



**Bishop Challoner**  
Catholic School

## **Year 7 Curriculum Calendar 2024-25**

	<b>YEAR LEADERS</b>	<b>TUTOR GROUP</b>	<b>FORM TUTOR</b>
<b>Year 7</b>	<b>Ms Harrison (HOY)</b>	St Ignatius	Ms Morales Velazquez
		St Martin de Porres	Ms Charter
	<b>Ms Gachette (DHOY)</b>	St Maximilian Kolbe	Mr Maddison
		St Josephine Bakhita	Mr Larkin
		St Katharine Drexel	Ms Bolarin
		St Teresa of Kolkata	Mr Assegai/Ms Byrne

At Bishop Challoner, we deliver a broad and balanced curriculum, providing pupils with the education they need to succeed in later life. At our school, we aim to inspire pupils through our curriculum, and encourage them to seek the paths they desire for their future careers. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem. Through the design of our curriculum, we seek to educate the whole person as made in the image and likeness of God. We strive to develop the spiritual, moral, social and learning attitudes of our pupils so that they may become the best that they can and live the best possible life.

Regular testing and assessment is integral to the curriculum with full reports sent to parents/guardians annually. Parents/guardians will be encouraged to co-operate with the school by monitoring their child's work and activities, by frequent inspection of the homework diary and by attending meetings arranged for the purpose of discussing student's progress.

The curriculum is designed to provide access and opportunity for all pupils who attend the school. Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers
- Taking measures to ensure pupils with SEND are not discriminated against in any way
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education

## **SEND**

We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teacher. Children with Special Educational Needs are taught alongside other pupils. Some subjects are set according to ability whilst others are taught in mixed-ability groups. Lessons are 'differentiated' so that different pupils may have adjusted work or different goals set for each lesson. We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions.

We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor. If your child has a Statement of special educational need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review Our SENCO is Ms A Alonso. You can contact her via reception.

## **More Able**

We have a large number of more able students, with whom we work and monitor closely to best support their needs and future aspirations. These students are identified within the first term, and teachers are encouraged to be aware of subject specific abilities as well as overall academic achievement. We ensure they are stretched and challenged within each of their subjects, and work closely with a link colleague in every faculty to ensure this is carried out across the school. We also ensure that elements of challenge are incorporated into every lesson so that more able pupils are stretched at all times.

## PSHE

As a Catholic School, the foundation of PSHE is based on our motto, “Christ at the Centre”. We believe as a School community, that Christ is at the centre of our lives and all that we do. According to John 10:10, Jesus said, I have come so you might have life”. It is our hope that through PSHE we can develop the qualities and attributes needed to bring about the life that Jesus promised to all our students.

Our planned programme is designed to help them adequately navigate and address the many difficult moral, social and health-related issues that arise in their lives and in the society they live in. It is our intention that PSHE will support the development of the young men and women in our school, enabling them to live confident healthy, independent lives as individuals within society. In addition to this, the PSHE programme promotes fundamental British Values, which are taught implicitly in lessons and throughout all key stages.

The key 3 areas covered throughout the PSHE programme are:

1. Health and Wellbeing – Loving ourselves  
*Ephesians 2:10; ‘For we are his workmanship’*
2. Relationships – Loving others  
*John 13:34; ‘Love one another’*
3. Living in the Wider World – Loving the world  
*Genesis 2:15; ‘Take care of it’*

The delivery of the lessons is aimed to be interactive, dynamic, practical, and easily adaptable to different learning styles. Pupils are encouraged to be expressive with their thoughts and be engaged with their learning.

## Timings of the School Day

	Activity	Duration
8:30 – 8:50	Line-up / Registration	20 mins
8:50 – 9:50	Period 1	1 hour
9:50 – 10:50	Period 2	1 hour
10:50 – 11:10	Break / Line-up	20 mins
11:10 – 12:10	Period 3	1 hour
12:10 – 13:10	Period 4	1 hour
13:10 – 13:50	Lunch / Line-up	40 mins
13:50 – 14:50	Period 5	1 hour
14:50 – 15:05	Line-up / Dismissal	15 mins

## Year 7 Art & Design

At Key Stage 3 students are taught to develop their creativity and ideas, becoming confident and proficient in a variety of techniques and Art mediums. Students will also develop knowledge and a critical understanding of art and design practitioners to inform their work. Our curriculum enables students to develop their emotional expression through art to further enhance their personal, social, emotional, and moral development. The curriculum focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Students should also gain some understanding of how art & design shape our history and contribute to the culture, creativity and wealth of our nation.

<b>Head of Department</b> – Miss K Skinner kskinner@bishop.towerhamlets.sch.uk
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<b>Lessons per 2-week cycle:</b> 2
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<b>How is the course taught?</b>
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The Key Stage 3 curriculum is taught over three years and is centred around developing students core skills within Art & Design. Students are introduced to a wide range of art and design practitioners' work, both historical and contemporary.
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In Year 7 & 8 students are introduced to the Formal Elements of Art, which are Line, Tone, Colour, Pattern, Shape and Form (the building blocks of art and design). These key areas are then revisited In Year 9 to enable students to continue to build and develop their skillset in preparation for GCSE and A Level Art.
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<b>How are students grouped?</b>
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Students are taught in mixed ability classes.
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<b>How are students assessed?</b>
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| <ul style="list-style-type: none"><li>• Benchmark drawing test (first lesson of Year 7)</li><li>• Assessment (Grades A-E) given on specific tasks completed for classwork and homework within students' sketchbooks.</li></ul> |
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<b>Homework:</b> Homework is set twice every half term and is predominantly based on analysing artist's work that links to the topic that students are learning within class at that time.
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Homework is set on Satchel One, and hard copies of resources are given to students for practical tasks.
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## Year 7 Art & Design Course Description

### **Autumn Term 1-** The formal elements in Art.

- Developing observational drawing skills using shading, mark-making techniques, and learning about proportion and scale.
- To develop literacy skills by analysing the work of Ernst Haeckel focusing on the formal elements within art & design.

### **Autumn Term 2-** The formal elements in Art.

- Learning about the different colour groups within the colour wheel.
- Developing skills in mixing different colour groups using paint and applying these colours to an image.
- To develop literacy skills by analysing the work of Yayoi Kusama focusing on the formal elements within art & design.

### **Spring Term 1-** Landscapes.

- To develop skills in printmaking by learning the process of creating a polyblock print from a landscape image.
- To develop literacy and critical thinking skills by comparing and contrasting the work of different landscape artists.

### **Spring Term 2-** Landscapes.

- Developing skills in using oil pastels to create an observational study of Henri Rousseau's work.
- To be able to analyse the work of Henri's Rousseau landscape painting 'Tiger in a Tropical Storm, (Surprised!) 1891.'

### **Summer Term 1- Pop Art**

- Developing skills in design by creating a composition of different artworks that represent the work of artists within the Pop art movement.
- To develop knowledge and understanding of what inspired the work of artists within the pop art movement.

### **Summer Term 2- Pop Art**

- To learn the process of creating a series of optical illusion designs that can be made into a three-dimensional cube.
- To be able to analyse the work of Op artist Bridget Riley using the formal elements in art and design.



## Year 7 Computing

**Head of Faculty – Miss A Ahmed**

**Lessons per fortnight cycle: 2**

**How is the course taught?**

The course is taught across three academic years. Students are introduced to what the difference between ICT and Computing is. In the first half term students grasp theoretical concepts and develop their literacy and numeracy skills to know how computers work.

**How are students grouped?**

Students are grouped in mixed ability classes.

**How are students assessed?**

Students are assessed:

- Through low stakes homework quizzes online
- End of topic tests at the end of each unit
- Grade Indicator exams

**Homework:**

Homework is set once a fortnight via Satchel One based on retrieval of content taught in lessons. Students receive a homework booklet for each term.

**Textbooks and Materials provided and needed:**

Students will have access to all Microsoft Office Applications via RM Unify. Lesson resources can be found on Google Classroom. Students are encouraged to download Python at home.

## Year 7 Computing Course Description

### Autumn Term

#### Using computers safely and responsibly

- Organising files, folders and directories
- Recognising File types and shortcuts
- The effects of cyberbullying
- Using social networks safely and responsibly
- Searching the web
- Using email
- Keeping data safe

#### Computer Crime & Cyber Security

- Online privacy and data protection methods
- Identifying phishing email scams
- Protecting personal data
- Copyright legislation
- Health and Safety
- Environmental issues

### Spring Term

#### Graphical Programming using Python

- Introduction to the Python IDE – coding, comments, saving and running a program
- Controlling distance and angles to draw polygons
- Simple debugging techniques
- Using variables and values
- Python features – line thickness, colour and fill
- Determine output selection using IF, ELSE statements
- Improving code efficiency using for loops
- Using subroutine
- Graphics project – planning

### Summer Term

#### Spreadsheet modelling

- Introduction to cell referencing and simple arithmetic formulas
- Applying formatting techniques – labels, colour, font, gridlines, merging cells
- Introduction to SUM, MAX and MIN
- Using the COUNT function
- Using IF, ELSE statements

- Using COUNT IF statements
- Conditional Formatting
- Applying validation techniques
- Charts and graphs
- Macros

## Year 7 Dance

The intent of the dance department at Bishop Challoner is to stimulate an awareness and enjoyment of dance and promote understanding of Dance as an art form. Our aim is to develop basic, intermediate and advanced performance skills so that the body can be seen as a versatile instrument capable of expressing a variety of moods, ideas and feelings through movement. We aim to develop choreographic skills helping students gain an understanding of choreographic devices, structuring dances and the way in which to communicate with an audience through movement.

<b>Head of Subject – Ms C Charter</b>
<b>Lessons per 2 week cycle : 2 lessons per fortnight for half of the academic year.</b>
<b>How is the course taught?</b> Students will develop their technical, physical, expressive and mental performance skills through warm ups and set performance phrases. Students will learn to choreograph dance using a variety of different stimuli and music styles.
<b>How are students grouped?</b> Students are taught in form groups
<b>How are students assessed?</b> Students use self and peer assessment in every lesson. They are formally assessed at the end of each unit of work using ABCDE.
<b>Homework:</b> Practical hw: practising dances learnt in class. Students are given the opportunity to use the dance studio to rehearse in at lunchtimes.

## **Year 7 Dance Course Description**

### **Autumn Term 1**

#### **Introduction to dance.**

##### **Skills taught:**

- Creating short action sequences.
- Understanding how to use timing to achieve effective unison and canon.
- Accuracy of action and timing in taught sequences of movement.
- Creating still images using different imagery.
- Effective rehearsal skills.
- Self and peer assessment skills
- Sustaining a performance to an audience with focus and energy.

### **Autumn Term 2**

#### **Performance using basketballs**

##### **Skills taught:**

- Accurate timing.
- Use of formations
- Creating movement using a prop.
- Effective group rehearsal skills.
- Self and peer assessment skills
- Sustaining a performance to an audience with focus and energy.

### **Spring Term 1**

#### **Choreography using a prop – chairs**

- Using complementary movement in choreography.
- Using contrasting movement in choreography.
- Using dance actions as effective transitions.
- Using a prop in creativity.
- Using levels effectively.
- Self and peer assessment skills
- Sustaining a performance to an audience with focus and energy.

## Year 7 Drama

The Drama curriculum has been designed with three key concepts at its core – **devising** Drama, **performing** Drama and **responding** to Drama. The acquisition of knowledge that supports students' understanding and masterful practice of these concepts in Drama is cumulative as students explore the origins of drama, the various structures of a piece of drama and a plethora of dramatic texts at all key stages.

In year 7, students are introduced to the various origins of Drama which promote collaboration to support transition into secondary school and also introduces students to the fundamentals of performing a character for an audience in a variety of styles. KS3 Drama students are timetabled on a carousel with KS3 Dance and therefore students have lessons until February half-term and then rotate.

<b>Head of Department– Ms Ferry</b> <b>Mferry@bishop.towerhamlets.sch.uk</b>
<b>Lessons taught weekly</b>
<b>How is the course taught?</b> Students explore the fundamentals of performing on stage, for an audience, in character. Teachers introduce students to the origins of Drama – Greek Theatre and Commedia Del Arte. Students practically explore these Dramatic conventions and later apply them to literary texts through the lens of Naturalism – a concept theorised by Stanislavski.
<b>How are students grouped?</b> Students study Drama in their tutor group.
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• Vocab tests</li><li>• Half-termly 'final performance'</li><li>• Peer/self evaluations in every lesson</li></ul>
<b>Homework: Students may have to learn lines, bring in costumes and props, build mini-sets.</b>
<b>Textbooks and Materials provided and needed:</b> Students are provided with the materials needed to access the course for example, extracts from literary texts.

## Year 7 Drama Course Description

### **Term 1 – Greek Theatre**

Students will know the following elements of Greek theatre:

- Historical facts regarding playwrights, dates and style of performance
- Chorus
- Amphitheatre staging
- Ensemble performance
- The story of Antigone/Oedipus

1. Students will know what myths are and the literary features of myths.
2. Students will also know the key performance skills for bringing a text to life.
3. Students will know what the basic elements of a script are for example, stage directions, dialogue, prologues and scenes.

### **Term 2 – Commedia Del Arte**

1. Students will explore mask work and stylised physicality.
2. Students will know how to convey different personas of stock characters through stylised physicality.
3. Students will know and use the elements of comedy effectively such as timing, exaggeration, slapstick, audience interaction.
4. Students will know how to create a short piece of comedy
5. Students will know how to articulate critical opinions using key vocabulary

### **Term 3 – Naturalism and Stanislavski**

1. Students will know what naturalism is and how it relates to performance
2. Students will know what Stanislavski's key methodologies were for performing in role in a convincing way.
3. Students will know the historical facts of the Moscow Art Theatre Company
4. Students will know how to justify the claim of Stanislavski as a leading theatre practitioner using key terminology.
5. Students will know how to develop their characterisation

## Year 7 Design & Technology

Key Stage 3 will focus on refining the skills learned in primary school, it will provide a solid foundation of knowledge that will fully prepare our pupils for the requirements of the GCSE course. Year 7 will act as a transition year, so any gaps in learning at KS2 highlighted and improved. Pupils will learn techniques for using hand tools and machines, processes and manufacturing techniques needed to manufacture a range of products (in all technology disciplines). Every pupil will go through Health and safety training to understand how to work and keep themselves safe in the workshop.

**Head of Faculty – Mr A Frederick ([Afrederick@bishop.towerhamlets.sch.uk](mailto:Afrederick@bishop.towerhamlets.sch.uk))**

**Lessons per 2 week cycle :4**

### **How is the course taught?**

The core skills and knowledge will be taught and revisited through focused tasks:

- Making (Practical) skills
- Evaluating
- Design (Graphic) skills
- Technical knowledge
- Technology in society (Past, current and in the future)

### **How are students grouped?**

Students are grouped in mixed ability classes

### **How are students assessed?**

Students are assessed with Reflection tasks, Practical tasks, Homework, End of topic test, Grade indicator exams, Questioning and Formative assessment

### **Homework:**

Homework is set at least every two weeks.

### **Textbooks and Materials provided and needed:**

- Exploring food and nutrition for KS3
- Pocket sized revision guide – Design and Technology
- Design and Technology 2<sup>nd</sup> edition
- Timber, metal based materials and polymers



## Year 7 Design & Technology Course Description

There is no carousel arrangement structure at KS3, pupils will be taught by the same teacher throughout the year. This will enable pupils to enjoy every opportunity that the department has to offer and allow them to be fully informed on their option choices. This arrangement will also allow good teacher, parent, and pupil relationships to build. This will also benefit assessment, as more accurate monitoring and reporting can take place.

### **Autumn Term 1-** Graphics content to be covered

- Assessment of prior knowledge- The baseline test
- Basic drawing equipment graphic equipment
- Freehand drawing techniques
- Materials and their working properties- card
- Colour theory
- Colour- moods and emotions
- Basic 2D and 3D geometric shapes.

### **Technology in society**

- Roles of a graphic designer
- The design process
- Design evolution

### **Autumn Term 2-** Food content to be covered

- Function of nutrients
- Food safety
- Food provenance
- Introduction to equipment and utensils
- Healthy eating
- Preparing fruit and vegetables

### **Technology in society**

- Staple foods
- Parts of the plant
- Seasonality
- Where food comes from

### **Spring Term 1-** Textiles content to be covered

- Basic textile equipment
- Using the sewing machine
- Materials and their working properties- textiles (natural and synthetic fibres)
- Cutting and material joining techniques
- Working properties of fleece and felt.
- Material wastage
- Standardised components

### **Technology in society**

- Wider use of textiles
- Gender stereotypes

### **Spring Term 2-** Resistant Materials content to be covered

- Hand tool usage
- Working safely and accurately using workshop machines
- Materials and their working properties- timbers, metals, and polymers
- Marking out, wasting, and finishing materials
- How to semi-permanently and permanently join materials

### **Technology in society**

- Inspiration and innovation
- Famous designers
- The natural world
- Product evolution

### **Summer Term 1-** CAD/CAM content to be covered

- Use of 2D design
- Creating basic shapes
- Using different lines and thicknesses of lines
- Basic design manipulation
- Vectorising

- Rendering objects

**Technology in society**

- ICT usage in Design and Technology

**Summer Term 2- Systems and control content to be covered**

- The different types of structures
- Different types of motion
- Different types of forces
- Strengthening structures
- Electrical symbols
- How a circuit works

## Year 7 English

English is crucial to the success of any student beginning any secondary school. It is through reading, writing, speaking and listening that students can be confident across all their subjects and have a wider knowledge and understanding of the world around them. The English faculty at Bishop Challoner aim to create confident, enquiring and literate minds and so during year 7, students will have the opportunity to write and respond creatively to a range of engaging and challenging stimuli: prose, poetry, drama, non-fiction and spoken word.

<b>Head of Faculty – Ms S Ali</b>
<b>Lessons per 2 week cycle : 8</b>
<b>How is the course taught?</b> Students will begin with a transition unit aimed at recapturing some of the knowledge and skills from year 6. Once this unit has been completed, mixed ability sets are established and students will all study a novel, an anthology of poetry, a Shakespeare play, non-fiction and creative writing. A range of reading, writing, speaking and listening methods are used.
<b>How are students grouped?</b> Students are in mixed ability classes.
<b>How are students assessed?</b> Through low-stakes quizzes and questioning Homework End of unit written assessments
<b>Homework:</b> Reading Book reports Creative writing responses Set every two weeks and marked by the teacher.
<b>Textbooks and Materials provided and needed:</b> All Literature texts and textbooks are provided.

## Year 7 English Course Description

### Autumn Term 1 – Introduction to Shakespeare

- Introducing the three varieties of plays: comedy, tragedy and history
- Reading various parts of Shakespeare’s plays
- Acting/role play
- Understanding the idea of performance and characters
- Assessed by an analytical literature essay on an extract from the play.

### Autumn Term 2 – Gothic Writing

- Creative writing unit.
- Students will develop an understanding of the conventions of Gothic Writing and explore multiple Gothic texts to grasp the genre.
- Speaking, listening, debating, group work, self / peer-assessment opportunities.
- Assessed by a creative writing story piece in the form of Gothic genre.

### Spring Term 1 – Frankenstein

- Reading aloud and performing
- Speaking, listening and debating opportunities.
- Looking at different characters and themes within the play.
- Assessed by an analytical literature essay on an extract from the play.

### Spring Term 2 - Non Fiction and Media

- Students will learn about a variety of different written forms, such as advertising, presenting a viewpoint, informative, biography, autobiography, popular science and reporting.
- Study the writer’s methods, as well as engage with interesting and challenging topics.
- Learn how to write in these various forms, and will be assessed on their non-fiction writing.
- Assessment is a creative writing article based on a product created in a previous lesson.

### Summer Term 1 – Poetry

- Read poets from a wide variety of cultures and backgrounds, learning about the importance of individual voices and what we can learn from them.
- Look more closely at literary techniques used in poetry to create effects on the reader.
- Assessed by a comparative analysis of two of the anthology poems.

## **Summer Term 2 – Private Peaceful**

- Students read the whole novel as a class.
- Analyse key extracts of the novel / techniques / key characters / plot.
- Explore key themes within the novel.
- Explore the history of WWI.
- Assessed by an analytical literature essay on an extract from the novel.

## Year 7 French

More than 220 million people speak French on all the five continents; it is the second most widely learned language after English and the sixth most widely spoken language in the world. French is also both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

We believe languages should be accessible for all students and this course has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

**Head of Faculty – Mrs Cuino** [scuino@bishop.towerhamlets.sch.uk](mailto:scuino@bishop.towerhamlets.sch.uk)

**Lessons per 2 week cycle : 3**

### **How is the course taught?**

Year 7 follows an ambitious and bespoke curriculum plan which enables students to maximise their progress so that they are ready to move on to their next step in the language acquisition process. Lessons aim to broaden students' perception of languages and engage students in cultural aspects of French, such as food and traditions. Students are also taught about the importance of learning a language and the use of languages in the workplace. Progress is tracked through formal and informal assessment tasks, such as end of module assessments and homework assignments. Teacher feedback guides students' next steps so that students can improve their work and set targets for future learning.

### **How are students grouped?**

Students are taught in form groups

### **How are students assessed?**

Students are assessed through:

- Low- stake assessment tasks
- Homework
- Mid-term diagnostic assessments
- End of module assessments
- End of year exams

**Homework:** Homework is set based on retrieval of content in lesson: vocabulary quizzes, grammar and translation, vocabulary building tasks, cultural tasks, reading, listening, and writing tasks.

Homework is set via Go4 schools with accompanying resources.

**Textbooks and Materials provided and needed:**

The MFL department has developed most of the teaching and assessment resources from the Dynamo 1 textbook, additionally, new bespoke units have also been designed to give a more tailored approach to meet students' needs. Students will be provided with revision resources and extension tasks that will enable them to take control of their learning in manageable steps.

## Year 7 French Course Description

**Autumn Term 1-La rentrée**

- Greetings
- Class routines and rules
- French pronunciation (key sounds)
- Days of the week
- Saying your name, your age and where you live
- Using numbers
- Talking about brothers and sisters

**Autumn Term 2- La rentrée**

- Talking about likes and dislikes
- Describing yourself and others
- Saying what you do
- Using the present tense of avoir and aimer
- Using the present verbs of –er verbs
- Phonics- focus on final silent consonant

**Spring Term 1-En classe**

- Talking about colours
- Telling the time
- Giving opinions about school subjects
- Talking about what you wear to school
- Using adjectives after nouns



- Phonics- focus on liaison, qu, oi, h, soft c

### **Spring Term 2-En classe**

- Talking about your school day
- Learning about a typical school day in France
- Review –er verbs in the present tense
- Saying what there is and there isn't in school
- Phonics- nasal sounds en, an, on (revision), h, silent final e

### **Summer Term 1 Mon temps libre**

- Talking about weather and seasons
- Talking about free time activities
- Using *jouer* and *faire* + activity
- Expression of frequency
- Phonics-Key sounds

### **Summer Term 2 Mon temps libre/Ma vie en famille**

- Talking about sports in French speaking countries
- Talking about you like doing
- Talking about animals and using higher numbers
- Describing family members using possessives
- Opinion verbs: *aimer*, *adorer*, *détester* + infinitive
- Question words
- Phonics- u, oi, ch (revision)
- Revision

## Year 7 Geography

The KS3 Geography national curriculum aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in a range of geographical skills.

Our curriculum at Bishop Challoner further aims to create global citizens who appreciate the world in which they live and understand the ever-evolving nature of Geography as an academic discipline.

**Head of Faculty – Ms L Griffiths [lgriffiths@bishop.towerhamlets.sch.uk](mailto:lgriffiths@bishop.towerhamlets.sch.uk)**  
**Head of Department – Ms F Abidi [fabidi@bishop.towerhamlets.sch.uk](mailto:fabidi@bishop.towerhamlets.sch.uk)**

**Lessons per 2 week cycle : 3**

### **How is the course taught?**

The Geography Department follow the KS3 National Curriculum to ensure our lessons offer breadth and depth of key geographical concepts and places across three years of study. The Geography curriculum has been carefully planned to ensure units consider our specific demography and diversity. The British Isles topic enables students to explore their local area, develop an early sense of 'place' and delve deep into the perception of Britishness, challenge stereotypes, understand migration and explore our multicultural society.

The KS3 curriculum has been designed with explicit links to KS4 where KS3 assessment Criteria develop skills that can be utilised across later learning within Geography and across the curriculum.

Students are given clear strategies for answering extended writing tasks and data analysis questions through sentence starters, model answers and acronyms such as PEEL, TEA and CLOCC to help them remember how to structure answers.

**How are students grouped?**

Students are grouped in mixed ability classes and taught within their form classes.

**How are students assessed?**

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Mid year and end of year exams

**Homework:**

Homework is set every two weeks and based on retrieval of content taught in lesson or extended writing and literacy tasks. Homework is set via Go4Schools.

**Textbooks and Materials provided and needed:**

The department works from Geog.1, 2 & 3 textbooks and students will have access to these in class when required. Students will also have use of updated World Atlases and OS Maps to develop and improve their geographical skills throughout the year.

The Geography department will provide revision resources at the end of each unit and prior to end of unit assessments and end of year examinations. It is advised that the PLCs for each unit can direct revision.

## **Year 7 Geography Course Description**

**Autumn Term 1****Topic 1 – Exploring the British Isles**

To understand the human and physical geography of the British Isles whilst celebrating our diversity. Students are given the opportunity to explore their place in the world through location knowledge and a deeper understanding of place. This unit challenges stereotypes and perception and celebrates multiculturalism and diversity in the British Isles.

**Autumn Term 2****Topic 2 – Epic Ecosystems**

A general overview of the location of world biomes is provided at the start of the unit. From here more depth is given to the tropical rainforest and desert biomes. Students learn about the interactions between physical and human geography to shed light on key environmental issues facing the tropical rainforest. Students are required to consider the future of the tropical

rainforest, the importance of its services and the factors threatening these ecosystems.

### **Spring Term 1**

#### **Topic 3 – Fantastic Maps**

The teaching of specific map skills including using grid references, symbols, scales and atlases.

This unit aims to build on students' knowledge of globes, maps and atlases in order for them to apply and develop their location knowledge routinely in the classroom and in the field. They will interpret Ordnance Survey maps in the classroom through the use of grid references, symbols and scale as well as topographical and other thematic mapping.

### **Spring Term 2**

#### **Topic 4 – Impossible Places**

Students are directed to use their enquiry skills to assess how 'impossible' certain locations around the world really are. This provides students with the opportunity to learn about a number of locations, applying their understanding of physical and human geography to come to their decisions. Locations explored are Norway, Dubai, Easter Island, Kenya and Brazil.

### **Summer Term 1**

#### **Topic 5 – Going Green and Geographical Enquiry**

Students are introduced to the concept of sustainability through the issues of waste and water use. Students will use their numeracy and literacy skills to explore sustainability at different scales e.g. local, national and global.

Students will complete their own geographical enquiry in the summer term, investigating the sustainability of Bishop Challoner School. They will complete every stage of a geographical enquiry from data collection and presentation to analysis and conclusions.

## **Summer Term 2**

### **Topic 6 – Wild Weather**

Students are introduced to weather and climate with a focus on the British Isles. This scheme of learning involves considering weather forecasting and measurements, as well as considering how air pressure impacts precipitation. Overall it aims to draw clear links with KS3 elements of the Science curriculum, culminating in an investigation into extreme climate hazards around the world.

## Year 7 History

History is a subject that encourages students to explore and question the world around them. Through the use of enquiry, pupils are introduced to key historical concepts such as Evidence, Change and Continuity, Historical Significance, Cause and Consequence, Interpretations and Similarity and Difference. These provide pupils with key skills which can be used across numerous subjects throughout their secondary journey. It also provides them with an understanding of how the world around them was shaped and formed, be that socially, politically or geographically, following a chronological framework.

<b>Head of Faculty – Ms L Griffiths - <a href="mailto:lgriffiths@bishop.towerhamlets.sch.uk">lgriffiths@bishop.towerhamlets.sch.uk</a></b>
<b>Lessons per 2 week cycle: 3</b>
<b>How is the course taught?</b> This is the first year of KS3 and serves as an introduction to many key skills which are used throughout the rest of KS3 and 4 History. Pupils begin with an investigation into London throughout time, which serves as the framework from which pupils are introduced to skills such as Chronology, sources and evidence, change and continuity. Following this, students are introduced to the concept of Interpretations when studying an enquiry based on the Romans. These early lessons also serve as an opportunity for teachers to ascertain what previous Historical learning pupils have engaged in in KS2. All early lessons are scaffolded and differentiated to allow pupils from all starting points to be able to access the work. Lessons also contain stretch and extension work to ensure that learners are continuously being challenged.
<b>How are students grouped?</b> Students are taught in their tutor groups
<b>How are students assessed?</b> Students are assessed through: <ul style="list-style-type: none"><li>• Low stakes quizzes</li><li>• Homework</li><li>• End of topic assessments (half termly)</li><li>• Mid and End of year examinations</li></ul>

- Low stakes quizzes
- Homework
- End of topic assessments (half termly)
- Mid and End of year examinations

**Homework:**

Homework is set every two weeks, these take a variety of forms including research, write ups and projects based on work that has been covered throughout the term. Homework is set online via Satchel One and pupils write it down in their planner.

**Textbooks and Materials provided and needed:**

All textbooks and resources are provided within the lessons.

## Year 7 History Course Description

**Autumn Term 1**

**Enquiry Question:** Local history and skills introduction

**Conceptual focus:** Change and continuity

*An introduction to key historical skills including: Chronology, sources and evidence, change and continuity. All centred on local history of the area and how it has changed over time.*

**Autumn Term 2**

**Enquiry Question:** How rotten were the Romans?'

**Conceptual focus:** Interpretations

*Continued building of key skills with a focus on interpretations – how do two historians view the Romans and how fair is each view. Looking at how the Romans impacted on Britain and other areas of the empire.*

**Spring Term 1**

**Enquiry Question:** How did William win the Battle of Hastings?

**Conceptual focus:** Causation

*A look at how the William won the battle of Hastings and the impact he had on the country afterwards including: The Domesday book, Castles and the Feudal system.*

**Spring Term 2****Enquiry Question:** Medieval life**Conceptual focus:** Similarity and difference

*What Medieval life was really like, focusing on how it impacted on different people differently depending on their class, race etc.*

**Summer Term 1****Enquiry Question:** What was the significance of the wars between 1199-1453?**Conceptual focus:** Significance

*A look at a wide range of key historical topics including: King John, the crusades, the 100 Years War. How each of these different areas impacted on Britain in a variety of ways including socially, economically and politically.*

**Summer Term 2**

*The final weeks of the term will be dedicated to revision of prior learning in preparation for end of year grade indicator exams.*



## Year 7 Maths

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

**Head of Faculty – Ms D Hegarty [dhegarty@bishop.towerhamlets.sch.uk](mailto:dhegarty@bishop.towerhamlets.sch.uk)**

**Lessons per 2 week cycle : 6**

### **How is the course taught?**

The course is taught in a way that ensures our students have the opportunity to:

1. become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
2. reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
3. solve problems by applying their 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;
4. communicate, justify, argue and prove using mathematical vocabulary;
5. develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

### **How are students grouped?**

Students are grouped in sets according to mathematical ability.

### **How are students assessed?**

Students' progress is tracked using the National Curriculum assessment objectives. Formative assessment is used to evaluate learning throughout the unit. In 2023/24 there are three formal assessment points, one at the end of Autumn term, one during the March exam week and one during the

July exam week. Students will be given at least three pieces of assessed homework each half term, provided there are no assessments during that term.

**Homework:**

Students are assessed:

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Grade Indicator exams

Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom.

**Textbooks and Materials provided and needed:**

The department has access to the Collins Connect textbooks.

Students are given a username to Mathswatch where they are able to watch videos and complete questions based on the topics they are learning.

Personalised learning checklists with Mathswatch clip numbers are issued at the start of each half term to encourage independent study.

## Year 7 Maths Course Description

### Autumn Term 1:

#### Representing Data

- Read information from and complete a discrete or grouped frequency table
- Be able to read scales
- Draw bar charts from a frequency table including dual/composite
- Interpret bar charts and use them to solve problems
- Accurately measure angles in geometrical diagrams
- Draw and interpret pie charts
- Identify misleading chart features

#### Number

- Rounding – decimal places and significant figures.
- Order positive and negative numbers
- Multiply and divide negative numbers
- Powers and roots
- Use brackets and the hierarchy of operations (BIDMAS)
- Addition and subtraction of whole numbers.
- Addition and subtraction of decimals.
- Multiplication and division of whole numbers.
- Multiplication and division of decimals.
- Factors, Multiples and Prime
- Highest common factor and Lowest Common multiple

### Autumn Term 2:

#### Number, Factors, Multiples and Primes

- Be able to estimate calculations
- Factors, Multiples and Prime
- Powers and root
- Highest common factor and Lowest Common multiple

#### 2D Geometry

- Identify the symmetries of all 2D shapes and name them
- Correctly use geometrical terms and notation

- To transform 2D shapes by reflecting in diagonal mirror lines on a grid
- To transform 2D shapes by rotating about a point

### **Units, Perimeter and Area**

- Compare and order measures of length including when the units are different
- Find the area of rectangles
- Find the area of parallelograms
- Find the area of triangles
- Find the area of trapeziums
- Find the area of compound shapes
- Answer functional questions involving area

### **Spring Term 1: Algebra**

- Be able to identify an expression, equation, formula and identity
- Simplify expressions involving addition, subtraction, multiplication and division
- Use index laws with algebraic expressions
- Expand single brackets
- Expand and simplify expressions
- Expand double brackets
- Factorise linear expressions

### **Spring Term 2: Fractions**

- Compare and order fractions with different denominators
- Simplify fractions using common factors
- Add and subtract fractions with different denominators
- Convert between a mixed number and an improper fraction
- Solve problems including the addition and subtraction of fractions
- Express one quantity as a fraction of another
- Find a fraction of a quantity
- Perform a fractional increase or decrease

### **Summer Term 1: Percentages**

- Represent a fraction, decimal and percentage on a hundred square
- Find equivalent fractions, decimals and percentages
- Compare fractions, decimals and percentages
- Find a percentage of a quantity
- Perform a percentage increase or decrease
- Solve a percentage change problem given in context
- Solve simple interest problems

### **Summer Term 2: Angles**

- Apply the sum of angles at a point, on a straight line and vertically opposite angles
- Apply the properties of quadrilaterals to find missing angles
- Answer multi-step angle problems
- Find missing angles on parallel lines

## Year 7 Music

The Music Department ensures that all pupils are included in musical learning regardless of prior learning. All schemes of work within the Music Department are skills based. These are centred on a specific sequence that encourage pupils' development of Performance, Composition and Appraisal of Music. The Music Department runs with the saying 'Practice Makes Perfect'. This phrase builds resilience in learning and ensures pupils understand the benefit of working towards achievement. Each unit of work requires pupils to learn a new skill and to practice it to make it better. Modelling this behaviour allows pupils to not only grow through the curriculum but spiritually, morally and socially.

<b>Head of Department: Fiona Donaldson</b>
<b>Lessons per 2 week cycle :</b> Once a Week
<b>How is the course taught?</b> Music is a practical course and is taught through performance and composition skills. Pupils develop instrumental skills throughout year 7 and learn about the musical elements. This allows pupils to develop compositional and appraising skills.
<b>How are students grouped?</b> Students are taught in forms for Music. When completing group tasks, the teacher will choose the groups.
<b>How are students assessed?</b> Music is a modular course throughout Key Stage 3. At the end of each unit, pupils will either perform individually or as a group, or hand in a composition. Each half term a new unit begins.
<b>Homework:</b> Homework as per school policy.
<b>Textbooks and Materials provided and needed:</b> N/A

## Year 7 Music Course Description

### **Autumn Term 1**

#### *Stomp*

Pupils learn about the musical elements through group performance and composition. Pupils learn how to read and recognise rhythmic notation through aural perception.

### **Autumn Term 2**

#### *Keyboard Skills 1*

Pupils learn how to read Treble Clef notation and play the keyboard.

### **Spring Term 1**

#### *Instruments of the Orchestra*

Pupils learn about the different families of the orchestra and how to recognise instruments through aural perception. Pupils learn how to play famous orchestral music.

### **Spring Term 2**

#### *Carnival of the Animals*

Pupils learn how music can represent a story. Pupils develop compositional skills by creating their own piece of music inspired by Saint Sean's Carnival of the Animals.

### **Summer Term 1**

#### *Song Writing 1*

Pupils learn the key skills of song writing. Pupils learn how to fit words to music and how words tell a story.

### **Summer Term 2**

#### *Folk Music*

Pupils learn about the pentatonic scale, how to play and recognise melodies that use the pentatonic scale. Pupils will also begin to learn about chords within this unit before reaching Year 8.

## Year 7 Physical Education (PE)

<b>Head of Faculty</b>
<b>Lessons per 2 week cycle : 4 (1 double lesson, 2 single lessons)</b>
<b>How is the course taught?</b> <ul style="list-style-type: none"><li>• All activities are selected to ensure that we teach all subject content on the national curriculum as well as meet the aims. Our schemes of work are designed to challenge students across a broad range of physical activities and be active for sustained periods of time in every lesson.</li><li>• In year 7 core skills are taught, in year 8 we develop these core skills and teach advanced skills then in year 9 the advanced skills are developed into decision making and tactical awareness including rules and regulations. Eg. Invasion game – basketball – shooting: Y7 Core skills – lay-up with dominant hand, Y8 advanced skills – lay-up with non-dominant hand and reverse lay-up, Y9 – euro step/ selection of correct shot to outwit opponents within the rules of the sport.</li><li>• In year 7 all students complete the first half term in forms as baseline assessment to identify practical ability, knowledge and understanding from KS2.</li><li>• The curriculum is taught in arbitrary order due to facility clashes. All students in each year group will cover the same physical activities throughout the year just in different orders.</li><li>• All physical activities (excluding fitness) can be assessed at GCSE/BTEC/VCERT whilst still providing a varied curriculum for those who choose not to continue into KS4 examinable PE.</li><li>• Theory is taught through practical throughout KS3 which links directly to the GCSE/BTEC/VCERT curriculums.</li></ul>
<b>How are students grouped?</b> <p>Students are grouped into ability sets. The sets are created from the initial baseline assessment in Y7 then adjusted accordingly throughout KS£ if necessary.</p>
<b>How are students assessed?</b> <ul style="list-style-type: none"><li>• Sport specific core task assessment</li><li>• Low stakes questioning in class</li><li>• End of year theory exam</li></ul>
<b>Homework:</b> <p>One piece of homework will be set per half term. This homework is based on the theoretical content the students will be learning in lesson.</p>
<b>Textbooks and Materials provided and needed:</b> <p>Online resources are set on satchel one. Extra-curricular clubs are offered for the majority of classes on our school curriculum.</p>



## Year 7 Physical Education Course Description

Physical education at Bishop Challoner aims to:

- To develop competence in core skills to excel in a broad range of physical activities
- Students are physically active for sustained periods of time
- To engage in competitive sports and activities
- To implement basic tactics and strategies
- To understand basic rules and regulations
- To lead healthy, active lives.
- To acquire theoretical knowledge from elements of the applied anatomy and physiology and physical training topics at GCSE/BTEC

### Year 7

Athletics

Badminton

Football

Basketball

Tag Rugby

Softball

Cricket

Field Hockey

Dance

Netball

**Invasion games** (football, basketball, tag rugby, netball) – Passing, dribbling, shooting, footwork (movement) attack, defence

**Striking and fielding** (softball and cricket) – Precision, control, throwing, catching and batting

**Net games** (Badminton)– grip stance and movement, serves, defensive shots, attacking shots

**Accurate Replication** (Dance)

**Extra-curricular** – sports that are not taught within the curriculum are offered within extra-curricular clubs (trampoline and fitness)

## Year 7 Religious Education

As a Catholic School, Religious Education is a core subject and central to our school ethos. The KS3 course is authentic to the Catholic faith, rigorous and engaging, allowing students of all backgrounds to be fully immersed in the curriculum in an inclusive way. The subject also encourages students to develop their critical thinking and evaluative skills as they form their own arguments around common and divergent views within Catholic Christianity. Throughout the course there is time allowed for spiritual reflection including opportunities to reflect on personal beliefs and how these teachings impact students personally.

<b>Head of Faculty – Ms Englefield</b>
<b>Lessons per 2 week cycle : 5</b>
<b>How is the course taught?</b>
The KS3 RE course is taught across three academic years. The students study Catholic Christianity alongside other world religions so they are ready to engage with the GCSE curriculum when they reach Year 10. In Year 7 students study units on Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth and Islam. Students develop their literacy, oracy and research skills through extended writing, research projects, presentations and group work. Formative and summative assessment is used to evaluate learning throughout the unit. There are two formal assessment points, one mid-unit which takes many forms such as essay questions, speeches, letters or presentations and one end of unit assessment which is always written and is essay-based.
<b>How are students grouped?</b>
Students are taught in their form groups
<b>How are students assessed?</b>
RE uses a range of methods to assess students including: <ul style="list-style-type: none"><li>• Quizzes in class and on Satchel1</li><li>• Homework</li><li>• Mid-term assessments</li><li>• End of Unit assessments</li></ul>
<b>Homework:</b>
Homework is set every two weeks and based on retrieval of content taught in lesson. Homework can include research, extended writing and questions. Homework is set via Satchel1 and resources are given in class.
<b>Textbooks and Materials provided and needed:</b>
All material needed is provided.

## Religious Education Course Description

### Autumn Term 1

#### Creation and Covenant

- An introduction to Catholic Christianity
- The Bible and the different types of writing
- The Genesis accounts of creation
- The scientific theories about creation
- What is our responsibility to others and to the world
- The role of prayer

### Autumn Term 2

#### Prophecy and Promise

- How to navigate the Bible
- What connects the Hebrew Bible and the Old Testament?
- Why is the Old Testament important?
- How are scripture, tradition and the magisterium connected?
- How do Catholics use scripture in Mass?
- The Book of Kells

### Spring Term 1

#### Galilee to Jerusalem

- The Incarnation
- The Person of Jesus
- The doctrine of the Trinity
- How does Catholic worship reflect belief in the Trinity
- How is Jesus the perfect human
- Business ethics

### Spring Term 2

#### Desert to Garden

- The Paschal Mystery
- The Sacraments
- The Last Supper and the Eucharist
- The sacrifice and structure of Mass
- Different Christian beliefs about the Eucharist
- How can we respond to world hunger?
- The Eucharist in art

### Summer Term 1

#### The Ends of the Earth

- Who was Saint Luke
- The Holy Spirit
- The role of the Holy Spirit in Jesus' life
- Pentecost
- The Church
- Pentecost in art and in different countries

## **Summer Term 2**

### **Islam**

- Why it is important to study Islam
- Muslims beliefs about the nature of Allah
- Who Muhammad (pbuh) is and his importance
- The importance of the Qur'an
- The Five Pillars of Islam
- Features of Islamic art

## Year 7 Science

In science, we want our students to be resilient, life-long learners with an inquisitive mind-set and curiosity about the world around them. Science is a subject dedicated to explaining the natural world. The KS3 curriculum has been created to allow all students to;

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

<b>Head of Faculty Science – Mr. M. Larkin</b>
<b>Lessons per 2-week cycle: 6 Lessons</b>
<b>How is the course taught?</b> Physics, Biology and Chemistry are taught as a series of topics that are sequenced together to build upon the 10 Big Ideas in Science to prepare students for further study. Science combines theory with practical experiential learning and many of the topics are investigated by demonstrations and/or student experiments.
<b>How are students grouped?</b> Students are grouped in mixed ability classes.
<b>How are students assessed?</b> Students are assessed: <ul style="list-style-type: none"><li>• Through low stakes quizzes in class</li><li>• Homework</li><li>• End of topic tests</li><li>• Grade Indicator exams</li></ul>
<b>Homework:</b> Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework will be given in class and be available on Satchel One.
<b>Textbooks and Materials provided and needed:</b> Students will work from the following textbooks: <ul style="list-style-type: none"><li>• Oxford KS3 Science Activate 1 Student Book</li><li>• Oxford KS3 Science Activate 2 Student Book</li><li>• CGP KS3 Science Study Guide</li></ul> Students may wish to purchase a revision guide to aid their learning.

- Through low stakes quizzes in class
- Homework
- End of topic tests
- Grade Indicator exams

- Oxford KS3 Science Activate 1 Student Book
- Oxford KS3 Science Activate 2 Student Book
- CGP KS3 Science Study Guide

## Year 7 Science Course Description

### Autumn Term 1

- **Topic 1: Intro-Science Level 1:** Students will learn the Science laboratory rules, hazard symbols and health & safety routines. Identify basic scientific apparatus and know how to use a Bunsen Burner safely.
- **Topic 2: Particles:** Students will explore the particle model and the different states of matter, including hands-on practical work. They'll learn about changes of state using cooling and heating curves, with a specific practical experiment using a cooling curve. The course also includes demonstrations of diffusion and gas pressure to provide a comprehensive understanding of these topics.

### Autumn Term 2

- **Topic 3: Atoms, Elements & Compounds:** Students will learn about atoms and elements, including a deep dive into the structure of an atom. They'll explore compounds and mixtures, the periodic table, and how to decipher chemical formulae. To further challenge them, they'll study the electronic structure of atoms, providing a comprehensive understanding of these fundamental concepts in chemistry.
- **Topic 4: Energy:** Students will learn about the role of food as our primary source of energy, including a practical exercise measuring energy in foods. They'll study the concept of energy conservation, differentiate energy from temperature, and understand heat transfer methods such as conduction and convection. A practical conduction experiment and a radiation demonstration using a Lesley cube are included. The course concludes with a study of renewable and non-renewable energy resources.
- **Topic 5: Cells:** Students will learn about the structures of animal and plant cells and use a microscope in a practical exercise. They'll delve into the concept of magnification and study specialised cells. They'll explore the process of diffusion in animals and plants and examine unicellular organisms. As a stretch and challenge, they'll compare eukaryotic and prokaryotic cells.

### Spring Term 1

- **Topic 6: Forces:** Students will learn about forces, including friction and drag, with a practical session on friction. They'll study non-contact forces, differentiate between balanced and unbalanced forces, and understand the concepts of floating and sinking through hands-on exercises. They'll also explore the effects of squashing and stretching forces, delve into Hooke's Law, and conduct a practical experiment relating to it.

### Spring Term 2

- **Topic 7: Sound:** Students will delve into the concept of waves, with a special focus on sound. They'll describe sound frequency & pitch using an oscilloscope and learn about the anatomy and function of the ear through a demonstration. The course also covers how echoes are created and the applications of ultrasound technology.

- **Topic 8: Light:** Students will explore the properties of light, including the principles of reflection and refraction, supplemented with a hands-on practical session. They'll study the anatomy of the eye and the workings of a camera through a demonstration. The course will conclude with a study of light in relation to colour.

#### **Summer Term 1**

- **Topic 9: Space:** Students will learn about the Earth and its atmosphere, including an exploration of the night sky. They will delve into the solar system, studying the features of Earth in detail, and the moon, enhancing their understanding of our planet and its place in the cosmos.

#### **Summer Term 2**

- **Topic 10: Reproduction:** Students will learn about adolescence, including the changes that occur in the reproductive system. They'll study the menstrual cycle in detail, with additional challenges to deepen their understanding. They'll explore the process of fertilisation and implantation and learn about the development of a foetus during pregnancy.

## Year 7 Spanish

Spanish is the second most spoken language spoken by native speakers in the world, equating to more than 400 million people in 21 countries. It is also considered one of the easiest languages to learn as it is mostly phonetic, and its pronunciation is relatively straightforward. According to the British Council, Spanish speaking countries are having an ever-increasing presence in the global market, and therefore work and business opportunities deriving from Spanish language knowledge is becoming more prevalent than ever.

We believe languages should be accessible for all students and this course has been developed to help students of all abilities progress and develop a passion for languages, thorough culturally engaging content.

**Head of Faculty – Mrs S Cuino- [scuino@bishop.towerhamlets.sch.uk](mailto:scuino@bishop.towerhamlets.sch.uk)**

**Lessons per 2 week cycle : 3 lessons**

**How is the course taught?**

Year 7 follows an ambitious and bespoke curriculum plan which enables students to maximise their progress so that they are ready to move on to their next step in the language acquisition process. Lessons aim to broaden students' perception of languages and engage students in cultural aspects of Spanish, such as traditions. Students are also taught about the importance of learning a language and the use of languages in the workplace. Progress is tracked through formal and informal assessment tasks, such as end of module assessments and homework assignments. Teacher feedback guides students' next steps so that students can improve their work and set targets for future learning.

**How are students grouped?**

Students are taught in form groups

**How are students assessed?**

Students are assessed through different methods:

- Low- stake assessment tasks
- Homework
- Mid-term diagnostic assessment
- End of module assessments
- End of year exams

**Homework:**

Homework is set based on retrieval of content in lesson: vocabulary quizzes, grammar and translation, vocabulary building tasks, cultural tasks, reading, listening, and writing tasks.



Homework is set via Go4 schools with accompanying resources.

**Textbooks and Materials provided and needed:**

The MFL department has developed most of the teaching and assessment resources from the Viva 1 textbook, additionally, new bespoke units have also been designed to give a more tailored approach to meet students' needs. Students will be provided with revision resources and extension tasks that will enable them to take control of their learning in manageable steps.

## Year 7 Spanish Course Description

### Autumn Term 1- Mi vida

- Learning greetings
- Learning classroom routines and rules
- Phonics-Key Spanish sounds
- Days of the week
- Introducing yourself, say age and where you live

### Autumn Term 2- Mi vida

- Talking about your birthday
- Describing my personality in Spanish
- Talking about relationships
- Talk about pets
- Making adjectives agree with nouns
- using the verb tener
- Phonics

### Spring Term 1- Mi tiempo libre

- Giving opinions about free time activities using *me gusta*
- Talking about free time activities and hobbies in Spanish
- Talking about the weather
- Using me gusta+ infinitive
- Using -ar verbs in the present tense
- Using cuando
- Phonics

### Spring Term 2- Mi tiempo libre

- Saying what sports you do

- Reading more complex texts about hobbies in Spanish
- Talk about activities you are going to do
- Using some irregular verbs in present such as *hacer* (to do) or *jugar* (to play)
- Asking basic questions in Spanish
- Learning the near future
- Phonics

### **Summer Term 1-Mi insti**

- Saying what subjects you study
- Giving opinions about school subjects
- Describing your school
- Using -ar verbs
- Using *me gusta*+ *el/la/los/las*
- Using *a*, *some*, and *the*
- Phonics

### **Summer Term 2-Mi insti/ Mi familia y amigos**

- Saying what you do at break time
- Describing your family
- Describing hair and eye colour
- Talking about where you live – describing your local area
- Higher numbers
- Using possessive adjectives
- Using the verb *estar*, *ser* and *tener*
- Phonics