



**GEORGE
SPENCER
ACADEMY**

Our Year 7 Curriculum

A guide for parents and students

ETHOS OF EXCELLENCE

An introduction to our Year 7 Curriculum

Welcome to our Year 7 Curriculum booklet and thank you for taking the time to read and engage with this information.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your children with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their children by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Growth lessons and Form time learning on topics such as Personal Development, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A one-page curriculum summary with half-termly topics and allocated teaching hours in each subject;
- 'Read, watch and visit' suggestions to extend students' learning in each subject;
- A calendar of key curriculum dates;
- A page for each subject which includes a 'Big Ideas' overview, half-termly topics, links between and within subjects, skills and key questions for discussion, plus information on how students will be assessed.

If you have any queries regarding our Year 7 curriculum, please contact Mr T.Kitson at tkitson@george-spencer.notts.sch.uk. This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

Year 7 Curriculum on one page

		HT1	HT2	HT3	HT4	HT5	HT6
Core subjects	English 3.5 hours a week	The Bone Sparrow	The Bone Sparrow	Tales of Crime and Mystery; Myths	Tales of Crime and Mystery; Myths	A Midsummer Night's Dream	A Midsummer Night's Dream
	Maths 3.5 hours a week	Place value and decimals Directed number	Order of operations Number properties Fractions	Fractions Perimeter Rounding	Algebra Equations Area	Sequences Angles Bearings	Angles reasoning Measures Coordinates and Graphs
	Science 3 hours a week	Introduction to Science Particles Forces	Cells Pressure Tissues and organs	Elements, compounds and mixtures	Electricity Magnets and magnetism	Nutrition and digestion	STEM project
	PE 2 hours a week	Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, OAA, Hockey, Handball, Lacrosse.				Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
MFL	Languages 3 hours a week	Introductions Descriptions	Family and descriptions	Free time	Introductions Descriptions	Family and descriptions	Free time
Social Sciences	Geography 1 hour a week	Our Diverse World	Our Diverse World; Our Green World	Our Green World	Our Unequal World	Our Unequal World; Africa	Africa
	History 1 hour a week	Iron Age to Alfred; The Normans	The Normans; King John	King John; The Black Death	The Medieval World	The Tudors	The Tudors
	Philosophy 1 hour a week	Ultimate and Big Questions of Life	Islam	Does God Exist and if so what is he like?	The life of Jesus / impact of Christianity.	Rites of Passage	Sikhism
Design and Technology	D&T and Food 2 hrs a week	Cooking and Nutrition <small>(The topics in Technology are taught as specialisms and may not be taught in this order)</small>		Product Design <small>(The topics in Technology are taught as specialisms and may not be taught in this order)</small>		Textile Design <small>(The topics in Technology are taught as specialisms and may not be taught in this order)</small>	
Creative Arts	Art 1 hour a week	Prehistoric Colour Theory	Egyptian Dot/Line/ Shape/Pattern	Roman Shape and Form	Islamic 7th Century; Basic Clay 3D skills	Medieval Figure Drawing	Renaissance Detail
	Drama 1 hour a week	Charlie and the Chocolate Factory	Ishi_ Native Americans	Drama Skills		William Towers	Advert challenge
	Music 1 hour a week	Keyboard Skills MU2 Elements & Pachelbel MU1 (Order may be reversed)		Gallery MU2 Samba MU1		Chinese Music MU2 Ukulele Skills MU1	
ICT, Business and Computing	ICT 1 hour a week	Introduction to IT & E-Safety	Using computers safely and effectively	Micro bits	PowerPoint skills	Computational thinking	Progame essentials in Scratch
	Growth 1 hour a week	GSA Core Values	Core Values Project	Health and Well-Being	Charities	Finance	Futures
	Personal Development Two 30-minute slots per week	Health and well-being	Living in the wider world	Relationships	Health and well-being	Relationships	Living in the wider world

All subjects are taught in form groups, with the exceptions of PE (which is taught in single-sex groups), Technology (which is taught in slightly smaller groups) and Maths (taught in mixed-ability groups).

Read, Watch and Visit- supporting our Year 7 Curriculum at home

Here are some suggestions to extend learning outside of the classroom in each subject. There are a lot, but even having a go at one or two each term over the course of Year 7 will help. You might try to do one for each subject, or one from each of the 'read, watch and visit' categories, or focus on the subjects that hold the most interest. So that we can keep track of participation and reward excellent effort, please log activity at: [GSA Super-Curriculum Participation Log](#)

		Read	Watch	Visit
Core subjects	English	October, October by Katya Balen	Enola Holmes (Netflix)	Shakespeare's birthplace- Stratford Upon Avon
	Maths	Murderous Maths: The Brain-Bending Basics by Kjartan Poskitt	Scary, costly and funny results of maths errors - https://www.youtube.com/watch?v=Q3GanzFA9cM -	Maths City Hands on maths puzzles based in Leeds
	Science	Science News for Students https://www.sciencenewsforstudents.org/	BBC Brian Cox's Adventures in Space and Time (on iPlayer) Brainiac series (YouTube)	National Space Centre, Leicester
	PE	'Fall off, get back on and keep going' by Claire Balding	Karate Kid (Film)	A live elite sports event
MFL	Languages	Mbappé (Ultimate Football Heroes) by Matt and Tom Oldfield	A Cat in Paris (Une vie de chat)	Bistrot Pierre Restaurant, Nottingham City Centre
		Messi (Ultimate Football Heroes) by Matt and Tom Oldfield)	The Book of Life (El Libro de la Vida)	Bar Iberico (Tapas restaurant), Nottingham City Centre
Social Sciences	Geography	If the World Were a Village by David Smith	The Boy Who Harnessed the Wind	Castleton, the Peak District
	History	Arthur and the Seeing Stone by Kevin Crossley-Holland	Robin Hood- the 1970s Disney film or the more recent Russell Crowe version- or both!	Warwick Castle (or any other medieval castle)
	Philosophy	Tales from Greek mythology- https://greektravelers.com/blog/30-of-the-most-famous-tales-from-greek-mythology	'The Miracle Maker'- film about the life of Jesus	A Christian or Islamic place of worship or attend a special service or event there.
Technology	Cooking and Nutrition	Incredible Edibles by Stefan Gates	Mary Berry Love to Cook: https://www.bbc.co.uk/iplayer/episodes/m0011h25/mary-berry-love-to-cook	Bluebells Dairy Farm
	Product Design	You can draw Tom Gates by Liz Pichon Adventures in architecture for kids by Vicky Chan	Inside the factory, BBC	Centre for Alternative Technology, Wales
	Textile Design	Weaving and knitting- https://www.bbc.co.uk/bitesize/guides/z6t26_yc/revision/2	Past and Present professionals- http://www.julieboyd.co.uk/lets-learn/past-present-professionals/	V&A Museum, London
Creative Arts	Art	Horrible Histories - The Savage Stone age. By Terry Deary and Martin Brown	Horrible Histories the movie - The Rotten Romans:The Movie, Rotten Romans	Creswell Crags, Cresswell The V&A Museum, London The Royal Armouries, Leeds Robin Hood Festival, Sherwood Forest, Edwinstowe, Mansfield
	Drama	Charlie and the Chocolate Factory by Roald Dahl	Charlie and the Chocolate Factory (any film version)	Theatre Royal, Nottingham
	Music	How is computer game music made? https://www.bbc.co.uk/programmes/articles/5FfbSHLz79_n4P6ZsMGRP3PX/how-to-compose-music-for-video-games	Deaf Percussionist Evelyn Glennie Playing the Aluphone Live at the Olympics 2012 https://youtu.be/ULjRfinS39q	Duchess Theatre, Long Eaton; Royal Centre Nottingham; Bonington Theatre, Arnold
ICT, Business and Computing	ICT	Coding for Beginners: Using Scratch - Coding for Beginners (Spiral bound) Jonathan Melmoth	Apollo 13	Legoland discovery centre- Manchester. The National Videogame Museum - sheffield

Our Year 7 Homework Offer – supporting our Year 7 Curriculum at home

Homework is an integral part of students' learning that has numerous benefits to their progress and achievement at George Spencer Academy. For example, research suggests that effective homework can have the following benefits:

- It deepens and extends students' knowledge and understanding of topics covered in class;
- It allows students to practise key skills that each subject will seek to develop as well as transferable study skills e.g. revision, quizzing, research;
- It develops key personal attributes that are vital to continued education, study and employment e.g. organisation, independence, self-motivation;

At George Spencer Academy, homework that students are set throughout the academic year will be closely linked to the curriculum maps and the topics that they will study in each subject, allowing them to know more and remember more over time.

Teachers will set homework in each subject at least **every 6 lessons*** which may take one or more of the following forms:

- Practice questions/tasks
- Structured revision tasks for tests or assessments
- Extended writing tasks
- Self-quizzing of key words or other knowledge
- Further reading
- Research tasks
- Creative tasks e.g. drawing, practising performance

*Some subjects may set homework more frequently where it supports the ongoing, lesson-by-lesson delivery of the curriculum e.g. learning new vocabulary in Languages.

Parents can support their children in the completion of homework by checking their planner to view homework that has been set and recorded, discussing and clarifying homework tasks where possible and ensuring homework is completed in a quiet environment with few distractions. These supportive steps can help to ensure that homework is valued, worthwhile and it is completed in a timely manner.

Further information regarding homework clubs and other in-school support will be available through the 'extra-curricular' section of the school website. Should you have any queries regarding specific homework tasks please contact the relevant subject teacher in the first instance.

Key dates in our Year 7 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your child is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Wednesday 13/09/23	Year 7 Information Evening
Week beginning 02/10/23	Year 7 CAT tests
Week beginning 18/12/23	Assessment point 1 information available to parents
Week beginning 25/03/24	Assessment point 2 information available to parents
Thursday 09/05/24	Year 7 Progress Meetings (P half) (Form groups APN, JSN, OWE, BWE, JTE)
Tuesday 14/05/24	Year 7 Progress Meetings (S half) (Form groups CBY, RPR, CML, JME, MRR)
Week beginning 22/07/24	Assessment point 3 information available to parents

Assessment point information is collated by teachers three times a year and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort and behaviour, any concerns over homework or deadlines, as well as a target grade and a predicted grade in each subject. The predicted grade is the GCSE grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 11. Predictions are based on teacher assessments, including in-class tests and homework pieces.

Our Year 7 English Curriculum

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches us something about the world we live in and supports both our academic achievement and our personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 7 English

Refugees, fairies, Gods and monsters: Year 7 English is jam packed with colourful characters. In this inaugural year, students will study: Shakespeare, The Bone Sparrow and Tales of Crime and Mystery. We will focus on responding to literature texts and creating our own creative and non-fiction pieces. These texts are interleaved with a breadth of poetry, non-fiction, context and short stories, designed to fully immerse us in these worlds.

Making Connections

Our Year 7 English Curriculum will build on our students' Key Stage Two experiences of analysing narratives, creating texts and writing coherently.

Our Year 7 English Curriculum will build towards an appreciation and understanding of Shakespeare, analysing literary texts in their contexts and developing the ability to both analyse and craft language effectively. These skills will be further developed in years 8 and 9, GCSE and A Level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics covered	The Bone Sparrow (TBS)	The Bone Sparrow (TBS)	Tales of Crime & Mystery. Myths and Legends	Tales of Crime and Mystery Myths and Legends	A Midsummer Night's Dream (AMSND).	A Midsummer Night's Dream (AMSND).
Knowledge	Key features of persuasive writing.	Language terminology, how to select quotes and develop inferences about characters.	Language terminology, how to select quotes and develop inferences about characters. Knowledge of Greek myths and creation stories.	How to structure effective narratives, accuracy of spelling, punctuation and grammar. Knowledge of Greek myths and creation stories.	Shakespeare's language and context. How to create effective description.	Shakespeare's language and context. Language terminology.
Skills	Transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.	Inference, language analysis, structure analysis and writing skills.	Writing a narrative. Content, organisation and technical accuracy.	Creative writing, content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.
Key questions	(TBS) What features can be used to create a persuasive speech?	(TBS) What does the writer show us about the lives of immigrants in the novel?	What are the key features of a detective story?	What do writers do to engage their readers? How do I make sure I am crafting my writing and engaging my readers?	(AMSND) How does Shakespeare create a magical setting?	(AMSND) What does the play teach us about love and relationships?
Assessment	(TBS) Persuasive Speech	(TBS) How is Subhi presented in the novel?	'Lamb to the Slaughter' - How does Roald Dahl present Mary Maloney? (extract)	Creative/Narrative Writing - Describing a mysterious setting	(AMSND) Creative Writing - Describing a Fairy	((AMSND) How is Hermia presented in the extract and across the play?
Cross Curriculum Connections		English and Spanish - creative reading and writing (word classes and using adjectives to enhance writing and comprehension)				

Any questions? Please contact Miss Cook, pcook@george-spencer.notts.sch.uk

Our Year 7 Mathematics Curriculum

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

Big Ideas in Year 7 Mathematics

Maths gives us great power in the world around us. Our Year 7 curriculum explores the foundation of mathematics, including number and algebra. Towards the latter part of the year, we look at how maths interacts with the world around us, through the use of 2D geometry and angles. This provides pupils with a strong foundation and fluency in core mathematical skills, and allows them to begin to develop a love of mathematics and problem solving.

Making Connections

Our Year 7 Mathematics Curriculum will build on skills from KS2, including basic number and angles by introducing opportunities reasoning and problem solving to deepen understanding and build links across the various branches of maths.

Our Year 7 Mathematics Curriculum will build towards developing confident mathematicians that can apply their fundamental knowledge to other branches of mathematics as they continue to explore the wide variety of mathematical topics in our curriculum.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics covered	Number	Number	Number	Algebra Geometry and Measure	Algebra Geometry and Measure	Algebra Number Ratio and Proportion
Knowledge	Place value and decimals; Ordering negative and positive numbers; Four operations with decimals and negatives	Order of operations; Special Numbers; Prime Factor Decomposition; HCF and LCM; Using fractions; Reciprocals	Four operations with fractions; Ordering fractions and decimals; Perimeter; Rounding	Algebraic convention; Substitution; Form and solve equations; Area of polygons	Sequences; Draw, measure and estimating angles; Angle facts; Bearings	Form and solve equations relating to angles; Coordinates; Use of a calculator; Measures; Conversion graphs
Skills	Place value and basic number Number properties Fractions		Algebraic notation Ordering number 2D Geometry		Using a protractor Coordinate geometry Calculator Skills	
Key questions	What is special about this number? Which of these numbers is larger? How can we compare these? What methods can I apply?		How can we write this as a maths sentence? How can we change this to something we already know?		What pattern can we see here? What happens to this angle, if I change this? How can I use my calculator here?	
Assessment	Trust assessment	Low stakes assessment	Trust assessment	Low stakes assessment	Trust assessment	Low stakes assessment
Cross Curriculum Connections						Use of a calculator links to D&T Y7 HT5&6 'Problem Solving'

Any questions? Please contact Mrs S Wilson: swilson@george-spencer.notts.sch.uk

Our Year 7 Science Curriculum

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 7 Science

The variety of life on Earth is amazing! But how similar are humans to the organisms with which we share our planet? How are the molecules that we are made from assembled, and what special properties do they have to allow us to survive, grow and develop? What is energy and how can we harness it to make our lives easier?

Making Connections

Our Year 7 Science Curriculum will build on the knowledge that students have gained from KS2 science, such as energy systems, properties of matter and the variety of living organisms, in order to understand the way in which the world around us works.

Our Year 7 Science Curriculum will build towards student using their knowledge of matter, energy, cells, organs and organ systems to be able to understand the world around them. For example, they will revisit the topics on digestion, electricity and magnets in the Autumn Term of Year 8 as part of our Spiral Curriculum. They will also develop skills which will enable them to carry out investigations safely in the laboratory.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Introduction to Science Matter Forces	Cells Pressure Forces Tissues and organs	Elements, compounds and mixtures	Electricity Magnets and magnetism	Nutrition and digestion	STEM project
Knowledge	The particulate nature of matter Atoms, elements and compounds Pure and impure substances Describing motion Forces Pressure in fluids Balanced forces Forces and Motion	Pressure in fluids Cells and organization Cells and organization The skeletal and muscular systems Gas exchange systems	Working Scientifically The particulate nature of matter Atoms, elements and compounds	Working Scientifically Current Electricity Static Electricity Magnetism	Working Scientifically Nutrition and digestion Health	Working scientifically Knowledge retrieval from prior learning Experimental skills and investigations Making predictions using scientific knowledge and understanding
Skills	Chromatography of liquids; Plan and carry out scientific enquiries to test predictions	Using an equation; Working scientifically	Use models to represent particles and changes of state	Working scientifically: drawing conclusions, identifying and classifying,	Present observations and data using appropriate methods,	Make and record observations and measurements
Key questions	How does the arrangement of solids, liquids and gases relate to their properties?	How does pressure affect solids, liquids and gases?	How are chemicals arranged, classified, and separated?	How are current, potential difference and resistance linked?	What happens in our body when we eat food?	How can an investigation be planned effectively to gather results?
Assessment	End of topic assessments					End of year assessment
Cross Curriculum Connections	Technology (analysis and evaluation) Year 7 HT2	Y8 D&T HT1 Impact of food on diet Core PE KS3 - Anatomy		Computing (KS4) Hardware / software data representation / circuits	Y9 Personal Development HT4 - Diet and Exercise Y7 - D&T - Healthy Eating Y8 - D&T HT1 Impact of food on diet Core PE KS4 - healthy Lifestyles	Year 7 human geography - graphing skills

Any questions? Please contact Mr B Walpole, bwalpole@george-spencer.notts.sch.uk

Our Year 7 PE Curriculum

The Intent of Physical Education Curriculum at George Spencer Academy is to develop Physical Education students that:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 7 PE

Have you ever wanted to participate in a new sport that you haven't had the chance to try? Throughout the year you will have the opportunity to experience a wide range of sporting activities both in timetabled lessons and extra-curricular activities.

Making Connections

Our Year 7 PE Curriculum will build on the key skills and knowledge developed during KS2 PE. Through the range of activities covered, students will develop their physical literacy as well as their understanding of the basic rules and techniques needed for each activity.

Our Year 7 PE Curriculum will build towards developing knowledge and understanding of a wide range of practical activities. Students will become proficient in the fundamental skills and techniques needed for each sport which will then be developed in Year 8.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered <small>This is a typical year. Activities and order of delivery may vary.</small>	Football Health Related Fitness	Netball Gymnastics	Basketball Dance	Rugby Badminton	Tennis Athletics	Rounders Cricket
Knowledge	Year 7 - Identify and demonstrate fundamental skills and techniques. Know and understand the basic rules of a variety of sports and anatomy.					
Skills	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
Key questions	How could you demonstrate self-discipline and responsibility in your lessons?	What skills and attributes make a successful leader?	What approach would you take if you were to encounter a challenge during the learning of a new skill?	Why is effective communication important during both team and individual sports?	How could you be an effective team player during practical activities?	Can you reflect on your own performance and then identify your own strengths and weaknesses?
Assessment	End of topic assessment.					
Cross Curriculum Connections	Links to Personal development - Developing Skills and Aspirations Y7 Links to Biology at KS3 - Year 7 - Cells, Tissues Organs & anatomy					

Any questions? Please contact Mr M Powell mpowell@george-spencer.notts.sch.uk

Our Year 7 Languages Curriculum

To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 7 Languages

The ability to communicate in a foreign language is amazing! Whether you are going on holiday, making friends with people from other countries or watching a foreign-language Netflix series, speaking another language opens your eyes and mind to different worlds. As your journey through Year 7 languages progresses, you will be able to talk about yourself and your family and friends - in both French AND Spanish!

Making Connections

Our Year 7 Languages Curriculum will build on linguistic skills and knowledge cultivated at KS2. Students will build upon their cultural awareness and expand their capability in both French and Spanish. Students' Languages journey will include expanding their vocabulary, applying grammatical knowledge and enhancing communication skills.

Our Year 7 Languages Curriculum will build towards learning and applying complex linguistic structures within real-life contexts. Topics covered in Year 7 are revisited later on in Key Stage three - *such as 'Me, My Family and Friends' in Year 9, as well as 'Free Time Activities' also in Year 9* - providing students with the opportunity to recycle grammar and vocabulary at an advanced level. Students will study a range of interesting and relevant topics to provide an insight into the language and culture of French and Spanish-speaking worlds.

	HT1	HT2	HT3	HT4	HT5	HT6
	French or Spanish- studied in sequence			French or Spanish- studied in sequence		
Topics Covered	Introductions Descriptions	Family, descriptions and school	Free time and where I live	Introductions Descriptions	Family, descriptions and school	Free time and where I live
Knowledge	<p><u>Vocabulary</u>: Numbers, months, countries, colours</p> <p><u>Grammar</u>: Present tense of 'to have', prepositions, adjectival agreement</p> <p><u>Phonics</u> - Introduction of key sounds</p>	<p><u>Vocabulary</u>: Personality adjectives, family, school subjects, numbers</p> <p><u>Grammar</u>: Present tense of verbs 'to have' and 'to be', adjectival agreement, opinion verbs, comparatives</p> <p><u>Phonics</u> - Introduction of key sounds</p>	<p><u>Vocabulary</u>: Types of house and locations, free time activities, pets</p> <p><u>Grammar</u>: Present tense of regular verbs, present tense of 'avoir', prepositions, adjectival agreement, infinitive constructions</p> <p><u>Phonics</u> - Introduction of key sounds</p>	<p><u>Vocabulary</u>: Numbers, months, countries, colours</p> <p><u>Grammar</u>: Present tense of 'to have', prepositions, adjectival agreement</p> <p><u>Phonics</u> - Introduction of key sounds</p>	<p><u>Vocabulary</u>: Personality adjectives, family, school subjects, numbers</p> <p><u>Grammar</u>: Present tense of verbs 'to have' and 'to be', adjectival agreement, opinion verbs, comparatives</p> <p><u>Phonics</u> - Introduction of key sounds</p>	<p><u>Vocabulary</u>: Types of house and locations, free time activities, pets</p> <p><u>Grammar</u>: Present tense of regular verbs, present tense of 'avoir', prepositions, adjectival agreement, infinitive constructions</p> <p><u>Phonics</u> - Introduction of key sounds</p>
Skills	<p>Pronunciation</p> <p>Identifying key grammatical points</p> <p>Literary text</p>	<p>Listening</p> <p>Writing</p> <p>Strategies for vocabulary learning</p>	<p>Verb patterns</p> <p>Speaking - extra focus on pronunciation</p> <p>Assessment technique</p>	<p>Pronunciation</p> <p>Identifying key grammatical points</p>	<p>Listening</p> <p>Writing</p> <p>Strategies for vocabulary learning</p>	<p>Verb patterns</p> <p>Speaking - extra focus on pronunciation</p> <p>Assessment technique</p>
Key questions	Can I count to 100 and recall the alphabet with accurate pronunciation?	Can I describe myself and my family and friends?	Can I talk about what I like/don't like to do in my free time and give reasons?	Can I count to 100 and recall the alphabet with accurate pronunciation?	Can I describe myself and my family and friends?	Can I talk about what I like/don't like to do in my free time and give reasons?
Assessment	1. Knowledge quiz	1. Reading, translation and grammar 2. Writing – 40-word paragraph and translation	1. Reading, translation and grammar. 2. Speaking - Conversation	1. Knowledge quiz	1. Reading, translation and grammar 2. Writing – 40-word paragraph and translation	1. Reading, translation and grammar 2. Speaking - Conversation

Any questions? Please contact Miss K. Chuter, kchuter@george-spencer.notts.sch.uk

Our Year 7 Geography Curriculum

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

Big Ideas in Year 7 Geography

The world where we live is amazingly diverse! Geography in Year 7 explores the diversity of both the human environment and physical environment - mountains, deserts, cities and towns. Having gained an overview of some key concepts, we focus on the greenest biome. Tropical rainforests have incredible biodiversity, but are also facing significant risks. Not only are our physical environments facing challenges, but citizens of our world do not all have the same quality of life, bringing plenty of challenges, particularly in the continent of Africa.

Making Connections

Our Year 7 Geography Curriculum will build on world locational knowledge and local geography from KS2 by learning about physical and human diversity across the UK and issues across the world related to ecosystems, development and poverty. Students will use their mapping skills and develop further geographical such as graphical and numerical.

Our Year 7 Geography Curriculum will build towards learning physical processes in Year 8 related to rivers, lakes, coasts, volcanoes and earthquakes and how these impact people. Having an awareness of uneven development leads to learning about urbanisation and how it varies in low income, newly emerging countries and high-income countries.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Our Diverse World	Our Diverse World; Our Green World	Our Green World	Our Unequal World	Our Unequal World; Africa	Africa
Knowledge	Location knowledge- using world biome maps to identify key physical features such as the Sahara desert, Amazon rainforest and Himalayas.	Physical geography - nutrient and water cycles in the tropical rainforest as part of interdependence.	Human geography - reasons for deforestation including economic growth and development.	Location knowledge - identifying world regions and major countries to show the pattern of global development.	Human geography - the human causes of poverty	Place knowledge- case study of the development gap in South Africa and disease in Sierra Leone
Skills	Using maps Cartographic skills	Map skills Graphical skills	Graphical skills Image interpretation	Numerical skills Using maps	Statistical skills Numerical skills	Using maps Image interpretation
Key questions	How varied is the world's human and physical environment?	How is the UK's population changing?	Why is it important to look after tropical rainforests?	Why is there so much inequality in our world?	How are people trying to reduce the development gap?	What is holding Africa back?
Assessment	Our Diverse World knowledge assessment	Our Diverse World topic assessment	Our Green World knowledge assessment	Our Green World topic assessment	Our Unequal World topic assessment	
Cross Curriculum Connections		<i>Link to Science: ecosystems</i>		<i>Link to History: transatlantic enslavement</i>	<i>Link to Music: African heritage</i>	<i>Link to MFL: francophone countries</i>

Our Year 7 History Curriculum

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

Big Ideas in Year 7 History

Invasion, Plague and beheadings; the beginnings of democracy and of the Church of England- Year 7 History is full of big stories, personalities and new ideas. We will start our chronological study from the end of the Iron Age in 40AD, focus mainly on the Middle Ages and reach the end of the Tudor period in 1603. We will broaden our perspective with a study of the Medieval World in China, the Middle East and Africa, and bring things closer to home with a project on the history of the local area. Students will be challenged to develop new skills in structuring their extended writing and their evaluation of evidence.

Making Connections

Our Year 7 History Curriculum will build on students' KS2 foundation of knowledge on Ancient Civilisations such as the Romans, Anglo-Saxons and Vikings. It will also develop existing skills in addressing historical questions about change, cause and significance.

Our Year 7 History Curriculum will build towards a Year 8 study of the beginnings of the Modern World, for example by linking Magna Carta's limitations on Medieval kingship to the rise of Parliament in the English Civil War. It also introduces the skills of structured source analysis and extended writing which will be developed through Year 8, 9 and at GCSE level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Iron Age to Alfred; The Normans	The Normans; King John	King John; The Black Death	The Medieval World	The Tudors	The Tudors
Knowledge deepened and skills developed	<u>Chronology:</u> Celts, Romans, Anglo-Saxons and Vikings <u>Similarity and Difference:</u> Celts, Romans, Anglo-Saxons and Vikings <u>Source Skills:</u> Celts, Vikings, Alfred the Great <u>Change and continuity</u> Celts, Romans, Anglo-Saxons and Vikings	<u>Significance:</u> Battle of Stamford Bridge, Battle of Hastings <u>Causation:</u> Battle of Hastings, Consequences of Hastings <u>Source Skills:</u> Castles, Consequences <u>Change and continuity</u> Consequences	<u>Interpretations:</u> Views of King John <u>Source skills:</u> Life in Medieval England <u>Causation:</u> Why did the Barons rebel? Magna Carta What was the Black Death? <u>Significance:</u> What was the Black Death	<u>Similarity/Difference:</u> How connected was Medieval World Mali/China/Baghdad <u>Source Skills:</u> Ibn Battuta Consequences (Long/Short Term) <u>Empathy/World History</u> Whole MW scheme	<u>Empathy/World History</u> Whole Scheme <u>Significance</u> Elizabeth I <u>Source Skills</u> Black Tudors, Life in Tudor England <u>Change and continuity</u> Life in Tudor England	<u>Empathy/World History</u> 'Black Tudors' lessons <u>Significance</u> Elizabeth I <u>Source Skills</u> Black Tudors, Life in Tudor England <u>Change and continuity</u> Life in Tudor England
Key questions	'The Romans were the most advanced culture before 1066'. How far do you agree?	Analyse the key events of 1066 that led to William, Duke of Normandy becoming the new King of England.	'King John is one of the worst monarchs in history'. How far do you agree?	'Medieval China was the most advanced culture in the Medieval Period'. How far do you agree?	'Elizabeth I was the most successful and important Tudor monarch'. How far do you agree?	Was the Tudor period a Golden Age?
Assessment	Timed assessment: an evaluation of different societies before 1066	Timed assessment: Explanation of how William the Conqueror became king	Timed assessment: source evaluation on King John's reputation	Timed assessment: evaluation of different Medieval societies	Timed assessment: use of primary sources	Timed assessment: use of primary sources
Cross Curriculum Connections		<ul style="list-style-type: none"> • Geography: Year 7, Term 3: India and China • PD: Year 7, Term 3 • Geography: Year 9, Term 3: Middle East place study • Philosophy: Year 8, Term 1 Introduction to World Religions (Hinduism and Judaism) • PD: Year 7, Term 3 				

Any questions? Please contact Miss Coell-Pemberton, scoell@george-spencer.notts.sch.uk

Our Year 7 Philosophy Curriculum

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

Big Ideas in Year 7 Philosophy

Can you think of an unanswerable question? How did people in the ancient world answer the mysteries of life without the scientific knowledge we have now? Why do people do that? Why do we get Christmas presents and Easter gifts? In Philosophy and Ethics you will carry on with your personal journey of understanding life a little and people a little more. You will understand that we all have different ideas and beliefs in all areas of life, but the important part is trying to understand why people have them and respecting them for it, even if they do not match our own thinking.

Making Connections

Our Year 7 Philosophy Curriculum will build on where students have learnt about different cultures in society today or in ancient civilisations in KS2.

Our Year 7 Philosophy Curriculum will build towards the understanding of other people and cultures different from our own as we will look at belief systems from around the world before then focusing on some of our own belief systems as we look at what we believe to be right and wrong in the world.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics covered	Ultimate Questions and Big Questions of Life	Islam	Does God Exist and if so what is he like?	The life of Jesus & the impact of Christianity.	Creating your own religion. Rites of Passage (Life as a journey)	Sikhism
Knowledge	What are Big Questions and the difference between them and what Ultimate Questions are?	Beliefs of Islam, Teaching ways of living (5 Pillars of Islam)	Why do people believe in God? Descriptions and beliefs of who or what God is and their characteristics.	Beliefs of Christians including - Who was Jesus? What things did he do and teach? What was his purpose? What did his life demonstrate?	Important stages of people's lives and their ways of living. To know what elements are needed to be classed as a religion.	Beliefs of Sikhism, Teaching's ways of living and values. (Five Ks of Sikhism)
Skills	Thinking and reflecting on Big Questions of life. Justifying our views. Reasoning	Understanding of how people's beliefs affect their actions. Empathy.	Questioning Understanding big concepts.	Using empathy skills Researching Using your imagination Questioning	Group work. Delivering a group or individual presentation. Reflection	Knowledge and understanding. Reflecting on different ways of living.
Key questions	What is an Ultimate Question?	How does a Muslim live out their faith?	What do I believe about there being a God?	How much do I actually know about Jesus & Christianity?	How is life like a journey?	What are the 5 Ks of Sikhism?
Assessment	Ultimate questions - assessment	Islam - knowledge assessment	Existence of God - assessment	The Life of Jesus - knowledge assessment	Rites of passage including Sikh rites of passage - Knowledge assessment	
Cross Curriculum Connections	<i>Link to Science Year 9 Autumn HT 2 - Evolution, Adaptation & Inheritance</i>	<i>Link to Geography Year 8 Summer HT 2 - Middle East</i>				<i>Link to Music Year 8 HT4 - Indian music and Bhangra</i>

Our Year 7 Technology and Food Curriculum

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding it's impact on daily life and the world around them;
- Develop the skills needed to design and make prototypes that solve real and relevant contexts;
- Benefit from the opportunity to develop creative, technical and practical expertise.

We aim to develop students of Cooking and Nutrition who:

- Gain knowledge and understanding of the importance of healthy eating and the principles of nutrition;
- Build the skills to cook a wide range of predominantly savoury dishes;
- Benefit from the opportunity to explore flavours and textures whilst using a variety of techniques and processes.

Big Ideas in Year 7 Design and Technology

Real world problems need practical minds. In Design and Technology, students develop the creative, technical and practical expertise needed to design and make prototypes to solve real and relevant contexts. Napoleon Bonaparte stated that "an army marches on its stomach". Food and our diet are so important for all of us. In Cooking and Nutrition students are taught the importance of healthy eating and the principles of nutrition. Students explore flavours and textures whilst using a variety of techniques and processes to cook a wide range of dishes.

Making Connections

Our Year 7 Design and Technology and Food Curriculum will build on and continue to develop their creativity and imagination from KS2, designing and making products and dishes that solve real and relevant problems within a variety of contexts through considering their own and others' needs, wants and values.

Our Year 7 Design and Technology and Food Curriculum build towards developing the knowledge and skills required in practical environments. Students will gain an understanding of health & safety and develop a range of practical skills using different materials, fabrics and ingredients. They will gain knowledge of design analysis and communication as well as sustainability to engage them in the world around them which they will further develop in Year 8 and beyond.

Topics Covered	Cooking and Nutrition	Product Design	Textile Design
Knowledge	Hygiene and Safety for Cooking and Nutrition Food preparation Nutrition and a balanced diet Functions of ingredients Introduction to food science Design process Planning and following a method - sequencing	Health and Safety for Product Design, Sources of materials for Product Design, Basic materials and their categorisations, Disposal of materials, Manufacturing and scales of production. Design process Introduction to the iterative design process through the design brief and specification, design communication and evaluation	Health and Safety for Textile Design, Sources of materials for Textile Design, Fibre, Yarn and Fabric, Decorative techniques, Manufacturing, Cultural awareness and introduction to branding. Design process Introduction to the iterative design process through the design brief and specification, design communication and evaluation
Skills	Hygiene and Safety practice for the Cooking and Nutrition kitchen Using basic equipment Knife skills Use of the hob, grill and oven Safe handling and preparation of food Accurate weighing and measuring Food presentation skills	Health and Safety practice for the Product Design workshop Development of basic practical skills Choosing the correct tools for certain tasks Design communication skills including: Sketching and drawing in 2D and 3D as well as rendering	Health and Safety practice for the Textile Design workshop Development of basic decorative techniques Basic construction techniques Use of tools and equipment - hand tools Manufacturing skills - use of the sewing machine and overlocker
Key questions	What makes a healthy diet?	Where do products come from and how are they made? How can I be safe in the Design and Technology workshop?	What are fabrics and fibres? What are decorative techniques?
Assessment	Practical skills / Written assessment on healthy eating guidelines, scone planning, food science investigation and an end of topic test.	Practical skills including manufacture of the polymer key fob, timber jointed snake and design/modeling aspects of the chair as well as the end of topic test.	Practical skills including initial stitch samples, block print / tie dye or batik samples. Written assessment of planning manufacture. Final manufactured mascot and an end of topic test
Cross Curriculum Connections	Science: HT5 Nutrition & digestion Growth: HT3 health and wellbeing H&S - Factors affecting growth	Maths:Yr 8 HT3 - Properties of 2D shapes and representations of 3D shapes ICT: HT2 Input and output devices. Physics: HT1 Forces and Motions.	Art: HT1 Drawing skills: shape and tone, colour blending colour theory. Maths: HT 1-6 Problem solving.

Our Year 7 Art Curriculum

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 7 Art

Art that makes us think, colour theory, mark-making and drawing skills. Year 7 Art is designed to make students question the work they see and think about deeper meanings behind images. Why do artists use the colours they do? Why do artists make the marks they do? Why do they make the art? What's the point? This year is about getting the basics right and starting to ask big questions.

Making Connections

Our Year 7 Art curriculum will build on students KS2 experience. Recapping and embedding basics such as colour theory, studying the work of artists and using basic media.

Our Year 7 Art curriculum will build towards students gaining more depth of the formal elements of Art in Year 8 and 9, for example, students will also begin their journey through key artistic movements, beginning with prehistoric art and ending with more modern art movements like photorealism in Year 9.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Art Period - Prehistoric Key Concept - Colour Theory	Art Period - Egyptian Key Concept - Dot/Line/Shape/Pattern	Art Period - Roman Key Concept - Shape and Form	Art Period - Islamic 7th Century Key Concept - Basic Clay 3D skills	Art Period - Medieval Key Concept - Figure Drawing	Art Period - Renaissance Key Concept - Detail
Knowledge	Prehistoric art -How paint is made -Why paintings were created Colour themes -hot/cold -tints/shades -harmonious -complementary Paint mixing	Egyptian art -Features -hieroglyphics Types of pencil Pencil hold/grip Different weight of line	Roman art - Roman arts move towards Realism and perfection. - Pompeii Shape: - Light and Shadow. - Gradients - The make-up of a shadow. - Positive and negative space.	Islamic art - Why Islamic art is dominated by patterns? Clay -Working with clay -Properties of clay -Ways to attach clay	Medieval art - Bayeux Tapestry. - The lost work of the dark ages. Figure Drawing: - Basic human proportion.	Renaissance Art - Why did the Renaissance happen? Colour Pencil - Colour Layering - Burnishing
Skills	Colour theory Colour Mixing - Using colour themes. Creating tints and shades.	Dot/Line/Shape/Pattern Sketching and drawing outlines. Creating and drawing shapes. Creating a repeat pattern.	Shape and Form Contour Lines The elements of a shadow. Replicating Light and Shade	Basic Clay 3D skills Rolling out and using Clay How to prepare clay for the kiln. Attaching shapes/marks	Figure Drawing Human proportion. Figure poses. Basic human Features	Detail Creating Gradients Colour pencil Creating Texture
Key questions	Where did colour in art come from?	How much can you do with a line?	How do you make things look 3d?	How do you stop clay from exploding?	How do you draw figures in proportion?	How do you capture more complex detail?
Assessment	Colour Theme Watercolour Study	Egyptian Sarcophagus	Fruit Bowl Drawing	Clay Patterned Tile	Marginalia Study	Pre Raphaelite artists section study
Cross Curriculum Connections	Science - Year 8 - Half Term 5 - Light and Sound D&T - Textiles Y7 decorative techniques - colour blending	Maths - Y8 - HT4 - Symmetry D&T Product Design Y7 - Sketching and drawing	History - Roman Britain - Year 7 HT1	Science - Year 7 - HT1 Particles	History - The Norman Conquest Y7 HT2 History - Medieval Life Y7 HT3	

Our Year 7 Drama Curriculum

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches;
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self-confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation;
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

Big Ideas in Year 7 Drama

"There are two educations. One should teach us how to make a living and the other how to live". In Year 7 as you discover Drama as a subject in its own right, you will explore the building bricks for creating drama and performing. You will develop your communication, independence and teamwork skills and well create and perform characters which encourage you to reflect on human behaviours. All that, before you try your hand at the next successful Dragon's Den Pitch

Making Connections

Our Year 7 Drama Curriculum is the beginning of the academic approach to Drama as a subject in its own right. Drama is not taught at KS2 level therefore this will be the first delivery of Drama as a curriculum subject building on any KS2 or production experiences students may have.

Our Year 7 Drama Curriculum will build towards an increasing technical Drama and theatre language which is used by students during the devising process. An increased understanding of Drama conventions and styles which are applied to performance work whilst continuing to build on confidence and self-awareness.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Charlie and the Chocolate Factory	Ishi Native Americans	Drama Skills		William Towers	Advert challenge
Knowledge	Drama conventions Including freeze frame, mime and through tracks Character creation	Native American culture Drama conventions including freeze frame, mime and through tracks Character creation. Teacher in Role experience. Performance skills experience	Drama conventions including freeze frame, mime and through tracks Understanding how to improvise Character creation and development How to present and perform with confidence Developing use and understanding of production components such as lighting How to use the lighting board		Victorian era Historical context as stimuli Key Drama conventions revisited Using historical documents for research How to present and perform with confidence	Key Drama conventions How to present and perform with confidence Different presentation formats Creative thinking
Skills	Introduction to Drama as a subject. Basic Drama conventions and skills will be taught using 'Charlie and the Chocolate Factory' as inspiration.	Cultural/Historical topic, developing realistic characters and empathetic skills - Students will also develop writing in role skill.	Development of naturalistic Acting/Presentation skills. A focus on Improvisation skills, confidence building and character development.		Exploring characters from the Victorian period. Historical research into a true story, then use drama skills in an empathetic performance.	Creative thinking, Performance confidence pulling together skills used across the year.
Key questions	How can we portray stereotypical characters?	How can we portray Native American life?	How can we develop our characters?	How can we improvise successfully?	How can we portray different aspects of Victorian life?	How can you create and sell a product successfully?
Assessment	Initial performance skills assessment.	Performance assessment on developing performance skills.	In class mini assessments throughout the module on each key Drama Skill studied.		Empathetic performance-based assessment	Assessment of creative design and marketing campaign.
Cross Curriculum Connections	MUSIC - YR7 HT 3 Body Percussion and Poetry				HISTORY - YR8 HT3 Crime and punishment	DT - YR 8 Problem solving

Any questions? Please contact Miss Skitt, nskitt@george-spencer.notts.sch.uk

Our Year 7 Music Curriculum

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities;
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom;
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

Big Ideas in Year 7 Music

How do I play the Ukulele? What's a chord? How do I change strumming patterns and how does this enhance the performance of a song? Practical experiences and music from other cultures, help students to understand the value of music and the meaning and relevance it has in different societies. Music is all around us and is a language in its own right. We will become great communicators through music, as well as becoming confident Composers, Performers and Listeners.

Making Connections

Our Year 7 Music Curriculum will build on the skills and knowledge learnt at KS2. Students will have explored the Instruments of the Orchestra and basic musical elements, as well as participating in whole-class singing.

Our Year 7 Music Curriculum will build towards students becoming competent performers, composers and listeners of Music in Year 8. Students will develop skills using a variety of instruments in Year 7 including Percussion, voices, keyboards and Ukuleles. This will allow for more instrument choices in Years 8 and 9.

	HT1 & 2		HT3 & 4		HT5 & 6	
Topics Covered	Keyboard Skills	Elements & Pachelbel	Gallery	Samba	Chinese Music	Ukulele Skills
Knowledge	Introduction of the keyboard and its functions. Music notation and rhythm values. How to compose How to perform	Introduction to percussion instruments How to compose How to perform as a group	How to compose Listening and analysing music for musical features and structures	Cultural context as stimuli Percussion instruments How to compose How to perform	Cultural context as stimuli Music notation and rhythm values. How to perform How to play chords	Popular music culture as stimuli Introduction to string instruments How to play chords
Skills	Introduction to the keyboard and its functions. Basic music notation and rhythm values. Elements of composition & Performance	Introduction to Key Elements through ensemble performing. . Students will use percussion: tuned & untuned.	Listening and Composition based on Mussorgsky's 'Pictures at an Exhibition' Chord & Melody Construction.	Performing melody and chords on a keyboard as solo, pairs & whole-class ensemble.	Percussion-based rhythm & Structure Performance & Composition. Understanding Samba and its origins/context.	Introduction to the ukulele, its role in Popular Culture and tuning; Basic, standard and extended chords.
Key questions	Why do we use written musical notation for some styles of music and not others?	Why do we consider the musical elements when working as an ensemble?	What do we mean by the term 'Programme Music'?	Chinese Music uses a series of Pentatonic scales. What do we mean by this?	In which country did Samba Music originate and where are its musical roots?	How do I tune the ukulele? What is the role of the ukulele in popular music?
Assessment	Skills Booklet; practical performance	Listening & Ensemble Performance.	Composition assessment in pairs.	Listening & keyboard performance.	Percussion performance within a group.	Listening & solo performance.
Cross Curriculum Connections			Drama: Y7 Term 2: Christmas Carol			

Any questions? Please contact Mrs Brown, jbrown@george-spencer.notts.sch.uk

Our Year 7 Computing Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- are prepared for the demands of Computing and IT in the world today;
- benefit from a programme that supports progression into GCSE work while also incorporating wider skills and context to prepare for the world of work;
- develop a love for the subject that is embedded into each and every one of our students' lives on a day-to-day basis.

Big Ideas in Year 7 ICT

In year 7 we will give students the opportunity to develop key skills in the use of computers and delve into the history of computing through the ages. We will broaden our understanding of what computers are and develop creative skills by creating content using photo editors and games development software.

Making Connections

Our Year 7 ICT Curriculum will build on core IT skills with the use of professional software such as Photoshop and power point, in doing so they will improve their fine motor skills to enable them to use computers more efficiently. They will also be developing algorithms using the some of the core constructs of programming.

Our Year 7 ICT Curriculum will build towards a higher understanding networking basics from topologies to the internet, developing applications using sequence, selection and iteration and modelling data to communicate and present it better in spreadsheets. By beginning in this way, we will have a fantastic base to develop key skills for the future educational needs of our students.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Introduction to IT	Using computers safely and effectively	Micro bits	PowerPoint skills	Computational thinking	Scratch
Knowledge	Introduction to IT systems Uses of Software Correct use of email	Explain how to stay safe online Recognise social media safety	Recognise the key elements of a flowchart Identify the key parts of a micro bit program	Appropriate uses of PPT Recognise appropriate animations, transitions to use for a given purpose	How logic is used What an algorithm is Know the difference between lossy and lossless compression How abstractions are used How decomposition can be used to break down problems Recognise logical questions	Promote computational thinking and problem-solving skills; creative teaching and learning; self-expression and collaboration; and equity in computing. Sequencing Variables Selection Operators Count-controlled iteration
Skills	Introduction to IT systems Software Online safety	File management social networking Keeping your data safe Using email Searching the web	Flowcharts Understanding Control Systems using a Micro bit	User interface design	Logical thinking Logic gates Algorithmic thinking Abstraction Decomposition	Programming and sequencing of instructions
Key questions	Some equipment is described as 'Digital'. This means	How do we ensemble ourselves to stay safe online?	How can you use a flowchart to plan a control system?	What is the 5 by 5 rule in PowerPoint?	What do we mean by decomposition?	What are Boolean operators and how would you use them in a program you might create?
Assessment	Pre assessment	End of term assessment	Pre assessment	End of term assessment	Pre/Post assessment	End of term assessment
Cross Curriculum Connections	E-Safety - Links to Y8 Personal Development HT3/4 where students learn about forming respectful relationships and about bullying (cyberbullying link)				Programming - Links to Y8 D&T HT3/4 (Apply computing and use electronics to embed intelligence in products that respond to inputs, and control outputs, using programmable components)	

Any questions? Please contact Miss H Whalley: hwhalley@george-spencer.notts.sch.uk

Our Year 7 Growth Curriculum

We aim to develop students who:

- Use Growth lessons to enhance knowledge and understanding of the key skills required in lifelong learning;
- Develop a range of life and employability skills in order to be effective global citizens;
- Benefit from opportunities to explore independent learning that is transferable to everyday life.

Big Ideas in Year 7 Growth

Growth provides students with the foundation of skills that they can build into their life, in and outside of school. It introduces our school ethos, provides students with the opportunity to demonstrate and learn how to utilise key skills. It focuses on developing students into confident learners ready to embark on their education.

Making Connections

Our Year 7 Growth Curriculum will build on developing an understanding of the world around us, our skills and how they can be transferred across other subjects. Students will have the opportunity to build relationships with peers by working on small projects throughout the year.

Our Year 7 Growth Curriculum will build towards developing individuals so that they are equipped with an understanding of the key skills needed in everyday life. They will build on this knowledge in Year 8, looking at strategies to assist in leading a healthy lifestyle and to get the best out of their learning.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	GSA Core Values	Team work: build your own country and plan a trip	Health and Well-Being	Charities	Finance	Futures
Knowledge	How to apply the Core Values to learning	How to work effectively as a team	How to create a healthy lifestyle	How charities and fundraising work	How to manage money	How to plan for future careers
Skills	Reflection, application, literacy, numeracy.	Teamwork, communication, public speaking.	Analysis, group skills.	Application, independence, numeracy.	Budgeting, reflection, problem solving, numeracy	Research, reflection, independence.
Key questions	What does each GSA core value mean?	How can you demonstrate the Core Value?	What does lead a healthy lifestyle mean? What is the importance of sleep?	What do charities do? How can you set up a fundraising activity?	How can we save? Why is saving important?	What career opportunities are there? How do you deal with setbacks? What are your achievements?
Cross Curriculum Connections	PE HT1 - Character	PE HT5 - Teamwork	Personal Development HT1 - mental health Technology HT1 and 2 - healthy lifestyle		Maths HT6 - use of a calculator Personal Development HT6	

Any questions? Please contact Mrs I'anson: rianson@george-spencer.notts.sch.uk

Our Year 7 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding and attitudes to live safe, healthy, and productive lives;
- Can demonstrate important life skills such as empathy, compassion, to respectfully acknowledge the views of others, to try to understand them and use them to challenge their own views;
- Become responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

Big Ideas in Year 7 Personal Development

The start of a 5-to-7-year journey learning about concepts and topics that are hugely important in becoming a confident, responsible and tolerant global citizen who can make positive contributions to society.

Specific topics under the umbrellas of 'living in the wider world', 'relationships', and 'health and wellbeing' are explored in the first year of Personal Development at George Spencer Academy.

Making Connections

Our Year 7 Personal Development Curriculum will build on students KS2 foundation of knowledge on health and wellbeing, relationships and living in the wider world. It will also begin to develop students understanding and application of key skills like reflection, empathy, and discussion.

Our Year 7 Personal Development Curriculum will build towards Year 8 study by introducing concepts such as self-concept, mental health, and healthy lifestyles in the health and wellbeing unit. Positive relationships and relationship values are introduced as part of the 'relationships' unit and British values are introduced as part of the 'living in the wider world unit'.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Transition to secondary school and personal safety in and outside school. including first aid.	Careers, teamwork and enterprise skills, and raising aspirations.	Diversity, prejudice, and bullying	Healthy routines, influences on health, puberty, unwanted contact and FGM.	Self-worth, romance and friendship (including online) and relationship boundaries	Saving, borrowing, budgeting and making financial choices
Knowledge	How to identify, express and manage their emotions in a constructive way.	How to problem-solve, communicate, work as a teamwork, lead, manage risks and be creative.	How to challenge prejudice, stereotypes and discrimination	How to manage physical and emotional changes during puberty	How to recognise unhealthy relationships	How to make safe financial choices
Skills	Reflection, coping strategies, organisation, self-awareness, discussion, agency and decision making, strategies to manage influence empathy, assertive communication support seeking skills, risk management					
Key questions	What are the characteristics of mental and emotional health?	What are aspirations?	How can we challenge prejudices and bullying?	What are the characteristics of abusive behaviours?	What makes a positive relationship?	What risks should we consider when making financial choices?
Cross Curriculum Connections		Core PE KS3 - Teamwork Skills	History Y9 - Holocaust Civil Rights Movement 1950-1970 History - Y9 HT6 History of Terrorism History - Y11 HT2 Weimar and Nazi Germany	Science Y8 HT5 B4 - Reproduction Core PE KS4 - Healthy Lifestyle H&S - Factors affecting growth		

Any questions? Please contact Mrs I'anson: rianson@george-spencer.notts.sch.uk