

shs |

**Year 7 Subject Overviews
to support
Student Reports**



Contents

Click on the links below to access the subject page:

[Art](#)

[Citizenship](#)

[Computing](#)

[DT](#)

[English](#)

[French](#)

[Geography](#)

[History](#)

[Maths](#)

[Music](#)

[Physical Education](#)

[Religious Education](#)

[Science](#)

Art Overview: Year 7

[Return to top](#)

Art Overview: Year 7

During Year 7, your daughter will be taught a range of skills in a variety of media from a range of artistic contemporary & historical sources from British and world cultures. The three main themes will be **Landscape, Still Life and Architecture**.

The activities include

- **Mark-making** in drawing, painting, ICT programs, print-making and clay relief work
- **Colour-mixing** in a range of media including ICT programs
- How to create depth in their compositions through the knowledge and learning of **perspective**. This could be done through landscape paintings; still life arrangements of objects to create space/overlapping and ellipses; and architectural technical drawing and use of vanishing points
- Perspective in architecture – the use of one and two-point vanishing points
- **Individual and group work activities**, such as: discussing famous works of art, researching an idea for a final piece or working together on the practical collaborative piece
- **Model making** and 3D element – clay – coil and slab forms – Bas Relief decoration

By the end of Year 7:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to work with confidence and creative maturity in both designing and making. If she is able to use a range of range of tools and equipment independently to develop highly effective finished artwork and evaluate her work suggesting viable modifications for improvement.
2. **All should:** be able to develop their understanding and application of the visual elements (line, shape, tone, shade, texture, pattern and colour) in their practical techniques. Their drawing and mark-making skills will show some accuracy when working from observation. They should be able to link their developing skills to the knowledge and understanding of famous relevant artist's work through engaging with the theme and making a personal response to it. Their work should show an appreciation to review, modify and refine work as it progresses.
3. **Most will:** be able to explore some ideas, making good use of the information and resources provided in class. They will be aware of how designs or plans show successful arrangements/compositions. They will be able to collect relevant information – this may include making drawings, taking photos, collecting images from the internet and making collages to present ideas clearly.
4. **Some may:** be able to make a personal and imaginative response with an increasingly complex grasp of the visual elements including space (layering to create depth and perspective) and form (awareness of light and shadow).

Year 7 Citizenship Overview

[Return to top](#)

During Year 7, your daughter will be starting to work on the following key skills:

Themes	Skills
<ul style="list-style-type: none">• Human Rights• Diversity and migration	<ul style="list-style-type: none">• Knowledge & Analysis• Enquiry

<ul style="list-style-type: none"> • The Electoral System and Political Parties • Political Systems • Active Citizenship and Volunteering • Finance, the economy and money • Justice and the legal system 	<ul style="list-style-type: none"> • Speaking out • Taking action
--	---

These themes and skills will be developed in a range of ways listed below:

Citizenship curriculum day: On the theme of community; exploring wants and needs, rights and responsibilities, rules and laws, voting and elections, community-building, community campaigning.

Whole school/ Year group: Giving Nation, Student council, Raising Awareness & Giving (RAG), assemblies

Cross-curricular: English- Jungle campaign; Geography – Settlement debate; History- Changing nature of Kingship and Treatment of the Jews in the Middle Ages; RE- Buddhism and working conditions; Science- Pylon debate and Electricity costing.

Extra-curricular: Student groups such as Eco-committee, Amnesty International, and Afritwin.

By the end of Year 7:

All should: Show some factual knowledge about citizenship issues, asking questions and using a variety of information to explore the issue further. They should be able to speak out on these issues and work with others to plan a course of action to change things for the better.

Most will: Show a good understanding about citizenship issues and concepts and start to make links between events and ideas. They should use a variety of sources to explore issues further, understanding their choice of sources. They should be able to express different points of view on issues and draw their own conclusions. They should show they can work as an active member of a group to plan and carry out actions aimed at changing things for the better and consider the effects of their actions.

Some may: Show they can discuss citizenship issues in depth bringing in key concepts, using a range of information to think critically about them and produce their own in-depth work. They should be able to express their own opinion about these issues, taking into account different points of view. They should be able to present a persuasive case for a course of action and work with others to negotiate, plan and carry out actions aimed at changing things for the better showing a deeper understanding of how individuals can make a difference.

Year 7 Computing Overview

[Return to top](#)

During Year 7, your daughter will develop a range of skills in presenting information, spreadsheet modelling, databases, movie editing and computing, and will be given opportunities to demonstrate their application in a variety of open-ended settings. These skills include:

Networks, e-mail, file management:

- What is a network, what are the advantages to the individuals/organisations
- How to organise user area; how to save to user area; how to access shared area
- Cloud technology: accessing school e-mail; using Google Drive; sharing resources

Presenting information:

- Fitness for purpose and suitability for audience
- Complexity of language and use of graphics appropriate to the target group
- House-style and consistency
- Various techniques eg headers and footers, bullets, indenting, tables etc
- Selection of appropriate layouts, fonts and colour contrasts
- Generating images and selecting appropriate file types
- Copyright and use of downloaded images
- Re-purposing text and graphics

Spreadsheet modelling:

- Use of basic formulae and more complex functions
- Formatting including conditional formatting
- 2D and 3D referencing
- Graphical representation of data (charts and graphs)

Movie editing:

- Copyright issues
- Image types, selection and importing
- Sound types, selection and importing
- Effects and transitions
- Titles and captions
- Export formats

Computational thinking and programming skills using Scratch:

- Decomposition of problems, abstraction
- Flowcharts, algorithms, variables, loops
- Efficiency in programming

By the end of Year 7:

- 1 **Your daughter will be exceeding expectations for the year group if:** She is able to work independently to an outline brief to solve increasingly difficult/complex multi-step problems in a variety of contexts, and communicate her reasoning clearly, both verbally and in written form, using the correct subject-specific terminology fluently. She will be able to self- and peer-review work against success criteria she has helped to generate, give detailed constructive feedback and offer ideas for development.
- 2 **Your daughter will be meeting expectations for the year group if:** She is able to work to an outline brief and utilise the skills she has developed in a variety of settings. She will be able to discuss the development of her work using the correct subject-specific terminology and self- and peer-review work against identified success criteria.
- 3 **Your daughter will be below expectations for the year group if:** She is able to work, with support, to a detailed, stepped brief. She will be able to communicate how she has utilised a limited number of skills using some subject-specific terminology; her independent problem-solving skills will be limited.
- 4 **Your daughter will be significantly below expectations for the year group if:** Her understanding of some key skills and concepts is still developing and she requires significant support to apply them to a detailed brief. She will, with support, have used a variety of software programs to carry out practical work, but demonstrated limited independent problem-solving skills.

Year 7 DT Overview

[Return to top](#)

During Year 7, your daughter will develop a range of skills and confidence in using both designing and using practical techniques to;

- Generate, develop, communicate and model ideas
- Respond creatively to briefs
- Apply knowledge & understanding of materials and techniques
- Use understanding of others' designing
- Plan, organise and make
- Solve technical problems

- Reflect on their own designing

These skills will be studied through the media of Food, Resistant Materials and Textiles.

Food

The main focus of the work is to enable the development of practical skills including the use of electrical equipment, and understanding of a wide variety of foods in relation to healthy eating. This is delivered through both the national 'Licence to Cook' Programme and the 'Food a fact of life' programme. Students are encouraged to adapt the recipes to suit their own preferences. The unit finishes with an assessed project where the students design and make a healthy pizza using fresh ingredients.

Textiles

The main focus of work is the design and manufacture of a file cover constructed from handmade bonded fabric. Students study the work of Kandinsky to inspire their design work. They create a piece of fabric by layering wool tops, yarns and fabrics and bond them together with an organza and net sandwich. A lining is then made using machining skills and used to construct the cover. Surface decoration techniques are also developed during the course. ICT is used to create a label for the folder and students are encouraged to use computers wherever they feel it appropriate for presentation.

Resistant Materials

The main focus of the work is to produce a commercially viable product in the form of a fridge magnet and its packaging. The students analyse a range of bought fridge magnets to consider materials, target markets, fitness for purpose etc. They then brainstorm a variety of possible themes for their magnet and develop an idea based on their chosen theme. They cut the shape using the fretsaw to produce a mould for vacuum forming. Some surface decoration can be included to create relief before the mould is vacuum formed after which surface decoration can be applied to embellish the finished magnet. The design work develops skills in the creation of ideas, appreciation of Designers in the 'real world' and critical evaluation of their own work.

Graphics

The focus of this module is to explore communication techniques in terms of drawing and designing skills. Students will work in the style of a well know designer, Alberto Alessi, and create innovative proposals for a new product range which has a balance form and function. Products will be prototyped and packaged. The packaging is designed and manufactured using a CAD software program linked to a CNC machine.

By the end of Year 7:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to work with confidence and creative maturity in both designing and making. If she is able to use a range of range of tools and equipment independently to develop highly effective finished products and evaluate her work suggesting viable modifications for improvement.
2. Your daughter will be **meeting** expectations for the year group if she is able to work with confidence in both designing and making. If she is able to use a range of tools and equipment with little support to complete an effective finished product which she can evaluate to highlight strenghts and weaknesses.
3. Your daughter will be **below** expectations for the year group if if she find some aspects of designing and making challenging. If she is beginning to use a range of tools and equipment with growing confidence to complete a largely and independently finished product which she evaluates to check some strenghts and weaknesses.
4. Your daughter will be **significantly below** expectations for the year group if: she find designing and making very challenging and finds difficulty understanding and applying key skills. If she struggles to use a range of tools and equipment confidently and is either unable to complete her work independantly or works at a low level of challenge. She may struggle with time management impacting on her ability to evaluate the outcome.

During Year 7, your daughter will be taught a range of skills in reading and writing; and speaking and listening. She will be required to write short analytical pieces on poetry and prose; write her own compositions imitating the skills and techniques of modern and classic writers. Your daughter will also develop the skills of drafting, editing and extended writing skills. In addition to this, she will take part in a range of group, individual and presentational units of work in which they learn to use language as a tool in providing persuasion, explanation and information. She will also learn about the literary, historical and social background to texts and how this allows readers to interpret texts. Students also are taught to enjoy reading for pleasure and discover a range of new text independently.

These skills include:

- **Introduction to Poetry:** students learn analysis of poetry and the relevant terminology and techniques and demonstrate these in their own compositions; students also have the opportunity to use dramatic skills.
- **Non-fiction:** students study travel writing and the grammatical and linguistic skills required to write a convincing journal or diary entry; students also work on speaking and listening skills designing and campaigning for a theme park
- **Contemporary Class Reader:** students learn about the significant features of autobiography and the historical, social and literary context of non-fiction 'Chinese Cinderella' and fictional texts, such as, 'Jane Eyre'. Students learn to use empathetic skills and infer and deduce from a range of sources.
- **What the Dickens:** students read extracts from a range of Dickens novels and examine the language techniques, characterisation, and use in setting. Students produce an opening to their own short story imitating the skills of Dickens
- **Welcome to the Jungle:** students examine the ethical usage of natural resources and the impact on native communities; students design devices and persuade the group of their usefulness; they use problem-solving skills and debate in a public forum.
- **A Study of Shakespeare:** students undertake an independent learning project presenting their findings in a scholarly manner; they read, analyse and perform aspects of Shakespeare's 'A Midsummer Nights Dream'. They produce their own texts based on Shakespeare.

By the end of Year 7:

1. **Your daughter will be exceeding expectations** if she is able to plan texts autonomously and display some delightful choices in vocabulary and with some variety. Her reading responses will be becoming more analytical and formal, often commenting on the writer's use of language. Inferences will be drawn from close reading and some effective summary evident. She will be using, selecting and applying precise textual detail. She will use paragraphs to structure her work appropriately to audience and purpose and use a range of punctuation, such as, semi-colons and colons but not always correctly. Her writing will be shaped and techniques will be used for impact.
2. **Your daughter will be meeting expectations** if she plans texts with a range of structures in her writing and applies some vocabulary to construct texts which are very accurate and suitable for audience and purpose. She will draw specific inferences and make straightforward comment on language choice. Information will be summarised in conclusions. She will be beginning to select more ambitious

vocabulary and select quotations with care. Often there will be evidence that her paragraphing and use language of language is shaped for impact.

3. **Your daughter will be below expectations** if they are beginning to think critically about texts, but with limited awareness of the writer's whole text and language choices and their effect. Some inferences might be drawn from the texts, but these are rarely explored to express a critical view. If her writing is often lacking in structure and vocabulary choices are limited in appropriateness to audience and purpose. Furthermore, if their discussion of a text lacks appropriate supporting textual detail and as a result generalised responses are produced.
4. **Your daughter will be significantly below if** broad, generalised inferences are made about texts studied. Some attempt to gather ideas before writing but these rarely are used effectively; a range of surface errors occur and are not corrected. Paragraphing is inconsistent and sometimes inaccurate, sentence structure is still dominated by main and coordinate clauses with some subordination, and vocabulary choice is limited.

Year 7 French Overview

[Return to top](#)

During Year 7, your daughter will learn to talk and write confidently on the topics of herself, her family and friends, where she lives, her school, her daily routine, her free time and her future plans. By the end of the year they will be confident using the present tense and the aller + infinitive future tense and will have had experience of a wide range of activities including more general language learning skills such as dictionary use and vocabulary learning. She will be given a reference book which she will be encouraged to personalise and use regularly both this year and in future years. Students who have previously studied French will be encouraged to push themselves on these topics to extend their vocabulary and take risks with language by trying out new and more complex structures whilst students who are new to learning French will gain in confidence using basic structures and vocabulary for these topics.

These skills include:

- Using regular and common irregular verbs in the present tense
- Using the aller + infinitive future tense
- Basic conversations to exchange personal information
- Basic language skills including numbers, dates, colours etc.
- Understanding the concept of gender in language
- The meaning of subject pronouns and how they differ from the English
- Using possessive adjectives
- Using adjectives and understanding their placement and spelling
- Giving simple opinions and justifying them
- Writing longer pieces using connectives
- Using prepositions
- Understanding how to learn vocabulary and which method works best for her
- Being able to understand longer written and spoken passages by listening for key words
- Confidence when dealing with pieces of language containing some unfamiliar vocabulary

By the end of Year 7:

1. Your daughter will be **exceeding expectations** for the year group if: she is able to express herself confidently on a range of familiar and less familiar topics by using and manipulating previously studied language to be used in new contexts. Be adept in using reference materials to support the use of a wider range of more ambitious language. She is confident inferring meaning from more complex spoken and written passages referring to present and future events.
2. Your daughter will be **meeting expectations** for the year group if she is able to express themselves confidently both orally and in writing on familiar topics with little reliance on

support materials whilst maintaining a good level of accuracy. She is able to understand more complex written and spoken passages on familiar topics which refer to present and future events.

3. Your daughter will be **below expectations** for the year group if she is insecure in both in written and spoken language on the range of topics studied this year and is starting to use reference materials as support to help accuracy. She may be able to understand spoken and written passages on familiar topics which refer to present and future events.
4. Your daughter will be **significantly below expectations** for the year group if: her understanding of some key vocabulary and grammatical concepts is developing, but she struggles to apply this in unfamiliar situations. Her use of the present tense is inconsistent. She is not confident in using reference materials.

Year 7 Geography Overview

[Return to top](#)

In Geography we aim to enthuse and inspire students about the world around them and interactions that exist between different disciplines, predominantly in terms of the human, physical and environmental world. Students will learn, consolidate and extend their knowledge and understanding in the following key areas:

- Locational knowledge
- Places and processes
- Geographical skills
- Fieldwork

These key areas will be covered under the following topics:

- **Welcome to My World:** Students study their world around them by learning key geographical skills that are essential to understanding the subject. They will learn how to classify geography into distinct areas and consolidate knowledge of continents and oceans. Students will learn how to read and interpret OS maps through practice of using grid references, scale, direction and distance. They will learn to ask enquiry questions and develop their understanding of how to find out answers. They will learn how to conduct an environmental survey and use this and their other skills to create a project about where they live.
- **Plate Tectonics:** Students will learn about plate tectonics and be able to describe where volcanoes and earthquakes occur using maps. They will learn how to locate these using lines of latitude and longitude before using ICT to investigate volcanic eruptions. They will develop their ability to work in teams to investigate earthquakes. Students will complete an assessment in the style of a newspaper report to develop their literacy and extended writing skills.
- **Settlement:** Students will learn about Great Britain and develop their OS map reading skills through understanding how to determine relief – height and shape of the land. Students will learn how settlements evolved and changed over time, using Stroud as an example. They will be encouraged to think about the issues that new housing developments can bring and commence a debate taking on different roles of people that would be either for or against a new development.
- **Weather and Climate:** Students will learn the difference between weather and climate and relate these to the UK. They will learn the instruments used to determine the weather and have the opportunity to collect data related to the microclimate of SHS. Students will find out how 'wild' weather can become in different areas of the world and investigate using enquiry questions their choice of 'wild weather'.

By the end of Year 7:

1. Your daughter will be **exceeding expectations** for the year group if: She has shown a detailed knowledge of countries and their human and physical features and understands in depth the geographical similarities, differences and links between places. She understands in detail how geographical processes interact to create distinctive human and physical landscapes that change over time. Extended writing uses sophisticated key geographical terminology to reach substantiated conclusions that include ideas such as sustainability. She can collect, interpret and communicate a wide range of geographical information, including maps, diagrams, GIS, and fieldwork data confidently.

2. Your daughter will be **meeting expectations** for the year group if: She has shown a good knowledge of countries and their human and physical features and understands the geographical similarities, differences and links between places. She understands how geographical processes interact to create distinctive human and physical landscapes that change over time. She writes well using key geographical terminology and can reach a balanced conclusion. She can collect, interpret and communicate a range of geographical information, including maps, diagrams, GIS, and fieldwork data.
3. Your daughter will be **below expectations** for the year group if: She has shown a satisfactory knowledge of countries and their human and physical features and understands some geographical similarities, differences and links between places. She has some understanding of how geographical processes interact to create distinctive human and physical landscapes that change over time. Written answers lack detail and fluency and key geographical terminology is not used effectively. She can collect, interpret and communicate some geographical information, including maps, diagrams, GIS, and fieldwork data.
4. Your daughter will be **significantly below expectations** for the year group if: She has shown a limited knowledge of countries and their human and physical features and has a limited understanding of the geographical similarities, differences and links between places. She has a limited understanding of how geographical processes interact to create distinctive human and physical landscapes that change over time. Written answers often lack detail and fluency and key geographical terminology is not used effectively. She has a limited ability to collect, interpret and communicate geographical information.

Year 7 History Overview

[Return to top](#)

During Year 7, pupils will be taught about the period from c.400AD to c.1500AD. Topics will include

- Anglo-Saxon England
- The Norman Conquest (1066-87)
- The power of the medieval church
- Magna Carta,
- T the Peasants Revolt
- England's wars with France
- Nedieval economic and social life.

As well as this, pupils will gain an insight into the origins of parliamentary democracy, conduct a thematic study about the history of medicine in medieval England (between c1250 and c1500) and complete an extended project about medieval life, based around creating a medieval theme park!

Skills/concepts: The skills and second-order concepts that pupils will cover during enquiries will include: causation, using evidence, historical perspectives, change & continuity, historical interpretations and communication.

By the end of Year 7:

1. Pupils will be judged to be **exceeding** expectations (1) if they: Fully explain valid reasons for events etc. Develop source evaluation skills. Recognise that people's experiences varied. Begin to assess how far things changed between two periods and considers the pace and extent of the changes. Explain confidently why interpretations differ. Always write using sophisticated paragraph structures and always writes fluently. Spell correctly, use specialist terms appropriately in all work, always use punctuation well and follow the rules of grammar. Always use very detailed / relevant knowledge to support answers.
2. Pupils will be judged to be **meeting** expectations (2) if they: Begin to explain valid reasons for events etc. Start to evaluate sources (for their usefulness.) Use evidence to show understanding of past peoples' views. Begin to sort changes into types / categories and begin to explain valid reason(s) why interpretations differ. Always write in structured paragraphs and usually write fluently. Spell correctly most of the time, use specialist terms often and appropriately in most work. Punctuate well and usually use the rules of grammar correctly. Often use detailed / relevant knowledge to support their answers.

3. Pupils will be judged to be **below** expectations (3) if they: List valid reasons for events etc. Use sources at face value / use sources uncritically. Understand how context affected attitudes in the past. Identify changes / continuities between periods in the past. Identify how interpretations differ. Sometimes write in paragraphs and sometimes write fluently. Sometimes spell words correctly and rarely use specialist terms appropriately. Sometimes punctuate well and use rules of grammar correctly. Occasionally use detailed / relevant knowledge to support answers.
4. Pupils will be judged to be **significantly below** expectations (4) if they only : Describe the event etc rather than explain it and only copy information from sources (rather than using criteria to judge them more critically.) Understand past people / societies had different views to us. Describe, rather than analyse a period of time. Do not appreciate that things changed and remained unchanged during / across time periods. Describe what an interpretation says. Only paraphrase sources. Rarely / never write in paragraphs and rarely write fluently. Rarely spell words correctly or use specialist terms in their answers. Rarely punctuate properly / use the rules of grammar correctly. Rarely use detailed / relevant knowledge to support their answers.

Year 7 Mathematics Overview

[Return to top](#)

During Year 7, your daughter will be taught a range of skills in the four areas of number, algebra, shape and space and data handling. She will increase her fluency in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that she develops conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. She will begin to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. She will also begin the process of developing her problem solving skills by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills include the following:

- Understand and use lines parallel to the axes, $y = x$ and $y = -x$
- Apply the four operations with negative numbers
- Check calculations using approximation, estimation and inverse operations
- Use efficient methods to add, subtract, multiply and divide mixed fractions
- Simplify and manipulate expressions by collecting like terms
- Simplify and manipulate expressions by multiplying a single term over a bracket
- Solve linear equations in one unknown
- Substitute numbers into formulae
- Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines
- Use positive integer powers and associated real roots
- Write a quantity as a fraction or percentage of another
- Calculate theoretical probabilities for single events
- Find the n th term for a linear sequence
- Convert between terminating decimals and fractions
- Apply the four operations with decimal numbers
- Calculate surface area of cubes and cuboids

By the end of Year 7:

1. Your daughter will be **exceeding** expectations (1) if she: can grasp Year 7 concepts rapidly and consistently challenge herself with rich and sophisticated non-routine problems. She will be able to solve complex multi-step problems in a variety of contexts and clearly communicate reasoning both verbally and in written form, always using the correct mathematical terminology fluently.
2. Your daughter will be **meeting** expectations (2) if she: can demonstrate good understanding of Year 7 skills and can usually apply mathematical knowledge in non-routine contexts. She

can solve increasingly difficult multi-step problems and communicate reasoning well both verbally and in written form, frequently using correct mathematical terminology.

3. Your daughter will be **below** expectations (3) if she: can demonstrate some understanding of most Year 7 skills and apply mathematical knowledge in familiar contexts. She is beginning to solve increasingly difficult multi-step problems and communicate reasoning well both verbally and in written form, sometimes using correct mathematical terminology.
4. Your daughter will be **significantly below** expectations (4) if she: can demonstrate partial understanding of some Year 7 skills and apply mathematical knowledge in familiar contexts. She can begin to solve multi-step problems with support and can sometimes communicate her reasoning verbally and in written form but rarely uses mathematical terminology.

Year 7 Music Overview

[Return to top](#)

During Year 7, your daughter will be taught a range of skills in performing, composing and listening. Students will be required to perform simple pieces of music: notate their own compositions displaying knowledge of both melody and chords. Your daughter will also refine her listening skills by responding aurally to a diverse range of musical forms and styles. In addition to this, students will be given the opportunity to perform as either a soloist or as part of an ensemble. Students are also given the opportunity to create their own compositions using the Sibelius software alongside traditional notation skills.

SKILLS

- **Introduction to the elements of music:** Students learn to recognise the musical elements through analysis of music and focused listening. They are encouraged to use subject-specific vocabulary associated with these elements and are expected to demonstrate them in their own composition and performance pieces.
- **Notation skills:** Students study both the rhythm and pitch notation skills required to compose a convincing piece of simple music.
- **Sibelius software:** Students are introduced to the basics of the Sibelius software allowing them to extend their composition skills by using a greater variety of instrumental timbres. This also offers students the opportunity to develop their notation skills further through the use of technology.
- **Let's play the keyboard:** Students are taught how to play the keyboard linking this skill to their knowledge of music notation. All students are encouraged to perform a variety of simple pieces as part of an ensemble or as a soloist.
- **Chaos with chords:** Students study primary chords and their application in both composition and performance situations. Students learn how to perform/compose using chords as a starting point.
- **Let's compose:** Students undertake an independent composition task using all the skills/knowledge learned throughout the course. They may use the Sibelius software or alternatively traditional notation skills. Students are expected to present their pieces.

By the end of Year 7:

1. Your daughter will be **exceeding** expectations for the year group if: She is able to perform longer pieces of music from detailed scores. She will be able to show an awareness of her role within an ensemble. She will be a confident performer who can perform using dynamics. She is able to compose longer pieces of music using rhythm, melody, tonality and chords within clear structures. She is able to analyse music using an extended music vocabulary.
2. Your daughter will be **meeting** expectations for the year group if: She can sing or play a simple piece of music and is able to perform as either a part of an ensemble or as a soloist showing an awareness of dynamics. She should be able to compose compositions using simple chords and is able to appraise her own and others work suggesting improvements using subject specific vocabulary. She has a secure knowledge of the elements of music.

3. Your daughter will be **below** expectations for the year group if: She is developing her singing/playing skills. She is developing an understanding of both the elements of music and composition skills. She is developing her use of the correct vocabulary when listening/evaluating music but finds performing music a challenge.
4. Your daughter will be **significantly below** expectations for the year group if: She can demonstrate partial understanding of some of the year 7 skills. Her understanding of the musical elements is developing but she struggles to apply them to her own performances. Her use of music vocabulary is inconsistent. She lacks confidence when performing/composing.

Year 7 Physical Education Overview

[Return to top](#)

During Year 7, your daughter will be taught a range of skills in a variety of competitive sports and other physical activities. They will be required to be physically competent and work well to enhance their own fitness. Your daughter will embed existing skills and become more competent and confident in their techniques across activities. They will understand what makes a performance effective and how to apply these principles to their own and others work. We hope that your daughter will extend her interests in extracurricular activity by getting involved in our vast array of clubs and practice's that exist to enhance modelling for lifelong participation in sport and in their own time at home.

The activities include

- **Team and Individual Games:** students use a range of tactics and strategies to overcome opponents in direct competition through games – Netball, Basketball, Badminton, Handball, Tennis and Rounders
- **Athletic Performance:** Students develop their technique and improve their performance – Athletics
- **Aesthetic Competition:** students perform Dance using advance techniques and themes within a range of styles and forms and develop their Gymnastics techniques and improve performance
- **Outdoor and Adventurous activity:** students take part in activities which present intellectual and physical challenges and are encouraged to work as a team, building on trust and developing skills to solve problems both alone and in groups
- **Analysis of performance using ICT:** students analyse their performances compared to previous ones and demonstrate how they can achieve their personal best.
- **Healthy Lifestyles:** students are made aware of the importance of living a healthy and active lifestyle.
- **Taking part outside of school:** information is readily available and distributed for opportunity's to join clubs and community activities. Students have vast opportunity to enhance their 2 hours entitlement to 5 hours with the termly timetable for sporting opportunity at SHS.

By the end of Year 7:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to select and link skills and is able to apply these with coordination and control in a game, she can understand tactics in invasion games and understand composition in aesthetics by starting to vary how she responds, she can see and respond to similarities and differences between her own work and others' work, and show understanding of how to improve her own performance, she can give reasons why warming up before an activity is important, and explain why physical activity is good for her health.
2. Your daughter will be **meeting** expectations for the year group if: she is able to select skills and is able to apply these with some coordination and control in a game, she can understand most tactics in invasion games and understand simple composition in

aesthetics by starting to vary how she responds, she can see similarities and differences between her own work and others' work, and show some understanding of how to improve her own performance, she can give reasons why warming up before an activity is important, and explain why physical activity is good for her health.

3. Your daughter will be **below** expectations for the year group if: she is able to select basic skills and is able to apply these with some control in a game, she can understand how invasion games are played and understand simple composition in aesthetics, and show some understanding of how to improve her own performance, she can give reasons why warming up before an activity is important.
4. Your daughter will be **significantly below** expectations for the year group if: she is able use some skills in a game, she can understand a simple invasion game and can understand simple sequence work in aesthetics, she can show some understanding of how to improve her own performance, she can give reasons why warming up before an activity is important.

Year 7 RE Overview

[Return to top](#)

During Year 7, your daughter will be focusing on developing two key Skill Sets in RE. These are Analysis & Reasoning and Explanation & Application. Throughout each unit your daughter will have the opportunity to practise one or both of the skill sets. Please look in her RE book for the overview of these sets and how they progress. In addition, some of the units covered incorporate elements of the Citizenship curriculum. The units in this year are:

How do people describe God?

Students learn about the many different ways in which people understand and describe God. They explore the language, the history, the cultural context and the arguments for the existence of God. They also learn the ways in which atheists and humanists respond to the concept of a deity and religious belief built around this.

What challenges do Sikhs face in 21st century living?

Students learn about the key beliefs in Sikhism and how these have developed. They explore the British context of living as a Sikh: the geography, the key principles, the contributions to society. They also learn about the Gurus and what each of them added to the faith. This unit also explores the ways in which Sikhs choose to live and practice their faith in light of modern demands.

The Five Pillars: What impact do they have in individual's lives?

Students learn about the principles of the Five Pillars of Islam, the role they have in the lives of individual Muslims, the duties that Muslims have and the way in which the underlying teachings can be applied to non-Muslims.

Christianity

Students learn about the key tenants of the Christian faith including the teachings of the Bible, the idea that Jesus is believed to be the Son of God, the concepts of salvation and redemption and the foundational beliefs that are shared across all denominations. The unit also focuses on key individuals who have contributed to the faith.

How do humans express their spirituality?

Students consider the ways in which spirituality is understood and practised both within and outside of religion. They take time to reflect on their own understanding of spirituality. All students prepare a piece for a national competition called 'Spirited Arts' run by NATRE, focusing on one of the five themes offer by the competition and supporting their entry with a written reflection.

By the end of Year 7:

1. Your daughter will be **exceeding** expectations for the year group if: She is able to compare her point of view with those of others and give in-depth explanations of teachings and beliefs, with a discussion of the impact these may have on individuals and/or communities. She is

presenting her work in a way that furthers her argument and/or purpose and is clearly and consistently using RE-specific vocabulary.

2. Your daughter will be **meeting** expectations for the year group if: She is clearly supporting her ideas and those of others with arguments, evidence and examples. She is offering strong explanations of teachings and beliefs and is showing the similarities and differences between them. She is thinking clearly about how to successfully order her work and there is clear use of RE-specific vocabulary.
3. Your daughter will be **below** expectations for the year group if: She is offering reasons for her viewpoints and explaining key teachings and beliefs. She is insecure in supporting her ideas with clear reasons and examples and if she is not consistently exploring the similarities and differences between teachings and beliefs. She is presenting her work with some order and there is some evidence of the use of RE-specific vocabulary.
4. Your daughter will be **significantly below** expectations for the year group if: She is unable to clearly state her viewpoint or those of others, nor able to clearly explain and describe key teachings and beliefs. She is insecure in her use of RE-specific vocabulary and is unsure of how to successfully present her work.

Year 7 Science Overview

[Return to top](#)

In science we aim to provide the foundations for understanding the world around us to develop in our students:

- a sense of excitement and curiosity about natural phenomena;
- scientific knowledge and understanding;
- an understanding of the methods of science through different types of science enquiries.

In addition, our curriculum improves communication skills and helps students form a healthy dose of scepticism, and recognise the power of rational explanations. Here is an outline of the topics covered in year 7:

Induction: Students learn about health and safety in a laboratory. They are introduced to science investigation skills. Key science equipment is introduced.

Cells and organisation: Students compare plant and animal cells and use a microscope independently. Students describe the functions of the parts of cells and describe the adaptations of specialised cells.

Chemical Reactions: The students assess risk in order to work safely in the laboratory. They recognise the difference between physical and chemical changes and learn how chemical reactions can be identified and summarised by writing word equations for simple reactions.

Electric Circuits: The aim of this program is for pupils to develop a meaningful understanding of a scientific model of an electric circuit so that they are able to explain the working of series and parallel circuits.

Energy Resources: Students are introduced to the energy transfer model and use Sankey diagrams to represent energy transfers. In addition, students investigate how electricity can be generated.

Forces : Students learn that about a variety of forces, their effects and how they can be measured. They learn to draw force diagrams. They also use the equation for speed, and interpret distance-time graphs.

Acids and Alkalis : Students describe methods of safe working. They describe the properties of acids and alkalis. pH indicators are introduced. Students mix acids and bases and describe what happens.

Reproduction: Students explain the structure and function of flowers and describe how they reproduce. Students describe human reproductive systems and name some changes that occur during puberty. They describe the menstrual cycle, and also the events during fertilisation and pregnancy.

Rocks: Students learn about the different types and properties of rocks. They describe and explain the changes that occur in the rock cycle. They explain the difference between weathering and erosion.

Solids, Liquids and Gases: Students compare the properties of solids, liquids and gases, and explain those properties by referring to the arrangement and movement of particles. This leads to an

explanation of changes of state. Students also explain diffusion and pressure in terms of the movement of particles.

By the end of Year 7:

1. Your daughter will be **exceeding** expectations for the year group if: She becomes aware of the big ideas underpinning scientific understanding, such as the particulate model. She challenges misconceptions and demonstrates an understanding of higher-order content. She has an extended specialist vocabulary. She relates scientific explanations to various phenomena and starts to use modelling and abstract ideas to develop and evaluate explanations.
2. Your daughter will be **meeting** expectations for the year group if: She sees the connections between topics and can use her knowledge to solve a variety of problems. She uses technical terminology. She can decide on the appropriate type of scientific enquiry to undertake to answer questions and develop a deeper understanding of factors to be taken into account when collecting data. She can evaluate her results and identify further questions arising from them.
3. Your daughter will be **below** expectations for the year group if: She is developing a secure understanding of the key blocks of knowledge and concepts. She is insecure in her use of scientific vocabulary, scientific nomenclature and units. She can also apply mathematical knowledge to her understanding of science, including collecting, presenting and analysing data. She is developing her confidence in using scientific apparatus to carry out practical work.
4. Your daughter will be **significantly below** expectations for the year group if: Her understanding of some key blocks of knowledge and concepts is developing, but she struggles to apply this in different situations. Her use of scientific vocabulary, scientific nomenclature and units is inconsistent. She has used a variety of scientific apparatus to carry out practical work, but is lacking in confidence in her presentation and analysis of this work.