



**Year 7 Curriculum Handbook**  
**2023—2024**

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Dear Parent/Carer.

We have produced this guide to support you with the education of your son/daughter at Barnhill. We hope that you will use the information to ask questions of your child and explore the topics that they are studying this year.

We have worked tremendously hard at Barnhill for the last 3 years to shape an ambitious and exciting curriculum for our pupils. We have sequenced the learning so that every subject starts with core basic knowledge and thinking and then goes on to explore the *best of what has been thought and said in our world*.

We hope you find the information useful. Please do contact the school with any questions you have.

Yours faithfully,

*Ms K Winter*

*Deputy Headteacher Curriculum*

**Structure:**

## Year 7 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	Formal Elements	Formal Elements	Art History—Colour theory		London - Great British Artists	London - Great British Artists—print making
<b>Dance*</b>	Cartoon Capers	Emancipation of Expressionism	*Rotation with DT & Food Tech			
<b>Drama</b>	Introduction to Drama	Melodrama	Working with scripts	Macbeth	Working with other cultures	The Wild West/Humpty Dumpty
<b>Design Technology*</b>	Ugly Dolls/ Key Rings		*Rotation with Textiles , DT & Food Tech			
<b>Food Technology*</b>	Healthy Eating	Menu Planning	*Rotation with Dance & DT			
<b>English</b>	Literature through the Ages	Heroes & Villains	Refugee Boy by Benjamin Zephaniah	Marketing & Advertising	Culture & Identity Poetry	Women in Shakespeare
<b>Geography</b>	Geographer's Toolkit	The UK & Growing Cities	Population Explosion	Water on & along Land	Restless Earth	Tourism
<b>History</b>	British History	The Norman Conquest	The Crusades	King John	The Reformation on England	Gunpowder Plot
<b>IT</b>	E-Safety	Understanding Computers	Spreadsheets	Flowol	Scratch	Creating a video
<b>Maths</b>	Analysing & Displaying Data/ Number Skills	Expressions/ Decimals & Measures	Fractions & Percentages/ Probability/Ratio & Proportion		Lines & Angles/Sequences & Graphs/Transformations	
<b>MFL - French</b>	Je me présente: Talking about self and their lives		C'est perso: Describing oneself and others		Au collège : Talking about life at school	
<b>MFL - Spanish</b>	Mi vida : Talking about self and their lives		Mi tiempo libre : Talking about hobbies and sports		Mi instituto: Talking about life at school	
<b>Music</b>	Rhythms	Piano Skills		Musical Structures	Folk Music	Breaking the Rules
<b>PE - Theory</b>	Warm-up and Cool down	Leadership	Muscles and bones	Short and Long term effects of exercise	Components of fitness	Sport Injuries
<b>PE - Practical</b>	Gymnastics/Rugby/Football/Netball/Badminton/Basketball/Fitness/Handball					
<b>RE</b>	Who am I?		The Island		Diversity & Equality	Ultimate questions
<b>Science - Biology</b>	Enquiry Processes	Organisms	Ecosystems		Genes	Revision & Exam
<b>Science - Chemistry</b>	Introduction to Science	Particles & their behaviour	Elements, atoms & compounds	Reactions	Acids & alkalis	STEM Project
<b>Science - Physics</b>	Forces	Sound	Light	Space	Revision	STEM Project

# Y7 Creative Design Art

Subject Overview	Pupils will cover a range of different topics to enhance their technical ability in a range of different materials. Students are encouraged to use a range of technical skills to record their observations and understand the purpose of an artist’s sketchbook as a basis to explore ideas.	
Curriculum Content		
Autumn 1	The Formal elements  How to understand and apply the 7 formal elements of art - shape, line, tone, form and texture?  Line / shape – still life drawing  Tone / form – still life drawing  Texture – Vincent Van Gogh artist copy	
Autumn 2	The Formal elements  How to understand and apply the 7 formal elements of art - pattern, space, form?  Space- collage of negative and positive space  Analysis on Vincent Van Gogh Starry night	
Spring 1	Colour Theory – Impressionism  How to apply colour mixing in response to an artist—Monet. How to respond to his work constructively.	
Spring 2	Colour theory, painting techniques - Impressionism  How to apply basic painting skills observed during art history unit to develop your own outcome based on primary research.	
Summer 1	London - Great British Artists  How to research an art movement and artists of that movement - how to use basic painting techniques to study their work.	
Summer 2	London - Great British Artists Response  How to apply basic print making skills observed during art history unit to develop your own outcome based on primary research.	
Additional Information		
Assessment	Each half term or end of topic will include an assessment of work completed during lesson time.	
Homework Structure	Homework will be set out throughout the course. This will include practical and research based homework.	
Enrichment	Art club	
Online Resources	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	This is where lessons and homework resources are uploaded to the class team.
Extra reading		

# Y7 Product Design - Textiles and Resistant Material

Subject Overview	Pupils will cover a variety of topics within the Product Design section of the Design Technology umbrella. In year 7, student will be introduced to textiles, where their design question of ‘what does a designer look like?’ will be their focal point to help shape their understanding of what they can do and achieve as young designers throughout their design journey.	
Curriculum Content		
Term 1	Understanding the research and design process Rules and routines of how Health and safety is applied throughout the workshop and design process. Knowing and understanding the design process through, researching, analysing and investigating the task set. Creating mood boards, questionnaires and identifying with designers to help their design process. Knowing and understanding Embroidery techniques and Fabric construction. Constructing initial design ideas towards producing their final outcomes.	
Term 2	Understanding the making and evaluation process. Knowing how to construct their products using the correct equipment and materials using the quality control processes through their making. Knowing and understanding the environmental, social and moral issues that impact on their design processes. For example, where their packaging/ product could end up at the end of its shelf life. Knowing and understanding the ethical processes of their manufacturing specification guidance. Knowing and understanding their project development planning through the design process of a flow chart. Knowing how to evaluate their work to ensure that they have met their specification and design brief.	
Additional Information		
Assessment	At the end of term students will be given an assessment which will be carried out in class to assess learning covered over the term.	
Homework Structure	Homework will be set fortnightly throughout the duration of the course. Homework will entail both practical and research based home learning.	
Enrichment	Students are welcome to stay behind at break and lunch to complete work or ask for additional support or assistance.	
Online Resources	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	Student’s homework will be set here with clear instruction given.
		Year 7 work booklets.
Extra reading		

# Y7 Food & Nutrition

<b>Subject Overview</b>	Pupils will cover a range of topics within Cooking and Nutrition based on the concept of Healthy Eating. Throughout the course of study students will develop an understanding of good nutrition and how to choose food ingredients when designing and making healthy food products. Students will be able to investigate a design task, make and evaluate different food products with a view to modify and create quality food products.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	Hygiene & Safety in Cooking & Nutrition Equipment Use & care Healthy Eating & Nutrition Wants & Needs of the Consumer Food Choice & Dietary Needs	
<b>Autumn 2</b>	Design Brief & Task Analysis Generating Design Ideas Developing & Finalising Ideas Evaluation of Final Outcome Packaging & Labelling End of Term Test	
<b>Additional Information</b>		
<b>Assessment</b>	Students will be assessed throughout the term using classwork, homework and practical tasks. At the End of term students may also be assessed by End of Term test or a Design & Make task	
<b>Homework Structure</b>	Homework tasks will be set out throughout the course. This will include research-based study and other practical tasks to reinforce learning.	
<b>Enrichment</b>	Enrichment activities include lunch time & after school cooking clubs to foster interests and fun learning in this subject area.	
<b>Online Resources</b>	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	This is where lessons and homework resources are up-loaded to the class team.
	<a href="#">Senaca Food resources</a>	Self assessed- quizzes for each topic covered
	<a href="https://www.foodafactoflife.org.uk/11-14-years/quizzes/">https://www.foodafactoflife.org.uk/11-14-years/quizzes/</a>	
	<a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a>	
<b>Extra reading</b>	Selected reading materials with specific subject content	

# English Additional Language

## (EAL) KS3

<b>Subject Overview</b>	<p>The EAL curriculum is vital key for language development for students for whom English is not their first language. EAL supports students to build their skills to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them.</p> <p>Through the EAL curriculum pathways, students develop English language competence in the modes of Speaking and Listening, Reading and Viewing, and Writing. This provision transcends the Key Stage models as they are entirely dependent on entry level proficiency.</p> <p>Students are provided with a range of opportunities to expand their linguistic repertoires and one of the main ways to do this is through a syllabus specifically tailored for their proficiency levels.</p> <p>The EAL curriculum provides opportunities for students to draw on their knowledge of the language/s spoken at home as a way to enhance their developing understanding of the English language.</p>
<b>Curriculum Content</b>	
<b>Autumn 1</b>	<p>Building vocabulary: verbs expressing preference, days of the week</p> <p>Key phrasing: talk about interests, greeting and introducing people</p> <p>Language focus: there is, there are, a, an, some and any</p> <p>Writing: describing people</p>
<b>Autumn 2</b>	<p>Building vocabulary: nouns, verbs, prepositions</p> <p>Key phrasing: giving and asking for information, likes and dislikes</p> <p>Language focus: present simple</p> <p>Writing: Capital letters, e-mail introduction, position of adjectives</p>
<b>Spring 1</b>	<p>Building vocabulary: adjectives, adverbs, time expressions</p> <p>Key phrasing: apologizing and explaining, invitation,</p> <p>Language focus: present continuous,</p> <p>Writing: Describing a town/place, punctuation</p>
<b>Spring 2</b>	<p>Building vocabulary: make nouns from verbs, describing emotions</p> <p>Key phrasing: expressing quantity, expressing interest, make suggestions</p> <p>Language focus: past simple, past continuous,</p> <p>Writing: write a blog, linking events</p>
<b>Summer 1</b>	<p>Building vocabulary: regular and irregular verbs, compound nouns</p> <p>Key phrasing: making predictions, taking about news, making plans</p> <p>Language focus: present perfect, first conditional</p> <p>Writing: fact files, writing a biography,</p>
<b>Summer 2</b>	<p>Building vocabulary: prefixes and suffixes, verbs and noun collocation, synonyms</p> <p>Key phrasing: facts and opinions, giving advice</p> <p>Language focus: past passive, second conditional</p> <p>Writing: writing a formal letter</p>
<b>Additional Information</b>	
<b>Assessment</b>	Structured assessments after each unit with end of the term and end of the year text
<b>Homework Structure</b>	After each lesson students receive extra write tasks to solidify knowledge
<b>Enrichment</b>	Organised excursions to introduce students to English way of living
<b>Online Resources</b>	English Plus - Oxford press
<b>Extra reading</b>	EAL adapted books for set text from the English literature curriculum



## Year 7 English

<b>Subject Overview</b>	In Year 7, students will explore a wide range of different text types, both fiction and non-fiction, to develop their inference and analysis skills. Students will learn about the development of language over time, understanding how cultural and historical influences impact the writing of a text. They will learn how to retrieve and select information and evidence whilst analysing the intended effects of language on the reader and gaining an awareness of the writer's craft. They will begin to acquire and use a wider range of vocabulary and subject specific terminology they will need to express themselves academically in their writing. As they progress through the curriculum, students will build on their understanding of how language, structure and tone are used to create meaning as well as persuade and engage audiences. They will apply this knowledge to their own creative writing and persuasive speech writing. By the end of the year, students will also engage with Shakespeare through drama and various activities in order to gain a wider understanding of context, theme and character.
<b>Curriculum Content</b>	
<b>Autumn 1</b>	<b>Literature Through the Ages</b> (C14 <sup>th</sup> century – C21 <sup>st</sup> Fiction Unit)
<b>Autumn 2</b>	<b>Heroes &amp; Villains</b> (Fiction Writing Unit combined with Technical Accuracy)
<b>Spring 1</b>	<b>Refugee Boy by Benjamin Zephaniah</b> (novel)
<b>Spring 2</b>	<b>Marketing &amp; Adverting</b> (Non-Fiction Writing Unit)
<b>Summer 1</b>	<b>Culture &amp; Identity Poetry</b> (unseen poems)
<b>Summer 2</b>	<b>Women in Shakespeare</b> (extract from Shakespearean Plays)
<b>Additional Information</b>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>♦ Autumn Term 1—Baseline Assessment (Fiction Reading and Writing)</li> <li>♦ Autumn Term 2—Summative Assessment (unit focus)</li> <li>♦ Spring Term—Summative Assessment (unit focus)</li> <li>♦ Summer Term—Summative Assessment (unit focus)</li> <li>♦ Spoken Language Assessment (in-class presentations)</li> </ul>
<b>Homework Structure</b>	See homework menu in student's exercise book (1 for each unit).
<b>Enrichment</b>	World Book Day, National Poetry Day speakers, Library trips, poetry slams, author visits
<b>Online Resources</b>	BBC Bitesize YouTube – TED talks Podcasts by authors of studied novels/plays etc. SparkNotes.com CliffsNotes.com No Fear Shakespeare The British Library Online (www.bl.uk)
<b>Extra reading</b>	Wider reading channel can be found on Microsoft Teams where teachers provide interesting published articles/a range of non-fiction texts, podcasts, independent chapter reading and other resources that complement the texts students are studying in class.

# Y7 Geography

Subject Overview	Pupils will cover a range of topics within Geography, covering both physical and human concepts. The rationale behind Year 7 Geography is to develop a sense of place and identity for the pupils and to see the world they live in. Throughout the course they will be encouraged to develop their geographical skills as well as their knowledge and understanding.	
Curriculum Content		
Autumn 1	Geographer's Toolkit What skills do all geographers need? (Map skills, Ordnance Survey maps, atlases). What are the different types of Geography?	
Autumn 2	The UK & Growing Cities Why are cities growing? (Choropleth maps). How can the urban poor be helped? Case studies: Mumbai and Dharavi.	
Spring 1	Population Explosion How are populations changing? (Population pyramids and government policy). Case studies: Kerala, China, and Singapore.	
Spring 2	Water on and along Land Why are rivers important? How do rivers shape land? (River features).	
Summer 1	Restless Earth Can we ever know enough about volcanoes to live safely? (Plate tectonics). Case study: Iceland.	
Summer 2	Tourism Why are people travelling more? Should tourism continue in Kenya? Case studies: Kenya, Belize, Lake District.	
Additional Information		
Assessment	There will be a mid-unit assessment to test knowledge with an option to re-sit. At the end of each topic there will be an end-of-unit assessment. This will be a written assessment featuring describe, explain and evaluate questions.	
Homework Structure	A combination of written and wider reading tasks set on Teams. Intended to either prepare students for future lesson, consolidate understanding of last lesson work or to encourage wider enthusiasm for the subject.	
Enrichment	Geography fieldtrips Debating and decision making activities. Geography Club (Barnhill Geographical Society).	
Online Resources	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	This is where lessons and homework resources are uploaded to the class team.
	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>	Self-assessed quizzes for each topic. Your child will have a "class code" to access the work
	<a href="https://www.gapminder.org/tools/">https://www.gapminder.org/tools/</a>	Interactive graphs showing a range of data about countries. Pupils will refer to this site often throughout the course.
Extra reading	See wider reading channel on Teams for reading such as: <a href="https://blog.ons.gov.uk/2020/12/07/what-could-the-impact-of-covid-19-be-on-uk-demography/">https://blog.ons.gov.uk/2020/12/07/what-could-the-impact-of-covid-19-be-on-uk-demography/</a>	

# Y7 History

Subject Overview	In Year 7, students will trace the journey of how England became a global power. Initially, this will begin with a study of the Roman Empire and how far it changed Britain. Following on, the impact of the Norman conquest in England with a new landed elite ruling the country. Then, our attention turns to the wider world, first by studying the Islamic World in the Middle Ages. These long forgotten and erased achievements of the Muslims were then brought back to Europe through the Crusades. Whilst studying the Crusades, so common in vernacular and a common phrase used by politicians and society, students will produce their own judgments as to how the Crusades should be remembered. Finally, the focus turns back to England and the reasons for the Witch Craze in 17 <sup>th</sup> century England. Religious changes under the Tudors fuelled the superstition of others and treatment to women in society. Finally, the year culminates in how England, from the 16 <sup>th</sup> to 18 <sup>th</sup> century started to open the world. With the first colonies established in this time, the beginning of the Empire, students will learn that not only were England building colonies, but peoples from all over the world were living in England.	
Curriculum Content		
Autumn 1	What is History and How far did the Romans change Britain?	
Autumn 2	What was the main consequence of the Norman Conquest?	
Spring 1	How far advanced was the Islamic world in the Middle Ages?	
Spring 2	What should we remember about the Crusades?	
Summer 1	What really drove the Witch Craze in 17 <sup>th</sup> century England?	
Summer 2	How did the Tudors and the Stuarts open up the world for England?	
Additional Information		
Assessment	Each assessment unit will have a 30 mark knowledge question set using Microsoft Teams. There will also be an end of unit assessment, answering the enquiry by either an extended piece of writing, or oral assessment.	
Homework Structure	Homework will involve knowledge revision using Knowledge Organisers. Students will also be given research homework to enrich and extend their knowledge of world History.	
Enrichment	Students will receive opportunities to extend, broaden and deepen their subject knowledge through Historical Film Club, visits to sites, museums and exhibitions. Teams will also be used to share relevant articles and videos.	
Online Resources	Microsoft Teams	Crash Course, World History: <a href="https://www.youtube.com/watch?v=Yocja_N5s1I&amp;list=PLBDA2E52FB1EF80C9">https://www.youtube.com/watch?v=Yocja_N5s1I&amp;list=PLBDA2E52FB1EF80C9</a>
	<a href="https://history.org.uk/student">https://history.org.uk/student</a> (Please ask your teacher for the login to the student zone)	Crash Course, European History: <a href="https://www.youtube.com/watch?v=Whu9C9dp0Hk&amp;list=PL8dPuuaLjXtMsMTfmRomkVQG8AqrAmJFX">https://www.youtube.com/watch?v=Whu9C9dp0Hk&amp;list=PL8dPuuaLjXtMsMTfmRomkVQG8AqrAmJFX</a>
	<a href="https://www.bbc.co.uk/bitesize/subjects/z7svr82">https://www.bbc.co.uk/bitesize/subjects/z7svr82</a>	BBC Teach, History: <a href="https://www.youtube.com/watch?v=O7JLSnPmNPU&amp;list=PLcvEcrcF_9zI2dNGU9uUOWo9tenQi93UG">https://www.youtube.com/watch?v=O7JLSnPmNPU&amp;list=PLcvEcrcF_9zI2dNGU9uUOWo9tenQi93UG</a>
Extra reading	Please see the History reading list on the school website: <a href="https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&amp;pid=30">https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&amp;pid=30</a>	

# Y7 Computing and IT

Subject Overview	Students cover a range of topics within Computing and IT to give them a solid foundation of both areas of study.	
Curriculum Content		
Autumn 1	E-safety Students learn about e-safety how to stay safe online.	
Autumn 2	Understanding Computers Students learn about how computer functions, input, output and storage.	
Spring 1	Spreadsheets Students learn about how to use formulas using spreadsheet	
Spring 2	Scratch	
Summer 1	Creating a video Students learn about techniques how to create videos.	
Summer 2	Flowol Students learn about how to provide instructions and sequencing through flowcharts.	
Additional Information		
Assessment	There is ongoing formative assessment to allow constant checking knowledge of topic, through quizzes mini tests.	
Homework Structure	Homework is set regularly to consolidate learning and to allow further opportunities to make progress.	
Enrichment	Date to be confirmed	
Online Resources	<a href="http://www.codeacademy.com">www.codeacademy.com</a>	Allows students to learn beginners' stage and learn different programming language such as Python.
	<a href="http://www.bbc.co.uk/bitesize/subjects/zqmtsbk">www.bbc.co.uk/bitesize/subjects/zqmtsbk</a>	Allows students to research information about subject specific.
	<a href="http://www.teach-ict.com">www.teach-ict.com</a>	Allows students to research information about subject specific.
Extra reading	<a href="http://www.bbc.co.uk/news/technology">www.bbc.co.uk/news/technology</a>	

# Y7 French

<b>Subject Overview</b>	Pupils will cover a range of topics within French, covering both identity and culture. Throughout the course they will be encouraged to develop their French skills in the areas of listening, reading, speaking and writing, as well as their knowledge and understanding of different topics.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	Module 1: Je me présente Learning basic vocabulary and structures that pupils may have learnt in KS2. Topics include alphabet, numbers, colours, age, date, school bag, family, animals...	
<b>Autumn 2</b>	Using avoir (je, tu, il/elle) Giving opinions Justifying opinions with reasons Using connectives	
<b>Spring 1</b>	Module 2: C'est perso Describing yourself and other people Understanding adjective agreements	
<b>Spring 2</b>	Learning Present Tense Talking about likes and dislikes Talking about hobbies and passions	
<b>Summer 1</b>	Module 3: Au collège Talking about school subjects Asking questions Agreeing and disagreeing Describing your timetable	
<b>Summer 2</b>	Using the 12-hour clock Describing your school day Using on to say "we" Talking about food using the partitive article (du/de la/de l'/des)	
<b>Additional Information</b>		
<b>Assessment</b>	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
<b>Homework Structure</b>	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
<b>Enrichment</b>	French club – each week the focus on different topic	
<b>Online Resources</b>	<b>QUIZLET</b> - <a href="https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&amp;i=2p8frt">https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&amp;i=2p8frt</a>	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.
<b>Extra reading</b>	<a href="https://lingua.com/french/reading/">https://lingua.com/french/reading/</a> <a href="https://french.kwiziq.com/learn/reading">https://french.kwiziq.com/learn/reading</a> <a href="https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/">https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/</a>	

# Y7 Physical Education

Subject Overview	Carousel of sports and activities which are aimed at introducing students to basic techniques, rules and gameplay. Each unit also looks to incorporate some theory-based aspects of Physical Education including sport-scientific disciplines such as knowledge of anatomy and physiology, health and fitness disciplines such as fitness training and body management as well as social disciplines such as leadership, resilience and organisation.	
Curriculum Content		
Autumn/Spring	Rotation of Sports: Football/Hockey/Basketball/Rugby/Netball/Handball/Gymnastics/Fitness/Badminton  Theory Concepts: Warmups - How do we prepare the body for physical activity and why? Musculoskeletal System - What are the major muscles/bones important in physical activity? Sports Injuries - What are common injuries which occur in sports and how can they occur? Components of Fitness - How can the broadly used term 'fitness' be broken down?	
Summer	Rotation of Sports: Athletics/Rounders/Cricket/Tennis  Theory Concepts: Cardiorespiratory System - What happens to my heart/lungs during exercise? Leadership - How do we communicate effectively with other and why is important?	
Additional Information		
Assessment	Physical Literacy - Teacher observation and assessment Theoretical Concept and Understanding of Sport - End of Unit TEAMS quizzes	
Homework Structure	Students are frequently challenged to develop their understanding of sport through lesson pre-work and this is usually set through TEAMS.	
Enrichment	Students are given opportunities to engage further as part of the extracurricular programme and can be signposted to outside school opportunities.	
Online Resources	<a href="https://www.englandhandball.com/">https://www.englandhandball.com/</a>	<a href="https://www.basketballengland.co.uk/">https://www.basketballengland.co.uk/</a>
	<a href="http://www.englandhockey.co.uk/">http://www.englandhockey.co.uk/</a>	<a href="https://www.englandnetball.co.uk/">https://www.englandnetball.co.uk/</a>
	<a href="https://www.rugby-league.com/">https://www.rugby-league.com/</a>	<a href="https://tabletennisengland.co.uk/">https://tabletennisengland.co.uk/</a>
	<a href="http://www.thefa.com/">http://www.thefa.com/</a>	<a href="https://www.roundersengland.co.uk/">https://www.roundersengland.co.uk/</a>
	<a href="https://www.englandathletics.org/">https://www.englandathletics.org/</a>	<a href="https://www.british-gymnastics.org/">https://www.british-gymnastics.org/</a>
	<a href="https://www.badmintonengland.co.uk/">https://www.badmintonengland.co.uk/</a>	<a href="https://www.ecb.co.uk/">https://www.ecb.co.uk/</a>
Extra reading	Physical Education Outside the Box by Bud & Sue Turner. ... No Standing Around in my Gym by J.D. Hughes. ... No We Are Not Playing Dodgeball by Mike Bohannon. ...	

# Y7 Dance

Subject Overview	In this year, pupils learn basic actions and dynamics and learn how to replicate a routine with the support of a teacher. Students will also be introduced to new dance styles. Students are introduced to at least 3 different dance styles with moderate difficulty to challenge their ability to follow teacher's movement. Student will also start to learn a section from professional work. Throughout this year students will develop appropriate level of physical, technical and expressive skills in performance.	
Curriculum Content		
Term 1	<b>Introduction to dance/ALC</b> Introduction to rules and regulation of the dance studios. Learn basic action and dynamics from Cartoon Capers dance routine. Learn action, dynamics, space and relationship both practically and theoretically. Introduction to different dance styles that are present in ALC such as Samba, Capoeira and Contemporary. Learn to perform in front an audience (peers and dance teacher). Learn to replicate the movement taught by the teacher.	
Term 2	<b>Emancipation of Expressionism (E of E)</b> Learn about the Hip Hop culture and specifically Hip Hop Dance. Learn what it means by social dancing. Learn key dance terminologies such as choreography and choreographic intention. Learn about the professional dance work E of E. Learn three different styles from E of E such as Krumping, Waacking and Break dancing. Learn and perform a section from the professional dance work E of E.	
Additional Information		
Assessment	Students' are assessed practically at the end of every half term. The assessment are relevant to topic that they are taught in that specific term. They perform what they have learnt in a group, in front of their peers in the lesson.	
Homework Structure	One homework is set each week. This will include research tasks, creating poster and information booklet, question/ answers about the topic and practical rehearsals.	
Enrichment	KS3 Dance club- Each term the dance club will focus on different dance styles.	
Online Resources	Teams	Homework and resources will be uploaded in teams regularly.
	<a href="file:///C:/Users/sbhandari/Downloads/Emancipation%20of%20expressionism%20FF%20v1.1.pdf">file:///C:/Users/sbhandari/Downloads/Emancipation%20of%20expressionism%20FF%20v1.1.pdf</a>	This is an E of E revision booklet from AQA to support students' understanding of the professional work.
Extra reading	<a href="http://www.capoeira-world.com/about-capoeira/what-is-capoeira/">http://www.capoeira-world.com/about-capoeira/what-is-capoeira/</a>  Book: Hip Hop Dance (The American Dance Floor) will be available in dance office.	

# Y7 Drama

Subject Overview	Key Stage 3 Drama is an opportunity for students to gain important skills for all aspects of their lives. They will focus on confidence, team work, analysis, voice, body language and self-improvement. There are a variety of topics used to advance these skills that vary from history to understanding new cultures.	
Curriculum Content		
Autumn	Introduction to Drama This unit aims to introduce students to Drama. Students are to look at rules that are vital to allow structured, focused work to happen in the classroom. Students are then introduced to their first Dramatic term and will need to apply it. They then move on to an historical story that they need to convert into a performance.	
Spring	Melodrama This unit aims to introduce students to Melodrama. Students learn where Melodrama originated from, looking particularly at Commedia Dell’arte and its influence on modern day theatre. Students learn about dramatic form and how characters are stereotypical, particularly stock characters. Students are taught about melodramatic acting and how to use it in a performance. They are also introduced to scripts and how to rehearse using one. They continue to learn how to work in groups and how to create performances from different stimuli.	
Summer	Scripts This unit aims to introduce students to scripts. Students have had experience of using scripts in the past but this is an opportunity to truly understand a script and all the parts needed to complete a comprehensive performance from one. Students are expected to engage in various scripts and also think as a Director would. It also asks students to take the role of a set designer and design their own stage.	
Additional Information		
Assessment	Termly, practical assessments to understand progress over time	
Homework Structure	Homework is every lesson and to be completed on Teams	
Enrichment	Homework tasks allow for students to delve deeper into the topics.	
Online Resources	Homework sheets provided	Teams resources provided
Extra reading	Found in the literacy section on teams	



# Y7 Mathematics

Subject Overview	In year 8, students will further build upon previous learning and expand their knowledge and skills of new concepts, such as deepening their understanding of properties of numbers and see how all numbers can be written as a product of prime numbers and why this is useful, in Geometry students will investigate the connections between polygons and their interior and exterior angles and develop multi step problem-solving skills. Students will further their understanding in Algebra and solve real world problems by formulating and solving equations.	
Curriculum Content		
Autumn Term	<ul style="list-style-type: none"><li>Place Value</li><li>The Four Operations</li><li>Fractions, Decimals and Percentages</li><li>Negative Numbers</li><li>Perimeter, Area</li><li>Angles and 2D Shapes</li></ul>	
Spring Term	<ul style="list-style-type: none"><li>Introduction of Algebra</li><li>Coordinates and Graphs</li><li>Order of Operations</li><li>Indices, Factors, Multiples and Primes</li><li>Rounding and Estimation</li><li>Ratio and Proportion</li></ul>	
Summer Term	<ul style="list-style-type: none"><li>Simple Probability</li><li>Compound Measures</li><li>Circles</li><li>3D Shapes</li><li>Algebraic Manipulation</li></ul>	
Additional Information		
Assessment	Baseline assessment Fortnightly formative assessment tasks - Two-page 15 - minute unit tests based on a selection of skills taught for that unit. The test is out of approximately 15 marks and will be stuck into the student's book to guide future revision Cumulative assessment task – January Summative assessment task – May/June	
Homework Structure	Sparx – Homework is set on a weekly basis and is based on what skills are being/will be taught during the unit. Pupils are notified on Teams and in class about their homework on a weekly basis. Pupils are expected to: <ul style="list-style-type: none"><li>Answer all the questions</li><li>Show working in homework books</li><li>Mark their work and make corrections where necessary</li><li>Aim for 100% every time</li></ul>	
Enrichment	<b>The Jack Petchey Count on Us Secondary Challenge:</b> an exciting pan-London maths programme working with secondary schools to engage students in a range of maths activities to challenge, motivate and inspire. <b>Chess club:</b> the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, spot patterns and categorize information. <b>Mathster club:</b> Provides challenging and engaging problems every day to help young people develop their problem-solving skills. After school club to discuss, tackle the problems and writing solutions. <b>UKMT- Junior Mathematical Challenge:</b> The JMC is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using mathematical techniques to solve interesting problems.	
Online Resources	Hegarty Maths: <a href="http://www.hegartymaths.com">http://www.hegartymaths.com</a>	Videos and quizzes for every maths topic. Can access on YouTube.
	Sparx: <a href="https://www.sparxmaths.uk/">https://www.sparxmaths.uk/</a>	Videos and quizzes for every maths topic. Login required.
	Corbett Maths: <a href="http://www.corbettmaths.com">http://www.corbettmaths.com</a>	Videos and worksheets for all topics from KS2 to KS4.
	Puzzle of the week: <a href="http://www.puzzleoftheweek.com/">http://www.puzzleoftheweek.com/</a>	Weekly puzzle to complete where you can compete with the rest of the world!
	Dr Frost Maths: <a href="http://DrFrostMaths.com">DrFrostMaths.com</a>	PowerPoints and worksheets for all topics from KS3 to KS4.
	KS3 Maths – BBC Bitesize: <a href="http://KS3 Maths - BBC Bitesize">KS3 Maths - BBC Bitesize</a>	KS3 Maths revision resources with questions to test understanding
	Closing the Gap: The Quest to Understand Prime Numbers by Vicky Neale (NF) Maths on the back of an envelope by Rob Eastaway (NF)	

# Y7 Music

<b>Subject Overview</b>	Music is a universal language that embodies one of the highest forms of creativity. Students at Barnhill strive to be musically literate, able to hold conversations with others about their own and others music. They also develop their own musical identity, finding their own stylistic fingerprints and applying their own identity to the music they play and compose.	
Curriculum Content		
<b>Autumn 1</b>	<b>Rhythms</b> A look at rhythmic ideas, introducing western classical notation, the signs and symbols of music, and ostinato. This helps students to unlock the music that they study in their time at Barnhill.	
<b>Autumn 2</b>	<b>Piano Skills</b> The main teaching instrument at Barnhill is introduced to students. They study piano technique and skills, working towards playing a grade 1 piano piece at the end of the unit.	
<b>Spring 1</b>		
<b>Spring 2</b>	<b>Musical Structures</b> Students study musical phrasing and how music is structured. Covers binary and ternary form, as well as song form and textural changes.	
<b>Summer 1</b>	<b>Melody and Harmony</b> Having studied melody, students are introduced to the idea of chords and harmony, looking at how chords work with melodies to create more advanced musical textures.	
<b>Summer 2</b>	<b>Breaking the Rules</b> With the core fundamentals of music established, students look at how minimalist composers and EDM composers build music outside of these rules, establishing their own rulebook for music.	
Additional Information		
<b>Assessment</b>	Students sit a short answer test half-way through a topic to check their understanding. They are then assessed in their performance in the unit by the teacher. Assessments count towards 80% of their grade, with 20% coming from short answer tests.	
<b>Homework Structure</b>	Homework is set every fortnight for music. This predominantly uses a website called Focus on Sound to deepen students understanding of lesson content. Homework is set on teams and written into planners.	
<b>Enrichment</b>	The music department offers 6 extra-curricular clubs a week, from choir to orchestra to rock bands and piano clubs. Students can see their music teacher for more information.	
<b>Online Resources</b>	<a href="https://portal.focusonsound.com">portal.focusonsound.com</a>	Online learning for music, a programme purchased every year for students that they log-in to using their school e-mail and password
	<a href="https://musicmap.info/">https://musicmap.info/</a>	An interactive tool to explore different musical genres
	<a href="https://bandlab.com">Bandlab.com</a>	An online DAW for making music. Works on phones, tablets and computers.
<b>Extra reading</b>	Additional study can take place on Focus on Sound, which covers all music up to A-Level study.	

# Y7 Science

<b>Subject Overview</b>	Pupils will cover a range of topics within Science, covering Chemistry, Physics and Biology. The rationale behind year 7 science is to develop a good foundation for key scientific concepts that will be covered in more detail in later years. This will also help them recognise phenomena that happens in the world they live and be able to explain this using scientific words. Throughout the course they will be encouraged to develop their scientific and mathematical skills as well as their knowledge and understanding.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	<ul style="list-style-type: none"><li>• Introduction to Science</li><li>• Forces</li><li>• Particle Model</li></ul>	
<b>Autumn 2</b>	<ul style="list-style-type: none"><li>• Separating Mixtures</li><li>• Organisms</li><li>• Electromagnets and Circuits</li></ul>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• Chemical Reactions</li><li>• Metals and Non-Metals</li></ul>	
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• Interdependency</li><li>• Plant reproduction</li><li>• Energy costs</li><li>• Energy transfers</li></ul>	
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• Earth</li><li>• Universe</li><li>• Variation</li><li>• Human Reproduction</li></ul>	
<b>Summer 2</b>	<ul style="list-style-type: none"><li>• Sound</li><li>• Light</li><li>• End of Year Revision</li></ul>	
<b>Additional Information</b>		
<b>Assessment</b>	End of Topic Assessment/End of Term Assessment/ End of Year Assessment	
<b>Homework Structure</b>	Homework is set weekly as a 1 hr task, for each subject teacher. Teams Quizzes or Assignments Seneca Quizzes Educake Quizzes Creating Posters Research	
<b>Enrichment</b>	Speakers on careers in science, women in science Development of practical skills in science Trips/visits	
<b>Online Resources</b>	Phet – Interactive physics simulations <a href="https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html">https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html</a>	Educake <a href="http://www.educake.co.uk">www.educake.co.uk</a>
	Seneca Learning <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>	Digital textbook - Kerboodle <a href="http://www.kerboodle.com">www.kerboodle.com</a>
	Oak National Academy <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>	Interactive simulations – Focus e-learning
<b>Extra reading</b>	New Scientists	

# Y7 Philosophy, Religion and Ethics and Citizenship

Subject Overview	Students will study PRE and Citizenship on a carousel basis. Students will have three lessons per fortnight. Throughout PRE and Cit, pupils will use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.	
Curriculum Content		
Autumn 1	PRE <b>Who am I?</b> Unit components: Nature/Nurture, Origins of life, Art enquiry, Buddhism.	
Autumn 2	CIT <b>Introduction to Citizenship</b> Unit components: British Values, Democracy, Identity, Law.	
Spring 1	PRE <b>Evil and Suffering</b> Unit components: Problem of evil, moral evil, natural evil, the nature of God.	
Spring 2	CIT <b>Human Rights</b> Unit components: Human Rights in the UK, discrimination, Human Rights Act.	
Summer 1	PRE <b>Philosophy and Art</b> Unit components: Islamic Art, Christian Art, Love and Death in Art	
Summer 2	CIT Unit components:	
Additional Information		
Assessment	Each half term or end of topic will include an assessment. This will be in the format of a closed book assessment. Using the assessment the student will be graded based on the school system of Emerging, Developing, Secured and Mastered. All students will have the opportunity to then review and improve each assessment on an ongoing basis.	
Homework Structure	Students will complete a number of homework tasks, these will include conducting research, which will then be used in upcoming lessons, completing quizzes on teams and some wider reading.	
Enrichment	There will be lots of student enrichment throughout both PRE and Cit in Year 7. Some of these are as follows: Promote equality and community cohesion Looking at works of art- Las Meninas Investigating a study carried out by Cambridge University on Nature V Nurture Looking at life in the UK and other countries	
Online Resources	Teams class page	All lesson ppts are on the class team page, along with quizzes and homework assignments.
	<a href="https://www.bbc.co.uk/bitesize/topics/zk8wxnb">https://www.bbc.co.uk/bitesize/topics/zk8wxnb</a>	A selection of clips on local and global Citizenship looking at identity and responsibilities
	<a href="https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z6twrj6">https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z6twrj6</a>	Why do people suffer? This link will help students to explore life after death, types of evil and suffering and links to Buddhism.
Extra reading	<a href="https://www.bbc.co.uk/bitesize/topics/z66hvcw">https://www.bbc.co.uk/bitesize/topics/z66hvcw</a> Understanding Identity. Reading newspapers and keeping up to date on local and global news.	

# Y7 Spanish

<b>Subject Overview</b>	Pupils will cover a range of topics within Spanish, covering both identity and culture. Throughout the course they will be encouraged to develop their Spanish skills in the areas of listening, reading, speaking and writing, as well as their knowledge and understanding of different topics.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	Unit 1: Talking about yourself and your live Meeting and greeting people, and expressing how you are feeling today and yesterday. Introducing yourself and other members of their family. Giving personal information about yourself and others	
<b>Autumn 2</b>	Introducing pets/animals Expressing likes and dislikes Describing yourself and others: personality and physical appearance today and in the past.	
<b>Spring 1</b>	Unit 2: School Talking about school subjects and giving opinions about them with simple opinion phrases. Using the 24-hours clock to describe your timetable Describe a day at school	
<b>Spring 2</b>	Talking about food in the canteen Talking about sports at school Describing what you usually do at break	
<b>Summer 1</b>	Unit 3: Free time Describing what you do in your spare time and your opinion on it. Talking about drinks and snacks Talking about the weather	
<b>Summer 2</b>	Expressing plans for next weekend/week Review all the topics	
<b>Additional Information</b>		
<b>Assessment</b>	Students will have regular vocab tests in context. They will also have 2 mini-assessments during the term, testing two skills. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
<b>Homework Structure</b>	Homework will be set out throughout the course. This will include vocab learning and quizzes to reinforce learning. They can learn their vocabulary from their Sentence Builder (Vocab list) or from Quizlet.	
<b>Enrichment</b>	KS3 Club on Tuesdays <b>Spelling Bee</b> contest: students translate from English to Spanish and then spell the words. <b>Art project:</b> Students create their own picture Miró-style. <b>History project:</b> Islam in Spain. <b>Film project:</b>	
<b>Online Resources</b>	<b>QUIZLET</b> - <a href="https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&amp;i=2p8frt">https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&amp;i=2p8frt</a>	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.
<b>Extra reading</b>	<a href="https://lingua.com/spanish/reading/">https://lingua.com/spanish/reading/</a>	