

ASHFIELD SCHOOL

Year 7

**Content of the curriculum and
key assessments**



YEAR 7 Core Course

Art

Term	Content	Assessment
Term 1	<p>Baseline Assessment</p> <ul style="list-style-type: none"> • Explore the 'Elements of Art'. • Create colour wheel using primary colours. • Observational shoe drawing. <p>Tinga Tinga Art</p> <ul style="list-style-type: none"> • Understand how to analyse an artist and construct an artist page. • To be able to use a range of pencil skills to create an observational pencil drawing. • To be confidently use the technique of watercolour blending to create a Tinga Tinga inspired outcome. • Design own work in the style of the artist. 	<p>Assessment 1 (Realistic observational drawing)</p> <p>Assessment 2 (Tinga Tinga Giraffe)</p>
Term 2	<p>Tinga Tinga Art (continued)</p> <ul style="list-style-type: none"> • To create a final outcome in the style of Tinga Tinga Art. <p>Landscapes</p> <ul style="list-style-type: none"> • Working effectively in the style of the artists Van Gogh and Hundertwasser to create their own personalized outcomes. • Draw an accurate landscape using pencil. 	<p>Assessment 3 (Tinga Tinga final piece)</p> <p>Assessment 4 (Van Gogh Starry Night: Realistic landscape observational drawing)</p>
Term 3	<p>Landscapes (continued)</p> <ul style="list-style-type: none"> • Explore was resist technique, oil pastels and collage. • Design a landscape from own photograph. • Developing their art skills across a range of material areas to construct personalized landscape outcomes. 	<p>Assessment 5 (pencil landscape drawing)</p> <p>Assessment 6 (Landscapes final piece)</p>



YEAR 7 Core Course

Computer Science

Term	Content	Assessment
Term 1	<p>Getting Starting in Computing</p> <ul style="list-style-type: none"> • Sensible working. • Email. • Word processing techniques. • Input and output devices. • Parts inside a computer. • Software and file types. • Networks. • How the internet works. <p>E-Safety Websites</p> <ul style="list-style-type: none"> • Cyber bullying. • Social networking. • Viruses and illegal activity. • Creating a website. 	<p>Assessment during practical work</p>
Term 2	<p>Drawing in Code</p> <ul style="list-style-type: none"> • Creating basic shapes. • Loops and procedures. • Using colour. • Creating personalised images. <p>Spreadsheets</p> <ul style="list-style-type: none"> • Using Excel. • Basic mathematical functions. • Creating business models. • Generating random numbers. 	<p>Assessment during practical work</p>
Term 3	<p>Games Design with Kodu</p> <ul style="list-style-type: none"> • Sprite movement. • Interacting with objects. • Paths and scoring. • World-building (landscapes, water and health). • Creating a Game. • Designing a game box. • Desktop publishing tools 	<p>Assessment during practical work</p>



YEAR 7 Core Course

Dance

	Content	Assessment
Term 1	Carnival and World Dance <ul style="list-style-type: none">• Samba.• Capoeira.• Haka.• Bollywood.	Performance
Term 2	Art Attack: Dance and Design <ul style="list-style-type: none">• Contemporary dance.• Creative choreography.	Choreography
Term 3	Gangs and Graffiti Conflict <ul style="list-style-type: none">• Street dance.• Martial arts.• Parkour and contact work.	Evaluation



YEAR 7 Core Course

Drama

	Content	Assessment
Term 1	<p>Baseline assessment preparation</p> <p>Physical Comedy</p> <ul style="list-style-type: none"> • Slapstick/Farce. • Mime. • Exaggeration/Reactions. 	<p>Assessment 1 (Baseline assessment)</p> <p>Assessment 2 (Physical comedy)</p>
Term 2	<p>War Horse</p> <ul style="list-style-type: none"> • Emotive drama. • Scripted exploration. • Character development. <p>Native American Indians</p> <ul style="list-style-type: none"> • Synchronisation. • Shadowing and mirroring. • Creating a tribal routine. 	<p>Assessment 3 (War Horse)</p> <p>Assessment 4 (Native American Indians)</p>
Term 3	<p>Our Day Out</p> <ul style="list-style-type: none"> • Using stage directions. • Blocking/movement. • Memorising and interpreting lines. <p>Bugsy Malone</p> <ul style="list-style-type: none"> • Fast paced comedy. • American accents. • Characterisation. 	<p>Assessment 5 (Our Day Out)</p> <p>Assessment 6 (Bugsy Malone)</p>



YEAR 7 Core Course

English

Term	Content	Assessment
Term 1	<p>Study of a novel one from ...</p> <ul style="list-style-type: none"> • A Christmas Carol by Charles Dickens. • Harry Potter and the Philosopher's Stone by J. K. Rowling. • A Monster Calls by Patrick Ness. • Wolf Brother by Michelle Paver. • Gangsta Granny by David Walliams. • Smart by Kim Slater. <p>Focus will be on:</p> <ul style="list-style-type: none"> • The author's craft and presentation of events. • The author's characters. • The author's themes and setting. • Development of descriptive and narrative writing skills. <p>Library session Pupils will visit the library one lesson/fortnight throughout the year to promote reading for pleasure and to participate in the Accelerated Reader programme.</p>	<p>Assessment 1 (Literature test. Extract to whole)</p>
Term 2	<ul style="list-style-type: none"> • Exploration of a writer's viewpoints in non-fiction texts, through texts linked to 'Exploration and Expeditions' and 'Superheroes and Fairy Tales'. • Analyse ways in which writers use language and structure to achieve specific effects. • Development of viewpoint writing skills, firstly in relation to the topic of 'The Hunger Games' and in relation to the topic of 'Superheroes'. <p>Library session Pupils will visit the library one lesson/fortnight throughout the year to promote reading for pleasure and to participate in the Accelerated Reader programme.</p>	<p>Assessment 2 (Language test. Describe and narrate)</p> <p>Assessment 3 (Language test)</p>
Term 3	<ul style="list-style-type: none"> • Read and analyse Romeo and Juliet. • Revise Spoken Language skills. • Produce a formal presentation, linked to Romeo and Juliet. • Develop creative writing skills, using dramatic monologues as a stimulus for narrative writing. • Explore a range of unconventional love poems, before writing their own. <p>Library session Pupils will visit the library one lesson/fortnight throughout the year to promote reading for pleasure and to participate in the Accelerated Reader programme.</p>	<p>Assessment 4 (Language test. Viewpoint)</p> <p>Assessment 5 (Spoken Language Presentation)</p>



YEAR 7 Core Course

Ethics and Philosophy

Term	Content	Assessment
Term 1	<p>Introduction to Ethics and Philosophy</p> <ul style="list-style-type: none"> • Introduction to the Badduns. • What is religion? • What does it mean to be religious? • Putting faith into practice. • Religious memorials. • Religious buildings. <p>Life of Jesus</p> <ul style="list-style-type: none"> • Who was Jesus? • Teachings of Jesus. • Miracles. • Death of Jesus. • Resurrection of Jesus. • The parables of Jesus. 	<p>Assessment 1 (Introduction to Ethics and Philosophy test)</p>
Term 2	<p>Judaism</p> <ul style="list-style-type: none"> • The Covenant. • What were the Jews doing in Egypt? • What makes someone a Jew? • The Synagogue. • What is God like in Judaism? • The Messiah. <p>Islam</p> <ul style="list-style-type: none"> • Introduction to Islam. • Branches of Islam. • Pillars of Islam. • Hajj. • Terrorism. • Islamophobia. 	<p>Assessment 2 (Life of Jesus test)</p>
Term 3	<p>Festivals</p> <ul style="list-style-type: none"> • Advent. • Diwali. • Hanukkah. • Easter. • Vasahki. • Holi. • Create your own festival. <p>Sikhism</p> <ul style="list-style-type: none"> • Introduction to Sikhism. • Guru Nanak. • The Gurdwara. • Sewa. • Indian culture. 	<p>Assessment 3 (Islam test)</p>



YEAR 7 Core Course

Geography

Term	Content	Assessment
Term 1	<p>Extreme Environments</p> <ul style="list-style-type: none"> • Introducing geography • What is longitude & latitude? • What is an extreme environment? • How does life survive in the desert? • How can life survive in the arctic? <p>Sustainable Citizens</p> <ul style="list-style-type: none"> • Is climate change my problem? • Is all plastic bad? • Is my dress a bargain? • How is my dinner changing the climate? • Should I really say it with flowers? • Is the environment my responsibility? 	<p>Assessment 1 (Extreme environments test)</p>
Term 2	<p>Coasts</p> <ul style="list-style-type: none"> • Why are coasts important? • How are coastal features formed? • How has longshore drift created spurn head? • What challenges does coastal erosion create in Happisburgh, Norfolk? • How can we protect our coasts? <p>Map Skills</p> <ul style="list-style-type: none"> • What are OS map symbols? • How do I use 4 & 6 figure grid references? • How do I work out height on a map? • How do I know the direction, scale and distance on a map? • Map skills revision. • Map skills testing. 	<p>Assessment 2 (Coasts test)</p>
Term 3	<p>School Based Investigation</p> <ul style="list-style-type: none"> • Mood mapping the school. • Designing an environmental investigation. • Carrying out the investigation. • Processing data. • Explaining the results of my data. • Writing my environmental report. <p>Decision Making in Geography</p> <ul style="list-style-type: none"> • What is Kirkby like? • Location, location, location. • How can Kirkby be regenerated? • Presenting your regeneration plan of Kirkby. 	<p>Assessment 3 (School based Investigation test)</p>



YEAR 7 Core Course

History

Term	Content	Assessment
Term 1	Medieval Mysteries <ul style="list-style-type: none"> • The Battle of Hastings. • King William's control of England. • Castles. • Life during the medieval period. • The murder of Thomas Becket. • The power of the church. • Project on a medieval King/Queen. • Castle building. 	Assessment 1 (The Battle of Hastings test)
Term 2	Medieval Conflict <ul style="list-style-type: none"> • The Crusades. • Magna Carta. • Robin Hood. • The Black Death. • The Peasants Revolt. • Medieval medicine. 	Assessment 2 (The Black Death / Peasants Revolt test)
Term 3	War of the Roses- Tudors <ul style="list-style-type: none"> • The Princes in the tower. • Consequences of the War of the Roses. • King Henry VIII. • Edward VI. • Lady Jane Grey. • Bloody Mary. • Mary, Queen of Scots. • Queen Elizabeth. • Spanish Armada. • Project on Tudor life. 	Assessment 3 (Bloody Mary test)



YEAR 7 Core Course

Languages

Term	Content	Assessment
Term 1	<p>Talking about Oneself and Others</p> <ul style="list-style-type: none"> • Numbers. • Colours. • Family. • Personality. • Appearance. • Likes/dislikes. • Foods. <p>Free Time and Opinions</p> <ul style="list-style-type: none"> • Morning routine. • Sports. • Free time. • Comparing and contrasting. • Places in a town. 	<p>Assessment 1 (Speaking assessment: Photo card)</p>
Term 2	<p>School and Subjects</p> <ul style="list-style-type: none"> • Facilities. • Opinions and reasons. • Subjects. • Time. • Teachers. <p>House and Town</p> <ul style="list-style-type: none"> • House and home. • Rooms. • Directions. • Places to go to. • Activities to do there. 	<p>Assessment 2 (Writing assessment: Question, translation and photo card)</p>
Term 3	<p>Holidays and Activities</p> <ul style="list-style-type: none"> • Making plans. • Countries. • Future tense. • Ordering food and drink. • Free time/technology. • On line activities. <p>Cultural Topic</p> <ul style="list-style-type: none"> • Booklet covering all elements of Year 7. 	<p>Assessment 3 (Multi skills assessment: Listening, Reading and Translation)</p>



YEAR 7 Core Course

Maths

Term	Content	Assessment
Term 1	<p>Place value, Addition and Subtraction</p> <ul style="list-style-type: none"> • Bar modelling. • Decimals. • Perimeters. • Negative numbers. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Decimals. • Area of rectangles and triangles. • Calculating the mean. • Factors. • Primes. • Highest common factor. 	<p>Assessment 1 (Addition and Subtraction test)</p> <p>Assessment 2 (Multiplication and Division test)</p>
Term 2	<p>Angles</p> <ul style="list-style-type: none"> • Drawing and measuring angles. • Finding missing angles. • Bearings. <p>Fractions</p> <ul style="list-style-type: none"> • Equivalence. • Comparison. • Adding and subtracting. • Mixed and improper. • Fraction of a quantity. • Lowest common multiple. 	<p>Assessment 3 (Angles test)</p> <p>Assessment 4 (Fractions test)</p>
Term 3	<p>Percentages and Proportion</p> <ul style="list-style-type: none"> • Convert between percentages. • Fractions and decimals. • Percentage change and multipliers. • Percentage of a quantity. <p>Sequences</p> <ul style="list-style-type: none"> • Substitution. • Term to term. • n^{th} term. 	<p>Assessment 5 (Percentages and Proportion test)</p>



YEAR 7 Core Course

Music

	Content	Assessment
Term 1	Samba Performance <ul style="list-style-type: none">• Learning about Samba music.• Exploring Samba music using authentic instruments.• Participation in whole class workshops.• Developing ensemble skills. Keyboard Performance <ul style="list-style-type: none">• Learning to read music notation.• Learning to play the piano/keyboard.• Developing a solo performance	Assessment 1 Self-assessment of class performance Assessment 2 Keyboard performance
Term 2	Guitar skills <ul style="list-style-type: none">• Learning how to read guitar TAB.• Learning how to play chords.• Developing a solo or group performance.	Assessment 3 Self-assessment of guitar skills
Term 3	Rap Composition <ul style="list-style-type: none">• Learning about Rap music.• How to write good Rap lyrics.• Creating a suitable backing track to accompany your Rap.• Performing your Rap.	Assessment 4 Rap performance



YEAR 7 Core Course

Personal Development Education

	Content	Assessment
Term 1	<p>New Beginnings</p> <ul style="list-style-type: none"> • Getting to know others. • Making friends. • First impressions. • Stress. • Peer pressure. <p>Anti-Bullying</p> <ul style="list-style-type: none"> • Identifying types of bullying. • Exploring why people bully. • The impact of bullying. • Cyber bullying. • Reporting bullying. 	
Term 2	<p>Our British Community</p> <ul style="list-style-type: none"> • What makes a positive community? • Equality and diversity. • Acceptance and respect. • Pride. • Threats to the community. <p>Drugs and Health</p> <ul style="list-style-type: none"> • Identifying healthy lifestyles. • Eating disorders. • Smoking and drugs. 	
Term 3	<p>Careers Education</p> <ul style="list-style-type: none"> • Learning styles. • Target setting. • Assessing your individual skills and strengths. • Exploring different jobs. <p>Sex and Relationships</p> <ul style="list-style-type: none"> • Puberty. • Body image. • Raising self-esteem. • Healthy relationships. • Recognising appropriate contact and conduct. 	



YEAR 7 Core Course

Physical Education

	Content	Assessment
Term 1	A 6 week rotation of the following activities <ul style="list-style-type: none">• Outdoor invasion games.• Indoor invasion games.• Table tennis.• Swimming.• Athletics.• Striking and fielding.• Gymnastics.• Racket sports.	Practical Assessment 1 Practical Assessment 2
Term 2	A 6 week rotation of the following activities <ul style="list-style-type: none">• Outdoor invasion games.• Indoor invasion games.• Table tennis.• Swimming.• Athletics.• Striking and fielding.• Gymnastics.• Racket sports.	Practical Assessment 3 Practical Assessment 4
Term 3	A 6 week rotation of the following activities <ul style="list-style-type: none">• Outdoor invasion games.• Indoor invasion games.• Table tennis.• Swimming.• Athletics.• Striking and fielding.• Gymnastics.• Racket sports.	Practical Assessment 5 Practical Assessment 6



YEAR 7 Core Course

Science

	Content	Assessment
Term 1	<ul style="list-style-type: none">• Working scientifically.• Cells.• Particles.• Forces.• Library and research skills. <p>Project week</p> <ul style="list-style-type: none">• The space race.	<p>Assessment 1 (Skills test)</p> <p>Assessment 2 (Term 1 content test)</p>
Term 2	<ul style="list-style-type: none">• Organisation of living organisms.• Acids and alkalis.• Waves.• National Science week. <p>Project week</p> <ul style="list-style-type: none">• The origin of species.	<p>Assessment 3 (Term 2 content test)</p>
Term 3	<ul style="list-style-type: none">• Reproduction.• Atoms and elements.• Space.• Forensics week. <p>Project week</p> <ul style="list-style-type: none">• Roses are red.	<p>Assessment 4 (Term 3 content test)</p>



YEAR 7 Core Course

Technology - DT

Term	Content	Assessment
Term 1	<p>Project 1 – Puzzling Designs</p> <ul style="list-style-type: none"> • Health & safety. • Designing and making a wooden box and acrylic jigsaw. • Hardwoods, softwoods and manufactured boards. • Working with wood (hand tools and machines). • CAD/CAM (Techsoft 2D design/laser cutting). • Measuring/marking out. • Design history (Arts & Crafts, Art Nouveau, Art Deco, Bauhaus, De Stijl, Memphis). 	<p>Assessment 1 (Project 1 practical)</p> <p>Assessment 2 (Project 1 test)</p>
Term 2	<p>Project 2 – Mini Monsters</p> <ul style="list-style-type: none"> • Designing and making a metal insect. • Observational drawing. • Technical drawing. • Ferrous and non-ferrous metals. • Working with metal (hand tools and drill). • Measuring and marking out. 	<p>Assessment 3 (Project 2 practical)</p> <p>Assessment 4 (Project 2 test)</p>
Term 3	<p>Project 3 – Blister Pack</p> <ul style="list-style-type: none"> • Graphic design. • Product analysis. • Design and make a blister pack. • Typography. • Vacuum forming. • Environmental issues. <p>Project 4 - Engineering Sectors</p> <ul style="list-style-type: none"> • Engineering sectors. • Products manufactured by different sectors. <p>Structures</p> <ul style="list-style-type: none"> • Structures. • Forces. • Triangulation. • Prototyping. • Costing. • Strength calculations. • Types of structure. 	<p>Assessment 5 (Project 3 practical)</p> <p>Assessment 6 (Project 3 test)</p> <p>Assessment 7 (Project 4 test)</p>



YEAR 7 Core Course

Technology - Food

	Content	Assessment
Term 1	<p>Project 1 - Deli Salad</p> <ul style="list-style-type: none"> • Health and safety issues in the food kitchen. • Knowledge and understanding of a healthy, balance diet. • Analyse temperature used in food storage and cooking. • Develop knife skills related to the bridge and claw techniques. • Use basic kitchen equipment to produce a deli salad. • Complete a washing up routine. • Evaluating – reviewing what went well and even better if. <p>Project 2 – Scones</p> <ul style="list-style-type: none"> • Weighing and measuring in food. • Ingredients and their functions. • Flowchart production plan. 	<p>Assessment of the Deli Salad foldie, knowledge booklet and practical outcomes.</p> <p>Assessment 1 (Project 1 test)</p>
Term 2	<p>Project 2 – Scones (continued)</p> <ul style="list-style-type: none"> • Practical skills – rubbing in method. • Health and safety related to using an oven. • Evaluating - reviewing what went well and even better if. <p>Project 3 - Flapjack</p> <ul style="list-style-type: none"> • Heat transfer – conduction, convection and radiation. • Food provenance – where food comes from. • Seasonality and food miles. • Health and safety related to using the oven and hob. • Practical skills – melting, combining and baking. • Evaluating – reviewing what went well and even better if. • Packaging sleeve, what needs to be displayed on food packaging by law. <p>February Half term Students change rotations February half term to Textiles.</p>	<p>Assessment of the scones foldie, knowledge booklet and practical outcomes.</p> <p>Assessment 2 (Project 2 test)</p>
Term 3	<p>Students rotate between Food and Textiles. Half an academic year in each subject specialism area.</p>	<p>Assessment of the flapjack foldie, knowledge booklet and practical outcomes.</p> <p>Assessment 3 (Project 3 test)</p>



YEAR 7 Core Course

Technology - Textiles

Term	Content	Assessment
Term 1	<p>Project 1 – Fashion Monster</p> <ul style="list-style-type: none"> Investigate fibres and fabrics. Produce woven samples and develop one idea into fabric. Produce detailed design criteria using CAFEQUE to ensure all areas are covered. Produce a felted fabric. Designing – producing a range of ideas and developing into a final solution. 	<p>Assessment 1 (Felting test)</p>
Term 2	<p>Project 1 – Fashion Monster (continued)</p> <ul style="list-style-type: none"> Develop hand embroidery skills. Learn the correct and safe use of the sewing machine. Be able to accurately select stitches on the sewing machine. Produce a final fashion monster outcome using a range of techniques and processes. Evaluation of finished product against design criteria. <p>February Half term Students change rotations February half term to Textiles.</p>	<p>Assessment 2 (Monster test)</p> <p>Assessment 3 (End of year test)</p>
Term 3	Students rotate between Food and Textiles. Half an academic year in each subject specialism area.	



YEAR 7 Core Course

Tutor time

	Content	Assessment
Term 1	Theme of the week <ul style="list-style-type: none"> • Employability. • British values: Democracy. • Stress. • Black history month. • Employability: Resilience. • Employability: Aspirational. • Remembrance. • Anti-bullying. • Employability: Co-operative. • British values: Respect. • British values: Individual liberties. • British values: Rule of law. • Advent. 	
Term 2	Theme of the week <ul style="list-style-type: none"> • Pride. • Employability: Self-assured. • Anti-drugs. • British values: Tolerance. • Employability: Experienced. • Cyber safety. • Eating disorder awareness. • World book day. • Employability: Accountable. • Opportunities. • Charity / Giving. • Challenge. 	
Term 3	Theme of the week <ul style="list-style-type: none"> • Employability: Achieving. • Moral. • Appreciation. • Mental health awareness. • Road safety. • Equality. • Employability: Informed and personal finance. • Hope. • Discovery. • ASPIRE. • Employability: Entrepreneurial. • Reflection. 	

