

# Great Wyrley Academy

## Curriculum Guide

Year 7





## CURRICULUM GUIDE

Dear Parent,

At Great Wyrley, we are proud of the support and guidance we offer our students and their parents. We place great importance on our home school links and consider it very important for students to know that home and school are working together in their interests. Our Curriculum Guide for Year 7 shows you what your child is learning and the key skills they are developing within each subject and across the curriculum. Our curriculum intent is to ensure all students regardless of background and ability have the opportunity to “unlock their academic and personal potential” We are committed to students being challenged from their previous key stage learning experiences, and providing them with the foundation for academic success in examinations

Mr J Studholme  
Deputy Headteacher

# How can you help as a parent?



At Great Wyrley, we want your child to succeed. You can help us to help your child to settle in to Year 7 in the following ways:

Please work with us to make sure that your child:

- Has a suitable bag for books and equipment (check their bag with them the night before to make sure they have what they need)
- Always brings the correct equipment to school
- Does homework regularly
- Reads regularly (encourage them to use the school and public library)
- Talks to you about progress in school and targets set
- Attends regularly and is always punctual
- Participates in out of hours learning opportunities and House activities

# English

## Subject Intent

We want to inspire a love of language and literature, through an engaging and challenging curriculum.

## What will I be studying? Topics/Overview

### Cycle 1 Gothic Monsters

### Cycle 2 Poetry and Creative Writing

### Cycle 3 Shakespeare and a novel

English at Great Wyrley Academy is an exciting adventure where you will get the opportunity to explore a variety of different texts and topics. You will join forces with some of the great literary detectives in our Crime unit and Explore Gothic literature through a study of Pullman's play 'Frankenstein'. You will also learn about what life was like in the 1600s when Shakespeare was writing his plays and poems and develop your love of reading through a range of fun-filled extracts ranging from the 18<sup>th</sup>-21<sup>st</sup> century.



## How are teaching groups organised?

Initially you will be placed in a band dependent on your Key Stage Two performance in English. Your class teacher will then monitor you closely over the next half term to ensure you are being both supported and challenged effectively. There are regular movements throughout the year to ensure you can reach your maximum potential.

## How we challenge/support your learning

In English we believe that both challenging and supporting our learners is very important. Whether this is through our enthralling Master classes and Booster sessions or in our Accelerated Reading programme - there are a range of activities available to ensure that you feel both challenged and inspired through your English studies.

## How will the student be assessed?

In English you will be assessed through reading, writing and speaking and listening skills. This will occur during key moments in each topic to ensure that you are both challenged and supported appropriately. You will be assessed against key aspects of the English curriculum such as your ability to comment on the effect on the reader and use evidence to support your ideas.

Throughout each unit there are many opportunities for self and peer assessment with regular target setting and evaluation. This will help you to reach your maximum potential in English.

## Threshold Concepts

**TC1:** understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations

**TC2:** Writers' methods

**TC3:** Show understanding of the relationships between texts, comparing their ideas and the contexts in which they were written.

**TC4:** Evaluate writers' craft- including comparison skills

**TC5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

**TC6:** Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation.

**TC7:** Speaking and listening - in different contexts and for a variety of audiences and purposes

**TC 8:** Spelling

# Mathematics

## Subject Intent

All students to believe they are capable of achieving high standards and becoming competent and resilient mathematicians



## What will I be studying? Topics/Overview

**Cycle 1** Algebra and Number

**Cycle 2** Shapes, Fractions and Percentages

**Cycle 3** Coordinates and Graphs, Ration and Proportion

## Threshold Concepts

TC1: Expressions  
TC2: Proof  
TC3: Numeracy  
TC4: Approximation  
TC5: Shapes  
TC6: Dimensionality  
TC7: Integers  
TC8: Non-integers  
TC9: Coordinates  
TC10: Functionality  
TC11: Multiplicativity

## How will the student be assessed?

You will have three Key Assessment Tasks spread throughout the year with one being an end of year exam in the summer term. There will also be Key Learning Tasks in-between in order for you to check your progress and identify areas for improvement

## How are teaching groups organised?

The groups are set according to ability. You will be broadly set based on your KS2 performance with the opportunity for movement when appropriate.

## How we challenge/support your learning

There will be an after-school support session available if students have found a topic difficult or would like some extra help.

Set 1 are given the opportunity to take part in the UK Junior Mathematics

## Useful resources, websites and extra curricular opportunities to support learning

There is a lunch time drop-in session if you have found a topic difficult or would like extra support. Please see your Maths teacher for the time and location of the session.

We subscribe to a website called mathswatch, students will be given a general login and password so that they can access this at home. The website has lots of Maths questions and students can click on the level they are working at to find explanations and questions to try.

# Science

## What will I be studying? Topics/Overview

Students follow the Activate teaching scheme where they will learn and apply Science in interesting and relevant contexts. This year is divided into 10 chapters:

- Cells
- Structure and function of body systems
- Reproduction
- Particles and their behaviour
- Elements, compounds and mixtures
- Chemical reactions
- Acids and Alkalis
- Forces
- Sound
- Light
- Space

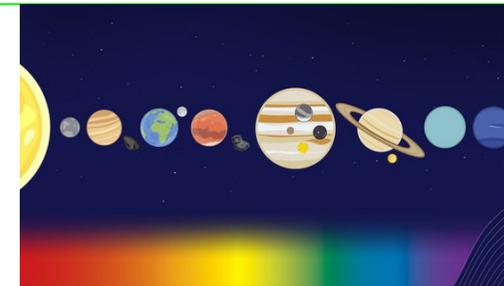


## Subject Intent

We aim to provide all students with the knowledge, skills and desire to become effective,

## Threshold Concepts

- TC1: Cells
- TC2: Interdependence
- TC3: Particles
- TC4: Chemical reactions
- TC5: Forces
- TC6: Energy
- TC7: Planning
- TC8: Obtaining
- TC9: Analysing (concluding / mathematical skills)
- TC10: Evaluation



## How will the student be assessed?

- Key assessed tasks are closed book tests
- Key learning tasks are skill orientated tasks where students

## How are teaching groups organised?

Students are taught in mixed ability

## How we challenge/support your learning

- All schemes of work are fully differentiated
- Students are required to research independently

## Useful resources, websites and extra-curricular opportunities to support learning

[www.bbc.co.uk/schools/ks3bitesize/science](http://www.bbc.co.uk/schools/ks3bitesize/science)

[www.scibermonkey.org/year.htm?y=7](http://www.scibermonkey.org/year.htm?y=7)

Science club

Science homework support

# Art and Design

## What will I be studying? Topics/Overview

Initially the start of the course involves a range of drawing skills, using different techniques and the importance of observation. This will build confidence and create a solid foundation for all other skills students will develop. Learning about the language of art and the formal elements is a key feature as well as how to develop sketchbook pages. Alongside exploring artists these skills will then be used to produce artwork, with the theme 'Portraits', in a range of media and processes, including painting.

## How will the student be assessed?

- Regular verbal feedback is given in lessons
- Assessment criteria is shared with students for mastering, meeting and working towards a particular skill.
- Work will be assessed against the criteria every half term, feedback is given with opportunities provided to refine work before final assessment.

## How are teaching groups organised?

Mixed ability groups

## How we challenge/support your learning

Students who have a particular talent will be encouraged to work more independently and develop their work in greater breadth and depth. They may be encouraged to work on a larger scale, use more challenging materials or more complex imagery. Different homework may be set.

## Subject Intent

We provide every student with the skills to become an independent creative learner and the opportunity to be inspired by the Arts and achieve success.



## Threshold Concepts

**TC1:** Works of art consist of formal art elements

**TC2:** Mark making, often in the form of drawing, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

**TC3:** Art, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways and is not dependent on language or logic.

**TC4:** Artists learn the 'rules' and conventions so they can decide when to break them.

**TC5:** The meanings of artworks are never fixed; what the artist

## Useful resources, websites and extra-curricular opportunities to support learning

[www.bbc.co.uk/bitesize/subjects/z6f3cdm](http://www.bbc.co.uk/bitesize/subjects/z6f3cdm) (KS3)

[www.bbc.co.uk/blast/](http://www.bbc.co.uk/blast/)

[www.npg.org.uk/](http://www.npg.org.uk/) National Portrait Gallery

[www.studentartguide.com](http://www.studentartguide.com)



# Design and Technology

## What will I be studying? Topics/Overview

Technology groups will experience a variety of subject areas under the Technology umbrella. This is done through rotations throughout the year covering all of the following areas;

Product Design

STEM project

Food Preparation and Nutrition



## How are teaching groups organised?

The Design and Technology groups are made up of mixed groups.

## How we challenge/support your learning

You will be given extension tasks in lessons in order to further develop your understanding

## How will the student be assessed?

Tasks and activities are assessed using a variety of techniques. Some by observation, some by judgment against the given criteria for the task and others are key assessments for which we use the departmental assessment criteria.

## Subject Intent

The Design and Technology (D+T) and Food Preparation and Nutrition (FPN) curriculums in KS3 are aimed at developing students, so that they become inquisitive, healthy and creative citizens.

## Threshold Concepts

**TC1: Research Purposefully:** Using a range of sources showing selectivity and analytical skill.

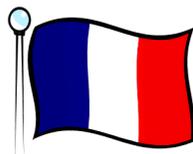
**TC2: Visual Communication:** Demonstrate innovation and creativity in response to a client's need/problem, using a range of 2D and 3D techniques.

**TC3: Safe working Practice:** Select and use tools and equipment safely and accurately in order to manufacture a high quality prototype that demonstrates a range of skills.

**TC4: Critical Reflection:** Demonstrate the ability to reflect critically throughout the design process showing an understanding for modification and improvement.

**TC5: Impact on Society:** Understand developments in Design and Technology, their ecological and social footprint with an awareness of the impact on society.

# French



## Subject Intent

We are committed to fostering the highest expectations in MFL and aim for all our learners to develop appropriate, high levels of linguistic ability, a set of transferable skills and an international growth mind set; deep, intercultural understanding.

## What will I be studying? Topics/Overview

Equal emphasis is given to the skills of listening, speaking, reading and writing. During the year students will cover the following topics:

1. Personal information
2. My school
3. Free time and hobbies
4. Town and my home
5. Holidays
6. Poetry and films

You will study the basics of the French language, learning how to hold a conversation and write a text in French about yourself, family and hobbies. You will learn how to express opinions and tell the time and to understand French texts and conversations about the topics you study. We will teach you new vocabulary and phrases by using games, songs, actions and by taking you through exercises in listening, reading, speaking and writing.



## How will the student be assessed?

You will be formally assessed once every half term in at least one skill from listening, speaking, reading and writing. We will also assess your skills informally when you create presentations, write texts or hold conversations in class.

## How are teaching groups organised?

Students are taught in mixed ability classes.

## How we challenge/support your learning

More able students will have the chance to put their skills to more practical use, to study the language in more detail, and to hold longer, more spontaneous conversations.

## Threshold Concepts

**TC1: Knowledge about the language.** Students understand key structures and patterns about language so that it can be manipulated.

**TC2: Linguistic Competence.** Students have linguistic skills that they adapt to deepen understanding, enable them to communicate effectively, take the initiative and cope with unexpected structures/unpredictable situations.

**TC3: Creativity.** Students are able to adapt and reuse language in modified forms, for different purposes/contexts, to enable them to use their imagination, express their own thoughts, ideas and feelings.

**TC4: Intercultural Understanding.** Students extend and develop their world knowledge so that they can make links/connections, recognise different ways of seeing the world.

## Useful resources, websites and opportunities to support learning

*A French dictionary*

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.livinglibrary.co.uk/s\\_browse.asp](http://www.livinglibrary.co.uk/s_browse.asp)

[www.tout.le.monde.co.uk](http://www.tout.le.monde.co.uk)

[www.french.about.com/library/begin/fun/b1-gameindex.htm](http://www.french.about.com/library/begin/fun/b1-gameindex.htm)

[www.linguascope.com](http://www.linguascope.com)

[www.languagesonline.org](http://www.languagesonline.org)

[www.duolingo.com](http://www.duolingo.com)

[www.wordreference.com](http://www.wordreference.com)

(online dictionary and verb conjugator)

# Geography

## Subject Intent

We aim to provide all students the knowledge and skills to become effective Geographers and citizens in the 21st century.



## What will the student be studying? Topics/Overview

### Cycle 1—Where in the World?

This topic includes the study of physical, human and environmental geography, map and atlas skills and fieldwork on our local area.

### Cycle 2—UK Physical Landscapes

This topic includes study of rivers and coasts in the UK, along with geology and the process that shape our landscape.

### Cycle 3—People and where they live

This topic includes the study of the movement of people across regions, processes of urbanisation and migration and sustainability of our ever-expanding world.

## How will the student be assessed?

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks) will be completed during the year.

You will be assessed using the mastery frameworks for geography that are specific to each study programme.

## How are teaching groups organised?

Students are taught in mixed ability classes.

## How we challenge/support your learning

Independent project work is available to challenge more able students. The mastery curriculum has been designed to enable increased depth and challenge for students.

## Threshold Concepts

**TC1:** To understand the concept of **place**, **space** and **scale** and how they constructed and **changing** over time.

**TC2:** To understand **processes** are key to explaining what the Earth is like and why it is **changing**.

**TC3:** To understand a range of **perspectives/stake-holders views** that exist on an issue to be able to find the most appropriate solution.

**TC4:** To understand that there are numerous natural and human **patterns** found on Earth and these are not random.

**TC5:** To understand that there are **interactions** between different components and concepts. This reinforces the idea that places are not separate, but are **interdependent** with each other.

**TC6:** To recognises and understands that **sustainability** (social, economic and environmental) is now a key strategy in a range of areas

## Useful resources, websites and extra-curricular opportunities to support learning

[www.googlemaps.com](http://www.googlemaps.com)

<http://www.woodlands-junior.kent.sch.uk/>

[Homework/Grainforest.html](http://Homework/Grainforest.html)

[http://www.bbc.co.uk/schools/websites/11\\_16/site/geography.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml)

<https://s-cool.co.uk/gcse/geography>

# History



## What will I be studying? Topics/Overview

### Cycle 1—How far did the Normans change Britain?

In this topic students will be studying events following the succession crisis in 1066. They will be critically reflecting on the William the Conqueror's victory at the Battle of Hastings and how he sustained power in Medieval England.

### Cycle 2—Did medieval kings control England absolutely?

Students will be studying a variety of Kings including King John and King Henry II and evaluating their control whilst in power.

### Cycle 3—To what extent was Tudor England a golden age?

In the summer students will be exploring Tudor Monarchs and investigating the religious, foreign and domestic policies.

## Subject Intent

Our mission is to create Historians who have an enquiring mind, read critically, are able to appreciate how history is constructed and see history as an unfolding story which involves us all.

## Threshold Concepts

- TC1-** Understanding that history is subjective.
- TC2-** Sources are pieces of evidence
- TC3-** Understand that history is interconnected
- TC4-** Appreciate the otherness of History.
- TC5-** Appreciate the significance of a person
- TC6-** Understand factors that lead to change and continuity
- TC7-** Assess the extent of similarity and

## How will the student be assessed?

One KAT per term

One KLT per term

## How are teaching groups organised?

Students are taught in mixed ability classes for History.

## How we challenge/support your learning

- Targeted questions
- Stretch and challenge
- Differentiated work
- Group Work

## Useful resources, websites and extra-curricular opportunities to support learning

[www.spartacuslearning.co.uk](http://www.spartacuslearning.co.uk)

[www.activehistory.co.uk](http://www.activehistory.co.uk)

# Music

## Subject Intent

We believe music should encourage engagement and creativity in all students. It encourages and develops key skills such as leadership and teamwork and can help



### What will I be studying? Topics/Overview

Students will study two topics, which will gradually develop their musical skills, focusing on performing, composing, listening and evaluating.

The topics studied in Year 7 are as follows:

- Musical Elements - Rhythm & Pulse
- Performance Skills - Keyboard Skills

### How will the student be assessed?

Students are assessed in their lessons and key learning tasks take place at regular times.

Students will focus on practical work including

performance and composition work along with other specific key musical skills that are specific to each topic studied.

The Music Department uses mastery statements to report to students how well they are working.

Each student is also monitored in terms of their progress over the year and key stage. This is updated in line with school policy.

All students are issued with an Individual progress booklet to enable them to keep a record and plot their progress over the course of a year.

### How are teaching groups organised?

Music is currently taught for 1 x 50 minute lesson per week. The students are taught as mixed ability groups.

### How we challenge/support your learning

In lesson time, there are a range of extension tasks that are available to our 'talented' students.

Students also have many opportunities to participate in music clubs, workshops, and concerts as well as opportunities to develop their leadership skills.

Peripatetic tuition (instrumental lessons) is also available which is managed by the Music Curriculum Leader here.

### Threshold Concepts

#### Performing

**TC-P1:** Understand how notation works across a number of genres and traditions.

**TC-P2:** Be able to apply the understanding of notation score to a number of instruments.

**TC-P3:** Understand the importance of music being performed live.

#### Composing

**TC-C4:** Be able to apply knowledge of musical elements when creating music.

**TC-C5:** Understand key features used in different music, and why they are used, and be able to apply these to compositions.

#### Listening and Appraising

**TC-L6:** Understand the terminology associated with musical elements and be able to apply these when describing a range of music.

**TC-L7:** Be able to compare and evaluate music against certain criteria

### Useful resources, websites and extra-curricular opportunities to support learning

We offer a wide range of clubs aimed at all ability levels and for all musical tastes. Some clubs are aimed at our more advanced musicians to provide challenge. To see the range of our activities, please see the extra-curricular music timetables displayed around the music department.

# Physical Education

## How are teaching groups organised?

Students are taught in single gender groups when possible,

## How will the student be assessed?

Assessment is continuous from the initial base assessment through to formative feedback and target setting in every unit of work.

All assessments are made against age appropriate expectations of the students with a summative end of unit evaluation taking place to the students mastery of the activity. Students are encouraged to continually use some form of self-assessment and peer-assessment throughout the activity.

Assessment is also supported by overall performance and ability seen in extra-curricular clubs.

## Subject Intent

To ensure we equip our students with the tools necessary to both understand and lead a Healthy Active Lifestyle.

## What will I be studying? Topics/Overview

Students will participate in a range of activities and sports; through which they will develop their skills and practical performance, strategies and tactics/ compositional ideas alongside their ability to lead others and an increased understanding of health and fitness

**Cycle 1** Netball, Football, Hockey, Badminton, Basketball, Gymnastics, Dance, Handball, Health and Wellbeing

**Cycle 2** Netball, Football, Hockey, Badminton, Basketball, Gymnastics, Dance, Handball, Health and Wellbeing

**Cycle 3** Cricket, Rounders, Athletics, Dance, Handball, Health and Wellbeing

## How we challenge/support your learning

Within lessons students can expect:

- Differentiation in lessons – extension tasks
- Peer coaching in lessons
- Umpiring and officiating responsibilities in lessons

## Threshold Concepts

**TC1:** To develop an understanding of a Healthy Active Lifestyle, and how this can lead to lifelong participation in physical activity

**TC2:** To both understand and portray sporting behaviours and leadership skills

**TC3:** The ability to develop fundamental skills that will allow transference of skill from sport to sport

**TC4:** The understanding and demonstration of sequencing and Choreography

**TC5:** The delivery and response of effective communication

**TC6:** The ability to problem solve demonstrating a logical thought process in changing environments

## Useful resources, websites and extra-curricular opportunities to support learning

[www.sportengland.org.uk](http://www.sportengland.org.uk)

[www.sheu.org.uk](http://www.sheu.org.uk)

[www.uk.athletics.net](http://www.uk.athletics.net)

[www.wsf.org.uk](http://www.wsf.org.uk)

[www.bbl.org.uk](http://www.bbl.org.uk)

[www.uksports.gov.uk](http://www.uksports.gov.uk)

[www.netball.org](http://www.netball.org)

[www.lta.org.uk](http://www.lta.org.uk)

# Religious Education

## Subject Intent

Creating excellent philosophers and respectful religiously literate citizens of the future.



## What will I be studying? Topics/Overview

The Religious Education Scheme of Work introduces the students to two attainment targets—to learn about religion and to learn from religion.

**Cycle 1** Introduction to Religion

**Cycle 2** Belief in Practice

**Cycle 3** Philosophy of Religion

## Threshold Concepts

1. To understand that religious beliefs are interpreted differently, even with in the same religion or denomination.
2. To understand that religious practices have varying levels of adoption
3. To understand that misconceptions exist surrounding religious beliefs and practices that need addressing
4. To understand that religious values can be accepted and adopted by non-religious believers
5. To understand the varying impact of modern, often secular based, challenges to religious Beliefs
6. To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community)
7. To understand the variety of sources of authority within religion and the different approaches to them

## How will the student be assessed?

Students will be formally assessed at the end of each unit.

The assessments are either of a formal written nature or project work, reflecting on enquiry based skills.

These assessments establish the students' progress against the school's Mastery levels. From their performance students will be set targets to help them reach the next level.

## How are teaching groups organised?

Students are taught in mixed ability groups.

## How we challenge/support your learning

All students will be challenged to think deeply in Religious Education, supported by teachers who are passionate for both their subject and towards supporting individual student progression.

## Useful resources, websites and extra-curricular opportunities to support Learning

### Websites

BBC Bitesize KS3 Religious Studies  
RE Online  
RE Quest

### Books

Please visit the school library to see our extensive range of KS3 Religious Education books.

# Notes



# Notes

