ARCHBISHOP
MCGRATH CATHOLIC
HIGH SCHOOL

SALUS IN FIDE

KEY STAGE THREE CURRICULUM -

LEARNER PROGRESSION & EXPECTATIONS

INFORMATION FOR PARENTS, CARERS & PUPILS

Year 7 - 2024-5

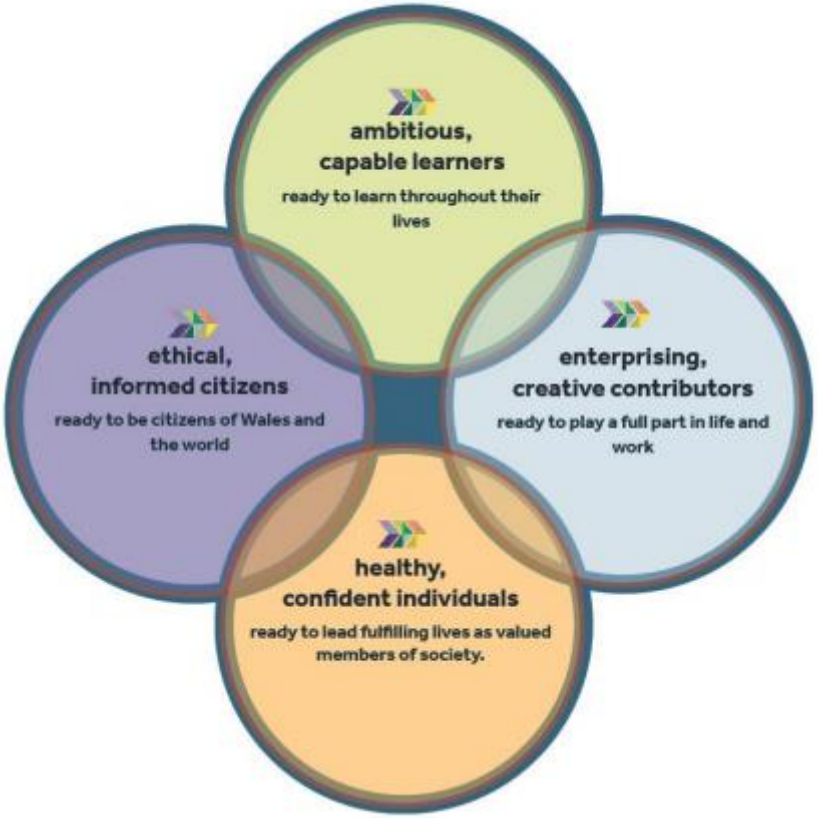
Our school vision is underpinned by our Catholic Ethos and the desire for all our learners to develop in line with the four purposes of the Curriculum for Wales

OUR VISION

‘Christ at the Centre’

Our core purpose is to ensure that all pupils reach or exceed their potential by using their God-given talents to develop as healthy, ambitious, capable, life-long learners ready to live as valued members of our local community, Wales and the world.

We aim for all our pupils to leave our school as:
Empowered, Virtuous and Employable individuals,



WHAT ARE THE SIX AREAS OF LEARNING EXPERIENCE IN THE CURRICULUM FOR WALES (3-16)?

Languages, Literacy & Communication

English, Welsh, International Languages

Mathematics & Numeracy

Mathematics

Science & Technology

Science, Design Technology, IT, Computer Science

Humanities

Geography, History, Business Studies*, Politics*

Health & Wellbeing

Physical Education, Food & Nutrition, PSE, RSE

Expressive Arts

Music, Art & Design, Drama*

Skills

Literacy, Numeracy, Digital Competency

Skills

Creativity & Innovation, Critical thinking, Problem Solving, Personal effectiveness & organising

MAKING SURE LEARNERS MAKE PROGRESS

What is Progression?

As our learners move from primary school to secondary school at Archbishop McGrath, they will continue to make progress in all 6 AoLEs. As is always the case, some pupils will make progress at different rates to others. As pupils move through years 7-9, the work they cover will become increasingly developed in order to help prepare them for their GCSEs in Years 10 and 11.

How will progress be achieved from Year 7 through to Year 9?

Principle of Progression 1

Increased breadth & depth of knowledge

Principle of Progression 2

Deepening understanding of the subjects and topics that make up the 6 Areas of Learning

Principle of Progression 3

Refining and more sophisticated ways of using and applying skills

Principle of Progression 4

Making connections and transferring learning into new contexts

Principle of Progression 5

Increasing the overall effectiveness of learners in all subjects that make up the 6 Areas of Learning

ASSESSMENT TO SUPPORT PROGRESSION

We want all our pupils to achieve in line with their potential. Some of our learners will need more support in order to get there but we believe in having high expectations for all.
Teachers in all subjects use a wide range of strategies in order to find out how much progress our learners are making. These may include:

- End of topic tests and exams
- Activities completed in lessons
- Projects
- Speaking, listening and writing activities
- Home learning tasks
- Asking challenging questions in lessons
- Class and individual feedback - What Went Well, Even Better If (WWW, EBI)
- Use of directed improvement and reflection time in lessons (DIRT)
- Learners self and peer assessing their work

The steps below from the Welsh Government are an approximate guide to where children of certain age groups are expected to be. Some learners will be above, below or performing in-line with their ability at any one time.

- Progression Step 1 - ages 3-5
- Progression Step 2 - ages 5-8
- Progression Step 3 - ages 8-11
- Progression Step 4 - ages 11-14
- Progression Step 5 - ages 14-16

Religious Education

Term One/Module One

Topic: Creation and Covenant/ Prophecy and Promise

Knowledge and Experiences: Exploration on how Catholics understand the creation of the universe including the Big Bang and Evolution, the compatibility of science and religion. Understanding the creation stories as symbolic and what creation tells us about humans' relationship with God, each other and the planet. The concept of Stewardship. The role of the Bible, how Catholics understand the Bible. The role scripture plays in Catholic life.

Skills developed: Pupils will make connections between Church teachings and the impact it has on the lives of Catholics. Pupils will be expected to be able to critically engage with ethical and philosophical questions that arise as a consequence of Catholic beliefs about Creation; to think critically about the response that individuals and organisations make to Catholic beliefs about Creation (e.g., CAFOD and Sr Dorothy Stang); and to think creatively by reflecting on the meaning of works of art that have been inspired by Catholic beliefs about Creation, or by the Genesis texts. Students understand the relationship between sacred tradition and Sacred Scripture, the rest of this unit focuses on understanding exactly what the Bible is, how it is structured, its multiple authorship, and its original languages. They will learn how to find a passage in scripture using a Bible reference and they will understand what the Church teaches about the relationship between God as its ultimate author and the 'true authors' that God inspired to write the scriptures. They will also recognise that the Old Testament is shared with Jewish people and that it remains an indispensable part of Sacred Scripture for Christians. Finally, students are expected to make connections between the Church's teaching about scripture and the role it plays in Christian prayer and especially its role in the Mass. They will also investigate the impact that the Bible has on family life and culture more widely.

Term Two/Module Two

Topic: Galilee to Jerusalem/ Desert to Garden

Knowledge and Experiences: Pupils will consider the key question of who Jesus was, exploring the titles and two central Catholic beliefs of the Holy Trinity and the Incarnation. Pupils will engage with how Jesus is a role model for Catholics today and the impact this has on the world of business. Pupils will learn about the sacraments, in particular the Eucharist and the events of Passover as foreshadowing Jesus' death. They will learn how Jesus remains present in the life of the Church today, uniting Catholics with God and each other.

Skills developed: Pupils will make connections between beliefs about the incarnation and the Trinity and the titles of Jesus found in scripture, particularly in the Gospel of Mark. They will come to understand the origins of these titles in the Old Testament and their significance for Christian beliefs about Jesus. Finally, students will make connections between belief in the incarnation and the Trinity and the impact this has on prayer and life. They will build upon the learning they did in module 1 about prayer and recognise that Christian prayer is always Trinitarian in character. They will understand that in Jesus the model of perfect human living is exemplified and that all human beings are called to be transformed into his likeness. Students will make connections between the Church's Eucharistic beliefs and the impact this has on the lives of individuals and communities, some of the ethical issues that arise from inconsistencies between Eucharistic belief and practice among believers, and the ways in which Eucharistic belief is expressed in art and culture.

Term Three/Module Three

Topic: To the Ends of the Earth/ Dialogue and Encounter

Knowledge and Experiences: The role of the Holy Spirit in building up community of believers, exploring how the Holy Spirit guides individual people and the whole Church community on earth still today. How Pentecost is both life-changing and exciting and remains important for Christians today. Exploring the splits in the Church, including the Protestant reformation. Understanding the different branches of Christianity and how we can be united. Exploration of the Hindu dharmic path.

Skills developed: Pupils will make connections between belief in the Trinity and a Trinitarian understanding of the Church. Pupils will reflect on the ways in which the Holy Spirit is active in their own life. Critically evaluate the claim that the Church can't be the Body of Christ if it is filled with sinners and construct a Catholic response to this. Evaluate the claim that the widespread use of social media leads to envy and jealousy. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the fruits of the Spirit). Investigate the different ways Pentecost is celebrated around the world (e.g., Italy, France, Russia, Poland, Hungary) and assess the extent to which they are expressions both of Catholic beliefs about the Holy Spirit and of a particular Christian community's culture. Offer an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the Holy Spirit. Compare and contrast it with another relevant artwork. Discuss what the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Holy Spirit.

English

Pupils and parents/guardians can access useful resources to improve accuracy, writing and reading skills in the general Key Stage 3 Google Classroom area. Use the code bb2qxzw to join.

Term One/Module One

Topic – Autobiography and Identity

Knowledge and Experiences

To inspire imagination and creativity, pupils read a range of autobiographical extracts and engage with the ways in which writers develop character and setting. Fortnightly independent reading lessons enable pupils to explore content, themes and genre linked to their own interests. Oracy tasks allow learners to speak about their initial experiences at Archbishop McGrath School before writing about their first day in secondary school. Using the autobiographical texts for inspiration, pupils write about a memorable moment from their own lives. To encourage learners to transfer their understanding of the English language, they begin their study of etymology, tenses and idioms to support their learning in other language lessons. Pupils begin their study of the class novel.

Skills developed

To improve accuracy skills: spelling, grammar and punctuation. Pupils hone their accuracy skills through completion of tasks in the accuracy booklet, learn words from the year seven spelling list and proof-read and edit their own writing. To listen and make notes effectively. To structure and plan creative writing. To redraft and develop accuracy skills. To develop speaking and listening skills to consider other people's views and opinions.

Term Two/Module Two

Topic – Myths and Culture

Knowledge and Experiences

Year seven pupils have opportunities to experience a range of texts during term two. They read and respond to texts linked to the class reader, including, infographics, posters and themed texts. Pupils experience diverse texts about identity and race, including extracts from 'What We're Scared Of' (Keren David 2021) and 'The Island of Everything' (Kiran Millwood Hargrave 2017). Pupils study myths and legends, including stories from Wales. Pupils consider the big question 'Why do Myths matter?' through a series of lessons on reading lessons based on Welsh myths. Using the rich stimulus of myths and legends from around the world, they respond to an extract about King Arthur before completing their own imaginative writing based on Greek myths.

Skills developed

To improve close reading, retrieval, deduction and inference skills. Pupils develop their analysis skills through consideration of characters, settings and use of language. To develop contextual understanding and empathy skills. To use models to draft own imaginative writing.

Term Three/Module Three

Topic - Festivals

Knowledge and Experiences

To encourage pupils to be ethical, informed citizens, rich texts about mental health and disability offer pupils opportunities to discuss well-being and inclusivity. They explore a range of religious, cultural and music festivals, including Glastonbury.

Skills developed

Development of planning and writing skills. To improve collaborative speaking and listening skills. To develop deduction, inference and comparison skills when reading and responding to fiction and non-fiction texts.

Mathematics

We predominately follow the White Rose Maths Scheme of work with Year 7, please use the link for videos to support you and your child with their learning https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-1-new We have adapted the Scheme of learning for Archbishop McGrath and the New Welsh Curriculum therefore some content is taken out. Pupils' work will be differentiated depending on where they are in their progression. You can also use our Maths Symbaloo to find resources to support your child with their learning https://www.symbaloo.com/mix/maths117?lang=EN

Term One/Module One

Topic: Algebraic Thinking, Place Value and Proportion

Knowledge and Experiences

Pupils investigate sequences, understanding and using algebraic notation. Moving on to place value and ordering integers and decimals. Finishing with fraction, decimal and percentage equivalence.

Skills developed

Learners will explore sequences through numerical and diagrammatic representations. Pupils will develop the concept of linear and non- linear sequences making the links to graphs. Function machines will be used alongside bar modelling skills and letter notation, with time invested in single function machines and the links to inverse operations, some pupils will move onto using two step function machines. Students will explore numbers and place value up to a billion and decimals to a hundredth. Pupils will be expected to order numbers to use with the median and range. Pupils' will use their knowledge of place value to round numbers to an appropriate degree of accuracy. The use inequality and the equal sign < > and = will be used to compare numbers. Additionally, students will demonstrate comprehension of numbers of any magnitude, recognizing the necessity of standard form and its representation on calculators. They will utilize and interpret numbers in standard form within calculations, and use equivalent fractions, decimals, and percentages to choose the most suitable for a given calculation. The students will be developing a deep understanding of the links between fractions, decimals and percentages so that they can convert fluently between those most seen in real-life.

Term Two/Module Two

Topic: Applications of number, Directed number and Fractional Thinking

Knowledge and Experiences

Pupils cover solving problems with addition, subtraction, multiplication and division. Also, fractions and percentages of amounts. Then operations and equations with directed numbers. Finishing with addition and subtraction of fractions.

Skills developed

In the spring term learners will be revisiting adding and subtracting of integers and decimals. This will lead on to the application of adding and subtracting for perimeter, financial maths, timetables, bar charts, line charts. Pupils will revisit Multiplication and Division of integers, decimals, powers of 10 including 0.1 and 0.01. This will lead on to the application of multiplication and division for Lowest Common Multiple, Highest Common Factor, Order of Operations, area of rectangles, parallelograms, triangles and trapeziums. Mean of a set of data will be introduced at this stage with some pupils applying their multiplication and division skills with algebra. Pupils will be expected to be able to find a fraction or percentage of an amount with and without a calculator. Pupils will learn about directed numbers and be able to order, add, subtract, multiply and divide numbers which will include negatives. At the end of the spring term learners will be introduced to two step equations and using their skills to solve. Some pupils will be learning how positive numbers have more than one square root and exploring higher powers and roots.

Term Three/Module Three

Topic: Lines and Angles and Reasoning with Number

Knowledge and Experiences

The topics consist of constructing, measuring and using geometric notation. Developing geometric reasoning and number sense. Concluding with sets and probability, then prime numbers and proof. Pupils will also be completing their DCF (Digital Competency Framework) Project this term.

Skills developed

In the summer term pupils will be studying Fractions in more depth, they will learn to add and subtract fractions with the same and different denominators, and work with equivalent fractions. Some pupils will be adding and subtracting proper and improper fractions, fractions and decimals and even consider simple algebraic fractions. Moving on to angles in this topic, pupils will learn to measure and draw angles accurately. Identify perpendicular and parallel lines. Recognise special triangles, quadrilaterals and polygons up to 10 sides. This gives the pupils the skills to move on to constructing shapes; interpret and draw Pie charts that require a protractor. Learners will investigate prime numbers, square numbers and triangular numbers. Pupils will analyse large datasets and identify trends, as well as construct, refine, and interrogate data sets within tables, charts and spreadsheet and databases to test or support an investigation.

Science

Year 7 Science introduces many key scientific concepts to students in preparation for years 8 and 9. There are 4 main topics which all aim to develop knowledge and skills through our Mission to Mars.

Year 7 – Topic 1: Mission to Mars 1: Impact on Earth

Knowledge and Experiences

In this module, students will delve into the intricate relationship between human activities and ecosystems, gaining insights into the various ways humans can impact natural environments. They will explore examples such as the detrimental effects of plastic pollution in oceans, deforestation, the consequences of burning fossil fuels, and the impacts of urbanization. Additionally, students will learn about the formation of fossil fuels within the Earth, including coal, oil, and gas, and how their extraction and combustion contribute to the release of carbon dioxide, a potent greenhouse gas exacerbating climate change. Understanding the industrial uses of crude oil, particularly in fuel and plastic production, will provide students with a comprehensive grasp of the interconnectedness between human activities and environmental degradation, encompassing practices like fracking, mining, and textile production. Through this learning journey, students will be equipped with the knowledge to critically evaluate and address the negative impacts of human actions on ecosystems, fostering a sense of environmental stewardship and promoting sustainable practices.

Skills developed

•Analysing and observing

Year 7 – Topic 2: Mission to Mars 2: Leaving Earth

Knowledge and Experiences

In this unit, students will delve into the fascinating world of microorganisms, including bacteria, viruses, and fungi, gaining an understanding of their basic structures and functions within ecosystems. They will explore the mechanisms by which diseases are transmitted, learning about specific modes of transmission and preventative measures. Additionally, students will familiarize themselves with the indicators of chemical reactions, such as fizzing or temperature changes, enabling them to recognize and interpret these processes in various contexts. Furthermore, they will embark on a journey through the Solar System, studying its basic composition, including the Sun, planets, and moons, and discovering the unique properties of each planet, such as day length, year length, gravity, temperature, and atmospheric composition. Through this interdisciplinary approach, students will develop a holistic understanding of microorganisms, disease transmission, chemical reactions, and celestial bodies, fostering scientific curiosity and critical thinking skills.

Skills developed:

- Numeracy and literacy skills in report writing.

Year 7 - Topic 3: Mission to Mars 3: Travelling to Mars

Knowledge and Experiences

In this module, students will explore the properties of materials and their applications, understanding how characteristics like strength, flexibility, conductivity, and density impact their usefulness. They'll learn about heat and electrical conduction, distinguishing between conductive and non-conductive materials, and delve into the properties of metals, considering factors like density and conductivity. Additionally, they'll grasp the concept of energy release through burning. They'll also study basic forces and their effects on objects, including changes in speed and direction, and how shape influences these forces, like with streamlining and water resistance. Furthermore, students will learn about gravity's effects on objects, how to calculate resultant forces, and differentiate between materials based on their electrical conductivity. Through this exploration, they'll develop a deeper understanding of material properties, forces, and energy interactions.

Skills developed

•Design and numeracy skills in calculating speed.

Year 7 – Topic 4: Mission to Mars 4:Living on Mars

Knowledge and Experiences

In this module, students will explore the characteristics of living organisms, including movement, respiration, sensitivity, growth, reproduction, excretion, and nutrition, using the MRS GREN mnemonic. They'll learn that all living things are composed of biological cells and compare the cellular differences between plants and animals, including specialized cells like root hairs and xylem/phloem cells. Additionally, they'll understand the essential conditions for plant and animal survival, such as food, water, temperature, and sunlight, within ecosystems. They'll also learn about the pH scale and how to create neutral solutions by combining acids and alkalis. Transitioning to electricity, students will grasp its basic concepts, including the functioning of electric circuits, differences between batteries and cells, construction of series and parallel circuits, and how varying power sources affect circuits. Lastly, they'll understand the flow of current, measurement units for voltage and current, circuit symbols, and the basic generation of electricity, such as through power stations. Through this study, students will develop a comprehensive understanding of living organisms, ecosystems, and electricity, fostering critical thinking and scientific inquiry skills.

Skills developed

- Practical skills in circuit building.
- Numeracy skills.
- Measuring skills.

Cymraeg

Term One/Module One

Topic

Knowledge and Experiences

Introducing the concepts of identity and leisure time in Welsh, students explore what being Welsh means to them personally and culturally. They reflect on the significance of bilingualism in Wales, understanding the rich heritage and modern advantages of speaking both Welsh and English. Discussions extend to what leisure time looks like for young people in Wales, highlighting popular activities such as playing sports, engaging in arts and crafts, exploring nature, and participating in local cultural events. Through this unit, students deepen their appreciation of their Welsh identity and the vibrant, bilingual community they are a part of.

Skills developed

Pupils will focus on the skills of sharing opinions throughout this term, developing a wide range of adjectives, discourse markers and intensifiers. Authentic texts and multimedia will improve their reading and listening, connecting them with Welsh culture. Writing and speaking exercises will allow students to share their passions', fostering building new friendships through shared passions. Role-plays and presentations will boost their confidence in practical Welsh usage.

Term Two/Module Two

Topic

Knowledge and Experiences

In the topic of daily routines in Wales, students will dive into the everyday life of home and school, enriching their Welsh vocabulary and understanding of cultural practices. Through lessons in Welsh, they will learn about daily schedules, chores, and leisure, enhancing their language skills whilst learning about others' habits and sharing about school experiences, weighing up positives and negatives about their school life.

Skills developed

Pupils will focus on the skills of adding additional tenses to their work. Pupils will study a range of literature to support understanding in oracy, reading and writing. As students navigate through these linguistic exercises, students will enhance their Welsh language proficiency, gaining confidence in their ability to communicate detailed descriptions in additional tenses.

Term Three/Module Three

Topic: Identity and Welsh culture

Knowledge and Experiences

In this unit on identity and Welsh culture, students will share information about family and friends and consider how these relationships shape out our values and identity. Through readings, discussions, and creative projects, they'll examine how culture also helps shape individual and collective identity, and express their own connections to Welsh heritage.

Skills developed

As students navigate through these linguistic exercises, students will enhance their Welsh language proficiency, gaining confidence in their ability to communicate detailed descriptions in the third person and comparing identities and values with others'. Pupils will also further develop descriptive language to describe our culture and country.

Art

Term One/Module One

Topic: Colour and Pattern

Knowledge and Experiences

Introduction to how artists may use colour and pattern to create mood and emotion through exploration of two contrasting landscape artists (Friedensreich Hundertwasser and Welsh artist Katie Allen). Working in 2D, pupils will know how to create tone and blend in pencil, colour pencil, watercolour and oil pastel. Pupils introduced to analysing an artist and artwork using specialist Art vocabulary (e.g. composition, line, tone, texture, pattern, vibrant, imaginative, bold, design, perspective). Pupils will develop knowledge of how artworks and their experiences can be used to create a personal response.

Skills developed:

Observational drawing and shading skills
Colour blending (using pencil, watercolour paint and oil pastel)
Measuring proportions (using grid method)
Digital photography
Presenting opinions about their work and the work of others using artistic language.
Applying research to creating a personal response.

Term Two/Module Two

Topic: Día de los Muertos

Knowledge and Experiences

Pupils introduced to how to create an Artist Research Page and how artists may gain inspiration from other cultures through exploring the Mexican festival, “Día de los Muertos” (Day of the Dead), and the Mexican artist Frida Kahlo. Working in 2D and relief, pupils will know how to create a collage, use mixed-media and the printmaking process. Exploring, imagery, film and symbolism of this Mexican celebration, pupils will also know how to improve observational drawing and painting technique.

Skills developed:

Collage technique
Relief printmaking skills
Reflecting on and evaluating own work
Measuring proportions (using ruler)
Digital skills: Research, editing and presenting information digitally.

Term Three/Module Three

Topic: Under the Sea

Knowledge and Experiences

Pupils introduced to how artists can respond imaginatively and creatively to natural forms in the world around us. Through studying the work of the artist Vincent Scarpace, pupils will know how to create an artist research pages and paintings inspired by the artist. Pupils will learn how to develop, source and research an artist and artwork of their choice to develop their work. Using recycled materials, pupils will learn how to create a relief painting. Working in small groups, pupils will learn how to work as part of a team to create a large-scale sculpture final response.

Skills developed:

Acrylic painting techniques
Observational drawing (viewfinder)
Comparing and contrasting the work of artists
Construction drawing (3D design)
3D construction
Collaboration.

ICT & Computing

Term One- Year 7

Topic - System Security and Online Safety

Knowledge and Experiences

Examine account security, understanding the significance of robust passwords and protection against viruses. Explore the distinction between cloud computing and local server accounts, providing insights into data storage options. Effective email communication, focusing on netiquette and the identification and avoidance of phishing scams. Investigate online dangers including data privacy, managing online reputation, recognizing and reporting grooming behaviours, and adhering to the SMART rules for responsible internet use.

Skills developed

Be able to create, save and edit a variety of file types, and manage the organisation of these files into relevant folder structures. Extend research skills, with an emphasis on the integrity of data—identifying accuracy, completeness, consistency, and validity of information online. Learn to design and create digital products that effectively communicate information to a target audience, with the specific purpose online safety. The practical application of these skills is reinforced through the use of various platforms, including Microsoft Outlook for Email, Google Slides for digital presentations, Google Docs for word processing, Google Drive and Microsoft Explorer for efficient work organisation, Canva for the presentation of printed materials, and Adobe Premier Rush for video editing.

Term Two – Year 7

Topic - Graphics and Sensors

Knowledge and Experiences

Explore digital graphics editing techniques. Understand the application of sensors and actuators to enable autonomous vehicles to interact with the world around them. Blend graphics creativity with scientific inquiry, providing a learning experience that sparks curiosity and nurtures valuable skills in digital design and scientific exploration.

Skills developed

Use graphics editing applications to design a space rover, selecting appropriate sensors and actuators for space exploration. Develop graphic design proficiency using Adobe Photoshop.

Term Three – Year 7

Topic – Computational Thinking

Knowledge and Experiences

Examine algorithms and programming concepts, with a specific focus on sequencing, iteration, pattern recognition, and controls. Consider fundamentals of coding; understanding of how algorithms drive digital processes. Apply problem solving to design and create a space adventure game, incorporating their space rover.

Skills developed

Develop programming skills, using Scratch. Design and programme an engaging space game incorporating own space rover design. Implementation of condition statements for decision-making algorithms, the identification of repeated patterns, and the use of loops to create concise and efficient algorithms. Consolidate knowledge of computational thinking to programme drones (autonomous vehicle), applying coding expertise to real-world scenarios.

Design and Technology

Product Design – Year 7

Topic: Desk Organiser

Knowledge and Experiences:

Introduction into a workshop and the working practices within. Pupils complete a research task looking specifically at plastics and the properties and categories within. Pupils will demonstrate the ability to produce a Design Specification while paying careful consideration to the users' needs and wants. This is then used to create design ideas and later a final concept which will be manufactured. Pupils use hand tools and basic workshop machinery to create their designs using acrylic plastic and pine wood. To complete the rotation, pupils evaluate their product and project, reflecting on the rotation as a whole.

Skills developed:

Researching of material properties and uses, with particular reference towards plastics. Using the needs and wants of the consumer to create a list of design specifications for their product. Problem solving to create concept that will meet the previously set criteria. This includes both 3D and 2D drawings to follow the iterative process to develop a successful solution. Colour rendering is also used to show the depth and texture of the materials alongside annotation to fully describe the various areas of the design. Card modelling is used to create a prototype of the final design. When manufacturing the pupils use hand files and abrasive paper to edge treat their acrylic pieces. Coping saw used to cut the design out of the acrylic. Pillar drill is used to drill holes within the acrylic sections and within the pine sections. Pupils then use the strip heater to bend sections of their acrylic to achieve the desired product. Evaluating on the project is the final step where pupils offer 3D drawings of alternative improvements.

CAD CAM Year 7:

Topic – Ruler Design

Knowledge and Experiences

Explaining the Laser Cutter Device, how it works and its limitations. Designing a product by using own ideas, current existing products and specification requirements to develop an outcome. Experience development of ideas using the iterative process with designs, prototype's and Design software for a final physical prototype. In this process we will consider how to minimise the impact on the environment and society with design proposals. By combining component parts, materials and processes to achieve functionality and effectiveness for the desired outcome.

Skills developed:

Researching around product identification and needs of themselves. Using the iterative process in both line 3D drawing of designs, Card design of prototype's, together with annotation of all design ideas to justify decisions made. Using 2D software to electronically produce the final prototype design. Make use of technology to transfer designs into a folder area for final prototype production. For a specification to be designed for the product, and then used for the evaluation of effectiveness of the design once finalised. To follow advice for the design software to establish a correct sized ruler measuring in cm.

Food Technology – Year 7

Topic: Hygiene and Safety within the Kitchen, Nutrition and the Eatwell Guide, Developing Practical Skills.

Knowledge and Experiences:

Pupils will demonstrate full knowledge of safety principles when preparing, storing and cooking food. Pupils will be able to follow a recipe with great accuracy and complete the making of a variety of dishes in a logical order. Pupils will also be able to show great independence and be able to support others during practical lessons. Pupils will be able to cook a repertoire dishes so that they are able to feed themselves and others a healthy and varied diet. Pupils will be able to understand and apply the principles of nutrition and health. Students will understand the relationship between diet, nutrition and health, focusing on the Eatwell Guide and eight tips for healthy eating. Pupils will understand the importance of breakfast and how nutrients will impact the body.

Skills developed:

Prepare and cook dishes, taste food and perform investigations hygienically and safely.

Apply knowledge of food science in a practical and meaningful way.

Develop numeracy skills by measuring and weighing.

Development of oracy skills through teamwork during practical lessons.

Technical understanding of terms that students are able to discuss enzymic browning and be able to describe this as oxidation and what can be done to avoid it.

With increasing confidence, students will be able to competently use knife skills including the 'Bridge' and 'Claw' hold in order to use sharp knives safely and accurately.

Developing key vocabulary e.g. enzymic browning, oxidation.

Communication and listening skills through peer and self-assessment.

Developing and improving independence and confidence in their own skills.

Product Design – Year 7

Topic- Remote operations

Knowledge and experiences

Pupils explore different engineering sectors, types of motion, and linkage mechanisms. They engage in hands-on activities to generate, develop, and prototype design ideas using both hand tools and machines. Through a structured process, students refine their creations, emphasizing critical evaluation of functionality and usability. This project aims to instil a passion for innovation, honing problem-solving skills and fostering curiosity.

Skills:

Pupils will acquire a diverse set of skills. Understanding the basics of engineering principles and their application in product design. Generating and developing innovative ideas while considering user needs and constraints. Tackling challenges and finding solutions through iterative design and prototyping. Learning about different types of motion, linkage mechanisms, and their practical applications. Developing proficiency in using hand tools and machines for fabrication and assembly. Evaluating designs for functionality, usability, and efficiency, and making informed decisions for improvement. Working effectively in teams to design, and prototype solutions. These skills not only enhance their understanding of engineering concepts but also foster creativity, critical thinking, and teamwork abilities essential for success in various fields.

Geography

Our Vision:

Our learners are curious, informed and confident global citizens, who can apply their God given talents, skills and conceptual understanding to the world around them

Year 7 - Module One

Topic: Welcome to Geography

Knowledge and Experiences:

Learners can define Geography, ask & answer geographical questions and identify key concepts in Geography. Learners can identify human and physical features of a place and apply this to their own experiences.

Skills developed:

Literacy
Communication
Questioning
Personal Effectiveness

Year 7 - Module Two

Topic: Awesome Oceans

Knowledge and Experiences

Learners can locate and become informed about the 5 oceans. They can describe why oceans are important and examine the problems facing our oceans, such as plastic pollution. Learners can define a coral reef, locate coral reefs on a global scale and explain why they are found in these places. Learners can examine reasons why coral reefs are important, and categorise these reasons as social, economic & environmental. Learners can describe threats to coral reefs, explain the impact of these threats and examine ways coral reefs can be protected. Real life context is provided with a focused study of The Great Barrier Reef in Australia.

Skills developed

Numeracy – pie chart & percentages
Literacy – class reading & writing
Critical thinking and problem solving
Map skills
Personal Effectiveness

Year 7 - Module Three

Topic: The Coastal Zone

Knowledge and Experiences

Learners can understand what is meant by the coast, identify different coastal environments and describe the formation of waves. They can identify coastal processes, including the four processes of erosion and longshore drift. Learners can identify coastal landforms and describe their formation. They will examine why the Welsh coastline is important, identify human & physical features of the Welsh coastline and locate these on a map. Learners can explain and evaluate a range of coastal management strategies.

Skills developed

Literacy
Evaluation
Map skills – grid references
Personal Effectiveness
Digital Competency – Planet Planners

Year 7 - Module Four

Topic: Geographic Enquiry - Does environmental quality vary around the school site?

Knowledge and Experiences

Learners will develop their understanding of the enquiry process. They can identify an enquiry question, design a data collection method and complete a risk assessment. They can assess the environmental quality in different locations, whilst developing teamwork skills. Learners can process data into a table, construct a radar chart and analyse data and graphs. Learners can reach a conclusion in response to an enquiry question, evaluate the strengths and weaknesses of an enquiry and suggest improvements for the enquiry.

Skills developed

Literacy
Numeracy – collecting, processing and analysing data. Radar charts.
Evaluation
Formulate research questions, and to collect, manipulate and present data.
Personal Effectiveness
Planning and Organising

Year 7 - Module Five

Topic: Wonderful Wales

Knowledge and Experiences

Learners can identify the 7 continents, understand longitude and latitude and use direction to locate places in Wales. They can identify human and physical features of Wales and use grid references to locate places in Wales. Learners can locate important landscapes on a map of Wales and use an Atlas to annotate information about each landscape. They can describe the census, plot population data on a graph and apply their numeracy skills. Learners can define population density, construct a choropleth map and describe population density in Wales.

Skills developed

Literacy

Numeracy – line graph, analysing data

Map skills – direction, grid references, atlas skills, choropleth maps

Personal Effectiveness

Year 7 - Module Six

Topic: Rainforests

Knowledge and Experiences

Learners can describe the location of tropical rainforests, describe the structure of a rainforest and describe the climate of a tropical rainforest. They can identify key features of a climate graph, construct a climate graph and analyse a climate graph. They can explain how plants and animals have adapted to survive in a tropical rainforest. Learners will have the opportunity to meet some real rainforest animals during Rainforest Day. They can explain the goods and services which tropical rainforests provide. Learners can explain the causes and effects of rainforest destruction. They can describe the meaning of sustainability and evaluate strategies to protect tropical rainforests.

Skills developed

Literacy

Numeracy – climate graph, analysing data

Map skills – describing distribution

Personal Effectiveness

History

Year 7 - Module One

Topic: What is History?

Knowledge and Experiences:

Learners will develop an appreciation of the nature of history and the skills required to study the past effectively. Learners will explore and debate a variety of 'Big Questions', like 'Is it really possible to know what happened in the past?' and will start to question the usefulness and reliability of evidence. Chronological awareness will also be developed to enable learners to be able to put events studied into historical context.

Skills developed:

Literacy – reading, writing and oracy Critical thinking Numeracy

Year 7 - Module Two

Topic: Historical Enquiry – 'The Skeletons in the Field'

Knowledge and Experiences:

Learners will utilise the skills developed in Module One to conduct their first historical enquiry. This investigation will focus on the mystery surrounding the discovery of ancient bones found in Riccall, North Yorkshire. Learners will generate their own enquiry questions and will form hypotheses based on the available evidence. As they progress through the historical enquiry, learners will be required to analyse and make judgements on the reliability of the evidence consulted. The final product of the enquiry will take the form of an extended piece of writing.

Skills developed:

Literacy – reading and writing Critical thinking and problem solving Personal effectiveness

Year 7 - Module Three

Topic: Why was 1066 such an important year in history?

Knowledge and Experiences:

In this module, learners will get the opportunity to investigate a series of significant events that took place in the year 1066. The nature of governance at this time will be discussed and pupils will make judgements on who had the best claim to the English throne. The causes, events and consequences of key battles will be explored through examination of a variety of contemporary texts. The module will end with learners exploring the issues the new king faced and will examine the impact his 'solutions' had on the country.

Skills developed:

Literacy – reading and writing Creativity Critical thinking

Year 7 - Module Four

Topic: What impact did the Norman invasion have on Wales?

Knowledge and Experiences:

This module explores the impact the Norman invasion had on Wales. It's been claimed that Wales is one of the most castellated lands on Earth, with Medieval estimates suggesting that there was one castle for every 12 square miles. Learners will examine the reasons for the creation and proliferation of castles in Wales and will evaluate the strengths and weaknesses of castle designs. Learners will also assess the extent of the Norman occupancy in Wales and will study examples of Welsh resistance.

Skills developed:

Literacy – reading and writing Numeracy Creativity

Year 7 - Module Five

Topic: What was 'The Great Pestilence?'

Knowledge and Experiences:

In this module, learners will study the pandemic that plagued Europe from 1346-1353. The causes, symptoms and consequences of 'The Great Pestilence' will be explored through examination of contemporary and modern texts. Learners will evaluate the effect this event had on the 'Feudal System' in Britain and will consider its wider impact on Europe. Parallels will be drawn with recent events, with learners comparing Medieval and Modern reactions to public health crises. Learners will develop their digital competency skills by creating an infographic on the topic.

Skills developed:

Literacy – reading, writing and oracy Digital competency Numeracy

International Languages

Term One/Module One
Topic: All about me

Knowledge and Experiences
In this unit students build upon their existing knowledge and hone their skills in French. Throughout this unit, students will delve into the art of introducing themselves, mastering key information such as age, birthday, and family details. Engaging discussions will revolve around various sporting activities, allowing students to express their justified opinions and delve deeper into the rich tapestry of French culture.

Skills developed
During the first term, our primary emphasis will be on Oracy, prioritising the development of a strong connection between speech and spelling, as well as fostering a comprehensive grasp of phonemes. Additionally, we will delve into a variety of essential grammatical terms, establishing connections with both Welsh and English languages to ensure students acquire a solid understanding of fundamental grammatical concepts.

Term Two/Module Two
Topic: My hobbies

Knowledge and Experiences
In this unit, students will explore their leisure activities, expanding upon their previous term's learning. They will articulate detailed and justified opinions on literature, cinema, and television, drawing from their prior knowledge. Additionally, students will engage in discussions about online pursuits, examining the implications of social media through an updated rendition of "Chicken Little" in French, thereby broadening their understanding of contemporary digital culture.

Skills developed
Pupils will develop their confidence in speaking, listening, reading and writing through a variety of engaging activities. They will learn how to form the present tense of key verbs and how to use negatives. They will also develop their digital competency by showing an awareness of the disadvantages of social media.

Term Three/Module Three
Topic: Festivals and celebrations

Knowledge and Experiences

Students will deepen their comprehension of Wales and the world by examining and contrasting Welsh and French festivals and traditions. Throughout this unit, they will explore diverse cultural celebrations, such as Bastille Day, La Fête de la Musique, and Mardi Gras, fostering an appreciation for cultural diversity and the celebration of different traditions.

Skills developed

Students will grasp the significance of Wales on the global stage and the importance of the Welsh language abroad through an exploration of events such as the Festival Interceltique and the international Eisteddfod in Llangollen. Additionally, they will showcase their comprehension of healthy living by delving into the theme of food and drink

Music

Term One/Module One
Topic: Welsh Music
Knowledge and Experiences: This first topic includes an introduction to the elements of music, singing, rhythm work, note reading, general musicianship, learning to play the keyboard and playing a variety of songs of different genres and styles associated with Wales and famous Welsh musicians on the keyboard.
Skills developed: Singing, rhythm work, note reading, performing, appraising, literacy skills, playing the keyboard, ability to work independently when practising on the keyboard, knowledge of Welsh music and musicians.

Term Two/Module Two
Topic: Graphic Score Composition to the story The Deserted House & Instruments of the Orchestra
Knowledge and Experiences: Year 7 start this term by learning about graphic score and graphic notation and then in pairs compose music to the story The Deserted House using the keyboards. Year 7 use graphic notation to write the music down on their own graphic score. In the second half of this term, Year 7 learn about the Instruments of the Orchestra in detail through listening activities.
Skills developed: literacy skills, general musicianship, teamwork when composing in pairs, composing music to represent a story, using graphic notation which helps to develop their artistic skills as well as creativity and imagination, appraising, performing when performing their compositions for their assessment, identifying instruments of the orchestra, Western Classical Music.

Term Three/Module Three
Topic: Ukulele & Samba
Knowledge and Experiences: Year 7 learn to play a variety of engaging songs on the ukulele. Basic chords are taught and pupils play these chords in different songs along to backing tracks. Year 7 also learn about Brazilian samba music and instruments and also learn to play the samba instruments as part of a whole class samba band.
Skills developed: performing, singing, appraising, teamwork, ensemble skills, call and response performing and composition.

Term Four/Module Four
Topic: Film Music / Keyboard
Knowledge and Experiences: Year 8 learn about the leitmotif in film music. Pupils learn to play a variety of famous leitmotifs on the keyboard and also complete Listening Tasks on these leitmotifs. Year 8 then compose their own short leitmotif on the keyboard. Year 8 further develop their note reading and general musicianship when completing this module of work building on their experiences in Year 7.

Skills developed: performing, composing, appraising, literacy, note reading and general musicianship.

Physical Education

Module One

Topic - Year 7 – Knowledge & Understanding

Knowledge and Experiences

Students will:

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- understand what is meant by the term 'fitness' and understand its importance in PE, sport and everyday life.
- gain an insight to and an understanding of the benefits that PE can have on their physical health.
- gain an insight to and an understanding of the benefits that PE can have on their mental & emotional health.
- gain an insight to and an understanding of the benefits that PE can have on their social health and well-being, in and out of school.

Skills developed

1. PE, Sports and Physical Activity
2. Fitness
3. Physical Benefits
4. Mental Benefits
5. Social Benefits
6. Emotions and Activity

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

Module Two
Topic – Year 7 - Movement Competence

Knowledge and Experiences

Students will:

- understand how PE can develop their competence across a variety of activities.
- understand the difference between skills and techniques and how they apply to PE.
- have the opportunity to explore the concept of practice and how it can support learning and development in PE.
- learn how to analyse performance in order to provide meaningful and constructive feedback to improve competence in others.
- receive feedback and be tasked with acting on that feedback to demonstrate progress.
- understand the term performance in relation to PE and demonstrating competence.

Skills developed

1. Competence
2. Practice
3. Skills & Techniques
4. Providing Feedback
5. Acting on Feedback
6. Performance

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

Module Three
Topic – Year 7 - Confidence

Knowledge and Experiences

Students will:

- understand what confidence is and work on building and improving confidence through participation in Sport and Physical Activity.
- understand what is meant by the term ‘attitudes’ and demonstrate and understanding of how attitudes can have an impact on all challenges faced.
- gain an understanding of positive approaches to PE to ensure they get the most from their curriculum.
- gain insight and understanding to the term comfort zones. They will analyse what they deem to be their own comfort zones and consider the advantages of pushing themselves out of these zones.
- understand the term 'failure' and analyse the role it has in learning in day-to-day experiences and in sport.
- gain insight and understanding to the concept of growth mindset and how it is demonstrated in PE and beyond.

Skills developed

1. Confidence
2. Attitudes
3. Positive approaches to PE
4. Comfort Zones
5. Failure
6. Growth Mindset

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.

Module Four
Topic – Year 7 - Motivation

Knowledge and Experiences

Students will:

- have an understanding of intrinsic motivation and the positive benefits of being intrinsically motivated.
- gain an understanding of extrinsic motivation and the positive benefits of being extrinsically motivated.
- continue to develop and demonstrate the tools required to set meaningful and impactful goals (student determined).
- have an opportunity to celebrate progression, over outcome and reflect on how this is transferable in other aspects of their lives.
- understand what persistence is and demonstrate it when faced with a challenge.
- reflect on prior learning from 'persistence' and understand the meaning of the term determination and how to demonstrate it.

Skills developed

1. Intrinsic Motivation
2. Extrinsic Motivation
3. Setting Goals
4. Celebrate Progress
5. Persistence
6. Determination

The themes above will be explored through a variety of activities including: Multiskills using a variety of health and skill components, net wall activities, invasion games, striking and fielding and exploring a range of health benefit activities.