 6 different activities depending on their class, including; basketball, football, athletics, swimming, dance, gymnastics, netball, cricket and trampolining. This will be supplemented by the extensive range of sporting activities offered during the enrichment programme.

The curriculum has been carefully planned to ensure that all pupils are prepared for the level of skill required for practical performances at GCSE and A Level. Also, that they are accustomed to the academic language and key concepts essential for exam success in the subject. We hope that all pupils will enjoy learning in our subject and develop a healthy, active lifestyle which incorporates lifelong participation in physical activities.

Term	Sport (Boys)	Sport (Girls)	Theory Content
Autumn 1	Football	Netball	Warm-ups
Autumn 2	Basketball	Football	Team work
Spring 1	Swimming	Trampolining	Components of fitness
Spring 2	Athletics	Swimming	Healthy, active lifestyles
Summer 1	Dance	Athletics	Decision-making
Summer 2	Cricket	Dance	Feedback

Please note that the curriculum plans are subject to change depending on availability of external providers.

## Assessment:

All units will be assessed in a 'GCSE style moderation'. This will include a practical review of the previous learned skills and extended performance time. Some performances may be recorded as evidence. Each half-term pupils will be required to complete a written assessment paper which helps to consolidate their understanding and use of academic language.

## Homework:

PE does not form part of the homework timetable; however each half-term they will be required to complete a revision pack for homework in preparation for their forthcoming assessment.

## Useful Resources:

Pupils are encouraged to visit the Physical Education area available on KAA Online. Here they will have access to information and tutorials based upon the units we are studying. Here are some other useful websites:

- BBC Sport Academy website
- BBC Bitesize – Physical Education
- Revision World - Physical Education

# PSHE

## Overview:

Learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become successful learners who enjoy learning, make progress and achieve, confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society. There are two elements to the PSHE Curriculum; Personal Wellbeing and Economic Wellbeing and Financial Capability. Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, whilst economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

## Assessment:

Students will not be formally assessed in PSHE but questionnaires and presentations will be used to assess student understanding at the end of each unit of work.

Term	Topic	NC areas covered Year 7
Aut1	Relationships	<ul style="list-style-type: none"> <li>• Different types of relationships</li> <li>• Recognising how they are seen by others</li> <li>• Giving and receiving constructive feedback and praise</li> <li>• Exploring the qualities people bring to relationships</li> <li>• Cultural norms in society, including the range of lifestyles and relationships</li> <li>• Recognising personal strengths and how this affects self esteem</li> <li>• Qualities and behaviours expected and exhibited in a range of positive</li> </ul>
Aut2	Bullying	<ul style="list-style-type: none"> <li>• Effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively</li> </ul>
Spr 1	Diversity	<ul style="list-style-type: none"> <li>• Respecting the differences between people and developing own sense of identity</li> <li>• Empathising with people different to themselves</li> <li>• Similarities, differences and diversity among people of different races, cultures, abilities, genders, ages, sexual orientation</li> <li>• Impact of stereotyping</li> <li>• Discrimination and how to respond when being discriminated</li> </ul>
Spr 2	Entrepreneurship	<ul style="list-style-type: none"> <li>• Benefits of being ambitious and enterprising</li> <li>• Skills and qualities required to engage in enterprise</li> <li>• Different types of business, organization and financing</li> <li>• Assessing and managing risk in relation to financial decisions</li> <li>• Social and moral dilemmas about the use of money</li> </ul>
Sum1	Health	<ul style="list-style-type: none"> <li>• Changes (physical and emotional) that occur during adolescence and how to manage these</li> <li>• Characteristics of mental and emotional health and strategies for managing it</li> <li>• How to keep healthy</li> <li>• Work / life balance</li> <li>• Personal hygiene</li> <li>• In the context of relationships, reproduction, contraception, STIs and high risk behaviours including early sexual activity</li> <li>• Benefits of physical activity, importance of sleep and balanced diet</li> </ul>
Sum2	Keeping Safe	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Managing risk in different environments and when travelling</li> <li>• Recognising when personal safety and wellbeing is put at risk</li> <li>• Resisting pressure to do wrong and recognising how to support others</li> <li>• Safe and responsible use of online technology</li> </ul>

## Homework:

There will be no formal homework set for PSHE

## Useful Resources:

To read more about PSHE topics and the reason it is taught in schools, please use the following website:

<https://www.pshe-association.org.uk/>

# Religious Education

## Overview:

As with all other subjects at KAA, the R.E. curriculum is structured around a series of 'fertile questions'. These fertile questions each open up a new line of philosophical enquiry, adding meaning and real-life application to new knowledge gained.

Our year 7 RE curriculum focusses on the place of religion in current world affairs, key artefacts, the history of the Abrahamic religions as well as the core beliefs and practices of some of the major world faiths. The curriculum is designed to teach students key skills such as evaluation, analysis, application of theory and use of key terminology, alongside being able to give their own developed point of view. These skills are essential in order to achieve excellence in GCSE and A Level. We believe that our bespoke program of study will allow students to develop into independent, enthusiastic, critical thinkers who are able to challenge truth claims, hold debate and have an appreciation for the world around them.

Term	Fertile Question	Assessment
Autumn 1	Can religion help a modern world?	50 Minute extended writing piece.
Autumn 2	Do you need proof to believe?	30 minute topic test on work covered in the unit laid out as a GCSE style format.
Spring 1	Could some people see God as a racist?	50 Minute extended writing piece.
Spring 2	Should anyone be blamed for the death of Jesus?	50 Minute extended response to a piece of scripture.
Summer 1	Could I go on a pilgrimage to Westfield?	30 minute topic test on work covered in the unit laid out as a GCSE style format.
Summer 2	What does a successful philosopher do differently?	2 hour end of year assessment covering all material.

## Homework:

Students have one thirty minute homework per week on a fixed day depending what teaching group they are in. Homework will vary between preparation for the next lesson, extended writing, structured research or consolidation of learning.

Homework is always uploaded into the RE section of KAA Online, so students are able to complete it even if they have not recorded it in their planner or have lost the resources needed. At KAA online you will also find a wealth of internet based RE resources that will help your child develop their skills and knowledge at home. KAA Online is also a valuable resource when it comes to assessment preparation.

## Useful Resources:

- KAA Online should be the first area in which students or parents should look for additional support.
- The library is a useful resource when researching different religions and cultures as there are a variety of books available for student use.
- Parents are welcome to email [g.hitchcock@kaa.org.uk](mailto:g.hitchcock@kaa.org.uk) for more information on RE.

# Science

## Overview:

The science scheme of work has been devised by working back from the key content that students need to be able to achieve the highest grade at A Level and in turn the key content that students need to achieve the highest grade at GCSE.

The content that students need to cover within each unit is framed using an over-arching 'fertile question', each of which will incorporate different skill strands. For example, while investigating the fertile question 'Should we be allowed to genetically modify organisms?' students will be expected to 'appreciate the applications of science' & 'the risks & the ethical issues that arise'.

From when they start at KAA students will develop forms of thinking scientifically to enable them to build knowledge, test hypotheses, analyse and evaluate observations and conclusions, and communicate discovery – this is the 'whole game' of science.

The fertile questions for year 7 are outlined below:

Term	Focus
Autumn 1	Are all living organisms made from the same things?
Autumn 2	Are there any substances in the Universe left to discover?
Spring 1	Will people live on Mars in our lifetime?
Spring 2	Are all reactions the same?
Summer 1	Should we be allowed to genetically modify organisms?
Summer 2	Will we run out of energy in our lifetime?

## Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a child is in.

All homework will be available on KAA Online for which every student will have a login – this allows all students access to the homework regardless of whether they miss a lesson or lose their planner.

As 'Google Classroom' develops further students will have the option to complete, submit and review their homework online.

## Useful Resources:

- The science area at KAA Online
- KS3 BBC Bitesize - Science ([www.bbc.co.uk/bitesize/ks3/science/](http://www.bbc.co.uk/bitesize/ks3/science/)) – KS3 Science learning resources for children & parents organised by topic
- CGP KS3 Science Study Guide (ISBN: 978 1 84146 230 1) - Every topic is explained with clear, friendly notes, diagrams and examples, and there are practice questions on most pages to test the crucial skills