

Curriculum Booklet



Year 7 2026

Year 7 Curriculum Introduction

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 7 curriculum with our students' learning at the centre. Our curriculum provides a broad and balanced education for all our students and offers them excellent opportunities to develop as individuals as well as learners.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and prolonged independent practice. At KNSB we are proud that our curriculum is taught by specialist teachers with a deep knowledge and passion for their subject. We want our students to be ambitious and resilient so that they know how to learn for themselves. While teachers encourage, support and guide students, we also expect them to take responsibility for their own learning and to be able to work both independently and collaboratively, to relish challenges and to persevere when they find things hard.

We are proud of the opportunities available to students at KNSB and we offer our students a wide range of new and exciting experiences through extra-curricular activities that are designed to build self-discipline, teamwork, resilience, initiative, vision and endeavour. These are our core STRIVE values.

This booklet is a guide to the curriculum your son will study during Year 7. It leads with some of the core principles that are at the heart of our curriculum, outlines assessment and homework strategies and includes detailed information, as well as an overview, for each of the subject areas. This will allow you to help them plan their studies and revision and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school; we hope that you will find this useful.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'D Clayton', with a stylized flourish at the end.

Mr D Clayton
Headteacher



Curriculum Pledge

Our school motto, *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the best quality education for our boys, as does the understanding that 'we are all learners'.

We believe that the most effective way of preparing our students for our rapidly changing world is to provide them with a holistic education, covering a wide range of disciplines and subjects. Our curriculum ensures that students follow a rigorous pathway that is balanced between traditional academic subjects and the more creative, practical subjects. Our provision at each Key Stage ensures that students are fully prepared for the next stage of their education and lives.

The curriculum is coherently planned and sequenced to facilitate the accumulation of sufficient knowledge and skills for future learning and employment, and it offers our boys excellent opportunities to develop as individuals, as well as learners. The acquisition of key skills, such as literacy, numeracy and oracy, is woven into our curriculum, and we continue to focus on developing consistency in these practices across the curriculum. Where some students require additional support to develop the skills needed to fully access the curriculum, we endeavour to provide this in a timely, appropriate manner. Our Curriculum Leaders regularly review their curricula and adapt their sequencing of lessons to ensure that all students are appropriately supported and challenged.

We require all students to gain a secure understanding of the knowledge and skills specified in the curriculum for each year, and we believe a three-year Key Stage 3 provides our students with the breadth and space to achieve this.

The KS3 curriculum offers a variety of subjects and learning opportunities to deepen students' educational experience and build a solid foundation of subject knowledge and skills. Boys study the full range of academic and creative subjects. English, maths and science are given a prominent share of curriculum time, with humanities and languages also studied by all. Computing, RE, music, art, technology (including food) and drama add further variety and challenge, and with two hours of active PE per week, boys have a rich, healthy and varied diet. Personal Development is integral to many curriculum areas across the year and is also delivered in a dedicated lesson for one hour per week for Years 7 and 8 and two hours weekly in Year 9. These lessons aim to prepare our students for life in a diverse, modern Britain.

Pathways are tailored and structured to meet the specific needs of our students; they continue to study core curriculum subjects (English, maths and science) but also choose four option subjects to study from the beginning of Year 10. Students and their parents are supported during the options process in Year 9 via a dedicated options evening and a parents'

consultation evening, with our options being structured to allow students maximum choice. Subjects offered continue the philosophy of providing a rigorous and meaningful curriculum for our students. We encourage our boys to study a range of subjects, including traditionally academic subjects and vocational courses, all of which feature on the DfE list of approved qualifications. This ensures that students leave KNSB with qualifications that will serve them well as they embark upon their next steps.

Students continue to enjoy regular active PE, assemblies and a Personal Development programme, all of which contribute to student well-being and help them prepare for life beyond secondary education.

Our intent is that our curriculum:

- is broad, rich and challenging, as well as being comprehensive and fully accessible to all our students, developing independent and aspirational learners
- builds on students' prior learning and offers an increasing level of challenge to maximise progress
- prioritises the teaching and use of disciplinary literacy to enable our students to perform like experts in their subject fields
- promotes the British Values of democracy, the rule of law, individual liberty and mutual respect for and an appreciation of our differences
- develops students' cultural capital by providing a range of intellectual and cultural opportunities
- enables high standards of academic achievement where outcomes empower students to progress to a range of Further Education opportunities
- equips all our students, regardless of their starting points, with fundamental, life-long, transferable skills, both academic and personal in nature
- prepares students for the responsibilities and challenges of adult life
- fosters a strength of character and resilience, both of which will help students to cope with choices and overcome the challenges they are likely to encounter in life
- develops kind, thoughtful and respectful citizens who have a strong sense of self-worth and emotional resilience
- cultivates in our students a strong sense of pride and belonging in our school that enables them to make a positive contribution to their community.

Our Assessment and Feedback Strategy supports our Curriculum Intent by ensuring teachers can:

- accurately assess students' subject knowledge and understanding
- provide timely feedback to students
- identify errors and misconceptions and ensure that these are swiftly addressed.

The United Nations Convention on the Rights of the Child (UNCRC) Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.



Curriculum Pledge: Equality, Diversity and Inclusion

We pledge to ensure that Equality, Diversity and Inclusion (EDI) is central to our curriculum offer, and that our curriculum is quality assured to ensure that *every* student is provided with the conditions to allow them to thrive, academically and personally.

King Edward VI Trust, of which our school is a part, is committed to 'removing or minimising disadvantages suffered by people which are connected to a particular characteristic', 'taking steps to meet different needs of people who have a protected characteristic' and 'encouraging participation when it is disproportionately low', as well as 'including aspects within the curriculum which promote tolerance and friendship'. Our commitment to echo every one of the pledges is clear in our approach to curriculum design and delivery.

We are committed to developing the language of equality in our classrooms and around school, and to ensure this, our Continued Professional Development (CPD) programme for teaching and support staff has EDI principles at its core.

We work hard to ensure that there are elements of our curriculum in which all students can see versions of themselves and recognise aspects of the world in which *they* live. It is important to us that our curriculum is diverse in its breadth, offers equality in its content and allows all students the opportunities to achieve success.

To ensure this, our curriculum is continually reviewed to ensure that content and delivery methods are adapted to meet the needs of students with a wide range of backgrounds and needs. Fostering a sense of belonging through the curriculum is a pledge that we take very seriously and one that we are committed to improving ongoing.



Curriculum Pledge: Cultural Capital

We pledge to ensure that every student across Key Stages 3 and 4 leaves our school with the foundational knowledge, experience and cultural confidence they need to achieve personally, feel they belong and thrive academically, socially and civically

Our commitment is rooted in our vision: 'Striving for all of our boys to reach their full potential in a high performing school'. Cultural capital will be planned, taught and monitored as an essential part of a coherent and sequenced curriculum. Through the detailed acquisition of knowledge, skills and experiences, we aim to eradicate inequalities and develop well-informed young men who can contribute positively to and thrive within society.

Through precise curriculum design, cultural capital is woven into schemes of learning for every subject from Year 7-11. We recognise that the curriculum is the first line of inclusion, therefore, we ensure that complex cultural concepts are carefully broken down and taught explicitly over time so that *all* students can develop their cultural capital and successfully access ambitious learning.

Subject-specific vocabulary, contexts and background knowledge are prioritised to ensure students can access the full curriculum confidently. We understand that if a student cannot read the language of a subject, they cannot fully participate in it. Therefore, teachers explicitly teach high-leverage vocabulary, model expert thinking and help students connect learning to real-world contexts and their own lives.

We pledge to make cultural capital an integral element of curriculum planning and to ensure teachers have the necessary expertise to recognise and develop opportunities for cultural capital within everyday classroom practice. Central to this is providing inclusive, high-quality universal provision in lessons; classroom teaching remains the first line of development for cultural knowledge. For vulnerable and disadvantaged students, we commit to identifying barriers precisely, adapting teaching effectively and evaluating the impact of those adaptations so that all students can access equitable experiences and outcomes.

Cultural capital is a curriculum entitlement. We aim for *every* student in Years 7–11 to acquire the knowledge, experiences and confidence needed to access the full curriculum, contribute meaningfully to community life and be able to seize future opportunities.



Curriculum Pledge: Learning Outside the Classroom

We pledge to ensure that every student at King Edward VI King's Norton School for Boys benefits from high-quality, curriculum-linked Learning Outside the Classroom (LOTC) that deepens knowledge, develops practical and interpersonal skills and strengthens their cultural capital and resilience. Our key STRIVE values of Self-discipline, Teamwork, Initiative, Resilience, Vision and Endeavour are central to our offer.

LOTC experiences will be carefully planned into schemes of learning so that students can experience learning in a range of different environments and return to their classrooms with a broader perspective and better prepared to make progress.

Opportunities to learn outside the classroom will be used to secure knowledge, address misconceptions and build transferable skills (including teamwork, resilience, initiative and leadership) that can support classroom learning and develop our students personally.

LOTC is open to all. Our programme of activities, woven across the academic year, ensures equitable access for students; we are committed to making opportunities available for all. Our provision will be inclusive; barriers for disadvantaged students, for those who are most vulnerable and students with a Special Education Need or Disability (SEND) will be anticipated and mitigated so all students can participate fully.

Our school commitment is to ensure that LOTC experiences will be available to every student in every year group across the school year, and we aim to build upon this, year on year. Curriculum-linked LOTC might include a theatre visit, fieldwork or a trip abroad. But it might also include science on the school field or chatting to pensioners at a local care home. The possibilities are endless...



Curriculum Pledge: Homework

At KNSB, we recognise the significant contribution that homework plays in students' academic success; it is an integral part of effective learning. Good practice is promoted through homework which is set regularly across all departments, within the context of agreed whole school and departmental strategies and timetables.

Our homework strategy acknowledges the importance of learning beyond the classroom, and it recognises that homework should consolidate, reinforce or extend the learning that takes place in the classroom to enable our students to be successful. It encourages independent learning, self-discipline, personal organisation and responsibility, and it nurtures our home/school partnership. Homework is set on Satchel One, and students and parents have log in details to allow them to access this.

As part of our ongoing review of the Homework Strategy and following the success over time of Sparx Maths and Sparx Reader, last year we added Sparx Science to our suite of core subject online homework for students in Years 7-9. Each platform allows students to reinforce key skills and consolidate concepts and knowledge that underpin success in these subjects across Key Stage 3. Tasks are set weekly, and progress is monitored by class teachers, as well as centrally across core departments. Furthermore, as the EEF reports that '*studies involving digital technology typically have greater impact (+ 6 months)*', embedding this across our core subjects at KS3 supports students' engagement and gives them the best possible chance of success in subjects that underpin their access to all subjects across the curriculum.

We very much embody the ethos that quality over quantity is key; homework should be meaningful and designed to enhance learning rather than simply serve as busywork. It is with this in mind that we have designed four key categories of homework tasks, and the use of these terms to identify homework tasks will help to communicate their purpose to students, so that over time we develop a shared language around homework:

Preparation: students undertake preparatory learning tasks related to subsequent lessons; **Consolidation:** students demonstrate and secure their learning from a lesson or series of lessons; **Extension:** students extend their learning by applying knowledge and skills to new contexts; **Revision:** these tasks will help students to embed knowledge and skills over time in preparation for assessments and exams.

We also recognise the role that homework plays in helping students to embed the words and phrases that allow them to demonstrate their knowledge and skills effectively in individual subject areas, for example, to 'speak like a geographer' or 'write like a historian'. As part of our whole-school drive to improve students' literacy, we encourage staff to include and signpost these in homework tasks wherever possible.



Curriculum Pledge: The Super-Curriculum

What is the Super-Curriculum?

The prefix 'super' originates from Latin, where it meant 'above,' 'over,' or 'beyond'; our 'Super Curriculum' offers students learning that goes 'beyond' our regular curriculum and gives them the opportunity to delve into their favourite subjects a little deeper.

The Super-Curriculum is a feature of all subject areas. We have introduced this because we want all students, regardless of their starting points, to develop a thirst for learning and have high aspirations. The Super-Curriculum signposts students to materials outside of class-based learning that will open their minds and challenge their thinking in each subject area. There is a variety of resources that students can interact with in a range of ways, and we hope their engagement with these will develop their curiosity, start conversations and inspire a lifelong learning habit.

How to Use the Super Curriculum

We have included broadly one idea to support each half term of learning in most subjects, and where there are clear curricular links within the topics being taught, teachers will make these known to students. They are designed to support, extend and inspire further learning within individual subject areas and across the curriculum. While there are only six per full-time subject to begin with, if students enjoy exploring these Super-Curricular activities, teachers will be more than happy to recommend more!

Students completing these tasks and showing evidence of their engagement with them will be rewarded accordingly, but there is no pressure for them to do so. Where students have a particular interest in one or more subjects, they might start with these to begin with and as their interest grows, they may wish to branch out.



Curriculum Pledge: Assessment and Feedback

Our motto: *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the highest quality education for the boys we serve, as does our understanding that 'we are all learners'.

At KNSB we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. The aims of our Assessment and Feedback Strategy are:

- establish a consistent, cohesive approach to assessment and feedback
- provide clear guidelines on our approach to Diagnostic, Within-Module and End-of-Module assessments to identify misconceptions, adapt teaching and support progress
- ensure that through high-quality assessment and feedback, students know what they are successful at and what they need to do to progress further
- allow meaningful tracking of students' progress towards end of key stage expectations and establish a coherent approach to recording assessment outcomes and reporting to parents.

We recognise the importance of assessment for promoting and supporting learning alongside developing a shared culture of ongoing student progression.

Our assessment cycle:

- informs teaching, planning and promotes swift progress
- is both formative and summative
- uses appropriate and diverse strategies to meet the needs of *all* students
- allows teachers to swiftly identify learning gaps or misconceptions, especially in key student groups
- recognises *all* students' progress and achievement
- develops the capacity for peer- and self-assessment
- fosters a shared involvement and responsibility between school and home.

The assessment cycle is embedded across the curriculum, and it continues to support student progress. Within this, 'in the moment' checking of student learning remains a priority, to ensure that opportunities for learning are maximised and misconceptions are addressed swiftly.

KNSB minimum assessment offer:

Curriculum leaders have the autonomy to execute their assessments when they feel is most appropriate to assess student learning, in line with their long-term plans and the school's minimum offer. Each module must include the following:

- Diagnostic Assessment: this is a form of pre-assessment that evaluates students' relevant prior knowledge and skills, and identifies any misconceptions that can then be swiftly addressed
- Within-Module Milestones: these assessments will be robust enough to allow teachers to determine where students' strengths and areas for development are, and they will receive Whole Class Feedback (WCF) to close any learning gaps or correct the most common misconceptions
- End of Module Milestones: these more thorough assessments allow students to evidence their learning over time - a percentage score will be awarded, and students will be provided with an individual Strength (S) and Target (T) and will be required to do an individual Response (R) to demonstrate that they can make progress towards their target
- End of Module Reviews: Students will reflect upon the knowledge and skills that they have learnt in a module, completing a RAG assessment of their level of knowledge/skill acquisition. Students will also reflect upon the progress they are making over time through reviewing their percentage scores across the year. This will help them and their teachers to identify any individual learning gaps that need to be addressed ongoing.
- Ongoing formative assessment opportunities: these allow teachers to make short term, 'in the moment' assessment of how well individuals and the whole class are meeting the lesson learning intentions and the longer-term subject intentions. These are part of the learning; they do not require a percentage score or a formal feedback sheet. Examples might include questioning, multiple choice quizzes, key words/subject terminology quizzes, self-assessment, peer-assessment, practical tasks or 'live' marking.

Registration and Form Time

Every school, by law, must register students twice a day, which is the reason we have two form periods, one at the start and one at the end of the day. However, form time is about much more than registration; it is a key part of pastoral engagement at King's Norton School for Boys. Those 100 minutes a week are used to give all students a positive, settled start to the day, to make sure they are prepared, focussed and ready to learn.

Form Time Activities

Assembly

The purpose of assembly at KNSB is to facilitate the year group meeting collectively. Assemblies are based around topics which are generally outside of the academic school curriculum yet are still important to the lives of our students. They provide students with an opportunity to reflect and think about themselves and their place in the world around them.

Striving for Success

This is an opportunity for staff to showcase examples of success from our students. Heads of Year will choose students who have displayed fantastic STRIVE skills each fortnight and use them as an example to the rest of the year group.

Reflection Task

Our reflection tasks are based around their key Self Discipline for Learning (SDfL) data. There will be an opportunity for reflection and target setting using their 9-week block data.

Current Affairs and Careers

Students are given an opportunity to watch a weekly news update and to discuss the stories they hear as a class. The update will be age appropriate and will either be from Newsround or BBC World News. Students also watch a careers video on various job roles with tutors, acting as facilitators of conversations.

Word of the Week

Word of the Week expands students' acquisition and understanding of vocabulary; it demands students to contextualise new and existing words in different scenarios across the curriculum, enabling them to make links with new words in different situations and in everyday life.

Weekly Attendance News

Attendance is important to us, and keeping students up to date with their current attendance percentage allows them to monitor how they are doing in comparison to others in the school and as a form and year group.

Self-Discipline for Learning (SDfL) Points, Uniform and Equipment

It is important that students are prepared for learning by regularly checking their uniform and equipment. Students are informed daily how many commendations they have achieved and whether they have lost SDfL points and the reasons behind them.

What is STRIVE?

'Humani Semper Contendimus' - we humans are always striving

Our **STRIVE** skills are the essential qualities we want to develop in our students. They form the key principles of everything we do in school and are the bedrock of our academic and pastoral systems. These skills are Self-Discipline, Teamwork, Resilience, Initiative, Vision and Endeavour.

Self-Discipline is the ability you have to control and motivate yourself, stay on track and do what is right. All our students are encouraged to meet the shared expectations of a King's Norton boy. These expectations are the key actions for all our students and explain what should be done in the classroom, around school, how their uniform should look and how to manage their behaviour. They have been put together in partnership with the School Council. Posters with our expectations on are displayed around the school to remind students.

Teamwork is the willingness of a group of people to work together to achieve a common aim. When your son starts at KNSB, he will become a part of a number of teams. His Head of Year will lead the year team, and he will also be a part of his form team, led by his Form Tutor. As a part of his form, he will participate in interform competitions. Our form names are Austin, Chamberlain, Lloyd, Regis, Tolkien, and Varley. There will be many inter-form competitions throughout the year such as sports, cooking and art.

Resilience means knowing how to cope in spite of setbacks or barriers or limited resources. We recognise that our younger students often need more support in managing situations that are difficult. Not only will your son have a Head of Year and his Form Tutor to support him, but he will also have Miss Boyce and other Student Support staff who can offer support and guidance, as well as access to a variety of support packages and mentoring programmes, as deemed appropriate.

Initiative is a personal quality that shows a willingness to get things done and take responsibility. Initiative is a skill that is developed over time, and students will be given lots of support for this. During registration they will be assisted by their Form Tutor in getting themselves ready for the school day by checking their uniform and equipment, making sure they have all their books and any pieces of homework.

Vision is the ability to think about or plan for the future with imagination or wisdom. Student input on the school is very important to us, and it is through our School Council that change and improvement is made. All students are given the opportunity to represent their forms on the School Council. In addition, students are also given plenty of time to reflect on what they want for their own future; this will be done with their Form Tutor but also through their Personal Development lessons.

Endeavour means to make a strenuous effort towards any goal and to try hard. Our Outdoor Adventure programme is a real strength of our school. It allows students to try activities they have not previously had the opportunity to experience. Led by a dedicated Outdoor Adventure Lead, students are taken out of their comfort zone and are required to put effort and energy into a new skill. Additionally, they are awarded commendations for good work, outstanding attendance and good behaviour in school. Furthermore, students can also be part of our Elite, Gold and Silver awards categories for their behaviour and effort.



Curriculum Pledge: Special Educational Needs and/or Disabilities (SEND)

We recognise that students with SEND may require adaptations to support them being able to fully access our curriculum. These students can expect to receive this support through high quality and adaptive teaching, that is tailored to meet their individual needs. This may be done in several ways; the list below is not exhaustive.

For more complex needs, we use bespoke One-Page Profiles to inform teachers about how they can best support a student, and these profiles are reviewed annually to ensure they reflect a student's needs.

Seating plans may be adapted to suit students' learning needs, for example:

- seated away from a window to avoid distractions
- seated next to/avoiding specific students
- seated next to a door to reduce anxiety
- seated at the front of the class or near a teacher for swift support.

Learning resources may be differentiated to suit students' learning needs, for example:

- larger/different font
- different coloured paper or overlays
- modelling is used to demonstrate expectations and scaffold extended tasks
- writing frames are provided to support students with structuring longer responses
- fill-the-gap exercises are used to guide understanding and build confidence before independent work
- learning is broken down into smaller, manageable chunks to reduce cognitive overload
- use of pictorial representations and dual coding to reinforce understanding
- glossaries are shared ahead of lessons to introduce key terminology, enabling students to access more challenging content and revisit vocabulary as required
- explicit teaching of higher-tier vocabulary, revisited regularly to secure knowledge
- assistive technology is provided on a needs basis such as laptop or reader pens.

Teacher intervention is implemented where necessary to support students' individual learning needs and ensure progress within lessons. This may include:

Assessment for Understanding

- targeted questioning to check students' understanding and identify misconceptions
- regular monitoring of progress during the lesson to adjust support in real time

Adaptive Teaching

- re-explaining tasks in simpler terms or using alternative approaches to improve accessibility
- providing differentiated outcomes or additional time to enable all students to achieve success

Scaffolding and Modelling

- live modelling to demonstrate the thinking process and expectations for tasks
- breaking down responses and processes to support student comprehension

Feedback and Progress

- live marking within lessons to give immediate, actionable feedback
- personalised learning targets and feedback, including for STRs and other summative assessments, to guide improvement.

Additional Support in Practical Subjects; adaptive approaches are used to ensure all students can access learning and make progress. Examples include:

Physical Education (PE)

- students are grouped by physical ability to promote fair competition and enable progress for all
- use of specialist equipment to support the development of new skills
- flexible arrangements for changing facilities to meet individual student needs
- adaptation of kit on personal basis.

Food Technology

- carefully planned peer support, pairing students to encourage skill development and confidence.
- recipes broken down into smaller, manageable steps to support understanding and independence.

Drama

- access to a safe or quiet space if the studio environment becomes overwhelming
- pre-coaching of routines and expectations (e.g. 'shoes off' rule) to prepare students for the learning environment
- flexible approaches to learning, such as not always relying on scripts, to support students with lower literacy levels
- whole-class exploration of character emotions to develop understanding, empathy, and engagement.

Student Leadership 2026-27

'It is in your hands, to make a better world for all who live in it.' - Nelson Mandela

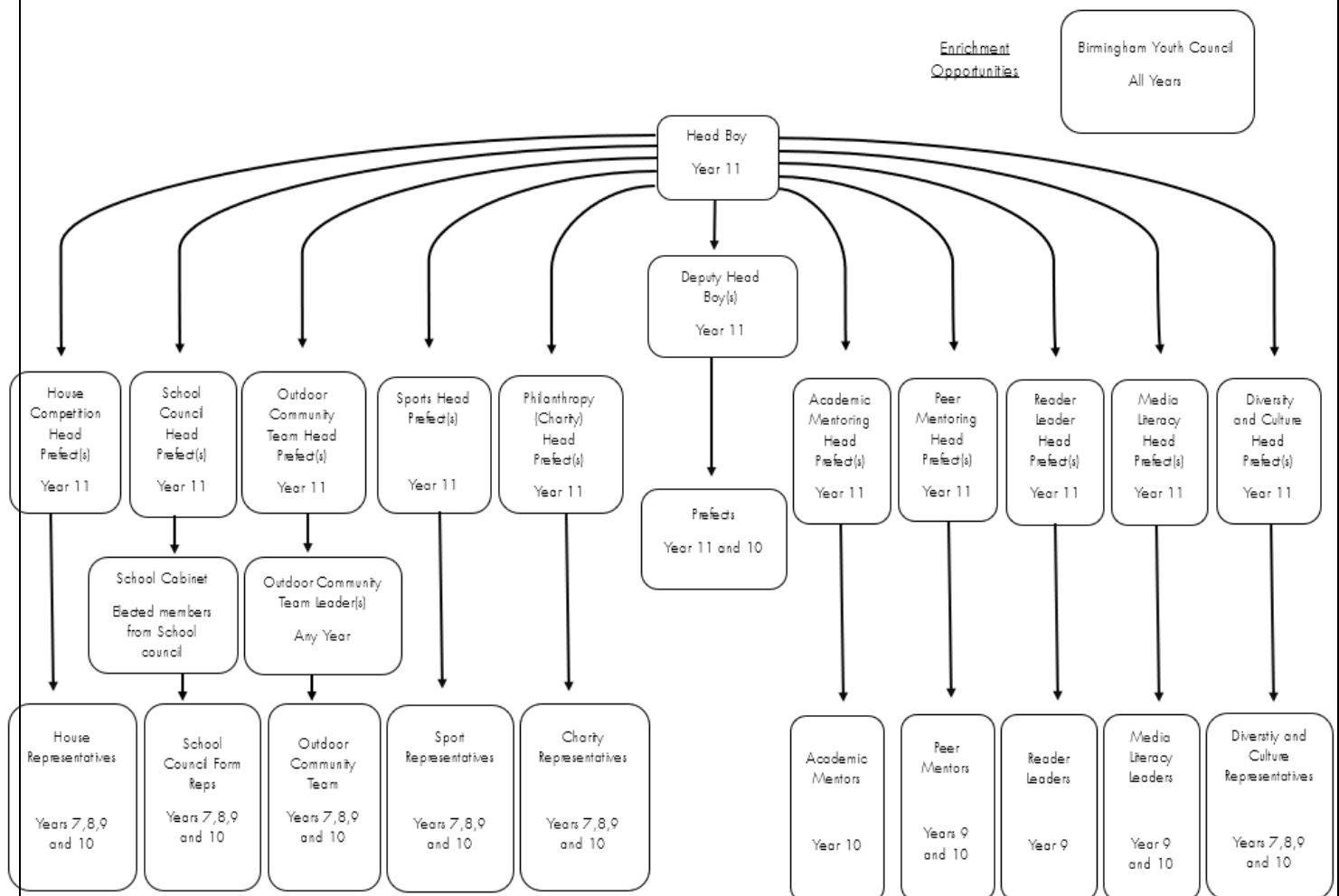
Student Leadership Opportunities

KNSB students are given the opportunity to lead on many areas within our school community. By experiencing a leadership position and working together as part of specific teams, students will be well equipped to take on and flourish in leadership roles once they leave our school. The creation of different leadership pathways also contributes to the successful school environment, as students can play a direct role in the decision making on different projects and issues around the school.

Our 'STRIVE' values underpin all the efforts and projects undertaken by the different student leadership pathways throughout the year. We strive to have a leadership programme here at our school that is run by students, for the students.

Head Boy Team

Our Head Boy Team is made up of Year 11 students who are outstanding role models and want to contribute to the life of their school. The Head Boy Team is made up of a Head Boy, alongside Deputies and Head Prefects. Each Head Prefect is responsible for a specific student leadership area, including Sports, Philanthropy (charity), Peer Mentoring, Academic Mentoring, and many more. The Head Prefects help run these programmes in school. The whole team meets once a half term and has a presence at anything whole-school related.



Prefect Team

Our Prefect Team is made up of Year 10 and Year 11 students who volunteer to help with whole school community events, such as: guiding tours at open evenings; helping and guiding parents at parent and transition evenings; being present at remembrance services; helping show visitors and guests around the school; and helping run whole-school events such as charity and sports-day.

Student Council

The School Council is democratically chosen from each tutor group to represent students' ideas and thoughts on their school. Students attend a year team meeting every half term to discuss and action ways to make the day-to-day life of a KNSB student as enjoyable and productive as possible. These discussions and actions are then taken to the School Cabinet meetings to discuss further.

School Cabinet

The School Cabinet is also chosen democratically from within the student School Council. At the start of the year, the School Council elect a treasurer, secretary and communications officer. Two School Council reps from each year are also elected to represent their year group at these meetings. These students meet every half-term to discuss any immediate issues and projects in progress within their school and help implement positive changes around the school.

Sports

Representatives

Sports Reps are chosen democratically within each form group. Their role is to promote sporting extra-curricular activities and report any results of fixtures back to their form. The Sports Reps work together with the nominated House Rep to organise and contribute to the success of our House Games programme. Sports Reps meet half termly to discuss all the extra-curricular provision of sports at their school.

Philanthropy Representatives

Philanthropy reps are chosen democratically within each form group. Their role is to work as a team to decide on a chosen charity for the school to support during the academic year. They meet on a half termly basis to decide on philanthropy events throughout the year, ending in our Charity Day at the end of the summer term.

House Representatives

House Representatives are chosen democratically within each form group. Their role is to speak to members of their form and fairly allocate different people to represent their house at all house competitions. House Reps work with the nominated Sports Reps for sport-based house competitions.

Academic Mentoring

Our Academic Mentors are Year 10 students who are chosen to be trained to become a King's Norton academic mentor. The Academic Mentors use the skills they acquire from their training programme to mentor students who require extra support in English, maths and science.

Peer Mentoring

Our Peer Mentors are made up of Year 9 and 10 students who wish to help other students in school. Our Peer Mentors are there to support new Year 7 students transitioning to secondary school, as well as aid any other student who may require help in school.

Reader Leader Team

Our Reader Leaders are Year 9 students who want to help younger students improve their reading fluency. Reader Leaders meet on a weekly basis with their readers

Birmingham Youth Council

The Birmingham Youth City Board works with Birmingham City Council and other partners to make sure that the voices of young people are reflected in policy development and service delivery.

Outdoor Community Team

The Outdoor Community Team is split into three parts – eco, travel and outdoor reps. Every year the Outdoor Community Teamwork works towards two accreditations - The Eco Schools Green Flag and Mode Shift Stars accreditation (Birmingham City Council's safer travel to and from school initiative). In addition to this, the team oversees the maintenance of the outdoor equipment and the outdoor learning areas here in school. The Outdoor Community Team is open to all students and is led by the nominated Outdoor Community Team leader(s).

Media Literacy Ambassadors

Our Media Literacy Ambassadors are made up from Year 9/10 students who co-deliver 'Fake or Real' sessions. Media Literacy Ambassadors teach younger students during their Personal Development curriculum time how to trust different online platforms and news. Ambassadors work alongside the other Leadership Teams to assist with election processes.

Core Subject Information

The English Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

The English curriculum in Year 7 will introduce students to a range of texts from various times throughout history as well as exposing them to different genres to develop their skills. Within these different topics, we will explore society at different times, inequalities, morals, values, beliefs and a whole range of cultural topics and how they relate to current culture and society. The aim is to equip them with fluency in reading, writing and oracy and develop a love of literature, language and reading.

What Students Will Learn

Throughout Year 7, students will study a wide range of texts, beginning with a brief period of transition to KS3 to help them to bridge the gap in approach and content.

Unit 1: Transition Unit

Students will undertake an exploration of a text in order to learn the common structures for creative writing and PEA paragraphs, supporting them in developing depth in textual responses for KS3 and 4, building on learning from KS2.

Unit 2: Poetry Through the Ages

Here we study a range of poems throughout time and examine morality poems, lyrical poetry, the ode, ballads, nonsense poems, limericks, sestinas and more poetic forms. Students will learn how to approach and analyse poetry in depth.

Unit 3: Urban Literature

A range of fiction and non-fiction extracts are studied and through these students explore themes such as discrimination, inequality, knife crime, poverty and racism. These extracts cover a range of authors and countries so that they develop students' understanding of the world they live in.

Unit 4: Myths and Magic

Students examine myths ranging from Greco-Roman and Nordic mythology to modern day presentations of myths and magic. Historical and social contexts are taught, and students explore the perception of magic across the centuries and how beliefs can alter perception. They will also examine more traditional elements of the canon.

Unit 5: Shakespeare's *A Midsummer Night's Dream*

Here we study *A Midsummer Night's Dream*, with a focus on theme and character development. Students will explore familial and romantic relationships, societal expectations and gender roles.



CURRICULUM ROAD MAP English Year 7

Transition Unit

Students explore a text in order to learn the common structures for creative writing and PEA paragraphs for KS3 (and KS4) and will build on methods learnt in Key Stage Two. They will also build on their knowledge, from primary, of sentence structures and punctuation.

Autumn 1

Poetry Through the Ages

We study a range of poems, from different time periods and different forms. Students will examine morality poems, lyrical, odes, ballads, nonsense poems, limericks, sestinas and more. They will learn how to approach and analyse poetry in depth and will write their own poems. Studying a whole literature canon introduces students to the key periods in history.

Autumn 2

Urban Literature

Students examine fiction and non-fiction writing from a range of authors and countries, exploring themes which are either/both historically pertinent or relevant to modern society, such as: discrimination, inequality, knife crime, poverty and racism. Students write creatively to share and develop personal responses to the texts.

Spring 1

Myths and Magic

Students explore myths from Greco-Roman and Nordic to modern day presentations of magic, including historical and social contexts. We explore a range of fictional texts from Shakespeare to JK Rowling and look at the perception of magic across the centuries and how beliefs can alter perception, and how authors are influenced by those who came before them.

Spring 2

Shakespeare: A Midsummer Night's Dream

Students read the whole play, focusing on theme and character development across the text. They develop and build on prior knowledge of the historical context and make new contextual links. Students will begin exploring familial and romantic relationships, societal expectations and gender roles, preparing them for further Shakespeare studies later in KS3 and KS4.

Summer 1

Shakespeare: A Midsummer Night's Dream

The play continues to be enjoyed as students explore how the experiences of characters are shaped by events and how characters are constructed to reflect and/or challenge societal expectations. Analytical writing skills are consolidated and extended as well as the ability to articulate and present their perspectives on related topics.

Summer 2

Time to STRIVE for success!

The English Year 7 Super-Curriculum

	Super-Curricular Activity
1	Writing Poetry Have a go at writing your own poetry in different forms and create blackout poetry or themed poetry relating to annual events in the calendar (or any other events that you fancy writing poetry about – such as key sporting events or family events).
2	Transformed Literature We encourage you to find other sources of Urban Literature. What are your favourite songs? How do they create meaning in similar ways to in literature? You could also watch TV and film adaptations of texts that you (or your friends and family) might have read – how are they similar/different, and what might be the reasons for this?
3	Myths and Magical Characters Be creative with your learning using different formats and media types to create your own myths, magical characters and stories. You could also watch mythical films and programmes and compare 'written' characters to their portrayal in these media.
4	Witches and Witchcraft Use YouTube or BBC iPlayer to watch a documentary on the witch trials and explore how belief systems influence perception. What do you learn about witches, how they were 'identified' and treated, and can you find out why societies were so obsessed with this.
5	Gender and History Explore cross-curricular links with history and gender expectations in the 1600s. Use the Internet and your local library to research the roles of men and women at this time, trying to identify the societal reasons why these expectations were present.
6	It's Midsummer! Watch an adaptation of A Midsummer Night's Dream (a film version or theatre performance). Write a review of this and consider how it is similar/different to your reading, and why this might be the case.

The Mathematics Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

The Mathematics curriculum in Year 7 provides a broad, coherent, satisfying and worthwhile course of study. Students will develop skills learnt in Key Stage 2, as well as learning new skills that will support them throughout Key Stage 3 and beyond this at Key Stage 4.

The curriculum encourages students to develop confidence and have a positive attitude towards Mathematics, and to recognise its importance in their own lives and broader society.

What Students Will Learn

All students will explore a range of topics from the six strands of the mathematics curriculum.

Number

Students will develop numerical structure and calculations, and use this to explore fractions, decimals, percentages, measures and accuracy.

Algebra

Students will develop understanding of algebraic notation, vocabulary and manipulation, and use this to explore graphs, equations and sequences.

Ratio and Proportion

Students will use and apply ratio notation in context and solve problems involving direct proportion.

Geometry and Measures

Students will develop understanding of the properties of angles and shapes, mensuration and constructions.

Probability

This is an introduction to and exploration of concepts in probability.

Statistics

Students will interpret and construct tables, charts and diagrams, and analyse and compare sets of data.



CURRICULUM ROADMAP Mathematics Year 7

Foundations of Algebra and Number

Students establish core mathematical fluency through calculations, negative numbers and number properties before beginning to generalise mathematically through simplifying expressions and expanding brackets.

Autumn 1

Developing Numerical Reasoning

Students deepen their understanding of fractions, decimals and percentages while beginning to apply algebraic methods through substitution and factorising. Emphasis is placed on accuracy, fluency and recognising links between representations.

Autumn 2

Equations, Ratio and Probability

Students apply mathematical methods to equations, angles, ratio and probability, developing confidence in solving multi-step problems and communicating clear mathematical reasoning.

Spring 1

Representing Mathematical Relationships

Students explore sequences, graphs and transformations to recognise patterns and represent relationships visually. Estimation and approximation develop confidence when working with accuracy and checking solutions.

Spring 2

Exploring Geometry and Measure

Students develop geometric understanding through area, perimeter and construction skills, applying prior number knowledge to increasingly complex mathematical contexts.

Summer 1

Connecting Number, Algebra and Geometry

Students consolidate Year 7 learning through problem solving and mathematical reasoning, drawing together number, algebra and geometry to tackle increasingly unfamiliar questions.

Summer 2

Time to STRIVE for success!

The Mathematics Year 7

Super-Curriculum

	Super-Curricular Activity
1	Suggested Video/Article/Podcast Numberphile (YouTube) – Negative Numbers Explore Further Why did mathematicians once believe negative numbers were impossible, and why are they now essential in everyday life?
2	Suggested Video/Article/Podcast Fractions, Decimals and Percentages in Real Life – BBC Bitesize Explore Further Percentages are used everywhere in advertising, sport and finance. Find three real-life examples of percentages being used and explain what the numbers <i>actually</i> mean.
3	Suggested Video/Article/Podcast The Maths of Probability – Stand-up Maths (YouTube) Explore Further Is luck really random? Investigate how probability is used in games, sport or gambling, and consider whether some games are fairer than others.
4	Suggested Video/Article/Podcast The Fibonacci Sequence – Numberphile (YouTube) Explore Further Patterns appear throughout mathematics and in nature. Explore where the Fibonacci sequence can be found in the real world and why mathematicians are fascinated by it.
5	Suggested Video/Article/Podcast The Simple Geometry of the Pyramids – TED-Ed (YouTube) Explore Further Why have humans used geometric shapes in famous buildings and structures for thousands of years? Investigate how geometry helps architects and engineers design safely and efficiently.
6	Suggested Video/Article/Podcast Can Statistics Mislead Us? – More or Less Podcast (BBC Sounds) Explore Further Statistics are often used in the news and on social media. Investigate a graph, chart or statistic that could be misleading and explain how the information could be interpreted differently.

The Science Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

The Science curriculum in Year 7 will enable students to develop a deeper understanding of a range of scientific ideas in the individual disciplines of Biology, Chemistry and Physics, building on the work they have done in KS2. Students will begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding, such as cells, particles and forces. They will learn that science is about working objectively, methodically and with evidence, often gained through practical investigation.

What Students Will Learn

Throughout Year 7, students will study a broad range of topics building on prior learning and introducing new concepts. The skills of practical investigation and working scientifically are woven throughout the curriculum, with opportunities to complete hands-on lab work in most topics.

Biology

Students will learn about the role of cells within plants and animals, how cells can be observed in the laboratory, the structure and function of the main organelles in plant and animal cells, how different cells are adapted to different functions and the typical structures of unicellular organisms.

This unit teaches how complex systems of cells, tissues and organs are grouped together into organ systems to enable key life processes to take place, including the respiratory, muscular and skeletal systems.

Students learn how plants and animals are adapted to enable reproduction to take place. They learn about puberty and the menstrual cycle, human fertilisation, pregnancy, gestation and childbirth, as well as about plant reproductive organs, pollination, fertilisation and seed dispersal.

Chemistry

Students learn about the key characteristics of the three states of matter, including particles.

This unit teaches about elements, atoms and compounds – the elements that make up our world and how these can combine to make different substances.

We teach about reactions, and how combinations of elements and compounds can join together to make new substances, including how observations of reactions can allow us to identify energy changes that take place.

Physics

This unit focuses on how different forces lead to many of the changes we can observe around us when we see objects that are both stationary and in motion.

Students learn about how light and sound behave as they travel and how humans make use of this to communicate.

They learn about the position of the Earth within our solar system and the universe, how the motion of the Earth through space can be used to explain days, seasons and eclipses and how the motion of the moon explains its phases.



CURRICULUM ROADMAP Science Year 7 - Biology

Cells

Students will learn about cells, the building blocks that make up all living organisms. They will observe the tiny structures inside animal and plant cells using microscopes and consider the special jobs some cells do. Students will also study about how substances move into and out of cells by the process of diffusion.

Autumn 1

Structure/Function of Body Systems

Students will evaluate and discover the levels of organisation that exist in a multicellular organism, focusing on the respiratory and the skeletal systems. Students will be encouraged to consider how lungs help you breathe and how the skeleton does more than you might think. This topic encourages students to think about how science relates to their body and how they grow...

Autumn 2

Reproduction

In this topic, students will learn about the biology of sexual reproduction between a male and a female. They will look at both the physical and emotional changes that take place in male and female bodies during adolescence and the structures and functions of the male and female reproductive systems in detail. Students will also learn about plant reproduction, the structure of flowers, and the processes of pollination, fertilization and germination.

Spring 1

See Chemistry and Physics Topics

Spring 2

See Chemistry and Physics Topics

Summer 1

See Chemistry and Physics Topics

Summer 2

Time to STRIVE for success!



CURRICULUM ROADMAP Science Year 7 - Chemistry

Particles

Students will discover how the arrangement, movement and separation of particles, gives substances their properties. They will also discover what happens during melting, boiling, condensation, evaporation and sublimation. Students will also learn how smells travel and why some materials are much heavier than others for their size.

Autumn 1

Autumn 2

Elements and Compounds

Students will discover many new elements (around 100) and use an international code to identify them. Learners will gain information on how atoms make up elements and how compounds can be formed. Students will also consider how just six of the elements mentioned in this topic make up nearly 99% of body mass.

Spring 1

Chemical Reactions

Practical information will be gained, and students will make several practical observations, regarding chemical reactions. Pupils will discover how atoms rearrange and join together differently to make new substances, and why the total mass does not change. Students will also be challenged in writing word equations, classifying chemical reactions and using patterns to make predictions.

Spring 2

See Biology and Physics Topics

Acids and Alkalis

In depth study about acids, bases and alkalis. Students will develop their practical skills in learning how to use indicators and the pH scale to find out how acidic or alkaline a solution is, and how to work safely with these solutions. Pupils will also learn about neutralization reactions and how they can use these to make beautiful crystals.

Summer 1

Summer 2

See Biology and Physics Topics

Time to STRIVE for success!



CURRICULUM ROADMAP Science Year 7 - Physics

Forces

In this topic, students will learn about different types of forces and where they come from. They will find out about contact forces and non-contact forces, and how you know forces are there. They will also learn to explain the motion of objects/bodies using forces and become familiar with force diagrams and their labels. This topic provides a seamless link between the classroom and life outside of school.

Autumn 1

Autumn 2

See Biology and Chemistry Topics

Sound

In this topic, students will learn about sound, how it is produced and how it travels/its speed. Students will gain knowledge on the properties of sound waves and how this enables us to hear different sounds. They will be able to draw and label sound wave diagrams and will become used to using key words to describe sound. Students will be encouraged to learn ways in which we use sound in everyday life for other things that aren't just listening.

Spring 1

Spring 2

See Biology and Chemistry Topics

Light

Students will learn about light, where it comes from and the journey it takes from source to detector, like an eye or a camera, learning how it can be refracted or reflected and also change direction during practical activities. They learn about primary colours associated with light and how the use of filters can change the way objects look.

Summer 1

Summer 2

Space

Students will acquire information about what they see in the night sky and how far away things are. They will also learn about planets and the formation of the solar system. There will be in-depth study about why we have seasons, and why they are different in different places. Students will also cover the phases of the moon and why lunar/solar eclipses exist...

Time to STRIVE for success!

The Science Year 7 Super-Curriculum

	Super-Curricular Activity
1	Science at Home Start to use your scientific skills at home. Explore the measuring equipment in your house, think about what you have in your kitchen or maybe amongst tools in your shed. Think about why items are used for some measurements but not others, why are kitchen scales less accurate than the ones that you use in science lessons?
2	Science Outside the Home Ask parents or carers if they could facilitate a visit to a museum with a STEM focus. The RAF Museum at Cosford and the Natural History Museum in Oxford are both free entry museums and not too far from Birmingham. More locally, the ThinkTank museum has a wide range of exhibits but is not free to enter.
3	Grow Your Own Food Carry out a simple investigation to see how feasible it is to grow food from seeds. Discount stores often sell seeds at a low price, and many varieties can be grown in a garden, container or even indoors. Consider ways to maximise the yield of your crop. Suitable crops could be coriander, basil or chilli peppers for indoor growing, carrots, beans, tomatoes or potatoes for outdoor growing, depending on how much space you have.
4	Reading About Science Read a science related book. This could be a 'popular science' book from a local bookstore or school library, such as a science book aimed at younger readers, like the 'Horrible Science' series or even a novel with a scientific basis, such as Project Hail Mary by Andy Weir. What can you learn from your reading?
5	Documentaries Are Out of This World Take the time to watch a documentary on a television (rather than device screen) to extend your knowledge of space. BBC iPlayer has an ever-changing offer of documentaries and by searching for Space, you will be given a number of choices to allow you to choose something that interests you.
6	Famous Scientists Research a famous scientist to find out what kind of person they were/are and what led to them making their famous discoveries. Excellent examples are Marie Curie, Stephen Hawking, Albert Einstein, Richard Feynman, Katherine Johnson or Rosalind Franklin.

Non-Core Subject Information

The Art and Design Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Our Key Stage 3 Art and Design curriculum follows the National Curriculum guidelines, with a little bit of our KNSB flair for all things quirky mixed in! Our intention is for our students in Year 7 to develop an interest and understanding of all areas of Art and Design through their classwork, homework and super-curricular activities. As a department we fully embrace further enrichment activities for our students - there is always a community school art project on the go. Students will learn key life skills, such as creative thinking, refining motor skills and problem solving, while creating artwork. Our aim is for them to be able to confidently analyse and evaluate their own work, and that of others, to strengthen the visual impact of their work and to make swift progress.

What Students Will Learn

Our Art and Design curriculum is designed to be broad, relevant and inspiring, and builds upon skills each year, developing students prior learning, whilst introducing new concepts and giving students opportunities to refine their skills. We want our students to increase expertise in different media, styles, techniques, genres, time periods, cultures and both British and global artists.

Globe-Trotting: We begin in Year 7 by re-capping fundamental art skills, techniques and colour theory knowledge as students come in with varying skills/knowledge from their different Art education at primary school. In this first project, students will begin by exploring a range of materials and techniques, such as 6B pencil/blenders and watercolour paint. Students will initially create artwork inspired by a range of cultures from around the globe, such as Egyptian and Polynesian, which we will explore in detail. Throughout the term, students will continue to develop techniques using mixed media and pencil crayons to create artwork inspired by Japanese culture. Students will create artwork that shows gratitude and builds and recognises positive relationships within the KNSB community.

Comics: This term students will further build on their own comic knowledge and Japanese artwork knowledge gained in Autumn 2 and develop pencil/pencil crayon techniques. They will work like shoe designers influenced by Marvel/DC illustrators/writers and Manga artists to create Comic inspired artwork using mixed media. Later in the term students will work like a current contemporary illustrator to create Comic inspired artwork on Monopoly bills using felt tips, pencil and pencil crayons.

Zine 1- Destination: Students will build on their knowledge of different places from their Globe-trotting project. Creating a Zine book enables students to further develop independent thinking skills like in KS3 homework tasks. Students will work independently and creatively using any choice of material, style and techniques to create a Zine book on a chosen destination. Students will develop research, planning, composition and art skills while creating their Zine book.



CURRICULUM ROADMAP Art Year 7

Globe-trotting 1

For this first project students will create artwork on the theme of Globe-trotting. They will build on their Art history knowledge, use of media and techniques from Key Stage 2. Students will explore Egyptian and Polynesian artwork and produce artwork inspired by these cultures.

Autumn 1

Autumn 2

Globe-trotting 2

Students will continue to create artwork on the theme of Globe-trotting. They will further develop their Art history knowledge, use of media and techniques from Key Stage 2 and Autumn 1. Students will explore Japanese culture/ artists and produce artwork inspired by what they have learnt which conveys gratitude towards others.

Comics 1

For this project students will create artwork on the theme of Comics. They will build on their own prior knowledge of Comics and Japanese Art from Autumn 2. Students will explore Marvel/DC comic and Manga Styles/artists and writers to create their own Comic artwork.

Spring 1

Spring 2

Comics 2

Students will continue to build on their knowledge of Comics in Spring 1. Students will explore the work of a modern comic artist and influencer to produce their own personalised Comic response on Monopoly money.

Zine - Destination 1

Students will build on their knowledge from the Globe-trotting project in the Autumn term, working independently and creatively to create a 'Zine' book with the theme Destination. Students will choose one place to focus on. They will further develop research, planning, composition and art skills while creating their Zine book.

Summer 1

Summer 2

Zine - Destination 2

Students will continue to work independently and creatively on their 'Zine' Destination books, developing and refining their research, planning, composition and art skills while creating their Zine.

Time to STRIVE for success!

Art Year 7 Super-Curriculum

	Super-Curricular Activity
1	Art in Birmingham Take a trip to the city centre to look at artwork from around the world at Birmingham Museum and Art Gallery in the town centre. Consider which pieces are your favourite and why. Share this with your teacher. Birmingham Museum and Art Gallery Birmingham Museum & Art Gallery Birmingham Museums
2	Artwork Inspired Cookery Go out for dinner or cook an authentic meal inspired by one of the countries you have created artwork for this term. You will have looked at Egyptian, Polynesian, Native American and Japanese Art. Create a series of photographs documenting the cooking/ordering and you enjoying the feast with your family or friends.
3	Cartoon Characters Check out this YouTube video about how to draw cartoon people from a reference. Have a go and share your experiments. Consider what new skills you learn or develop along the way. Bring your ideas to life with Base44
4	Get Lost in the Forbidden Planet! Visit Forbidden Planet, a comic megastore in Birmingham, to get some inspiration for your own comic drawings or just to read comics! What new comic characters or stories can you 'get lost' in? Birmingham Megastore @ ForbiddenPlanet.com - UK and Worldwide Cult Entertainment Megastore
5	Get Involved at the MAC The Midlands Arts Centre near Cannon Hill Park has many art events on for young people. This may inspire some pages in your Zine. Look at their website for what's on and see if you can get some friends or family together to head down there with you. Report back on what you have learnt. Home Mac Birmingham
6	Destination Photography Create a series of photographs that are inspired by your Zine topic of 'Destination'. This does not have to be based on your chosen place. It could be an upcoming day out or holiday. Then have a go at editing these using apps/ IT programmes.

The Computing Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Students in Year 7 are taught Computing in rotation with a number of other subjects, so their computational learning is developed over a nine-week block.

We understand that students join us in Year 7 with vastly different technical experiences learned at Key Stage 2 and at home. With this in mind, we ensure that every student is fully supported, with the aim being to develop technically confident, independent students by the end of Year 7. Across the rotation, we embed a mixture of ICT and Computer Science topics, and students will begin to learn the foundation skills of basic programming, so that by the end of Year 7, not only will students have a deeper understanding of ICT, but their new skills can also be developed across, and help them to gain access to, the broader curriculum and be used in life outside school too.

What Students Will Learn

Students will learn the purpose of and gain basic understanding of Microsoft Office software, and we will provide them with real life challenges to help develop their knowledge and skills. Students will build up their computational thinking skills using block-based programming (Scratch).

Scratch Project

In this unit, students will be introduced to computational thinking concepts. Students will build on skills learnt at KS2 to deepen their logical understanding of how a programme is created. Through the use of flowcharts, students will understand how algorithms are constructed using sequence, selection and iteration. They will then apply this to developing a multi-level game in Scratch.



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CURRICULUM ROADMAP Computing Years 7 and 8

Sequence, Selection and Iteration

Students will be introduced to computational thinking concepts. Through the use of flowcharts, students will understand how algorithms are constructed using sequence, selection and iteration.

Year 7

Year 7

Scratch Project

Students will develop and apply their understanding from the 1st topic by creating a multilevel game in Scratch. .

Branding and Promotion

Students will begin the topic by making a logo and flyer which advertises charity day at the end of the year. Students will learn how to use the basic tools of photoshop which will be built upon in Year 9 and KS4 in iMedia and Business

Year 8

Year 8

Managing an Event

Students will build upon their branding understanding to create spreadsheets to plan and manage a budget, databases to organise suppliers and equipment, and develop professional emails to communicate with stakeholders. This provides a strong foundation for further study in Year 9 Visual Identity and KS4 iMedia and Business.

Time to STRIVE for success!

The Computing Year 7 Super-Curriculum

	Super-Curricular Activity
1	Digital Safety Add your own research to what you are taught in class to create a set of posters that give advice to new Year 7 students about: • health and safety in a computer lab • choosing strong passwords • staying safe online.
2	Inside the PC Use your own research to draw or create a model of the inside of a PC. Make sure to include and clearly label the following components: • motherboard • processor • RAM • ROM • hard drive • PSU • Case.

The Design and Technology Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

What Students Will Learn

During Year 7, students will experience the iterative process of designing and complete a variety of creative and practical activities. They will have the opportunity to gain confidence in using tools and equipment in the school workshop, become aware of Health and Safety requirements when using them and use these skills to solve practical problems. They will work with a range of materials and explore the material characteristics and how they can be used to solve problems. Students will build upon experiences from KS2 about how to take risks, becoming resourceful, innovative, enterprising and capable problem solvers.

Explore

Students begin by exploring different user needs. They then move on to use the iterative design process to develop design ideas, using sketches and digital modelling techniques, such as laser cutters or 3D printers.

Create

Students select from specialist tools, techniques and equipment safely, including computer-aided manufacture, and then they create functioning prototypes.

Evaluate

They investigate new and emerging technologies, and test and refine their prototypes against defined criteria considering views of intended users to evaluate the effectiveness of their designs.



CURRICULUM ROADMAP D and T Years 7, 8 and 9

Explore and Create

Students will initially investigate design problems and as part of this they will identify customers for their prototypes. They will explore creative ideas and create imaginative designs using sketching and Computer Aided Designs (CAD).

Year 7

Evaluate

Year 7

Students model and develop chosen ideas using timber, steel, acrylic and PLA. They use a range of specialist tools, equipment and processes, (including laser cutters and 3D printers) to produce functioning prototypes. Finally, they test and evaluate their completed prototypes.

Iterative Design Process

Students will investigate a context using the Iterative Design Process. They will collect images of existing products to support design work, including identifying a client or customers for their products. They will design ideas and develop those ideas with their peers. Students will then develop the most appropriate three ideas using CAD software.

Year 8

Evaluate

Year 8

Students will use a range of specialist tools, equipment and processes, (including laser cutters and soldering) to produce functioning prototypes. They will shape and form materials such as pine, MDF, plywood and acrylic and finally test and evaluate their iterations and completed prototypes and suggest modifications.

CAD and Engineering

Students will investigate a context using the Iterative Design Process. They will use complex CAD systems to generate engineering drawings and use these to accurately mark out materials to precise tolerances. They will then cut, shape and form materials to a high-level, incorporating quality control checks.

Year 9

CAD and Engineering

Year 9

Students will then use precise joining methods to assembly multipart products and use heat to modify material properties to produce a desired finish. They will select and solder electronic circuits and add them to products and finally test and evaluate their design and product.

Time to STRIVE for success!

The Design and Technology

Year 7 Super-Curriculum

	Super-Curricular Activity
1	Setup a free Tinkercad student account and use your imagination to design 3D printable objects. If you have a 3D printer at home, see what you can make a reality and please share! Dashboard - Tinkercad
2	Visit Thinktank at Millennium Point Birmingham to see how Technology has evolved in the world and city we live in. Which part of the museum most interests you, and why? Write a review of your visit. Thinktank Birmingham Museums

The Drama Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Students in Year 7 are taught Drama in rotation with a number of other subjects, so their dramatic learning is developed over a nine-week block.

This unit introduces students to the study of a performance text, developing their understanding of drama within its social, cultural and historical context. Students will explore characterisation, relationships and key themes such as mental health, disability and domestic relationships, while developing empathy and analytical skills. They will build confidence in performance while developing teamwork, communication, leadership and collaboration skills. This unit builds on skills students may have developed during Key Stage 2 through storytelling, role play, speaking and listening activities, along with collaborative group work. The unit also establishes core acting and performance skills that will support students throughout Key Stage 3 and provide a strong foundation for GCSE Drama practical work.

What Students Will Learn

This unit introduces key acting techniques known as 'The 5th Element', focusing on how performers can develop their practice using a range of core skills. Students will explore projection, to ensure they can be clearly heard by an audience, to convey meaning and emotion in speech. They will also study proxemics, understanding how to use space and distance between characters to communicate relationships, status and intention on stage. In addition, students will learn about monologues, which may occur even when other characters are present on stage. Together, these techniques help students develop stronger, effective and more expressive performances.

The Curious Incident of the Dog in the Night-Time

Students explore the story of *The Curious Incident of the Dog in the Night-Time* to help them to identify and interpret character emotions within a complex performance text at KS3 level. The free online script can be found here:

<https://www.scribd.com/document/791225665/SCRIPT-The-Curious-Incident-of-the-Dog-in-The-Night-Time-PDF>

Scripts and Performance

This unit teaches students to identify key words in scripts and use these to experiment with tone of voice and emphasis. This builds on Key Stage 2 speaking and listening skills and will help students to develop these skills into more sophisticated performance techniques.

Characters

Students will learn how to consider characters' emotions, motivations and intentions, which will help them to progress from basic role-play that they learned in Key Stage 2 to developing deeper character understanding and more sophisticated performances.



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CURRICULUM ROADMAP Drama Years 7, 8 and 9

Curious Incident of the Dog in the Nighttime

Students will learn key drama skills and techniques as a foundation for their drama curriculum. They will use these skills to explore characters in *The Curious Case of The Dog in the Nighttime*. They will explore key extracts, developing foundational drama skills and techniques.

Year 7

Curious Incident of the Dog in the Nighttime

Students will then demonstrate creativity, collaboration, and performance skills through the creation and presentation of devised drama work and use ideas and key themes to create their own devised performances.

Year 7

Practitioners

In Year 8 we introduce students to a range of influential drama practitioners, focusing on developing knowledge and understanding of how their unique styles, techniques and methodologies shape theatre performance and the audience experience.

Year 8

Practitioners

Students will then explore both naturalistic and non-naturalistic theatre, examining how practitioners use different approaches to communicate ideas, create meaning and evoke specific thoughts and emotions from an audience. Students will analyse how drama can communicate ideas, meaning, and emotion to an audience. An essential stepping stone towards the GCSE.

Year 8

Verbatim Theatre

In Year 9, students are introducing Verbatim theatre through a range of genres which explore conflict and historical tragedies. Students will be developing an understanding of the purpose and conventions of verbatim theatre, analysing and interpreting non-fiction material, and applying performance skills to communicate real events and perspectives effectively.

Year 9

Verbatim Theatre

Students will also build their ability to explore challenging themes thoughtfully, respond creatively to historical and social issues, and collaborate to create meaningful and engaging performances inspired by real-world events.

Year 9

Time to STRIVE for success!

The Drama Year 7 Super-Curriculum

	Super-Curricular Activity
1	Script reading Fully read and discuss 'The Curious Incident of the Dog in the Night-Time' with friends/family to help identify and interpret character emotions and motivations. Write the answers for the following questions: What motivates Christopher on his investigation and why? Describe the relationship between Christopher and Ed? Write four key characteristics about Christopher and explain how these are shown in the text. (online – free script) https://www.scribd.com/document/791225665/SCRIPT-The-Curious-Incident-of-the-Dog-in-The-Night-Time-PDF
2	Live theatre Go and see live theatre! Birmingham offers several theatres where you can develop imagination, empathy and emotional understanding as you indulge in characters, relationships and different experiences brought to life on stage. Family Theatre Shows Across the UK Theatre for Kids After seeing a show, have a go at writing your own theatre review; include what you liked about the show, describe what the stage looked like and how well you think the actors performed. Birmingham REP offer backstage tours; you can get lost in the magic behind the curtain and see what it takes to add sound effects and the wonders of lighting up a stage. Backstage Tours Birmingham Rep

The Food Technology Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Students in Year 7 are taught Food Technology in rotation with a number of other subjects, so their Food Technology learning is developed over a nine-week block.

Learning how to cook is a crucial life skill for students both for now and in later life, so in Year 7 we aim to encourage independent learning through practical cooking skills. Our intent for the curriculum is to apply the principles of safety, nutrition and healthy eating whilst instilling a love a cooking. The aim is to equip them with enough cooking skills and background knowledge to start developing their own cooking style whilst being safe, hygienic and methodical.

What Students Will Learn

During Year 7 students will prepare and make a range of dishes that each one concentrates on a new skill. They will start with some basic cooking skills, namely the bridge and claw cutting methods and how to use the stove and oven. Once these essential skills have been established, the dishes become more difficult and the skills more complex. Within the short rotation, students will see a link between the theory lessons and the practical dishes so that they can practise the skills they are learning about.

Practical skills • Knife skills • Washing up • Using the stove/oven • Using weighing scales • Peeling • Chopping • Grating • Boiling • Frying • Rubbing in • Combining flavours	Practical Dishes • Fruit salad • Pasta salad • Pizza toast • Flapjacks • Shortbread • Fruit or cheese scones • Mini Fruit Cake
Theoretical Content • Health and safety • Hygiene and hazards • Names and uses of equipment • Food storage/handling • High/low risk foods • What a design brief is • How to design and plan recipes • Sensory evaluation • Cake making methods • How to evaluate a dish	



KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS

CURRICULUM ROADMAP Food Technology Year 7

Establishing Safe and Confident Food Skills

Students establish the foundations for safe and successful practical work by recognising hazards, understanding hygiene and food safety, and developing safe knife skills. The curriculum also introduces the 4Cs: cleaning, cooking, chilling and cross-contamination.

Practical experiences: Fruit Salad

Topic 1

Developing Practical Cooking Techniques

Students broaden their practical skills by learning to weigh and measure accurately and use a wider range of kitchen equipment safely. They develop their preparation and cooking techniques, learn to use the oven safely and build an understanding of appropriate food storage

Practical experiences: Pasta Salad, Pizza Toast and Flapjacks

Topic 2

Designing, Making and Evaluating Food

Students respond to a design brief, consider success criteria and develop their understanding of baking techniques through making a range of products. Students are introduced to sensory analysis, using appropriate vocabulary to evaluate the appearance, aroma, taste and texture of food and identify possible improvements.

Practical experiences: Shortbread and Scones

Topic 3

Time to STRIVE for success!

The Food Technology Year 7

Super-Curriculum

	Super-Curricular Activity
1	Kitchen Scientist Challenge Investigate one or more of the following questions: • Why does bread rise? • Why do apples turn brown after being cut? • What happens when sugar is heated? • Why does chocolate melt in your mouth? Create a one-page fact sheet explaining the science behind your chosen question, including diagrams and key vocabulary. <i>Super Challenge: Explain the process using at least five scientific terms correctly.</i>
2	Design a Healthy School Lunch Create a healthy packed lunch suitable for a Year 7 student. Include: • main item • snack • fruit or vegetable • drink. Explain: • Why you chose each food • Which nutrients it provides • How it follows the principles of a balanced diet <i>Super Challenge: Calculate the approximate calories and compare them to the recommended daily intake.</i>
3	Food Waste Detective For one week, record any food thrown away in your home. Create: • a table showing what was wasted • reasons why it was wasted • suggestions for reducing waste. <i>Super Challenge: Estimate how much money could be saved over a year by reducing this waste.</i>

The French Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Students begin the year by learning the foundations of French, enabling them to introduce themselves and share basic personal information. We introduce students to the essential grammatical knowledge needed to support written and spoken communication across a range of topics. This grammatical knowledge is consolidated and built upon each half term. By the end of the year, students should be confident using the present tense of regular verbs and some key irregular verbs, while some students will also be able to use the near future tense confidently.

What Students Will Learn

In Year 7, students will develop the language skills needed to talk about themselves, their family, school life, hobbies, home and local area, using a range of vocabulary and grammatical structures. Throughout the course, they will develop their understanding of key cultural aspects of France and other French-speaking countries and regions. The four key skills—Listening, Speaking, Reading and Writing—are developed throughout the year, with most lessons incorporating all four elements. There is a strong focus on grammar, and students use ActiveLearn to supplement their studies, alongside the Dynamo 1 digital textbook.

Introduction Introduction to French; Introducing Myself; Numbers 1–100; Days & Months Grammar: Subject pronouns; être; avoir; articles Phonics: [a], [i], [eu] Culture: Forms of address	School School, Classroom, Timetable, Opinions Grammar: Regular -er verbs; aimer/adorer/détester + infinitive; jouer; faire Phonics: Liaison; [e], [(e)au], [u], [ou] [en/an]; [on] Culture: School in France
Hobbies, Sport Grammar: nous form of -er verbs; irregular verb boire; adjectival agreement (singular) Phonics: Liaison; [en/an], [on] Culture: Sport in Francophone countries	Free Time Free Time Leisure Activities, Opinions Grammar: 3rd person plural -er verbs; possessive adjectives (mon, ma, mes) Phonics: [(a)in], [è/ê], [qu], [j] Culture: French-speaking Celebrities
Family and Descriptions Family, Descriptions, Colours Grammar: 3rd person sing, plural & 1st person plural verb forms; adjectival agreement (sing & pl); possessive adjectives (sing & pl) Phonics: [ch], [ç], [ai], [oi], [-tion] Culture: Home life in Francophone countries	Home Home, Local Area, Festivals Grammar: aller; vouloir; tu/vous verb forms; definite & indefinite articles Phonics: Key phonics revision Culture: Bastille Day



CURRICULUM ROADMAP French Year 7

La rentrée

Students learn to introduce themselves and communicate basic personal information, while revisiting key KS2 language and developing confidence in French phonics.

Autumn 1

En classe

Students continue to develop what they can say about themselves and their use of verbs, learning to express and justify their opinions using a range of opinion verbs. The unit introduces classroom language and school life, while exploring schools in France and Christmas traditions in Francophone countries.

Autumn 2

Mes loisirs

Students continue to develop what they can say about themselves and their use of verbs and adjectives, learning to express and justify a wider range of opinions in the context of hobbies and free-time activities. Students explore sports played in Francophone countries.

Spring 1

Mon temps libre

Students continue to build their range of free-time vocabulary and opinions, using irregular verbs and possessive adjectives with growing accuracy. Students further explore sport and leisure activities across the Francophone world.

Spring 2

Ma vie de famille

Students expand their use of verbs into the 3rd person singular, plural and 1st person plural forms while talking about family life. Students use adjectival agreement and possessive adjectives to describe their family and begin to explore home life in Francophone countries.

Summer 1

On fait la fête!

Students continue to talk about their family life, home and local area, using the verbs aller and vouloir along with the tu and vous verb forms, and definite and indefinite articles. Students also explore Bastille Day celebrations.

Summer 2

Time to STRIVE for success!

The French Year 7 Super-Curriculum

	Super-Curricular Activity
1	<u>Exploring the French-speaking world</u> Investigate where French is spoken around the world to celebrate the European Day of Languages. Are there any patterns in what you discover? <i>Outcome: Develop an awareness of Francophonie (the global French-speaking community).</i>
2	<u>Christmas in French-speaking countries</u> Research Christmas in France or another French-speaking country and share what you discover in any format you want to (try to be as creative as you can). <i>Outcome: To identify and compare the similarities and differences between Christmas traditions in Great Britain and the French-speaking world.</i>
3	<u>French recipes</u> Research a traditional French dish and make a French recipe at home, to share and explain with the class. What do you learn about French culture from your research? <i>Outcome: To understand that food is a reflection of culture and traditions.</i>
4	<u>French festivals and traditions</u> Research a French festival or celebration such as Mardi Gras, La Chandeleur, La Fête des Mères or La Fête du Travail. What are the similarities and differences, and why might these occur? <i>Outcome: To identify any similarities and differences between French customs and those in the UK.</i>
5	<u>French music and language</u> Listen to a French-language song and identify words or phrases you recognise. How does your learning in lessons help you to understand music from a different language? Notice how you can understand the meaning of songs without knowing every word – what role does the music itself play in your understanding? <i>Outcome: To begin to understand how music can support language learning and to develop an awareness of cognates and words that have been borrowed from one language to another.</i>
6	<u>French cinema</u> Watch a short film/YouTube clip/cartoon in the target language (with subtitles) and identify keywords/ phonic sounds. What do you learn about the strategies that you use to understand the film/clip/cartoon? <i>Outcome: To provide an opportunity to listen to the target language in a realistic context and develop confidence in recognising familiar words and sounds.</i>

The Geography Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

The Geography curriculum will develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

What Students Will Learn

The topics covered will build on the knowledge and skills learnt at KS2 and enable students to understand in some detail what places are like, how and why they are similar and different and how and why they are changing. Running parallel to this, students will be able to carry out investigations using a range of geographical questions, skills and sources of information, including maps, graphs and images. The intention is to stimulate the boys to think about their place in the world, their values and their rights and responsibilities to other people and the environment.

Fantastic Places:

This introductory topic to KS3 Geography explains what geography is and its connections by looking at some fantastic places across the world. Students then develop their locational knowledge and O.S. map skills, include the use of direction, distance and grid references.

The United Kingdom:

Here we explore the human and physical geography of the UK, including why people have migrated here, mapping population density, the link between relief and climate, and density.

Geology:

This unit explores the rock cycle and all the physical processes involved within it. It explores how natural limestone environments form and how they are used by people.

Weather and Climate:

This topic explains the factors that affect weather and climate and then goes on to explore high and low pressure in the UK. It introduces tropical storms and investigates Hurricane Katrina.

Asia:

This unit introduces students to Asia, exploring its diverse physical features, climates, populations and cultures. Students study countries such as China and India while investigating topics including urbanisation, natural hazards, development and environmental challenges.



CURRICULUM ROADMAP Geography Year 7

Fantastic Places

The Year 7 Fantastic Places topic develops students' core geographical skills, including map interpretation, identifying different types of geography, and analysing data through graphs and basic statistics such as mean, median and mode, while building essential enquiry and communication skills.

Autumn 1

Autumn 2

Geography of the UK

The Year 7 UK topic develops key geographical, including map reading, using grid references, interpreting population and climate data, and understanding human and physical features of the UK. Students also build enquiry, comparison, and written explanation skills by investigating how landscapes, cities, and regions across the UK are changing and managed.

Spring 1

Geology

The Year 7 Geology topic develops students' understanding of Earth's structure, rocks, tectonic processes and landscape formation while building map, data interpretation and enquiry skills.

Spring 2

Weather and Climate 1

The Year 7 Weather and Climate topic develops students' geographical knowledge, understanding and enquiry skills through interpreting weather data, explaining climate processes and evaluating environmental change.

Summer 1

Weather and Climate 2

The Year 7 Weather and Climate topic develops students' geographical knowledge, understanding and enquiry skills through interpreting weather data, explaining climate processes and evaluating environmental change.

Summer 2

Geography of Asia

The Year 7 Asia topic develops students' understanding of the continent's physical and human geography, including diverse climates, biomes, population distribution and economic development, while strengthening map skills, data interpretation and geographical enquiry.

Time to STRIVE for success!

The Geography Year 7

Super-Curriculum

	Super-Curricular Activity
1	My Local Area Study - Investigate your local area: • What types of housing are there? • What services are available? • How has the area changed over time? <i>Outcome: Report or presentation with maps and photos.</i>
2	Digital Geography - Complete one or more: • Create a virtual tour using Google Earth • Build a simple digital map or story map • Explore global data (population, development, climate) • Track live environmental data (weather or earthquakes) <i>Outcome: Screenshots with explanations or a digital presentation.</i>
3	Geography in Real Life - Choose one: • Watch a geography documentary and review it • Follow a news story for a week and explain the geography behind it • Analyse how a global issue affects your daily life • Take photos showing examples of geography in everyday life <i>Outcome: Written review or photo presentation.</i>
4	Mapping & Observation - Choose at least one: • Draw a mental map of your area, then compare it to a real map • Keep a weather diary for 2 weeks and analyse patterns • Map where food/products in your home come from • Create a land-use map of your street <i>Outcome: Annotated maps and short analysis.</i>
5	Geographical Association: Physical Geography Photo competition https://geography.org.uk/get-connected/get-involved-1-student-activities/physical-geography-student-photo-competition/ <i>Outcome: Prize given by Geographical Association</i>
6	RGS: Young Geographer of the Year Competition The Young Geographer of the Year is our annual geography competition for students, recognising the outstanding work of the next generation of geographers. https://www.rgs.org/schools/competitions/young-geographer-of-the-year <i>Outcome: Prize given by RGS</i>

The History Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

The intent of the Year 7 History curriculum is to build a strong disciplinary foundation by introducing students to History as a distinct way of thinking, grounded in change and continuity, cause and consequence, and interpretation. The aim will be to introduce students to history as its own subject, develop students' ability to make links and to nurture skills that will support students through their time in KS3.

What Students Will Learn

The curriculum is deliberately sequenced to move from core history skills into a chronological study of Britain before 1066, the Norman Conquest, Medieval society, and finally a global depth study of Asian Empires. This ensures a clear, ambitious, knowledge-rich journey which sets the global scene of Medieval history.

History Skills/Britain before 1066

A short introduction to early British history and the composition of Britain before 1066. Students will interact with sources and will be able to draw links between KS2 and subsequent topics.

Normans England: Depth study 1066 -1100

Studying one of the most important dates in British history and its resulting impact. Students will develop their ability to discern and express the causes and consequences of events.

Conflict and Power in the Middle Ages 1000-1500

Students will examine the various aspects of conflicts between monarchs, the Church and the people during Medieval times.

Asian Empires

Students will examine various aspects of society, government, advancements and diverse histories of the Islamic, Mughal and Ottoman Empires. Students will interpret evidence to decide which of these were most successful in Asia using the factors as a basis for their judgement.



CURRICULUM ROADMAP History Year 7

History Skills

Understanding the key history skills and second order concepts helps Year 7 students question evidence, judge significance, understand interpretations and sources to explain the past clearly and confidently as they progress.

Autumn 1

Norman England 1

Studying Norman England builds secure medieval knowledge and develops enquiry and significance skills essential for understanding long-term change and continuity in British history.

Autumn 2

Norman England 2

Studying Norman England builds secure medieval knowledge and develops enquiry and significance skills essential for understanding long-term change and continuity in British history.

Spring 1

Conflict of Power

Power struggles between State, Church and the people help Year 7 understand authority, conflict and long-term state development in Medieval England through enquiry and the development of an interpretation as to which had more power during this era.

Spring 2

Asian Empires 1

Asian Empires broaden Year 7 understanding of global power, culture and change, supporting diverse histories and strong enquiry skills as to which was the more successful empire on the continent.

Summer 1

Asian Empires 2

Asian Empires broaden Year 7 understanding of global power, culture and change, supporting diverse histories and strong enquiry skills as to which was the more successful empire on the continent.

Summer 2

Time to STRIVE for success!

The History Year 7 Super-Curriculum

	Super-Curricular Activity
1	<u>Sources of the Past</u> Research your favourite subject of the past and find a source that reflects this and investigate its importance.
2	<u>History in the News</u> Follow History-related stories in newspapers or online news sites each week and create a case study scrapbook, detailing what you learn about these events and about history.
3	<u>Castle Project</u> Create a representation of a Norman motte and bailey castle - how this is presented is your choice – however, it should include descriptions of the features of the castle too.
4	<u>Britain's Bloodiest Dynasty</u> Watch one or more episodes of Britain's Bloodiest Dynasty and produce an analysis that answers this question: <i>How does this episode show the conflict of power between the king, the Church, and the nobility?</i>
5	<u>Meanwhile elsewhere...</u> Use the link here and the websites you will find in it to explore the Mali Empire <u>Meanwhile, elsewhere Mali (2).pdf - Google Drive</u> .
6	<u>Global History Spotlight</u> Choose a non-European civilisation (e.g., Mali, Mughal India, Song China) and create a one-page profile. Include information about leadership, culture and achievements, and explain why this civilisation is still important today.

The Music Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

The Music curriculum in Year 7 will build on students' prior knowledge of music at KS2 and prepares them for future musical experiences by exploring and developing musical elements in a combination of performing, composing, listening, theory and evaluating activities. In music, we explore different musical instruments, styles and techniques whilst promoting an appreciation of music from different cultures. We aim to foster student's self-expression, creativity and knowledge, developing their skills into becoming well-rounded musicians.

What Students Will Learn

Throughout Year 7, students explore music through a broad range of performing, composing and listening activities, developing key musical skills and an understanding of the elements of music. The curriculum builds upon Key Stage 2 learning and establishes a strong foundation for success in Key Stage 3 Music.

Sonority and Traditional Notation

Students will develop their understanding of sonority through vocal performance activities and by learning to identify and explore the instruments of the orchestra. They will engage with rhythm using an adapted Kodály approach, further developing their understanding of pulse, rhythm and note values. Students will also learn the fundamentals of traditional staff notation and apply this knowledge through keyboard performance.

Introduction to Music Technology

Students will learn how to use two different music technology software packages which are commonly used in the music industry – Dorico and GarageBand. Students will develop their understanding of traditional staff notation, learning how to input, edit and format musical scores. They will then learn to compose using the elements of music and creating their own original melodies.

Ukulele Skills

Students will explore TAB notation through learning the ukulele. They will also learn how to play melodies, perform with correct posture and technique and learn to play chords with different strumming patterns. Students will develop confidence, accuracy and fluency in their performance skills.

Video Game Music

Students will explore the development of video game music and key compositional techniques. They will compose original music for a game level scene, creating an effective atmosphere through a ground theme and appropriate sound effects that support the narrative and setting. Students will apply the elements of music to refine and develop their compositions, enhancing overall impact and musical coherence.



CURRICULUM ROADMAP Music Year 7

Sonority and Traditional Notation

Students learn how to warm up and use their voice correctly when singing, as well as different instruments and families of the orchestra. We move onto Elements of Music and how to analyse music when listening then they learn how to read traditional notation, including note names and lengths as well as rhythmic dictation exercises. They learn how to play the keyboard with good using their notation knowledge to perform.

Autumn 1

Autumn 2

Introduction to Music Technology 1

Students will learn how to use music software Dorico and GarageBand, creating and recording music using traditional notation and MIDI. They will learn about the Elements of Music and how to apply them to develop their compositions.

Introduction to Music Technology 2

Students will learn how to use music software Dorico and GarageBand, creating and recording music using traditional notation and MIDI. They will learn about the Elements of Music and how to apply them to develop their compositions.

Spring 1

Spring 2

Introduction to Music Technology 3

Students will learn how to use music software Dorico and GarageBand, creating and recording music using traditional notation and MIDI. They will learn about the Elements of Music and how to apply them to develop their compositions.

Developing Notation: Ukulele Skills

Students will develop their notation reading and performance skills further in this module, by learning how to play the ukulele and how to read from TAB notation. They will integrate this new knowledge to learn how to play melody lines on the ukulele independently and how to perform chordal accompaniment in groups using a range of strumming patterns.

Summer 1

Summer 2

Video Game Music

Students will learn about the context, features and development of Video Game Music. They will compose their own Ground Theme and sound effects, adding compositional devices to create the appropriate atmosphere for a gaming level. This builds on their knowledge of creating compositions integrating the elements of music from Intro to Music Technology – they will independently make clear sound design choices and combine melodic ideas with textural layers.

Time to STRIVE for success!

The Music Year 7 Super-Curriculum

	Super-Curricular Activity
1	Set Yourself a Challenge Challenge yourself to learn a new instrument and document your progress in whichever format you like – share this with your teacher regularly.
2	Widen Your Musical Community Join one of school's ensembles and/or an ensemble with Birmingham Services for Education. Speak to your music teacher about how to do this.
3	Music in Performance Go and see an orchestral performance at Birmingham Symphony Hall www.bmusic.co.uk . Write a review of what you have seen.
4	Musical Notation Transcribe (write down) the melody line to a song of your choice. If you are unsure how to do this, speak to your teacher as this is a really challenging task. Think about how the music translates onto paper.
5	GarageBand Tutorials Watch tutorials on YouTube on how to add technology effects using GarageBand and then experiment with using these in your own work. If you are feeling confident, you could even create your own tutorial!
6	Teach Yourself Watch BBC Bitesize on how to write music for video game music: https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zdvt6v4 Of course, you will absolutely want to create more of your own music afterwards!

The Personal Development Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Year 7 lays the foundations for a safe, respectful and inclusive school community where every pupil can learn, grow and thrive.

What Students Will Learn

Managing Change and Transition

Supporting pupils as they adapt to new routines, expectations, friendships and social environments.

Staying safe in the Modern World

Developing essential knowledge and skills to stay safe online and in everyday life.

Friendship and Bullying

Building positive friendships, understanding respect and kindness, and knowing how to respond to bullying.

Puberty and Keeping Safe

Understanding physical and emotional changes and how to look after ourselves.

Families and Changing relationships

Exploring different family types and how relationships change and grow.

Financial Decisions

Introducing basic financial awareness and the importance of responsible decisions.

The Personal Development Year 7

Super-Curriculum

	Super-Curricular Activity
1	Managing Change and Transition Suggested Video / Article / Podcast The Power of Belonging – TED-Ed (YouTube) Explore Further Starting secondary school involves change, challenge and new experiences. What helps people feel that they belong within a new community?
2	Staying safe in the Modern World Suggested Video / Article / Podcast Thinkuknow: Online Safety for Young People – CEOP Education Explore Further Technology creates opportunities but also risks. How can young people use social media, gaming and messaging apps safely and responsibly?
3	Friendship and Bullying Suggested Video / Article / Podcast The Science of Friendship – BBC Bitesize Explore Further Healthy friendships can positively influence confidence, wellbeing and behaviour. What qualities make a strong friendship, and how can friendships sometimes become unhealthy?
4	Puberty and Keeping Safe Suggested Video / Article / Podcast Puberty Explained – Amaze.org (YouTube) Explore Further Everyone experiences change differently during puberty. Why is it important to understand both physical and emotional wellbeing during adolescence?
5	Families and Changing relationships Suggested Video / Article / Podcast Different Types of Families – BBC Teach Explore Further Families can look very different from one another. How can respect, communication and support help relationships remain positive during times of change?
6	Financial Decision Suggested Video / Article / Podcast Needs vs Wants – Young Money (Young Enterprise) Explore Further Money decisions affect everyday life. Why is it important to understand budgeting, saving and responsible spending from a young age?

The Physical Education Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

Year 7 students will build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent and confident and develop their techniques, applying them across different sports and physical activities. with the aim of understanding and applying the long-term health benefits of physical activity.

What Students Will Learn

Students will understand what makes a performance effective and how to apply these principles to their own and others' work, and through this develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life.

Invasion Games – Football and Basketball

Students will develop a range of basic skills in football and basketball, including passing, dribbling, shooting and controlling space in attacking and defending small-sided games.

Invasion Games – Rugby and Cross-Country

Boys will develop a range of basic skills in tag-rugby, including passing, carrying, scoring a try and controlling space in attacking and defending small-sided games.

In cross-country they will develop an understanding of a five-phase warm-up and how to improve fitness through cardiovascular endurance.

Net and Wall Games – Table Tennis and Badminton

Here students increase understanding of and then apply table tennis shots including serve, push and drive. They develop an understanding of the basic rules of table tennis to enable them to umpire a match. Students will similarly acquire similar knowledge and skills in badminton, including serve, kill, clear and smash. They also develop an understanding of the basic rules of badminton to enable them to umpire a match.

Trampoline

Boys will learn about and develop basic skills, including turning, pike, tuck, straddle and landing. They will also develop a clear understanding of safety in all areas of trampolining.

Athletic Events

In this module they will develop an understanding of how to successfully undertake a range of track events from 100 up to 1500m. They will develop an understanding of field events too, including shotput, discus, javelin, long jump and triple jump.

Net and Wall Games - Cricket

Students will learn about and be able to demonstrate basic batting, bowling, pitching and fielding techniques. They will learn about and have opportunities to apply scoring methods and game rules, and through this develop their ability to work cooperatively within a team.



CURRICULUM ROADMAP PE Year 7

Football/Basketball

In football, students develop passing, dribbling, shooting and teamwork skills while applying basic attacking and defending tactics in small-sided games, understanding the rules of football, demonstrate sportsmanship and evaluating performance. In basketball, they will develop dribbling, passing, and shooting techniques while applying attacking and defensive strategies during games. They improve communication, coordination, and understanding of the rules while reflecting on personal performance.

Autumn 1

Rugby/Cross Country

In rugby, students will develop passing, catching, evasion, and teamwork skills through tag or touch rugby activities. They will apply basic tactics, understand the rules of the game, and demonstrate resilience, communication, and sportsmanship. Then in cross country, students will improve stamina, running technique, and pacing strategies through sustained running activities. They will also develop resilience, understand the benefits of fitness and exercise, and set personal goals to improve performance.

Autumn 2

Badminton/Table Tennis

In badminton, students will develop serving, forehand, backhand, and footwork skills while applying simple tactics in singles and doubles play. They will understand the rules and scoring system, communicate effectively with partners, and evaluate their performance. In table tennis, students will develop serving, rallying, and forehand and backhand techniques while improving coordination and reaction time. They will understand the rules of table tennis, demonstrate sportsmanship, and reflect on areas for improvement.

Spring 1

Trampoline

Students will perform basic jumps and sequences with control, balance, and safe landing techniques. They will understand the importance of safety and spotting, while developing confidence, coordination, and spatial awareness.

Spring 2

Athletics and Cricket

In athletics, students will develop running, jumping, and throwing techniques while improving speed, strength, and coordination across a range of athletic events. They will apply safe practices, understand event rules, and set personal targets to improve performance. In cricket, students will develop batting, bowling, throwing, catching, and fielding skills through game-based activities. They will apply teamwork and communication skills, understand the rules of cricket, and evaluate their individual performance.

Summer 1

Softball

Students will develop batting, throwing, catching, fielding, and base-running skills during softball activities and games. They will improve teamwork, coordination, and tactical awareness while demonstrating fairness, sportsmanship, and understanding of the rules.

Summer 2

Time to STRIVE for success!

The Physical Education Year 7

Super-Curriculum

	Super-Curricular Activity
1	Invasion Games – Football and Basketball Watch either a professional football or basketball match and evaluate the advanced skills that you observe being used. Write a training schedule to improve from basic skills to advanced skills, explaining how this would be beneficial. <i>Outcome: Increasing understanding of advanced skills</i>
2	Invasion Games – Rugby - and Cross-Country Watch either a professional rugby or cross-country competition and investigate the components of fitness that you observe in elite performances. Write a training schedule to improve one component of fitness. <i>Outcome: Increasing understanding of components of fitness</i>
3	Net and Wall Games – Table Tennis and Badminton Join the school table tennis or badminton club and challenge and develop your skills against other students, charting over time how your individual skills and/or fitness improve, and why. <i>Outcome: Increase confidence in basic skills, tactics and rules</i>
4	Trampolining Join the trampolining club and challenge and develop your skills against other students, charting over time how your individual skills and/or fitness improve, and why. <i>Outcome: Increase confidence in decision making and routines.</i>
5	Athletic Events Visit the website www.parkrun.com create a training schedule to complete a 5km run. You could even chart your progress in using the training schedule and document your journey to completing the 5km Park Run. <i>Outcome: Build understanding of skills required for athletic events.</i>
6	Net and Wall Games - Cricket Watch a cricket match and evaluate your understanding of the rules of cricket. Use YouTube to look at the referral system in cricket and in tennis and use these to help you to evaluate. Use Wimbledon as an example for the use of technology in rules. <i>Outcome: Build understanding of striking and fielding skills and rules</i>

The RE Year 7 Curriculum

Curriculum Intentions and Building on Prior Learning

The RE curriculum in Year 7 introduces students to how beliefs and worldviews shape individuals and societies. Students will develop an understanding of theology as a way of knowing and investigate how different religious traditions answer important questions about life, meaning and purpose. The aim is to encourage curiosity and foster respect and understanding of the diverse world around them, enabling them to learn to think critically about different beliefs and perspectives.

What Students Will Learn

Throughout Year 7 students will develop an understanding of theology as a way of knowing and explore connections between faith traditions, while also developing their understanding of religion as a worldview. Through these topics, students will build contextual knowledge, develop their critical thinking skills and learn to engage respectfully with diverse beliefs and perspectives.

What is a worldview?

Students explore organised and individual worldviews, examining religious and non-religious perspectives through Theology, Philosophy, Social Sciences and History.

Abraham: Covenants

Students build on the idea of covenant from Key Stage 2, using theological tools to study the story of Abraham in depth, understanding how and why he is such a pivotal figure for Jews, Muslims and Christians. They will also examine how many Christians interpret the new covenant.

Prophethood

Students' will deepen their understanding of the concept of Prophethood in the Abrahamic traditions. Using a theological lens, students will investigate the ancestral stories that form a point of connection between Christians, Jews and Muslims. They will analyse similarities and differences.

Jesus: Differing Interpretations

Students will build on their understanding of Abrahamic worldviews to investigate how Jesus is interpreted by Christians, Muslims and Jews. They will compare theological interpretations of his significance.

Dharma

Students will investigate how the concept of dharma is interpreted by Hindus, Sikhs and Buddhists. They will examine the concept of the Hindu worldview as Sanatana Dharma and then explore Buddha and Sikh dharma, noting differences.

Buddhism

Students study the life of Siddhartha Gautama and reflect on his significance as a figure for devotees. They build on their understanding of dharma by examining dharma as skilful action. Finally, they examine diversity in monastic life.



CURRICULUM ROADMAP RE Year 7

What is a Worldview?

Understanding different religious and non-religious worldviews develops students' ability to analyse perspectives, interpret beliefs and apply disciplinary approaches used in Religious Education.

Autumn 1

Abraham: Covenants

Studying Abraham and covenant develops theological understanding, interpretation skills and the ability to explain the significance of beliefs across religious traditions.

Autumn 2

Prophethood

Exploring prophethood strengthens students' ability to compare beliefs, identify similarities and differences, and analyse religious interpretations.

Spring 1

Jesus - Differing Interpretations

Investigating differing views of Jesus develops comparative analysis, theological reasoning and evaluation of diverse religious perspectives. In the last unit students learnt about covenant and then deepened this by exploring shared ideas of prophethood in Abrahamic traditions. This unit enables further exploration of how the figure of Jesus is interpreted. Students will learn how the Messiah has not yet come for Jews, whilst Jesus or Isa is a prophet for Muslims

Spring 2

Dharma

Students will investigate how the concept of dharma is interpreted by Hindus, Sikhs and Buddhists. They will examine the concept of the Hindu worldview as Sanatana Dharma and how this links to Buddha. From that they will explore Buddha and Sikh dharma noting differences. Examining dharma across Hindu, Sikh and Buddhist traditions develops conceptual understanding, comparison skills and the ability to make connections between worldviews.

Summer 1

Buddhism

Students study the life of Siddhartha Gautama and reflect on his significance as a figure for devotees. Students build on their understanding of dharma by examining dharma as skilful action. Finally they examine diversity in monastic life. This unit builds on the previous dharma unit. It goes beyond storytelling of the life of Siddhartha Gautama to consider the richness of interpretation of the three jewels and the diversity within the Buddhist community. It contributes to balance between Abrahamic and Dharmic worldviews and prepares pupils for study at Key Stage 4.

Summer 2

Time to STRIVE for success!

The RE Year 7 Super-Curriculum

	Super-Curricular Activity
1	The Invisible Glasses Challenge Imagine everyone wears a pair of invisible glasses that affect how they see the world. Create a poster or comic strip explaining what influences a person's worldview. Include examples such as family, religion, culture, friends, social media, hobbies or life experiences. Finish by answering this question: What are the three biggest influences on my worldview?
2	Why Is Abraham So Famous? Abraham is important to over half of the world's population. Create a 'Top Trumps' card, fact file or mini biography explaining why Jews, Christians and Muslims all value Abraham. Include a section answering this question: What makes one person remembered for thousands of years?
3	Messages That Matter Prophets often challenged people to change. Find someone from history or today who stood/stands up for what they believed in. Create a newspaper front page about them. Compare them with a prophet you studied in primary school and answer this question: Would people listen to a prophet today? Explain your answer.
4	Who Was Jesus? Investigate how Christians, Muslims and Jews understand Jesus. Create a character profile showing how each group might describe him. Include key facts, beliefs and symbols. Conclude with a response to this question: Why do different people have different views about the same person?
5	The Dharma Decision Game Create a dilemma for someone your age (e.g., finding lost money, standing up to a bully, helping a friend). Explain how a Hindu, Sikh and Buddhist might respond using their understanding of dharma.
6	A Day in the Life of a Buddhist Monk Research Buddhist monastic life and create a diary, comic strip or illustrated timetable showing a typical day. Finish by answering this question: How would you cope with living a monastic life? Explain your response.



Headteacher: Mr D Clayton

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