



Programme of Learning

Year 7

Summer Term
2022

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: April 2022. 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 Key Stage 3, 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.

Programme of Learning

SUBJECT: Art and Design

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Illustration and Characterisation

LENGTH(WEEKS): 14

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

Knowledge	Skills
<ul style="list-style-type: none"> • Pupils will develop their understanding of using images and works to communicate an issue or concern • Pupils will learn about ideas, methods and approaches used by artist and illustrators who focus on imagery and text 	<ul style="list-style-type: none"> • Pupils will develop their ability to draw from primary and secondary sources as well as their imagination • Pupils will learn how to critically evaluate a piece of artwork and self-assess their own work to make improvements • Pupils will develop their drawing, collage and compositional skills • Pupils will develop skills in digital media • Pupils will learn a range of techniques for creating, editing and compositions which will culminate in the production of a book

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity In the department, we create various opportunities for students to meet the core values in every lesson.	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty British values are present and at the heart of our teaching and learning.	<p>Catholicism is present in all of our efforts to achieve SMSC.</p> <p>Social – Student work 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 – 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>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>
<p>It is an expectation of the department that students exercise these values in every aspect of their art lessons.</p>		

Literacy/Reading/Numeracy	Careers
<p>Literacy skills:</p> <ul style="list-style-type: none"> • Learn keywords, meaning and spelling • Evaluation techniques <p>Keywords:</p> <ul style="list-style-type: none"> • Illustration • Composition • Collage • Layout • Communication • Photoshop related terminology: layers, opacity, blending, blurring etc <p>Numeracy skills:</p> <ul style="list-style-type: none"> • Fractions, dividing proportions of the face • Percentages of mixing accurate colours 	<ul style="list-style-type: none"> • Artist • Illustrator

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 4 or at Key Stage 5.

Programme of Learning

SUBJECT: Computing

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Computing 1 – Scratch

LENGTH(LESSONS): 8

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

Knowledge	Skills
<ul style="list-style-type: none"> • Programming constructs • Debugging • Computational thinking 	<ul style="list-style-type: none"> • Abstraction • Pattern recognition • Decomposition • Sequences • Iteration • Selection

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"> • Technical language related to programming. • Abstraction • Pattern recognition • Decomposition • Sequence • Iteration • Selection 	<ul style="list-style-type: none"> • The core concepts introduced are a key skill for most computing careers and essential for the Computer Science GCSE, and can be applied to most STEM subjects

How will this topic be assessed?
<ul style="list-style-type: none"> • We will use an Assessment Grid for this unit • There is an end of topic test for this unit, (EOTT)

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 Key Stage 4 Textiles students and the Design Museum to support Year 10 Graphic designers in their projects. We have also taken the Key Stage 5 Art and Design students to the Farnham Sculpture Park for inspiration, and hope to introduce international trips soon.

Programme of Learning

SUBJECT: Design & Technology - FOOD TECHNOLOGY

YEAR GROUP: 7 and 8

TERM: Summer 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 UKs 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: <ul style="list-style-type: none"> Reading and following instructions Comprehension Writing up reports. Keywords: <ul style="list-style-type: none"> Cross contamination Bacteria High risk foods Dietary fibre Carbohydrates Fats Sugar Vitamins Balanced guide Numeracy skills: <ul style="list-style-type: none"> Weighing Comparing quantities Working with clock timings Oven temperatures Units of measure Star diagrams 	<ul style="list-style-type: none"> Catering Nutritionist Chef

How will this topic be assessed?

- Student self-Assessment criteria is on the inside front cover of the written books
- 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.
- Practical work assessed and graded on completion of the practical session.
- Students will be having an end of module test to assess their knowledge and understanding.

Programme of Learning

SUBJECT: Design & Technology – GRAPHIC PRODUCTS

YEAR GROUP: 7 and 8

TERM: Rotations over 1.5 terms

TITLE OF UNIT: Board games

(LENGTH)WEEKS: 12

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
<p>Keywords:</p> <ul style="list-style-type: none"> • ACCESSFM • Typography • Logo • Template • Net • Colour theory • Primary colours • Secondary colours • Tertiary colours • Branding • Corporate identity <p>Research covering:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Graphic designer • Product Designer • Advertising & Media • TV, branding, packaging • Games designer

How will this topic be assessed?
<ul style="list-style-type: none"> • 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.

Programme of Learning

SUBJECT: Design & Technology – RESISTANT MATERIALS

YEAR GROUP: 7 and 8

TERM: Summer

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

(LENGTH)WEEKS: 12 (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 Keywords: <ul style="list-style-type: none"> 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.

Programme of Learning

SUBJECT: Design & Technology – TEXTILES

YEAR GROUP: 7 and 8

TERM: Rotations over 1.5 terms

TITLE OF UNIT: UGLY DOLL

(LENGTH)WEEKS: 12 (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. 	<ul style="list-style-type: none"> Tailor Costume Designer Toy maker

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 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, 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 Key Stage 3, 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

Programme of Learning

SUBJECT: Drama

YEAR GROUP: 7

TERM: Summer 1

TITLE OF UNIT: Charlie and the Chocolate Factory

(LENGTH)WEEKS: 8

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

Knowledge	Skills
<ul style="list-style-type: none"> Students will know the difference between character and characterisation Students will be able to define the term contrast and show this in their performances Students will understand vocal expression and be able to use vocal skills in performance Students will learn how to interpret scripts Students will understand the style of Physical Theatre and use these skills in performance 	<ul style="list-style-type: none"> Still images Characterisation Mime Narration Role Play Script work Vocal expression Physical Theatre Soundscapes Performance

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

Literacy/Reading/Numeracy	Careers
Literacy and Reading: <ul style="list-style-type: none"> Students will be required to learn lines and interpret scripts through performance Numeracy: <ul style="list-style-type: none"> Students will need to consider timing and synchronicity when devising physical theatre performances 	<ul style="list-style-type: none"> Actor Choreographer Director Workshop Leader Script Writer

How will this topic be assessed?
<ul style="list-style-type: none"> This topic will be assessed by a final performance. Strands: 2 and 4

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 Programme 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.

Programme 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: <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 	<ul style="list-style-type: none"> 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

How will this topic be assessed?

- Formative: How does Shakespeare use language to convey the effect of Oberon and Titania's argument?
- Summative: How does Shakespeare present the character of Oberon?

Programme 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
<p>Literacy:</p> <ul style="list-style-type: none"> • Development of vocabulary • Ability to construct coherent paragraphs of analysis and evaluation <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 	<ul style="list-style-type: none"> • 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

How will this topic be assessed?
<ul style="list-style-type: none"> • Formative: AfL opportunities in each lesson Initial assessment - <i>How is the hero presented in 'Beowulf'?</i> • Summative: Poetry essay <i>How does Shakespeare present love in 'Sonnet 130'?</i>

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.

Programme of Learning

SUBJECT: Geography

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Threatened Environments

(LENGTH) WEEKS : 11

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

Knowledge	Skills
<ul style="list-style-type: none"> Understanding of what an ecosystem is and some examples of these using world map (Tropical Rainforest, Desert, temperate) Location and climate of Tropical Rainforests using world map (equator, tropic of cancer/Capricorn) Knowledge of how vegetation and animals survive in the Tropical Rainforest (e.g. buttress roots, camouflage) How humans can use the rainforest unsustainably through deforestation – causes (mining, cattle farming, HEP), effects and example of Amazon How humans can use the rainforest sustainably with strategies such as ecotourism, international agreements Location and climate of Antarctica (Poles, distance from equator, lines of latitude) Knowledge of how vegetation and animals survive in Antarctica (e.g. camouflage, insulating fur) How humans can cause damage to Antarctica (tourism, resource exploitation, shipping) Understanding how the Treaty can help protect this ecosystem (when, why, positive impacts) 	<ul style="list-style-type: none"> Writing a location statement – hemisphere, continent, landlocked v neighbouring To communicate via describing To communicate via explanation Interpretation of a climate graph To start to communicate via evaluation Letter writing using justification of opinion and two sides of an argument

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Appreciation for the world around us. Empathy for people that live in these areas. Awareness of what we are doing to these environments.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Comprehension of extended writing text Reading, interpreting and drawing Climate graphs Spelling of key terms Extended writing to give justified opinion 	<ul style="list-style-type: none"> Environmentalist Tourism Media NGO organisations

How will this topic be assessed?
<ul style="list-style-type: none"> Topic will be assessed via a letter addressed to the PM. They will need to explain why he needs to put more time and money into protecting one of the last 'untouched' places on earth. Peer assessed using the marksheet. Focus will be on students level of explanation and the examples they are able to use from the lessons.

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.

Programme of Learning

SUBJECT: History

YEAR GROUP: 7

TERM: SUMMER

TITLE OF UNIT: How far did the Black Death change lives in Medieval England?

(LENGTH)WEEKS: 2

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

Knowledge	Skills
<ul style="list-style-type: none"> • Medieval beliefs surrounding illness and disease • Symptoms, beliefs, and the consequences of the Black Death • Categorising consequences into Political, Social and Economic • Assessing the impact of the Black Death on different social groups in England • Revision of the Feudal system structure • Looking at how power changed in England including the Statute of Labourers and the Peasants revolt 	<ul style="list-style-type: none"> • Chronological understanding of the past • Placing events into chronological order • Exploring the rate and pace of change • Identifying continuity and explaining continuity • Using historical scholarship • To be able to infer using evidence of sources • Using evidence and knowledge to make judgements

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

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Keywords and definitions • Introduction to a 'glossary' • Timelines • Living graph • Putting events into chronological order • Statistics surrounding the impact of the Black Death 	<ul style="list-style-type: none"> • Museum Researcher • Media Researcher • Genealogist • Museum Curator • Museum Education Officer • Heritage Industry • Archaeologist • Archivist/Records Manager

How will this topic be assessed?
<ul style="list-style-type: none"> • Written assessment.

Programme of Learning

SUBJECT: History

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: From Henry V to Henry VII: how did the Tudor family become so powerful?

(LENGTH)WEEKS: 4

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

Knowledge	Skills
<ul style="list-style-type: none"> Evaluate the legacy of Henry V and Henry VI's reigns had on England Describe the key events of the War of the Roses, such as the Battle of Bosworth Describe who the Princes in the Tower and Richard III were. Explain how the impact of the War of the Roses had on England's monarchy Evaluate the success of Henry VIII's reign as monarch in the new Tudor dynasty 	<ul style="list-style-type: none"> Describe and explain why Henry V was known as a 'Militant King' Describe why England had a 'Child King' and explain if Henry VI was fit to rule To debate and argue opinions on what happened to the Princes in the Tower using historical evidence Explore the events of the Battle of Bosworth and assess Richard III's role Identify or label an event as a turning point. Assess how much change took place and for which groups of people in England To start to think about what makes an event historically important To start to explain significance of how the Tudor family became so powerful 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	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"> Keywords 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 Plotting key events on a living graph in order to establish chronology 	<ul style="list-style-type: none"> Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

How will this topic be assessed?

- 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.

Programme of Learning

SUBJECT: History

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Life in Tudor times

(LENGTH)WEEKS: 2

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

Knowledge	Skills
<ul style="list-style-type: none"> Explore the Tudor Monarchs and their legacies What did the Tudors do for fun? What was life like for the rich Tudors? What was it like for the poorer Tudors? Tudor crime and punishment. Who were the sturdy beggars and how did Tudor society deal with them? 	<ul style="list-style-type: none"> To identify the similarities and differences between people's experiences in Tudor England To make comparisons between the different ways of life and explain why some experiences were similar whilst others were different

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

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Keywords 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. Plotting key events on a living graph in order to establish chronology. 	<ul style="list-style-type: none"> Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

How will this topic be assessed?

- 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.

Programme of Learning

SUBJECT: History

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Why did Henry break with Rome?

(LENGTH)WEEKS: 3

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

Knowledge	Skills
<ul style="list-style-type: none"> The changing role of religion during Henry's reign. What were Henry's problems when he came to the throne? The reasons for religious schisms after Henry VIII's relationship with Anne Boylen. 	<ul style="list-style-type: none"> Assess the reasons for religious schisms during the Early Modern period. Using chronology and significance to assess and evaluate the importance of having an heir after the War of the Roses. Classify causes into groups. Using historical scholarship 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	Awareness of the importance of religion in society and politics. Working with classmates.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Keywords and terms highlighted. How to construct detailed PEE paragraphs and correct use of grammar and punctuation Putting events into chronological order Use of key terms relating to causation and significance 	<ul style="list-style-type: none"> Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

How will this topic be assessed?
<ul style="list-style-type: none"> End of unit assessment. Written outcome: Why did Henry break with Rome?

Programme of Learning

SUBJECT: History

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: How did castles change over time?

(LENGTH)WEEKS: 2

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

Knowledge	Skills
<ul style="list-style-type: none"> From Motte and Bailey castles to concentric castles Chronology across the medieval period How was the purpose and nature of castles changed over time? Historic environment project looking at Farnham castle The siege of Rochester castle 	<ul style="list-style-type: none"> To make comparisons in the purpose and nature of castles over time To use our wider knowledge of the Medieval period to explain how and why these changes to castles came about To create a presentation on Farnham castle focusing on the history of our local area

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working as a team to create presentations. Exploring the local area.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Reading and comprehension 	<ul style="list-style-type: none"> Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Law Journalist

How will this topic be assessed?
<ul style="list-style-type: none"> Teacher assessment on historical environment presentation.

Programme of Learning

SUBJECT: History

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: How has Farnham changed from the Romans to the Tudors?

(LENGTH)WEEKS: 2

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

Knowledge	Skills
<ul style="list-style-type: none"> • Overview of Farnham over time • Indepth study of how Farnham has changed from the Romans to the Tudors • References to Waverley Abbey 	<ul style="list-style-type: none"> • Chronology of events • Using wider historical knowledge of the Medieval period to explain how Farnham has changed over time • Identify and explain the changes referring to pace and rate of change • Use evidence to explain turning points in Farnham's History • To use ICT and design to create a museum exhibition

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Team project students create a museum exhibition to demonstrate their understanding of Farnham over time.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Keywords 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 	<ul style="list-style-type: none"> • Teacher/Lecturer • Museum Researcher • Media Researcher • Genealogist • Museum Curator • Museum Education Officer • Heritage Industry • Archaeologist • Archivist/Records Manager

How will this topic be assessed?

- Museum exhibition project.

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.

Programme of Learning

SUBJECT: Maths

YEAR GROUP: 7

TERM: Summer 1

TITLE OF UNIT: Geometry – Lines and Angles

(LENGTH)WEEKS: 5

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

Knowledge and Skills

- Know the terminology associated with 2D geometry
- Draw and measure lines and angles accurately
- Identify and know the properties of line and rotational symmetry
- Know the properties and definitions of triangles, quadrilaterals and circles
- Know the angle properties of parallel lines, triangles and quadrilaterals and use these to solve problems
- Know the angle properties of interior and exterior angles for n-sided polygons and use these 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
<ul style="list-style-type: none"> • Worded problems • Applications to real life scenarios 	<ul style="list-style-type: none"> • 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 Years 7, 8 and 9 (Autumn term only) 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.

Programme of Learning

SUBJECT: Maths

YEAR GROUP: 7

TERM: Summer 2

TITLE OF UNIT: Probability

(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"> • Know and use the terminology associated with probability • Calculate probabilities of single events, using fractions, decimals and percentages, and be able to place events on a probability scale • List outcomes of combined events systematically • Calculate the probability of combined events using two-way tables, frequency tree diagrams and Venn diagrams • Understand and calculate relative frequency using experimental data

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
<ul style="list-style-type: none"> • Worded problems • Applications to real life scenarios 	<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • 45 minute written assessment in class, in exam conditions. • Students in Years 7, 8 and 9 (Autumn term only) 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.

Languages

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.

Programme of Learning

SUBJECT: French

YEAR GROUP: 7

TERM: Summer

TITLE OF UNIT: Les loisirs et ma ville = hobbies and my town

(LENGTH)WEEKS: 12

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 express weather and seasons, applying the correct pronunciation To use 'il fait' and 'il y a' when expressing the weather To talk about what sports you play using either "jouer" or "faire" in the present tense To talk about what you like to do using the verb "aimer" and an infinitive verb. To learn the vocabulary for rooms in a house and places in town To express your opinion about where you live and justify that opinion To use the "nous" form of 'er' verbs in the present tense 	<ul style="list-style-type: none"> Listening – for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions Reading – for gist and completing comprehension tasks. Finding relevant information and identifying time markers. Writing – focusing on grammatical accuracy (adjectival agreements) and opinion phrases Speaking – to describe a photo and to focus on the formulation of questions to ask someone about their school day Translation – from French to English and simple phrases from English to French

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity		Cultural – To discover francophone sports and compare them to sports played in the UK. Social – to discover different towns in French speaking countries and different ways of life. Moral – to explore and be respectful towards culture and parts of the culture that may be different to what we are used to.

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> Developed through grammar focus (present tense of -er verbs, adjective agreements and negatives) Reading skills: <ul style="list-style-type: none"> Developed through error spotting, reading for gist and comprehension tasks Numeracy skills: <ul style="list-style-type: none"> Developed through using numbers to say how many rooms are in your house or how many amenities you have in your town 	<ul style="list-style-type: none"> All language and travel based careers such as a translator and interpreter

How will this topic be assessed?
<ul style="list-style-type: none"> Writing: pupils will produce an extended paragraph of approximately 50 words to demonstrate knowledge of what sports you play and what is in your town use of opinions, reasons, connectives and at least two pronouns.

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.

Programme of Learning

SUBJECT: Music

YEAR GROUP: 7

TERM: Summer 1

TITLE OF UNIT: Dance Music Composition

(LENGTH)WEEKS: 2-6

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

Knowledge	Skills
<ul style="list-style-type: none"> How to identify the stylistic features of dance music, such as: <ul style="list-style-type: none"> Four-on-the-floor bass drum Looping Simple melodic movement. How to explain the history of club dance music and how it was influenced by disco, electronic and dub. How to identify the structure of dance music - mix in, main section, breakdown, reprise and mix out. How to explain the origins of Club Dance and how club dance has broadened to many different sub-genres. How to identify and explain the C minor pentatonic scale How to identify and explain what a chord is How to identify and explain elements of music 	<ul style="list-style-type: none"> How to develop composition skills using Garage Band How to sequence a 4-on-the-floor drum loop How to compose an electronic bass line using the C minor pentatonic scale How to compose a lead line using the C minor pentatonic scale How to structure a Club Dance piece in a typical dance music format How to compose a synth pad using C minor, F minor and G major/minor chords How to mix your Club Dance piece using the built-in mixer How to apply music technology FX, such as delay, reverb, volume, automation and panning to your piece How to identify and evaluate the effect of elements of music within composition To be able to compose a club dance piece using GarageBand, working with at least 3 layers of music - rhythm, bass and lead. How to evaluate the effectiveness of the composition

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 Composing a piece of Dance Music in time to a metronome 	<ul style="list-style-type: none"> Musician Pianist Conductor Music teacher

How will this topic be assessed?
<ul style="list-style-type: none"> Students would take their knowledge of Dance Music and would compose a piece of Dance Music over the term using Garage Band. At the end of term, this composition would be assessed by the teacher.

Programme of Learning

SUBJECT: Music
 YEAR GROUP: 7
 TERM: Summer Term 2
 TITLE OF UNIT: Samba
 (LENGTH)WEEKS: 2-6

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

Knowledge	Skills
<ul style="list-style-type: none"> How to explain the history and origins of Samba music How to identify features of Samba music To identify instruments, structures and textures in a piece of percussion ensemble music How to identify rhythmic patterns in Samba music How to identify the use of different timbres in Samba music How to identify call and response How to identify and explain how Samba music expresses a carnival mood How to explore different kinds of rhythms – rhythm loops, polyrhythms, call and response rhythms – for different effects How to identify and explain polyrhythm and rhythm loops, and how these are used in Samba 	<ul style="list-style-type: none"> How to identify features of Samba music through listening Perform Samba music showing awareness of others in the group Perform call and response patterns in Samba How to develop a simple rhythmic part as part of a small group How to develop an improvisation section as part of a group over a regular beat Perform the bass line or chord parts of <i>Samba de Janeiro</i> as part of a group To perform as part of a group in a whole class performance Be able to maintain and perform the simplest parts of the ensemble (such as surdo) with some accuracy, when supported by others playing the same part. Compose and perform a stylistic piece of rhythmic Samba

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 Cultural Development: Understanding and respecting the importance and influence of Samba music

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 Composing and performing a piece of Samba Music in time to a metronome 	<ul style="list-style-type: none"> Musician Pianist Conductor Music teacher

How will this topic be assessed?
<ul style="list-style-type: none"> Students would learn about the history and musical features of Samba throughout the term. They would then take their knowledge of Samba Music and would compose a stylistic rhythmic piece of Samba Music as a group. At the end of term, this performance would then be assessed by the teacher and peers.

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.

Programme of Learning

SUBJECT: Physical Education

YEAR: 7

TERM: Summer

TITLE OF UNIT: Athletics

LENGTH(WEEKS): 6-7

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

Knowledge	Skills
<ul style="list-style-type: none"> • Basic Track Events • Basic Field Events 	<ul style="list-style-type: none"> • Low Sprint Start position • Push Throw • Pull Throws • Long Jump

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. Leadership and taking responsibility of own actions.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Measuring Distances • Timing • Recording Times 	<ul style="list-style-type: none"> • Coaching Athletics • Officiating in Athletics • Management of Teams and Individuals

How will this topic be assessed?
<ul style="list-style-type: none"> • 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 Environment as well as their understanding of the rules of the events.

Programme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Spring and Summer

TITLE OF UNIT: Cricket

LENGTH(WEEKS): 5-6

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

Knowledge	Skills
<ul style="list-style-type: none"> Know the basic rules of Cricket Understand what, how and why a Batsmen would play a Cover Drive Know the coaching points of a Static Bowl Know how and when a Fielder should perform a Long Barrier 	<ul style="list-style-type: none"> Be able to Field a long cricket shot using an Overarm throw Be able to perform a Long Barrier when fielding a ball hit along the floor Be able to grip and play a Cover drive as a batsmen Be able to perform the roles of a Batsmen and Fielder within an adapted game of Cricket

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
<ul style="list-style-type: none"> Pupils able to use numeracy throughout by scoring when in a competitive environment 	<ul style="list-style-type: none"> Professional athlete Journalist Media Sports Agent

How will this topic be assessed?
<ul style="list-style-type: none"> 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.

Programme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Spring and Summer

TITLE OF UNIT: Rounders

LENGTH(WEEKS): 6

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

Knowledge	Skills
<ul style="list-style-type: none"> Bat Grip Rules of batting Rules of bowling Positions Scoring 	<ul style="list-style-type: none"> Short distance throwing Short distance catching Long barrier Forehand batting Fast and slow bowling Backstop position

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
<ul style="list-style-type: none"> Keeping score (how to write it in short hand) during a game 	<ul style="list-style-type: none"> Understanding of different roles in rounders and possible career opportunities such as official, coach, analyst and reporter

How will this topic be assessed?
<ul style="list-style-type: none"> 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.

Programme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Spring and Summer

TITLE OF UNIT: Softball

LENGTH(WEEKS): 5-6

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 • Correct grip of the bat • Basic knowledge of the playing area 	<ul style="list-style-type: none"> • Straight Pitch • Fielding with a glove • Fielding a Ground Ball • Batting • Infielder Roles • The Playing Area • Rules

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
	<ul style="list-style-type: none"> • Understanding of different roles in Softball and possible career opportunities such as official, coach, analyst and reporter

How will this topic be assessed?
<ul style="list-style-type: none"> • 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. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Programme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Spring and Summer

TITLE OF UNIT: Tennis

LENGTH(WEEKS): 6-7

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 Tennis Racket • Basic rules of the game • Markings on the court 	<ul style="list-style-type: none"> • Grip • Under Arm Serve • Forehand groundstroke • Forehand volley

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 Leadership – Lead by example

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Counting Scores • Scoring systems 	<ul style="list-style-type: none"> • Understanding of different roles in Tennis and possible career opportunities • Coaching Tennis • Officiating in Tennis • Management of Teams and Individuals

How will this topic be assessed?
<ul style="list-style-type: none"> • 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.

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 Key Stage 3, 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.

Programme of Learning

SUBJECT: RE

YEAR GROUP: 7

TERM: Spring and Summer

TITLE OF UNIT: Introduction to world religions and Sikhism

LENGTH(WEEKS): 3

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

Knowledge	Skills
<ul style="list-style-type: none"> • The six main world religions • The Catholic Church's teachings on other religions • The importance of religious artefacts • The history of Sikhism • Sikh beliefs: <ul style="list-style-type: none"> - The life of Guru Nanak - The Ten Sikh Gurus • Sikh practices: <ul style="list-style-type: none"> - The Five K's - The Gurdwara - Sikh marriage - 	<ul style="list-style-type: none"> • Evaluation • Analysis of texts • Communication Cooperation and collaboration • Presentation Explain beliefs and teachings • Reflection

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance of different faiths and beliefs Mutual Respect	Morality: reflection, respect and tolerance for other religions. Cultural: other major world religions, Sikh beliefs and practices. Social: collaborative group work and inter-faith dialogue.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Analysis skills • Understanding of key terms • Evaluative skills • Comparing and contrasting skills • Numeracy – comparison of world religion statistics 	<ul style="list-style-type: none"> • People centred careers, charitable work

How will this topic be assessed?
<ul style="list-style-type: none"> • Formative assessment: AfL, e.g. find and fix it, Q and A • Summative assessment: formal end of topic assessment with a focus on: explaining beliefs and teachings; comparing and contrasting beliefs; and linking beliefs and practices.

Programme of Learning

SUBJECT: RE

YEAR GROUP: 7

TERM: Spring and Summer

TITLE OF UNIT: Buddhism

LENGTH(WEEKS): 5

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

Knowledge	Skills
<ul style="list-style-type: none"> The life of the Buddha Key Buddhist teachings on the Three Marks of Existence and the Four Noble Truths How the Noble Eightfold Path guides Buddhists in their daily lives Buddhist places and types of worship Buddhist meditation Buddhist festivals including Wesak and Parinirvana Buddhist beliefs on reincarnation 	<ul style="list-style-type: none"> Explain beliefs and teachings Compare and Contrast beliefs Link religious beliefs and practices Write using PEE paragraphs

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Mutual Respect Individual Liberty	Beliefs and practices of one of the major world religions. Appreciation for the impact of religious beliefs on the daily lives of adherents.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Creative writing Writing using PEE paragraphs 	<ul style="list-style-type: none"> RE Teacher Chaplain Yogi Community Support

How will this topic be assessed?
<ul style="list-style-type: none"> 30 minute summative assessment which asks students to explain Buddhist beliefs and then compare these with Christian beliefs and explain their impact on Buddhist 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.

Programme of Learning

SUBJECT: Science

YEAR GROUP: 7

TERM: Spring and Summer

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 Rule of Law Mutual Respect Understanding everyone is the same on the inside 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 	<ul style="list-style-type: none"> Engineer Civil engineer Mechanic Scuba diver Research scientist Teacher

How will this topic be assessed?
<ul style="list-style-type: none"> 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.

Programme of Learning

SUBJECT: Science

YEAR GROUP: 7

TERM: Spring and Summer

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 	<ul style="list-style-type: none"> Audiologist, ENT doctor, Engineer, navy, fishing trawler

How will this topic be assessed?
<ul style="list-style-type: none"> 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
Computing:	C Rees c.rees@allhallows.net
Design & Technology:	S Lewis s.lewis@allhallows.net
Drama:	P Agyemang p.agyemang@allhallows.net
English:	M Esho m.esho@allhallows.net
Geography:	M Wojcik m.wojcik@allhallows.net
History:	R Chaddock r.chaddock@allhallows.net
Maths:	T Booth t.booth@allhallows.net
MFL:	S Owen s.owen@allhallows.net
Music:	R Fisher r.fisher@allhallows.net
Physical Education:	T Ratcliffe t.ratcliffe@allhallows.net
Religious Education:	L Fox l.fox@allhallows.net
Science:	S Spreadborough s.spreadborough@allhallows.net
Head of Key Stage 3:	R Antrobus r.antrobus@allhallows.net

