



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Year 7 Overview
2022
**Hazel Wood
High School**



Art and Design			
Year 7	Term 1	Term 2	Term 3
Unit Title	Basic Skills	Perspective Landscape Drawing	Matisse Collage
Key Knowledge and Understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and, where applicable, can apply this to their own work:</p> <ul style="list-style-type: none"> • what art is. • the visual elements that are used to develop basic drawing skills, • How to use other artists' work to inspire their own abstract landscape painting. • How to use visual elements such as tone, texture and shading. • How to produce a mind map and investigation colour theory and colour mixing. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and, where applicable, can apply this to their own work:</p> <ul style="list-style-type: none"> • The importance of 3D perspective drawing in art How to demonstrate 3D perspective in their own work. • How to experiment with mark making to add pattern and texture to their drawings. • Different viewpoints including one-point perspective, vanishing point, receding lines and horizon line. • Mark making drawing skills will also be introduced during this term. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and, where applicable, can apply this to their own work:</p> <ul style="list-style-type: none"> • The history, origins and development of Henri Matisse • Matisse's later artwork cut out paintings. • How to use paper to create a piece work using the same technique as Matisse.
Vocabulary	There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets.		
Assessment	<p>Throughout these projects, and throughout the year, students will be given one-one or small group feedback during lessons that will support students to successfully move forward.</p> <p>Students will have skills feedback slips each half term (formative assessment). These will give students targets to develop their individual practical skills during that project, or when they use that skill again in a later project. This will ensure that teaching and feedback is bespoke to each of their development needs.</p> <p>When key pieces of work are completed at the end of each project/term, there will be a summative assessment following the format of subject specific 'RESPECT' feedback which links to KS4 assessment Objectives.</p> <p>Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>		



Computing and ICT						
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Using Office	Using Microsoft	Networks, Hardware & Software	Programming Block Code 2D with Scratch	Programming block 3D with Minecraft	Spreadsheet and data Manipulation
Key Knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect students will know and understand key features of safety in a computer room and how to use office 365 from outlook to one drive. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to log on, including Health and safety. • How to set up folders, Save, copy, cut and delete. • How to use One drive and keyboard short cuts. • How to use Teams. • How to use Email and Email Etiquette. • How to use email features, Reply, forward, Attachments. • How to search the internet effectively 	<p>By the end of this unit, we expect students will know and understand key features of how multiple software can be used for one purpose. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Microsoft features and Icons. • How to use Word – text, tables, header and footers, inserting images and templates. • How to track changes in Word. • How to use Power point – text, images, inserting/embedding • What E safety is and how to keep themselves safe. 	<p>By the end of this unit, we expect students will know and understand key features of the computer and how it works and connects with networks. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> • What Hardware and Software are. • What Inputs and outputs are. • Storage and methods. • Types of networks. • The internet. • IP addresses. • Tracking Changes. 	<p>By the end of this unit, we expect students will know and understand key features of programming in 2D using variables, loops, selection and Boolean operators/logic to create a playable game. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> • What assets are and how to add them. • What Movements and Loops are. • Variables sequence. • Boolean logic sequence. • Selection sequence. • Clones-Debugging. 	<p>By the end of this unit, we expect students will know and understand key features of programming in 3D using variables, loops, selection and Boolean operators/logic to create a playable game. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> • 3D control and Movement • Pattern recognition and movement. • Loops and conditions • Nested Loops and conditions • While Loops • Debugging-Syntax 	<p>By the end of this unit, we expect students will know and understand key features of working with data in an excel spreadsheet; how to enter data and manipulate data, including formulae. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> • Spreadsheets and adding data. • Basic formula in spreadsheets. • Simple and Advanced formulae. • Creating Graphs • Using Sort and Filters • Data Manipulation
Vocabulary	There is a full vocabulary bank associated with our teaching of these units. These can be found on students' books and in our detailed SOL. They are also on our subject TEAMS page.					
Assessment	Throughout these units, and throughout the year, students will be formatively assessed on their lessons to ensure that teaching is bespoke to each of their development needs. Once the unit of work is complete, it will be assessed using end of half term assessment criteria. These results will be reported to parents. All assessment results, plus formative assessment from practical lessons, help us to adapt our curriculum implementation to ensure that we support our students with their knowledge, understanding and ability to 'do'.					



English			
Year 7	Term 1	Term 2	Term 3
Unit Title	Viewpoints and Voices Fiction and Non-fiction – changemakers through the 20th Century Big question: How do we get our voices heard?	Childhood and Society 19th - 21st Century Fiction 20th Century Non-Fiction Big Question: How are children and teenagers represented in fiction?	Travel and Adventure Recount Writing Autobiographical/ Biographical Big Question: Is Shakespeare still relevant today?
Key Knowledge and understanding that enables skill building.	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to identify features of plot, context, theme and character for <i>Stay Where You Are, Then Leave</i> by John Boyne • How to create character and setting descriptions • How to analysis evidence • How to select explicit information from a text • How to use persuasive techniques in writing and speech • How to develop writing skills appropriate to each writing genre • How to identify the difference between fiction and Non-fiction • How to identify audience and purpose <p>This unit will also explore a range of extracts from non-fiction texts that look at significant people who have made changes in society such as:</p> <ul style="list-style-type: none"> • Malala's speech • Nelson Mandela • Emmaline Parkhurst • Greta Thunberg • Leonardo Di Caprio 	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to identify features of plot, context, theme and character for <i>Oliver Twist</i> by Charles Dickens • The context of Victorian Britain • How to analyse characters • The terminology surrounding language analysis • How to select information for Information retrieval tasks • How to use persuasive techniques in writing and speech • How to develop writing skills appropriate to each writing genre • How to use a story map • How to identify audience and purpose <p>This unit will also explore a range of extracts from fiction and non-fiction texts that look at different aspects of life during the Victorian Era such as:</p> <ul style="list-style-type: none"> • Alice in Wonderland • Jane Eyre • Life in the workhouse • Victorian life • Victorian Schools 	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to identify features of plot, context, theme and character for <i>Touching the Void</i> by Joe Simpson • How to analyse characters and their development throughout a text • How to analyse language using a simple structure • How to use persuasive techniques in writing and speech • How to develop writing skills appropriate to each writing genre • How to use a story map • How to identify audience and purpose <p>This unit will also explore a range of travel themed non-fiction and poetry from around the world, so that pupils can understand the conventions of travel writing. Pupils will also explore extracts from a range of Shakespeare's work, in order to understand how language is used. Extracts studied are from:</p> <ul style="list-style-type: none"> • A Midsummer Night's dream • Speeches • Sonnets
		<p>In Year 7, Learning Objectives are sequenced to ensure that students know and understand how to identify and use the following aspects of grammar:</p> <ul style="list-style-type: none"> • Using a range of punctuation correctly • Using dialogue and speech • Developing cohesion • Developing grammatical structures • Verb use • Modal Verb use • Active and Passive Voice 	



	<ul style="list-style-type: none"> • Word Classes • Descriptive language devices • Precise vocabulary choices • Parenthesis • Subjunctive form • Precise vocabulary choices • Compound and complex sentences 		
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book. In this subject, students also utilise a personal vocabulary log where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practise using our tier two and three vocabulary in sentences, and then in their work. Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>		
Assessment Overview	<ul style="list-style-type: none"> • Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success. • Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homework's are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons • In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. • At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content. • Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching. • At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents. 		
	<p>At the start of Year 7, students will complete a number of baseline and diagnostic assessments including:</p> <ul style="list-style-type: none"> • NGRT Reading tests • CATS tests • Spelling Tests • Handwriting Speed Tests 	<p>At the end of this unit of work, there will be the following summative assessments:</p> <p>Writing Assessment 2: Information text about life in the workhouse or a narrative about life in the workhouse. Reading Assessment 2: How do the characters react differently towards Oliver Twist? Speaking and Listening: Debate about Victorian Schools</p>	<p>At the end of this unit of work, there will be the following summative assessments:</p> <p>Writing Assessment 3: Writing a travel guide Reading Assessment 3: How does Shakespeare present comedy in this scene? (Donkey scene) from A Midsummer Night's Dream</p>



Geography						
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Fantastic Places	Geography of the UK	Rivers	Top Gear (Ecosystems)	Coasts	Weather and Climate
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> How to describe location using scale. How to develop and use mapping skills How waterfalls are formed and the sequence of this. How to use diagrams - food webs How to develop map skills: contours 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> What the physical features of the UK are. What the human features of the UK are. What Britain's weather is like. What makes us British? Where do immigrants to the UK come from? 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> The water-cycle and its features. The features of the drainage basin. What long and cross profiles of the river channel are. How to field sketch. How to identify and label meanders. How flooding is caused and the consequences Managing of flooding. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> What the physical and human features are in Bolivia. What the features of the tropical rainforest are. What 'The Danger Road' is The main features of fold mountains. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> How to identify the different types of waves. How to explain longshore Drift How spits are formed The different erosion types The features of coastal erosion. How to identify and describe the formation of stack and stumps. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> What the different factors are that affect climate. Why is Bury so wet? How to use climate graphs? How low-pressure events affect the UK What tropical storms are and where to find them.
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework. Most of the vocabulary for this unit can be found on related knowledge organisers and are planned to ensure that they feature on PowerPoints used for teaching and learning.</p>					
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their skills to ensure that teaching is planned to meet students' development needs. Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p>					



History			
Year 7	Term 1	Term 2	Term 3
Unit Title	What is History?	Middle Ages- Conquest and Power	What mattered to people in the Middle Ages?
Key Knowledge and Understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Key historical terminology. • What an enquiry is and how to use evidence to reach a judgement – based on what happened to the 52 skeletons. • How to use evidence to reach a relevant judgement. • What thematic study is- based on water and sanitation across time. • The key facts and dates related to water sanitation across time. • How to identify change and continuity across a time period and start to analyse trends • The chronology of the Middle Ages. • How to use skills of enquiry to analyse power and conflict – based on the Normans conquering England and how they kept control. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to carry out a Depth study – based on the power of medieval monarchs, with a particular focus on King Henry II and King John. • How Medieval monarchs ruled and addressed challenges to their power. • That interpretations are used to make a judgement and that different people have different interpretations. • How to use an enquiry to analyse the results of a historical event on people’s lives-based on the Crusades and their impact. • How to use skills of enquiry to analyse the diverse experiences of people in the past-based on Medieval Queens and a comparison to the power of medieval kings. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to use evidence to support or reject an interpretation of the past- based on whether ‘Muck and misery’ is an appropriate title to describe the Middle Ages. • The key features of life in the Middle Ages including cultural, economic, religious and social history • That different people in past experienced the same event / time period very differently to each other- based on the Depth Study Wonders of Baghdad. • The key facts relating to health and the people in the Middle Ages- based on the Black Death. • How to write a narrative based on how people actually experienced events in the past – what did things mean to them at the time? How did they experience the event? • How to analyse the results of a historical event- in the short and the long time.
Vocabulary	<p>All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students’ books. We sometimes use the Frayer model. This model helps students to relate words to other vocabulary and to contextualise vocabulary. In addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every students’ book.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>		



Assessment

Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to our taught curriculum. The Homework quizzes are self-marking and reveal answers to students, so that they can use them to help address misunderstanding or misconceptions. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.

At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that none of our students miss the building blocks that they need for success.

Half way through each unit of work, students will be tested on the taught content so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.

At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.

This helps our students to begin to

- Build a rich historical understanding of Britain and the wider world.
- Build a big picture of how things have changed over time.
- Use sources to find out about the past.
- Discern how contrasting arguments and interpretations of the past have been constructed.
- Use historical concepts like cause and consequence; change and continuity; diversity.
- Answer historical questions clearly.
- Back up their answers with accurate historical knowledge and evidence.
- Use historical terms accurately.





Mathematics						
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	<ul style="list-style-type: none"> - Place Value & Ordering Integers and Decimals - Fractions, Decimals and Percentage Equivalence 	<ul style="list-style-type: none"> - Fractions, Decimals and Percentage Equivalence - Sequences - Understand and Use Algebraic Notation 	<ul style="list-style-type: none"> - Equality & Equivalence - Solving Problems with Addition and Subtraction - Solving Problems with Multiplication and Division - Fractions & Percentages of amounts 	<ul style="list-style-type: none"> - Constructing, Measuring and Using Geometric Notation - Developing Geometric Reasoning 	<ul style="list-style-type: none"> - Developing Geometric Reasoning - Operations & Equations with Directed Number - Addition and Subtraction of Fractions 	<ul style="list-style-type: none"> - Addition & Subtraction of Fractions - Sets & Probability - Prime Numbers & Proof - Developing Number Sense
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • The place value of integers up to one billion and decimals to hundredths. • How to convert fluently between the most seen fractions, percentages and decimals in real life. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to convert fluently between the most seen fractions, percentages and decimals in real life. • How to explore sequences using diagrams and lists of numbers. • How to develop a deep understanding of the basic algebraic forms. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to form and solve one-step linear equations. • How to use formal methods of addition and subtraction to interpret and solve problems. • How to solve problems involving multiplication and division, with and without a calculator. • How to calculate fractions and percentages of quantities and the links between the two. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to use rulers, protractors and other measuring equipment to construct and measure increasingly complex diagrams. • How to develop basic geometric language, names and properties of types of triangles and quadrilaterals, and the names of other polygons. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to develop basic geometric language, names and properties of types of triangles and quadrilaterals, and the names of other polygons. • How to extend and deepen the understanding of directed number. • How to experience equivalence of fractions with any denominators, and to introduce the addition and subtraction of fractions. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Equivalence of fractions with any denominators, and to introduce the addition and subtraction of fractions. • Sets, set notation and systematic listing strategies. • Form and test conjectures around the properties of number. • How to extend mental strategies using known facts and complex calculations.
Vocabulary	All lessons will introduce key terminology at the start of each step to ensure that students know key words and subject terminology. In addition to this, the key terminology is recalled and retrieved in lessons and assessments.					
Assessment	At the end of each unit, the students will complete an 'end of block' test. The pupils will record these scores in their books and teachers will use the results from assessments to identify any gaps in knowledge. This then informs our 'Do Now' tasks at the start of each lesson. At the end of each term, pupils will also complete an end of term assessment to check fluency and problem-solving skills that have been covered in the units. In lessons, low stake quizzes and the use of 'show call' help us to identify and address misconceptions and errors. Homework is set weekly and is based on the current learning, as well as some embedding of retrieval practice to help students to know and remember more.					



Music			
Year 7	Term 1	Term 2	Term 3
Unit Title	The Elements of Music	Notation and Rhythm	Ensemble Skills
Key Knowledge and understanding that enables skill building.	<p>The main intention for this unit of work is that the students gain confidence to perform, create and understand key musical words associated with the elements of music.</p> <p>Students work through a planned and sequenced HWHS booklet which has activities in for 'Do Now' tasks, listening tasks, and composition tasks.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> graphic scores and how symbols/shapes can help them remember musical patterns and ideas, as well as understanding and being able to manipulate the elements of music in composition. <p>This leads into their first assessed composition where students make music to a story, recording ideas using a graphic score.</p> <p>In the second half of the unit, pupils work towards creating music to describe different planets and are inspired by listening to Holst's Planet compositions. Students will develop understanding of the elements of music and how to manipulate them, as well as learning skills of how to compose their own music.</p> <p>The final performance will show their understanding of the elements of music, how to create a musical idea and how they can work as a pair successfully.</p>	<p>The main intention for this unit of work is for students to develop keyboard/practical skills, enabling them to play the keyboard or percussion accurately, and to begin to be able to read music notation.</p> <p>Students work through a planned and sequenced HWHS booklet which has activities in for 'Do Now' tasks, listening tasks, as well as keyboard / rhythm tasks to work through developing their skills.</p> <p>If students arrive already knowing how to read music, they will be taken through Graded Music to develop their skills on the keyboard.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students begin to develop an understanding of notation, as well as an understanding of practical performing skills on the keyboard and samba instruments.</p> <p>Students transfer knowledge on notation to create their own ternary structured composition - developing knowledge of group work skills, as well as rhythm skills and notation.</p> <p>Our aim is that students build up their keyboard skills: starting with simple melodies using two fingers, to 3 fingers to all 5 on one hand. This is then stretched by including different durations and the introduction of chords in the left.</p> <p>Students will also compose and play Samba music on percussive instruments. The first lessons are taught in a 'call and response' style where the class will copy the teacher and learn different parts/rhythms. This enables students to know how to build up the work, how to create rhythms and typical rhythms to play etc.</p> <p>Students will also be taught specific vocabulary for samba like call and response, syncopation, ABA structure, imitation, ostinato and improve on reading notation. Students will then use their knowledge to create their own music to be performed and assessed.</p> <p>Students will be challenged with more complex compositional and performance ideas; for example: playing two handed, developing ideas with rhythm, such as syncopation and composing more than one part, and performing more than one part in time as a group.</p>	<p>The main intention for this unit of work is for students to develop skills in performing / working in a group/band, creating an ensemble experience.</p> <p>Working through a planned and sequenced HWHS booklet, students will study the music of <i>The Beatles</i> learning how to play 'Let It Be' on keyboard, guitar, ukulele and with vocals as an extension. Students will work as an individual/pair and then as a group to produce the performance. Students will improve their understanding of notation, melodies, chords, bass lines, and how music fits together.</p> <p>As well as the music for the Beatles, their curriculum booklet has planned activities in for 'Do Now' tasks, and listening tasks.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students develop an understanding how to read chords and notation for a range of instruments, as well as understanding how to perform/rehearse as a group and how different parts/rhythms can be performed together.</p> <p>In between practical lessons, students will also learn the history of The Beatles, listen to famous pieces and describe how their music developed over time.</p> <p>The final performance will show their understanding of the ensemble playing, how successfully they can work as a group and their ability to play on a range of instruments and understand different types of notation.</p> <p>Students will be challenged with more complex compositional and performance ideas; for example: playing two handed, developing ideas with rhythm, such as syncopation and composing more than one part, and performing more than one part in time as a group.</p>

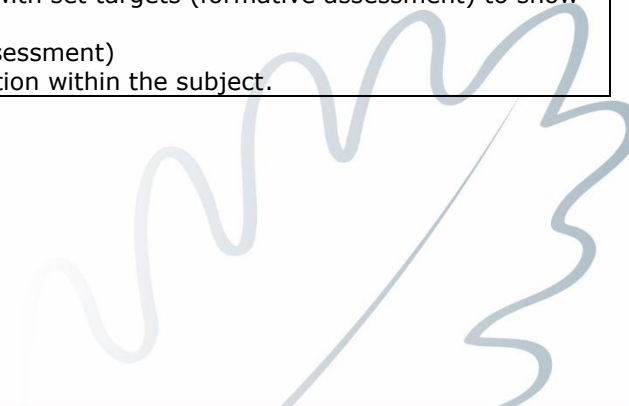


<p>Vocabulary</p>	<p>Tier 2 vocabulary are words that students will use which are common across subjects; words like compare and describe. Tier 3 vocabulary are words students will use which are subject specific. In our Music curriculum, we have established which words will be taught and when and we teach vocabulary as part of the Music discipline. Below are examples of the words that we teach in each unit.</p>				
	<p>Tier 2 Vocab compare, describe, structure, assessment, composition,</p>	<p>Tier 3 Vocab tempo, texture, timbre, duration, dynamics, pitch, compose, major, minor, chords, ostinato, syncopation, ternary structure, beats, bars, crotchet, quaver, semi-quaver, minim, semi-breve, rest, ensemble, elements of music, stave, frets, strum, tab, notation, rhythm</p>	<p>Tier 2 Vocab compare, describe, structure, assessment, composition,</p>	<p>Tier 3 Vocab tempo, texture, timbre, duration, dynamics, pitch, compose, major, minor, chords, ostinato, syncopation, ternary structure, beats, bars, crotchet, quaver, semi-quaver, minim, semi-breve, rest, ensemble, elements of music, stave, frets, strum, tab, notation, rhythm, C Position, melody</p>	<p>Tier 2 Vocab compare, describe, structure, assessment, composition,</p>
<p>Assessment</p>	<p>Students work is peer and self-assessed. When teachers feedback, it is using Ebi (Even better if) comments. These offer bespoke next steps so that students know how to improve. Built in to all lessons, we have mini performances to help develop confidence and share ideas to support others' learning. As well as listening tasks to help improve students' written communication.</p> <p>During lessons, students will be formatively assessed on the following:</p> <ul style="list-style-type: none"> • Listening skills • Performances of their work • Their use of key vocabulary • With Do Now tasks <p>Where there are misconceptions shown in any of these assessments, students will be retaught appropriately.</p> <p>Students use their 'student feedback log' to record verbal feedback, which will support practical work. In these logs, they also self-assess, review and set SMART targets.</p> <p>All of our Sequences of Learning result in a set assessment piece that allows students to demonstrate what they have learnt and what they are able to do.</p>				





Performing Arts		
Year 7	Carousel 1	Carousel 2
Unit Title	Storytelling	Evacuees
Key Knowledge and Understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • The structure of a story • How to physicalise a story • What atmosphere for a story is and how to create this • How to use a 'cliff-hanger' • How to effectively rehearse and critique. • How to work independently • How to work as part of a group • What critical evaluation is • What reflection is <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> • Share and express ideas related to interpretation of dramatic material • How to take part in team challenges. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • What mime is and how to do this • What whole class improvisation is and how to take part in this • How we use script and monologue • How to use of thought tracking. <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> • Work as part of a team • Carry out group tasks
Vocabulary	<p>In Performing Arts, we have detailed all of the vocabulary that our students need for success and split the explicit teaching of these words across all of our units of work. The words are taught at the start of lessons so that students know them when we come to use them. The focus for every Sequence of Learning (SOL) is detailed below:</p>	
	Structure, formation, atmosphere, proscenium, suspense, rehearsal.	Improvisation, monologue, script, character, gesture, thought
Assessment	<p>Throughout this unit, students will be assessed through peer/self-assessment and a mid-unit performance with set targets (formative assessment) to show understanding.</p> <p>They will also be assessed through a final performance with feedback at the end of the unit (summative assessment)</p> <p>Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>	





Physical and Sport Education						
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Fitness testing Hockey (girls) Netball (girls) Rugby (boys)	Hockey (girls) Netball (girls) Basketball (boys)	Trampolining (girls) Table tennis (boys) Dance/Fitness (girls) Dance (boy facilities dependent)	Trampolining* (girls) Dance/Fitness (boys and girls) Table tennis (boys)	Rounders (girls) Cricket (boys)	Athletics (girls and boys)
Key Knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect students will know and understand the basic skills in a range of sports, to be able to practice them in isolation and apply them to game situations. Students will also understand basic rules of each game, tactics and strategies, and be able to analysis their own and others' performances. Our medium-term plans have learning objectives that are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • The role of National Governing Bodies • What makes good sporting behaviour • The rules and techniques for each game • The tactics and strategies for each game • The types of guidance and feedback • The types of drugs in Sport • The types of major sporting events. <p>We also have learning objectives in our sequences of learning that enable the students to know and understand how to apply the following skills with increasing effectiveness. At this point in the curriculum, we are introducing these skills:</p>					
	<ul style="list-style-type: none"> • Grip, dribble and ball handling. • Passing and receiving. • Possession under pressure. • Defending - Block tackle. • Attacking tactics, creating space. 	<ul style="list-style-type: none"> • Passing and receiving. • Footwork. • Dodging. • Defending – marking. • Shooting. • Positions and game play. 	<ul style="list-style-type: none"> • Safety, bouncing and control. • Basic jumps. • Shapes and routines. • Seat drops. • Swivel hips. • Front drops. • Back drops. • Routines for safety. 	<ul style="list-style-type: none"> • How to measure and use heart rates • How to use gym equipment safely • How to take part in Circuit training • How to develop Continuous training • How to carry out safe and effective Weight training • How to carry out effective interval training • How to use safe and effective Boxercise. 	<ul style="list-style-type: none"> • Throws – shot put • Throws – Javelin • Throws – discuss • Jumps – High jump • Jumps – long jump • Running – short distance. • Running – medium / long distance. 	<ul style="list-style-type: none"> • Ball familiarisation, catching. • Overarm technique of throwing • Fielding techniques • Bowling techniques • Batting technique
Vocabulary	There is a full vocabulary bank associated with our teaching of these unit. These can be found on students' knowledge organisers and in our detailed SOL. They are also on our subject TEAMS page.					
Assessment	Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. Students are given one-to-one or small group feedback during practical lessons that help them to move on with success.					



	Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to the sports covered. The scores from the HomeWorks are recorded on TEAMS and in planners for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.					
	Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)	Throughout this unit, students will be assessed on Application (skills and officiating) Application (Umpiring)	Throughout this unit, students will be assessed on Application (skills and officiating) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills) Critical Thinking (Tactics and strategies)	Throughout this unit, students will be assessed on Application (skills and officiating) Critical Thinking (Tactics and strategies)





PHSE						
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Health and Wellbeing – Emotional and Mental Health	Relationships – Types and Influences.	Living in the Wider World - Careers	Health and Wellbeing Physical Health and its links to emotional and mental health.	Relationships – RSE	Living in the Wider World – Online Safety and Finance.
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to manage the challenges of moving to a new school. • How to identify their own personal strengths and areas for development. • How to identify, express and manage their emotions in a constructive way. • How to establish and manage friendships. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to recognise different types of relationships including healthy and unhealthy ones. • The qualities and behaviours relating to different kinds of relationships including those online. • How to develop self-worth and efficacy. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How their personal strengths, skills and values will support them in their working life. • Different study, organisational, research and presentation skills that will help them achieve. • How to identify and create a personal brand, whilst being aware of their online presence and its impact. • How to set realistic and ambitious goals. • The importance of being a lifelong learner. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to manage physical and emotional changes during puberty. • How to look after their own personal health and hygiene. • How to take increased responsibility for physical health. • The dangers of FGM and how to access help and support. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • The differences between biological sex and sexual orientation. • How to recognise and challenge biphobia and homophobia. • How to challenge prejudice, stereotypes and discrimination. • How to recognise and challenge racism and religious discrimination. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • An awareness of their online presence and the impact it has. • The positives and negatives of social media. • How to recognise and challenge risks online. • How to challenge prejudices, stereotypes, discrimination and extreme views online.
Vocabulary	All lessons, throughout the course, introduce key vocabulary at the start of the lesson to ensure that students know key words and subject terminology. In addition to this, the key vocabulary for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject, students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary using the Frayer Model, which allows students to match key words to their synonyms and antonyms and build their knowledge of language.					
Assessment	At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content. Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching. At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding have improved. Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, 'CFU' (Checking for Understanding) activities and reflective 'Do Now' and 'Finish Now' activities.					



Religious Education			
Year 7	Term 1 and 2	Term 3 and 4	Term 5 and 6
Unit Title	Religion & its influence on our thinking. Who am I? Who was Jesus?	Jesus Judaism	Origins & Practice of Christianity in the living world
Key Knowledge and Understanding that enables skill building	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand: For Sequence of Learning (SOL) Unit 1: Religion and how it influences our thinking,</p> <ul style="list-style-type: none"> • Religion in our society • What are 'Ultimate questions?' • Why people question: Does God exist? • How people present a philosophical argument for God existing -The Teleological argument <p>What discussion and debating protocols are and how to use these in class and with others. For SOL 2: Morality Who am I:</p> <ul style="list-style-type: none"> • What Personal reflection is and how to consider using this • How to answer the questions: What makes us unique? <p>What empathy is and how to develop this For SOL 3, Who was Jesus:</p> <ul style="list-style-type: none"> • Key information related to the Baptism of Jesus • Parables-What are they and how to look for meaning <p>What reasoning and objectivity are and how to apply these.</p>	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand: SOL 3 - Jesus:</p> <ul style="list-style-type: none"> • The application of parables in relation to moral messages • What Miracles are and how people use them to make meaning, both past & modern • The events and significance of the Crucifixion • The events and significance of the Resurrection • How these beliefs influence Christian actions <p>SOL 4 Judaism:</p> <ul style="list-style-type: none"> • The Origins of the world – What the Jewish faith believes • Beliefs related to Judaism • What Covenants are, both past and present • Jewish places of Worship - Synagogue • Persecution of those who follow the Jewish faith – focus on the Holocaust <p>Throughout these SOLs, our Curriculum is also implemented so that students know and understand the definitions of these terms, so that they can begin to apply them in their work:</p> <ul style="list-style-type: none"> • Empathy • Discussion/Debate • The art of listening • Reasoning • The use of scripture • Interpretation 	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand: SOL 5: Origins and practice of Christianity:</p> <ul style="list-style-type: none"> • The beliefs around the Pentecost - arrival of the Holy Spirit • The growth of Christianity and the Church • Key words/beliefs-Recap of HT 1 • The beliefs around the Trinity • Entry to the Church - contrasting different types of baptism • Worship-contrasting styles <p>Christianity in the living world:</p> <ul style="list-style-type: none"> • Christian attitudes to wealth • Christian attitudes to poverty • Christian responses to need in the local community • Christian responses to wider issues-race <p>Throughout these SOLs, our Curriculum is also implemented so that students know and understand the definitions of these terms, so that they can begin to apply them in their work:</p> <ul style="list-style-type: none"> • Empathy • Discussion/Debate • The art of listening • Reasoning • Interpretation of scripture
Vocabulary	The vocabulary for this unit are highlighted at the start of all of the PowerPoints used for teaching. Examples of key terms include: Monotheist, Atheist, Agnostic, Teleological, Interpersonal, Intrapersonal, Influence		The vocabulary for this unit are highlighted at the start of all of the PowerPoints used for teaching. Examples of key terms include: Pentecost, Trinity, Liturgical, Non-liturgical, relative poverty, absolute poverty, prejudice, discrimination
Assessment	Assessments will include: Low-stakes quizzes in class and on-line completion of homework quizzes on TEAMS. The key skill of evaluation will be assessed in class and through summative assessment questions. Consideration will be made of all discussion/debating in class.		



Science			
Year 7	Term 1	Term 2	Term 3
Unit Title	Big Idea 8: Organisms, Big Idea 5: Matter, Big Idea 1: Forces	Big Idea 9: Ecosystems, Big Idea 6: Reactions, Big Idea 4: Waves, Big Idea 7.1: Earth	Big Idea 3: Energy, Big Idea 10: Genes, Big Idea 2: Electromagnets, Big Idea 7.2: Earth
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How organisms are organized. • The particle model of solids, liquids and gases and how this affects properties. • How forces cause changes and movement to objects with real world examples. • How to apply scientific knowledge to new contexts. • How to carry out safe practical work, using new equipment, including the preparation and use of microscopes to observe cells. • How to carry out scientific analysis to compare and contrast cells and organisms. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How organisms interact within a food web. • What a chemical reaction is. • How waves create our hearing and vision. • What materials the Earth is made of. • How to apply scientific knowledge to these contexts. • How to conduct chemical reactions safely using knowledge of hazard symbols. • How to represent chemical reactions in word and symbol equations. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • What energy stores are and examples of these. • How organisms reproduce. • How to build a simple electrical circuit. • What different objects make up our solar system and universe. • How to apply scientific knowledge to these contexts. • How to use electrical equipment to produce a simple circuit. • How to use scientific analysis to compare the amount of energy in different foods.
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book. In this subject, students also utilise a personal glossary where they are provided with tier 3 vocabulary and students record words that are new to them. Periodically, these glossaries are used by the teacher to test whether students have learnt and know new words.</p>		
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback following homework, and assessed practicals, that help them to move on with success. Students are expected to complete weekly Homework assessments online, that test their increasing knowledge base in relation to the Big Idea they are studying. The scores from the homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Homework review' tasks in subsequent lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. Baseline assessments are completed to assessed prior learning and identify areas for further exploration. Mid-point assessments are completed with a focus on writing like a scientist or reading like a scientist. An end of half term assessment is completed following the completion of Big Ideas to provide summative assessment of learning and provide students with bespoke feedback to provide next steps for progress.</p>		



Spanish						
Year 7	Term 1		Term 2		Term 3	
Unit Title	MI VIDA (My Life)	MI TIEMPO LIBRE (My Free Time)	MI INSTI (My School)	MI FAMILIA Y MIS AMIGOS (My family and Friends)	MI CIUDAD (My City)	PROYECTO LATINOAMERICANO (Latin America Project)
<p>Key Knowledge and understanding that enables skill building.</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to introducing themselves. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> Greetings. Spanish pronunciation. Introductions. Numbers 1-31. Months. Age and birthday. The alphabet. Spanish speaking countries. <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> definite articles (<i>el, la, los, las</i>) verb endings adjectives that end in 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to free time activities. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> Free time activities. Opinions and reasons. The weather. The importance of football in Spain. Christmas in the Spanish speaking world. <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> <i>me gusta</i> + infinitive present tense of regular <i>-ar</i> verbs (full paradigm) present tense of <i>hacer</i> (irregular verb, full paradigm) 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to school. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> New Year's resolutions. School subjects. Opinions and reasons. Descriptions of teachers. School facilities. Break time activities. Celebrating Chinese New Year. Celebrating San Valentín. <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> 'we' form of <i>-ar</i> verbs using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to family members and friends. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> Family members. Eye and hair colours and hair styles. Descriptions of people. Rooms in a house. Descriptions of house or flat. The Cadiz Carnival. Semana Santa. <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i> irregular verbs <i>tener</i> and <i>ser</i> 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to towns and cities. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> Places in a town or city. Important cities in Spain. Telling the time. Things to do in a town or city. Food and drink. Future plans. <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> <i>un/una, unos/unas</i> and <i>muchos/muchas</i> <i>ir</i> – to go (present tense) stem-changing verb <i>querer</i> the near future tense (<i>voy, vas, va, etc. + infinitive</i>) 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to Latin American themes. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> Life in La Habana. The film <i>El Sueño de Iván</i>. <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> The near future tense.



	<ul style="list-style-type: none"> -o/-a making sentences negative <i>ser</i> (present, singular) <i>tener</i> (present, singular) adjective forms (masculine and feminine, singular and plural) 	<ul style="list-style-type: none"> present tense of <i>jugar</i> (stem-changing verb, full paradigm) 	<ul style="list-style-type: none"> checking verbs, definite articles and adjectival agreement in sentences giving opinions plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the') present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms) 	<ul style="list-style-type: none"> position of adjectives (after the noun) Agreement of adjectives with nouns the verb <i>estar</i> 		
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of each unit. These are stuck into students' class workbooks. We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks; and the use Microsoft Teams quizzes and activities.</p>					
Assessment	<ul style="list-style-type: none"> During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success. Students are expected to complete regular Homework assessments online, that test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that we plan so that none of our students miss the building blocks that they need for success. Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching. At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents. 					





Technology		
Year 7	Students study this unit on a rotation so will either be in Food Technology or Technology at different points in the year	
Unit Title	Introduction to Food Technology	Introduction to Technology and Workshop Practices
Key Knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect pupils know and understand safety and hygiene within a kitchen environment; and how to produce a selection of dishes.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Hazards that may be in a kitchen and how to prevent them. • How to develop personal hygiene skills. • How to develop hygiene skills within a kitchen environment. • What the 4C's are; and how best to store foods in the kitchen. • The different ways in which heat is applied to food. • Ways in which our senses impact on the foods we choose. • Food temperatures to avoid food poisoning. <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following dishes:</p> <ul style="list-style-type: none"> • 'Veggie' wrap • Vegetable stir fry • Egg fried rice • Granola bars • Cupcakes • Tomato Ragu 	<p>By the end of this unit, we expect pupils to know and understand the elements of safety that are required to work purposefully and safely in a workshop, so that they can put this into practice.</p> <p>Understand types of materials and build a bank of basic skills.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Health and safety within a workshop. • How to recognise a variety of equipment and recall their uses. • How to use specific tools safely. • That different materials are suitable for different purposes. • How to recognise different types of timber. • How to produce a wooden jigsaw using a coping saw and sand to create a smooth edge. • Types of polymers and their uses. • How to produce a keyring safely, using a pillar drill, junior hacksaw, sanding and heat press.
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.	
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p> <p>Students will take a test at the end of each unit to track their success and progress.</p> <p>Students will also participate in a series of practical lessons which will be assessed for skills.</p> <p>In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework.</p> <p>The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>	