

## KS3 Subject Curriculum Overview - Summer Term 2024 - Year 7

<b>Maths</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Number; Space, Shape and Measure; Algebra; Handling Data.	<ul style="list-style-type: none"> <li>• Transformations of Shapes – Rotations, Reflections and Translations.</li> <li>• Averages – Mean, Mode, Median and Range also including Mean from Frequency and Grouped Frequency Tables.</li> <li>• Fraction/Decimal/Percentage equivalence – Problems involving real world scenarios with FDP calculations.</li> <li>• Ratio - Simplifying ratios, splitting amounts into a ratio, and finding amounts when given a ratio.</li> <li>• Linear Equations – Solving equations, expanding brackets and using inverse operations.</li> <li>• Constructing Triangles accurately when given information on sides and angles.</li> </ul>	<p><a href="#">DrFrostMaths Year 7 Course</a> contains detailed content in sections based upon what topics will be taught through the Summer Term.</p> <p><a href="#">MHS Maths Keywords</a></p>
<b>Assessment types / points</b>	End of year Assessment covering any content seen throughout Year 7.	
<b>Links to departmental assessment criteria</b>	<a href="#">Grade Boundaries Bellcurve Example for Parents</a>	

English		
Topic(s)	Content	Links to further material
<p>Magic and Fantasy – Shakespeare’s <i>A Midsummer Night’s Dream</i></p> <p>Summer Exam Preparation: Reading and writing skills for responding to an unseen fiction extract and writing creatively</p>	<ul style="list-style-type: none"> <li>• Introduction to Shakespeare, his life and times</li> <li>• Reading the play with focus on key extracts</li> <li>• Development of analytical skills, understanding character development and the author’s craft as well as the impact of contextual factors</li> <li>• Use drama to engage with the text</li> <li>• Narrative and descriptive writing practice</li> <li>• Develop comprehension, analytical and evaluative skills</li> <li>• Exam preparation using AQA style assessments</li> <li>• Improve accuracy and precision in writing using a growing vocabulary</li> <li>• Use drama and performance to engage with the text</li> <li>• Use FRI in response to exam papers</li> </ul>	<p><a href="#">A Midsummer Night's Dream   Shakespeare Learning Zone</a></p> <p><a href="#">A Midsummer Night's Dream - Vocabulary List</a></p> <p>Recommended Workbook for preparing for the summer exam: AQA KS3 English Language: Year 7 workbook by Helen Backhouse, published by Oxford University Press.</p> <p><a href="#">Fiction writing - KS3 English - BBC Bitesize</a></p> <p><a href="#">Literary Devices   Literary Terms</a></p> <p><a href="#">Literature Key Words Year 7</a></p>
<b>Assessment types / points</b>	End of year assessment to include reading and responding to an unseen fiction text and producing a piece of creative writing.	
<b>Links to departmental assessment criteria</b>	<a href="#">KS3 and GCSE Grade Descriptors</a>	

<b>Biology</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Ecosystem - Interdependence	<ul style="list-style-type: none"> <li>• Seed Dispersal methods</li> <li>• Ecosystems – Interdependence</li> <li>• Ecology practical skills (Sampling Techniques)</li> <li>• Food Chains and Food webs</li> <li>• Pyramid of numbers</li> </ul>	Pages 65 – 78 of the Green Study and Question Book  <a href="#">Bio Keywords Ecology</a>
<b>Assessment types / points</b>	End of Year written examination will be on all work from the Year. End of Topic assessment after each topic ends. These may be written or online.	
<b>Links to departmental assessment criteria</b>	Assessment is based on recall, application of knowledge practical skills and maths skills. <a href="#">Grade Boundaries Bellcurve Example for Parents</a>	

<b>Chemistry</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Chemical reactions and reactions of metals	<ul style="list-style-type: none"> <li>• Metals with acids</li> <li>• Metal oxides with acids</li> <li>• Displacement reactions</li> <li>• Identifying chemical reactions</li> <li>• Conservation of mass in reactions</li> </ul>	Pages of the red study guide 49-60 and pages 67-77  <a href="#">Reactions Keywords</a>
<b>Assessment types / points</b>	End of Year written examination will be on all work from the Year. End of Topic assessment after each topic ends. These may be written or online.	
<b>Links to departmental assessment criteria</b>	Assessment is based on recall, application of knowledge practical skills and maths skills. <a href="#">Grade Boundaries Bellcurve Example for Parents</a>	

<b>Physics</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Electricity to finish and Forces.	<ul style="list-style-type: none"> <li>• Parallel and Series Circuits – measuring current and potential difference</li> <li>• Static Electricity – positive and negative charges, and their interaction</li> <li>• Speed – calculating and comparing speed, and unit conversions</li> <li>• Distance-time graphs – interpreting graphs and calculating gradients</li> <li>• Forces – identifying forces, investigating air resistance, friction and streamlining</li> </ul>	<p>Study book pages for electricity: 88 and 89 Study book pages for Forces: 36 to 50</p> <p>Useful websites:  <a href="#">Electricity - KS3 Physics - BBC Bitesize</a>  <a href="#">Introduction to forces - Forces and movement - KS3 Physics - BBC Bitesize - BBC Bitesize</a></p> <p>Topic Contents Sheets:  <a href="#">Electricity</a>  <a href="#">Forces</a></p> <p><a href="#">Forces Keywords</a>  <a href="#">Pressure and Speed Keywords</a></p>
<b>Assessment types / points</b>	End of Year written examination will be on all work from the Year. End of Topic assessment after each topic ends. These may be written or online.	
<b>Links to departmental assessment criteria</b>	Assessment is based on recall, application of knowledge practical skills and maths skills. <a href="#">Grade Boundaries Bellcurve Example for Parents</a>	

<b>French</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Studio 1 Chapter 3: Hobbies	<ul style="list-style-type: none"> <li>• Hobbies, sports and other leisure activities and giving opinions on them.</li> <li>• Expressions of frequency.</li> <li>• The present tense of regular &amp; irregular verbs to describe what others do (jouer + faire).</li> <li>• Justifying with adjectives and opinions.</li> </ul>	Sentence builders in exercise books Showbie links for grammar & vocabulary
<b>Assessment types / points</b>	End of Year examination in all four skills (listening, reading, speaking & writing)	
<b>Links to departmental assessment criteria</b>	STEP Boundaries in books and on Showbie <a href="#">Speaking STEPS</a> <a href="#">Writing STEPS</a>	

<b>Spanish</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Viva 1 & Listos 1	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Where you live</li> <li>• Present of regular and key irregular verbs to describe what others do</li> <li>• Negatives</li> <li>• Extension: expressions of frequency</li> </ul>	Textbook vocabulary pages Showbie links for grammar & vocabulary
<b>Assessment types / points</b>	End of Year examination in all four skills (listening, reading, speaking & writing)	
<b>Links to departmental assessment criteria</b>	STEP Boundaries in books and on Showbie <a href="#">Speaking STEPS</a> <a href="#">Writing STEPS</a>	

<b>German</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Stimmt 1 Chapter 3. (If time then also Chapter 4).	<ul style="list-style-type: none"> <li>• Freizeit – sports, hobbies and other leisure activities and giving opinions on them.</li> <li>• Using expressions of frequency to say how often we do activities in our free time.</li> <li>• The present tense of regular verbs to describe what other people do.</li> <li>• (School – learning school subjects, expanding opinions on lessons, describing the structure of a day and describing people in more detail).</li> </ul>	Textbook vocabulary pages Showbie links for grammar & vocabulary
<b>Assessment types / points</b>	End of Year examination in all four skills (listening, reading, speaking & writing)	
<b>Links to departmental assessment criteria</b>	STEP Boundaries in books and on Showbie <a href="#">Speaking STEPS</a> <a href="#">Writing STEPS</a>	

<b>Geography</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Regional Study - Africa	<ul style="list-style-type: none"> <li>• Physical landscapes</li> <li>• Biomes</li> <li>• Types of farming &amp; challenges of farming</li> <li>• Fair Trade</li> <li>• Tourism</li> </ul>	Key terms for the topic <a href="#">Summer Term - Africa</a>
<b>Assessment types / points</b>	End of year assessment	
<b>Links to departmental assessment criteria</b>	<a href="#">KS3 Grade Descriptors Geography</a>	

<b>History</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
The British Empire	<ul style="list-style-type: none"> <li>• Why Britain had an Empire</li> <li>• The British Empire in India, Australia and Africa</li> <li>• The Commonwealth</li> </ul>	All lessons on Showbie
<b>Assessment types / points</b>	End of Year assessment	
<b>Links to departmental assessment criteria</b>	<a href="#">Grade Descriptors - History</a>	

<b>Latin</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Stages 7 and 8.	<ul style="list-style-type: none"> <li>• Language: Latin sentences beginning with the object, the perfect tense continued, accusative plurals and superlatives.</li> <li>• Background: Roman beliefs about life after death, gladiators and the amphitheatre.</li> </ul>	Vocab Tester for chosen stages: <a href="#">CLC - Book I Vocabulary Tester</a> Online activities to practise grammar (organised by relevant stage): <a href="#">Book I   Cambridge Latin Course</a>  <a href="#">Y7 Latin - Summer Term Key Words</a>
<b>Assessment types / points</b>	End of Year Assessment assessing knowledge of grammar covered throughout Y7 and Latin comprehension skills. Vocabulary will be assessed regularly throughout the year.	
<b>Links to departmental assessment criteria</b>	<a href="#">KS3 Latin Grade Descriptors</a>	



## Religious Studies

Topic(s)	Content	Links to further material
Belief in Action	<ol style="list-style-type: none"> <li>1. What is a role model</li> <li>2. I am Malala</li> <li>3. Elie Wiesel</li> <li>4. Dalai Lama</li> <li>5. Martin Luther King</li> <li>6. Gandhi</li> <li>7. Jesus</li> </ol>	<p><b>Useful Websites:</b></p> <p><a href="#">Biography: Malala Yousafzai</a></p> <p><a href="#">Elie Wiesel Facts</a></p> <p><a href="#">Dalai Lama - Britannica Kids</a></p> <p><a href="#">Biography: Martin Luther King, Jr.</a></p> <p><a href="#">Mahatma Gandhi Facts</a></p> <p><a href="#">Jesus Christ   Britannica Kids</a></p> <p><b>Some of the Key words we will learn this term:</b></p> <p>Equality, Islam, Human Rights, Protest, Civil Rights Movement, Racism, Buddhism, Ahimsa, The Holocaust, The British Empire, The Parable of the Good Samaritan, The Parable of The Sheep and Goats.</p>
<b>Assessment types / points</b>	<p>End of year assessment which will include a range of questions worth 1, 2 and 4 marks.</p> <p>Questions worth 1 and 2 marks will assess <b>knowledge and recall of key terms and religious concepts/people.</b></p> <p>Questions worth 4 marks will examine the ability to <b>explain how lives are affected due to religious belief.</b></p>	
<b>Links to departmental assessment criteria</b>	<p><a href="#">Religious Studies KS3 Levels</a></p>	

<b>Art</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Examination project – Summer Completion of Klimt Textiles project Introduction to relief printmaking ( Depending on time)	<ul style="list-style-type: none"> <li>• Preparatory sketchbook work for summer examination – research, planning, compositions, experimentation with materials, written analysis of artist’s work</li> <li>• Completion of textile pieces with hand embroidery</li> <li>• Relief print developed from imagery from the examination project</li> </ul>	<b>Art Words</b> Shape, Texture, Form, Line, Colour, Art Historical, Paint , Tone , Shading Blending, Mixing, Collage, Mixed Media 3D, Abstract, Pattern, Composition Realistic, Portrait, Landscape, Still Life Textiles, Preparatory Studies Space, Volume  <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="https://courtauld.ac.uk">https://courtauld.ac.uk</a>
<b>Assessment types / points</b>	End of Year Examination Project	
<b>Links to departmental assessment criteria</b>	<a href="#">Year 7 Exam Assessment Sheet</a>	

<b>Drama</b>		
<b>Topic(s)</b>	<b>Topic(s)</b>	<b>Topic(s)</b>
Study from text.	<ul style="list-style-type: none"> <li>• Exploring a drama text. Looking at it from a directing, acting and production perspective.</li> </ul>	<p><b>Drama Words</b>            Improvisation, Devising,            Role Play, Script, Role, Character,            Thought Tracking, Narration,            Freeze Frame/Still Image,            Theatre, Space, Status, Tension,            Focus, Mood, Expression, Vocalise,            Tone, Levels, Lines, Stage Directions,            Monologue, Duologue, Lighting, Costume,            Set, Makeup, Sound, Blocking,            Performance, Masks, Theatre History,            Acting,</p> <p><a href="http://www.vam.ac.uk">www.vam.ac.uk</a></p>
<b>Assessment types / points</b>	Practical performance at end of term	
<b>Links to departmental assessment criteria</b>	5+ Excellent - Participates with enthusiasm and produces perceptive and imaginative practical work. Has a strong understanding of all aspects of Drama. 4-5 Very Good - Enjoys all aspects of practical work and skills are developing well. Clear understanding of Drama devices and production elements. 3-4 Good - Interesting practical responses. Has gained in confidence and is able to use most Drama devices in her work. Imaginative design work. 2-3 Inconsistent - Not always focused. Capable of working well but concentration and involvement too variable. 1-2 Disappointing - Shows little interest and is reluctant to participate in practical or design activities	

<b>ICT</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Coding	<ul style="list-style-type: none"> <li>• Use Hopscotch to programme two games               <ul style="list-style-type: none"> <li>○ (Crossy Road and Toilet Drop)</li> </ul> </li> <li>• Design and code a game of your own making</li> </ul>	<a href="#">Hopscotch: Creative Coding - YouTube</a>
<b>Assessment types / points</b>	Final game design	
<b>Links to departmental assessment criteria</b>	Y7 Hopscotch Assessment Criteria	

<b>Food Preparation &amp; Nutrition</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Textiles project to show the use of surface decoration	Introduction to Nutrition Eat Well Guide and 8 Tips for Healthy Living Importance of fibre and water in the diet and sources. Vegetarianism. Fairtrade, Red Tractor scheme, locally sourced food and seasonality Various practical sessions to enhance skills and use knowledge.	Key Words in Yr 7 Food folder.
<b>Assessment types / points</b>	End of year exam (Food and Textiles)	
<b>Links to departmental assessment criteria</b>	Y7 Food & Nutrition Assessment Criteria	

<b>Music</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Music for Special Events	<ul style="list-style-type: none"> <li>• Listening and Appraising music for a variety of special events (Weddings, Funerals, Coronations etc)</li> <li>• Performing music written for such events (both on keyboards and singing)</li> <li>• Composing a fanfare to mark a special occasion – looking at the various elements of music that go in to this</li> </ul>	
<b>Assessment types / points</b>		
<b>Links to departmental assessment criteria</b>		

<b>PE</b>		
<b>Topic(s)</b>	<b>Content</b>	<b>Links to further material</b>
Athletics Swimming Tennis Cricket	<ul style="list-style-type: none"> <li>• Track and field techniques, timing and measuring.</li> <li>• Personal survival and stroke timings</li> <li>• Basic serving, forehand and backhand development, scoring</li> <li>• Bowling, Fielding techniques, batting</li> </ul>	
<b>Assessment types / points</b>	Continuous observation of progress throughout the unit.	
<b>Links to departmental assessment criteria</b>	<a href="#">KS3 Games Assessment Criteria</a>	