



Swakeleys School for Girls

Year 7 Curriculum Guide by half term:
Autumn 1



SWAKELEYS SCHOOL FOR GIRLS

Year 7 students will study 16 subjects, all of which they continue until the end of year 8. The following provides families and students with guidance on each of these subjects starting with Autumn 1 below. It outlines what Year 7 will be taught, the type of assessment that they will experience and any resources that they will need. If you prefer, you can view this information by subject to see what the full academic year of learning in each subject looks like in our Curriculum Guide by subject publication. You can find this on our website at: <https://swakeleys.hillingdon.sch.uk/curriculum/>

You will see that many subjects mention 'Lighting Fires' – this is our approach to the first few lessons in secondary school which really aim to inspire and excite students about their learning with us!

Year 7 also have an internal exam period of two weeks where each subject will hold 'exam style' assessments during the same two week period. These fall in Summer 1 and are to give students a taste of what final GCSE exams will be like when the time comes! There is a separate document which details the content for each subject for these exams which is also on our website (see the link above).

Year 7 Curriculum Guide: Autumn 1

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Core subjects			
Maths	<u>Lighting fires</u> – welcome to maths with us! We will make maths fun and accessible for you all with teaching from a team of passionate maths teachers! Your first few lessons will be fun with numbers! You will then have some baseline testing which is nothing to worry about and just ensures we pitch our teaching at the right level for each one of you – no revision required! <u>Things you will cover:</u> • Number calculations & order of operations (calculate using BIDMAS) • Negative numbers (4 operations and problems in context) • Basic number properties including factors & multiples • Basic algebra (simplify, expand, substitute)	Baseline test is a one hour non-calculator written paper. No revision/preparation for this is required. Ongoing in class assessment, including regular skills checks. Formal assessment on this content will take place at the end of the autumn term.	Use the Independent Learning tab on <u>Sparx Maths</u> to work on specific topics.

English	Your English journey starts here! An amazing English team with passion and a love of English! You will be inspired by your first 5 lessons of 'Lighting Fires' on reading, including a collage competition, poetry, performance poetry and imaginative writing through murder mystery crime writing! You will then have 2 lessons of baseline reading and writing assessment preparation. Like in maths, our baseline testing is nothing to worry about and just ensures we pitch our teaching at the right level for each one of you!	Baseline reading: Comprehension of a fiction and non-fiction extract, plus one analysis and one evaluation question. 1 hour. Baseline writing: Narrative writing based on a prompt. 1 hour. These are done to determine targets.	Lessons can be reviewed on Google Classroom. Notes in exercise books. https://www.bbc.co.uk/bitesize/topics/z7kx6g8 https://www.bbc.co.uk/bitesize/topics/zj42m39
Science	Welcome to science and to our amazing team and facilities! We have 11 science labs all with top facilities to do practical work from using bunsen burners, testing pH, making circuits and much more! <u>What you will learn:</u> • Lighting fires based on key practical skills to get you ready for your practical work in science • Independent, dependent and control variables • Scientific equipment and using them • Bunsen Burners • Observation skills • Separating mixtures • Drawing graphs	Our baseline test is a one hour written paper. Revision of key practical skills such as; observations, drawing results tables and graphs is required. Ongoing in class assessment, including regular skills checks.	Seneca Learning Science club

Art	Art is everywhere...and the work of our students is all around the school....and it could be you next! All art lessons are with talented and specialist teachers and in dedicated art rooms. There is a baseline drawing assessment at the start to help us understand your ability. Elements of Art (<i>the following will run throughout the Autumn term</i>). The aim of this project is to introduce year 7 to the basic elements of art, and be able to identify the elements in artwork and in their own surroundings. Year 7 will learn new skills and techniques and explore the elements through drawings, mixed media and painting work. They will gain knowledge on how elements are used in a range of artwork and by various artists around the world. The focus on artist, crafts-people and designers include optical art designs by Bridget Riley, patterns from around the world (including ancient art by aboriginals and Islamic geometric art and other cultures). Contemporary female artists are also looked at such as the Brazilian artist Beatriz Milhazes to show how past influences have informed modern work.	On-going self/peer assessment in class. Elements of Art & design which include line, tone, texture, shape, form, composition, pattern and perspective. Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design. Skills – to creatively explore ideas and record experiences. To become proficient in basic drawing skills using a range of dry media. Understanding – to understand the historical and cultural developments of different artists, craft workers and designers art forms, use these ideas when creating your own work.	Key stage 3 art club will be available for students during a range of lunchtimes. Check out the clubs poster for more information. Resources shared on google classroom. Art competitions. Cross curricular opportunities, i.e. prop making for the school production, maths and science cross curricular work. Work displayed around the school.
Computer Studies	Computing is the now and the future! We have 11 computer rooms and two specialist teachers! You will create games, learn programming and also learn about how to access all of the IT we use in school too! CATs & ARTs testing is for the first few weeks but this is nothing to worry about! You will then learn: • How to log into the school system & EPraise • How to log into to Google Classroom • Start a project on “All about me.”	Online testing – no revision or preparation required for these baseline tests. Students present their work to the class. This is an informal assessment where students build their confidence and engage with their peers.	Google drives. Google slides. Google classroom. Powerpoint presentation.

Dance	A dedicated dance studio with a semi-sprung floor and a mirrored wall with bars will be your home for dance with us! <u>Introductory Scheme: Dance Toolbox</u> Developing skills such as footwork, gestures, action content, timing content, and performance skills including; expression, projection, extension and coordination. Students should develop how to be a good audience member. Key skills learnt in this unit are discipline, teamwork, respect, resilience and critical appreciation.	Assessment is via practical assessment and verbal Q&A. Assessment is ongoing every lesson by the teacher. There are numerous opportunities to observe each other and give feedback to peers.	Full PE kit, bare feet or soft dance shoes. Dance club at lunchtime. Check out the Performing Arts Extra Curricular programme. We'd love to see you there! Auditions for the School Production.
Design Technology (inc food)	Creativity is accepting mistakes, design is knowing which ones to keep! We have two food rooms, a DT room and a textiles room all of which are fully resourced for you to experience all aspects of DT, including some cooking to take home! <u>Introduction to materials: paper & board.</u> Students will start by making pop-up cards in a variety of designs using different types of mechanism. They will then look at the work of other designers, carry out product analysis on a variety of pop up books. Working in small teams, they will design a pop-up book, based on a provided brief. Alongside these activities, students will learn about the processes used to make paper and board into products.	Formative: Response to questions during knowledge section. Observation during making activities. Summative: Completed product analysis. Plenary quizzes. Formative 2: End of unit assessment of completed product (making assessment).	https://www.hawcockbooks.co.uk/ https://www.robertsabuda.com/pop-ups.html

Food	Everyone loves food! <u>Introduction to Food & Nutrition.</u> Students will explore food commodities and make a fruit crumble. An introduction to why we need food (focus on nutrition and the Eatwell Guide). Practical outcome: savoury muffins. Food provenance- where does our food come from and how is it grown? Practical outcome: scone based pizza. <u>All students will complete either DT or Food during Autumn 1.</u>	Formative: Response to questions during knowledge section. Observation during making activities. Plenary quizzes. Summative: End of unit assessment of completed product.	
Drama	Creating, performing and responding! Welcome to Drama! We have a Drama Studio with full lighting and a recital room, along with the Hall for our amazing School Production – you will be spoilt for choice with clubs too! <u>Introductory Scheme</u> Basic performance techniques and understanding what makes a “good” performance. Understanding how to act as an audience member and how to give constructive feedback.	On-going self/peer assessment in class. Assessment of drama performance.	Check out the Performing Arts Extra Curricular programme. We’d love to see you there! Auditions for the School Production.

French	Point de départ: (Introduction to the start of term) Unit 1: As-tu des frères et soeurs? (To talk about siblings using verb 'to have') Unit 2: Voici ma salle de classe! (Describing a classroom using articles) Unit 3: Tu aimes ça? (Talking about likes and dislikes, using the verb 'to like' and articles) Unit 4: Tu es comment? (Describing yourself and others using agreement of adjectives) Unit 5: Qu'est ce que tu fais? (Saying what you do using infinitives and regular '-er verbs') Unit 6: On parle (Speaking about yourself) S&C: avant j'avais / j'étais; j'aimerais avoir/être, il y a /il y avait, j'aimais	Regular vocabulary test on key words taught in the module Mid-Module 1: a translation exercise End of Module 1: This is to test knowledge, understanding and skills of Module 1: La rentrée (school – start of term). It will be done via listening, reading, and translation into English and French. Revision work: (Teacher led in class).	Student notes in exercise book Resources shared on Google Classroom Dynamo 1 Textbook (in class) Dynamo 1 workbook (in class) The Languagenut website is also an excellent resources
Geography	Lighting Fires lessons on Geography in the News – these are written and updated annually in order to cover the most up-to-date Geography. Geographical Skills Students will cover the following fundamental skills: • Continents, countries and oceans • Types of Geography • Grid references (4 and 6) • Distance and scale • Symbols • Direction • Height on a map • Longitude and latitude	An online Baseline Assessment to gauge level of knowledge, understanding and skills. This will be in the form of multiple choice questions on a Google Form. Written test paper to include multiple choice and short answer questions.	All lessons will be made available on the Google Classroom. Exercise books. BBC Bitesize Geog. Textbooks

German	Kapitel 1: Meine Welt und ich (Module 1: My world and I) - Unit 1: Hallo ! (Greetings) - Unit 2: Eins, zwei, drei... (Counting up to 19, including the verb 'to be') - Unit 3: Ich wohne in Deutschland (Saying where you live, including the verb 'to live' and the German alphabet) - Unit 4: Meine Welt ist wunderbar! (Describing your personality, including possessive pronouns) - Unit 5: Meine Sachen (Asking and answering questions about your possessions, including use of German grammatical genders of nouns) - Unit 6: Ich über mich (Writing skills) S&C: Introduction to other irregular verbs, e.g. Next year I will be ... years old/ - I would like to be + character/place you would like to live (<i>Ich möchte..... sein/wohnen</i>)	Regular vocabulary test on key words taught in the module. Mid-Module 1: a translation exercise End of Module 1: This is to test knowledge, understanding and skills of Module : Meine Welt und ich. It will be done via listening, reading, and translation tests into English and German. Revision work: (Teacher led in class).	Student notes in exercise book Resources shared on Google Classroom Stimmt 1 Textbook (in class) Stimmt 1 workbook (in class) The Languagenut website is also an excellent resource
History	History is happening around us every second! It is not just the past, but the present and the future!! You will find history fun, exciting and may learn a thing or two that surprises you too! ‘Lighting Fires’ lesson on chronology and water and sanitation through time, followed by a baseline assessment to help us teach you well! Students then begin the topic Who were the Ancient Britains and how diverse were they? • Who lived in Roman Britain? • What was it like to live under Roman rule? • Women in Roman Britain • Hadrian’s Wall and what it shows about diversity • Boudicca’s revolt and dark ages • Who were the Ancient British?	Baseline test for one lesson to assess key history skills. Ongoing in class assessment and a self-assessed levelled essay at the end of the unit. Each unit of study has a progress tracker where students can monitor what they have learnt in each unit of study. These are completed at the start and end of each enquiry unit.	Lesson resources will be available on Google Classroom for consolidation and revision. Pupil exercise books. <u>What was life like in Roman Britain? - BBC Bitesize</u>

Music	Join the Chorus! From Beethoven to Jazz beats, from Chinese music to African rhythms – we cover it all! We have a full range of musical instruments, a dedicated music room with keyboards for all students, 6 practice rooms and a recital room! Bring it on! <u>Rhythm and Metre</u> Understanding of the term rhythm and rhythmic values. Learning how to perform rhythms in time. Learning how to compose a piece with a set structure. Listening to a variety of pieces, composing and performing to the class.	On-going self/peer assessment in class. Assessment will be via a group composition based on rhythms.	Notes in student music booklets. Check out the Performing Arts Extra Curricular programme. We'd love to see you there! Auditions for the School Production. Sign up for instrumental lessons from the Hillingdon Music Hub - <u>https://ukhillington.speedadmin.dk/registration#/</u>
PE	Moving is winning! That is our belief! There is a sport out there for everyone and keeping active is such an important part of mental and physical well-being! We are all passionate and active sports people and will help you develop in a range of sports. We have a sports hall, an activity studio, 4 netball courts and a field meaning we can cover so much (including trampolining!). Netball: Students will develop skills such as footwork/pivoting, passing (chest, shoulder, bounce and overhead) and dodging (front, back and side dodges). They will also start to learn positions and move into game play. Positions: Circle attack – GS, GA Centre court – WA, C, WD Circle defence – GD, GK Sports Hall Athletics: experience sprint and middle distance SHA events and using a turn board. Experience field events such as indoor shot, standing long jump etc.	Assessment is ongoing every lesson by the teacher, self and peer assessment. Assessment is focused on three key areas via practical assessment and verbal Q&A: Knowledge; rules, techniques, officiating & basic anatomy and physiology in sport. Skills; technique, outwitting opponents & performing at maximum. Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.	Full PE kit. Weekly netball club at lunchtime and also after school team practice and matches from Sep – April. Trials to represent the school in the borough Sports Hall Athletics (SHA) competition.

PSHCE	Developing life knowledge – that is what we do! In a sensitive and kind way, we will cover a range of topics to help you become the best version of you possible! Theme: Health & Wellbeing Lesson 1: Introduction lesson: What is PSHCE? Lesson 2: Who am I? Getting to know our new classmates Lesson 3: Praising you, praising me: what are my strengths? Lesson 4: An introduction to mental health & how we can support our mental health Lesson 5: Asking for help & advice Lesson 6: How can we keep good mental health and be resilient? Lesson 7: Celebrating black history month	Assessment takes the form of baseline assessments at the start and end of themes. This is through self-evaluation, checking of understanding throughout the lesson, debate and discussions. Teacher's mark book work every 6 weeks and students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book. Resources shared on Google Classroom. Further support/ information/ websites is signposted for particular topics in the lesson power point. Newsround is useful to keep up to date on what is happening in the world.
RE	Welcome to RE! Learning about religion and learning from religion. No matter what beliefs you have, six major world religions will be covered in KS3 to allow all of us to have respect and understanding for the view of others – a real life skill! 'Lighting Fires' lesson on world religions, followed by Baseline assessment Students will then begin the topic: '<u>Why Study RE?</u>' and will explore key areas that are covered in RE: • Why it is important to study RE? • What is truth? • Morality • Ultimate questions • Community cohesion	The baseline assessment is a 25 minute long written test on world religions. No preparation required. Ongoing in-class assessment.	Lesson resources will be available on Google Classroom for consolidation and revision. Year 7 Philosophy, extra-curricular lunchtime club. https://www.bbc.co.uk/bitesize/subjects/zh3rkqt

