



# Programme of Learning

## Year 7

Spring 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 : January 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 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:** Spring

**TITLE OF UNIT:** Colour and Portraiture

**LENGTH:** 12 Weeks

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>Pupils will develop their understanding of colour theory and use colour to express various styles, realism, and moods.</li> <li>Pupils will learn about ideas, methods and approaches used by artist who focus on portraits and/or colour.</li> <li>Pupils will learn new techniques and develop their previous knowledge of a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will develop their ability to draw from primary and secondary sources as well as their imagination.</li> <li>Pupils will learn how to critically evaluate a piece of artwork and self-assess their own work to make improvements.</li> <li>Pupils will develop their drawings skills, learning the correct proportions and scale of the face.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<ol style="list-style-type: none"> <li>Respect</li> <li>Courage</li> <li>Responsibility</li> <li>Consideration</li> <li>Intellectual Curiosity</li> </ol> <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><b>Catholicism is present in all of our efforts to achieve SMSC.</b></p> <p><b>Social</b> – Student worked displayed and celebrated. Group activities, pupil evaluation about peer’s artwork.</p> <p><b>Moral</b> - 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><b>Cultural</b> – 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><b>Spiritual</b> – 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><b>It is an expectation of the department that students exercise these values in every aspect of their art lessons.</b></p>		

Literacy/Reading/Numeracy	Career specialisms referenced in studies
<p><b>Literacy skills:</b> Learn keywords, meaning and spelling. Evaluation techniques.</p> <p><b>Keywords:</b> Colour theory. Primary, Secondary &amp; Tertiary colours. Hue. Complimentary. Proportion. Scale. Mood. Expression.</p> <p><b>Numeracy skills:</b> Fractions, dividing proportions of the face. Percentages of mixing accurate colours</p>	<p>Artist - Portrait painter Photographer Textile/Graphic designer</p>

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

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

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

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:**

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

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Intellectual Curiosity		Inventors / developers of computing

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

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

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	<b>Tolerance</b> - Learning about other people's eating habits. <b>Democracy</b> - sharing equipment <b>Rule of Law</b> - Learning about the UKs governments Healthy eating guidelines <b>Individual Liberty</b> - 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
<b>Literacy skills:</b> Reading and following instructions, Comprehension, writing up reports. <b>Keywords</b> Cross contamination, bacteria, high risk foods, dietary fibre, carbohydrates, fats, sugar, vitamins, balanced guide, <b>Numeracy skills:</b> 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"> <li>1. Student self-Assessment criteria is on the inside front cover of the written books</li> <li>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.</li> <li>3. Practical work assessed and graded on completion of the practical session.</li> <li>4. Students will be having an end of module test to assess their knowledge and understanding.</li> </ol>

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

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

Literacy/Reading/Numeracy	Careers
<b>Key words:</b> ACCESSFM, typography, logo, template, net, colour theory, primary colours, secondary colours, tertiary colours, branding, corporate identity. <b>Research covering:</b> 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.

# Scheme of Learning

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

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

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

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

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

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

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

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

# 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:** Spring

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

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

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

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

# Scheme of Learning

**SUBJECT:** Drama

**YEAR GROUP:** Y7

**TERM:** Spring

**TITLE OF UNIT:** Revolting Rhymes

**(LENGTH)WEEKS:** 8

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>Students will understand the difference between naturalistic characters and stereotypes.</li> <li>Students will understand the 6 main areas of the stage.</li> <li>Students will understand how to use blocking to organise the movement in a performance.</li> <li>Students will understand the basics of stage lighting and how to cue this during in a performance.</li> <li>Students will understand the basics of using sound and how to cue this during a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Narration</li> <li>Mime</li> <li>Ensemble Work</li> <li>Blocking</li> <li>Lighting Basics</li> <li>Sound Basics</li> <li>Exaggeration</li> <li>Script</li> <li>Adaptation</li> <li>Interpretation</li> <li>Character</li> <li>Physical Theatre</li> </ul>

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

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li><b>Literacy and Reading:</b> Students will need to adapt a poem into a scripted performance where they can share narration.</li> <li><b>Numeracy:</b> Students will need to consider timing of lighting and sound cues, as well as blocking movement on 6 areas of a stage plan.</li> </ul>	<ul style="list-style-type: none"> <li>Actor</li> <li>Choreographer</li> <li>Technician (Lighting &amp; Sound)</li> <li>Director</li> <li>Workshop Leader</li> </ul>

How will this topic be assessed?
<p><b>Focus of assessment:</b> This topic will be assessed by a final performance that will include, acting and technical elements of lighting and sound.</p> <p><b>Strands: 3 + 4</b></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:** 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"> <li>The plot of The Speckled Band</li> <li>19<sup>th</sup> Century context</li> <li>Literary context – Detective fiction and key conventions of the genre</li> <li>Facts about Arthur Conan Doyle's life and background</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences based evidence from the text</li> <li>Making predictions based on evidence from the text</li> <li>Analysis of language, form and structure</li> <li>Using subject terminology accurately in responses</li> <li>Linking to 19<sup>th</sup> century context</li> <li>Exploring the writer's intentions</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> Democracy Rule of Law <b>Mutual Respect</b> <b>Individual Liberty</b>	Respecting points of view Issues of social justice and equality – 19 <sup>th</sup> 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"> <li>Development of vocabulary</li> <li>Accuracy and fluency in grammar, punctuation and spelling</li> <li>Proof-reading and editing</li> <li>Writing with coherence and cohesion</li> </ul> Reading: <ul style="list-style-type: none"> <li>Skimming, scanning, selecting information, close reading, inference</li> <li>Evaluation</li> <li>Comparison and synthesis</li> <li>Comprehension</li> <li>Analysis of language, form and structure</li> </ul> Numeracy <ul style="list-style-type: none"> <li>Identifying patterns</li> <li>Sorting information into sets and subsets</li> <li>Use of graphical representation</li> <li>Dates, timelines and chronology</li> <li>Interpretation of (numerical) data</li> </ul>	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

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

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"> <li>Development of vocabulary</li> <li>Accuracy and fluency in grammar, punctuation and spelling</li> <li>Proof-reading and editing</li> <li>Writing with coherence and cohesion</li> </ul> Reading: <ul style="list-style-type: none"> <li>Skimming, scanning, selecting information, close reading, inference</li> <li>Evaluation</li> <li>Comprehension</li> <li>Analysis of language, form and structure</li> </ul> Numeracy <ul style="list-style-type: none"> <li>Identifying patterns</li> <li>Sorting information into sets and subsets</li> <li>Use of graphical representation</li> <li>Dates, timelines and chronology</li> </ul>	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

**How will this topic be assessed?**

Formative: Write the opening paragraph of a detective story.

Summative: Write an extract of a detective story.

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

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

**How will this topic be assessed?**

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.

# Scheme of Learning

**SUBJECT: Geography**

**YEAR GROUP: Year 7**

**TERM: Autumn Term 2**

TITLE OF UNIT: World Water

(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"> <li>• Understanding our basic human rights – UN</li> <li>• Water cycle - key terminology</li> <li>• Factors that affect this water cycle</li> <li>• Oceans</li> <li>• 5 major oceans                             <ul style="list-style-type: none"> <li>○ Knowing the difference between Ocean, Sea and gulf</li> <li>○ Understanding how currents work</li> <li>○ Explain the natural and human uses of the oceans</li> <li>○ Identify reasons why oceans are threatened</li> </ul> </li> <li>• Coral Reefs                             <ul style="list-style-type: none"> <li>○ Location</li> <li>○ 4 types of coral reefs</li> <li>○ Why Coral reefs are important</li> <li>○ What the threats are</li> <li>○ How we can protect them</li> </ul> </li> <li>• Ocean Plastic                             <ul style="list-style-type: none"> <li>○ Describe what the GPGP is</li> <li>○ The impacts of plastic in our oceans</li> <li>○ The solutions to this problem</li> </ul> </li> <li>• Exploring how climate change has impacted on our oceans – sea level rise</li> <li>• Causes – Thermal expansion and melting ice caps</li> <li>• Case study- Maldives</li> <li>• Define sustainability</li> <li>• Explain how we can use our oceans more sustainably</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a location statement – hemisphere, continent, landlocked v neighbouring</li> <li>• Extracting information from an Atlas</li> <li>• Reading compass directions</li> <li>• To communicate via describing</li> <li>• To communicate via explanation</li> <li>• To start to communicate via evaluation</li> <li>• Comprehension</li> <li>• Extracting information from current media sources</li> <li>• Using case study info to support points</li> </ul>

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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Comprehension Spelling of key terms	Environmentalism Tourism Media NGO organisations

<b>How will this topic be assessed?</b>
End of term assessment covering knowledge learnt in the topic through exam style questions of 'describe' and 'explain' of 2 and 4 mark length

# 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 - Spring**

**TITLE OF UNIT – Why was Thomas Becket murdered?**

**(LENGTH)WEEKS – 4 lessons**

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

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• The power of the Church in the 1100s.</li> <li>• The power of the monarch in Medieval England.</li> <li>• Relationship between Becket and Henry II</li> <li>• The events of Thomas Becket's death.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronological understanding of the past</li> <li>• Placing events into chronological order</li> <li>• Cross referencing and making inferences from sources</li> <li>• Identifying and classifying causes.</li> <li>• Finding and explaining links between causes</li> <li>• Making judgements supported with historical evidence and knowledge.</li> </ul>

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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<ul style="list-style-type: none"> <li>• Key words and definitions</li> <li>• Timelines</li> <li>• Putting events into chronological order</li> </ul>	Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

**How will this topic be assessed?**

Written assessment answering the enquiry question.

# Scheme of Learning

**SUBJECT** History  
**YEAR GROUP** Year 7  
**TERM** Spring  
**TITLE OF UNIT** What did Western Europe learn from the Crusades?  
**(LENGTH)WEEKS** 3 Lessons

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>To explore the meaning behind the word 'crusade'.</li> <li>To look at the chronology of the crusades.</li> <li>To explore life in the Medieval East.</li> <li>To describe and explain why different people went on crusade.</li> <li>To describe and explain the impact of the crusades on the Western world</li> </ul>	<ul style="list-style-type: none"> <li>To use maps to locate the Medieval East.</li> <li>To identify similarities and differences between Medieval West and the Medieval East.</li> <li>To identify and explain the impact of the crusades on the West.</li> <li>To identify and explain historical change and continuity.</li> <li>To use historical knowledge and evidence to make judgements.</li> <li>To use evidence to support and refute historians.</li> <li>To use historical sources.</li> </ul>

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
<ul style="list-style-type: none"> <li>Reading and comprehension.</li> <li>Use of primary source material with specific glossary.</li> </ul>	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?**

Teacher assessment

# Scheme of Learning

**SUBJECT** History

**YEAR GROUP** 7

**TERM** Spring

**TITLE OF UNIT:** How does history remember Richard I?

**(LENGTH)WEEKS:** 2 lessons

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>The crusades and Richard's role during the crusades.</li> <li>A brief history of Richard's reign and his family tree.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the meaning of historical interpretations.</li> <li>Identify different interpretations of Richard I.</li> <li>Explain the reason why history has remembered Richard I in many ways</li> <li>Engage with historical scholarship.</li> <li>Use historical evidence to challenge misconceptions about Richard I and his reign.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> Courage Responsibility Consideration <b>Intellectual</b> Curiosity	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> Individual Liberty	Awareness of medieval religious beliefs. Working with classmates.

Literacy/Reading/Numeracy	Careers
Reading historical scholarship and interpretations of Richard over time.	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Journalist

How will this topic be assessed?
Teacher assessment.

# Scheme of Learning

**SUBJECT** History

**YEAR GROUP** 7

**TERM** Spring

**TITLE OF UNIT:** How significant was Magna Carta?

**(LENGTH)WEEKS:** 4 lessons

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

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Revisit power and the monarchy from 1066 until 1200</li> <li>What was England like under King John</li> <li>Why did the Barons and King John argue?</li> <li>What were the main points from Magna Carta?</li> <li>What were the Provisions of Oxford and what does this tell us about Magna Carta?</li> <li>Brief history of Henry III reign</li> <li>The Bill of Rights</li> <li>The impact of the Magna Carta today.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain how power in England has changed from 1066-1200s.</li> <li>Describe and explain how the main points of the Magna Carta changed people's lives.</li> <li>To use the significance criteria to assess how important Magna Carta is.</li> <li>To use historical evidence to make supported judgements.</li> </ul>

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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<ul style="list-style-type: none"> <li>Key words and terms highlighted. How to construct detailed PEE paragraphs and correct use of grammar and punctuation.</li> <li>Use of key terms relating to significance, change and continuity.</li> <li>Looking at the Magna Carta's terms in the original language to explore their meaning.</li> </ul>	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.

# 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

<b>SUBJECT</b>	<b>Maths</b>
<b>YEAR GROUP</b>	<b>7</b>
<b>TERM</b>	<b>Spring 1</b>
<b>TITLE OF UNIT</b>	Fractions, Decimals and Percentages
<b>(LENGTH)WEEKS</b>	5

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

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>Understand the relationship between decimals, fractions and percentages and convert between these different forms</li> <li>Convert between mixed and improper fractions</li> <li>Add and subtract fractions and mixed numbers with the same or different denominators</li> <li>Solve problems involving use of fractions</li> <li>Understand the relationship between decimals, fractions and percentages and convert between these different forms</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
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.

<b>How will this topic be assessed?</b>
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.

# Scheme of Learning

**SUBJECT** Maths  
**YEAR GROUP** 7  
**TERM** Spring 2  
**TITLE OF UNIT** Algebraic Thinking and Manipulation  
**(LENGTH)WEEKS** 7

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

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>• Fluent use of algebraic language and notation, including the conventions of algebra</li> <li>• Manipulation of algebraic expressions, including expanding, factorising, simplifying and substitution</li> <li>• Techniques with algebraic equations, including forming equations to represent a scenario, and solving equations in one variable.</li> <li>• Recognise and continue sequences, generate sequences from a rule, identify the rule for a given sequence.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
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.

<b>How will this topic be assessed?</b>
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.

# 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 En classe

(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"> <li>To learn how to tell the time in French.</li> <li>To give opinions and reasons about school subjects.</li> <li>To talk about what you wear to school focusing on adjectival agreements</li> <li>To talk about what your school day is like using the present tense of -er verbs</li> </ul>	<ul style="list-style-type: none"> <li>Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying positive or negative opinions</li> <li>Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers.</li> <li>Writing – focusing on grammatical accuracy (adjectival agreements) and opinion phrases</li> <li>Speaking – to describe a photo and to focus on the formulation of questions to ask someone about their school day</li> <li>Translation - from French to English and simple phrases from English to French</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> Courage Responsibility <b>Consideration</b> <b>Intellectual Curiosity</b>	Tolerance <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	<b>Cultural</b> – To understand what school life is like in France (timetable, lessons...) <b>Social</b> – to understand different people's opinions of their school and subjects <b>Moral</b> – to explore and be respectful towards school life in different cultures

Literacy/Reading/Numeracy	Careers
<p><b>Literacy skills</b> are developed through grammar focus (present tense of -er verbs, adjective agreements and negatives).</p> <p><b>Reading skills</b> are developed through error spotting, reading for gist and comprehension tasks.</p> <p><b>Numeracy skills</b> are developed through learning how to tell the time in French using an analogue clock.</p>	<p>All language and travel based careers such as a translator and interpreter.</p>

**How will this topic be assessed?**

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.

# 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:** Find your voice

**(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"> <li>• How to identify features of successful vocal performance, and how to use one's voice when singing</li> <li>• How to use the voice in a variety of ways</li> <li>• How to identify and explain elements of music</li> <li>• Identify what a scale and arpeggio is</li> <li>• Identify what beat boxing is</li> <li>• Identify what acapella singing is</li> <li>• Identify song structures</li> </ul>	<ul style="list-style-type: none"> <li>• How to develop communication skills within an ensemble, learning to adjust when necessary.</li> <li>• How to maintain an independent part within a small ensemble when singing</li> <li>• Demonstrate how to use the voice creatively</li> <li>• Perform by beat boxing and creating an interesting performance</li> <li>• Be able to suggest, follow and lead simple performance directions.</li> <li>• Sing with accurate tuning and in time</li> <li>• Sing in unison and in harmony</li> <li>• Identify features and elements of music through listening</li> <li>• Develop leadership skills</li> <li>• Create a vocalised version of a song</li> </ul>

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

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

How will this topic be assessed?
Students would take their knowledge of singing and, as a group, would create a vocalised version of a song. At the end of the term this group performance would be assessed. The group would receive peer feedback from the class, and individual feedback and marks from the teacher.

# Scheme of Learning

**SUBJECT: Music**

**YEAR GROUP: Year 7**

**TERM: Autumn Term 2**

TITLE OF UNIT: Hooks and Riffs

(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"> <li>How to recognise and identify what hooks, riffs and ostinatos are and where they occur in songs, popular music and music from the Western Classical Tradition.</li> <li>To explain how hooks and riffs are used within pieces</li> <li>How to use Garage Band</li> <li>Identify and explain elements of music</li> <li>Identify and explain what an ostinato is</li> <li>Identify notes on a treble clef stave</li> <li>Identify and explain what a pentatonic scale is</li> </ul>	<ul style="list-style-type: none"> <li>Perform existing hooks, riffs and ostinatos and create their own with support.</li> <li>To develop an awareness and understanding of musical vocabulary to describe music with.</li> <li>How to identify and explain elements of music and their effect within own composition (such as dynamics and structure)</li> <li>How to identify features of music through listening</li> <li>How to read and compose music on a treble clef stave</li> <li>How to use a DAW (Garage Band) to compose a piece of music using an ostinato, hooks and riffs, using the C major pentatonic scale</li> <li>How to add an accompaniment with chords to the composition</li> <li>How to add a melody to the composition, using the C major pentatonic scale</li> </ul>

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

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

## How will this topic be assessed?

Students would take their knowledge of hooks, riffs and composition, and learn how to compose a piece of music containing hooks and riffs on Garage Band throughout the term, and at the end of the term this composition would be individually assessed by the teacher.

# 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:**

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

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
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:**

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

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
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

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

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:**

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

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
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 analyst

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

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

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

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

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:**

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

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
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

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
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.

<b>How will this topic be assessed?</b>
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"> <li>• Orientating a map</li> <li>• Map symbols</li> <li>• Line features / Handrails</li> <li>• Scale</li> <li>• Attack points</li> <li>• Types of orienteering course</li> </ul>	<ul style="list-style-type: none"> <li>• Orientating a map</li> <li>• Map Reading</li> <li>• Handrailing</li> <li>• Measuring distance</li> <li>• Aiming off</li> <li>• Thumbing</li> <li>• Map memory</li> <li>• Completing courses</li> </ul>

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"> <li>• Understand the basic Laws of Rugby Union</li> <li>• Be able to identify a Ruck and understand the Laws surrounding this situation within the Game</li> <li>• Understand the formation of a defensive and attacking line</li> <li>• Understand how to create a 2v1 situation when attacking</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to perform a Pop Pass within a structured drill and a Match environment</li> <li>• 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</li> <li>• Be able to perform each of the three roles within a Ruck – ball placement from being tackled, defending the Ruck and attacking the Ruck</li> <li>• 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</li> <li>• 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</li> </ul>

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:**

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

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
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

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

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"> <li>• Reflecting on our own religious beliefs and other beliefs in the UK to promote tolerance</li> <li>• Understanding who God is and how religious believers express their relationship with God</li> <li>• Understanding the background and ethos of the school to contextualise our culture of 'Gospel values'</li> </ul>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• Creative writing (applying information from lesson to write for a specific target audience and convey meaning)</li> <li>• Reading and analysing information in Bible passages</li> <li>• Applying Bible stories and teachings to our own lives</li> </ul>	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"> <li>• the Seven Sacraments</li> <li>• Baptism, Reconciliation, Sacrament of the Sick</li> <li>• Parables of Jesus</li> <li>• Christian Symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Extended writing- PEE paragraph structure</li> <li>• Analysis of religious texts</li> <li>• Interpreting the symbolism of Parables and symbols used within sacraments</li> <li>• Creative drawing</li> <li>• Creative writing- applying knowledge from the module to create persuasive letters, presentations and information booklets</li> <li>• Group work- collaborating with peers, gathering information from secondary sources, public speaking</li> </ul>

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"> <li>• Moral decisions with respect to parables.</li> <li>• Understanding forgiveness and how this contributes to a cohesive society</li> <li>• Understanding the religious practices of Catholics to better understand the culture of the school</li> <li>• Understanding how sacraments nurture Catholic's relationship with God</li> </ul>

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:**

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

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

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

<b>How will this topic be assessed?</b>
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**

**TERM Spring**

TITLE OF UNIT Muscles and bones.

(LENGTH)WEEKS 3

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>Describe the muscles involved in breathing.</li> <li>Describe the muscles and parts of the circulatory system.</li> <li>Describe the parts of the skeleton and explain how they link to movement.</li> <li>Describe the different types of drugs and the effects on the body.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas of scientific questioning and reasoning.</li> <li>Apply knowledge to explain how their own bodies work every day.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p><b>Respect</b> – Respecting different body types.</p> <p><b>Responsibility</b> – Starting to take responsibility for their own health.</p> <p><b>Intellectual Curiosity</b> – Explain the ways their own bodies are put together and why.</p>	<p><b>Tolerance</b> –</p> <p><b>Rule of Law</b> –</p> <p><b>Mutual Respect</b> – Understanding everyone is the same on the inside.</p> <p><b>Individual Liberty</b> –</p>	<p>Starting to think about health and fitness culture.</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>Doctor, physiotherapist, sports science, athlete</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** Spring

**TITLE OF UNIT** Mixtures and separation

**(LENGTH)WEEKS** 3

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>Describe what kind of mixtures there are.</li> <li>Describe what is seen when a solid dissolves, and correctly use the terms: soluble, solute, solvent, solution.</li> <li>Describe what happens when liquids evaporate.</li> <li>Describe safely differences between evaporating and boiling</li> <li>Describe how chromatography is used to separate mixtures.</li> <li>Explain how chromatography works</li> <li>Explain how distillation can be used to separate a solvent from a solution</li> </ul>	<ul style="list-style-type: none"> <li>Filtering saturated solutions</li> <li>Heating substances safely</li> <li>Know how to identify variables and plan an investigation</li> <li>interpret a chromatogram.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect and Consideration</b> responsibility for disposing of waste properly and not contaminating water supplies	Rule of Law Chromatography and its potential use in identifying illegal substances	Understand the importance of providing safe drinking water for all and how in some countries it is a problem facing their society

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>How to write a method</li> <li>Measuring mass accurately</li> </ul>	Chemist, chemical engineer, forensic scientist

How will this topic be assessed?
Class tests and year 7 main assessment in May

# Scheme of Learning

**SUBJECT** Science

**YEAR GROUP** 7

**TERM** Spring

**TITLE OF UNIT** Acids

**(LENGTH)WEEKS** 3

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>Recognise the hazard symbols.</li> <li>Recognise common hazards in the lab.</li> <li>Describe how indicators are used to distinguish between acidic, alkaline and neutral solutions.</li> <li>Describe the main features of the pH scale</li> <li>Recall that acids react with alkalis and this is called neutralisation.</li> </ul>	<ul style="list-style-type: none"> <li>Handle acids and alkalis safely</li> <li>Writing a risk assessment</li> <li>Interpret a word equation to identify the products and reactants in a chemical reaction.</li> <li>Describe the reactions of acids with bases.</li> <li>Explain how everyday examples of neutralisation are useful (antacids, toothpastes, treating waste gases, rust removal).</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage <b>Responsibility</b> for safe practice when using chemicals in the home Intellectual curiosity Consideration	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Use of pH to test for acidic soil- links to pollutants in acid rain.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>Planning for hazards and risk</li> <li>Writing titles</li> </ul>	Chemist, chemical engineer, forensic scientist, doctor, biochemist, pharmacologist, clinical researcher, patent attorney

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 Spring**

TITLE OF UNIT Current electricity

(LENGTH)WEEKS 3

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

Knowledge	Skills
<ul style="list-style-type: none"> <li>Recall materials that are conductors and insulators</li> <li>Identify common circuit components and their symbols.</li> <li>Recall the differences between how current behaves in series and parallel circuits and describe and predict what the current is like at different points in a series circuit and parallel circuit.</li> <li>Describe how the resistance of a wire varies with its length and thickness.</li> </ul>	<ul style="list-style-type: none"> <li>Model circuits using simple circuit diagrams.</li> <li>Draw series and parallel circuit diagrams</li> <li>Measure current and potential difference</li> <li>Evaluate a physical model for electric circuits on how well it explains data or observations.</li> <li>Build circuits and investigate current, potential difference and resistance.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect <b>Courage</b> – being resilient when investigations don't go to plan Responsibility Consideration <b>Intellectual</b> <b>Curiosity</b> – Investigating something quite abstract	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Have respect with regards to the way electricity has changed the way we live

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>Know the units for current, potential difference and resistance</li> <li>Calculate current and potential difference</li> </ul>	Electrician/engineer/teacher/avionics engineer

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.

<b>Art:</b>	S Bollard	<a href="mailto:s.bollard@allhallows.net">s.bollard@allhallows.net</a>
<b>Computing:</b>	C Rees	<a href="mailto:c.rees@allhallows.net">c.rees@allhallows.net</a>
<b>Design &amp; Technology:</b>	S Lewis	<a href="mailto:s.lewis@allhallows.net">s.lewis@allhallows.net</a>
<b>Drama:</b>	P Agyemang	<a href="mailto:p.agyemang@allhallows.net">p.agyemang@allhallows.net</a>
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<b>Head of Key Stage 3</b>	R Antrobus	<a href="mailto:r.antrobus@allhallows.net">r.antrobus@allhallows.net</a>

