The Rural Enterprise Academy

Year 7 Curriculum Overview

The Rural Enterprise Academy:

Educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture which is kind, where everybody can be successful and fulfil their potential.

Work Hard; Be Kind!

"Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding."

- William Arthur Ward

Topic Tracker

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Weeks 1-10 *Jungle Book*		Weeks 11-20: Homer's *Iliad*	Weeks 21-30 *Julius Caesar*		Weeks 31-40: Life and Death poetry
Maths	Sequences Algebraic Notation Equality and Equivalence	Place Value and Ordering Integers and Decimals Fraction, Decimal and Percentage Equivalence	Addition and Subtraction Multiplication and Division Fractions and Percentages of an Amount	Directed Numbers Addition and Subtraction of Fractions	Constructing and Measuring Geometric Reasoning	Sets and Probability Prime Numbers and Proof Number Sense
Science	Forces Circuits	Energy	Earth Waves	Reactions	Matter	Organisms
Geography	Where will Geography Take Me? School Grounds Fieldwork	Sustainable Solutions School Grounds Field Work – Wind Turbines	Going Global Botanical Garden February	Whatever the Weather School Grounds Field Work – Weather Station	When Time Rocks... School Ground Field Work – Rocks and Plastic	Russia's Rule National Fieldwork fortnight

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Studies	Weeks 1-10 *Hinduism*		Weeks 11-20: Pre-Religious	Weeks 21-30 *Early History of Christianity*		Weeks 31-40: *Beliefs about the afterlife and soul*
Physical Education	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Badminton Cross Country	Striking & Fielding Rounder & Softball	Athletics
Computing	Clear messaging in digital media	Networks: From semaphores to the internet	Using Media: Gaining support for a cause	Programming essentials in Scratch: Part 1	Programming essentials in Scratch: Part 2	Modelling data: Spreadsheets
CPSHE	Being Me	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Technology	Designing (Core design skills)	If you were an engineer competition	Habitat Creation	Habitat Creation	Basic Cookery Skills	Future food/catering for needs DATA
Environmental Studies	The impacts of consuming; waste and sustainability	The impacts on planet Earth	Issues in the local environment	Climate change and the impacts	Alternative technologies & energy production	Farming and the environment

English

"I admire people who dare to take the language, English, and understand it and understand the melody" - Maya Angelou

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Big Themes: **Myths and Heroes**	***The Jungle Book*** FOCUS: Reading, understanding, and writing short, fictional stories. The unit allows teachers to gauge ability in the transition from Year 6. Students will practise: reading aloud, comprehension, sentence types and punctuation, how to create figurative language methods, features of a novel including plot, character and setting. Weekly comprehension (Just So Stories); establishing and enforcing fundamental SPaG skills including complete sentences and punctuation. (Fulfils National Curriculum KS3 English requirement for reading 2 books a year)	***Homer's Iliad*** FOCUS: Writing non-fiction text (speech) using persuasive language terminology. Builds on writing techniques from Cycle One, applying them to nonfiction. Students will learn: DAFOREST terminology; Writing for form, purpose and audience; the components of speech writing. Weekly reading of an age-appropriate version of Homer's Iliad to practise reading aloud. (Fulfils National Curriculum KS3 English requirement for reading 2 books a year)	***Julius Caesar*** FOCUS: Analysing writer's use of language methods. Builds on persuasive writing methods of Cycle Two, but now applying to literary analysis. Students will learn: How to write analytically, technical terminology for plays, using quotation to support analysis. Feeds forward to more in-depth Shakespeare study in year 9. Students will read an adapted version of the script aloud in lessons to build reading confidence and vocabulary. (Fulfils National Curriculum KS3 English requirement for studying two Shakespeare plays in KS3.)	***Life & Death Poetry*** FOCUS: Analysing writer's use of figurative language methods and structural methods. Builds on literary analysis skills of Cycle Three. Students will learn: poetic terminology including figurative language methods and structural features such as rhyme and metre. Feed forward to poetry units in all subsequent years. (Fulfils National Curriculum KS3 English requirement for World Literature)
Knowledge	FREYTAG's MODEL (7 steps) Difference(s) between fiction and nonfiction Sentence Types	What a text type is What a text's audience is Persuasive Writing Methods (DAFOREST)	How context informs a text Various language methods Components of plays (as a text type)	How a poem is different to a story or a play Various language methods Rhyme and rhythm

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Concepts	Key terminology: • Protagonist • Setting • Exposition • Initial Incident • Climax • Resolution • Denouement • Main Clause • Subordinate Clause • Complex Sentence • Compound Sentence • Paragraph Writing to entertain • Descriptive writing (use of adjectives and adverbs) • Punctuating for effect (full stops and commas) Constructing a narrative story	Key Terminology • Direct Address • Anecdote • Fact • Flattery • Opinion • Rhetorical Question • Repetition • Exaggeration • Emotive Language • Statistic • Triplet • Audience Writing to persuade • Persuasive writing (using DAFOREST METHODS) • Structuring for effect (paragraph)	Key Terminology: • Ambition • Democracy • Dramatic Irony • Foreshadowing • Hubris • Internal Conflict • Juxtaposition • Pathetic Fallacy • Rhetoric • Soliloquy • Superstition • Tyranny Writing to analyse • Themes across a whole text • Contextual application to literature	Key Terminology: • Stanza • Syllable • Rhyme Scheme • Metre • Simile • Metaphor • Personification • Alliteration • Sibilance • Repetition • Symbolism • Imagery Writing to analyse • Themes across a text • Poetic methodologies
Reading Skills	Comprehension (Just So Stories) homework component Reading along (internally) with a transcript, while listening and/or reading to dialogue punctuation in class. Summarising what has been heard/ read	Reading for explicit knowledge Reading for implicit ideas Reading with audience in mind Reading along (internally) with a transcript	Reading aloud (performatively) as a class Discussing reading Drawing inferences Predicting events	Reading for deeper meaning Reading for rhythm and rhyme Reading to punctuation Discussing reading

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Writing Skills	To write a structurally sound (clear beginning, middle and end, using paragraphs to indicate transition) Fictional narrative (using adjectives, as well as punctuation, for effect, in consideration of the audience), Following Freytag's model Essential requirements: • Exposition (including description of character and setting) • Initial Incident (including villain) • Climax • Resolution • Using a range of sentence types for effect	To write a structurally sound (organised paragraphs) Persuasive speech (using DAFOREST methods, as well as punctuation, for effect, in consideration of the audience), Using the events of the story (*Iliad*). Essential requirements: • Adapt tone, style, register • Use DAFOREST • Use range of sentence types • Use punctuation accurately • Use correct information from the narrative	To write a structurally sound (organised paragraphs) Analytical essay (P.E.E.) which refers to author, uses methods and quotation, Analyses language and justifies inference while referring to correct context Essential requirements: • Write formally • Analyse writer's use of method • Use evidence to support • Use punctuation accurately	To write a structurally sound (organised paragraphs) Analytical essay (P.E.E.) which refers to author, uses methods and quotation, Analyses language and justifies inference Essential requirements: • Write formally • Analyse writer's use of method • Use evidence to support • Use punctuation accurately
Assessments and End Points:	**End of cycle assessment** **GL Assessment Baseline test**	**End of cycle assessment**	**End of cycle assessment** **GL Assessment Progress test**	**End of cycle assessment** **Summative assessment based on all units of work covered**
Important literacy and numeracy developed	Reading skills: Extended guided reading of full texts in each cycle. Close analytical reading focusing on word and sentence level understanding; inference, analysis and comparison skills are inherent in the year 7 curriculum Writing skills: Extended writing, including planning, drafting and editing. Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar. Developing appreciation of genre features of different writing styles, such as rhetorical writing. Oracy skills: Each unit features distinct opportunities to explore texts and themes through talk. Several units of English in the year have explicit focus on the use of spoken language, such as Non-Fiction Viewpoint Writing.			
Wider skills and enrichment	Pupils develop skills in analysis and evaluation as well as critical thinking skills. Pupils are encouraged to show stamina and resilience in extended writing tasks. Enrichment activities are included through the key stage 3 curriculum to develop an understanding of historical context of the books that pupil's study as well as giving the opportunity to visit the theatre.			
How you can help your child at home	Encourage your child to read independently every day for a minimum of around 20 minutes. Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.			

Maths

"Mathematics is in its own way, the poetry of logical ideas" - Albert Einstein

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Sequences:** Describe and continue sequences in diagram and number forms, and compare numerical and graphical sequences **Algebraic notation:** Use and understand function machines, algebraic notation and inverse operations Form and substitute into expressions, including to generate sequences Represent functions graphically	**Place value and ordering:** Recognise and use place value for integers and decimals Round numbers Compare and order numbers, and use an ordered list to calculate range and median Work out intervals and use number lines **Fractions, decimals and percentages:** Converting between fractions, decimals and percentages Represent tenths and hundredths on diagrams and number lines Equivalent fractions	**Addition and subtraction:** Add with integers and decimals and solve problems involving perimeter, money, bar/ line charts and frequency trees/tables **Multiplication and division:** Multiply and divide by powers of 10 and convert metric units Use mental and formal written methods of multiplication and division Calculate area, HCF, LCM, mean, as well as simple fractions and percentages of an amount Use the order of operations	**Directed numbers:** Order directed numbers, in real-life and abstract situations Use +, -, x, ¸ with directed number and revisit order of operations Use a calculator and solve two-step equations with directed number **Adding and subtracting fractions:** Represent fractions on diagrams and number lines Add and subtract fractions with the same and different denominators Add and subtract fractions and decimals Convert mixed numbers and improper fractions	**Constructing and measuring:** Draw and measure lines and angles, and construct triangles Recognise types of angles, triangles and quadrilaterals and other polygons Identify and draw parallel and perpendicular lines Understand notation for lines and angles Draw pie charts **Geometric reasoning:** Calculate and use angles at a point, angles on a straight line and vertically opposite angles Calculate missing angles in triangles and quadrilaterals	**Sets and probability:** Draw and interpret Venn diagrams and use set notation Calculate the probability of a single event and use the sum of probabilities to calculate missing values Understand and use the language of probability **Primes and proof:** Powers and roots; prime, square and triangle numbers; products of primes Conjectures and counterexamples **Number sense:** Mental arithmetic strategies and estimation Use known facts to derive other facts and evaluate expressions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Equality and equivalence:** Understand equality, fact families and the equivalence of algebraic expressions Form and solve one-step equations		**Fractions and percentages of amounts:** Find a fraction of an amount and use a given fraction to find the whole Find a percentage of an amount with and without a calculator			
Assessments and End Points:	**Assessments after each unit of work** **GL Assessment Baseline test**	**Assessments after each unit of work** **End of term assessment**	**Assessments after each unit of work**	**Assessments after each unit of work** **End of term assessment**	**Assessments after each unit of work** **GL Assessment Progress test**	**Assessments after each unit of work** **Summative assessment based on all units of work covered**
Important literacy and numeracy developed	We will revisit all the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas.					
Wider skills and enrichment	Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically.					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.					

Science

"Nothing in life is to be feared; it is only to be understood" - Marie Curie

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Forces:** What is a force How forces act on an object **Circuits**: What is current? What is potential difference? Circuit types	**Energy:** Dissipation and conservation of energy How can we use energy now and, in the future.	**Earth:** How rocks are formed features The solar system affects day length **Waves:** How an Oscilloscope traces volume and pitch. How light waves travel through substances	**Reactions:** The periodic table Patterns within the periodic table Chemical reactions create new materials	**Matter:** The particle model States of matter	**Organisms:** How the skeletal system works How the muscular system works The human body is built up of tissues, organs and systems
Assessments and End Points:	**End of topic recall test** **GL Assessment Baseline test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**
Important literacy and numeracy developed	Pupils will take part in class reading during lessons to support the development of understanding scientific texts. A wide range of scientific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of standard calculations, reading tables and graphs and also use of three-part equations. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils will develop laboratory skills – particularly focusing on developing planning to investigate testable questions. Understanding of 'how science works', including how and why theories are developed and changed is a key part of science throughout key stage 3 Science club runs as part of Wednesday enrichment and there are opportunities to take part in STEM competitions throughout key stage 3.					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. BBC Bitesize (Key Stage 3 Science) is and excellent resource for supporting more in-depth learning at home. Developing reading of science-fiction books, scientific news (e.g. BBC News website) and watching documentaries and sci-fi programmes may also be beneficial					

Geography

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Where will Geography Take Me?*** **Place –** Locate and name the world's continents and oceans. **Space** – Understand and appreciate how the planet has evolved over time. **Interdependence and change through time** – how governments, leaders and societies have shaped the land **Environmental interaction –** How people use the natural environment, on a local scale. **Physical and Human processes -** Understand and appreciate the physical features of localities within the UK.	***Sustainable Solutions*** **Place** - Identify human and physical features of a locality **Space –** trends for economy, globalisation, and economic sectors. **Interdependence -** understand how economies evolve through time **Environment** - consider the impact of economic activities on the environment. **Physical and Human processes -** understand how places are interconnected through trade Sustainability	***Going Global*** **Place** - understand economic systems at a variety of scales **Space –** trends for economy, globalisation, and economic sectors. **Interdependence -** understand how economies evolve through time **Environment** - consider the impact of economic activities on the environment. **Physical and Human processes -** understand how places are interconnected through trade	***Whatever the Weather*** **Place -** Identify the difference between weather and climate on a global and local scale **Environmental Interaction -** understand the characteristic features of depressions and anticyclones and how they affect the weather **Sustainability** - Understand how weather affects our daily lives Define the basic principles, processes and patterns of weather and climate **Physical and Human Process** Understand how weather is measured, recorded, and forecast – role of the Met Office.	***When Time Rocks…*** **Place** - how Earth's systems interact and how these systems have evolved over millions of years. **Environment** – understand geological time, the role of rocks in the rock cycle **Physical and human interaction** - water and carbon cycles, and how ecosystems like rainforests contribute to the balance of Earth's systems. **Sustainability** - how human activities, such as deforestation and plastic waste, are impacting the environment.	***Russia's Rule*** **Place** / **Space** -Identify key features of Russia's physical landscape, climate, environments, population distribution, economy **Physical and Human Interaction** -Understand the features and causes of a continental climate, how biomes are formed by the interaction of the Earth's spheres – taiga, tundra **Interdependence -** Understand the distribution of natural resources and economic activities across Russia **Space / Sustainability -** Understand the population distribution pattern for Russia

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**
Important literacy and numeracy developed	New vocabulary is introduced each lesson and referred back to within extended writing tasks. Students use textbooks and case studies to investigate geographical issues further. Fieldwork requires a wide range of numeracy skills, including measurements, calculating averages, drawing, reading and analysing graphs and charts, analysis of geographical statistics and manipulation of data.					
Wider skills and enrichment	Pupils will develop their teamwork skills alongside critical thinking and problem solving. Pupils have the opportunity to develop enquiry and analysis skills through virtual and outside fieldwork					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. The Geography Google Classroom has all lesson resources uploaded on to it which pupils can access at home to support their learning. There are many wider reading opportunities to support your child at home.					

Religious Studies

"Share your knowledge. It is a way to achieve immortality" - Dalai Lama

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Component Knowledge:	***Beliefs and Practices: Hinduism*** Starting historically; aids understanding of religious history. Students will study the beliefs and practices of the Hindu faith including the creation story and pantheon of gods as well as key festivals. Students will be introduced to the concepts of the soul and reincarnation (feeding into 7:4).	***Pre-Religions: Paganism*** Building on skills, concepts and knowledge from Hinduism such as polytheism and creation myths. Reinforces the critical approach to religious stories by comparing Greek with Hindu (7:1). Keeps Religious Studies relevant to student interest while providing foundational knowledge for further study.	***History of Religion: History of Christianity*** Builds on critical analysis skills from 7:2 and the concept of religion as a component of history (7:1&2). Reinforces the critical approach to religion by understanding its origins. Feeds forward to Christian beliefs and practices (8:2; 9:3) and GCSE content.	***Philosophy and Ethics: Death & the Soul*** Introduces the concept of philosophy and ethics as distinct from religion (feeds forward to all subsequent years and GCSE). Builds on beliefs about reincarnation (7:1) and the differences between pre-Abrahamic beliefs (7:2/3). Shows students their own differences in beliefs.
Knowledge	• Vyasa • Hindu Pantheon • Vedas • Dharma • Diwali • Mandir/Murtis	• Pagan Creation Myth • Ancient Greek Pantheon • Pagan Calendar Myths • Pagan Creation of Man • Pagan Solar Festivals • Modern Paganism	• Roman Empire (Map) • Four Gospels • Josephus' *Antiquities* Persecution of Christians • Emperor Constantine • Council of Nicea	• Materialism • Dualism • Resurrection • Reincarnation • Funeral Practices • Eternity and Immortality
Concepts	Eastern vs Western Faiths Monotheism vs Polytheism Reincarnation vs Resurrection	Religious History Patterns in Religious Belief History vs Mythology	Religious History Source Analysis Religion as a political force	Ethics and Philosophy Debate Procedure Metaphysics

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Skills	• Demonstrate knowledge and understanding of Eastern Faiths • Analyse differences between beliefs • Use terminology	• Demonstrate knowledge and understanding of Pagan myths • Analyse and evaluate myths without bias in writing • Use terminology	• Demonstrate knowledge of religious and political history • Analyse and evaluate sources without bias • Use terminology	• Demonstrate knowledge of philosophical concepts • Evaluate opinions and beliefs without bias • Use terminology to support argument
Assessments and End Points:	Midway Knowledge Check Topic End Knowledge Check	Topic End Knowledge Check Comparative Essay	Topic End Knowledge Check Source Analysis	Topic End Knowledge Check Debate
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to descriptive analysis of texts. Pupils develop oracy skills through debate and discussion and are encouraged to complete extended writing tasks. There is a focus on reading comprehension throughout the curriculum.			
Wider skills and enrichment	Students are given the opportunity to learn about the important aspects of different faiths across the world. Students develop skills in analysis and evaluation as well as critical thinking skills.			
How you can help your child at home	Encourage your child to complete further research into the topics studied. If possible, take your child to visit places of worship for different religions.			

Physical Education

"You, me, or nobody gonna hit as hard as life. But it ain't about how hard you hit. It's about how hard you can get hit and keep moving forward. How much you can take and keep moving forward" - Rocky Balboa

	Invasion Games ***Football***	***Invasion Games*** ***Rugby***	***Invasion Games*** ***Netball***	***Net Games*** ***Badminton***	***Cross Country / Fitness***	***Striking & Fielding*** ***Rounders / Softball***	***Athletics***
Component Knowledge:	**Knowledge** Know the different core skills and techniques used. Know the basic rules to play a competitive game. Know basic positions that can be used in game situations **(understand the defensive & attacking positions and skills necessary)** **Skills** Introduction to **passing, dribbling, shooting** and **movement off the ball.**	**Knowledge** Know the different core skills and techniques used. Know the basic rules to play a competitive game. Know basic positions that can be used in game situations. **(Understanding the difference between forward players and backs and how their roles differ)** **Skills** Introduction to **passing** and **full contact tackling**, **rucking and mauling**.	**Knowledge** Know the different core skills and techniques used. Know the basic rules to play a competitive game. Know basic positions that can be used in game situations **(understand defensive & attacking positions)**. **Skills** Introduction to variety of **passes, shooting and playing within the rules (footwork).**	**Knowledge** Know the different core skills and techniques used. Know the basic rules to play a competitive game. Know basic positioning that can be used in game situations. **Skills** Introduction to variety of shots, particular focus on **clears** and maintaining a rally (less competitive).	**Knowledge** To know the definitions of cardiovascular fitness and muscular endurance as well as other components of fitness. To know how the body reacts to exercise. **Skills** Pupils will attain the skills needed to perform certain **exercises** and fine-tune their **running technique** along with learning how to monitor their exercise intensity.	**Knowledge** To know the basic skills and techniques outside of a games situation. For most to be able to successfully put these basic skills within a game context. **Skills** The basic skills will be developed from KS1 & KS2 such as **throwing** and **catching** along with advancing their ability to **bat** using a tennis racket to aid this development if needed.	**Knowledge** To know the basic techniques to successfully carry out each athletics event. To know the track lines and event rules. **Skills** Throughout each lesson the basic skills will be added onto and more complex techniques will be taught and repeated; if not in isolation then in conditioned competition or fully competitive event. **Discus & Shot put handling and release.**

	Invasion Games ***Football***	***Invasion Games*** ***Rugby***	***Invasion Games*** ***Netball***	***Net Games*** ***Badminton***	***Cross Country / Fitness***	***Striking & Fielding*** ***Rounders / Softball***	***Athletics***
Assessments and End Points:	Practical assessment based on technique, application and competitive situations	Practical assessment based on technique, application and competitive situations	Practical assessment based on technique, application and competitive situations	Practical assessment based on accurate replication of technique	Assessment based on fitness level	Practical assessment based on accurate replication of technique	Practical assessment based on accurate replication of technique
Important literacy and numeracy developed	PE often involves reading and understanding of written instructions, rules and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement and counting. Students learn to accurately measure distances, understand units of measurement, estimate and compare lengths. They also develop counting skills while keeping track of scores, points or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals and units of time.						
Wider skills and enrichment	Students will practice and develop their teamwork and communication skills during team sports. They will also be encouraged to develop resilience in PE and transfer this to other areas of their lives. Pupils are given a range of opportunities to take part in sporting enrichment activities, there is a wide choice each half term and we would encourage pupils to take part in as many as they can.						
How you can help your child at home	Encourage your child to take part in extracurricular clubs and sporting competitions on offer. Help your child to prepare for their lessons by ensuring they have their PE kit. Encourage at least 60 minutes of physical activity each day.						

Computing

"Everybody in this country should learn to program a computer because it teaches you how to think" - Steve Jobs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Clear messaging in digital media*** **Key Concepts** Combining the use of digital tools and online collaboration to produce media. **Knowledge** Understand a range of ways to use technology safely, respectfully, responsibly, and securely. How to protect their online identity and privacy; recognise inappropriate content, contact, and conduct, and know how to report concerns. **Skills** Create, reuse, revise and repurpose digital artifacts for a given audience, with attention to trustworthiness, design and usability.	***Networks: from semaphores to the internet*** **Key Concepts** This unit focuses on networks, the internet, and associated technology. **Knowledge** Recognising networking hardware and explaining how networking components are used for communication. **Skills** Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	***Using media: gaining support for a cause*** **Key Concepts** Creating a digital product for a real-world cause. **Knowledge** Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. **Skills** Create, reuse, revise and repurpose digital artifacts for a given audience, with attention to trustworthiness, design and usability	***Programming essentials in Scratch*** **Key Concepts** Applying the programming constructs of sequence, selection, and iteration in Scratch. **Knowledge** Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]. **Skills** Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions. Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.		***Modelling data: spreadsheets*** **Key Concepts** Sorting and filtering data and using formulas and functions in spreadsheet software. **Knowledge** Understand how to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. **Skills** Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments and End Points:	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**		**Low stakes assessment after each unit of work**
Important literacy and numeracy developed	Links to literacy when looking at how to communicate with people online as well as the creation of digital products created for a purpose with a specific audience. Links to numeracy seen throughout the work completed in coding, for example shapes, angles, etc.					
Wider skills and enrichment	The curriculum gives pupils the ability to problem solve and think logically to help them understand the world around them, as well as helping them to structure, organise and process information. We run a Minecraft club afterschool which pupils really enjoy as well as STEM competitions throughout the year.					
How you can help your child at home	Help your child to complete their iDEA badges, by the end of year 9 they should have completed the Bronze award.					

CPSHE

"Be the change you want to see in the world." - Mahatma Gandhi

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Unit 1: Being Me*** Understanding that identity is a construct and how to form relationships with others. Essential skills for starting secondary school and interacting with others. **Key Concepts** Forming and presenting your own identity **Knowledge** E-Safety Peer Pressure	***Unit 2: Celebrating Difference*** Understanding that how we interact with others is impactful and that others are entitled to their opinions, beliefs and identities. Building awareness of others after building awareness of self (Unit 1). **Key Concepts** Prejudice, Discrimination, Stereotyping, Bullying, Tolerance and Respect **Knowledge** Equality Act	***Unit 3: Dreams & Goals*** Understanding that what we do know impacts our futures. Learning how to set goals and move towards them. First Aid. Considering futures and how these build upon our identity (Unit 1) and how we interact with others (Unit 2). **Key Concepts** Goal-Setting Employment and Education **Knowledge** First Aid Self-Reflection	***Unit 4: Healthy Me*** Understanding how physical and mental health are connected and how to take care of both. In order to set achievable goals (Unit 3), we must learn how to manage ourselves. **Key Concepts** Physical Health Mental Health **Knowledge** Nutrition, sleep and exercise Vaccinations Fight & Flight responses	***Unit 5: Relationships*** Understanding the different types of relationship, what is healthy and unhealthy and how to foster strong relationships. Builds on knowledge of self (Unit 1 and 4) and others (Unit 2). **Key Concepts** Relationships Consent **Knowledge** Type of healthy and unhealthy relationship Legality of Sexting (Relationships online)	***Unit 6: Changing Me*** Understanding the biological progress from fertilization through puberty and the social and cultural aspects of this. Builds on self-awareness (Unit 1, Unit 4 and 5). **Key Concepts** Puberty Fertilization (natural and IVF) Family **Knowledge** FGM / Breast Ironing Stages of biological development Types of Family
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – understanding the use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios					
Wider skills and enrichment	Pupils develop a good understanding of important issues from personal skills such as goal setting and money management, to issues in society such as discrimination and equality. Pupils are encouraged to develop critical thinking skills as they work through the topics.					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class. Encourage your child to talk to you about the topics they are learning about in lessons.					

Technology

"Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products" - James Dyson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Designing (Core design skills)** Students will explore the basic core skills of designing **Why this?** This unit will focus on basic core designing skills that will inform learning further throughout Key stage 3. **Why now?** Within key stage 2 students will not have focused on core designing skills as the NC focuses on science linked technologies.	**If you were an engineer competition** Students will explore the wide and varying roles of engineers, from design engineers to electrical engineers **Why this?** This unit will focus on the Gatsby benchmarks of 2. Learning from career and labour market information 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education **Why now?** Within Key Stage 2 students may have carried out some research into careers but this is limited, this unit builds upon prior learning.	**Habitat Creation** Students will tackle The BIG idea – What can I do that will support local wildlife due to habitat loss? Students will explore how to use hand tools and machine tools accurately and safely. The different types of wood available to us and how pieces of wood can be joined to make something. They will also apply a surface finish to a wooden product **Why this?** This unit will build upon the students' understanding and knowledge of habitat loss, formed through environmental science and geography lessons. Students will not have learnt basic hand tool skills in KS2, and this will be their starting point to inform their development throughout the rest of KS3.		**Basic cookery skills** Students will explore basic food cookery and ingredients that are readily available to them. **Why this?** All students should have a basic knowledge of cooking, until this point cooking lessons have been limited at KS2. **Why now?** Food lessons are to be kept till summer term so that pupils can cook in forest school. Better weather is generally seen during this period in the school year. This will be the first instance that the students will have been introduced to cooking within Technology.	**Future food/ catering for needs** **Why this?** As an environmentally conscious school students should be taught about how we might feed the world population in the future using lab-grown meat or insects as an alternative food source by investigating new and emerging technologies and investigating alternative food production methods.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments and End Points:	**End of unit topic test**	**Competition entry**	**Product evaluation**		**Product evaluation**	**End of unit topic test** **Summative assessment based on all units studied**
Important literacy and numeracy developed	**Literacy** To use a range of specialist vocabulary to communicate ideas Designer research Extended writing in evaluations **Numeracy** Measuring, angles, feedback charts					
Wider skills and enrichment	Developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with project work. Working as a team in a practical context. Enrichment activities include a range of STEM competitions that take place throughout key stage 3.					
How you can help your child at home	Encourage organisation to bring ingredients for food practical work Discuss interesting elements of design in your day to day lives Encourage your child to help with cooking and washing up at home Discuss your child project's with them and help them to develop reflective skills, helping to develop their creativity.					

Environmental Studies

"You must unite behind science. You must take action. You must do the impossible. Because giving up can never be an option" - Greta Thunberg

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**The impacts of consuming, waste and sustainability** Recycling is a major factor in helping to push for a more sustainable lifestyle and future. Students are familiar with recycling. The y will be able to explain the main stages of recycling and what can be recycled	**The Impacts on planet Earth** Humans create pollution. Directly and indirectly. This has a negative impact on the delicate ecosystems around the globe	**Issues in the local environment** Global issues can have a local effect on the environment here in Penkridge. Looking for signs of water, air and soil pollution are important in terms of monitoring and improvement and conservation.	**Climate change and the impacts** Climate change is a concept that has concerned scientists for over 50 years. Global warming as a consequence of uncontrolled human population growth, energy consumption and consumerism continues to alarm climate scientists and thinktanks around the world with little obvious improvements Students will identify the main causes of climate change and how to help halt the steady decline of nature as a result	**Alternative technologies & Energy production** A renewable energy source means energy that is sustainable - something that can't run out, or is endless, like the sun. When you hear the term 'alternative energy' it's usually referring to renewable energy sources too. Students will be able to give advantages and disadvantages for each type of alternative energy source studied	**Farming and the Environment** Addressing the key concept for this topic students will be able to articulate why with increasing populations following the second world war farming techniques needed to change to ensure enough food was produced to feed the growing population The invention of artificial chemical fertilizers and the intensification driven by mechanical farming equipment accelerated change

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**
Important literacy and numeracy developed	Pupils will take part in class reading during lessons to support the development of understanding texts. A wide range of subject specific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of data collection techniques, drawing, reading and analysing graphs and manipulating data. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils have the opportunity to develop practical skills throughout the curriculum. Eco club is part of the enrichment offer on Wednesday afternoons for pupils interested in helping to improve the environmental impact of the academy.					
How you can help your child at home	Encourage your child to watch documentaries and read relevant texts and news articles about the environment. There are often local community projects that students can get involved in if they are interested in helping improve the environment for everyone.					