

# A Guide to the Year 7 Curriculum



# Contents

Introduction	3
English	4
Mathematics	6
Science	8
Art & Design	10
Drama	11
Music	12
History	13
Geography	15
Religious Studies	16
Design & Technology	19
German	21
Computing	22
Physical Education	24
PSHE Education	25

# Introduction

In this booklet you will find an overview of what your child will be studying in their first year here at secondary school.

At Dormston, we believe that 'Knowledge is Strength' and therefore would always encourage your child to be inquisitive in their approach to their studies. The very best student will always strive to extend their learning beyond the classroom; this is where our 'Non- Required Work' comes in.

This is extension work which students can complete on a voluntary basis but which will help to deepen their understanding of the topics they are studying. We have also provided a range of activities they can participate in which would further embed their learning.

*A Beer*

**Amy Beer**  
**Year 7 Strategy Leader**

# English

## Year 7 Learning Journey

- Autumn 1 – Origins of Literature – Story Crafting and the studying the origins of English
- Autumn 2 – Childhood Poetry – Poetry Analysis
- Spring 1 – The Environment – Speech Writing and oracy skills
- Spring 2 – Our Day Out – Stagecraft analysis/Speaking and Listening
- Summer 1 – The Bone Sparrow – Whole Novel Analysis
- Summer 2 – The Bone Sparrow – Whole Novel Analysis

## Extension/Non-Required Work

- Seneca Learning;
- BBC Bitesize Key Stage 3 - Reading and Writing Skills, Spelling, Punctuation and Grammar;
- Kahoot;
- Reading a range of non-fiction texts (such a newspaper articles, online blogs, reviews, autobiographies, biographies);
- Accessing skills revision through the Oak Academy Trust or BBC Bitesize Daily Lessons;
- Challenge: to read a literary classic such as Great Expectations or Oliver Twist.

## What Key Assessments will take place?

Students will complete a summative assessment at the end of each half term. Each assessment is divided into two sections. Section A is comprised of short answer questions and Section B includes an extended piece of writing.

## How can parents/carers help their child's learning?

- ✓ check all homework has been completed on time;
- ✓ encourage your child to proofread what they have written before handing it in for marking to improve accuracy;
- ✓ encourage independent reading for pleasure - library visits; fiction and non-fiction, newspapers etc.;
- ✓ ask your child about what they are reading, questions such as: "Is the writer for or against this topic?" "Does the writer want us to sympathise with this character or not?"
- ✓ talk about what your child liked or disliked about the way the text was written as well as the content. Try to get them to point out particular words or sentences and comment on them;
- ✓ value what your child chooses to read voluntarily and suggest other material to widen their range;
- ✓ try to make time for reading each day;
- ✓ work through the English Department support booklets with your child.

## Are there any books, films, TV programmes they should read or watch?

### To read:

- reading a range of non-fiction texts (such a newspaper articles, online blogs, reviews, autobiographies, biographies);
- 'Your Planet Needs You!' A kid's guide to going green by Dave Reay;
- 'The Port of Liverpool in the 1960s and 1970s';
- 'Great Expectations' by Charles Dickens;
- 'The 1000 Year Old Boy' - Ross Welford;

### To watch:

- David Attenborough Our Planet (2019);
- 'Our Day Out' BBC film adaptation (2018);

- 'Born in Syria' [PG]

### **Are there any trips/visits that would enhance their understanding of the curriculum?**

- a visit to a production of 'Our Day Out';
- visiting a historical site (such as a National Trust property) and writing a journal of the visit – paying particular attention to SPaG

### **Is there any special equipment that is required?**

Students should have their own reading book with them in school every day.

# Mathematics

## Year 7 Learning Journey

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebraic Thinking						Place Value and Proportion					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	Applications of Number						Directed Number			Fractional Thinking		
	Solving problems with addition & subtraction		Solving problems with multiplication and division		Fractions & percentages of amounts		Operations and equations with directed number			Addition and subtraction of fractions		
Summer	Lines and Angles						Reasoning with Number					
	Constructing, measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and probability		Prime numbers and proof	

### Extension/Non-Required Work

Non-required work covering aspects of previously covered work for reinforcement and revision will be set on Mathswatch for all students during the first week of term. This will remain on their account throughout the year for them to access as and when they wish.

### What Key Assessments will take place?

Baseline assessment used for setting will take place in the first few weeks of term (however, all pupils follow the same scheme of work and set moves are fluid throughout the year).

Mathswatch homework and end of topic mini tests will be used to inform teachers planning and interventions every 2-3 weeks.

There will be 3 assessments throughout the year just before data is due to be inputted and sent out to parents (dates TBC).

### How can parents/carers help their child's learning?

- ✓ Parents can support their child's learning by encouraging them to use their Mathswatch login as an online tutor if they are struggling with particular topics.
- ✓ Homework is particularly useful in the maths department as it is used to inform our planning and interventions, so all students should be encouraged to complete it to the best of their ability at all times.

### Are there any books, films, TV programmes they should read or watch?

- Hidden Figures (rated PG but also a book by Margot Lee Shetterly);
- Beautiful Mind (rated 12);

- Imitation Game (rated 12A) ;
- The Theory of Everything (12A);
- Secret Coders (book by Gene Luen Yang and Mike Holmes);
- Giant Pumpkin Suite (book by Melanie Heuiser Hill);
- Really Big Numbers (book by Richard Evan Schwartz).

### **Are there any trips/visits that would enhance their understanding of the curriculum?**

- Bletchley Park;
- Legoland (for their robotics – space challenge workshop if it is running);
- Bank of England museum;
- Royal museums Greenwich;
- The Mathematics Gallery at the Science Museum;

### **Is there any special equipment that is required?**

Pen, pencil, ruler, eraser, compass, protractor and a scientific calculator. The model we recommend is the Casio fx-83GT x. This can be purchased from the school directly when they start in September through parent pay for a discounted price (they usually retail between £12 and £17)

# Science

## Year 7 Learning Journey

Students will follow the AQA KS3 syllabus which is broken down into 10 Big Ideas which are taught in Year 7 and then again, in more depth, in Year 8.

In Year 7, students will cover the following topics in each Big Idea:

Biology	Chemistry	Physics
<b>Organisms:</b> Movement & Cells	<b>Matter:</b> Particle Model & Separating Mixtures	<b>Forces:</b> Speed & Gravity
<b>Ecosystems:</b> Interdependence & Plant Reproduction	<b>Reactions:</b> Acids and Alkalis & Metals and Non-Metals	<b>Electromagnets:</b> Potential Difference & Current
<b>Genes:</b> Variation & Human Reproduction	<b>Earth:</b> Earth Structure & Universe	<b>Energy:</b> Energy Costs & Energy Transfer
		<b>Waves:</b> Sound & Light

## Extension/Non-Required Work

Students will have the opportunity to purchase a revision guide and workbook. Students should utilise these at home to further their understanding and progress. This workbook will not be formally marked but students may wish to get feedback from their class teacher.

Students will also be given a log in to Kerboodle and Seneca where teachers may set quizzes for homework.

We also run a practical science club to help pupils to develop their understanding of science investigations.

## What Key Assessments will take place?

At the end of each topic students will sit an assessment which will test their understanding on the topic studied and will also bring in prior learning.

During the half-term, students will be assessed through the use of extended response and exam questions.

At the end of the year, students will have an end of year assessment covering all topics.

## How can parents/carers help their child's learning?

- ✓ discuss the current topic of work with your child and ask them what they learnt after each lesson;
- ✓ look at your child's exercise book and ensure they act on their feedback;
- ✓ ask your child if there are any assessments happening soon and whether they understand what they have to do to be successful;
- ✓ talk to your child about science whenever the opportunity arises – e.g. in the news, when replacing batteries, when mending Christmas lights, cooking, gardening etc.;
- ✓ ensure your child keeps a record of their log in details for Kerboodle and Seneca and contact us if there is a problem.

## Are there any books, films, TV programmes they should read or watch?

There are many books and films that enhance students understanding of science. Some which are recommended by our KS3 Co-ordinator are:



Books - The Hitchhiker's Guide to the Galaxy by Douglas Adams, The Maze Runner collection by James Dashner, and Flowers for Algernon by Daniel Keyes.

TV Shows - The Sky at Night, Seven Worlds One Planet, Blue Planet (all on BBC iPlayer).

Films - Star Wars, Back to the Future, and Avatar.

### **Are there any trips/visits that would enhance their understanding of the curriculum?**

Visits to local Science museums (e.g. Think Tank), Magna Science Adventure Centre (Rotherham), Manchester Museum of Science and Industry, Jodrell Bank, Woolsthorpe Manor.

### **Is there any special equipment that is required?**

Normal school equipment is essential. Students should always come equipped to science lessons with a pen, pencil, ruler, and a calculator. A scientific calculator is recommended, particularly as they move up the school. For any student with long hair, a hair bobble will be required when they are doing practical work.

# Art & Design

## Year 7 Learning Journey

At Dormston, we aim to promote a love for drawing and to provide students with the tools to create their own imaginative art works. In the Autumn term we study the formal elements through a series of drawing workshops. The formal elements are the building blocks for Art and Design. In the Spring term we focus on colour, pattern and composition. In the Summer term we explore character design and animation. For homework students will develop their drawing skills, extend their knowledge of Art and Design concepts and learn key vocabulary.

## Extension/Non-Required Work

Draw - draw from imagination (doodle, design, imagine), draw from life (draw what is around you, observe carefully, draw from research), draw for fun! (draw what inspires you, draw to relieve stress and anxiety, don't be afraid to make mistakes!)

## What Key Assessments will take place?

Students will be assessed against the following series of proficiencies: Generating Ideas, Making, Knowledge and Evaluating.

## How can parents/carers help their child's learning?

Support with homework (researching types of art/different artists). Encouragement with practical homework tasks and non-required work. Encourage participation in extracurricular activities such as clubs or visiting Galleries and Museums. Encourage your child to consider Art and Design as a potential career choice rather than just a hobby. There are more career choices within the creative industry than in any other subject you can study.

## Are there any books, films, TV programmes they should read or watch?

In the summer term students will explore animation. Introduce children to a variety of animated films and styles. For cel animation watch old Disney films or films by Hayao Miyazaki such as Spirited Away or Howls Moving Castle. For stop-motion animation watch Guillermo del Toro's Pinocchio and for computer animation watch any films by Pixar.

There are too many to mention here but reading any books on Art and the lives of artists will be beneficial. Sky Portrait/Landscape Artist of the Year is a good programme to watch to see a variety of styles of artwork and artists exploring different media. YouTube is also an excellent resource for tutorial videos on a variety of art techniques.

## Are there any trips/visits that would enhance their understanding of the curriculum?

We do not provide trips for students in Year 7 however we would encourage all students to visit any of the following Art establishments: Wolverhampton Art Gallery, Birmingham Art Gallery, The Ikon Gallery, Midlands Art Centre, Red House Glass Cone, Dudley Millennium Sculpture Trail.

## Is there any special equipment that is required?

Basic equipment: 2B or 4B pencil/pen/eraser/sharpener

# Drama

## Year 7 Learning Journey

Here at Dormston, we want to foster a love for drama and performance right from the beginning of year 7. We think it's so important to build confidence, work with others, and develop skills you never knew you had!

**In Year 7 drama we study three areas:**

**Devising** – we introduce students to a range of drama styles and explore various performance techniques as we become more confident in our use of key drama terminology.

**Performance from text** – using extracts from a range of plays, we will improve our performance skills by focusing on physicalisation and vocalisation and perform a monologue or duologue as a final assessment.

**Theatre makers in practice** – studying the texts Animal Farm and Dracula, we will be looking at the more technical elements of theatre and how they are used to create effects. We will look at lighting and sound, as well as use of stage space.

## Extension/Non-Required Work

See National Theatre online.

Bitesize English spoken language has useful information regarding physical and vocal skills and key terminology for next year.

Drama clubs

## What Key Assessments will take place?

There are three key assessments at the end of each term on the key area they are studying.

## How can parents/carers help their child's learning?

Help to develop their confidence – ask your child to read aloud. Ask them to explore vocal skills by reading in a specific tone of voice; vary their pace and volume to create a specific effect.

When they do anything physical, discuss how your children move: do they have a particular stance? How is their posture? And discuss how they might change these to imitate different characters.

## Are there any books, films, TV programmes they should read or watch?

Reading a range of plays will support a student's understanding of the format of a play script. BBC iPlayer and Sky Arts often have filmed versions of productions available for students to watch.

## Are there any trips/visits that would enhance their understanding of the curriculum?

Live theatre experience at a local theatre - Grand Theatre, Wolverhampton, Birmingham Hippodrome, Birmingham Rep.

## Is there any special equipment that is required?

Just an open mind and enthusiasm!

# Music

## Year 7 Learning Journey

- Rhythm & Beat
- Mood Music
- Keyboard Skills
- Music Technology Composition
- Rap
- Music Theory

## Extension/Non-Required Work

Learn and instrument through independent learning or instrumental, join a music club, compose music using free software, listening to music and describing the features using the musical elements.

## What Key Assessments will take place?

Base line assessment, 3 performance assessment, 3 composing assessments and 1 listening test.

## How can parents/carers help their child's learning?

Expose them to a wide range of music styles from around the world and question them on what they can hear. Use the musical elements when discussing music e.g. tempo instead of speed and dynamics instead of volume.

## Are there any books, films, TV programmes they should read or watch?

Any musical or biographical music film, the AB Guide to Music Theory book and Howard Goodall's How Music Works TV series.

## Are there any trips/visits that would enhance their understanding of the curriculum?

A live music event, musical theatre performance, gig or festival.

## Is there any special equipment that is required?

All equipment is provided by the school. Instruments and technology at home to enhance learning and allow further exploration and practise would be desirable but not essential.

# History

## Year 7 Learning Journey

Throughout their Dormston History journey, our students' units are centred around an **Enquiry Question**. This is a research question that students will work towards answering in each lesson, before finally answering it in their end of unit assessment. The Enquiry Questions for Year 7 are:

1. Bridging Unit – What was happening before 1066?
2. Did the Normans bring a 'truckload of trouble' to England in 1066?
3. In what ways is Hugh Trevor Roper wrong about African History?
4. Rats vs Revolts: Which caused more upheaval in the Middle Ages, the Black Death or the Peasant's Revolt?
5. Why did Henry VIII split with Rome?
6. How was the world opening up to Elizabeth I and her people?

## Extension/Non-Required Work

- **Read - Norman Conquest Timeline:** <https://www.historyonthenet.com/the-events-leading-to-the-norman-conquest-1066-timeline>
- **Read - The Bayeux Tapestry Online:** <http://www.bayeuxtapestry.org.uk/BayeuxContents.htm>
- **Watch - Ten minute overview:** [https://www.youtube.com/watch?v=3\\_sCOVe1r\\_g](https://www.youtube.com/watch?v=3_sCOVe1r_g)
- **Read - Five unique facts about the Tudor period:** <https://www.historyextra.com/period/tudor/5-things-you-probably-didnt-know-about-the-tudors/>
- **Read - Portraits of the Tudor dynasty:** <https://www.npg.org.uk/collections/explore/by-period/tudor>
- **Watch - Queen Elizabeth overview** <https://www.youtube.com/watch?v=dfgeLdXA87I>

## What Key Assessments will take place?

In the History department, we use two types of assessment throughout the year:

1. **Formative** – these are low-stakes, ongoing assessments completed by the class teacher in every lesson. These can take a variety of forms and are designed to check the understanding of pupils. For example these could include:
  - Mini-whiteboard quizzes
  - In-class knowledge tests
  - Practise paragraphs
  - Teacher questioning
  - Timelines
  - Comprehension questions

These assessments are both live-marked by the teacher who giving immediate feedback to students, or are self-assessed by students based on teacher guidance.

2. **Summative** – these are end of unit assessments given to students at the end of a sequence of lessons. These assessments aim to check student understanding across the entire unit. They normally include a **knowledge test** on key parts of the unit, along with an **extended writing task** that challenges students to answer the enquiry question for that unit. Scaffolding and modelling is used to help support students reach their potential in this.

These assessments are marked by the class teacher and will be returned to students along with comprehensive feedback on any errors, misconceptions, or areas to improve.

## How can parents/carers help their child's learning?

Encouraging a student's curiosity with History can emerge through many forms such as watching documentaries or historical dramas as a family, encouraging students to engage with interactive programs and resources online such as BBC Bitesize and Horrible Histories as well as speaking to them about their local and even family history. All of these can all help to instil a love of historical learning and a desire to understand more about the past and how this has impacted upon how we now live.

## Are there any books, films, TV programmes they should read or watch?

There are lots of historical documentaries and films on BBC iPlayer and YouTube. Students can look at their History learning journey above as well as the non-required work/extension tasks for additional videos.

In addition, we have a fantastic selection of historical books freely available in the school library (PLC) that are directly linked to the History Curriculum at Dormston.

## Are there any trips/visits that would enhance their understanding of the curriculum?

### Local History:

- Students will study the History of **Himley Hall** in Year 11 if they opt for the subject so earlier visits there to familiarise themselves with this historical location will help.
- **Dudley Castle** is also steeped in medieval History so would aid student's understanding of the medieval life module.
- Tudor castles/stately homes nearby include **Hardwick Hall** (Derbyshire), **Baddesley Clinton** (Warwickshire) and **Coughton Court** (Warwickshire) all of which would help to strengthen understanding of the Tudor aristocracy and Catholic suppression which are topics that will be covered in Year 7.
- **Harvington Hall** has one of the largest selections of working priest-holes in England, and is directly linked to our topics in Year 7 and 10 on Elizabeth I.

## Is there any special equipment that is required?

No special equipment is required although a different coloured pen and a highlighter would be very handy for annotating class work.

# Geography

## Year 7 Learning Journey

Students will be introduced to Geography and study 5 new units. This build on their current knowledge and foundations from Primary school but introduces some new concepts and ideas.

The units students will follow are:

- 'Becoming a good geographer'
- 'Wonderful world'
- 'Who am we?'
- 'Smooth Criminal'
- 'Oh we do like to be beside the seaside'.

## ;Extension/Non-Required Work

Visit and explore as many geographical locations.

Most things link to Geography....a great start is to watch Planet Earth on BBC.

## What Key Assessments will take place?

At the end of each unit there is a chance to complete a key assessment. To engage students, we use a variety of methods to assess throughout the year. Examples include a Facebook Bio page, Crimes around Dormston, Powerpoint Presentation, Exams.

## How can parents/carers help their child's learning?

- ✓ monitor their homework and help them to revise for examinations or assessments;
- ✓ proof-read homework's with their child before they are handed in;
- ✓ discuss topics with their child;
- ✓ encourage their child to read books / watch Geography related films or documentaries

## Are there any books, films, TV programmes they should read or watch?

Geography is in nearly everything!

Here are a few suggestions that students can read / watch to get into Geography more....

Films - Slumdog Millionaire/The Impossible/Geostorm/Everest/ San Andreas

Books - Any Horrible Geography book/Minecraft: Guide to Redstone.

## Are there any trips/visits that would enhance their understanding of the curriculum?

Exploring in Geography is key. Even on a trip out to the countryside....discuss how the land is used and managed. Are there any conflicts of interest? Can they spot human and physical features on the land?

## Is there any special equipment that is required?

No special equipment is needed, although an atlas at home could be useful if you have one. As long as your child is equipped for each lesson with the basic essentials then that should be great.

# Religious Studies

## Year 7 Learning Journey

### Mission Statement:

Religious Studies at Dormston aims to provide an intellectually challenging and personally enriching experience of the study of religion. The Dormston Religious Studies department focuses on the study of religious and non-religious worldviews from a variety of disciplinary backgrounds, with 'phenomenology' and 'philosophy' of religion taking precedence in most cases. We explore religious traditions in their historical, cultural, philosophical and ethical contexts. We seek to understand how religious and non-religious worldviews evolve, impact our world today, and shape our future.

### **Our academic engagement with religion, philosophy, and ethics enables us to:**

- Reflect critically on religious and non-religious belief, teaching, and practice.
- Foster empathetic relationships in an increasingly diverse world.
- Develop a sense of religious literacy.
- Explore how religious and non-religious worldviews aim to promote healthy relationships, justice, peace and environmental awareness.
- Work towards the development of more just and sustainable societies, both locally and globally.
- Collaborate with others for the common good and well-being of all.

### Intent:

Religious Studies at Dormston is twofold in its intent:

- **Academic Study of Religions and Worldviews:** to provide students with the knowledge and skills to progress academically in the study of religions, developing inter-disciplinary skills to compliment other areas of the curriculum and further study.
- **Personal Development:** to provide students with the opportunity to reflect upon their own self and worldview, and to develop the attitudes of respect for all, open-mindedness and appreciation and wonder.

Academic Study of Religions and Worldviews	Personal Development
<ul style="list-style-type: none"> <li>• Enhance an awareness of religious literacy, including building more complex schemas for key concepts (e.g. faith, sacrifice, justice, sacred...)</li> <li>• Utilise an array of disciplinary methods when exploring religions and worldviews (including those from philosophical theological, social science and anthropological pedagogies, and critique through a variety of lenses such as feminism and environmentalism).</li> <li>• Build a complex and deep understanding of worldviews, including religious worldviews (Abrahamic and Dharmic) and non-religious worldviews (e.g. Humanist) that considers the diversity of beliefs and practices found within each worldview.</li> <li>• Become aware of how religious and non-religious beliefs and teachings can have an influence of their adherents (including individually, nationally and globally).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the diversity of religions, worldviews and cultures in the local area and in the wider world.</li> <li>• Learn to formulate arguments, criticisms and persona judgements on a range of religious and non-religious beliefs and practices, using logical chains of reasoning.</li> <li>• Develop the skill of empathy and appreciate how worldviews can influence practices, ethics and other beliefs for an individual.</li> <li>• Reflect on their own worldview and ways of thinking about themselves and the wider world.</li> <li>• Become more open-minded to the opinions and judgements made by others.</li> <li>• Learn <i>from</i> lived experiences of religious and non-religious worldviews.</li> </ul>



- Be able to support religious beliefs and practices with evidence from sacred writing or other sources of religious belief and teaching.

In Year 7 you will learn:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<b>The Jewish Covenant</b> <i>Is G-d's Covenant with Abraham more important than G-d's Covenant with Moses?</i>	<b>Life of Jesus</b> <i>Did Jesus have to die for sins to be forgiven?</i>	<b>Life of Buddha</b> <i>Was the enlightenment the most important moment in the life of the Buddha?</i>	<b>Existence of God</b> <i>Can the existence of God be proven?</i>	<b>Death &amp; Beyond</b> <i>What happens to us when we die?</i>	<b>Reflection</b> Founders, Worldviews and Philosophy

## Extension/Non-Required Work

Oak National Academy lessons can help explore key founders and philosophies:

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/religious-education> (focus on Judaism, Christianity and Buddhism for Year 7).

Watch media (including TV programmes and films) that show the life of Abraham, Moses, Jesus and Buddha. This can include 'The Prince of Egypt', 'Miracle Maker', and there are lots of short films and animations about these founders on YouTube.

Ask people their views on key philosophical questions (religious and non-religious), and compile a list of responses to questions such as 'Is there any proof that God exists?' or 'Is there any evidence of an afterlife?'

Read original sources of religious belief, such as Abraham in Genesis, Moses in Exodus, Jesus in the New Testament, and Buddha in the Pali Canon.

## What Key Assessments will take place?

Assessment across all units in the form of:

- Low-stakes knowledge quizzes
- Questions that assess understanding, including the ability to explain/develop points and applying sources of religious belief and teaching. These comprise of 5-mark questions that always start with 'Explain two...'
- Evaluative writing, whereby students argue for and against a statement using logical chains of reasoning.

Students will also be assessed throughout the year on 'ways of knowing religion and worldviews'. These are skills such as being able to interpret scripture, asking philosophical questions, using social science research (e.g. from questionnaires or interviews) on religious and non-religious worldviews.

## How can parents/carers help their child's learning?

In Religious Studies we draw upon current affairs to demonstrate modern examples of the topics and issues we discuss. Please encourage open and honest discussion about the current affairs, push your child to justify their opinions with examples and reasons, as this is a good skill for our evaluation essays. When watching a film, TV programme, listening to a popular piece of music or turning on the news, discuss issues and themes with your child showing a diverse range of interpretations and views people might hold.

Encourage them to watch BBC bitesize/Learn clips- found both on bitesize and YouTube for religious beliefs and practices.

## Are there any books, films, TV programmes they should read or watch?

You'll find in many books, films and TV programmes that religious, philosophical and ethical themes are explored. Wider reading (whatever the book) is only going to support your child's learning in RS.

Students can read from original sources to help their learning, such as:

- Abraham & Moses in Genesis (Torah/Old Testament)
- Jesus (in the Gospels of Matthew, Mark, Luke and John)
- Buddha (in Pali Canon or Jataka Tales, past lives stories of Buddha)

Some specific films and TV programmes:

- BBC – My Life My Religion (series, documentary)
- Prince of Egypt (movie, animation)
- Miracle Maker (movie, animation)

## Are there any trips/visits that would enhance their understanding of the curriculum?

Lots of religious places of worship open their doors to visits. When on holiday, try visiting a church, cathedral, temple or mosque. Have a look around yourself, and ask questions – people are usually happy to discuss once you've shown an interest. Visiting a place of worship is not the same as performing an act of worship.

There are lots of museums, such as the Jewish museum in London or the Muslim Experience in Birmingham that explore a particular religion or spirituality. Alternatively, there are often displays in city museums about aspects of religion, e.g. Buddhism display in the Museum of Birmingham, or cultural anthropology displays of tribal and ancient religions.

## Is there any special equipment that is required?

No special equipment, but we expect respect and tolerance of other people, beliefs and views.

# Design & Technology

## Year 7 Learning Journey

Students will follow a series of ten week rotations which enable them to cover each of the four different technologies with specialist teachers in specialist teaching rooms. The four areas of technology covered and their project themes are:

- ✓ Food Technology - Basic Skills and Techniques;
- ✓ Resistant Materials - Introduction to electronics (Designing and making a Key Fob Torch and Blister Packaging);
- ✓ Graphics/Resistant Materials – introduction to CAD/CAM and casting (Designing and making a Cast Metal Key Ring using the Laser Cutter and the Low Temperature Casting Machine);
- ✓ Textiles – Puggly character soft toy inspired by Cubism and the work of Picasso.

## Extension/Non-Required Work

Further practice of practical skills in any of the Technology subject areas is always going to improve pupils understanding and ability in this subject. This could take the form of: Trialling different recipes to improve skills in Food Technology. Creating a fabric based item using hand or machine stitching in Textiles. Practising a new drawing or shading technique for Graphics. Carrying out some junk modelling to create a sculptural item in Resistant Materials.

## What Key Assessments will take place?

Students will be assessed four times (once in each rotation) for the quality of their Making skills. In addition students will be assessed on each of the Designing Skills, this will take place once in each rotation as follows:

- ✓ Food Technology Assessment focus: Planning;
- ✓ Resistant Materials Assessment Focus: Evaluation;
- ✓ Graphics Assessment Focus: Generating Ideas;
- ✓ Textiles Assessment Focus: Exploring ideas and the task.

## How can parents/carers help their child's learning?

Parents can help their child's learning by helping and encouraging students to keep up to date with homework. Provide pupils with the necessary ingredients needed for practical lessons in Food Technology, and help them remember to bring them in.

## Are there any books, films, TV programmes they should read or watch?

Films/TV programmes I can watch: The Great Interior Design Challenge The Gadget Show, Inside the Factory, Master Chef.

Books I can read: The Way Things Work by David Macaulay, A History of Fashion by Laura Cowan, How Food Works: The Facts Visually Explained by Dk.

## Are there any trips/visits that would enhance their understanding of the curriculum?

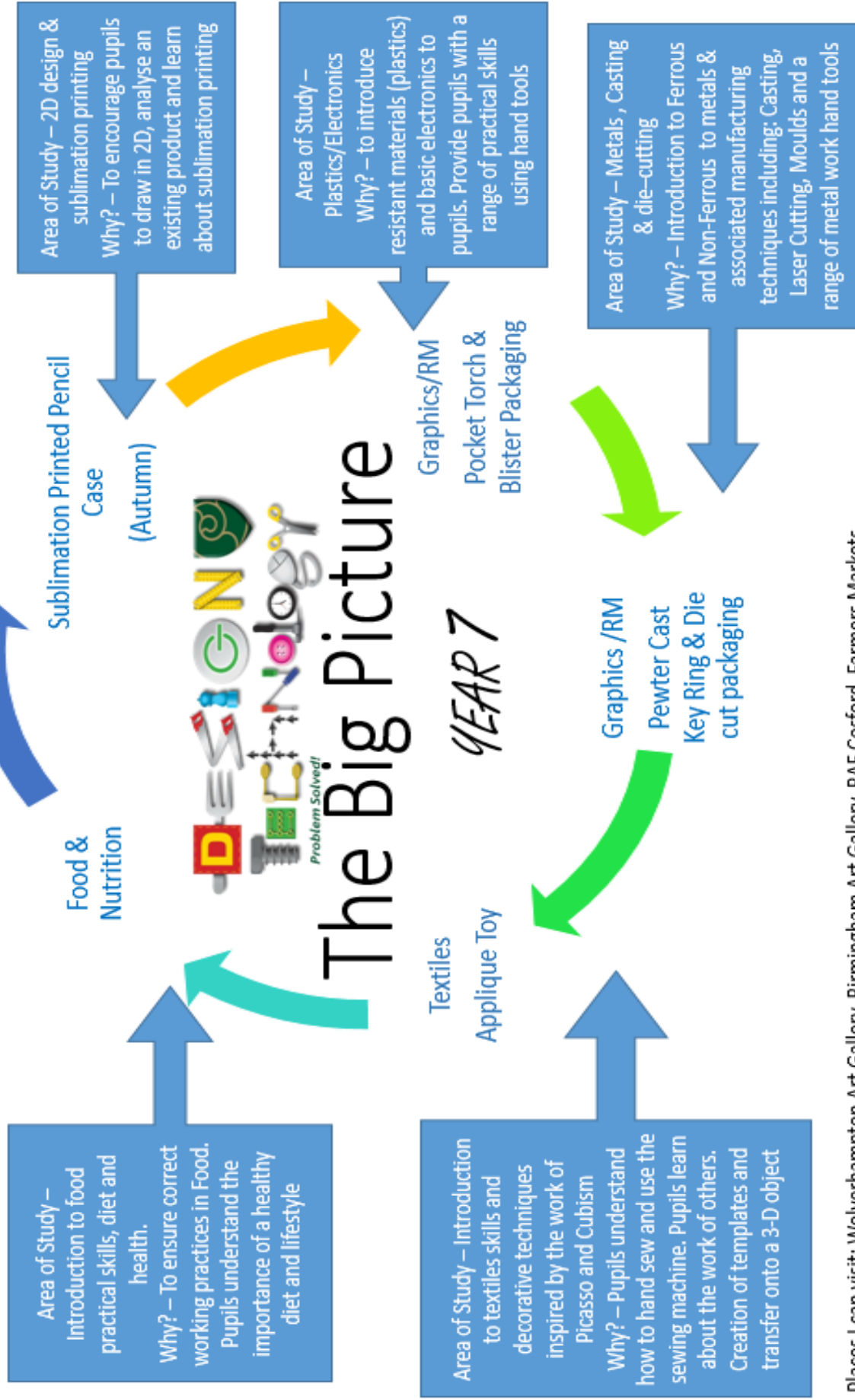
Places I can visit: Wolverhampton Art Gallery, Birmingham Art Gallery, RAF Cosford, Farmers Markets.

## Is there any special equipment that is required?

All tools, equipment and materials needed for practical lessons are provided for students with the exception of Food Technology where ingredients will need to be provided for practical lessons. It would also be useful for pupils to have a well-stocked pencil case with the type of stationery which enable pupils to write, draw and enhance their work with colour.

Books I can read: The Way Things Work by David Macaulay, A History of Fashion by Laura Cowan, How Food Works: The Facts Visually Explained by Dk.

Films/TV programmes I can watch: The Great Interior Design Challenge The Gadget Show, Inside the Factory, Master Chef.



Places I can visit: Wolverhampton Art Gallery, Birmingham Art Gallery, RAF Cosford, Farmers Markets

# German

## Year 7 Learning Journey

Year 7 German has lots of fun and engaging topics that quickly help you to build up your vocabulary and grammar. You will first learn the basics: numbers, your age, where you live and how to talk about your personality. In unit 2 you will talk about pets and family members. Unit 3 is all about free-time, hobbies and going online. Unit 4 is about school – your favourite subjects and of course what you don't like too. We follow the text book Stimmt and use many online resources.

## Extension/Non-Required Work

There are many extra activities that you can do that will help you to make speedy progress with languages. Watching films in German or with German subtitles, listening to German radio, finding out new words for a topic that interests you, reading simple stories, following German cultural pages, keeping up to date with the news from Germany... the list is endless.

## What Key Assessments will take place?

At the end of Units 1-3 we do an end of unit assessment. Then during the summer exam week you will do an exam that covers vocabulary and grammar from all 4 units.

## How can parents/carers help their child's learning?

The most important thing that parents/carers can do to help their child learn German is to encourage them to learn vocabulary every day. Little and often is the very best way to learn a language. Just 2/3 words a day with really enhance their ability to make excellent progress.

## Are there any books, films, TV programmes they should read or watch?

Peppa Pig (Peppa Wutz) is very fun to watch in German. Children's books from Germany, picture books are a fun way to learn simple vocabulary. On Netflix you can put on German subtitles so that you can learn as you watch your favourite programmes.

## Are there any trips/visits that would enhance their understanding of the curriculum?

Not in year 7. We do a trip in year 10 for GCSE optees.

## Is there any special equipment that is required?

An English/German dictionary would be invaluable.

# Computing

## Year 7 Learning Journey



- **My Digital Wellbeing** – after pupils become with the schools IT systems, they will develop their knowledge of E-Safety and managing their online behaviour
- **Programming essentials** – pupils learn to code using Scratch and are introduced to the core principles of sequence, selection and iteration
- **Modelling data** – pupils are introduced to spreadsheets and will gain essential data handling and analysis skills
- **Networks** – pupils learn about how computer communicate and how the internet works

## Extension/Non-Required Work

<https://hourofcode.com/uk/learn> – various fun coding activities

<https://tinyurl.com/y5hdt2fo> – learn to program in scratch

## What Key Assessments will take place?

For each unit, assessment will be in the form of a mid-point online test followed by an end of unit assessment. This may take the form of a formal test or practical assessment dependent on the unit being studied. Pupils work is regularly checked with feedback to either consolidate learning or challenge pupils to develop further skills and knowledge.

## How can parents/carers help their child's learning?

**Encourage pupils to be independent and responsible with using technology.** Pupils need to be able to manage usernames and passwords for their school (RM Unify) and go4schools accounts. Check pupils know their passwords and that they can access RM Unify, their email, TEAMS and go4schools from home. Check they know what to do if they forget their passwords.

Check homework set via go4schools.

Encourage pupils to find out more about the use of digital technology in the modern world, and how IT influences our lives. Ask pupils to have a go at learning the basics of a programming language (e.g. Scratch, Python)

Recommended websites

- [www.bbc.co.uk/click](http://www.bbc.co.uk/click)
- [www.codecademy.com](http://www.codecademy.com)
- [code.org/learn](http://code.org/learn)

Pupils will be using Office 365 which includes a cloud based storage account (OneDrive). This allows pupils to store work online allowing work to be accessed both in school and at home. In addition to this, Office 365 provides online access to Microsoft products such as Word, PowerPoint, Excel etc without the need to install software on devices. This is compatible with multiple devices such as laptops, computers, tablets and smartphones. It is encouraged that pupils explore and familiarise themselves with these applications to help gain confidence and digital skills. The PLC is available for pupils to access during lunchtimes and after school.

## Are there any books, films, TV programmes they should read or watch?

### Books

- "Ready Player One" - Ernest Cline;
- "Black Flag" - Matt Langley;
- "Computational Fairy Tales" - Jeremy Kubica.

### Films

- WarGames;
- Wreck-It Ralph;
- The Imitation Game.

### TV Programmes

- BBC Click;
- The Big Bang Theory;
- The IT Crowd.

## Are there any trips/visits that would enhance their understanding of the curriculum?

- The National Museum of Computing/Bletchley Park - Milton Keynes;
- The National Videogame Museum - Sheffield;
- The Centre for Computing History - Cambridge.

## Is there any special equipment that is required?

Basic school equipment including coloured pencil crayons, a ruler and calculator.

# Physical Education

## Year 7 Learning Journey

During Year 7 you will experience activities such as:

- Athletics
- Badminton
- Basketball
- Football
- Gymnastics
- Hockey
- Netball
- Rounders
- Rugby
- Table Tennis

You will do a different activity every half term.

Pupils will also undergo a unit on Fitness.

You will also consider aspects of sports such as Sportsmanship, Respect, Safety and Rules

## Extension/Non-Required Work

Attend sports clubs either within our extra-curricular programme or outside school.

## What Key Assessments will take place?

Pupils will undergo a series of baseline assessments when they join us to determine their PE group. This will be the testing of generic abilities such as co-ordination and simple skills such as throwing and catching. Students are assessed at the end of each half-term in the activity they have been doing that half-term. Students are assessed in their reproduction of the skills of that activity and how well they perform in that sport. The performance could be a game or a sequence but should be in a competitive situation.

## How can parents/carers help their child's learning?

Ensure students have their PE kit for every lesson.  
Encourage participation and being active.

## Are there any books, films, TV programmes they should read or watch?

Watch video and TV clips of the sport you are covering.  
Watch major sporting events like The Commonwealth Games, The Olympic Games, Wimbledon, The Ashes, The Tour de France and London Marathon.  
Sports documentaries on Netflix.  
Read autobiographies of Sportsmen and women that inspire you.

## Are there any trips/visits that would enhance their understanding of the curriculum?

Visits and trips to live sporting events.

## Is there any special equipment that is required?

School PE kit.



# PSHE Education

## What is PSHE?

PSHE stands for personal, social, health and economic. The 'E' in PSHE covers **economic wellbeing and careers** – vital parts of the subject that mustn't be ignored.

PSHE education became statutory in September 2020 under the **Children and Social Work Act**.

The Act introduced compulsory Relationships Education in primary schools and compulsory **Relationships and Sex Education** in secondary schools. Health Education (both mental and physical) became statutory from key stages 1 to 4. This brought all schools more in line with independent schools who were already required to teach PSHE. This statutory content – now often summarised as 'RSHE' – covers the majority of PSHE education. And it will now be a greater focus during school inspections due to its impact on safeguarding, especially in light of Ofsted's review into sexual harassment in schools.

At Dormston, PSHE is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

## Why is it important?

PSHE equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE contributes to personal development by helping pupils to **build their confidence, resilience and self-esteem, and to identify and manage risk**, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the **essential skills for future employability and better enjoy and manage their lives**.

A DfE evidence review highlighted the subject's importance to children and young people's wellbeing and knock-on effects on academic achievement, stating that 'The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'.

A major evidence review by Pro Bono Economics also found that PSHE supports academic attainment by removing barriers to learning.

## What is covered in Year 7?

Many of the topics in our curriculum lead on from topics already covered in primary school, such as puberty.

The following topics are taught in Year 7:

- Good Learner Habits and Growth Mindset
- Teamwork and Leadership Skills
- Puberty including the importance of hygiene and personal care.
- Physical Health and Wellbeing
- Addiction – Smoking, Vaping, Gaming and Gambling
- Risky Behaviours – Sharing Images
- Active Citizenship
- Exam Preparation and Study Skills
- Mental Health and Wellbeing
- Self-Image and the Media