**Year 7 Curriculum Summary Autumn Term**

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| **Subject** | **Curriculum** | **Key Summative Assessment Information**  |
| Art and Design | Lettering and graffiti art, growth mindset approaches to improving skills. Art history: Egyptian Art. | Baseline test. YET grade produced from predictive data. Assessment in relation to YET grade. |
| Computing  | Introduction to our systems, research skills, the history of computing. | Baseline test, Bebras computational thinking, history of computing test |
| Design and Technology | Rotation of units involving technical knowledge and skills, designing, making and evaluation. Food & Nutrition; graphic packaging; wood & CAD / CAM | Baseline assessment, knowledge, design, making & evaluating. Project-based. |
| Drama | Introduction to drama: Theatrical conventions, styles and genres.Character development using the ideas of Stanislavski: Theatre practitioners. | Baseline assessment |
| English  | Introduction to Year 7 English - Myths and Legends; An Introduction to drama. | NGRT Test; Spelling Age Test; Speaking & Listening Assessment for Introduction to Drama unit. |
| Geography | Introduction to geography.Climate change. | Baseline assessment,Climate Change Big Geography Question |
| History | How much have toilets changed over time?History mysteries: What can we learn from remains? | Timeline test & paragraph on toilets over time, Vindolanda remains booklet, low stakes quizzes |
| Mathematics | Number: Order of operations, Negative numbers and Factors and Multiples. Algebra: Notation, Collecting Like Terms and Substitution. Geometry: Angle facts and Constructions, Data: Bar Charts. Problem Solving | End of term test in the penultimate week of term |
| MFL | Giving personal information, Spanglovision, saying what someone is like, talking about school, telling the time. | Weekly vocab tests, Baseline tests in listening, speaking, reading + writing |
| Music | Graphic score, understanding pitch (including crescendo/diminuendo), rhythm grids, layered textures, ostinato, simply musical structures. | Baseline test: practical group composition task and listening exercise |
| PE | An introduction to a traditional games format to develop the skills learnt at KS2 and increase competence and confidence. | Continuous assessment based on the assessment strands. |
| PSHE | Transitions, managing emotions, personal strengths and areas for development, mental health, careers, employability skills. | Baseline ‘I can’ statements. 1 Written Assessment. End of Topic Quiz. |
| RPE | Why are sacred texts important to people? Religion and worldviews covered: Christianity, Judaism, Hinduism, Sikhism, Buddhism.  | Key terms and concepts quiz. Written essay. |
| Science | The skills needed to be a scientist, including scientific language and comprehension. Core biology, chemistry and physics concepts.  | 25-Mark Being A Scientist test. 45-Mark End of Term Test inc. practical skills. |