



# Swakeleys School for Girls

Year 7 Curriculum Guide by half term:  
Spring 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. 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: Spring 1

| Subject              | Topics covered                                                                                                                                                                                                                                                                                                                                                             | Format of assessment                                                                                                                                                                    | Resources, useful websites & extra-curricular opportunities                                                                                                                                                                        |
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| <b>Core subjects</b> |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
| <b>Maths</b>         | <ul style="list-style-type: none"> <li>2D Shapes (Convert units, perimeter, area of rectangle, triangle and parallelogram, compound shapes)</li> <li>Angles (draw and measure, apply simple angle rules such as angles around a point, on a line and angle sum in a triangle)</li> <li>Averages (mean, median and mode from a list, some from frequency tables)</li> </ul> | <p>Ongoing in class assessment, including regular skills checks.</p> <p>A one hour written assessment covering the content of the term will be given at the end of the spring term.</p> | <p>A self-assessment summary of the first term will be stuck into books during the first week of this term.</p> <p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>                                 |
| <b>English</b>       | <p><b>Class reader</b> – study of a whole novel based on teacher choice in order to understand its themes, plot, characters.</p> <p>This links to Literature Paper 2 Section A – 19<sup>th</sup> Century Novel part b of the GCSE exam.</p>                                                                                                                                | <p>One question on how a theme or character is presented in the whole novel (based on what has been read in class). 3 paragraphs. 50mins.</p>                                           | <p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>The class reader text.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z7kx6g8">https://www.bbc.co.uk/bitesize/topics/z7kx6g8</a></p> |

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| Science          | <ul style="list-style-type: none"> <li>Forces (introduction to forces, squashing and stretching, drag forces and friction, forces at a distance and balanced/unbalanced forces)</li> <li>Sound (waves, sound and energy transfer, loudness and pitch, detecting sound, echoes and ultrasound)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Use Year 7 spreadsheet.<br/> <a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMg4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMg4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</a></p> <p>Seneca Learning.<br/>         Activate 1 workbook.<br/>         Science club.</p>                                                                           |
| Art              | <p><b>Colour Theory</b><br/>         The aim of the project is to learn the basics of colour and how it is used in art and in other ways. Beginning by exploring primary, secondary and tertiary colours, students will be mixing watercolour to create their own colour wheel. Further exploring how to incorporate the elements of art (previous learning) within colour, students will explore warm and cool colours as well as tonal elements of colour, and how artists have used colour schemes to create different atmospheres in their own work.</p> <p>Using the skills and understanding acquired students will create their own artwork in response to an artist. Students will also explore the work of landscapes artists from around the world (Japanese block prints/ Van Gogh impressionist work) further exploring painting techniques by Van Gogh (or any other chosen artist). Students will complete the project by creating a landscape painting influenced by the artists painting techniques.</p> | <p>On-going self/peer assessment in class.</p> <p><b>Knowledge</b> – to know about great artists, to evaluate and analyse creative works using the language of art and design.</p> <p><b>Skills</b> – to creatively explore ideas and record experiences.<br/>         Painting skills in the style of the impressionists. Mixing colours, blending, brush control, creating tone and texture. Colour mixing.</p> <p><b>Understanding</b> – to understand the work of Van Gogh, how he captured his images and the effects he wanted to portray. Use this understanding when creating the final response of a landscape.</p> | <p>Key stage 3 art club will be available for pupils at certain lunch times.</p> <p>Resources shared on google classroom.</p> <p>Art competitions.</p> <p>Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.</p> <p>Work displayed around the school.</p> <p>Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.</p> <p>Work displayed around the school.</p> |
| Computer Studies | <ul style="list-style-type: none"> <li>How to log into Unifrog and search for career.</li> </ul> <p><b>Artificial Intelligence and Machine Learning</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Open and Close questions<br/>         Mini whiteboard<br/>         Worksheet</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><a href="https://www.youtube.com/watch?v=laolqVMd6tc">https://www.youtube.com/watch?v=laolqVMd6tc</a></p>                                                                                                                                                                                                                                                                                                                                                                                   |

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|                          | <ul style="list-style-type: none"> <li>Understand the origin and uses of AI and the rules that are used in AI decision making.</li> <li>Understand the difference between facts and rules and the uses of machine learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                   | <a href="https://www.winsightgrocerybusiness.com/technology/how-grocers-are-reimagining-future-ai">https://www.winsightgrocerybusiness.com/technology/how-grocers-are-reimagining-future-ai</a> .<br><br>Powerpoint                                                                                                              |
| <b>Dance</b>             | <p><b><u>Bollywood &amp; Bharata Natyam:</u></b><br/>Focus on learning key Bollywood moves such as the lotus flower, twisting lightbulbs, 'twist and pat dog', 'Window washer', and 'Slide... shoulder, shoulder'.</p> <p>Understand and explore hand gestures and leg gestures from Bharata Natyam and understand the origins and influences on Bollywood Dance. Understand, identify and implement choreographic devices in larger groups for effect such as canon, accumulation and formations. They will be able to link these into a sequence, perform and evaluate each other.</p>                                                      | <p>Assessment is via practical assessment and verbal Q&amp;A.</p> <p>Assessment is ongoing every lesson by the teacher.</p> <p>There are numerous opportunities to observe each other, and give feedback to peers.</p>                                                                                            | <p>Full PE kit, bare feet or soft dance shoes.</p> <p>Dance club at lunchtime.</p> <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>After school rehearsals and Saturday rehearsal before the show.</p> <p>School Production last week of ½ term – take part or see the show!</p> |
| <b>Design Technology</b> | <p><b><u>Introduction to materials: polymers.</u></b><br/>Students will design and make a mobile phone holder from sheets of polymer. They will start by generating design ideas through physical modelling using an iterative design approach, then use CAD to create a 2D layout of their design. This will be manufactured by CAM using a laser cutter. Students will then use a strip heater to form the shapes of their phone holders. During this project, students will learn about how polymers are made, the different types of polymer and their applications, new and smart materials and the processes used to make products.</p> | <p><b>Formative:</b> response to questions during knowledge section.<br/>Observation during making activities.<br/>Review of finished models<br/>Plenary quizzes.<br/>Review of initial CAD drawings.<br/>Review of final CAD drawings.</p> <p><b>Summative:</b> end of unit assessment of completed product.</p> | <p>To create mood boards:<br/><a href="https://www.canva.com/create/mood-boards/">https://www.canva.com/create/mood-boards/</a></p> <p>For research:<br/><a href="https://www.wwf.org.uk/">https://www.wwf.org.uk/</a></p>                                                                                                       |

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| <b>Drama</b>     | <b><u>Bullying/Peer Pressure</u></b><br>Using drama techniques students will explore both the bully and the victim's feelings. A focus on using GCSE explorative strategies to gain a deeper understanding of the impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | On-going self/peer assessment in class.<br><br>Assessment of drama performance.                                                                                                                                                                                                | Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!<br>School Production performance.                                                                                              |
| <b>French</b>    | Module 2 : En classe (In class)<br><br>Unit 3: Ta journée scolaire (school day and new-er verbs)<br>Unit 4: C'est comment, un collège français (French school)<br>Unit 5: une collège super cool (a great school , using there is and there isn't)<br><br><b>S&amp;C: avant c'était, j'aimerais apprendre/étudier</b>                                                                                                                                                                                                                                                                                                                                                                      | Regular vocabulary test on key words taught in the module<br><br><b>End of Module 2:</b><br>Listening, Reading, Translation, Writing<br>Revision work: (Teacher led in class)                                                                                                  | Student notes in exercise book<br>Resources shared on Google Classroom<br>Dynamo 1 Textbook (in class)<br>Dynamo 1 workbook (in class)<br><br>The <a href="#">Languagenut</a> website is also an excellent resources |
| <b>Geography</b> | <b>Our Impact on the Planet</b><br><br>Students will cover the following: <ul style="list-style-type: none"> <li>• What is a natural resource</li> <li>• Water / soil / oil as natural resources</li> <li>• The desert as a resource</li> <li>• Renewables and non-renewables</li> <li>• Impact of resource use on animals</li> <li>• Our footprint / sustainable use of resources</li> </ul>                                                                                                                                                                                                                                                                                              | A written presentation in a format of your choice (factsheet / poster / slides / newspaper article) about any natural resource. The presentation must cover a description of the resource, where it is found, the advantages and disadvantages and this resource under threat. | All lessons will be made available on the Google Classroom.<br><br>Exercise books.<br><br>BBC Bitesize<br><br>Geog. Textbooks                                                                                        |
| <b>German</b>    | <b>Kapitel 3: Freizeit – juhu!</b><br><b>(Module 3: Free-time)</b> <ul style="list-style-type: none"> <li>- Unit 1: Bist du sportlich? (Sports using the verb 'to play', including likes and dislikes)</li> <li>- Unit 2: Freizeit ist toll! (Leisure activities, including the verb 'to do' and correct German word order)</li> <li>- Unit 3: In meiner Freizeit (Frequency including correct German word order)</li> <li>- Unit 4: Ich bin online (Talking about mobile phones and computers)</li> <li>- Unit 5: Wir sind Freunde (Listening practice, including prediction strategies)</li> <li>- Unit 6: Brieffreunde (Writing practice, including a variety of vocabulary)</li> </ul> | Regular vocabulary test on key words taught in the module<br><br><b>Mid-Module 3:</b> Translation test<br><br><b>End of Module 3 : in spring 2</b><br><i>Writing test</i>                                                                                                      | Student notes in exercise book<br>Resources shared on Google Classroom<br>Stimmt 1 Textbook (in class)<br>Stimmt 1 workbook (in class)<br><br>The <a href="#">Languagenut</a> website is also an excellent resource  |

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|                | <ul style="list-style-type: none"> <li>● <b>S&amp;C: introduction to more idiomatic/complex opinions</b><br/>e.g. <i>das gefällt mir/ Das nervt mich</i>, introduction to more complex future tense time frames <i>In der Zukunft...</i>, <i>Wenn ich Zeit habe...</i>, introduction to the verb “werden” when discussing future tense</li> </ul>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              |
| <b>History</b> | <p><b>What was Medieval life in Britain like compared to life in Mali under Mansa Musa?</b></p> <ul style="list-style-type: none"> <li>● Medieval towns, villages, jobs, crime and punishment, migration, medicine</li> <li>● Black Death and its consequences</li> <li>● How did Mali create an empire and make its wealth?</li> <li>● How did Mansa Musa’s Hajj help make Timbuktu a jewel?</li> <li>● What was it like to live in Mali at the time and compare to Britain?</li> </ul> | <p>Teacher in class assessment</p> <p>A levelled piece on the consequences of the Black Death that will be self-assessed.</p> <p>Mini-essay comparing to two countries.</p>                                                                                                                                                                                  | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Pupil exercise books.</p> <p><a href="#">Mali and Mansa Musa - Precolonial Africa - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> |
| <b>Music</b>   | <p><b>Chinese Music</b><br/>Students will place music in context of China and understand some key features of Chinese music. Students will learn about pentatonic music and how to compose a melody. Students will learn about sharps, flats and accidentals symbols. Compose a successful melody with a set structure.</p> <p>Listening to a variety of pieces, composing and performing to the class.</p>                                                                              | <p><b>On-going self/peer assessment in class.</b><br/>Assessment will be a solo composition, linked to an image, based on pentatonic notes with a clear structure (ABA or ABACA).</p>                                                                                                                                                                        | <p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra-Curricular programme. We’d love to see you there!</p> <p>School Production performance.</p>                                                                                   |
| <b>PE</b>      | <p><b>Gymnastics/Trampolining:</b> Focus on building core strength and flexibility to improve body tension and extension when performing static and dynamic moves. Students will learn how to perform skills with control and progress to linking skills together. Students will learn how to construct and perform short sequences and routines.</p> <p><b>Health Related Fitness, fitness training:</b> Students will learn how to lead an active lifestyle. They will</p>             | <p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focused on three key areas via practical assessment and verbal Q&amp;A: <b>Knowledge;</b> safety considerations, techniques, basic anatomy &amp; physiology in sport<br/><b>Skills;</b> techniques, performing at maximum &amp; routine development</p> | <p>Full PE kit needs to be in school including trainers in case we need to change activity.</p> <p>Whilst clubs in these activities do not run, there are still plenty of PE clubs on offer.</p>                                                             |

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|              | learn how to increase activity levels to meet the recommended weekly guidelines. Students will experience a range of different training types such as circuit, continuous, interval training etc.                                                                                                                                                                                                                                                                  | <b>Understanding;</b> routine development, analysis of performance & application of knowledge on performance levels.                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                 |
| <b>PSHCE</b> | <b>Theme: Relationships &amp; Identity</b><br>Lesson 1: Whole school initiative – Careers Focus fortnight, topics TBC<br>Lesson 2: Whole school initiative – Careers Focus fortnight topics TBC<br>Lesson 3: Maintaining genuine friendships and avoiding toxic ones<br>Lesson 4: Bullying or banter, what is and what isn't acceptable?<br>Lesson 5: Managing peer pressure<br>Lesson 6: Children's Mental Health Week 5 <sup>th</sup> -11 <sup>th</sup> February | 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, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work. | Student notes in exercise book.<br>Resources shared on Google Classroom.<br>Further support/information/websites is signposted for particular topics in the lesson power point.<br>Newsround is useful to keep up to date on what is happening in the world<br>Swakeleys school learning resource centre (LRC). |
| <b>RE</b>    | <u>Sikhism</u><br>An introduction to the Sikh religion, including: <ul style="list-style-type: none"> <li>• Guru Nanak: The founder of Sikhism</li> <li>• The first Vaisakhi - the founding of the Khalsa</li> <li>• The 5Ks</li> <li>• The Sikh Holy book - The Guru Granth Sahib</li> </ul>                                                                                                                                                                      | Ongoing in-class assessment.                                                                                                                                                                                                                                                                                                           | Lesson resources will be available on Google Classroom for consolidation and revision.<br><br>Year 7 Philosophy, extra-curricular lunchtime club.<br><br><a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>                                          |

