

### Curriculum Plan: Art – Year 7 (on rotation)

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Weeks 1 - 7	What is colour?	<ul style="list-style-type: none"> <li>• Colour Theory</li> <li>• Mixing and blending colours</li> <li>• Keywords – tone, hue, tint, shade.</li> <li>• Exploring artists that experiment with colour</li> <li>• Pablo Picasso</li> </ul>	1. Colour wheel  2. EA Exam – Theory test on Colour	<u>Reading List</u> <ul style="list-style-type: none"> <li>• Colour Theory</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>• Research the work of Pablo Picasso</li> </ul>
Weeks 8 - 14	How do I create a self Portrait	<ul style="list-style-type: none"> <li>• Develop an understanding of the proportions of the face.</li> <li>• Understanding how to control oil pastels.</li> <li>• Using colour to express mood in response to Pablo Picasso</li> </ul>	4. Pencil drawing of self portrait  5 Application of oil pastels colour to show mood.  6. Creative interpretation of portraiture through collage, and Photoshop.	<u>Reading List</u> <ul style="list-style-type: none"> <li>• Pocket Art: Portrait Drawing by Joanna Healey</li> </ul> <u>Other activities</u> Practise drawing self-portraits, portraits from photographs.

## Curriculum Plan: English – Year 7

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How was the ideal of heroism developed in Greek Myths?	<ul style="list-style-type: none"> <li>• Atlas, Tantalus and Sisyphus</li> <li>• Prometheus and Pandora</li> <li>• Perseus and Medusa</li> <li>• Hercules and the Twelve Labours</li> <li>• Theseus and the Minotaur</li> <li>• Daedalus and Icarus</li> <li>• The Origins of the Trojan War</li> <li>• Agamemnon and Clytemnestra: part 1</li> <li>• Achilles and Hector</li> <li>• The Wooden Horse and the Fall of Troy</li> </ul>	EA1 Exam:  Who is the greatest Greek hero?	<ul style="list-style-type: none"> <li>• Roles of the ancient Greek gods and characters</li> <li>• Roles of mythological creatures and the challenges they faced</li> <li>• What is hubris and how will it be punished through nemesis?</li> <li>• Participants of the Trojan War</li> </ul>
Term 1b	1. What is poetry?  2. How do we analyse poetry?  3. Why do poets write poetry?	<ul style="list-style-type: none"> <li>• Seamus Heaney, <i>Digging</i></li> <li>• Alfred Lord Tennyson, <i>The Eagle</i></li> <li>• William Blake, <i>The Tyger</i></li> <li>• Carol Ann Duffy, <i>Mrs Icarus, Mrs Midas, Medusa</i> and Demeter</li> <li>• William Carlos Williams, <i>Icarus</i></li> <li>• William Ernest Henley, <i>Invictus</i></li> <li>• Rudyard Kipling, <i>If</i></li> <li>• Simon Armitage, <i>Give</i></li> <li>• Benjamin Zephaniah, <i>Talking Turkeys!</i></li> </ul>	How is the idea of stoicism explored in <i>Invictus</i> ?	<ul style="list-style-type: none"> <li>• Definitions of poetic techniques</li> <li>• Questions for analysing poems</li> <li>• Names of poets</li> <li>• Dates of poems</li> </ul>
Term 2a	How have medieval legends shaped Britain's national identity?	<ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Sir Gawain and The Green Knight</li> <li>• Everyman</li> <li>• The Canterbury Tales</li> <li>• One Thousand and One Arabian Nights</li> </ul>	EA2 exam:  How have medieval legends shaped Britain's national identity?	<ul style="list-style-type: none"> <li>• Roles of medieval characters</li> <li>• Medieval vocabulary</li> <li>• Key contextual dates</li> </ul>

Term 2b	<p>1. What is rhetoric?</p> <p>2. How did the Romans use rhetoric?</p> <p>3. Why was rhetoric important to the Romans?</p>	<ul style="list-style-type: none"> <li>• The Roman Republic</li> <li>• Monarchy and Tyranny, Republic and Democracy</li> <li>• Julius Caesar's conquests and assassination</li> <li>• Cleopatra as the Pharaoh-Queen and her suicide</li> <li>• Marcus Cicero's role in the Senate and his murder</li> </ul>	How did Caesar use rhetoric in the speech about courage?	<ul style="list-style-type: none"> <li>• Ancient Roman political concepts</li> <li>• Rhetorical devices</li> <li>• Timeline of ancient Rome</li> <li>• Ancient Romans</li> </ul>
Term 3a	<p>1. Why did Shakespeare write about Julius Caesar?</p> <p>2. How did Shakespeare use language to present the story of Caesar?</p>	<ul style="list-style-type: none"> <li>• William Shakespeare and the Globe Theatre</li> <li>• Shakespeare's Julius Caesar</li> <li>• The play in 21 quotations</li> <li>• Beware the Ides of March</li> <li>• This god did shake</li> <li>• Exploring the temptation of Brutus</li> <li>• Sacrificers, Not Butchers</li> <li>• Statue Spouting Blood</li> <li>• The Ides of March Are Come</li> <li>• Live, Brutus, live, live!</li> </ul>	EA3 exam:  How does Cassius use language to tempt Brutus?	<ul style="list-style-type: none"> <li>• Key dates for 16<sup>th</sup> century Elizabethan London</li> <li>• Characters in Julius Caesar</li> <li>• Vocabulary definitions</li> <li>• Plot of Julius Caesar</li> <li>• Theatrical Stagecraft: Dramatic Devices</li> </ul>
Term 3b	<p>1. How does Shakespeare build up tension to the climactic death of Julius Caesar?</p> <p>2. Does Shakespeare's play suggest that tyrannicide is justified or unjustified?</p>	<ul style="list-style-type: none"> <li>• Friends, Romans, Countrymen</li> <li>• Analysing Antony's speech</li> <li>• Cinna The Poet</li> <li>• A Tide in The Affairs of Men</li> <li>• At Phillipi</li> <li>• The Noblest Roman of Them All</li> <li>• Tyrannicide</li> </ul>	How does Shakespeare develop the key characters of the play?	<ul style="list-style-type: none"> <li>• Quotations from Caesar and Antony</li> <li>• Quotations from Cassius and Brutus</li> </ul>

**Curriculum Plan: Food Technology Y7 (on rotation)**

	Enquiry Question	Key Content	Key Assessments	Further Learning at Home
Term 1a	1. How do I stay safe in the kitchen?	<ul style="list-style-type: none"><li>• Hazards</li><li>• Health and safety</li></ul>	1. EA exam (health and safety)	Other activities <ul style="list-style-type: none"><li>• Write a risk assessment for you kitchen at home.</li><li>• Write a story about an incidence of food poisoning.</li></ul>
Term 1b	1. What is a balanced diet?	<ul style="list-style-type: none"><li>• Balanced diets</li><li>• Nutrition</li></ul>	2. Balanced diet exam	Other activities <ul style="list-style-type: none"><li>• Write a food diary for yourself/ someone else for a week and analyse how balanced your/ their diet is.</li></ul>

## Curriculum Plan: Geography Year 7

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<b><u>What is Geography?</u></b> <b><u>What skills do I need as a geographer?</u></b>	<ul style="list-style-type: none"> <li>- Introduction to geography</li> <li>- Graph reading</li> <li>- How to measure population</li> <li>- Population density and impacts</li> <li>- Population pyramids – aging/youthful population</li> <li>- Map reading</li> </ul>	EA1 Exam: Written exam: Interpreting data and graphs	
Term 1b	<b><u>What is the UK?</u></b>	<ul style="list-style-type: none"> <li>- UK – REGENERATION CITIES</li> <li>- Countries within the UK</li> <li>- Capital cities</li> <li>- North south divide</li> <li>- London</li> <li>- Important cities in the UK</li> </ul>	Written exam: extended question on the north/south divide	
Term 2a	<b><u>Weather and climate</u></b>	<ul style="list-style-type: none"> <li>- What is weather and climate</li> <li>- Clouds and rainfall</li> <li>- Natural causes of climate change</li> <li>- Human causes of climate change</li> </ul>	EA2 Exam: Written exam: small answer questions on weather and climate with extended question on climate change	
Term 2b	<b><u>Rivers</u></b>	<ul style="list-style-type: none"> <li>- The water cycle</li> <li>- Stores and Transfers</li> <li>- Processes of the river</li> <li>- Upper course</li> <li>- Middle course</li> <li>- Lower course</li> <li>- Environmental impact</li> </ul>	Written exam: Small answer questions on river features and processes	
Term 3a	<b><u>Ebbsfleet the Developing Gateway – and the River Thames</u></b>	<ul style="list-style-type: none"> <li>- Regeneration</li> <li>- Research investigating</li> <li>- Costs and benefits</li> <li>- Stake holders</li> <li>- Use of river Thames</li> <li>- Protecting river Thames - Thames barrier</li> <li>- Sustainability</li> <li>- Success of schemes / Future?</li> </ul>	EA3 Exam: Written exam: Evaluation question on the regeneration of the local area – effects and sustainability	
Term 3b	<b><u>Coasts</u></b>	<ul style="list-style-type: none"> <li>- Wave types/ geology</li> <li>- Types of coastlines: concordant/discordant</li> <li>- Erosional landforms: cave, stack, stump</li> <li>- Depositional landforms: beaches, spits, bars</li> <li>- Protecting the coasts - costs/benefits</li> </ul>	Written exam: Small answers on coastal processes and human protection	

## Curriculum Plan: Global Learning – Year 7

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a (7 lessons)	Who am I?	<ol style="list-style-type: none"> <li>1. Intro to PSHE</li> <li>2. Belonging</li> <li>3. Academy Values</li> <li>4. Diversity</li> <li>5. Prejudice/Discrimination</li> <li>6. British Values</li> <li>7. Assessment</li> </ol>	EA1 Exam	<p><u>Reading List</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/topics/z4982hv/resources/1">http://www.bbc.co.uk/education/topics/z4982hv/resources/1</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/zwj7hyc/resources/1">http://www.bbc.co.uk/education/topics/zwj7hyc/resources/1</a></li> </ul>
Term 1b (7 lessons)	What do I need to know about love, sex and relationships?	<ol style="list-style-type: none"> <li>1. Love and relationships</li> <li>2. Hygiene</li> <li>3. Menstruation</li> <li>4. Erections</li> <li>5. Sex</li> <li>6. Contraception</li> <li>7. consent</li> </ol>		<p><u>Reading List</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/topics/zv3g87h/resources/1">http://www.bbc.co.uk/education/topics/zv3g87h/resources/1</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/zyy39j6/resources/1">http://www.bbc.co.uk/education/topics/zyy39j6/resources/1</a></li> </ul>
Term 2a (6 lessons)	How can I have good friendships and prevent bullying?	<ol style="list-style-type: none"> <li>1. Friendship</li> <li>2. Bullying</li> <li>3. Social media</li> <li>4. Discrimination</li> <li>5. Mental Health</li> <li>6. Assessment</li> </ol>	EA2 Exam	<p><u>Reading List</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/topics/zhhnb9g/resources/1">http://www.bbc.co.uk/education/topics/zhhnb9g/resources/1</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/zssycdm/resources/1">http://www.bbc.co.uk/education/topics/zssycdm/resources/1</a></li> </ul>
Term 2b (6 lessons)	What do I need to know about finance?	<ol style="list-style-type: none"> <li>1. Income and expenditure</li> <li>2. Credit and debit</li> <li>3. Budgeting</li> <li>4. Bank statements</li> <li>5. Payslips</li> <li>6. VAT</li> </ol>		<p><u>Reading List</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/topics/zbbd2p/resources/1">http://www.bbc.co.uk/education/topics/zbbd2p/resources/1</a></li> </ul>
Term 3a (5 lessons)	How can I stay safe?	<ol style="list-style-type: none"> <li>1. Transport safety</li> <li>2. Internet safety</li> <li>3. Alcohol safety</li> <li>4. Drug safety</li> <li>5. Assessment</li> </ol>	EA3 Exam	<p><u>Reading List</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/topics/z9982hv/resources/1">http://www.bbc.co.uk/education/topics/z9982hv/resources/1</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/zddj6sg/resources/1">http://www.bbc.co.uk/education/topics/zddj6sg/resources/1</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/zrr4jxs/resources/1">http://www.bbc.co.uk/education/topics/zrr4jxs/resources/1</a></li> </ul>
Term 3b (8 lessons)	What is community cohesion and why does it matter?	<ol style="list-style-type: none"> <li>1. Gender roles</li> <li>2. Christianity and gender</li> <li>3. Islam and gender</li> <li>4. Multi-ethnic society</li> <li>5. Racism</li> <li>6. Multiculturalism</li> <li>7. Terrorism</li> <li>8. Recap</li> </ol>		<p><u>Reading List</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/topics/zk8wxnb/resources/1">http://www.bbc.co.uk/education/topics/zk8wxnb/resources/1</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/z8dj6sg/resources/1">http://www.bbc.co.uk/education/topics/z8dj6sg/resources/1</a></li> </ul>

## Curriculum Plan: Graphics – Year 7 (part of rotation)

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1 (graphics)	<p>Which educational skills do we learn at different ages? Such as letter recognition, the alphabet, simple adding and word structure.</p> <p>Why is CAD so important in the making of high quality products in Design Technology?</p>	<ul style="list-style-type: none"> <li>• Basic Drawing Skills.</li> <li>• Complete the funny heads activity to develop digital design skills then Research 4 films (mood-board) which you could produce the cinema snacks for. (2 lessons)</li> <li>• Describe / sketch how this could be done on a jigsaw blank. (2-3 designs)</li> <li>• Create a staged production plan which justifies the use of resources, tools and materials.</li> <li>• Create the final graphics for the jigsaw using 2D digital software on jigsaw template.</li> <li>• Refine and improve the graphics.</li> <li>• Print the graphics and spray-mount onto the 300x600 template for laser. Laser it.</li> <li>• Varnish the final pieces and glue and pin the frame</li> <li>• Sand down the frame edges to flush and varnish / assemble the final product.</li> <li>• Test the product on classmates and complete the full evaluation.</li> </ul>	<p>KA1: Draw a selection of key objects using Oblique, Isometric and Crating techniques. Extend to Perspective technique if possible.</p> <p>KA1: (exam): Be able to apply colour rendering to enhance 3D drawings.</p>	<p><u>Reading List</u> The projects will be supported with material specially written by Ebbsfleet Design and Technology staff which will be available in hard copy for them in school and also linked to the school website to assist study at home.</p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• Read BBC Bite-size on this topic</li> <li>• Read support material on the VLE</li> <li>• <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>• <a href="http://www.dtonline.org">www.dtonline.org</a></li> </ul>
Term 2	<p>What are the key safety considerations when designing toys for young children?</p>	<ul style="list-style-type: none"> <li>• Learning the basics of writing a brief and a specification Introduction to soldering and circuit practical</li> <li>• The key electrical components for building a circuit: Transistor, resistor, LDR, variable resistor and motor.</li> <li>• Introduction to manufacturing with CAD/CAM</li> <li>• Learning to choose appropriate materials (plastics) and processes (laser cutting and soldering) for manufacture.</li> <li>• Learning to assemble and test a simple product.</li> </ul>	<ol style="list-style-type: none"> <li>1. Coursework grade based on the students manufacturing and evaluation of the product.</li> <li>2. Exam 2 looking at testing students' knowledge on safety, design skill and electronic component knowledge.</li> </ol>	<p><u>Reading List</u> The projects will be supported with material specially written by Ebbsfleet Design and Technology staff which will be available in hard copy for them in school and also linked to the school website to assist study at home.</p> <p><u>Reading List</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>• <a href="http://www.dtonline.org">www.dtonline.org</a></li> </ul> <p><u>Other activities</u></p> <ul style="list-style-type: none"> <li>• Read BBC Bitesize on this topic</li> <li>• Read support material on the VLE</li> </ul>

**Curriculum Plan: History – Year 7**  
**OVERALL THEME = Who had power in England’s history?**

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	What is History and where can we find it?  Why was England attacked in 1066?	<ul style="list-style-type: none"> <li>Prehistoric life</li> <li>Swanscombe Man</li> <li>Succession Crisis</li> <li>Battles of Fulford, Stamford Bridge and Hastings</li> <li>Motte &amp; Bailey castles</li> </ul>	1. EA1: (Essay on why the Normans won the Battle of Hastings)	<u>Reading List</u> <ul style="list-style-type: none"> <li>SHP Y7 textbook p56-86</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize - <a href="http://www.bbc.co.uk/education/guides/zsjnb9g/revision">http://www.bbc.co.uk/education/guides/zsjnb9g/revision</a></li> </ul>
Term 1b	Who was the greatest king of the Plantagenets?	<ul style="list-style-type: none"> <li>Henry II as king</li> <li>Thomas Becket</li> <li>Richard I as king</li> <li>John as king</li> <li>Magna Carta</li> </ul>	2. Written essay – ‘Who was the greatest medieval king?’	<u>Reading List</u> <ul style="list-style-type: none"> <li>SHP Y7 textbook p100-113, 178-181</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize - <a href="http://www.bbc.co.uk/education/guides/zw3wxnb/revision">http://www.bbc.co.uk/education/guides/zw3wxnb/revision</a></li> <li><a href="http://www.bbc.co.uk/education/guides/zqgqtf/revision">http://www.bbc.co.uk/education/guides/zqgqtf/revision</a></li> </ul>
Term 2a	Why did the Peasants’ Revolt happen in 1381?	<ul style="list-style-type: none"> <li>Chronology</li> <li>Timeline of key events in the Peasants’ Revolt</li> <li>Causes of the Peasants’ Revolt</li> </ul>	3. EA2 Exam: (Essay on causes of the Peasants’ Revolt)	<u>Reading List</u> <ul style="list-style-type: none"> <li>SHP Y7 textbook p178-187</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize - <a href="http://www.bbc.co.uk/education/guides/z2c2pv4/revision">http://www.bbc.co.uk/education/guides/z2c2pv4/revision</a></li> </ul>
Term 2b	Who was Henry VIII and how did he change England?	<ul style="list-style-type: none"> <li>War of the Roses</li> <li>Renaissance Prince</li> <li>Opinions on Henry VIII from different perspectives</li> </ul>	4. Sources assessment – ‘What did people think of Henry VIII?’	<u>Reading List</u> <ul style="list-style-type: none"> <li>SHP Y7 textbook p192-206</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize - <a href="http://www.bbc.co.uk/education/topics/z3yfr82">http://www.bbc.co.uk/education/topics/z3yfr82</a></li> </ul>
Term 3a	Why is Elizabeth I such an important historical figure?	<ul style="list-style-type: none"> <li>Portraits of Elizabeth I</li> <li>Problems faced by Elizabeth I</li> <li>Spanish Armada</li> <li>Elizabeth’s impact on England</li> </ul>	5. EA3Exam: (Essay on the problems faced by Elizabeth I)	<u>Reading List</u> <ul style="list-style-type: none"> <li>SHP Y7 textbook p120-126</li> <li>SHP Y8 textbook p 110-111</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize - <a href="http://www.bbc.co.uk/education/topics/zbvycdm">http://www.bbc.co.uk/education/topics/zbvycdm</a></li> </ul>
Term 3b	Who was Oliver Cromwell?	<ul style="list-style-type: none"> <li>Charles I</li> <li>Causes of the Civil War</li> <li>Oliver Cromwell: Hero or villain?</li> <li>Lasting impact of the Civil War</li> </ul>	6. Civil War sources assessment about causation	<u>Reading List</u> <ul style="list-style-type: none"> <li>SHP Y8 textbook p140-149</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize - <a href="http://www.bbc.co.uk/education/guides/z8vdm3/revision">http://www.bbc.co.uk/education/guides/z8vdm3/revision</a></li> </ul>

### Curriculum Plan: IT Functional Skills – Year 7

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How can I be safe in the classroom?  What is E-Safety?  How can I become a functional computer user?	<ul style="list-style-type: none"> <li>• Health &amp; Safety in an ICT room</li> <li>• What is CEOP</li> <li>• Windows skills</li> <li>• Folder organisation</li> <li>• MS Word base skills</li> </ul>	1. Test to assess hardware / health & safety / E-safety knowledge	<a href="http://www.thinkyouknow.co.uk">www.thinkyouknow.co.uk</a> <a href="http://www.CEOP.police.uk">www.CEOP.police.uk</a> BBC Bitesize – E-Safety
Term 1b	What does a professional looking presentation look like?  How can I organise information within a presentation	MS PowerPoint <ul style="list-style-type: none"> <li>• Layout</li> <li>• Design</li> <li>• Animations</li> <li>• Transitions</li> </ul>	3. MS PowerPoint task (ECDL)	BBC Bitesize – KS3 – Software
Term 2a	How can I find useful information on the internet?  How can I search more effectively	Internet <ul style="list-style-type: none"> <li>• Research skills</li> </ul> MS Word skills <ul style="list-style-type: none"> <li>• Layout</li> <li>• Design</li> <li>• Conventions</li> <li>• Mail Merge</li> </ul>	2. MS Word task (ECDL)	BBC Bitesize – KS3 - Software
Term 2b	How can Excel help me display mathematical information?	Ms Excel <ul style="list-style-type: none"> <li>• Layout</li> <li>• Design</li> <li>• Simple formulas</li> </ul>	4. MS Excel task (ECDL)	BBC Bitesize – KS3 – Software
Term 3a	How can I use layout techniques to improve the professionalism of my work?	MS Excel / Publisher <ul style="list-style-type: none"> <li>• Complex formulas</li> <li>• Graphs / Charts</li> </ul>	5. MS Excel / Publisher task (ECDL)	BBC Bitesize – KS3 – Software
Term 3b	Am I a functional computer user?  How do I decide what application to use to solve a particular task/problem?	Problem solving exercises using MS Office  Tasks designed to utilise all skills acquired throughout the year	6. Tasks based on MS Office (ECDL)	BBC Bitesize – KS3 - Software

## Curriculum Plan: PE – Year 7

Term	Enquiry Question(s)	Key Content		Key Assessments	Further Learning for Home
1a	How can I develop basic principles of attack and defence to plan strategy and tactics for rugby? What skills will I develop through Gymnastics that I can use in other aspects of life?	Rugby <ul style="list-style-type: none"> <li>• Ball handling</li> <li>• Rules of the game</li> <li>• Tackling</li> </ul>	Gymnastics <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Locomotion</li> <li>• Balances</li> <li>• Sequences</li> <li>• Quality, Control and Tension.</li> </ul>	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
1b	Handball, when a game meets netball, basketball and football. How can all these tactics be put together to outwit your opponent? Netball, how can a static movement, become a fast, exciting, true team sport which involves running, jumping, throwing and catching?	Handball <ul style="list-style-type: none"> <li>• Passing</li> <li>• Footwork</li> <li>• Movement on court</li> <li>• Positions</li> </ul>	Netball <ul style="list-style-type: none"> <li>• Passing on the move</li> <li>• Footwork</li> <li>• Marking</li> <li>• Positions</li> <li>• Attacking play</li> </ul>	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2a	In basketball how do I develop hand eye coordination?  Developing flexibility and core strength enables fluency and control, why are these needed in trampolining?	Basketball <ul style="list-style-type: none"> <li>• Passing</li> <li>• Footwork</li> <li>• Movement on court</li> <li>• Positions</li> </ul>	Trampolining <ul style="list-style-type: none"> <li>• Straight jump</li> <li>• Pike jump</li> <li>• Straddle jump</li> <li>• Tuck jump</li> <li>• ½ twist/360 twist</li> <li>• Seat Drop</li> <li>• Routine based</li> </ul>	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2b	Badminton, the aim is to vary the direction and trajectory of the shuttlecock to force the opposing player out of position, but how do we do this?  How can I develop basic principles of attack and defence to plan strategy and tactics for hockey?	Badminton <ul style="list-style-type: none"> <li>• Overhead Clear</li> <li>• Forehand Clear</li> <li>• Footwork</li> <li>• Placement of Shuttle</li> <li>• Serving</li> </ul>	Hockey <ul style="list-style-type: none"> <li>• Moving with the ball</li> <li>• Passing</li> <li>• Tackling</li> <li>• Tactical Awareness</li> </ul>	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
3a	How can I develop basic shots to ensure that I am tactically aware and can outwit my opponent?  Athletics, how can we ensure that we are exerting maximum power, strength and utilising the correct breathing technique in all events?	Athletics <ul style="list-style-type: none"> <li>• Basic running technique</li> <li>• Track start</li> <li>• Basic field events (shot putt, javelin)</li> <li>• Basic jump events (long and high jump)</li> </ul>	Tennis <ul style="list-style-type: none"> <li>• Footwork and Movement</li> <li>• Forehand groundstroke</li> <li>• Backhand groundstroke</li> <li>• Basic rules of the game.</li> </ul>	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
3b	Athletics, how can we ensure that we are exerting maximum power, strength and utilising the correct breathing technique in all events?  How do you as a batter ensure the best ball placement and choose the correct shot to be played?	Athletics <ul style="list-style-type: none"> <li>• Basic running technique</li> <li>• Track start</li> <li>• Basic field events (shot putt, javelin)</li> <li>• Basic jump events (long and high jump)</li> </ul>	Striking and Fielding <ul style="list-style-type: none"> <li>• Throwing and Catching</li> <li>• Batting</li> <li>• Footwork</li> <li>• Tactical Awareness</li> </ul>	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club

**Curriculum Plan: Physiology Year 7**

Term	Enquiry Question(s)	Key Content	Key Assessments	Further Learning for Home
1a	When performing physical activity how does the body provide the performer with fuel?  What is the Cardiovascular System?  What is the Respiratory system?	<ul style="list-style-type: none"> <li>Students will be focusing on Anatomy and Physiology exploring how the body works during sport and every day activities.</li> <li>Describe how the cardiovascular system works</li> <li>Understand the importance of the Respiratory system.</li> </ul>	Content Test	GCSE Bitesize Applied Anatomy and Physiology Activities.
1b	How does the skeleton enable movement?  What is the musculoskeletal system?	<ul style="list-style-type: none"> <li>Students will be able to name all bones in the body in accordance with the GCSE specification.</li> <li>Develop an understanding of the muscles used in sport and day to day actions, students will be able to name and spell the muscles in the body.</li> </ul>	Practical: Body Suit	GCSE Bitesize Applied Anatomy and Physiology Activities.
2a	What components of fitness are needed for your main physical activity?	<ul style="list-style-type: none"> <li>Students will be focussing on Fitness Testing, Health Related Fitness.</li> <li>They will research the 10 components of fitness.</li> </ul>	Component of Fitness Wheel	GCSE Bitesize Physical Training Activities.
2b	What is the difference between Health and Fitness?	<ul style="list-style-type: none"> <li>Students will continue to develop knowledge on Health and Fitness.</li> <li>Implement types of fitness testing and compare results against elite athletes and peers.</li> </ul>	Content Test	GCSE Bitesize Physical Training Activities.
3a	Through observing you play how does this help you improve your game?	<ul style="list-style-type: none"> <li>Students will be focussing on a project-based assignment.</li> <li>Developing their analysis and observational skills</li> <li>Stating their strengths and being able to utilise key terminology to describe their strengths.</li> </ul>	Project: Written submission	BBC GCSE Bitesize Observing and Analysing performance.
3b	How can a training plan help a performer improve their performance?	<ul style="list-style-type: none"> <li>Students will be focussing on a project-based assignment.</li> <li>Developing their analysis and observational skills stating their weaknesses.</li> <li>Implementing a 6-week training programme to improve weaknesses</li> </ul>	Project: Written submission	BBC GCSE Bitesize Observing and Analysing performance.

## Curriculum Plan: Religious Studies – Year 7

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Introduction to World Religion  What is Christianity?	<ul style="list-style-type: none"> <li>• Six major faiths examined.</li> <li>• Why religion is important.</li> <li>• Christianity studied through the Lion, the witch and the wardrobe by C.S. Lewis</li> </ul>	EA1 Exam	<p><u>Reading List</u> <u>The Lion, the Witch and the Wardrobe.</u></p> <p><u>Other activities</u> <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a> <a href="http://www.primaryhomeworkhelp.co.uk/religion/christian.htm">http://www.primaryhomeworkhelp.co.uk/religion/christian.htm</a></p>
Term 1b	Introduction to World Religion  What is Christianity?	<ul style="list-style-type: none"> <li>• Six major faiths examined.</li> <li>• Why religion is important.</li> <li>• Christianity studied through the Lion, the witch and the wardrobe by C.S. Lewis</li> </ul>	2. 25 mark exam on the themes of Christianity and the importance of religion.	<p><u>Reading List</u> <u>The Lion, the Witch and the Wardrobe.</u></p> <p><u>Other activities:</u> <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a> <a href="http://www.primaryhomeworkhelp.co.uk/religion/christian.htm">http://www.primaryhomeworkhelp.co.uk/religion/christian.htm</a></p>
Term 2a	What is Buddhism?	<ul style="list-style-type: none"> <li>• Life of Buddha</li> <li>• Buddhist beliefs</li> <li>• Meditation</li> <li>• Vegetarianism</li> <li>• Dalai Lama</li> </ul>	EA2 Exam	<p><u>Reading List</u> The Art of Happiness – Dalai Lama</p> <p><u>Other activities</u> Try meditation and yoga at home to deepen your understanding of the religion</p>
Term 2b	What is Buddhism?	<ul style="list-style-type: none"> <li>• Life of Buddha</li> <li>• Buddhist beliefs</li> <li>• Meditation</li> <li>• Vegetarianism</li> <li>• Dalai Lama</li> </ul>	4. 25 mark exam, short-answer questions on Buddhism.	<p><u>Reading List</u> The Art of Happiness – Dalai Lama</p> <p><u>Other activities:</u> Try meditation and yoga at home to deepen your understanding of the religion</p>
Term 3a	What is Islam?	<ul style="list-style-type: none"> <li>• Allah</li> <li>• Mohammed</li> <li>• Muslim birth</li> <li>• Converting to Islam</li> <li>• Five Pillars</li> </ul>	EA3 Exam	<p><u>Reading List</u> <a href="https://www.bbc.co.uk/religion/religions/islam/">https://www.bbc.co.uk/religion/religions/islam/</a></p> <p><u>Other activities:</u> Research Islamic art: make a geometric pattern</p>
Term 3b	What is Islam?	<ul style="list-style-type: none"> <li>• Allah</li> <li>• Mohammed</li> <li>• Muslim birth</li> <li>• Converting to Islam</li> <li>• Five Pillars</li> </ul>	6. 25 mark test on the main elements of Islamic belief	<p><u>Reading List</u> <a href="https://www.bbc.co.uk/religion/religions/islam/">https://www.bbc.co.uk/religion/religions/islam/</a></p> <p><u>Other activities:</u> Research Islamic art: make a geometric pattern</p>

## Curriculum Plan: Science – Year 7

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	B1 - How do organisms function?	<ul style="list-style-type: none"> <li>B1: animal and plant cells</li> <li>B1:diffusion</li> <li>B1: unicellular organisms</li> <li>B1: cells, tissues, organs and systems</li> <li>B1: the human skeleton</li> <li>B1: muscles and movement</li> </ul>	1. EA1 Exam	<u>Reading List</u> <ul style="list-style-type: none"> <li>Student book 12-65</li> <li>Student book 118-132</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize activities</li> </ul>
	C1 - How can we separate mixtures?	<ul style="list-style-type: none"> <li>C1: States of matter</li> <li>C1: Particles</li> <li>C1: Changes of state</li> <li>C1: Mixtures</li> <li>C1: Separating mixtures</li> </ul>		
Term 1b	P1 – How do forces affect us?	<ul style="list-style-type: none"> <li>P1: Movement and speed</li> <li>P1: Forces</li> <li>P1: Density</li> <li>P1: Stretching and squashing</li> </ul>	2. Test on C1 and B1, including practical skill questions	<u>Reading List</u> <ul style="list-style-type: none"> <li>Student book 225-237</li> </ul> <u>Other activities</u> BBC Bitesize activities
Term 2a	B2 – What should we eat?	<ul style="list-style-type: none"> <li>B2: A balanced diet</li> <li>B2: The digestive system</li> <li>B2: Food tests</li> <li>B2: The food groups</li> <li>B2: Malnutrition</li> <li>B2: Drugs</li> </ul>	3. EA2 Exam	<u>Reading List</u> <ul style="list-style-type: none"> <li>Student book 151-172</li> <li>Student book 45-88</li> </ul> <u>Other activities</u> BBC Bitesize activities
	C2 – How can we use the periodic table?	<ul style="list-style-type: none"> <li>C2: The periodic table</li> <li>C2: Atoms, elements and compounds</li> <li>C2: Chemical symbols and formulae</li> </ul>		
Term 2b	P2 – How are forces used in everyday life?	<ul style="list-style-type: none"> <li>P2: Levers</li> <li>P2: Moments</li> <li>P2: Simple machines</li> <li>P2: Pressure</li> <li>P2: Atmospheric pressure</li> <li>P2: Hydraulics</li> </ul>	4. Test on C2, B2 and P1, including practical skill questions	<u>Reading List</u> <ul style="list-style-type: none"> <li>Student book 241-257</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize activities</li> </ul>
Term 3a	B3 - How are we different?	<ul style="list-style-type: none"> <li>B3: Species</li> <li>B3: Variation</li> <li>B3: DNA</li> <li>B3: Adaptation</li> <li>B3: Natural selection and evolution</li> <li>B3: Selective breeding</li> <li>B3: biodiversity</li> </ul>	5. EA3 EXAM	<u>Reading List</u> <ul style="list-style-type: none"> <li>Student book 153-180</li> <li>Student book 24-34</li> </ul> <u>Other activities</u> BBC Bitesize activities
	C3 – What are the different types of chemical reaction?	<ul style="list-style-type: none"> <li>C3: Metals and non-metals</li> <li>C3: Reactivity series</li> <li>C3: Exothermic and endothermic reactions</li> <li>C3: Catalysts</li> <li>C3: Changes</li> <li>C3: Measuring rates of reaction</li> <li>C3: Combustion</li> <li>C3: Oxidation and reduction</li> </ul>		
Term 3b	P3 – What affects electrical currents?	<ul style="list-style-type: none"> <li>P3: Static electricity</li> <li>P3: circuits and current</li> <li>P3: Parallel and series</li> <li>P3: Voltage and resistance</li> <li>P3: Magnetism</li> </ul>	6. Test on P2, B3, C3 and P3, including practical skill questions	<u>Reading List</u> <ul style="list-style-type: none"> <li>Student book 263-281</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>BBC Bitesize activities</li> </ul>

Recommended Further Activities:

Revise with these great resources:

Read science news at [www.popsci.com](http://www.popsci.com)

Download the free app 'Flipboard' (available on Android, Windows and iOS) and subscribe to the science news feed

### Curriculum Plan: MFL – Spanish Year 7

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How do I give basic personal information?	<ul style="list-style-type: none"> <li>Greetings and introductions</li> <li>Classroom commands</li> <li>Saying how old you are</li> <li>Saying when your birthday is</li> <li>The alphabet</li> </ul>	1. EA1 Exam: Written assessment on My School Bag  2. Listening and reading assessment on Personal information	<u>Reading List</u> <ul style="list-style-type: none"> <li>Listos 1 pages 6-21</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>Listen to Spanish music</li> <li>Use of a Spanish dictionary</li> </ul>
Term 1b	How do I talk about Myself and Family?	<ul style="list-style-type: none"> <li>Saying where you live</li> <li>Talking about brothers and sisters</li> <li>Talking about pets</li> <li>Talking about physical description</li> <li>Talking about personality</li> </ul>	3. Translation assessment  4. Speaking assessment – Myself and Family	<u>Reading List</u> <ul style="list-style-type: none"> <li>Listos 1 pages 26-42</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>Listen to Spanish music</li> <li>Use of a Spanish dictionary</li> </ul>
Term 2a	How do I talk about My School?	<ul style="list-style-type: none"> <li>Talking about school subjects</li> <li>Giving opinions</li> <li>Telling the time</li> <li>Talking about lunch time</li> <li>Describing your school</li> <li>Saying how you get to school</li> </ul>	5. Written assessment - School  6. EA2 Exam; Listening and Reading on School	<u>Reading List</u> <ul style="list-style-type: none"> <li>Listos 1 pages 44-60</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>Listen to Spanish music</li> <li>Use of a Spanish dictionary</li> </ul>
Term 2b	How do I talk about my House?	<ul style="list-style-type: none"> <li>Describing your house</li> <li>Describing your room</li> <li>Talking about daily routine</li> </ul>	7. Translation assessment  8. Speaking assessment – My House	<u>Reading List</u> <ul style="list-style-type: none"> <li>Listos 1 pages 62-78</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>Listen to Spanish music</li> <li>Use of a Spanish dictionary</li> </ul>
Term 3a	How do I talk about My Town?	<ul style="list-style-type: none"> <li>Talking about places in town</li> <li>Asking for and giving directions</li> <li>Describing your city</li> <li>Talking about the weather</li> </ul>	9. Written assessment – Town  10. EA3 Exam : Listening and Reading assessment on Town	<u>Reading List</u> <ul style="list-style-type: none"> <li>Listos 2 pages 80-96</li> </ul> <u>Other activities</u> <ul style="list-style-type: none"> <li>Listen to Spanish music</li> <li>Use of a Spanish dictionary</li> </ul>
Term 3b	How do I talk about Free Time?	<ul style="list-style-type: none"> <li>Talking about sports</li> <li>Talking about hobbies</li> <li>Talking about what you are going to do at the weekend</li> <li>Talking about household chores</li> </ul>	11. Translation – Free Time  12. Listening and Reading on Home and Area	<u>Reading List</u> Listos 1 pages 98-114  <u>Other activities</u> <ul style="list-style-type: none"> <li>Listen to Spanish music</li> <li>Use of a Spanish dictionary</li> </ul>