



Curriculum Overview

Subject	Art
Year group	Year 7

Assessment Information

Students are formally assessed once a term. All work completed in their project over the course of the term contributes to their end of term assessment grade. The project is assessed under four assessment objectives that mirror the assessment process at key stage 4. These four assessment areas are ongoing throughout the term. Students will receive regular feedback and will have the opportunity to revisit pieces of work to improve their final grade. Assessed work will be formed from a mixture of class work and homework.

The assessment objectives are as follows:

AO1: Understanding artists and art movements. Written analysis.

AO2: Practical use of a variety of media within the project.

AO3: Quality of recording through drawing, photography, image collection and note making.

AO4: Practical final outcome of the project summarising learning.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Formal Elements (Colour Theory + Tone)	Pattern (Mixed media use + Mathematical pattern making)	Human Form (Mannequin drawing + Proportion)
Assessment	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement
2nd Half	Formal Elements (Fauvism and Landscape painting)	Pattern (Islamic Art + pattern making)	Human Form (Keith Haring + Animation)
Assessment	Summative Assessment of the project	Summative Assessment of the project	Summative Assessment of the project

What 3 things should I be doing to support my child at home?

1	Ensuring they have the correct equipment for all lessons (A sketchbook, a variety of shading pencils, rubber, sharpener, ruler, compass)
2	Helping them to practice techniques learnt in class such as tonal shading, blending colours, painting inside lines
3	Engaging in art in the world around us. Explore galleries, museums, and discuss ways in which art is used in everyday life.



Curriculum Overview

Subject	Computing
Year group	Year 7
Head of Department	Mr John Bilton

Assessment Information
Dates: October – Baseline Assessment March/April – Assessment Point 2 June/July – Assessment Point 3
All assessment are: > based on everything that has been covered in the year so far > a mixture of 50% practical and 50% theory

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Using the network Inside a computer Secret Codes	Scratch Coding	Python Coding
Assessment	Baseline Assessment		
2nd Half	Binary Algorithms Flow Charts	Websites	Excel
Assessment		Assessment Point 2	Assessment Point 3

What 3 things should I be doing to support my child at home?	
1	Encourage them to use the “Hour of Code” at home
2	Encourage them to use Scratch coding resources at home
3	Encourage them to join the lunchtime Computing club



Curriculum Overview

Subject	Drama
Year group	7
Head of Department	Mr Ben Allin

Assessment Information
<p>Assessment takes place after each half-term within three focus areas: creating, performing and responding (AO = assessment objectives).</p> <p>Each assessment focus is visited twice, depending on the scheme of work. The majority of lessons are very practical with some written elements for homework and evaluation of self or group performances.</p>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	<p><u>The Greatest Showman</u> New drama techniques are introduced and students begin to explore different characters and storylines. Icebreaker warm-ups and group work are essential to this unit. Class dynamics, team work, acceptance, cooperation.</p>	<p><u>Scary Stories</u> Focus on storytelling and how to create tension. Students will also use basic lighting, soundscapes and music to help create atmospheres and settings.</p>	<p><u>Our Day Out</u> Understanding how to bring a script from page to stage. Students will perform different characters and explore the production elements of Willy Russell's famous play. Script interpretation and physicalisation of subtext. Students will master and evaluate a scene or two from the play.</p>
Assessment	AO: teamwork, space, characterisation	AO: tension/atmosphere, structure, style/techniques	AO: characterisation, interpretation/realisation, audience engagement
2nd Half	<p><u>Bullying</u> A script is used as a stimulus and students explore the topic of bullying through group performances and explorative techniques. Students learn about use of space/blocking, structure of s script and masks.</p>	<p><u>The Blitz</u> A look at the WWII bombings in London with a focus on historical drama. How to write-in-role, building a monologue, empathizing with characters and storylines. Students will work with primary and secondary sources.</p>	<p><u>Our Day Out</u> Continued</p>
Assessment	AO: teamwork, interpretation, characterisation	AO: style/techniques, characterisation, historical context	AO: characterisation, interpretation/realisation, audience engagements



What 3 things should I be doing to support my child at home?	
1	Nurture an interest in Drama and theatre by taking your child to see a play or a piece of live theatre.
2	Encourage your child to use the internet and the school library to complete extended research into different playtexts, theatre companies, drama genres and styles, key practitioners and notable directors.
3	Create a character profile of the character they are portraying and ask them to use drama specific terminology when describing their character (such as, their use of voice, physicality, gestures...)



Curriculum Overview

Subject	Design & Technology
Year group	Year 7
Head of Department	Mr Stephen May

Assessment Information
<i>Design and Technology follows a carousel of 3 projects per year of 12 weeks in length. Every student will study 3 of the project listed below. Across Design and Technology, students are assessed in 4 areas; Design, Make, Technical Knowledge and Evaluate.</i>

Overview	Felt toy project	Food Preparation	Sweet Dispenser	SB project
1st Half	Students design and make a soft toy using felt. They learn to follow the design process and use technical terms and skills.	Students cover basic food hygiene and the principles of healthy eating concentrating on current government guidelines.	Design a wooden <i>Sweet Dispenser</i> utilising a number of key research and designing skills	Design a Table Tennis Bat in response to a specific brief. Students are to be Drawing in 3D, annotating and developing technical language.
Assessment	Technical Knowledge: Fabrics, fibres and techniques	Technical Knowledge: kitchen equipment and uses the Eatwell Guide and food groups, food hygiene and safety revision of recipes completed	Make: Sweet Dispenser	Make: table tennis bat
2nd Half	Students use their design to apply applique and embroidery to their felt toy	Students build on basic skills to produce a range of recipes, presenting food and sensory analysis.	Students will manufacture the project with the aim of introducing the students to the workshop.	Students will create their product through exploring hand tooling and machining skills.
Assessment	Make: Soft Toy	Make: Skills demonstrated: Time keeping, Food hygiene and safety, Presentation of final dish	Technical knowledge: Manufacture Log	Technical knowledge – knowledge test

What 3 things should I be doing to support my child at home?	
1	Encourage the use of YouTube for research into new and emerging technologies and products.
2	Use key terms in conversation, for example names of materials and processes.
3	Encourage your child to partake in cooking at home on a regular basis



Curriculum Overview

Subject	English
Year group	7
Head of Department	Mrs Kathryn Joyes
Assessment Information	
Over the year students are assessed on the following assessment objectives:	
A01:	<ul style="list-style-type: none"> ▶ Identify and interpret information and ideas. ▶ Select and put together evidence from different texts.
A02:	<ul style="list-style-type: none"> ▶ Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers ▶ Use relevant subject terminology to support views
A03:	<ul style="list-style-type: none"> ▶ Compare writers' ideas and viewpoints, as well as how these are shown, across two or more texts
A04:	<ul style="list-style-type: none"> ▶ Evaluate texts critically and support this with appropriate information from texts
A05:	<ul style="list-style-type: none"> ▶ Communicate clearly, effectively and imaginatively. ▶ Select and adapt tone, style and register for different forms, purposes and audiences. ▶ Organise information and ideas, using structural and grammatical features that help readers understand and follow the text
A06:	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and sentence structures for clearness, purpose and effect. ▶ Spelling, punctuation and grammatical structures are correct.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Education in Literature	A Monster Calls	Poetry from different cultures
Assessment	Exam and short analytical tasks	Critical evaluation task and writing creatively	Analytical and evaluative tasks
2nd Half	Non-fiction- speeches	Introduction to Shakespeare	Modern Play
Assessment	Exam, writing to express a viewpoint and analytical tasks	Analytical writing	Writing creatively and analytically

What 3 things should I be doing to support my child at home?	
1	Encourage your child to read regularly and broadly- read with them if you can
2	Find opportunities to allow your child to handwrite in daily life
3	Encourage your child to read with a dictionary and check their understanding of complex vocabulary



Curriculum Overview

Subject	Geography
Year group	7
Head of Department	Mrs Sarah Boulby

Assessment Information
<i>Students will complete a baseline assessment at the end of the first half term, which will highlight strengths and any gaps in their knowledge and understanding of basic geography location and map skills. At the end of each term, students will complete an exam based on the topics they have just been studying. At the end of the year the assessment will cover all topics studied up to that point.</i>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Our Esher	Settlement	Rocks, Soils and Weathering
Assessment	Baseline assessment in first assessment week to cover basic map and location skills	Assessment during assessment week to cover current topic	Assessment during assessment week to cover current topic
2nd Half	The World's Greatest Issue	Weather and Climate	Wonderful World
Assessment	Assessment in assessment week to cover the current topic	Assessment during assessment week to cover current topic	Assessment during assessment week to cover all topics this year

What 3 things should I be doing to support my child at home?	
1	Encourage your child to watch for Geographical events in the news.
2	Encourage your child to be inquisitive about people, places and the environment, for example by looking up your holiday destination on a map
3	Encourage your child to be proactive in tackling environmental issues such as plastic waste and recycling



Curriculum Overview

Subject	History
Year group	7
Head of Department	Mrs Helen Sweeney

Assessment Information

HT1 – Students complete a baseline assessment on their study of the ‘Greatest Briton’. In addition, their homework project is based on the same topic.

HT2 – Students complete an assessment using their History skills on their theory of what happened to the skeleton of Maiden Castle. They also complete a family tree project as homework.

HT3 – Students complete an assessment on the reasons for William of Normandy winning the Battle of Hastings and a homework project about the power of Kings at this time in History.

HT4 – An assessment on interpretations of King John and a homework project about King John’s life

HT5 – A homework project about life in the middle ages and an assessment about the significance of the Black Death and Peasants’ Revolt.

HT6 – Students complete an assessment taking elements from their year 7 learning across the terms and also complete a homework project about the Tudors

Overview	Autumn Term	Spring Term	Summer Term
1st Half	The ‘Greatest Briton’	Contenders for the Throne 1066	Muck and Misery
Assessment	The ‘Greatest Briton’	Battle of Hastings	Back Death / Peasants’ Revolt
2nd Half	History Skills	Throne and Church	Tudors
Assessment	Skeletons	Interpretations of King John	History exam

What 3 things should I be doing to support my child at home?

1	Help them to organise their time with the homework projects
2	Revision for the assessments
3	Key word spellings



Curriculum Overview

Subject	Maths
Year group	7
Head of Department	Mr Jon Howe

Assessment Information
<p><i>There will be an open book evaluation at the each module followed by and 'Ethics of Excellence' lesson</i></p> <p><i>Autumn Assessment (55 minutes) – Calc and non calc – Module 1 and 2</i></p> <p><i>Autumn Assessment (55 minutes) – Calc and non calc – Mod 1 and 2 (30%), Mod 3 to 5 (70%)</i></p> <p><i>Summer Assessment part 1 (55 minutes) – Calc and non calc – Module 1 to 5</i></p> <p><i>Summer Assessment part 2 (55 minutes) – Calc and non calc – Module 6 to 8</i></p>

Overview	Topics	Autumn Term	Spring Term	Summer Term
Lighting Fires	Numeracy and basic algebra	Y		
Module 1	Integers and manipulating algebra	Y		
Module 2	Fractions, decimals, percentages and probability	Y		
Assessment	See above	Y		
Module 3	Ratio and proportion	Y		
Module 4	Equations	Y	Y	
Module 5	Graphs		Y	
Assessment	See above		Y	
Module 6	Angles, construction and triangles		Y	Y
Module 7	Perimeter, area, volume and transformations			Y
Module 8	Statistics			Y
Assessment	See above			Y
Year's review	Closing the gaps from throughout the year			Y

What 3 things should I be doing to support my child at home?	
1	Ask them every week to explain what they have completed in Maths
2	What with them to understand what they do not know using the PLCs in their books
3	Encourage to use PiXL Maths app, PiXL Timestable app, MathsWatch, Corbett Maths and their teacher to seek help and close their knowledge gaps



Curriculum Overview

Subject	MFL - French
Year group	Year 7
Assessment Information	
<p><i>Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.</i></p>	

Overview	Autumn Term	Spring Term	Summer Term
1st Half	"Introductions" – we study: - introductions, - the alphabet, - school equipment, - colours, - classroom instructions, - numbers, - months & days of week.	"House & Home" – we study: - where you live, - the rooms of the house, - objects in the bedroom, - evening activities, - telling the time.	"Having Fun" – we study: - sports & games - musical instruments - hobbies & opinions - activities at the leisure centre, - holiday activities.
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	"Family & Friends": -members of the family, - pets, - adjectives (personality), - physical descriptions.	"In Town": - places in town, - asking questions, - opinions, - ordering food,	"My day" - morning routine, - school subjects, - opinions & reasons, - school timetable/day, - after school activities.

What 3 things should I be doing to support my child at home?	
1	Encourage your child to use the Quizlet links on SMHW each week to revise and practice their vocabulary (online or download free Quizlet app).
2	Quiz your child on their vocabulary using the downloadable vocab sheet.
3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.



Curriculum Overview

Subject	MFL - Spanish
Year group	Year 7

Assessment Information

Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	"Introductions" – we study: <ul style="list-style-type: none"> - introducing yourself, - the alphabet, - saying where you live, - numbers, - months and days, - objects in your bag and classroom. 	"Family & Pets" – we study: <ul style="list-style-type: none"> - members of the family, - giving names/ages, - animals/pets, - colours, - adjectives (appearance & character), - hair & eyes 	"Free Time" – we study: <ul style="list-style-type: none"> - hobbies, - telling the time, - sports, - opinions, - weekend plans (near future tense).
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	"School": <ul style="list-style-type: none"> - school subjects, - saying what you do in lesson, - opinions (teachers & subjects), - break time snacks. 	"My House & Bedroom": <ul style="list-style-type: none"> - where you live, - types of house/location, - rooms of house, - describing your bedroom, - prepositions 	"My Town" <ul style="list-style-type: none"> - describing your town, - places in town, - weather, - arranging to go out, - saying what you do in town at the weekend.

What 3 things should I be doing to support my child at home?

1	Encourage your child to use the Quizlet links on SMHW each week to revise and practice their vocabulary (online or download free Quizlet app).
2	Quiz your child on their vocabulary using the downloadable vocab sheet.
3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.



Curriculum Overview

Subject	Music
Year group	7
Head of Department	Mr Ben Allin

Assessment Information
<u>Three Key Assessment Areas</u>
<p>Performance: We will develop performance skills through singing, use of keyboards and body percussion.</p> <p>Composition: Honing learners' creative skills in creating pieces and developing ideas.</p> <p>Listening & Appraising: Listening and analysing pieces of music. Evaluating individual and others' progress.</p>
<u>Assessment Cycle</u>
<p>Formative Assessment: Learners will be informally assessed upon their skills development every lesson.</p> <p>Formal Assessment: Takes place within the last lesson of each topic.</p> <p>Exam: A final exam at the end of the year.</p>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	The Greatest Show Singing project focusing on performance finishing with a whole year 7 show.	Pitch Perfect Introduction to 'western' notation and keyboard skills; project using nursery rhymes	Medieval Music Looking at history and instruments; project creating two variations of a medieval piece
Assessment	Class singing performance	Paired keyboard performance	Paired keyboard performance/composition
2nd Half	I've Got Rhythm Introduction to rhythmic notation; focus on practical skills; tube map rap	Minimalism Recap pitch; patterns/ostinato; Short Ride; class performance; project	Latin American Music Looking at rhythms; introduction to GarageBand
Assessment	Group body percussion performance/composition	Class keyboard performance	GarageBand composition

What 3 things should I be doing to support my child at home?	
1	Nurture an interest in Music by listening to music at home and taking your child to listen to music live.
2	Encourage your child to use the internet and the school library to complete extended research into different genres and styles, key composers and songwriters.
3	Ensure homework is done on time with best effort.



Curriculum Overview

Subject	Physical Education
Year group	7
Head of Department	Miss Hannah Miles

Assessment Information
<ul style="list-style-type: none"> • Pupils are assessed in PE from the following 4 areas across all units taught to all pupils. • Pupils will gain a total mark out of 40 and reported as a percentage. • Pupils are taught in mixed gender ability groups in HT1. • Pupils are then placed into single gender mixed classes from HT2 based on moderation and assessment grades attained. <p><u>How are you assessed in PE?</u></p> <ol style="list-style-type: none"> 1. Performance: ___/10 Your ability to apply the components of health and skill related fitness into a task, as well as being able to precisely replicate the learning points from each lesson, demonstrating control, fluidity and accuracy. 2. Making and Applying Decisions: ___/10 The thought process which informs the skills that you select and apply to overcome the challenge presented to you, as well as your ability to use tactics and strategies. 3. Evaluating and Improving: ___/10 The ability to provide critical feedback to enable a partner to develop their performance, through the use of keywords and referencing learning points; as well as your ability to reflect on the feedback you receive and make adjustments to improve performance. 4. Growth Mindset: ___10 Your determination to overcome the barriers you face, seeking further challenge and putting maximum effort in all situations.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Multi-Sport Unit	7e & 7s Pe1m: Health & Fitness 7e & 7s Pe 2m: Net & Wall Games 7e & 7s Pe 1f: Invasion Games 7e & 7s Pe 2f: Dance	Athletics Striking & Fielding Games
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>
2nd Half	Multi-Sport Unit Invasion Moderation Unit	7e & 7s Pe1m: Dance 7e & 7s Pe 2m: Health & Fitness 7e & 7s Pe 1f: Net & Wall Games 7e & 7s Pe 2f: Invasion Games	Athletics House Competition Striking & Fielding Games
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>

What 3 things should I be doing to support my child at home?	
1	Promote the importance of physical health and exercise
2	Ensure pupils have the correct PE kit requirements
3	Support pupils attending extra-curricular clubs



Curriculum Overview

Subject	Religious Education, Citizenship and Personal, Health and Social Education
Year group	7
Head of Department	Miss Phillipa Lockhart

Assessment Information

Please cover the following:

Students are assessed at the end of each unit either through practical activities or written assessments then complete an end of year assessment based on all three units covered. Revision lessons provided before assessments and some assessments the students can create a revision tool to use in the assessment.

Overview	Autumn Term – Rotation 1	Spring Term – Rotation 2	Summer Term – Rotation 3
	Homeless Project: <ul style="list-style-type: none"> Who is affected by homelessness What is the big issue and how does it work What difference can be made through action to tackle homelessness. 	What is Real? <ul style="list-style-type: none"> What is an ultimate question? What do we know? How do we know? Do our world views affect the way we live? 	Who were Abraham, Jesus and Mohammad? <ul style="list-style-type: none"> What impact did they have on the world? Who was the most significant? How are they represented today?
Assessment	Citizenship group project to raise awareness and tackle homelessness	Essay question – What is Real?	Essay question – Who was more significant – Abraham, Jesus or Muhammad?

What 3 things should I be doing to support my child at home?

1	Watch the News daily and discuss one of the stories, focusing on who is affected by the issue.
2	Listen to BBC Radio 4's Thought for the Day with your child and discuss the content
3	Play the why game – When you discuss topics with your child, only respond with the word 'why' and see how far they can go with their explanations.



Curriculum Overview

Subject	Science
Year group	7
Head of Department	Ms Jude Turner
KS3 Coordinator	Mr Jerry Milward

Assessment Information		
Autumn Term In class test October: How Science Works Review of KS2 Assessed Practical: How Science Works 1	Spring Term Assessed Practical: How Science Works 2 In class test after half term: B2 – Cells and Tissues C2 – Particles P6 – The Universe	Summer Term Assessed Practical: How Science Works 2 End of year test: B1 – Reproduction C3 – Separation Techniques P2 – Energy Recap of B2, C2 and P6.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Completed on a rotation (not necessarily in order): <ul style="list-style-type: none"> Y7 Starting Science B2 Cells and Tissues C2 Particles P6 The Universe How Science Works Investigation 1 	Completed on a rotation (not necessarily in order): <ul style="list-style-type: none"> B1 Reproduction C3 Separation Techniques P2 Energy How Science Works Investigation 2 	Completed on a rotation (not necessarily in order): <ul style="list-style-type: none"> B5 Body Systems C1 Bubbles, Bangs and Burning P1 Electricity How Science Works Investigation 3
2nd Half			
Assessment	HT 1 Assessment	End of Term Assessment	End of Year Assessment

What 3 things should I be doing to support my child at home?	
1	Help them to use and understand the keywords.
2	Support them with their revision by making flashcards, mind maps or using other methods to help them remember the key facts.
3	Encourage your child to access the free content on Google Classroom.