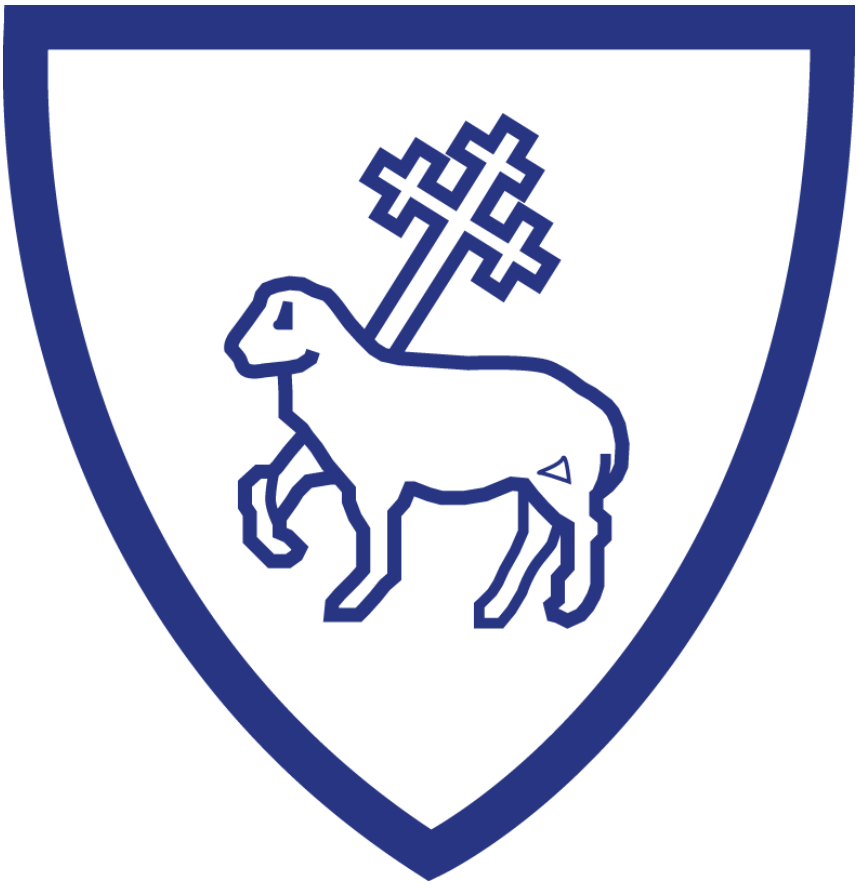
Brockington College

Curriculum Overview



Year 7

Autumn Term

Introduction

Welcome to the Year 7 curriculum booklet. As students begin their secondary school journey, Year 7 marks an exciting and transformative time filled with new opportunities, challenges, and discoveries. This year serves as the foundation for the years ahead, helping students transition smoothly from primary school and laying the groundwork for their academic and personal development.

Our Year 7 curriculum is designed to provide a broad and balanced education, introducing students to a wide range of subjects and learning experiences. From core subjects like English, mathematics, and science to humanities, languages, arts, and technology, our curriculum encourages curiosity, creativity, and a love of learning.

Following feedback from our parent focus groups, we have produced this booklet to make families more aware of the objectives content and assessment plans for our curriculum, alongside advice about how parents/carers can help their children in this crucial year.

Please get in touch with your child's teacher or the relevant head of department if you have any questions or want to find out more about how you can support your child further at home.

We look forward to guiding your child through Year 7, ensuring that their first year at Brockington is both enjoyable and enriching, setting the stage for a fulfilling and successful journey ahead.

Contents

English

Overall topic(s)	Gothic Literature
Timeframe	Autumn

Overview of topic

1. We will read a range of gothic texts, including pre 19th century, studying literature form the canon, including *The Raven, The Red Room, The Monkey's Paw, Dracula, Wuthering Heights, The Signalman*. We will use this to develop students' creative writing skills.
2. To read a gothic novel: *Coraline* by Neil Gaiman and develop narrative writing skills.

Sequence of learning

Topic:

To develop reading and narrative writing skills and enable students to read gothic literature easily, fluently and with good understanding. To develop the habit of reading widely and often and gain a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage by reading extracts from a range of novels from the literary canon. Write clearly, accurately and coherently, adapting their language and style for descriptive writing.

Areas of study:

- The characteristics of gothic literature
- Define and identify adjectives, adverbs, similes, metaphor, onomatopoeia and sensory language
- Use adjectives, adverbs, similes, metaphor, onomatopoeia and sensory language to describe characters and settings
- Structure a description
- Predict events in a novel
- Use full stops, question and exclamation marks accurately
- Use capital letters accurately
- Use commas for lists and clauses accurately
- Define and identify compound and complex sentences
- Write accurate simple and compound sentences
- Use a dictionary
- Use a thesaurus

Assessment:

- ✓ Description based on *The Monkey's Paw*

How can you help?

- ✓ Encourage students to read a range of gothic literature, for example Neil Gaiman's The Graveyard Book.
- ✓ Write short stories, encourage children to write freely and creatively.
- ✓ Read: Year 7 books - a recommended reading list for 11 year olds (schoolreadinglist.co.uk)
- ✓ Extra work: Gothic literature guide for KS3 English students - BBC Bitesize
- ✓ Enter the 500-word short story competition: Information page: 500 Words 2023 - BBC Teach

Mathematics

Overall topic(s)	Positive Integer Arithmetic Measures Properties of Integers
Timeframe	Autumn

Sequence of learning

Our Key Stage 3 Curriculum begins with *positive integer arithmetic.* In part, this is to settle any anxieties as our students begin secondary school, it gives students familiar Mathematics which they should feel comfortable with attempting. It offers specific ways of making sense of Mathematics they will have likely seen, understanding positive arithmetic early is also essential as it underpins everything else we do, such as why we sum sides to achieve perimeter. Getting these models in early will create a good base for able mathematicians.

We then continue onto *measures* as it has strong links to division, particularly multiplicative comparisons. What is my 'whole' and how does this compare. We also explore the definition of unit. This continual reinforcement of measure using our work from number will assist with all later understanding of geometry.

Properties of integers is next. Having studied number and arithmetic, we are moving on to consider what these numbers can do, by exploring factors and multiples of numbers, along with looking at index laws. Prior learning from positive integer arithmetic will aid success in this module as the foundations of number are already clear, so applications using these numbers and operations are less of a jump. This module is crucial for being able to see multiplicative relationships in area and proportion, as well as setting a ground base for symbolic algebra, so is a pre-requisite to future topics.

Areas of study:

- Understand different interpretations of addition and subtraction and use this to apply different approaches.
- Add positive integers of any size.
- Subtract a positive integer from another where the result is positive.
- Understand different interpretations of multiplication and multiply positive integers of any size.
- Understand different interpretations of division and divide one positive integer by another, where the result is an integer.
- Understand associativity, commutativity and distributive laws of arithmetic
- Understand the use of powers and apply powers to any integer.
- Understand roots as the opposite of powers and apply roots where the result is an integer.
- Understand the correct order of operations and calculate multi-operation calculations efficiently.
- Understand measurement as comparison to a unit measure.
- Measure lengths using appropriate measuring tools.
- Measure mass using appropriate measuring tools.
- Measure capacity using appropriate measuring tools.
- Understand the measurement of area using unit squares.
- Measure area using appropriate measuring tools.
- Understand the measurement of volume using unit cubes.
- Use a 12-hour clock to measure time, understanding the need for and use of a.m. and p.m.

- Use a 24-hour clock to measure time and understand the links to the 12-hour clock.
- Understand longer measures of time, such as days, weeks, months.
- Understand measures of time shorter than a second.
- Measure acute angles
- Measure right angles
- Measure obtuse angles
- Measure reflex angles
- Understand multiples of a number as the result of multiplying the number by another whole number.
- Find multiples of numbers up to 12 without a calculator.
- Identify common multiples of a group of numbers, including the lowest common multiple.
- Understand squaring as a special multiple of a number.
- Recognise square numbers up to 152.
- Understand factors of a positive integer as divisors of the integer that give positive integer quotients.
- Understand factorisation as a process applied to a whole number that involves writing a number as a product of two or more factors.
- Factorise positive integers.
- Find common factors of a group of numbers, including the highest common factor
- Understand prime numbers as positive integers whose only factorisation is 1 × the number, and identify prime numbers.
- Know that any non-prime positive integer can be factorised uniquely using prime numbers and these numbers are called 'composite'.
- Write any composite number as a product of prime factors.

Assessment:

- ✓ An initial numeracy baseline assessment to help us identify any early interventions that need to take place.
- ✓ Positive integer arithmetic mid unit assessment and end of unit assessment.
- ✓ A measures mid unit assessment and end of unit assessment.
- ✓ Properties of integers mid unit assessment and end of unit assessment.
- ✓ A 'Christmas' assessment, which will bring together the topics taught so far in Mathematics.

How can you help?

- ✓ Homework will be set on Sparx on a weekly basis. Please make sure that it is complete as the tasks will support the learning in class. Details will be posted on Satchel One. If you need help to get this complete, then the library is open during lunchtime.
- ✓ If your child needs some further assistance with their numeracy and arithmetic, please use 'Times Table Rock Stars' at home. This is an online educational game that we subscribe to. All logins will be given out in mathematics lessons – please ask if you need it.
- ✓ If there are specific objectives listed above which are providing a challenge, the website www.corbettMathematics.com has a plethora of videos and worksheets which can reinforce the learning in the classroom.
- ✓ You are also always welcome to communicate with us here at the college and we would all be more than happy to help answer any mathematics specific questions and work with you to help every student achieve to the best of their ability.

Science

Overall topic(s)	B1, P1, C1, B2, P2
Timeframe	Autumn

Overview of topics

In Biology, we begin with looking at what is needed to be alive and how our organ systems are organised. We start with the basic single unit of life and then students start looking more in depth into specialist cells within both animal and plant cells. They will develop confidence and practical skills in using the light microscope and how this has led us to a deeper understanding of living organisms. Looking further into another body system, the skeletal system, students begin to develop an understanding of the importance of the skeleton. We look at the properties of muscles and how they enable organisms to organisms to move.

Energy is the first physics topic that we look at. Students look at what energy actually is, the different stores of energy and the four methods of transferring energy between them. Students then relate this knowledge to the conservation of energy. Having covered the basic principles of physics, student's complete investigations that allow them to compare the energy stored in different foods and fuels. The last section of the topic explores electrical energy focusing on how electrical appliances transfer energy, power ratings of appliances and how energy bills are calculated. Students then learn the various energy transfers take place in a power station allowing electricity to be generated. This is then related to various renewable and non renewable energy resources. The second physics topic students' study is about electrical circuits, current, potential difference and resistance. Students learn about the two different types of circuits as well as key concepts such as current, voltage and resistance. In addition, students look at how to stay safe with electricity as well as static electricity.

In Chemistry, we start looking at matter and how things are made up of particles. This first topic explores the behaviour of these atoms when they are in a solid, liquid or gas form. Students will learn how each type of structure can turn into another by physical processes. The energy in between particles is discussed and how this effects a change of state from one type of structure to another. The properties of liquids, gases and solids are compared. Pressure, density and diffusion are described in terms of particle arrangement and behaviour.

Sequence of learning

Topics:

How can you help?

You don't have to be an expert in science! One of the most supportive things you can do is to be a partner in your child's investigations and thinking. Think out loud or describe what you are doing as you do it, whether it is cooking, fixing something, taking care of pets, or other housework. Ask questions, even when you do not know the answer!

	Areas of study	How can you help?
B1: Organisms: Cells to systems	• Body organs • Use of the microscope • Animal, plant and specialised cells • Single celled organisms	What are plant and animal cells? - BBC Bitesize Plant and Animal Cells video How to observe cells under a microscope video B1: Seneca

P1: Energy: stores, transfers, power and costs	• Energy stores and conservation of energy • Sankey diagrams • Energy in food and comparing fuels • Renewable and non-renewable energy resources • Paying for electricity	Energy stores - Energy - KS3 Physics - BBC Bitesize Energy stores video P1:Seneca
C1: Particulate nature of matter	• Particle model • Compressibility • Changing of state • Diffusion • Expansion and contraction • Gas pressure • Density	Solids, liquids and gases Properties of states of matter C1:Seneca
B2: Organisms: Skeletal and muscular systems	• Skeleton • Joints • Muscles and measuring the strength of muscles	Skeletal system Skeletal system video B2: Seneca
P2: Electric circuits, current, potential difference, resistance	• Circuit symbols • Current, potential difference and resistance • Series and parallel circuits • Modelling electricity • Electrical safety • Static electricity	Introduction to circuits Series circuits Parallel circuits Circuits video P2:Seneca

Assessment:

Your child will be assessed through:

- ✓ a small unit assessment after each topic ~ every 3 weeks
- ✓ a series of skills-based tasks during practical activities
- ✓ a series of weekly homework questions using their booklets

Religious Studies

Overall topic(s)	Religious Literacy and Christians – The Basics
Timeframe	Autumn

Overview of topic

This module centres around core values of all individuals and the beliefs and non-beliefs which shape a person's life. All KS3 pupils will begin by studying the value of the 10 Commandments for Christians and have they have become enshrined within our law. Students later go on to identifying the difference between facts and faith which is integral for being able to distinguish between atheist, agnostic and theist views throughout the module.

Sequence of learning

Topic: Religious Literacy + Christians – The Basics

Areas of study:

- Religious literacy – focus on key words used throughout secondary school
- The difference between fact and faith
- How being an atheist / agnostic / theist affects people's lives
- Christian denominations
- The Christian Trinity
- The 10 Commandments
- The Christian Church

Assessment:

- ✓ In-lesson assessment including recall grids, assessed practice questions
- ✓ Assessed in Assessment Point 1 written test – multiple choice / developed written answers which need to **recall**, **develop** and **justify** choices

How can you help?

- ✓ Ask your child for their views on atheism, agnosticism and theism and why they agree or disagree with those views.
- ✓ Visit a local church (like Enderby parish church!) and ask them to explain the key features.
- ✓ Encourage your child to revise using BBC Bitesize for Key Stage 3 to continue their learning outside the classroom: Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize.
- ✓ Encourage your child to watch revision videos like the attached: New Holy Cribs: The Anglican Church (youtube.com)

History

Overall topic(s)	History Skills, Migration and the Normans
Timeframe	Autumn

Over the course of the autumn term, your child will study the core history skills needed to complete the Key Stage 3 history course in years 7,8 and 9. They will then move on to migration to Britain over time, from the earliest settlers to the present day and then finally they will move on to the Norman conquest and its impact.

The migration through time unit of work is a sensitive topic and includes material that may upset students such as the use of archaic language. As a department, we treat the study of migration incredibly sensitively and encourage students to consider how it impacts modern Britain.

Sequence of learning

Topic: Historical Skills
This topic dovetails with work students should have studied as part of the KS2 history curriculum.

Areas of study:

- ✓ **Historical lenses**, including the different types of historical study such as Social and Political history.
- ✓ **Chronology**, including**,** key language, time periods and anachronisms.
- ✓ **Evidence and interpretation**, including, primary and secondary sources, historical perspectives and bias.
- ✓ **Inference and archaeology –** How we use archaeological skills to draw inferences about the past.

Topic: Migration through time
This topic dovetails with work students should have studied as part of the KS2 history curriculum.

Areas of study:

- ✓ **Thematic History and Migration to Britain overview** – This looks at the 'Big Picture' of migration.
- ✓ **Early migrants and settlers** – This looks at the first 'hunter gatherers' who came to Britain.
- ✓ **The Celts –** This looks at the arrival of the Celts and their impact on Britain.
- ✓ **The Romans** – A study of the Invasion of Britain, resistance by the Celts and the legacy of the Romans.
- ✓ **The Angles, Saxons and Jutes** – A study of the arrival of the Anglo-Saxons and their impact and legacy*.
- ✓ **The Vikings** - A study of the arrival of the Vikings and their impact and legacy.
- ✓ **The role of religion** – A case study of migration for religious reasons.
- ✓ **Economic migration** - A case study of migration for economic reasons.
- ✓ **The influence and impact of migration** – This section looks at the long-term influence of migration.

Topic: The Normans
This topic dovetails with work students should have studied as part of the KS2 history curriculum.

Areas of study:

- ✓ **The Norman Conquest –** A study of the causes, course and consequence of the Norman conquest, including the race for the crown, the battles of 1066, the development of castles, the creation of the feudal system and the Domesday Book.

Assessment:
Your child will be assessed through:

- ✓ A unit assessment based on chronology and writing skills.
- ✓ A series of history skills questions that will be sat sequentially in class.
- ✓ A series of homework activities focused on putting key historical skills, including recall skills, into practice.

How can you help?
There are many extra-curricular opportunities to extend learning and improve achievement on these topics, including visits to:

- ✓ **Jarrow Hall Bede Museum, Jarrow** (pay once visit for 12 months),
- ✓ **West Stow Anglo Saxon Village** – An authentic reconstruction of an Anglo-Saxon village.
- ✓ **Jewry Wall Museum -** to further extend knowledge and understanding of our local history.

There are also dozens of documentaries, books and websites that can help improve children's learning, including:

- ✓ ***Digging for Britain*** – A small island with a big history. Professor Alice Roberts reveals the fascinating world hidden beneath our feet, highlighting the latest finds of dedicated archaeologists.
- ✓ ***Time Team –*** a rebooted Patreon documentary on Youtube, focusing on the Archaeology of Britain.
- ✓ ***BBC History Bitesize*** – Key Stage 2 and Key Stage 3 games, learner guides, video clips and quizzes.
- ✓ **BBC Teach** – A YouTube channel with extensive video resources on history.
- ✓ **History Hit YouTube Channel** - Discover the past on History Hit with ad-free exclusive podcasts and documentaries released weekly presented by world renowned historians Dan Snow, Suzannah Lipscomb, Lucy Worsley, Mary Beard and more.

Parent advisory: We would recommend that parents view video resources in advance of their children to ensure that they are happy with the content.

History Learning Journey Guide
Please click on the link below to our History Learning Journey guide, which we provide all children with at the start of each academic year. The guide includes specific details on why we study specific topics and explains why we teach them in the order that we do. It also includes the core learning questions that our studies will answer.
Link: Learning Journey in History 2023 – Brockington College

*Legacy vs Impact
While the terms 'legacy' and 'impact' are often used interchangeably, it is essential to distinguish between the two. Impact refers to the immediate outcomes and effects of an event, while legacy focuses on the long-term consequences and benefits that stem from an event.

Geography

Overall topic(s)	Geographical skills and Planet Earth
Timeframe	Autumn

Areas of study:

1. Grid references; latitude and longitude; atlas and map skills; GIS; locational knowledge such as continents and major UK and global features.
2. The structure of the Earth and continental drift; geomorphological processes; geology; climate change; biomes; adaptation and evolution; the evolutionary history and migration paths of humans; the concept of development; population distribution; sustainability.

Assessment:

Your child will be assessed through:

- ✓ An assessment examination containing a range of question styles such as multiple choice, data response, short answer and long answer.

How can you help?

There are lots of websites where further information and support on these topics can be accessed.

- Geographical skills - KS3 Geography - BBC Bitesize
- World Continents Map Quiz - World Geography Games (world-geography-games.com)
- Mountain Ranges of the World Quiz - World Geography Games (world-geography-games.com)
- Deserts of the World Quiz - World Geography Games (world-geography-games.com)
- Rivers of the World Quiz - World Geography Games (world-geography-games.com)
- Countries of the World Map Quiz | World Geography Games (world-geography-games.com)
- The rock cycle - The Earth and atmosphere - KS3 Chemistry - BBC Bitesize
- Structure of the Earth - The Earth and atmosphere - KS3 Chemistry - BBC Bitesize

There are also many documentaries and books that can help improve children's learning, including:

- Plate tectonics - BBC Teach
- Erosion - BBC Teach

French

Overall topic(s)	1. Name and age 2. Saying when my birthday is 3. Describing hair and eyes 4. Saying where I live
Timeframe	Autumn

Overview of topic

Pupils will begin to describe themselves and other people. Each unit of work comprises approximately 6 lessons where we cover modelling, awareness raising, receptive processing, structured production and expansion/autonomy/spontaneity. Pupils will learn to describe themselves and other people. This will focus on physical description and the introduction of adjectives. We will also look at where we live and where we are from. to start to introduce different verbs in the present tense.

Sequence of learning

Topic:

Pupils will be able to say their name and other peoples along with age and birthdays. Pupils will begin to discover French word order and different phonic sounds. We will also focus on physical description, and we will also learn about where pupils live and where we are from, the type of accommodation, surrounding area. We will introduce negative sentences and regular -er verbs in the present tense and to develop our use of adjectives.

Areas of study:

- How to say your name and age
- How to say someone else's name and age
- How to count from 1 to 15
- verbs s'appeller and avoir
- A range of common French names
- The words for brother and sister
- Where you and another person (e.g. a friend) are from
- When your birthday is
- Numbers from 15 to 31
- Months
- I am / he is / she is
- My / your / his / her
- Names of French speaking locations
- Where you live
- To describe what a person's hair and eyes are like
- To describe details about their faces (e.g. beard and glasses)
- Colours
- I wear / he wears / she wears
- Where you live and are from
- If you live in an apartment or a house
- What your accommodation looks like
- Where it is located
- The names of renowned cities and countries in the French speaking world
- The verb 'Être' (to be)

Assessment:

- ✓ There will be an assessment after each unit with a range of tasks including reading, writing, grammar, dictation, translation, speaking and listening.

How can you help?

- ✓ Encourage pupils to complete homework.
- ✓ To learn phrases from the Sentence Builder
- ✓ Practice vocabulary on Quizlet.com
- ✓ Start regular use of Duolingo French

ICT and Computing

Overall topic(s)	7.1 and 7.2
Timeframe	Autumn

Overview of topic

During this term, students will study units that focus on developing an understanding of how to use computers effectively in an increasingly digital world along with how computers work. These topics address areas of the National Curriculum for KS3 Computing and are sequenced in this term as they provide an important introduction into the study of ICT & Computing at secondary school.

Sequence of learning

How can you help?

We would encourage conversation about the learning to promote students to reflect on their learning and develop a curiosity to develop their understanding.
There are useful website links below that relate to the learning that students do in the classroom.

Topic	Areas of study	Learning beyond the classroom
7.1 Using Computers Safely, Effectively and Responsibly	• File management • Social networking • Keeping data safe • Using email • Online searching	BBC Bitesize Online dangers - Online safety - KS3 Computer Science Revision - BBC Bitesize The internet - eSafety - KS3 ICT Revision - BBC Bitesize ICT in the workplace - The impact of ICT on society - KS3 ICT Revision - BBC Bitesize Bias and reliability - Bias and reliability - KS3 Computer Science Revision - BBC Bitesize Computers and the law - The law and ethics - KS3 Computer Science Revision - BBC Bitesize Email - How ICT has changed communication and collaboration - KS3 ICT Revision - BBC Bitesize Seneca Learning: 6.1-6.2 Digital Footprints - Computer Science: KS3 (senecalearning.com) Oak National Academy Unit: Impact of Technology - Collaborating Online Respectfully | KS3

		Computing | Oak National Academy (thenational.academy)
7.2 Understanding Computers	• Elements of a computer • The CPU • Understanding binary • Binary addition • Storage devices • Convergence and new technologies	BBC Bitesize What is the purpose of the CPU? - The CPU and the fetch-execute cycle - KS3 Computer Science Revision - BBC Bitesize Seneca Learning: 3.1.1-3.1.6 Digital Footprints - Computer Science: KS3 (senecalearning.com) Oak National Academy Unit: Computing systems | KS3 Computing | Oak National Academy (thenational.academy)

Assessment:

- ✓ Students will be assessed through end of topic assessments. These are usually comprised of multiple-choice questions with some short answer questions focusing the topic they have studied, with some occasional questions focusing on recall and retrieval of learning in previous topics.

Drama

Overall topic(s)	Oakwood Manor
Timeframe	Autumn

Overview of topic

During the Autumn term, your child will explore creating pieces of theatre through devised and scripted performance. They will be introduced to characterisation with a focus on status and the use of voice and be introduced to drama techniques such as freeze frames and hot seating. Your child will work as part of a group to explore characters and create a performance from a script.

Sequence of learning

Topic: Oakwood Manor Devising Skills

Our purpose is to introduce your child to drama as a curriculum subject

Areas of study:

- Creating character
- Using drama techniques to explore and develop characters and scripts
- Devising original pieces of drama
- Performing to an audience

Topic: Scripted performance

Our purpose is to develop your child's confidence through performance skills

Areas of study:

- Using scripts to create performance
- Freeze frames to mark the moment within scripts
- Hot seating to develop characters
- Performing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ Directed improvement and reflection time (DIRT) feedback on character letter
- ✓ Homework related to drama skills and keywords
- ✓ Summative scripted performance

How can you help?

- ✓ Visiting the theatre to watch live productions
- ✓ Discussing films watched at home – what made them successful, or less successful; what was happed in the plot and how did it develop; how were characters created
- ✓ Access to scripts and books at home that your child can read to develop their understanding of how stories are told
- ✓ There are lots of websites where further information and support on these topics can be accessed such as **How to use language for effect for KS3 English students - BBC Bitesize**

Music

Overall topic(s)	How Sounds Work Together – Pitch and Rhythm
Timeframe	Autumn

Overview of topic

During the Autumn term, your child will explore the Elements of Music with a focus on Pitch and Rhythm. With this, they will be introduced to music notation in treble and bass clefs, and learn how to use different keyboard resources to support their reading of notation. Your child will work as a class ensemble to perform songs, developing their musical voice, and rhythmic pieces. On the keyboard, pupils will learn how to play simple songs working as both a soloist and as part of a duet.

Sequence of learning

Topic: You've got rhythm

Our purpose is to introduce your child to music as a curriculum subject

Areas of study:

Reading rhythmic and pitched notation
Understanding pitch and melody, in both treble and bass clef
The geography of the keyboard and how this relates to what is played
Large ensemble performance – singing and rhythmic performance

Assessment:

- ✓ Baseline assessment on entry
- ✓ Regular formative feedback
- ✓ DIRT feedback on keyboard performance
- ✓ Summative keyboard performance of *The Lion Sleeps Tonight*

Topic: Performance Skills

Our purpose is to develop your child's confidence through performance skills

Areas of study:

- Reading and writing rhythmic and pitched notation
- Understanding two-part notation in treble and bass clef
- The geography of the keyboard and how this relates to how we play
- Performance skills – playing to an audience
- Solo, duet and large ensemble performance – singing and rhythmic performance

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on rhythmic composition
- ✓ Homework related to listening skills and keywords
- ✓ Summative keyboard performance of *Lean On Me*

How can you help?

- ✓ Regularly listening to new music – radio, Spotify, Amazon Music, etc… - and discussing with your child why they might like or dislike a song or piece of music

- ✓ Music Keyboard apps on tablets or phones can enable your child to practise music at home if they do not have access to a keyboard. Virtual piano – Play piano online | Musicca is one example that can be used on a computer
- ✓ Taking your child to see live music being played
- ✓ Online play-along videos, such as those on YouTube, support children in learning to play music they like
- ✓ Access to musical instruments, such as guitar, ukulele or keyboard, so your child can explore their musical voice at home. As can encouraging your child to sing.
- ✓ There are lots of websites where further information and support on these topics can be accessed such as Percussion - KS3 Music - BBC Bitesize

Design and Technology: Food

Overall topic(s)	Introduction to food
Timeframe	10 weeks across the academic year

Sequence of learning

Topic:

Over 10 weeks we will look at the importance of safety and hygiene in the kitchen, how to plan a balanced diet and use a range of kitchen equipment. Your child will put everything they have learned into practice through completing a range of practical cooking activities.

Areas of study:

- Food hygiene and safety
- The basics of nutrition
- The process of enzymic browning
- The environmental impact of food.
- Safe use of the kettle, toaster, sharp knives and the oven.

Assessment:

- ✓ Mid-topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- ✓ Encourage your child to help in the kitchen at home, whether baking, making dinner or just helping you chop vegetables they will build confidence and skills.
- ✓ Students can also use the following websites and YouTube channels to build their knowledge:
    - 11 - 14 Years - Food A Fact Of Life
    - Unit: Catering for needs | KS3 Design and technology | Oak National Academy (thenational.academy)
    - Unit: Future food and the application of science | KS3 Design and technology | Oak National Academy (thenational.academy)
    - Gastro Lab - BBC Teach
    - Videos - Food A Fact Of Life

Design and Technology: Engineering

Overall topic(s)	Introduction to Engineering - Metals
Timeframe	10 weeks across the academic year

Sequence of learning

Topic:

Over the course of this topic, we will begin to look at materials and their properties, with a focus on ferrous and non-ferrous metals. Students will also be taught the importance of health and safety in a workshop environment before learning a range of practical skills which will be used in the production of a final product.

Areas of study:

- Material properties
- Ferrous and non-ferrous metals
- Exam style questions
- Health and safety in the workshop
- Hand sketching and rendering
- The safe use of marking out, cutting and finishing tools.

Assessment:

- ✓ Mid-topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- ✓ Encourage your child to help out with DIY around the home whether that is putting together flat pack furniture, putting up a shelf or maintaining their bike. This will help your child develop confidence around a range of tools and equipment.
- ✓ Students can revise the topics covered in this topic by following these links:
  - Material properties: https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/1
  - Metals: https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/4
- ✓ You can find lots of tutorials on YouTube which will help your child practice sketching and rendering skills.
  - https://www.youtube.com/watch?v=DaxL4gYwUrU

Design and Technology: Textiles

Year group	7
Subject	Design & Technology – Textile Design
Overall topic(s)	Introduction Textile Design
Timeframe	10 weeks

Sequence of learning

Topic:

During this rotation students will be introduced to the subject of Textile Design through the exploration of textile materials, textile skills and how artists can influence the making of a Textile product.

Areas of study:

- Safety in the Textiles room
- Exploring Textile Materials
- Working within the context of a Design brief
- Researching Artists/designers relevant to the project
- Recognising the importance of recycling within Textile design
- Creating patterns
- An introduction to a basic inputs and output circuit
- Hand stitching- applying the Applique technique

Assessment:

- ✓ Mid topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- Practising hand stitching at home – accessing videos on the internet or using Teams/shared area/hidden files/ D&T/year 7
- Using website for research on the 6 R's -https://www.projectcece.co.uk/blog/592/6-rs-of-sustainability/
- https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/6-4-4-the-six-rs
- Jon Burgerman Artist website; https://jonburgerman.com/

Art

Overall topic(s)	Introduction to basic art skills/Insects
Timeframe	Autumn Term

Overview of topic

During this unit students will be introduced to a variety of drawing tools, techniques and mark making skills. They will be introduced to basic shading techniques using graded pencils. They will also be introduced to texture and pattern, learning how artists use various mark making techniques to create the illusion of texture. These skills will be developed through the topic 'insects'. Students will research artists who use insects in their work and will develop their observational drawing skills using based around this theme.

Sequence of learning

Topic:

Our purpose is to give students the opportunity to develop existing skills as well as learning new skills which will aid them throughout KS3 and into KS4.

Areas of study:

- What are the elements of art?
- Drawing skills and techniques.
- Artist research
- Exploring visual texture
- Observational drawing techniques
- Presentation

Assessment:

- ✓ Baseline assessment on entry
- ✓ Regular summative assessment

How can you help?

There are lots of websites where further information and support on these topics can be accessed.

- ✓ Artist research using websites such www.artchive.com
- ✓ YouTube have great demonstrations for using skills and techniques in art.
- ✓ Having a range or basic art supplies at home which can be used for practising, such as coloured pencil crayons, and a small selection of graded pencils ranging from HB – 6B

Physical Education

Overall topic(s)	Learning and developing core skills in a wide range of sporting situations
Timeframe	Throughout the academic year

At Brockington College, our Key Stage 3 PE curriculum provides a broad, balanced and inclusive experience that supports the holistic development of every student. Through a carefully sequenced and progressive model, students engage in a diverse range of physical activities that build knowledge, refine skills and promote character development.

All students receive the same curriculum offer to ensure **equality of provision**, regardless of background or ability. This inclusive approach reflects our commitment to high expectations for all and ensures every learner has access to the full breadth of opportunity.

Each unit is structured around a 'big question' that encourages deeper thinking and purposeful learning. These big questions are progressed across the key stage and are linked to a core concept, which is revisited and developed year on year. This approach ensures students build on prior learning, deepen their understanding, and make sustained progress across all areas of the curriculum.

The overview below outlines the units and concepts delivered to each year group at Key Stage 3, ensuring all students are supported to achieve their full potential and are well-prepared for future study in physical education.

These key themes which run throughout the key stage curriculum are vital in allowing us to achieve our aim:

At Brockington College, our PE curriculum is designed to develop students holistically supporting their physical, social, emotional, and mental well-being. Through a broad, inclusive and ambitious offer, we aim to foster high levels of engagement, resilience, and a lifelong commitment to physical activity and healthy living

A Curriculum

(which combines traditional with concepts)

Net/Wall	Invasion	Dance & Gymnastics	Striking and Fielding	OAA	Athletics	Fitness
Physical	**Cognitive**	**Creative**	**Social**	**Personal Skills**	**Personal Attributes**	**Health and Wellbeing**
• Technique • Consistency • Skill selection • Pressured situations • Competitive conditions	• Decision making • Knowledge of rules • Tactical awareness • Outwitting opponents • Spatial awareness	• Imagination • Choreography • Aesthetics • Feedback • Routine development	• Communication • Teamwork • Leadership • Active Listening • Problem Solving	• Enthusiasm • Confidence • Positive mindset • Resilience • Overcoming hardship	• Cardiovascular endurance • Muscular Strength • Speed • Power • Flexibility	• Warm up importance • Fitness • Heart Rate • Calories • Mental Health

Sports & Activities - Areas of Study:

Football, Netball, Basketball, Rugby Badminton, Handball, Gymnastics, Dance, Team Building, Fitness, Athletics, Cricket, Rounders.

Assessment

Assessment in PE at Brockington College is designed to be **holistic, purposeful, and progressive**, supporting students' development across all curriculum domains. It enables staff to monitor progress, inform planning, and ensure all learners are appropriately challenged and supported.
Students are assessed through two distinct strands:

- **HEAD** – Focuses on *declarative knowledge*, including understanding of core rules, techniques, tactics, and strategic concepts within each sport or activity
- **HANDS** – Focuses on *procedural knowledge*, assessing how effectively students can apply core skills and techniques in practical and competitive scenarios

This dual-strand approach ensures that both cognitive understanding and physical execution are valued equally, promoting a balanced and inclusive model of progress.

Assessment Process

- **Lesson 1 of each unit**: HEAD and HANDS assessment criteria are explicitly shared with students to establish clear expectations and learning goals
- **Ongoing formative assessment**: Teachers use questioning, observation, and feedback to monitor progress and adapt teaching accordingly
- **Final lesson of each unit**: Students revisit the assessment criteria and reflect on their progress, identifying whether they are working *towards*, *at*, or *beyond* expectations
- **Summative assessment**: Staff assign a 1–3 score for both HEAD and HANDS strands:
    - **1 = Working Towards**
    - **2 = Working At**
    - **3 = Working Beyond**
- **KS3 Assessment Tracker**: Completed by staff after each unit to record progress across all teaching groups
- **Percentage score**: Calculated to provide an average measure of progress across curriculum units, supporting reporting and intervention

This assessment model ensures students understand how to improve, take ownership of their learning, and make sustained progress across all areas of physical education. It also supports staff in identifying gaps, celebrating success, and maintaining high expectations for all learners

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed. e.g. simple rules of rugby union (Rugby rules | Rugby Rules - Game Time, Points & More | spized Rugby rules | Rugby Rules - Game Time, Points & More | spized)
- ✓ Encourage your child to watch a range of 'live sports' at a game or event or on television
- ✓ Encourage your child to attend extracurricular activities in school
- ✓ Support your child by taking them to clubs in the community or get a membership for a local leisure Centre.

Personal, Social, Health and Citizenship Education (PSHCE)

Overall topic(s)	Respect Yourself – Mental Wellbeing
Timeframe	Autumn/Spring Term

Over the course of the Autum/Spring Term your child will become informed about and discuss different ways to look after their mental wellbeing by developing strategies to make positive choices.

Sequence of learning

Topic: Respect Yourself – Mental Wellbeing

Our purpose is to provide students with strategies to help develop and maintain positive mental wellbeing, and strategies to make positive choices.

Areas of study:

- **What is PSHCE –** what is PSHCE and why do we study it
- **Fundamental British Values** – what are they are and how are they important.
- **Aspirations and Growth Mindset** - how to develop a growth mindset and develop goats for the future
- **Resilience-** How to handle challenges and bounce back from difficulties
- **Social Media and Wellbeing** - Understanding the impact that social media can have on wellbeing and the benefits of reducing screen time.
- **Positive friendships -** how to deal with peer pressure and resolve conflict.

In this unit pupils will also participate in Anti-bullying week and Hate Crime Awareness week.

Assessment:

Your child will be assessed through:

Formative

- ✓ Self-Assessment using "I can statements" at the end of each area of study.
- ✓ DIRT self-reflection throughout module (including discussion skills)

Summative

- ✓ End of topic reflection task (DIRT mind map indicating knowledge gained)

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed.
  - www.youngminds.org.uk - mental health and relationship support
  - www.teenhealth.org.uk – mental health and relationship support
  - www.childline.co.uk – mental health and relationship support