



Programme of Learning

Year 7

Autumn Term

2021-22

Key Stage 3 Curriculum

Departments have recently completed a review of their Key Stage 3 curriculum, evaluating the content to ensure that our students are taught relevant and useful skills, and learn appropriate, accurate and necessary knowledge. We believe that topics covered across all subjects in our KS3 curriculum form a strong foundation for study at Key Stages 4 and 5 , as well as provide our students with a robust base for lifelong learning in a world beyond the classroom.

This booklet includes an overview of each unit of work. Each page shows;

- the length of the unit
- the intended Skills and Knowledge to be taught throughout that time
- inclusion of wider themes such as Social, Moral and Cultural aspects
- a brief description of the style of assessment is shared, to explain how the teacher will measure the student's learning for that particular unit

Literacy and Numeracy are taught in English and Maths but also form an integral part of all subjects across the curriculum.

Citizenship is delivered within the Religious Education curriculum and British Values and Careers are incorporated across all subjects.

Key Stage 3 offers a range of opportunities for students to participate in extra-curricular clubs, trips and visits.

All students at Key Stage 3 follow the core curriculum which operates on thirty, 100-minute lessons, across a two week timetable. The number of lessons per subject, per fortnight are shown here.

Subject	Number of Lessons per Week		
	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	3	4
Science	3	3	4
Religious Education	3	3	3
Art	2	2	1
Computing	1	1	1
Design & Technology	2	2	2
Drama	1	1	1
French	2	2	2
Geography	2	2	2
History	2	2	2
Music	1	2	2
Physical Education	3	3	2

Statement of Intent

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. We believe that all students should build cultural capital throughout their time at All Hallows, engaging in learning opportunities from a full range of subjects. Each department offers extra-curricular experiences that enhance considered, structured lesson content, delivered by subject specialists. Supporting the strong subject-based diet, students receive a rich personal development education focused around PSHE, Relationship & Sex Education, British Values and Citizenship, all underpinned by our Core Values.

Statement of Implementation

At All Hallows, our staff will:

- Deliver lessons that build on students' previous experiences and helps them acquire, develop, secure and retain knowledge and skills over time.
- Use a variety of appropriate evidence-based learning & teaching methods.
- Give students the opportunity to practise and develop the school's 5 Core Values.

- Set meaningful homework that supports learning in class.
- Recognise and reward student achievement and make progress visible.
- Engender high expectations of students.
- Encourage a love of learning & of the subject.

- Develop students' literacy and reading skills.
- Ensure all students, including those with SEND can access the curriculum and are given opportunities to succeed.
- Use assessment to help students embed and use knowledge fluently, check understanding and inform teaching.
- Ensure feedback is regular and concise so that students know their strengths, next steps and are given opportunities to address them.
- Work in partnership with parents, keeping them informed regularly.

Statement of Impact

At All Hallows, our aim is that all students, no matter their ability or background;

- Realise their academic potential and find their vocation in life.

- Progress successfully to the next stage of their education or career.
- Leave school equipped with the qualifications, skills and confidence that enable them to make a positive contribution to the world.
- Secure knowledge and skills relevant to adult life in a world of rapid and continuous change, and with the confidence and resilience to adapt to that change.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- With an accrued cultural capital that allows them to take an active role in society and appreciate the beauty of life and the world.
- Have grown stronger in their faith.

Information in this booklet is correct at the time of publication : July 2021. Please be aware that departments may update and amend their curriculum at any time and any questions regarding this should be directed to your child's teacher or the Head of Department.

Art & Design

Art and design is a wonderfully diverse, challenging and rewarding subject that has at its foundation an engagement with both your imagination and the extraordinary world around you, together with an understanding of how this permeates through all aspects of everyday life.

The department is a rich source of inspiration from the subject specialists who teach in it to the students who immerse themselves in their art on a daily basis. Our aim is to give every student the skills, knowledge and experiences they need to allow them to not only reach their potential but to be able to make an informed decision about their direction in life.

The curriculum is designed to engage each child in a creative dialogue with both the art of the past and that of the present day, understanding the origins of art and design informs the contemporary landscape that we inhabit and allows for a richer and more productive engagement with the subject.

From the very start of KS3 students are challenged in their understanding of both material and technique, of what constitutes a successful piece of artwork and the development of a vocabulary which makes the discussion of art a language accessible to all.

Through demonstration, support, engagement and feedback, students will start to uncover the breadth of skills, materials and approaches that will allow them to communicate their ideas, in an imaginative and expressive way. By continually referring to artists in our teaching the purpose of media choice and style of art becomes relevant and connection between the real world and even the most conceptual artwork better understood.

We aim to allow every student the space and experience to start to develop their own visual language regardless of what specialist area that might take them into. Art and Design is an open and holistic subject area that allows each individual an opportunity to discover their inner artist complemented by the tools to express their ideas to the benefit of all.

Scheme of Learning

SUBJECT: Art and Design

YEAR GROUP: 7

TERM: Autumn

TITLE OF UNIT: Marks and Impressions

(LENGTH)WEEKS: 12 Weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Pupils are introduced to the concept of mark making in order to describe texture. Pupils will learn about a range of artists looking specifically at mark making and texture. Pupils will learn how to critically evaluate a piece of artwork and self-assess their own work to make improvements. 	<ul style="list-style-type: none"> Pupils will develop drawing skills using a variety of media from direct observation and word stimuli. Pupils will develop their drawings into prints and repeat pattern. Pupils may have an opportunity to work with sculpture developing their use of pattern/print.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<ol style="list-style-type: none"> Respect Courage Responsibility Consideration Intellectual Curiosity <p>In the department, we create various opportunities for students to meet the core values in every lesson.</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p> <p>British values are present and at the heart of our teaching and learning.</p>	<p>Catholicism is present in all of our efforts to achieve SMSC.</p> <p>Social – Student worked displayed and celebrated. Group activities, pupil evaluation about peer’s artwork.</p> <p>Moral - The department rules are clear guidelines to which pupils adhere. They incorporate mutual respect and the consideration for others’ work. Pupils are encouraged to show compassion when assessing the work of others. Students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message.</p> <p>Cultural – (African Print) Students explore the roles and achievements of artists, craftspeople, and designers in both the past and contemporary and catholic society. Students explore a range of culturally diverse artwork designed to encourage critical thinking skills.</p>
<p>It is an expectation of the department that students exercise these values in every aspect of their art lessons.</p>		

	<p>Spiritual – Students enquire and communicate their ideas, meanings, and feelings. Students will investigate visual, tactile, and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p>
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Literacy/Reading/Numeracy		Career specialisms referenced in studies
<p>Literacy skills: Learn keywords, meaning and spelling. Evaluation techniques. Keywords: Mark-Making. Texture. Tone. Shade. Composition. Print. Relief. Pattern.</p>	<p>Numeracy skills: Development of repeat pattern. Print making Skills.</p>	<p>Artist Designer Textile artist Sculptor Printmaker</p>

How will this topic be assessed?
<ul style="list-style-type: none"> • Fortnightly homework, target & effort grade. • Formative Feedback. • Pupils self and peer-assessment. • End of project evaluation.

Computing

We aim to equip our students with the skills required to be active participants in a digital world and to be able to operate effectively in any future workplace. We teach the valuable ICT and Computing basics by developing their use of common software applications such as those within Microsoft Office. We also introduce the students to a variety of computing skills including visual and text-based programming, namely Scratch and Python. Our students learn by doing; where every lesson is built around practical computing tasks. We encourage independence and expect the students to keep a record of their progress by using an online diary. Our lessons are always busy and our students enjoy a full and varied curriculum. We plan interesting tasks which teach the students the skills they need, not just for Computing lessons but also to support other curriculum subjects.

We provide instruction and feedback to the students as they complete challenging activities and we witness the students develop their skills and interest in computing as they progress through the school. We continually review what we teach students to ensure it reflects the changes to this subject area.

We offer extra-curricular opportunities such as Coding Club and offer support sessions for the lower school and after school sessions for those students who study the subject at Key Stage Four or at Key Stage 5.

Scheme of Learning

SUBJECT Computing

YEAR GROUP 7

TITLE OF UNIT: 7.1 E Safety

(LENGTH) LESSONS: 2

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • How to maintain personal safety online - privacy settings How to report any online concerns / issues • Recognise risks of online activity / behaviour • Cyberbullying issue awareness • Online shopping / buying - safety and security • Personal identity protection • Personal data protection • Not passing on yours or other people's info / Id • Consequences of not following safety rules • Age restrictions of social media sites and why (They are under 13!) 	<ul style="list-style-type: none"> • Security – creating passwords • Researching guidance about safe internet use

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration	Rule of Law Mutual Respect Individual Liberty	E Safety Personal Security and Safety

Literacy/Reading/Numeracy	Careers
Task to summarise top tips using language introduced during lesson	

How will this topic be assessed?
Task handed in on Teams – A 4 poster explaining top 5 tips on ' how to stay safe online ' including explanations and ' Where to Find Help '.

Scheme of Learning

SUBJECT Computing
YEAR GROUP 7

TITLE OF UNIT 7.2 Systems and Apps at All Hallows
 (LENGTH) **LESSONS** 7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • The potential of Office 365 • MS desktop apps • Standard menus and tools to use in MS Office • Audit current level of expertise • Ability to use school produced documents / work at home using O365 	<ul style="list-style-type: none"> • Login • School network - file structure and storage • Office 365 Skills – email, SharePoint, Teams. • Use of Forms for assessment (Quiz) • Word – document production • Excel basic use • Online diary for Computing • Download MS apps at home using O365 offer

Core Values	British Values	Social, Moral, Cultural & Spiritual
Responsibility Intellectual Curiosity		

Literacy/Reading/Numeracy	Careers
Functions and formulas using mathematical terms will be covered in Excel work Accuracy of word processing will be taught eg. spell check and grammar check	Referral to use of MS apps in the business world.

How will this topic be assessed?
Assessment will be via the audit checklist sheet and an end of unit test completed in class. Record of work added to online diary.

Scheme of Learning

SUBJECT Computing
YEAR GROUP 7

TITLE OF UNIT 7.4 Hardware Knowledge
(LENGTH) **LESSONS** 4

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Key people in the invention and development of Computing• Main components of a Computer.• CPU, memory, data storage• Computer performance• Comparative costs of computer components	<ul style="list-style-type: none">• Research - theory of Computer Hardware and key people• Create, save, add slides, add text, Format text to PowerPoint file to present work• Import images eg. from file, copy and paste into PowerPoint

Core Values	British Values	Social, Moral, Cultural & Spiritual
Intellectual Curiosity		Inventors / developers of computing

Literacy/Reading/Numeracy	Careers
Research – reading about key people in the field of computing	Computer hardware related careers

How will this topic be assessed?
The PowerPoint file produced by students will be assessed for this unit of work. Content and presentation will be considered.

Design & Technology

The Design and Technology department believe that students require the knowledge and creativity to make informed decisions for their future.

The Design and Technology department aims to deliver a curriculum that develops and enhances their creativity, imagination and realisation skills as they progress through the school. The students should feel they are gaining knowledge in all areas of Design and Technology.

In each specialism, students will build experience of research, analysis, generating ideas, development, making and evaluation skills.

As a department, we provide a comfortable and purposeful environment for the students to thrive with high quality experiences and facilities. With a varied and engaging curriculum, students can make confident and informed decision at the end of each Key stage, to pursue their study of Design & Technology.

We believe that whichever medium the students are focusing on, they learn about the skills, processes, materials and equipment needed to develop designs using creativity and independence. We also see it of great importance that students understand the impact on society and our collective responsibility in caring and preserving our resources and the natural environment. We ensure students are fully aware of Cultural, Moral, Social and Spiritual differences in Design and Technology and how the students can apply this to their own life experiences.

Our curriculum promotes lifelong learning as well as academic and personal achievement. We believe whichever vocation students choose, every skill and piece of knowledge they gain in this subject can be beneficial in their educational journey, and applied to life after their time at All Hallows.

In Design and Technology we try to offer students enrichment opportunities where possible to support their studies. In the past these have included a 'Teen Tech' day out with Year 8 students, Aquarium visit to support the KS4 Textiles students and the Design Museum to support Year 10 Graphic designers in their projects. We have also taken the KS5 Art and Design students to the Farnham Sculpture Park for inspiration, and hope to introduce international trips soon.

Scheme of Learning

SUBJECT: Design & Technology - Food Technology

YEAR GROUP: Y7/8

TERM: Autumn 1

TITLE OF UNIT: Introduction and Healthy multicultural project

LENGTH WEEKS: 14 (100-minute lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Bacteria growth and food storage. • Basic Food Hygiene and food preparation • Safety in the kitchen • To learn what a healthy Eatwell guide is • To learn about nutrients • To learn the healthy eating guidelines set out by the Government • To learn the skills/function of each of these: hob, oven, grill and other equipment. • Using sensory descriptors to evaluate a food product. • Understanding multicultural foods. • The design Process 	<ul style="list-style-type: none"> • Applying heat: grill, hob, (boiling, simmering), oven • knife skills; chopping, slicing and dicing, • rubbing in, simmering, boiling, frying, Roux sauce. • Learning how to use a variety of equipment. • Safe working practice.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance - Learning about other people's eating habits. Democracy - sharing equipment Rule of Law - Learning about the UK's governments Healthy eating guidelines Individual Liberty - being able to enjoy foods in a different way, depending on your beliefs.	Awareness of dietary needs and opinions of others and what others eat in other cultures.

Literacy/Reading/Numeracy	Careers
Literacy skills: Reading and following instructions, Comprehension, writing up reports. Keywords Cross contamination, bacteria, high risk foods, dietary fibre, carbohydrates, fats, sugar, vitamins, balanced guide, Numeracy skills: Weighing, comparing quantities, working with clock timings, oven temperatures, units of measure, star diagrams.	Catering Nutritionist Chef

How will this topic be assessed?
<ol style="list-style-type: none"> 1. Student self-Assessment criteria is on the inside front cover of the written books 2. Work will be marked according to the school marking policy every 2 weeks using www: and EBIs; this is recorded in the book using the school stamp. 3. Practical work assessed and graded on completion of the practical session. 4. Students will be having an end of module test to assess their knowledge and understanding.

Scheme of Learning

SUBJECT : Design & Technology – GRAPHIC PRODUCTS

YEAR GROUP: Years 7 and 8

TERM – Rotations over 1.5 terms

TITLE OF UNIT BOARD GAMES

(LENGTH)WEEKS 12 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> To gain knowledge of the use of Graphic Products by consumers, understanding what users need. To consider corporate identity is and what makes a strong brand, and how to take influence from what they see and turn this observation into their own good brand. To be able to create and use design criteria and understand how to explain how a product will meet these needs. To understand the purpose of packaging and the materials used to package products. To develop an understanding of the impact that packaging has on the environment. 	<ul style="list-style-type: none"> To develop new or existing analysis skills when studying existing products to learn from their construction and existence. To be able to complete a piece of relevant research, linked to a theory topic delivered in Graphic Products. To introduce CAD skills through the use of Techsoft 2D Design to generate print and laser cut machine files. To develop 3D modelling skills using paper and board, to test and plan 3D outcomes before committing to colour printing and machine files. To learn and develop measuring and accuracy skills used when creating products that are to scale. To safely use a craft knife, cutting board and safety rule and various hand tools for creating 3D outcomes out of paper and board.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Mutual Respect Tolerance of others with different cultures and beliefs.	Social: Understanding the impact branding/advertising has on consumers. Moral: Creating appropriate games for specific age groups.. Cultural: Discussion around the impact or acceptance of different brands around the world.

Literacy/Reading/Numeracy	Careers
Key words: ACCESSFM, typography, logo, template, net, colour theory, primary colours, secondary colours, tertiary colours, branding, corporate identity. Research covering: The origins of paper and board, types of branding, use of colour, measuring paper and card to make nets, using 2D design accurately to draw up nets to set measurements.	Graphic designer Product Designer Advertising & Media TV, branding, packaging Games designer

How will this topic be assessed?
Design and theory book showing notes and drawing techniques as well as presentation. There will be 1 practical outcomes that will be assessed, consisting of paper and board made products, with acrylic laser cut counters. There will be a practical skills and written knowledge assessment per half term.

SUBJECT: Design & Technology - Resistant Materials

YEAR GROUP: Years 7 and 8

TERM : AUTUMN

TITLE OF UNIT: Investigating and manipulating materials – Pencil Holder/Plastic Product

(LENGTH)WEEKS: 12 WEEKS (100-minute lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • To classify the categories, properties, and uses, • To understand the environmental impact of plastics, use in society. • Practical skills using tools and materials to produce a range of small products • modelling techniques to expand creative thinking and generate ideas. • To understand the environmental impact of using woods in product design. • Finishing Techniques in Woods • To understand the term 'Planned Product Obsolescence'. • To understand the term Market Pull and Technology Push. • Drawing Techniques to support production. 	<ul style="list-style-type: none"> • Use of a variety of tools and machinery within the workshop. • Pillar Drill and Band Facer • Smoothing Plane, Coping Saw and Tenon Saw use • Planning and drawing technique.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance of others Democracy Rule of Law Mutual Respect Individual Liberty	Ethical choices Cultural design differences

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Plastics types and categories • Environmental design • Memphis design • Wood types and categories • Metal types and categories • Key words: timber, wood, metal, plastic, softwood, hardwood, ferrous, non-ferrous, thermo/thermoset 	<ul style="list-style-type: none"> • Environmental Science • Plastics manufacture • Product designer • Carpentry • Metalworking and metallurgy • Engineering

How will this topic be assessed?
<ul style="list-style-type: none"> • Teacher assessment of knowledge of categories and material names • Students to self-assess and peer assess when projects are completed to gauge skill level. • Teacher assessment of product outcome, assessment criteria provided.

Scheme of Learning

SUBJECT: Design & Technology – TEXTILES

YEAR GROUP: Years 7 and 8

TERM – Rotations over 1.5 terms

TITLE OF UNIT UGLY DOLL

(LENGTH)WEEKS 12 WEEKS (100-minute lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Names of sewing machine parts Names of basic textiles equipment Fibres and Fabrics – origins/ natural and synthetic/ specific fabrics and properties 6R'S – definitions and the Hierarchy of Sustainability Electronic Circuits – input/ output/ process/ how to build a circuit 	<ul style="list-style-type: none"> The Design Process Sewing machines (threading/rethreading + how they work) Stitch selections – for machine embroidery and applique Cutting – safely and correctly using fabric scissors Dyeing techniques – Sponge dye (Yr8 – shaving foam) Surface decoration (applique, pre-existing stamps, stencilling using templates from the computer for complex ones) Hand stitching – running stitch/ buttons and sequins or beads Basic pattern drafting

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Consideration of usage of equipment and materials affecting the environment. 6Rs.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Keywords: Sewing machine, Embellishments, Dyeing, Stitch, Skills, Quality, Decoration, Analysis, Input, Process, Output. Measuring accurately throughout project, Using cm, mm and metres. Wattage and circuitry. 3D and 2D shapes. 	Tailor Costume Designer Toy maker

How will this topic be assessed?
<ol style="list-style-type: none"> Teacher assessment of knowledge of categories and material names/ Students to self-assess and peer assess when projects are completed to gauge skill level and understand mistakes and successes. Teacher assessment of final outcome, assessment criteria provided in the form of a folding paper resource to document outcome.

Drama

"I regard the theatre as the greatest of all art forms..."— Oscar Wilde

All Hallows Drama offers excellent learning opportunities that are designed to foster each student's uniqueness and celebrate their individuality. Through a diverse, enriching and holistic curriculum approach, we aim to develop their shared sense of morality and empathy.

The core of Drama revolves around the 7 C's which epitomise our pedagogical approach. It underpins the development of each student's ability to Create, Collaborate and Commit to their learning with Consistency, Consideration and Courage. The most highly valuable and transferable skill taught in our department is Communication.

In today's world, we believe that whatever pathway our students choose to follow after Drama, their ability to connect, network and facilitate themselves and others is essential to their own success. All of our teaching reinforces the significance of written communication as taught across the school.

We endeavour to support students' learning by offering theatre trips, in-school workshops with actors and directors and also residential trips abroad. We teach and challenge students via an experiential process based on the strands of Performance, Response and Evaluation.

Across KS3, 4 and 5 we aim to cover a wide range of topics that includes key dramatic skills, theatre history, technical pathways, physical theatre, key theatre practitioners, theoretical analysis and evaluation of live theatre as well as differing acting styles such as devised, Naturalistic or Epic.

The knowledge and understanding gained from our collaborative approach encourages students to work effectively in group situations. We nurture leadership skills and emphasise the importance of ongoing creative development. We believe all students should have the opportunity to reach their full potential.

"Exit, pursued by a bear." – William Shakespeare

Scheme of Learning

SUBJECT: Drama
YEAR GROUP: Y7
TERM: Autumn 1
TITLE OF UNIT: Darkwood Manor
(LENGTH)WEEKS: 8

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<p>This unit will begin with a baseline assessment to determine prior knowledge and ability. It will then introduce key basic drama skills through the format of the imaginary house. Pupils will accept and respond to different situations and be able to respond to Teacher-in-Role. They will use re-enactment to create a past for Darkwood Manor and use the basic drama skills to re-tell the account of their overnight stay. During their assessment, they will also sustain a role for the duration of a devised performance.</p>	<ul style="list-style-type: none"> • Narration • Freeze Frames / Tableaux • Mime • Hot Seating • Facial expressions • Body language • Gesture • Body Props • Role Play

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect Courage Responsibility Consideration Intellectual Curiosity</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p>	<p>N/A</p>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Spelling • Key Terms 	<ul style="list-style-type: none"> • Actor • Director • Scriptwriter • TV/Radio/Film

How will this topic be assessed?
<p>Focus of Assessment:</p> <p>Creating and exploring ideas using techniques through a performance. Students will be expected to sustain a role and then evaluating the effectiveness of their ideas in a written reflection</p>

Scheme of Learning

SUBJECT: Drama
YEAR GROUP: Y7
TERM: Autumn 2
TITLE OF UNIT: Medieval Theatre
(LENGTH)WEEKS: 8

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Understand the different types of medieval theatre. Explore a range of principal characters used in ME Theatre. Understand the techniques used across these theatre types. Use body, space and voice to create theatre. Use 'Theatre in the round' as a performance space. Work collaboratively to devise and create a range of ME theatre types. Evaluate their own and others' performances. Understand the religious nature of these plays. 	<ul style="list-style-type: none"> Role play Character Frozen image Narration Freeze Frame Script Blocking Audience Participation Whoosh Story Sound effects Vocal characterisation Facial Expression

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	RE Exploration of Morality European History Social responsibility

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Script reading and annotation 	<ul style="list-style-type: none"> Script Writer Set Historian Teacher Public Relations Marketing Social worker

How will this topic be assessed?
<p>Focus of Assessment: Performance of a devised bible story based on medieval religious themes and styles. Teacher Assessed.</p> <p>Strands: 2 and 3</p>

English

We believe that achievement in English underpins wider success in all subjects and walks of life. The English department's main aim is to develop confident users of English, able to write clearly and accurately for a range of audiences and purposes, and to read with enjoyment and understanding.

In Key Stages 3 and 4, students develop reading and writing skills across fiction, drama, poetry, media and non-fiction, in order to enrich their cultural capital. We teach texts that are challenging, life-enhancing and supportive of students' moral development, covering the history of English to the present day.

We believe that writing is a skill that needs to be explicitly taught and practised; therefore, students follow schemes focusing on writing successful narratives and non-fiction texts. The department also teach technical accuracy both within schemes of learning and through the 'Language for Learning' booklets issued throughout Key Stage 3.

The development of students' speaking and listening skills are vital for both their enjoyment and engagement in the subject at school and for their long-term confidence in using English in the world beyond. As such, opportunities for discussion and debate are built into every scheme of learning and are a feature of lessons.

Current texts studied include *The Speckled Band*, *A Christmas Carol* and *Animal Farm* at Key Stage 3, and *Macbeth*, *Romeo and Juliet* and *An Inspector Calls* at Key Stage 4.

Scheme of Learning

SUBJECT: English

YEAR GROUP: 7

TERM: Autumn

TITLE OF UNIT: Sense of Identity (reading)

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Definitions of: biography, autobiography, implicit and explicit information, tone, formal and informal writing, chronological order, anecdotes, simile, metaphor, personification, paragraph, sympathy, humour • Difference between language and structure • Structure of language and structure assessments • Different non-fiction text types related to autobiography – diary entries, novel extracts, poetry, articles • Different kinds of people that exist in the world and the challenges they face, including people of different genders, skin colours and religions, and brief coverage of Vietnam, the Taliban/Afghanistan, postcolonial racism (and Civil rights movement), and the holocaust 	<ul style="list-style-type: none"> • Identify implicit and explicit information • Select relevant information • Synthesis information from across texts • Identify the purpose (to persuade, entertain, inform) and effect of a text (humour, sympathy, awe) • Use features to identify genre/text type • Develop personal responses to texts • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Use relevant subject terminology (see knowledge for list of terms)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Develop empathy

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> • Development of vocabulary • Ability to construct coherent paragraphs of analysis and evaluation Reading:	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts

<ul style="list-style-type: none"> • Skimming, scanning, selecting information, close reading, inference • Evaluation • Comparison and synthesis • Comprehension • Analysis of language, form and structure 	Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership
<p>Numeracy</p> <ul style="list-style-type: none"> • Identifying patterns • Sorting information into sets and subsets • Use of graphical representation • Dates, timelines and chronology • Interpretation of (numerical) data 	

<p>How will this topic be assessed?</p> <p>Formative:</p> <ul style="list-style-type: none"> • AfL opportunities in each lesson • Initial assessment identifying implicit and explicit information, analysing the language and structure of an extract, and developing an opinion or personal response <p>Summative:</p> <ul style="list-style-type: none"> • Implicit and explicit information comprehension test • Language and structure analysis of an extract

Scheme of Learning

SUBJECT: English

YEAR GROUP: 7

TERM: Autumn

TITLE OF UNIT: Sense of Identity (writing)

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Developing students' understanding of: biography, autobiography, implicit and explicit information, tone, formal and informal writing, chronological order, anecdotes, simile, metaphor, personification, paragraph, sympathy, humour Definitions of accent, idiolect and dialect How to define Standard English How anecdotes are used in writing Structure of language and structure assessments Different non-fiction text types related to autobiography – diary entries, novel extracts, poetry, articles 	<ul style="list-style-type: none"> Selecting vocabulary for effect Drafting, editing and improving written work Structuring and organising a written piece clearly and effectively Varying sentence structure for effect Using a wider range of punctuation for effect Planning techniques Exploring the way other writers organise their ideas for effect

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Develop empathy

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> Development of vocabulary Ability to construct coherent paragraphs of analysis and evaluation Reading: <ul style="list-style-type: none"> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure Numeracy <ul style="list-style-type: none"> Identifying patterns 	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership

- Sorting information into sets and subsets
- Use of graphical representation
- Dates, timelines and chronology
- Interpretation of (numerical) data

How will this topic be assessed?

Formative:

- AfL opportunities in each lesson
- Initial assessment to write a short autobiography

Summative:

- To write an article in the style of 'A Life in the Day'

Scheme of Learning

SUBJECT: English

YEAR GROUP: 7

TERM: Spring

TITLE OF UNIT: The Detectives: 'The Speckled Band'

(LENGTH)WEEKS: 7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> The plot of The Speckled Band 19th Century context Literary context – Detective fiction and key conventions of the genre Facts about Arthur Conan Doyle's life and background 	<ul style="list-style-type: none"> Making inferences based evidence from the text Making predictions based on evidence from the text Analysis of language, form and structure Using subject terminology accurately in responses Linking to 19th century context Exploring the writer's intentions

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality – 19 th Century Britain Commenting on morality by examining the criminal's actions Consideration of Victorian beliefs Commenting on the way justice is achieved in the text

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion Reading: <ul style="list-style-type: none"> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure Numeracy	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership

- Identifying patterns
- Sorting information into sets and subsets
- Use of graphical representation
- Dates, timelines and chronology
- Interpretation of (numerical) data

How will this topic be assessed?

Formative: Extract analysis – How is language and structure used to present Dr Roylott as the villain? (language)

Summative: How is Holmes presented as a hero? (literature)

Scheme of Learning

SUBJECT: English

YEAR GROUP: 7

TERM: Spring

TITLE OF UNIT: Detective Fiction Writing

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Understand how to plan a narrative Conventions of detective fiction; Creative and descriptive writing techniques Narrative structure techniques Rules for punctuating dialogue accurately and effectively 	<ul style="list-style-type: none"> Descriptive/creative writing Structured narrative writing – using a narrative arc to plan and structure narratives Building character and setting Using creative writing techniques – showing, not telling Writing dialogue Drafting, editing and improving Including genre conventions in planning and writing

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality – exploring this through the detective genre and considering ideas about crimes, criminals, victims, motives, justice and guilt

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion Reading: <ul style="list-style-type: none"> Skimming, scanning, selecting information, close reading, inference Evaluation Comprehension Analysis of language, form and structure Numeracy <ul style="list-style-type: none"> Identifying patterns 	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership

- Sorting information into sets and subsets
- Use of graphical representation
- Dates, timelines and chronology

How will this topic be assessed?

Formative: Write the opening paragraph of a detective story.

Summative: Write an extract of a detective story.

Scheme of Learning

SUBJECT: English

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Myths and Legends – Shakespeare's 'A Midsummer Night's Dream'

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Life in Shakespeare's time Plot of MSND Characters of MSND Detailed knowledge of the following characters: Fairies, Puck, Oberon, Titania Oberon and Titania's argument Oberon's revenge / tricks Oberon and Puck's relationship Fairies' behaviour Titania's response to the love potion and Bottom Oberon and Titania's reconciliation The final benediction of the play Iambic pentameter 	<ul style="list-style-type: none"> Reading and understanding Shakespeare Interpreting symbols Selecting quotations Close language analysis (including form/rhythm) Character inference and analysis PEE paragraphs Tracking character development/change Constructing a character analysis essay Performing an extract in front of an audience

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Exposure to British cultural capital - Shakespeare Develop empathy Understanding spiritual and cultural perspectives on nature and art Promoting a love of drama and theatre

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> Development of vocabulary Ability to construct coherent paragraphs of analysis and evaluation Reading: <ul style="list-style-type: none"> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension Analysis of language, form and structure Numeracy	Journalism Writer, poet, critic Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership

- | | |
|---|--|
| <ul style="list-style-type: none">• Placing texts in time and context• Identifying patterns• Sorting information into sets and subsets• Use of graphical representation• Dates, timelines and chronology• Interpretation of (numerical) data• Venn diagrams for comparing poems | |
|---|--|

How will this topic be assessed?

<p>Formative: How does Shakespeare use language to convey the effect of Oberon and Titania's argument?</p>

<p>Summative: How does Shakespeare present the character of Oberon?</p>
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Scheme of Learning

SUBJECT: English

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Myths and Legends Poetry

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Definitions and meaning of poetic literary terms: stanza, imagery, personification, metaphor, simile, alliteration, sonnet, couplet, iambic pentameter, form, rhythm, rhyme, volta, context. • Context – relevant knowledge of English language development through key historical developments. Development of English language through poetry of Beowulf, Chaucer and Shakespeare and their contemporary influences. • Knowledge of how to write an effective poetry analysis response. 	<ul style="list-style-type: none"> • To develop and express a personal response to a poem (AO1) • To make accurate and relevant predications about a poem (AO1) • To select relevant and precise evidence to support ideas (AO1) • To apply accurate subject terminology (AO2) • To explore how meaning is created through language, structure and form (AO2) • To identify literary techniques (AO1) • To understand how context influences a poem (AO3) • To explain links between context and meaning (AO3) • To convey ideas coherently and in an appropriate register. (AO4) • To convey ideas embedding relevant evidence (AO4) • To make clear, explained comparisons across texts (AO1-3)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Exposure to British cultural capital and artistic and historical movements (Romantics, Enlightenment, Industrial Revolution); Develop empathy Understanding spiritual and cultural perspectives on nature and art

Literacy/Reading/Numeracy	Careers
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<p>Literacy:</p> <ul style="list-style-type: none"> • Development of vocabulary • Ability to construct coherent paragraphs of analysis and evaluation 	<p>Journalism Writer, poet, critic Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership</p>
<p>Reading:</p> <ul style="list-style-type: none"> • Skimming, scanning, selecting information, close reading, inference • Evaluation • Comparison and synthesis • Comprehension • Analysis of language, form and structure 	
<p>Numeracy</p> <ul style="list-style-type: none"> • Placing texts in time and context • Identifying patterns • Sorting information into sets and subsets • Use of graphical representation • Dates, timelines and chronology • Interpretation of (numerical) data • Venn diagrams for comparing poems 	

<p>How will this topic be assessed?</p>
<p>Formative: AfL opportunities in each lesson Initial assessment - <i>How is the hero presented in 'Beowulf'?</i></p>
<p>Summative: Poetry essay <i>How does Shakespeare present love in 'Sonnet 130'?</i></p>

Geography

'Geography is everything and everything is Geography'. Anon.

Geography is a dynamic subject which plays a crucial role in understanding our world; both environmentally and socially. At All Hallows our aim is to present students with global issues to enhance their perspective on the world. Never has the study of our planet been more relevant and appropriate; Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. We encourage our students to think empathetically and inspire them to want to make positive changes to the world around them,

Geography offers a broad curriculum studying both human and physical topics. The study of geography stimulates an interest in and a sense of wonder about places. It explains where places are, how landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

At All Hallows our Geography team are committed to encouraging students to ask the 'difficult questions'. We hope our passion and love of the subject inspires students to also share a love of a subject which can teach us so much about our world.

Scheme of Learning

SUBJECT: Geography

YEAR GROUP: 7

TERM: 1

TITLE OF UNIT: My Place in the World

(LENGTH) WEEKS : 7/8 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Physical and Human Geography definitions • 7 Continents and 5 Oceans • Location of All Hallows within the UK: • The difference between Great Britain, The UK and The British Isles • The importance and critiques of the 'British Flag' <ul style="list-style-type: none"> ◦ No Wales – how could it be improved? • Reasons why sites develop into settlements <ul style="list-style-type: none"> ◦ Physical factors; near water, high ground, near sea, flat land, fertile soil • Reasons for settlement growth <ul style="list-style-type: none"> ◦ Human Factors: jobs, leisure & recreation, • Classification of settlements: <ul style="list-style-type: none"> ◦ Nuclear, Linear, Dispersed 	<ul style="list-style-type: none"> • Writing a location statement – hemisphere, continent, landlocked v neighbouring • OS Map reading • Extracting information from an Atlas • Reading compass directions • To communicate via describing • To communicate via explanation • To communicate via comparison • Completing fieldwork skills

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social: why do we live in the area we do?

Literacy/Reading/Numeracy	Careers
Comprehension activities Data collection via Tally Charts, Dot maps, Line Graphs	Cartography Orienteering Town Planning

How will this topic be assessed?

At the start of the topic students will complete a 'Baseline Test' to assess students' knowledge from Primary School.

At the end of the topic students will complete a 30 minute silent written assessment to assess their knowledge of the topic and their skill at 'describing' and 'explaining'

Scheme of Learning

SUBJECT: Geography
YEAR GROUP: Year 7
TERM: Autumn Term 2
TITLE OF UNIT: Map skills
(LENGTH)WEEKS: 7 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Read a 16 point compass rose • Identify map symbols using a key • Read 4 figure grid references • Read 6 figure grid references • Use a scale to describe distance on an OS Map, and use a scale to calculate distance using a variety of points • Understand and read contour lines on an OS Map • Describe a route using direction on an OS Map • Use skills above to map Geographical events, e.g. Mapping the cholera outbreak in London to determine its source • Use our knowledge on Map skills to reflect on our previous topic on settlement to evaluate why settlements are located where they are. 	<ul style="list-style-type: none"> • Write a location description for the location of where they live using detail such as compass directions • Read maps at a variety of scales i.e. World Map, Europe, The UK, County, OS Map of local area • Read a key on an OS map • OS Map skills: <ul style="list-style-type: none"> • -Grid references (4&6) • -Contour lines • -Scale and distances • -Map symbols

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Cultural links to the surrounding areas and why previous settlers have chosen to live where they do?

Literacy/Reading/Numeracy	Careers
<p>Literacy skills of description – a key aspect of this topic is using clear, detailed description to plan a route.</p> <p>Numeracy skills – using a scale and multiplying or dividing to calculate an appropriate distance</p>	<p>Being able to read a map lends itself to a host of careers.</p> <p>Examples include; delivery driver, supply and demand chain for supermarkets, cartographer, Politician, pilot and many many more!</p>

How will this topic be assessed?
<p>This topic will be assessed by an end of topic assessment including all the skills above. The Assessment will give students an OS Map and ask a series of questions on all the skills they have learnt from the topic.</p>

History

History is like a tapestry of different stories and versions of the past which have been woven together over time. History at All Hallows' aims to provide students not only with a broad and diverse knowledge of the past but also give students the right tools in which to pick these stories apart, to uncover the different narratives of history and to critically examine them.

Our key stage 3 curriculum will be centred on four main themes which are revisited as the students travel from pre-1066 to the late 20th century:

- Power
- Beliefs
- Encounters
- Lives of the ordinary people

These themes not only help to frame students' understanding of significant historical events but also help them to navigate vast time periods whilst developing an awareness of the key concepts such as religious, political, social and economic history.

Our aim is to help students understand their own context, and so where appropriate we explore local people and events alongside national and global history. It is important that students develop an appreciation for key developments over time, the cause and consequence of these. Students will consider elements of change, continuity, similarity and difference to assess the significance of events and how events in the past have shaped the present.

At the end of their time at All Hallows' we hope that students are curious about the past, that they can engage in current historical debates, and that they can critically question historical sources and interpretations.

Extra-curricular opportunities

Students will have the opportunity to visit the battlefields and cemeteries of the Western Front in order to broaden their understanding of the events of WW1 and to commemorate and pay their respects to the fallen soldiers.

Scheme of Learning

SUBJECT - History

YEAR GROUP – Year 7

TERM - Autumn

TITLE OF UNIT – Introduction to History

(LENGTH)WEEKS – 4 lessons

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Describe what you think an historian actually does Arrange events in history in chronological order Identify words to describe different parts of history Apply these historical words to timelines. 	<ul style="list-style-type: none"> Chronological understanding of the past Placing events into chronological order Understands and can identify that the past can be divided into periods To be able to infer using evidence of sources

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
Key words and definitions Introduction to a 'glossary' Timelines Putting events into chronological order Counting years – decade, century, millennium	Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

How will this topic be assessed?

Teacher assessment of classwork and homework.

Scheme of Learning

SUBJECT History
YEAR GROUP Year 7
TERM Term 1
TITLE OF UNIT Anglo-Saxons
(LENGTH)WEEKS 2 weeks (4 Lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Who were the Anglo Saxons Where did the Anglo Saxons come from Sutton Hoo Local Study about the local Anglo Saxons 	<ul style="list-style-type: none"> To know who the Anglo-Saxons were To use maps to help understand where the Anglo-Saxons came from and why they came to Britain To locate place names that link to the Anglo-Saxons Make inferences from sources To come to a conclusion based on evidence To recognise where we live as being under Anglo-Saxon rule by looking at local History

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	An understanding that England has often had a diverse, multicultural and multilingual population in the past.

Literacy/Reading/Numeracy	Careers
Reading and comprehension.	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

How will this topic be assessed? Teacher assessment of classwork and homework.

Scheme of Learning

SUBJECT History

YEAR GROUP 7

TERM 1

TITLE OF UNIT: Why did William win the Battle of Hastings?

(LENGTH)WEEKS: 3 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Anglo Saxon England in 1066 and the death of Edward the confessor. The claimants to the throne. The Anglo Saxon and Viking battle at Stamford Bridge The strengths and weaknesses of Anglo Saxon and Norman armies at the Battle of Hastings. The events of the Battle of Hastings The reasons why William won 	<ul style="list-style-type: none"> Assess the claims of the three contenders to the throne Analyse the strengths and weaknesses of the armies Classify causes into groups Explain the significance of at least one cause. Start to see the relationship between causes and explain how causes lead to an event.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Key words and terms highlighted. How to construct detailed PEE paragraphs and correct use of grammar and punctuation. Use of key terms relating to causation. Statistics used to explore the number of people in armies and casualties in battle. 	

How will this topic be assessed?
Summative assessment – essay to answer: Why did William win the Battle of Hastings?

Scheme of Learning

SUBJECT History

YEAR GROUP 7

TERM 1

TITLE OF UNIT: How did the Normans control England?

(LENGTH)WEEKS: 3 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • The conquest of England 1066-1071. • England after 1066 including the feudal system, the building of Motte and Bailey castles and churches and cathedrals. • The Harrying of the North and other Anglo Saxon rebellions and William's response to this. • Strategies used by William to control the Anglo Saxon people e.g laws and the Domesday Book. 	<ul style="list-style-type: none"> • Identify and explain how William dealt with the problems he faced during the conquest. • identifies that 1066 and the Battle of Hasting created change • Identify or label an event as a turning point. • Use Historians views to explore what academics think about the significance of 1066. • Assess how much change took place and for which groups of people in England. • Explore how quickly it took for change to take place in England after 1066. • Connects to life in Anglo Saxon England to show how much change has taken place or how much has stayed the same. • Students reminded of the idea of historical significance. • Studies highlight 1066 as significance because it results in change. • Explains significance of 1066 using prior knowledge and following events (to show change and continuity)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none">• Key words and terms highlighted. How to construct detailed PEE paragraphs and correct use of grammar and punctuation.• Use of key terms relating to significance, change and continuity.• Use of the work of academic historians such as Simon Schama.• Statistics relating to the Domesday book and land distributed through the Feudal System.	

How will this topic be assessed?
<p>While there is no formal, summative assessment at the end of this topic, there will be opportunities for teachers and pupils to assess regular written outcomes.</p>

Scheme of Learning

SUBJECT History
YEAR GROUP Year 7
TERM Term 1
TITLE OF UNIT What was life like in Medieval times?
(LENGTH)WEEKS 5 Weeks (9/10 Lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Explore the social hierarchy in medieval times. The Feudal system. • The different roles/jobs in medieval society and what this involved. • Explore life in medieval towns and villages and make comparisons. • Explore the role of the church and medieval religious beliefs. • Describe the roles of Monks and Nuns and how they also helped the local community • Identify medieval medical beliefs. • Explore medieval warfare • Organise an army to attack Farnham Castle using knowledge of medieval weapons and tactics. 	<ul style="list-style-type: none"> • To identify that the past can be divided into time periods. • Identify similarities differences between the different groups of people within medieval society (hierarchy, religions and beliefs, • Explain how there are similarities and differences in medieval society, • Identify similarities and differences between towns and villages • Understand the definition of historical significance • Start to highlight that events, people, institutions (like the medieval church) area significant because they had consequences for the people at that time or over time. • Use local history as an environmental study when looking at medieval warfare.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Reflection on medieval religious beliefs. Awareness of the different social classes of medieval society. Working with classmates.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Use of key words relating to medieval life. • How to construct detailed paragraphs and correct use of grammar and punctuation. • Reading and comprehension. • Use of statistics where appropriate when discussing how society was made up. 	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

How will this topic be assessed?
<p>While there is no formal, summative assessment at the end of this topic, there will be opportunities for teachers and pupils to assess regular written outcomes.</p>

Maths

At All Hallows we believe that all students can be successful in Maths. We aim to make the learning in our lessons rich, deep and enjoyable. We aim to explore the 'why' as well as the 'how' in our classes and to help our students develop a deep understanding of mathematical concepts, as well as a fluency and confidence with mathematical procedures.

There are six strands of mathematical content:

- Number
- Algebra
- Geometry and Measure
- Ratio and Proportion
- Statistics
- Probability

Our intention is to teach each of these strands in a way that supports students to develop confidence in their mathematical abilities and be able to apply mathematics to a range of different contexts and see the potential for use of maths in real life.

We recognise the importance of developing problem solving and reasoning skills for applications beyond mathematics.

We want our students to develop an appreciation of mathematical relationships, and a mathematical curiosity and desire to understand.

We support students in learning how to work systematically, independently and co-operatively.

We encourage them to articulate their understanding and explain mathematical concepts using precise technical language.

We emphasise the importance of comparing and evaluating equivalent methods, selecting the most appropriate one for the problem.

Scheme of Learning

SUBJECT	Maths
YEAR GROUP	7
TERM	Autumn 1
TITLE OF UNIT	Baseline
(LENGTH)WEEKS	5

By the end of this unit, students will be able to know/do:

Knowledge and Skills
<ul style="list-style-type: none"> • Students are supported to revisit their Key Stage 2 maths skills across the following disciplines: • Number and Calculating • Fractions and Ratio • Geometry and Measure • Statistics and Algebra

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

Literacy/Reading/Numeracy	Careers
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

How will this topic be assessed?
A series of short written assessments, generally one per week, held in exam conditions, in a similar style to SATs questions. The teacher and students can use these assessments to identify and rectify any gaps in understanding of KS2 concepts, before commencing the Key Stage 3 curriculum.

Scheme of Learning

SUBJECT	Maths
YEAR GROUP	7
TERM	Autumn 2
TITLE OF UNIT	Number: Calculating, Directed Numbers, Powers, Roots and Primes
(LENGTH)WEEKS	10

By the end of this unit, students will be able to know/do:

Knowledge and Skills
<ul style="list-style-type: none"> Understand the number system, including using equality and inequality symbols for comparing and using the number line to explain and illustrate rounding to different degrees of accuracy.
<ul style="list-style-type: none"> Fluent in all calculation methods and able to select the most efficient formal or informal method for a given calculation. Able to use inverse operations in calculations.
<ul style="list-style-type: none"> Order and compare negative and positive numbers using inequality notation; calculate with negative numbers including with intervals across zero; understand and use negative numbers in context.
<ul style="list-style-type: none"> Understand and apply the correct order of operations; recognise and calculate integer powers; use concepts of primes, factors, powers, roots, to solve problems.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

Literacy/Reading/Numeracy	Careers
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

How will this topic be assessed?
45 minute written assessment in class, in exam conditions. Students in Year 7 are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

MFL:French

Languages are increasingly important in the business world and globalised society. Studying languages enables us to communicate effectively with people from around the world. In addition, it opens doors to new cultures and experiences.

We look to develop students' confidence in a range of transferable skills, along with reinforcing high standards of literacy, in order to provide the skills that will help them be successful in any professional field.

Our students will gain a cultural understanding of the target language countries. This is achieved through a range of topics, film, food, festivals and a residential trip abroad. Students learn how to communicate effectively in a range of tenses, in addition to debating skills, both for everyday purposes as well as to discuss global and moral issues.

Through studying grammar in a second language, along with translation, students will benefit from an improved understanding of English. They also gain skills of inferring information, gauging mood and tone, and understanding a variety of texts both factual and fictional. This will help link to other subjects too and improve all-round confidence in speaking, encouraging them to be open-minded individuals and citizens of the world who respect and appreciate different cultures, and can profit from a variety of opportunities for future career paths.

Scheme of Learning

SUBJECT: French

YEAR GROUP: Y7

TERM: Autumn

TITLE OF UNIT **Ma vie de famille** : My family life

(LENGTH)WEEKS: 12 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • To learn how to pronounce key French sounds • To learn numbers to be able to say how old you are or how old your family members are • To use possessive adjectives to talk about who is in your family • To use a range of adjectives to talk about someone's physical description and personality • To agree all adjectives with the feminine and masculine nouns • To use the verb "avoir" (to have) to say how many brothers and sisters you have 	<ul style="list-style-type: none"> • Listening – associating phonemes and graphemes • Reading – identifying key information for the task • Translation – from French to English and simple phrases from English to French • Writing – creating an extended piece of writing (around 50 words) • Speaking – describing a photo. Identifying different sounds from the French alphabet

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect Courage Responsibility Consideration Intellectual Curiosity</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p>	<p>Cultural – to discover France and French speaking countries around the world Social – to explore family life in France and how it differs to the UK Moral – behaving in a respectful and tolerant way to others from a different background and cultures</p>

Literacy/Reading/Numeracy	Careers
<p>Literacy skills are developed through grammar focus (present tense, adjective agreements and negatives).</p> <p>Reading skills are developed through error spotting, reading for gist and comprehension tasks.</p> <p>Numeracy skills are developed through learning how numbers are formed in French</p>	<p>All language and travel based careers such as a translator and interpreter.</p>

How will this topic be assessed?
<p>Pupils will demonstrate their knowledge of descriptions and opinions in the present tense in a short writing assessment (approx. 50 words) and translation assessment (French-English) as well as a listening and reading assessment.</p>

Music

Music is the universal language of all cultures and identities and surrounds our everyday life. At All Hallows we believe that 'Music is for all'. We aim for all students to develop lifelong transferable skills of creativity, identity and personality throughout their time studying with us.

We focus on the three main areas of Performance, Composition and Appraising within music lessons, studying over a variety of mediums and technologies new and old; giving constant feedback helps our students develop as musicians, allowing skills such as confidence, expression, courage, respect and self-discipline to develop through their work.

We want our curriculum to have breadth and depth to it, allowing students to develop knowledge of different cultural histories within music and how they affect the global world in which we live.

We offer students the opportunity to pursue their interests with a rich and diverse programme of extra-curricular options, giving students the chance to perform in concerts, both as large-scale ensembles or in a solo setting. Students have the opportunity to see music within its live context as well as taking their own performances to the public, both in and out of the UK – in previous years we have visited Prague, Italy and France.

Through all of this, we aim for our students to be able to enjoy and appreciate music as an essential part of their lives, as well as giving them the life skills to unlock their full potential as the musicians and educators of tomorrow.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: Year 7

TERM: Autumn Term 1

TITLE OF UNIT: Changing Places and the Elements of Music

(LENGTH)WEEKS: 1-7 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> How to identify and explain the elements of music How to identify notes on the treble clef How to explain the use of the Kodaly Rhythm System How to identify and explain basic rhythms and note values The features of solo and ensemble performance How to identify and explain a chord, broken chords, and syncopated chords 	<ul style="list-style-type: none"> How to read and perform different notes on the keyboard from a treble clef stave Clap and notate the basic rhythmic values of crotchets, quavers, minims and semibreves using the Kodaly rhythm How to perform different rhythmic values on the keyboard or xylophone Use a xylophone or a keyboard to perform a piece of music ('Changing Places') accurately and in time How to begin to perform using two hands, developing keyboard skills

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: working as a team Spiritual development: Imagination and creativity

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> Writing, reading, learning new key terms Question and answers Numeracy: <ul style="list-style-type: none"> Counting rhythmic beats and being able to perform in time 	Musician Pianist Conductor Music teacher

How will this topic be assessed?

Students would learn the piece 'Changing Places' throughout the term and at the end of the term would be individually assessed by performing 'Changing Places' on the keyboard to the class and to the teacher. Peer feedback will be given to the student, and the teacher will write in comments (WWW/EBI) and a mark for the student's performance.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: Year 7

TERM: Autumn Term 2

TITLE OF UNIT: Folk Music

(LENGTH)WEEKS: 2-6 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • How to identify and explain key musical features of folk music, enabling them to recognise folk music as a genre distinct from other styles of music • How to describe that much folk music has been handed down from generation to generation using oral tradition • How to correctly match some musical features and identify some instrumentation correctly in Folk Music from different countries, times and places through musical listening • How to identify and explain the elements of music • How to identify and explain different rhythmic values • How to identify and explain dotted rhythms • How to identify notes on a treble clef stave 	<ul style="list-style-type: none"> • How to read and perform notes on a treble clef stave on the keyboard • How to read and perform different rhythmic values on the keyboard • How to identify and explain musical features of folk music through musical listening • How to perform and sing simple melody lines from a variety of folk songs as a class and in groups • How to create, as part of a group, basic arrangements of folk songs using basic features learned about in the unit • How to perform the melody and chords of 'Skye Boat Song' accurately on the keyboard • How to perform the chords of Em and D to 'Skye Boat Song' on the guitar or keyboard accurately • How to perform the drum part of 'Skye Boat Song' in time

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/team work Spiritual development: Imagination and creativity Cultural development: Awareness of and respect for other musical genres, styles and traditions

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> • Writing, reading, learning new key terms • Question and answers Numeracy: <ul style="list-style-type: none"> • Counting rhythmic beats and being able to perform in time 	Musician Pianist Conductor Music teacher

How will this topic be assessed?
Students would learn the piece 'Skye Boat Song' throughout the term, and at the end of the term they would perform 'Skye Boat Song' on the keyboard (as well as any other parts they can do, such as on the guitar) to the class and teacher. Peer feedback will be given to the student, and the teacher will write in comments (WWW/EBI) and a mark for the student's performance.

Physical Education

Physical Education is an essential aspect of school life and its importance is increasingly recognised. The PE Department will teach students a range of sports and physical skills, with the aim that every student finds their sporting niche; leaving school with the knowledge and understanding of how to live a healthy lifestyle and staying engaged in sport and exercise.

Throughout their time at All Hallows students will engage in a wide-ranging curriculum, exploring the full spectrum of sporting contexts: Games, Aesthetics, Striking and Feilding, Athletics, Fitness and Outdoor Education & Life skills. Lessons take place within our outstanding sporting facilities, including the Fitness Suite, Swimming Pool, Gymnastics Hall, Sports Hall, Outside Courts and Pitches.

Alongside practical skills for a range of sports, students will also gain a strong understanding of diet and nutrition. Interpersonal skills such as teamwork, communication and leadership will be developed within a range of environments. To enhance student experience, we offer a rich extra-curricular programme, where students can engage in competitive sport with the opportunity to represent the school in fixtures, or simply enjoy recreational sport and fitness activities.

Through the delivery of Outdoor Education & Life skills, students will be taught Swimming, First Aid (in and outside of the water) and Map Reading.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring Term

Badminton

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Correct grip of a racquet• Court markings	<ul style="list-style-type: none">• Low serve• Overhead clear

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Honesty and sportsmanship

Literacy/Reading/Numeracy	Careers
Basic understanding of the scoring system	Umpire, judge, coach, athlete

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive matches will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education
Year 7
Autumn and Spring Term
 Basketball
 6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Basic rules • Court markings 	<ul style="list-style-type: none"> • 3 types of pass • Dribbling and ball handling • Shooting

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules. Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and knowing how many points are awarded for different types of shot.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

Physical Education

YEAR 7

Autumn and Spring Term

Dance

7 WEEKS

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> To know what a motif and timing are To be able to define the terms musicality, exaggeration, fluency and style To know what dance actions and relationships are To know different techniques for making non-weight bearing contact 	<ul style="list-style-type: none"> To be able to perform a basic motif To be able to include musicality, exaggeration, fluency and style in the motif To be able to incorporate dance relationships and contact that represents the dance style

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others' ideas Participate and cooperate Giving constructive feedback

Literacy/Reading/Numeracy	Careers
Using an assessment criterion to provide written and verbal feedback to peers. Being able to count in time and understand half and double time.	Within the creative arts industry – teaching, performing, stage crew

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a dance routine to demonstrate their application of skills in a performance setting. They will also be assessed on the feedback they provide their peers to demonstrate knowledge and identification of the skills learnt.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring Term

Fitness

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Warm up and cool down • Cardiovascular endurance • Muscular endurance • The muscular system 	<ul style="list-style-type: none"> • Continuous training • Circuit training • Multi-Stage Fitness Test • Cooper Run

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Calculating total distance covered. Knowledge of key terminology such as names of muscles.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analysis

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring Term

Football

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Basic rules of the game • Coaching points for basic skills 	<ul style="list-style-type: none"> • Side Foot Pass • Dribbling • Jockeying • Block Tackling • Throw In • Shooting

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Football and possible career opportunities such as official, reporter, analyst or coach.

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring Term

Gymnastics

6-7 WEEKS



All Hallows Catholic School
CURRICULUM

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Simple routines• Safe use of apparatus Aesthetic appreciation Fitness requirements for gymnastics	<ul style="list-style-type: none">• 8 basic shapes• Rolls, jumps and balances• Travelling• Introduction to flight

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretching/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices

Scheme of Learning

Physical Education

Year 7

Autumn & Spring Term

Handball

6-8 Weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Basic understanding of rules	<ul style="list-style-type: none">• 3 Types of pass• Receiving the ball• Jump shot• Moving with the ball

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring Term

Hockey

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Correct grip of a hockey stick• Basic rules of the game• Using space	<ul style="list-style-type: none">• Strong side dribbling• Push Pass• Stopping the ball• Block tackle• Hit

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in hockey and possible career opportunities

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring Term

Netball

6-7 WEEKS



All Hallows Catholic School
CURRICULUM

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Positions on a full court game• Rules of the game	<ul style="list-style-type: none">• Passing, Receiving and Footwork• Shooting and Attacking• Man Marking• Dodging

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring Term

Outdoor Adventure Activities (OAA) - Orienteering

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Orientating a map • Map symbols • Line features / Handrails • Scale • Attack points • Types of orienteering course 	<ul style="list-style-type: none"> • Orientating a map • Map Reading • Handrailing • Measuring distance • Aiming off • Thumbing • Map memory • Completing courses

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others ideas Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Understanding of map symbols and identifying them on a map. Using scale to calculate distance.	Coaching, outdoor activity centres, land surveyor, cartographer

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete a competition course, allowing them to demonstrate the skills and knowledge they have developed and working individually and in a team.

Scheme of Learning

Physical Education

YEAR 7

Autumn and Spring Term

Rugby Union

7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Understand the basic Laws of Rugby Union Be able to identify a Ruck and understand the Laws surrounding this situation within the Game Understand the formation of a defensive and attacking line Understand how to create a 2v1 situation when attacking 	<ul style="list-style-type: none"> Be able to perform a Pop Pass within a structured drill and a Match environment Be able to perform a Side Tackle in isolation and within a game environment. This will also be performed in conjunction with organising, standing within and maintaining a defensive line Be able to perform each of the three roles within a Ruck – ball placement from being tackled, defending the Ruck and attacking the Ruck Within attacking and defending drills, be able to form and run the respective lines. These skills will then be able to be replicated within a Match environment When in attack, students will be able to isolate a defender to create a 2v1 situation and get past that defender via either a Pop Pass or use of Footwork

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

Physical Education

Year 7

Autumn and Spring

Swimming

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Pool safety Push and glide 	<ul style="list-style-type: none"> Freestyle leg action Freestyle arm action Breathing for Freestyle Backstroke leg action Backstroke arm action

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

Religious Education

Religious Education is central to everything we do at All Hallows, since it is the subject where the students are taught the origins and the importance of Gospel values, which underpin the ethos of our school community.

Religious Education at All Hallows enables students to encounter a variety of world religions, as well as moral and social issues. Through our subject, we hope to develop our students into reflective global citizens, who understand their role within society, and understand how faith and belief shape their lives and the lives of religious believers around the world.

The nature of RE means that students are given many opportunities for discussion and debate, and students often express their beliefs and opinions and question difficult concepts. This prepares the students with an ability to make evaluative assertions, a key skill required for GCSE assessments.

Throughout KS3, students explore the origins of Christianity to understand structure of the Bible, the stories of figures of religious significance and the origins and meaning behind religious practices such as the Mass, sacraments and the church as it exists in the present day. Moreover, our students are given the opportunity to encounter a variety of world religions including Sikhism, Judaism, Buddhism and Islam. During these modules we will develop an understanding of the beliefs and practices of each tradition.

In Year 8, students are taught Citizenship within RE. In these lessons students examine issues such as "being responsible global citizens", "how does the law impact the lives of young people?" and "what are human rights?" This enables our students to understand what it means to be a British citizen and contextualises core British values.

In Year 9 students are encouraged to reflect upon how religion and morality interact with important societal issues including "love & relationships" and "crime & punishment", while exploring Christian and secular approaches to morality.

Religious Education provides the students with an opportunity to practice important skills that are required at GCSE including extended writing, interpreting texts, constructing logical chains of reasoning and using evidence to support arguments.

Scheme of Learning

SUBJECT RE

YEAR 7

TERM ONE

TITLE OF UNIT: INTRODUCTION TO RE

(LENGTH) 3 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • How we learn best • The importance of RE as a subject • What happens in a Catholic Mass and why • The history of All Hallows • Christian teachings on gifts and talents • What is meant by faith? • Who God is to Christians 	<ul style="list-style-type: none"> • Identifying key words • Explaining the meaning of key words • Giving opinions and explaining why we hold them (simple evaluation) • Creative writing (applying information to produce informative resources such as letters and posters)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> • Reflecting on our own religious beliefs and other beliefs in the UK to promote tolerance • Understanding who God is and how religious believers express their relationship with God • Understanding the background and ethos of the school to contextualise our culture of 'Gospel values'

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Creative writing (applying information from lesson to write for a specific target audience and convey meaning) • Reading and analysing information in Bible passages • Applying Bible stories and teachings to our own lives 	International Relations Charity Motivational Speaking Historian Ministry/Youth Ministry Teacher

How will this topic be assessed?

This topic is not formally assessed, as it is an attempt to encourage the students to develop confidence as reflective scholars of RE. Throughout the lessons students will be assessed using a variety of AfL techniques, including "hands down" questioning, Plenary activities and low-stakes quizzing.

Scheme of Learning

SUBJECT - RE

YEAR GROUP - 7

TERM - Autumn

TITLE OF UNIT - Sacraments

(LENGTH)WEEKS – 3/4

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • the Seven Sacraments • Baptism, Reconciliation, Sacrament of the Sick • Parables of Jesus • Christian Symbols 	<ul style="list-style-type: none"> • Extended writing- PEE paragraph structure • Analysis of religious texts • Interpreting the symbolism of Parables and symbols used within sacraments • Creative drawing • Creative writing- applying knowledge from the module to create persuasive letters, presentations and information booklets • Group work- collaborating with peers, gathering information from secondary sources, public speaking

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Mutual Respect Individual Liberty	<ul style="list-style-type: none"> • Moral decisions with respect to parables. • Understanding forgiveness and how this contributes to a cohesive society • Understanding the religious practices of Catholics to better understand the culture of the school • Understanding how sacraments nurture Catholic's relationship with God

Literacy/Reading/Numeracy	Careers
PEE paragraphs Analysis of text Creative drawing Creative writing	Religious vocation Education Counselling

How will this topic be assessed?

This topic will be assessed using a variety of AfL techniques including “hands down” questioning and plenary activities, Class teachers will monitor the quality of written work and homework. There will be one formal written assessment based on the skills of “explaining beliefs and teachings” and “linking beliefs and practices”

Scheme of Learning

SUBJECT - RE

YEAR GROUP - 7

TERM - Autumn

TITLE OF UNIT – God Promises Fulfilled

(LENGTH)WEEKS – 3/4

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> The liturgical year The life and story of John the Baptist The story of the Annunciation Advent and Christmas Christmas in different cultures. 	<ul style="list-style-type: none"> PEE paragraphs Explaining with support of religious scripture Analysing the meaning of text Creative writing Creative informative diagrams

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Rule of Law Mutual Respect Individual Liberty	Understand how different cultures celebrate the same religious holidays

Literacy/Reading/Numeracy	Careers
Analysis or written text PEE paragraph structure Analysing the meaning of text Creative writing Creative informative diagrams	Religious Vocation. Working abroad. Researcher. Historian.

How will this topic be assessed?
Written assessment (40 minutes) which focuses on the skills of “explaining beliefs and teachings” and “linking beliefs and practises”

Science

Science education provides the foundations for understanding the world around us and helps us make sense of how the wider universe works. It improves and enriches the quality of our lives through technological or medical advances and is vital to the world's future prosperity.

The Science Curriculum is delivered under the traditional headings of Biology, Chemistry and Physics. Students cover topics in all three disciplines including those such as:

- Cells
- Tissues and Organs
- Plant Biology
- Microorganisms
- Bioenergetics
- Physical and Chemical Reactions
- Acidity and Alkalinity
- Energy
- Forces
- Electricity and Particles

Students will also develop practical skills and become confident and adept in handling scientific equipment and will explore a variety of methods of data collection. They will also practice analytical, evaluative and other transferable skills to allow them to become critical thinkers within and outside of the subject.

Extra-curricular opportunities within school include regular Science Club meetings and visits by external speakers to whole year groups on key topics. In recent years students have also travelled farther afield to visit Science fairs, problem solving challenges, Winchester Science Centre, Marwell Zoo, the Darwin Centre at The Natural History Museum, and the Smithsonian Institute in Washington DC.

Scheme of Learning

SUBJECT Science

YEAR GROUP 7 A

TERM 1

TITLE OF UNIT Cells, Tissues, Organs and Systems

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Describe what plant and animal cells are and name their basic Explain that cells have different shapes depending on their functions. Describe the functions of the nucleus, cytoplasm and cell surface membrane. Describe tissue as cells of the same type grouped together 	<ul style="list-style-type: none"> state that organs are made from tissues recall the names, functions and positions of some human and plant organs. Explain that organs work together in organ systems Name some of the organs in the digestive, breathing and circulatory system

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect- the rest of the tutor group when carrying out experiments.</p> <p>Courage-</p> <p>Responsibility- Looking after our vital organs</p> <p>Consideration-</p> <p>Intellectual Curiosity- discussing ideas surrounding disability and transplants.</p>	<p>Tolerance-</p> <p>Democracy- Take the views and opinions of others</p> <p>Rule of Law- Understand the importance of safety rules when working scientifically.</p> <p>Mutual Respect- consider the environment and all organisms, both living and non-living</p> <p>Individual Liberty- listen to others in the group with their point of view when planning practicals.</p>	<p>Organ donors selling organs to persons with damaged organs.</p> <p>Emotional drive to know more and to wonder about the world.</p>

Literacy/Reading/Numeracy	Careers
Understanding the importance of vital organs in a number of systems.	Surgeons, Microbiologists

How will this topic be assessed?

This unit will be assessed in the main Year 7 Assessment in January. This assessment will comprise of both long and short answer recall, application and analytical questions.

SUBJECT Science
YEAR GROUP 7
TERM 1

TITLE OF UNIT Sexual reproduction in animals
 (LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Describe the differences between internal and external fertilisation. • Describe the reproductive organs in males and females. • Explain what happens during intercourse, pregnancy and birth. • Describe the changes they will experience during puberty. 	<ul style="list-style-type: none"> • Hone their ability to take notes and use specific scientific keywords. • Learn how to talk about sensitive issues/topics more openly. • Apply knowledge they learn to explain their own personal experiences.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect – Respecting all genders.</p> <p>Courage – Ability to accept their own changes.</p> <p>Intellectual Curiosity – Promoting thinking about how we are born using scientific ideas.</p>	<p>Tolerance – Not everyone fits the same stereotype.</p> <p>Rule of Law – Age of consent.</p> <p>Mutual Respect – Everyone is equal despite sexual orientation.</p> <p>Individual Liberty – Acceptance of themselves.</p>	<p>Starting to think about ideas of acceptance of different genders, and accepting different people openly.</p>

Literacy/Reading/Numeracy	Careers
<p>Reading, understanding and using specific scientific keywords, some very new and strange, in order to explain ideas clearly.</p>	<p>Sexual health consultant, sexual therapist, doctor, midwife, nurse.</p>

How will this topic be assessed?
<p>This unit will be assessed in the main Year 7 Assessment in January. This assessment will comprise of both long and short answer recall, application and analytical questions.</p>

Scheme of Learning

SUBJECT Science

YEAR GROUP 7

TERM 2/3

TITLE OF UNIT Ecosystems.

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Describe the variation seen in different species. • Describe how animals adapt and apply to explain given examples. • Describe how the environment can affect animals. • Describe the effects of humans on ecosystems and food chains. 	<ul style="list-style-type: none"> • Develop skills in interpreting and reading graphs and data. • Develop longer writing skills, like using paragraphs as part of science.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect – Respecting the environment and animals in it.</p> <p>Responsibility – Take responsibility for humans impact on the planet.</p> <p>Courage – Have the courage to think about changes they could make.</p>	<p>Tolerance –</p> <p>Rule of Law – Ideas about pesticide use.</p> <p>Mutual Respect – Having respect for the environment around them.</p> <p>Individual Liberty –</p>	<p>Develop a moral compass in terms of humans impacting the planet.</p>

Literacy/Reading/Numeracy	Careers
<p>Reading, understanding and using specific scientific keywords, some very new and strange, in order to explain ideas clearly.</p>	<p>Ecologist, ecological surveyor, researcher, zookeeper.</p>

How will this topic be assessed?
<p>This unit will be assessed in the main Year 7 Assessment in January. This assessment will comprise of both long and short answer recall, application and analytical questions.</p>

Scheme of Learning

SUBJECT Science

YEAR GROUP 7 G

TERM 1

TITLE OF UNIT The Particle model

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Students will explain that scientific theories explain observations (data) and will describe how theories are used to make predictions that can be tested. Students will recognise that all materials are made up of particles and will be able to describe the arrangement of particles in solids, liquids, and gases and use particle theory to explain the properties of each state of matter. Students will recognise that solid waste is a problem due to storage space and will estimate the amount of waste they produce. 	<ul style="list-style-type: none"> Classify materials as solids, liquids and gases and identify the properties of each state of matter. Students will describe diffusion and explain it using the particle model, give everyday examples, and explain why diffusion is faster in gases than in liquids. Students will describe how gas particles create pressure and recognise the effects of pressure, how it is increased or decreased, and what a vacuum is. Students will describe how ideas about particles and air pressure developed.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect- offer support and advice to others.</p> <p>Courage</p> <p>Responsibility- when throwing rubbish away</p> <p>Consideration</p> <p>Intellectual Curiosity</p>	<p>Tolerance-</p> <p>Democracy- takes turns and instructions from others during.</p> <p>Rule of Law</p> <p>Mutual Respect- Work as a team and discuss findings.</p> <p>Individual Liberty</p>	<p>Waste and pollution, land use</p> <p>Understanding that Science has a major effect on the quality of our lives</p>

Literacy/Reading/Numeracy	Careers
<p>Reading measurements, timekeeping, using data to create a graph or table; estimation;</p>	

How will this topic be assessed?

This unit will be assessed in the main Year 7 Assessment in January. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP 7

TERM 3

TITLE OF UNIT Element

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Describe the difference between a mixture and pure substance. Recall that different materials have different properties Explain the differences between elements, compounds and mixtures. Explain, in terms of atoms and particles, how air is a mixture of elements, compounds, atoms and molecules. Recall that atoms can be joined together by bonds and that bonds affect the shape of a molecule 	<ul style="list-style-type: none"> Interpret particle models of mixtures, atoms, molecules, elements and compounds. Recall that elements are often represented by symbols. Explain why internationally agreed symbols and conventions are necessary in science communication. Use a periodic table to look up symbols for elements. Interpret experimental evidence to identify elements.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect Courage Responsibility recycling materials Intellectual curiosity Understanding that different elements have different purposes. Consideration – Understanding that some elements can be dangerous.</p>	<p>Tolerance - Consideration / responsibility when recycling materials Democracy Rule of Law Mutual Respect Individual Liberty</p>	<p>Recycling</p>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Sourcing research data 	<p>Chemist, chemical engineer, forensic scientist, doctor, biochemist, pharmacologist, clinical researcher, patent attorney</p>

How will this topic be assessed?

There will be a short test at the end of the topic. It will also be assessed in the End of Key Stage Assessment which will take place in January of Year 9 along with other KS3 topics

Scheme of Learning

SUBJECT Science

YEAR GROUP 7

TERM 1

TITLE OF UNIT 7I Energy

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Name 6 different ways of storing energy. Describe the different ways in which energy is transferred. Be able to describe how fossil fuels are formed and extracted from the ground. Be able to explain that fossil fuels release carbon dioxide when they are burned, which contributes to global warming. Name 5 types of renewable energy sources. 	<ul style="list-style-type: none"> Use the internet to research different sources of renewable energy Be able to compare, and evaluate renewable and non-renewable energy sources Know how to identify variables and plan an investigation

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility – personal responsibility for the amount of energy we use Consideration - diet providing enough energy Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Consider the impact of non-renewable energy sources on the environment

Literacy/Reading/Numeracy	Careers
Calculate the amount of energy in different stores Use units for measurements	Engineer/environmental scientist/conservationist/ teacher/

How will this topic be assessed?
This unit will be assessed in the main Year 7 Science Assessment in May and in a mini assessment in October. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP 7

TERM 2

TITLE OF UNIT 7K Forces

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Recall the names of simple forces State what is meant by: contact force, non-contact force Describe the effects of forces on an object Describe how friction forces affect movement. Describe how the pressure depends on force and area. Describe the effects of high or low pressure in simple situations 	<ul style="list-style-type: none"> Draw suitable results tables Draw line graphs Analyse data and write conclusions

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage – perseverance when learning a new skill such as graph drawing Intellectual Curiosity - exploring different planets in our solar system Consideration	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Discussing the benefits for a country's economy of space travel

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Use the formula relating force, pressure and area. Record numbers using appropriate units and convert units Recall the meanings of some prefixes 	Engineer/civil engineer/mechanic/scuba diver/ research scientist/teacher

How will this topic be assessed?
This unit will be assessed in the Main Year 7 Science Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP 7

TERM 3

TITLE OF UNIT 7L Sound

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Recognise that all matter consists of particles. • Recall that sound travels through different materials by vibrations, and needs a medium • Explain why sounds are fainter further from the source in terms of the waves spreading out. • Describe the functions of the parts of the ear. • Explain how sonar and echolocation work. 	<ul style="list-style-type: none"> • Use a model incorporating the idea of vibrations to explain how sound travels through different materials. • Use quantitative data to compare the speed of sound in solids, liquids, gases. • Calculate the speed of sound from data about echoes • Model transverse and longitudinal waves • Calculate depth or distance from time and velocity of ultrasound

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility - implication of loud sounds from MP3 players/clubs etc. Consideration Intellectual Curiosity - use of echolocation for both animals and the use of sonar	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Calculations of speed • Recognising units for speed, time and distance 	Audiologist/ENT doctor/Engineer/navy/ fishing trawler

How will this topic be assessed?

This unit will be assessed in the Main Year 7 Science Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.

Useful Contacts

If you have any queries regarding a specific subject or department, please contact your child's class teacher who should be able to help. Should you require further information then it may be appropriate to contact the Head of Department using the details below.

Art:	S Bollard	s.bollard@allhallows.net
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