

Curriculum Planning Document

Subject	ART and Design
Year group	7
Unit Title	Inspired by Nature

Aims of this unit, include **Intent/ Implementation / Impact**

The Key Stage 3 Art Curriculum is designed to allow students to work towards key areas of study Art and Design: **Research and Develop, Explore and Refine, Observe and Record, Respond and Present**

This Unit allows students opportunities to explore a diverse range of Artists, contexts and references as they develop their own response.

This Unit is designed for students to gain experience using the elements of Art with a multi-disciplined approach as they respond to relevant inspiration points. The curriculum is planned to develop key skills and knowledge to make the necessary progress towards Key Stage 4.

This Unit is planned to give students an insight into the overarching ideas, skills, techniques and visual literacy used by artists as part of a creative cycle, with an aim to understand how this leads to transferable skills and influences career pathways.

In Art lessons we aim to build confidence, encourage students to take ownership of their work and to develop their own creative thinking. Young people should enjoy their learning and be proud of the work they have produced.

Observational Drawing:

Introduction to observational drawing techniques.

Clay techniques and Relief:

Explore texture and relief through the Clay Medium.

Printmaking:

Explore mark-making and pattern through relief printmaking.

Painting techniques and learning about colour:

Learn about colour theory and painting techniques. Trial and Experiment with methods demonstrated.

Painting Outcome - Application of painting technique:

Create Individual student outcome inspired by microscopic images

Apply knowledge of painting techniques practised previously.

Experiments with Materials inspired by microscopic images:

Explore Tactile materials and collage.

Explore a range of adventurous drawing techniques and materials.

Emerging	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can visually respond to the work of Artists. E.g Make a copy, use their style in my work ● I can understand the inspiration points of a range of artists. ● I can recognise the purpose of different types of drawing. <p>REFINE:</p> <ul style="list-style-type: none"> ● I can use printmaking to develop images, I have an emerging understanding of line and mark-making. ● I can use clay and other tactile materials, I have an emerging understanding of texture and pattern.
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	<ul style="list-style-type: none"> ● I can explore colour and tone to practise different paint techniques. <p>RECORD:</p> <ul style="list-style-type: none"> ● I can record what I see from observation, I have an emerging understanding of a range of drawing techniques. ● I can begin to express my ideas, I have an emerging understanding of the formal elements of Art. <p>PRESENT:</p> <ul style="list-style-type: none"> ● I can follow techniques demonstrated, I have an emerging understanding of different Art materials to create my own artwork. ● I can document my artistic journey.
<p>Developing</p>	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can visually respond to and analyse the work of Artists to inform my own creative outcomes. ● I can understand the creative journey and intention of a range of artists to support my own ideas. ● I can recognise the purpose of different types of drawing. <p>REFINE:</p> <ul style="list-style-type: none"> ● I can use printmaking to process images through line and mark-making. ● I can use clay and other tactile materials to explore texture and pattern. ● I can use a range of paint techniques to explore colour and tone. <p>RECORD:</p> <ul style="list-style-type: none"> ● I can record what I see from observation using appropriate drawing techniques. ● I can express my ideas using the formal elements of Art. <p>PRESENT:</p> <ul style="list-style-type: none"> ● I can apply my knowledge of Art materials and techniques to create personal artwork in response to a range of starting points. ● I can articulate and document my artistic journey.
<p>Securing</p>	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can effectively respond to and analyse the work of Artists, informing my own successful creative outcomes. ● I can effectively understand the creative journey and intention of a range of artists to support my own ideas. ● I can effectively recognise the purpose of different types of drawing and implement these in my working methods. <p>REFINE:</p> <ul style="list-style-type: none"> ● I can effectively use printmaking techniques to process images through line and mark-making, producing successful outcomes. ● I can effectively use clay and other tactile materials to explore texture and pattern producing successful outcomes. ● I can effectively use a range of paint techniques to explore colour and tone producing successful outcomes. <p>RECORD:</p> <ul style="list-style-type: none"> ● I can effectively record from observation using appropriate drawing techniques producing successful outcomes. ● I can effectively express my ideas using the formal elements of Art producing successful outcomes. <p>PRESENT:</p> <ul style="list-style-type: none"> ● I can effectively apply my knowledge of Art materials and techniques to create personalised artwork in response to a range of starting points. ● I can articulate and document my artistic journey through quality written, verbal and visual responses.
<p>Exceeding</p>	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can perceptively respond to and critically analyse the work of Artists to make well informed and sophisticated creative outcomes. ● I can understand more complex creative journeys including the context and intention of a range of artists to support my own ideas. ● I can successfully recognise the purpose of different types of drawing and implement these

methods in my own work.

REFINE:

- I can confidently use printmaking techniques to process images using line and mark-making to create dynamic and well- refined outcomes.
- I can confidently use clay and other tactile materials to explore texture and pattern, creating well-considered and expressive outcomes.
- I can confidently apply a range of paint techniques to explore colour and tone, showing high levels of skill and accuracy.

RECORD:

- I can successfully record from observation to a high level of accuracy using appropriate, bold and energetic drawing techniques.
- I can successfully express my ideas using the formal elements of Art in an original way.

PRESENT:

- I can effectively apply my knowledge of Art materials and techniques to create skilled and personal artwork in response to a range of starting points demonstrating an exceptional quality.
- I can articulate and document my artistic journey through high quality written, verbal and visual responses.

Curriculum Planning Document

Subject	<u>Mandarin</u>
Year group	<u>Year 7</u>
Unit Title	<u>Hobbies</u>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● Listening: I can recognise some words about hobbies. ● Reading: I can recognise some characters about hobbies. ● Speaking: I can say some hobbies vocabulary in Mandarin. ● Writing: I can write some hobbies vocabulary in pinyin.
Developing	<ul style="list-style-type: none"> ● Listening: I can understand a few simple sentences about hobbies. ● Reading: I can read a few simple sentences about hobbies in characters. ● Speaking: I can say sentences about hobbies in Mandarin. ● Writing: I can write some hobbies vocabulary in characters.
Securing	<ul style="list-style-type: none"> ● Listening: I can understand a range of simple sentences about hobbies. ● Reading: I can read a range of simple sentences about hobbies. ● Speaking: I can say sentences about hobbies, and I can ask others what hobbies they like. ● Writing: I can write simple sentences about hobbies in characters.
Exceeding	<ul style="list-style-type: none"> ● Listening: I can understand longer sentences about hobbies, including sentences using the connective 也. ● Reading: I can read longer sentences about hobbies, including sentences using the connective 也. ● Speaking: I can say sentences about hobbies I like. I can ask others what hobbies they like. I can make sentences the connective 也. ● Writing: I can write longer sentences about hobbies in characters, including sentences with the connective 也.

Curriculum Planning Document

Subject	<u>Drama</u>
Year group	<u>7</u>
Unit Title	<u>Myths and Legends</u>

Aims of this unit, include **Intent/ Implementation / Impact**

Myths and Legends is a unit that intends to develop an understanding of the social, cultural and historical background of our students and the subject of Drama. Myths and Legends offers insight into Greek Theatre and explores the use of mime, chorus, physical theatre and soundscape in theatre. This unit will encourage leadership from students, with tasks designed specifically to allow for personal experiences, culture and knowledge to be applied. The unit provides an insight to one of the most influential and oldest forms of Drama, and encourages students to enhance their use of techniques introduced in earlier schemes of learning. Students who wish to exceed in this unit may wish to deepen their understanding by completing additional research of Greek Theatre, including: playwrights, techniques, styles of performance, audience response and common stories. This unit will be assessed through a performance and a written task.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can identify the setting a soundscape is creating ● I can identify what object a piece of physical theatre is creating ● I can source and retell a myth/legend from my culture ● I can change my voice and/or physicality to demonstrate a character/abstract being with <i>limited</i> control ● I can participate as an audience member to analyse and evaluate a performance
Developing	<ul style="list-style-type: none"> ● I can identify the setting a soundscape is creating and contribute to the sounds <i>mostly</i> appropriately ● I can identify what object a piece of physical theatre is creating and contribute to the creation <i>mostly</i> appropriately ● I can source and retell a myth/legend from my culture with consideration to voice/physicality ● I can change my voice and/or physicality to demonstrate a character/abstract being with <i>sound</i> control ● I can participate as an audience member to analyse and evaluate a performance
Securing	<ul style="list-style-type: none"> ● I can identify the setting a soundscape is creating and contribute to the sounds appropriately ● I can identify what object a piece of physical theatre is creating and contribute to the creation appropriately ● I can source and retell a myth/legend from my culture with directed drama techniques e.g. physical theatre ● I can change my voice and/or physicality to demonstrate a character/abstract being with <i>sustained</i> control ● I can participate as an audience member to analyse and evaluate a performance
Exceeding	<ul style="list-style-type: none"> ● I can identify the setting a soundscape is creating and contribute to the sounds appropriately, varying these sounds to build tension ● I can identify what object and/or concept a piece of physical theatre is creating and contribute to the creation appropriately ● I can source and retell a myth/legend from my culture applying appropriate techniques ● I can change my voice and/or physicality to demonstrate a character/abstract being with <i>assured</i> control ● I can participate as an audience member to analyse and evaluate a performance

Curriculum Planning Document

Subject	Design & Technology
Year group	7
Unit Title	Introduction to the workshop

Aims of this unit, include **Intent/ Implementation / Impact**

The aims of this unit are to introduce students to: workshop health and safety; the design process; hand tools and machinery; the properties of plastic; sustainability; and influential designers. Students will develop skills, knowledge and understanding through two design and make tasks, developing and refining their skills throughout the unit.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can understand the H&S rules ● I can design ideas which include some of the points of the specification ● I can describe all the main stages of manufacture in the correct order ● I can label a few of the tools and equipment ● I can produce diagrams ● I can cut some simple shapes that look mostly like my original design ● I can saw within 3 to 4mm of the original design ● I can show some evidence of filing and wet and drying the edges of my acrylic
Developing	<ul style="list-style-type: none"> ● I can be safe in the workshop and know most of the H&S rules ● I can design ideas which include most of the points of the specification ● I can describe all the main stages of manufacture in the correct order ● I can label some of the tools and equipment ● I can produce clear diagrams ● I can cut a few shapes that are a little complex and look like the original design. ● I can saw within 2 to 3mm of the original design ● I can file the edges of my acrylic so that it has no chips and most of it is smooth and shiny
Securing	<ul style="list-style-type: none"> ● I can demonstrate how to be safe in the workshop ● I can design creative ideas which include all the points of the specification ● I can describe all the main stages of manufacture in full sentences and in the correct order ● I can label most of the tools, equipment and processes ● I can produce diagrams that are well drawn and coloured ● I can cut some complex shapes that closely resemble the original design ● I can saw within 1 to 2mm of the original design ● I can file the edges of my acrylic so that it has no chips or deep grooves and most of it is smooth and shiny

<p>Exceeding</p>	<ul style="list-style-type: none"> ● I can demonstrate how to be safe in the workshop and implement the H&S rules to others ● I can design creative and original ideas which include all the points of the specification and show that I've thought about the techniques, tools and equipment I will use ● I can describe all the main stages of manufacture in detailed full sentences and in the correct order ● I can label all tools, equipment and processes ● I can produce diagrams that are detailed, well-drawn and coloured neatly ● I can cut complex shapes that very closely resemble the original design ● I can saw within 1mm of the original design. ● I can file the edges of my acrylic so that it has no chips or deep grooves and they are smooth and shiny
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Curriculum Planning Document

Subject	Food Preparation and Nutrition
Year group	7
Unit Title	Healthy Eating

Aims of this unit, include Intent / Implementation / Impact

We provide a **broad, balanced, inspiring** and **relevant** Food curriculum for our students at Pinner High School. It aims to develop **passion, independence, resilience, creativity and instil a love of learning** in our students from their very first encounter with the subject, in year 7. The Food curriculum aims to provide students with **invaluable life skills** and **knowledge required** to cook nutritious and healthy dishes for themselves and others. It will also enable students to **make informed choices** about their future in particular **further studies** and wider **career opportunities**. The Food curriculum is not only planned for students to achieve top grades in examinations but also to equip them to become **well rounded, confident, life-long learners** with effectual **transferable skills** who will make valuable contributions to the society in which they live.

In this unit, students **develop** an **understanding of** and **apply** the **principles of health and nutrition**. They **learn to cook a variety of dishes, predominantly** savoury dishes to **feed themselves and others** in a **healthy and varied way**. Students **develop competence** in using a range of cooking techniques, utensils and electrical equipment, different methods of heat transfer and awareness of how to use their senses to season dishes well and combine ingredients. They also learn to adapt recipes to meet the nutritional needs of different groups of people. Understand the source, seasonality and characteristics of a broad range of ingredients.

	Skills / Knowledge / Understanding / Application / Evaluation
Emerging	<ul style="list-style-type: none"> I can know what equipment to use to measure liquids, dry and small quantities of ingredients. I can work safely and hygienically when preparing and cooking food. I can use basic preparation and cooking techniques with some assistance. I can label the parts of the Eatwell guide. I can state what I like and what I don't like about my product.
Developing	<ul style="list-style-type: none"> I can choose equipment to measure liquids, dry and small quantities of ingredients. I can state the importance of working safely and hygienically when preparing and cooking food. I can demonstrate basic preparation and cooking techniques on my own. I can explain why a variety of nutrients, water and fibre are needed for a healthy balanced diet. I can explain the good and bad points of my product.
Securing	<ul style="list-style-type: none"> I can calibrate weighing scales and use other equipment to measure liquids, dry and small quantities of ingredients. I can discuss the importance of working safely and hygienically when preparing and cooking food. I can prepare food using some cooking skills, techniques and methods of cooking with confidence. I can apply the principles of nutrition and health to make recipes healthier.. I can discuss the success of my product while considering areas for improvement.
Exceeding	<ul style="list-style-type: none"> I can calibrate weighing scales and use other equipment to measure liquids, dry and small quantities of ingredients accurately. I can explain the importance of working safely and hygienically when preparing and cooking food. I can demonstrate a range of cooking skills, techniques and methods of cooking with confidence. I can use the nutritional information on food labels to make wise food choices I can use sensory testing vocabulary to evaluate and analyse the food I have made in detail while considering the views of the users.

Curriculum Planning Document

Subject	Geography
Year group	7
Unit Title	What are the causes and impacts of population change?

Aims of this unit, include **Intent/ Implementation / Impact**

This topic provides students with an understanding of how population change is impacting countries and the global pressures of population increase. Lots of key terms are used within this unit which students use in other units and case studies. Students will be able to read and draw their own population pyramids and identify causes of changing birth and death rates.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can recognise the definition of 'population' ● I can describe how the world's population has changed over time ● I can state three reasons why life expectancy is higher in some countries compared to others ● I know what a population pyramid is and how to interpret one. ● I know what population density means and suggest three reasons why it varies between places ● I can describe what overpopulation is and why it is an issue ● I know what China's One Child Policy is
Developing	<ul style="list-style-type: none"> ● I can define the term 'population' ● I can describe how the world's population has changed over time ● I can explain reasons why life expectancy is higher in some countries compared to others ● I can describe the shape and structure of population pyramids, in terms of ages and genders, and suggest countries' development level from them. ● I can explain why population density varies between places ● I can explain the advantages and disadvantages of China's One Child Policy
Securing	<ul style="list-style-type: none"> ● I can describe how the world's population has changed over time, and what future growth is expected to be like, as well as suggest reasons for trends. ● I can explain a range of economic, social, environmental and political factors why life expectancy is higher in some countries compared to others ● I can interpret population pyramids to gauge a country's level of development, and accurately describe its age structure and gender balance. ● I can explain a range of social, economic, environmental and political factors why population density varies between places. ● I can explain the advantages and disadvantages of China's One Child Policy, and make an overall judgement as to how successful it was.
Exceeding	<ul style="list-style-type: none"> ● I can describe the current and future projected trends of the world's population growth, and explain reasons for these trends. ● I can explain and evaluate a range of economic, social, environmental and political factors why life expectancy is higher in some countries compared to others ● I can interpret population pyramids to gauge a country's level of development, accurately describe its age structure and gender balance, and explain reasons for differences. ● I can explain and evaluate a range of social, economic, environmental and political factors why population density varies between places.

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| | <ul style="list-style-type: none">• I can explain the advantages and disadvantages of China's One Child Policy, and make an overall judgement as to how successful it was. |
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Curriculum Planning Document

Subject	History
Year group	Year 7
Unit Title	Topics <ul style="list-style-type: none"> ● Which Tudor was the most historical significant? <i>Significance</i> ● How were hidden lives of Black Tudors uncovered? <i>Interpretations</i> ● Did witches really live among us? Why did people believe in them? <i>Sources/ Evidence</i> ● What can we learn about the Kingdom of Benin? <i>Interpretations/ evidence</i>

Aims of this unit, include **Intent/ Implementation / Impact**

The aim of these units is to build on prior knowledge from the first two terms to develop students understanding of the England and the world by studying the Early Modern Period. Students will build an understanding of how to compare different Tudor Monarchs by using a significance criteria to help create a judgement about what monarch was the most significant. Students will explore and understand how historians work by seeing how Miranda Kaufmann uncovered a Black musician living in Tudor times. Students then will learn and assess sources to understand why people in Early Modern England believed in witchcraft and how it became a craze. This enquiry allows students to engage with sources and see how historical events like the English Civil War drive change. All enquires build on prior knowledge to help students reach judgements to answer the overall enquiry question and make connections to previous units. Students when then building on their understanding of historical significance by studying the African Kingdom of Benin. Students will see how advanced the civilization is and this links onto knowledge they will re-examine in year 8. Students by the end of term one should have clearer understanding of key historical terms like power, civilisation, hierarchy. Students will make progress and achieve their academic potential through a vigorous curriculum designed to stretches students

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can make some inferences from historical sources to describe why people believed in witches ● I can make some observations from interpretations to describe why Benin was an important African Kingdom ● I can use simple and generalised knowledge in my writing to answer the enquiry questions ● I can describe what life was like in Early Modern in England ● I can use some significance vocabulary to explain the role of the Tudors ● I can start to make simple judgements about how significant the Tudors were and why people believed in witches
Developing	<ul style="list-style-type: none"> ● I can make some accurate inferences from historical sources to describe why people believed in witches ● I can make some accurate observations from interpretations to describe why Benin was an important African Kingdom ● I can use some accurate knowledge in my writing to answer the enquiry questions ● I can explain what life was like in each time period (Tudor England, James 1 reign and Kingdom of Benin) ● I can regularly use significance vocabulary to explain each Tudor monarch is more significant ● I can make some accurate judgements about the history studied.

<p>Securing</p>	<ul style="list-style-type: none"> ● I can make accurate inferences from historical sources to describe why people believed in witches ● I can make accurate observations from interpretations to describe why Benin was an important African Kingdom ● I can use accurate and relevant knowledge to support my arguments in answering the enquiry questions ● I can explain what life was like in each time period (Tudors, Stuarts, African Kingdoms) and make connections between the time periods ● I can regularly use significance vocabulary to explain why each Tudor monarch is significant and make comparison between them ● I can make accurate judgements about the history studied supported with knowledge ● I can evaluate the evidence I have learnt and start to question its merits
<p>Exceeding</p>	<ul style="list-style-type: none"> ● I can make precise and detailed inferences from historical sources to describe why people believed in witches ● I can make precise and detailed observations from interpretations to describe why Benin was an important African kingdom ● I can precisely selected accurate and relevant knowledge to support my arguments in answering the enquiry questions ● I can explain what life was like in Early Modern England during the Tudor and Stuart period and assess the impact of events ● I can use a variety of significance vocabulary to explain how each Tudor monarch was significant and comparing them against each other ● I can make coherent, logical and accurate judgements about the history studied. ● I can make evaluation statements about the evidence I have learnt and ask some questions about its merits

Curriculum Planning Document

Subject	Physical Education
Year group	Year 7
Unit Title	Athletics

Aims of this unit, include **Intent/ Implementation / Impact**

The Athletics unit is delivered in Year 7 and Year 8 and is intended to give KS3 students an opportunity to improve their ability in a variety of athletic events (individual activities) by refining their basic techniques, and developing fitness components associated with each discipline.

They will also be exploring the more advanced techniques for each discipline and be taught how to analyse their own and peers' performance, providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into more competitive situations.

Track

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<p><u>Track</u></p> <ul style="list-style-type: none"> ● I can understand basic running technique. ● I can use a 3 point start. ● I can state the components of fitness linked with track events. <p><u>Jumps</u></p> <ul style="list-style-type: none"> ● I can understand how to take off and land in long jump and high jump. ● I can use a 1 footed take off and 2 footed landing. ● I can state the components of fitness linked with jumping events. <p><u>Throws</u></p> <ul style="list-style-type: none"> ● I can understand how to generate power in javelin, discus and shot put throws ● I can hold a javelin, discus or shot put correctly ● I can state the components of fitness linked with throwing events.
Developing	<p><u>Track</u></p> <ul style="list-style-type: none"> ● I can show and explain how to build and prepare for a sprint using a 4 point start. ● I can use pacing to sustain the number of laps required to complete a middle distance run. ● I can identify what running events are my strengths and weaknesses.

	<p><u>Jumps</u></p> <ul style="list-style-type: none"> ● I can show and explain how to take off and land in long jump and high jump. ● I can use my arms to improve my jumping heights and distance. ● I can identify areas of strength and weakness in long jump and high jump. ● I can measure a long jump <p><u>Throws</u></p> <ul style="list-style-type: none"> ● I can show and explain javelin, shot put and discus throws from a standing position. ● I can use my legs to generate maximum power for each throw. ● I can identify areas of strength and weakness in javelin, shot put and discuss. ● I can explain how to measure the distance of a throw.
<p>Securing</p>	<p><u>Track</u></p> <ul style="list-style-type: none"> ● I can demonstrate my tactical ability during a race through deciding when to “kick” or “dip”. ● I can sometimes use effective decision making when running. ● I can suggest how to develop my performance through identifying my weaknesses at different running distances. <p><u>Jumps</u></p> <ul style="list-style-type: none"> ● I can use advanced skills in jumping, hitch kick in long jump and Fosbury flopping in high jump. ● I can measure and set up my approach accurately. ● I can suggest how to develop my performance through identifying weaknesses in long jump and high jump. <p><u>Throws</u></p> <ul style="list-style-type: none"> ● I can use the correct body position with advanced techniques, stance and movement to maximise by throwing distance. ● I can use advanced techniques effectively in my approach to a throw, like the glide in shot put and cross over step in javelin. ● I can suggest how to develop my performance through identifying weaknesses in javelin, shot put and discus.
<p>Exceeding</p>	<p><u>Track</u></p> <ul style="list-style-type: none"> ● I can use my tactical ability consistently during a race through deciding when to “kick” or “dip”. ● I can consistently use effective decision making when performing in competition. ● I can implement feedback effectively to improve my performance in competitive races. <p><u>Jumps</u></p> <ul style="list-style-type: none"> ● I can consistently use advanced skills in jumping, a hitch kick in long jump and Fosbury flopping in high jump. ● I can measure and set up my approach accurately. ● I can implement feedback effectively to improve my performance in competition.

Throws

- I can consistently use the correct body position with advanced techniques, stance and movement to maximise by throwing distance.
- I can consistently use advanced techniques effectively in my approach to a throw, like the glide in shot put and cross over step in javelin.
- I can implement feedback effectively to improve my performance in competitive throwing events.

Curriculum Planning Document

Subject	PE
Year group	7
Unit Title	Rounders

Aims of this unit, include **Intent/ Implementation / Impact**

The Rounders unit is intended to give key stage 3 students an opportunity to improve their ability in a variety of basic rounders (ball striking and fielding) skills by refining their basic techniques, as well as how they can be used to outwit an opponent in a game situation.

They will also be exploring the more advanced skills of rounders and analysing their own and peer performance providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into competitive situations in order to develop basic skills under pressure.

Pupils will be able to execute basic skills in a variety of situations, isolated drills, competitive scenarios and then into the competitive gameplay.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can understand the technical points for batting, bowling and throwing and catching. I can catch when not under pressure. ● I can perform an underarm throw with correct technique. ● I can understand the technique for batting and bowling and when to adapt them. ● I can only move when the ball is near to me when fielding. ● I can be quite quiet and will do as instructed, when fielding, but will not give instruction. ● I can show limited understanding of the rules of the sport but am unable to highlight strengths.
Developing	<ul style="list-style-type: none"> ● I can throw and catch in a conditioned activity. ● I can bowl in conditioned activities. ● I can bat in conditioned activities with some success. ● I can move into space when fielding, depending on whether the batter is right or left handed ● I can communicate where the ball should be thrown while fielding ● I can show knowledge of basic rules, I can highlight strengths and areas to develop in my performance.
Securing	<ul style="list-style-type: none"> ● I can catch using both hands / one hand in conditioned activity and most of the time in competitive scenarios.

	<ul style="list-style-type: none"> ● I can bowl effectively in conditioned activities and most of the time in competitive scenarios. ● I can bat into gaps in the field successfully in conditioned activities and with some success in competitive scenarios. ● I can field effectively, throwing the ball to the correct place depending on the batter's position. ● I can communicate well, telling teammates where to move / throw when fielding. ● I can use the rules of rounders. I can highlight strengths and areas to develop in my performance suggesting ways to improve my areas of development.
Exceeding	<ul style="list-style-type: none"> ● I can catch using both hands / one hand all of the time in competitive scenarios. ● I can bowl successfully using spin nearly all of the time in competitive scenarios. ● I can bat successfully into space in the field nearly all of the time in competitive scenarios. ● I can field, making it difficult for batters to score rounders. I can make the right fielding decisions nearly all of the time in competitive scenarios. ● I can lead my team, giving accurate tactical advice to my teammates nearly all of the time. ● I can use all of the rules of rounders. I can highlight strengths and areas to develop in my performance, and provide accurate training methods to improve my areas of development.

Curriculum Planning Document

Subject	PRE
Year group	7
Unit Title	Inspirational leaders

Aims of this unit, include **Intent/ Implementation / Impact**

- To describe what it means to be a leader and understand the leadership of prominent figures who are regarded as inspirational in society.
- Students will learn about how laws and human rights in society have developed overtime due to campaigns fought by leaders and how religious and personal beliefs have influenced these movements.
- Students will research and present on an inspirational leader they believe should be recognised and celebrated for their contributions to society.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can describe what inspirational means. ● I can identify values associated with inspirational leaders. ● I can outline the qualities of inspirational leaders such as Malala, Gandhi and Martin Luther King. ● I can outline what specific inspirational leaders did for Human Rights.
Developing	<ul style="list-style-type: none"> ● I can describe what Human Rights are. ● I can describe what discrimination is and support this with examples from past historical events. ● I can explain what the civil rights movement was. ● I can explain how inspirational leaders such as Rosa Parks, Martin Luther King and Nelson Mandela contributed to equal rights. ● I can describe various methods of nonviolent protests.
Securing	<ul style="list-style-type: none"> ● I can explain why Gandhi wanted independence for India. ● I can explain the importance of non violent protesting. ● I can explain the impact inspirational leaders have had on society. ● I can explain why inspirational leaders are still relevant in the 21st century.
Exceeding	<ul style="list-style-type: none"> ● I can analyse the extent to which inspirational leaders were successful in achieving their goal. ● I can explain the strengths and weaknesses of different types of protests and campaigning. ● I can compare and contrast the goals and actions of different inspirational leaders. ● I can analyse the importance of religion in justifying the actions of leaders.

Curriculum Planning Document

Subject	English
Year group	7
Unit Title	Trailblazers: Non-fiction Writing

Aims of this unit, include Intent/ Implementation / Impact
<ul style="list-style-type: none"> • To write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences • To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • To develop vocabulary and knowledge of rhetorical devices • Class reader activities • Independent research of different trailblazers • Poetry slam • Watching and analysing speeches • Developing awareness of different forms and non-fiction texts

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<p>AO5:</p> <ul style="list-style-type: none"> • I can communicate basic ideas with an inconsistent sense of purpose, form and audience. • I can structure my writing with a limited sense of sequencing <p>AO6:</p> <ul style="list-style-type: none"> • I can mark some sentences with capital letters and full stops correctly. • I make some use of question marks and exclamation marks • I can choose basic vocabulary with some inconsistency • I can spell some simple words
Developing	<p>AO5:</p> <ul style="list-style-type: none"> • I can communicate a few ideas with some control and with a developing awareness of purpose, form and audience. • I can group ideas with straightforward links, with developing awareness of paragraphing and structure. • I can employ simple linguistic devices. <p>AO6:</p> <ul style="list-style-type: none"> • I can use simple and compound sentences • I can use a range of punctuation, although it is sometimes inaccurate. • I can choose relevant and appropriate vocabulary • I mostly spell simple words accurately with some awareness of irregular spellings
Securing	<p>AO5:</p> <ul style="list-style-type: none"> • I can communicate ideas with control and awareness of purpose, form and audience. • I can structure my writing by linking relevant ideas, with use of appropriate discourse markers to link my paragraphs. • I am developing my use of linguistic devices. <p>AO6:</p>

	<ul style="list-style-type: none"> ● I can use a variety of sentence structures for purpose and effect including an attempt at some complex sentences. ● I use a generally accurate range of punctuation. ● I choose a range of vocabulary, sometimes for deliberate effect. ● I spell simple words accurately.
<p>Exceeding</p>	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate ideas with increasing success with a tone, style and register that are generally appropriate to the purpose form and audience. ● I can employ clear, coherent paragraphs with a range of connected ideas. ● I employ a range of successful linguistic devices. <p>AO6:</p> <ul style="list-style-type: none"> ● I can use an increasing variety of sentence structures for purpose and effect, including complex sentences. ● I can choose a clear range of punctuation. ● I choose an increasingly varied and effective range of vocabulary. ● My spelling is increasingly accurate, including my use of complex and irregular words

Curriculum Planning Document

Subject	Mathematics
Year group	7
Unit Title	Lines and angles

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able to measure and draw angles accurately**
- **To be able to use and understand angle rules**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can describe and label lines, angles and triangles ● I can identify angle, side and symmetry properties of triangles
Developing	<ul style="list-style-type: none"> ● Everything in emerging and... ● I can estimate the size of angles ● I can use the rule for the sum of angles in a triangle ● I can use the rule for the sum of angles in a quadrilateral ● I can identify and name types of quadrilaterals
Securing	<ul style="list-style-type: none"> ● Everything in developing and... ● I can use a protractor to measure and draw angles ● I can use a ruler and protractor to draw triangles accurately ● I can use the rule for angles on a straight line, angles around a point and vertically opposite angles ● I can calculate interior and exterior angles
Exceeding	<ul style="list-style-type: none"> ● Everything in securing and... ● I can solve problems involving angles ● I can solve angle problems involving triangles ● I can solve angle problems involving quadrilaterals ● I can work out unknown angles involving parallel lines ● I can work out the interior and exterior angles of a polygon

Curriculum Planning Document

Subject	Music
Year group	7
Unit Title	Folk Music and Melody Writing

Aims of this unit, include **Intent/ Implementation / Impact**

- **To use prior knowledge of notation to create simple melodies**
- **To be able to use key terms to describe Dynamics and articulation**
- **Describe some musical features of traditional folk music from the UK and the wider world**
- **To listen to and perform folk music focusing on the sea shanty and Wellerman.**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can state whether a piece of music is loud or quiet and short and spikey or long and flowing ● I can listen to and comment on traditional folk music ● I can recognise elements of folk songs ● I can perform some simple folk style music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can make some contribution within my group
Developing	<ul style="list-style-type: none"> ● I can state the dynamics and some articulations in music I hear. ● I can recognise some traditional folk instruments. ● I can recognise features of traditional folk music ● I can perform simple folk style music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can contribute within my group
Securing	<ul style="list-style-type: none"> ● I can recognise different dynamics and articulations in music I hear. ● I can use some appropriate Italian terms to describe dynamics and articulations in different types of folk music ● I can describe some features and devices used in traditional folk music ● I can perform some Indian style music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can make a significant contribution within my group
Exceeding	<ul style="list-style-type: none"> ● I can recognise and identify different traditional folk instruments. ● I can use appropriate Italian terms to describe dynamics and articulations in different types of music ● I can describe features and devices used in traditional folk music ● I can perform more complex folk style music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can take on a leader role within my group

Curriculum Planning Document

Subject	<u>Physics</u>
Year group	<u>7</u>
Unit Title	<u>Unit 12 Earth and Universe</u>

Aims of this unit

Intent: The aim of this unit is to give students an introductory knowledge of the structure of the earth and different parts of the universe

Implementation: This topic is split into two halves, initially looking at the earth and it's structure, then moving on to knowledge about the universe. This will therefore enable students to learn about what the earth is made from, parts of the solar system and objects in the universe as a whole.

Impact: Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can describe properties of rocks ● I can name and describe a variety of objects found in the universe ● I can define the terms day, year, month and season. ● I can describe differences between seasons. ● I can name some phases of the Moon. ● I can explain simply why we see the Moon from the Earth.
Developing	<ul style="list-style-type: none"> ● I can name the layers of the Earth. ● I can state what a mineral is. ● I can describe properties of the different layers of the Earth's structure. ● I can state the properties of sedimentary, metamorphic and igneous rocks. ● I can describe how a rock can be changed from one type to another. ● I can describe the different objects found in the solar system. ● I can describe the phases of the Moon.
Securing	<ul style="list-style-type: none"> ● I can explain how sedimentary, metamorphic and igneous rocks are made. ● I can identify the causes of weathering and erosion and describe how they occur. ● I can explain why sedimentary, metamorphic and igneous rocks have particular properties based on how they were formed. ● I can use the rock cycle to explain how the material in rocks is recycled. ● I can give a detailed description and explanation of the journey of material through the rock cycle. ● I can describe the structure of the Universe in detail, in order of size and distance away from the Earth. ● I can explain why seasonal changes happen in terms of the tilt of the earth. ● I can explain lunar and solar eclipses.
Exceeding	<ul style="list-style-type: none"> ● I can evaluate models of the structure of the Earth using information about its structure. ● I can link the structure of igneous rocks with their cooling time. ● I can describe the light year as a unit of measuring distances in astronomy ● I can explain how the properties and features of planets are linked to their position in the Solar

System.

- I can explain how we see objects in the Solar System, and why they appear to move as they do.

Student Feedback Document

Subject	Spanish
Year group	Year 7
Unit Title	Module 5 Mi Ciudad Summer Term 2

Aims of this unit

Intent: To assess the skills of phonic acquisition, listening, reading and writing including the recall of vocabulary and application of grammar in sentence formation.

Implementation: Viva Book 1, Module 5 assessments for each skill in the lesson.

Impact: Students are able to understand and give personal accounts in the present tense (stretch and challenge use some future tense.) regarding places and activities in a town and food and drink in a café.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can listen to words and short phrases and understand their meaning.. ● I can say single words and short phrases with help sheets and imitate correct pronunciation ● I can read and understand key words and translate them into English. ● I can copy short sentences, changing one or two key words or label items. ● I can understand some grammar rules such as common verbs in the first person (tengo, soy, me llamo) and the parts of speech such as noun, verb, adjective.
Developing	<ul style="list-style-type: none"> ● I can listen to short phrases and understand the key words and opinions of the speaker. ● I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings. ● I can read and understand the key words and opinions in sentences using familiar language. ● I can translate short sentences into English with help sheets. ● I can write several short sentences, with help sheets, and give opinions. ● I can use verbs in the present tense, to talk about myself with help sheets. ● I can try to write about other people or the future tense but it may not be fully accurate.
Securing	<ul style="list-style-type: none"> ● I can listen to short phrases and understand the main point/ opinion/reasons of the speaker. ● I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings. ● I can read and understand the main point/ opinion/ reason in sentences using familiar language. ● I can translate short sentences into English without help sheets ● I can write several short sentences from memory and give opinions with reasons. ● I can accurately use verbs in the present tense, including irregular verbs, to talk about myself ● I can try to write about other people or the future tense but it may not be fully accurate.
Exceeding	<ul style="list-style-type: none"> ● I can listen to and understand sentences with two main points and opinions with a reason ● I can hold a short conversation, describe a picture and answer questions using longer sentences. ● I can read and understand paragraphs with a range of vocabulary, including unfamiliar language. ● I can write short paragraphs or sentences with two ideas that are linked from memory ● I can accurately use verbs in the present tense, including irregular verbs, to talk about myself ● I can write about someone and say what I am going to do in the future

Curriculum Planning Document

Subject	English
Year group	7
Unit Title	Dystopian Fiction

Aims of this unit, include **Intent/ Implementation / Impact**

- To write well-structured and imaginative stories
- To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- To use and adapt Standard English confidently in their own writing

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate basic ideas with an inconsistent sense of purpose, form and audience. ● I can structure my writing with a limited sense of sequencing <p>AO6:</p> <ul style="list-style-type: none"> ● I can mark some sentences with capital letters and full stops correctly. ● I make some use of question marks and exclamation marks ● I can choose basic vocabulary with some inconsistency ● I can spell some simple words
Developing	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate a few ideas with some control and with a developing awareness of purpose, form and audience. ● I can group ideas with straightforward links, with developing awareness of paragraphing and structure. ● I can employ simple linguistic devices <p>AO6:</p> <ul style="list-style-type: none"> ● I can use simple and compound sentences ● I can use a range of punctuation, although it is sometimes inaccurate. ● I can choose relevant and appropriate vocabulary ● I mostly spell simple words accurately with some awareness of irregular spellings
Securing	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate ideas with control and awareness of purpose, form and audience ● I can structure my writing by linking relevant ideas, with use of appropriate discourse markers to link my paragraphs ● I am developing my use of linguistic devices <p>AO6:</p> <ul style="list-style-type: none"> ● I can use a variety of sentence structures for purpose and effect including an attempt at some complex sentences ● I use a generally accurate range of punctuation ● I choose a range of vocabulary, sometimes for deliberate effect ● I spell simple words accurately

<p>Exceeding</p>	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate ideas with increasing success with a tone, style and register that are generally appropriate to the purpose form and audience ● I can employ clear, coherent paragraphs with a range of connected ideas ● I employ a range of successful linguistic devices <p>● AO6:</p> <ul style="list-style-type: none"> ● I can use an increasing variety of sentence structures for purpose and effect, including complex sentences ● I can choose a clear range of punctuation ● I choose an increasingly varied and effective range of vocabulary ● My spelling is increasingly accurate, including my use of complex and irregular words
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Curriculum Planning Document

Subject	Mathematics
Year group	7
Unit Title	Sequences and graphs

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able to recognise sequences and use the correct terms for the rules**
- **To be able to plot coordinates and straight line graphs**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can revisit sequences including term-to-term rules ● I can use the correct mathematical language to describe sequences ● I can demonstrate how sequences can be used as a mathematical model to describe patterns ● I can read, generate and plot positive coordinates
Developing	<ul style="list-style-type: none"> ● Everything in emerging and... ● I can generate sequences from practical sequences, describing how patterns grow ● I can continue sequences arising from practical contexts and use them to answer questions <ul style="list-style-type: none"> ● I can work out the terms of an arithmetic sequence using the term-to-term rule ● I can recognise geometric shapes drawn on coordinate grids and find coordinates of points using geometric information ● I can use positive and negative coordinates.
Securing	<ul style="list-style-type: none"> ● Everything in developing and... ● I can find and calculate the midpoints of a line segment ● I can continue and describe special sequences ● I can generate sequences using more complex (two-step) term-to-term rules ● I can continue sequences arising from practical contexts ● I can begin to identify and use position-to-term rules ● I can recognise an arithmetic sequence and find the starting number and common difference ● I can recognise, name and plot straight line graphs parallel to the x- or y-axis ● I can read values from a graph
Exceeding	<ul style="list-style-type: none"> ● Everything in securing and... ● I can generate coordinates that satisfy a simple linear rule and plot the graph in the first quadrant ● I can recognise, name and plot the graphs of $y = x$ and $y = -x$ ● I can identify and use position-to-term rules ● I can write the nth term of a sequence using algebra ● I can recognise the relationships between term-to-term rules, position-to-term rules and nth terms ● I can work out and use expressions for the nth term in an arithmetic sequence

Curriculum Planning Document

Subject	<u>Music</u>
Year group	<u>7</u>
Unit Title	<u>World Music Workshops and Theory Round-Up</u>

Aims of this unit, include **Intent/ Implementation / Impact**

- **Revise theory and key terms learn over the year.**
- **To build on understanding of different music from around the world, including Africa, Brazil and Jamaica.**
- **Describe some musical features of different types of music from different parts of the world.**
- **To listen to and perform African, Samba and Reggae music.**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can understand some music theory, key terms and devices studied since September. ● I can listen to and comment on African, Samba and Reggae music ● I can perform some simple musical parts on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can make some contribution within my group
Developing	<ul style="list-style-type: none"> ● I can understand and identify some music theory, key terms and devices studied since September. ● I can recognise music from Africa, Brazil and Jamaica ● I can perform simple musical parts on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can contribute within my group
Securing	<ul style="list-style-type: none"> ● I can understand, recognise and identify most music theory, key terms and devices studied since September. ● I can use some appropriate musical key terms to describe different types of world music ● I can describe some features and devices used in different world music ● I can perform different styles of world music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can make a significant contribution within my group
Exceeding	<ul style="list-style-type: none"> ● I can understand, recognise and identify music theory, key terms and devices studied since September. ● I can use appropriate musical key terms to describe different types of world music. ● I can describe features and devices used in different world music and recognise the difference between different genres. ● I can perform more complex music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion) ● I can take on a leadership role within my group

Curriculum Planning Document

Subject	Science - Physics
Year group	Year 7
Unit Title	<u>Unit 11 - Waves</u>

Aims of this unit

Intent: The aim of this unit is to give students an introductory knowledge of waves and their applications.

Implementation: This topic is split into two halves, sound waves and light waves. This will therefore enable students to learn about a variety of different types of wave, their properties, how we detect them and how we use them in the real world.

Impact: Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can define the term 'wave' giving examples of different types of wave ● I can state some sources of sound and light ● I can describe how light travels through opaque, transparent and translucent materials ● I can state the primary and secondary colours
Developing	<ul style="list-style-type: none"> ● I can state materials that sound can travel through ● I can describe how sound is produced and travels ● I can define the terms amplitude, frequency, period and wavelength and label them on a wave diagram ● I can describe refraction and reflection ● I can recall parts of the ear and eye ● I can state what happens to light when it travels through a prism ● I can compare the speed of sound with the speed of light ● I can draw ray diagrams to demonstrate reflection and refraction
Securing	<ul style="list-style-type: none"> ● I can compare the speed of sound and light in different materials ● I can define and compare longitudinal and transverse waves ● I can link loudness and brightness with amplitude ● I can link frequency and pitch ● I can explain ways that hearing and sight can be damaged ● I can describe how the ear and eye works ● I can explain refraction in terms of the speed of light ● I can describe different colours in terms of frequency ● I can explain the effect of coloured filters on light
Exceeding	<ul style="list-style-type: none"> ● I can explain the difference between specular and diffuse reflection ● I can use ray diagrams to explain how light travels through convex and concave lenses ● I can explain how lenses correct short and long sightedness ● I can explain how colour works in terms of absorption and reflection of light

Student Feedback Document

Subject	Spanish
Year group	Year 7
Unit Title	Module 4; Mi familia y mis amigos; Summer 1

Aims of this unit

Intent: To understand and produce language to describe self and family members.

Implementation: Viva Book 1, Module 4, direct teacher instruction and practice of language through four skills

Impact: Students transfer knowledge of grammar rules for nouns and adjectives, focusing on language of description. Through reference to a paradigm (verb table), they have more freedom to create sentences beyond the first person.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can listen to words and short phrases and understand their meaning.. ● I can say single words and short phrases with help sheets and imitate correct pronunciation ● I can read and understand key words and translate them into English. ● I can copy short sentences, changing one or two key words or label items. ● I can understand some grammar rules such as common verbs in the first person (tengo, soy, me llamo) and the parts of speech such as noun, verb, adjective.
Developing	<ul style="list-style-type: none"> ● I can listen to short phrases and understand the key words and opinions of the speaker. ● I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings. ● I can read and understand the key words and opinions in sentences using familiar language. ● I can translate short sentences into English with help sheets. ● I can write several short sentences, with help sheets, and give opinions. ● I can use verbs in the present tense, to talk about myself with help sheets. ● I can try to write about other people or the future tense but it may not be fully accurate.
Securing	<ul style="list-style-type: none"> ● I can listen to short phrases and understand the main point/ opinion/reasons of the speaker. ● I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings. ● I can read and understand the main point/ opinion/ reason in sentences using familiar language. ● I can translate short sentences into English without help sheets ● I can write several short sentences from memory and give opinions with reasons. ● I can accurately use verbs in the present tense, including irregular verbs, to talk about myself ● I can try to write about other people or the future tense but it may not be fully accurate.
Exceeding	<ul style="list-style-type: none"> ● I can listen to and understand sentences with two main points and opinions with a reason ● I can hold a short conversation, describe a picture and answer questions using longer sentences. ● I can read and understand paragraphs with a range of vocabulary, including unfamiliar language. ● I can write short paragraphs or sentences with two ideas that are linked from memory ● I can accurately use verbs in the present tense, including irregular verbs, to talk about myself ● I can write about someone and say what I am going to do in the future

Curriculum Planning Document

Subject	English
Year group	Year 7
Unit Title	Identity Poetry – Creative Writing

Aims of this unit, include **Intent/ Implementation / Impact**

- To read poems from seminal world literature
- To analyse how language, vocabulary, grammar, text structure and organisational features, presents meaning
- To recognise a range of poetic conventions
- To write poetry related to the theme of identity
- To develop confidence when presenting ideas and using rhetoric to engage the audience

Track

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate basic ideas with an inconsistent sense of purpose, form and audience. ● I can structure my writing with a limited sense of sequencing ● I can use some poetic devices <p>AO6:</p> <ul style="list-style-type: none"> ● I can mark some sentences with capital letters and full stops correctly. ● I make some use of question marks and exclamation marks ● I can choose basic vocabulary with some inconsistency ● I can spell some simple words
Developing	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate a few ideas with some control and with a developing awareness of purpose, form and audience. ● I am developing my use of poetic devices. ● I can group ideas with straightforward links, with developing awareness of structure. ● I can employ simple poetic devices. <p>AO6:</p> <ul style="list-style-type: none"> ● I can use a range of punctuation, although it is sometimes inaccurate. ● I can choose relevant and appropriate vocabulary ● I mostly spell simple words accurately with some awareness of irregular spellings
Securing	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate ideas with control and awareness of purpose, form and audience. ● I can use a range of poetic devices. ● I can link ideas effectively, with developing awareness of structure. <p>AO6:</p> <ul style="list-style-type: none"> ● I use a generally accurate range of punctuation. ● I choose a range of vocabulary, sometimes for deliberate effect. ● I spell simple words accurately.

<p>Exceeding</p>	<p>A05:</p> <ul style="list-style-type: none"> ● I can communicate ideas with increasing success with a tone, style and register that are generally appropriate to the purpose form and audience. ● I can use a range of structural devices to convey complex themes and ideas. ● I employ a range of successful poetic devices. <p>A06:</p> <ul style="list-style-type: none"> ● I can use an increasing variety of sentence structures for purpose and effect, including complex sentences. ● I can choose a clear range of punctuation. ● I choose an increasingly varied and effective range of vocabulary. ● My spelling is increasingly accurate, including my use of complex and irregular words.
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Curriculum Planning Document

Subject	Mathematics
Year group	7
Unit Title	Transformations

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able to recognise congruent shapes**
- **To be able to use and identify correct transformation language**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can recognise line and rotational symmetry in 2D shapes ● I can recognise and carry out reflections in a mirror line
Developing	<ul style="list-style-type: none"> ● Everything in emerging and... ● I can identify congruent shapes ● I can use the language of enlargement
Securing	<ul style="list-style-type: none"> ● Everything in developing and... ● I can enlarge shapes using given scale factors ● I can work out the scale factor given an object and its image ● I can identify all the symmetries of 2D shapes ● I can reflect a shape on a coordinate grid ● I can translate 2D shapes
Exceeding	<ul style="list-style-type: none"> ● Everything in securing and... ● I can identify reflection symmetry in 3D shapes ● I can describe a reflection on a coordinate grid ● I can describe and carry out rotations on a coordinate grid ● I can combine transformations

Curriculum Planning Document

Subject	Biology
Year group	7
Unit Title	<u>Unit 9 Human Reproduction</u>

Aims of this unit, include **Intent/ Implementation / Impact**

Intent – This unit to make sure students are aware of the changes in the body that happens in puberty and the process of human reproduction.

Implementation: They will learn through sensible and direct teaching methods, addressing any questions the students have.

Impact: Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can state changes to the bodies of boys and girls during puberty. ● I can state how long a pregnancy lasts. ● I can name the reproductive cells ● I can state that the reproductive cells fuse together.
Developing	<ul style="list-style-type: none"> ● I can describe the main changes that take place during puberty. ● I can state the length of the menstrual cycle ● Describe the process of fertilisation and where it occurs in the body.
Securing	<ul style="list-style-type: none"> ● I can explain the main changes that take place during puberty. ● I can extract information from text to explain structures and functions of the key parts of the reproductive systems in a table. ● I can state that if an egg is fertilised it settles into the uterus lining. ● I can identify key events on a diagram of the menstrual cycle
Exceeding	<ul style="list-style-type: none"> ● I can describe accurately the sequence of events during gestation. ● I can predict the effect of cigarettes, alcohol, or drugs on the developing foetus ● I can present information in the form of a scaled timeline or pie chart. ● I can explain the effect of cigarettes, alcohol or drugs on the developing foetus.

