Brockington College

Curriculum Overview

Year 7

Spring 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

Subject	Page(s)
English	4
Mathematics	5-6
Science	7-8
Religious Studies	9
History	10-11
Geography	12
French	13
ICT and Computing	14
Drama	15
Music	16
Design and Technology: Food	17
Design and Technology: Engineering	18
Design and Technology: Textiles	19
Art	20
Physical Education	21
Personal, Social, Health and Citizenship Education	22

English

Overall topic(s)	Non Fiction – The Big Issues and a Novel
Timeframe	Spring

Overview of topic

1. Read a range of non-fiction texts linked to 'big issues', such as climate change and animal welfare and develop transactional writing skills.
2. Read a novel linked via theme to 'Big Issues' (HT3): either Abomination by Robert Swindells, Bone Sparrow by Zaina Fraillon or War Horse by Michael Morpurgo. Use the themes to develop transactional writing skills.

Sequence of learning

Topic:

Read non-fiction texts easily, fluently and with good understanding and develop the habit of reading widely and often. Write clearly, accurately and coherently adapting language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade). Write articles, letters and speeches.

Read easily, fluently and with good understanding and develop the habit of reading widely and often through a novel. This will develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language and enable students to appreciate our rich and varied literary heritage. Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences when writing.

Areas of study:

- Comment on the effect of DAFOREST techniques used in non-fiction texts.
- Use DAFOREST techniques effectively.
- Shape a viewpoint through language.
- Identify, comment on and use emotive language to persuade a reader.
- Write an article in the correct format.

Assessment:

Transactional writing: write a speech for or against animal testing.
Transactional writing: write a letter to the local council for or against building a Sea World in your area.
Transactional Writing: write a speech for a school assembly giving your views for or against keeping animals in captivity.

How can you help?

- Watch Newsround and discuss current affairs. Home - CBBC Newsround
- Read a children's newspaper: The Week, First News, for example.
- Non-fiction writing - KS3 English - BBC Bitesize
- War Horse: Is there a local production of War Horse? If so try to get to see it!
- Research animals in the war.

- Abomination: Part of The Originals: classic books for children. Support your child by encouraging them to read some of the others: The Originals (penguin.co.uk)

Mathematics

Overall topic(s)	Shape Properties Place Value and Decimals
Timeframe	Spring

Sequence of learning

Shape Properties comes next. It takes it's place here to revisit and reinforce elements of measure. Properties of shapes and uses the information from measure, where at times we measured shape.

Place value and decimals, starts to extend the structure of number system beyond integers. Listed in Gardner (2014) as one of the things that is likely to be an issue from key stage 2 is accurate conceptual understanding of place value and decimals. This module reinforces skills of whole number arithmetic processes and extends these processes to working with decimals.

Areas of study:

- Understand the properties of lines
- Understand the properties of triangles.
- Understand the properties of a square.
- Understand the properties of a rectangle.
- Understand the properties of a rhombus.
- Understand the properties of a parallelogram.
- Understand the properties of a kite.
- Understand the properties of a trapezium.
- Understand how polygons with more than 4 sides are named.
- Understand line symmetry.
- Identify line symmetry in shapes.
- Understand rotational symmetry.
- Identify rotational symmetry in shapes.
- Know the names of common 3-D shapes.
- Understand the terms 'face', 'edge' and 'vertex' as they apply to 3-D shapes.
- Know the integer column headings of columns up to 1 million, and understand how they are connected.
- Write integers in words and using symbols based on their columns.
- Understand different ways of writing the same integer by counting different columns.
- Use number lines graduated using different integer place values.
- Understand the extension of the number line into values between 0 and 1.
- Know the decimal column headings up to 1 millionth, and understand how they are connected.
- Write decimal numbers in words and symbols based on their columns.
- Understand different ways of writing the same decimal by counting different columns.
- Use number lines graduated using different decimal place values.
- Order decimal numbers.
- Round numbers to a given place value.
- Use rounded numbers to estimate the result of different calculations.
- Multiply any number by different powers of 10.
- Divide any number by different powers of 10.
- Add and Subtract decimal numbers
- Multiply a decimal number by an integer.
- Multiply two decimal numbers.
- Divide a decimal number by an integer.
- Divide an integer by a decimal.
- Divide a decimal by a decimal.

Assessment:

- ✓ Shape Properties mid unit assessment and end of unit assessment.
- ✓ Place Value and Decimals mid unit assessment and end of unit assessment.

How can you help?

- ✓ Help facilitate the completion of the Sparx Maths programme at home.
- ✓ 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.corbettmaths.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)	Human Reproduction, Pure and Impure Substances, Plant Reproduction, Chemical Reactions
Timeframe	Spring

Overview of topics

In Human Reproduction we look at the changes that students will experience themselves as they move through puberty. Students discuss fertilisation and how this leads onto pregnancy. We discuss the importance of health during pregnancy and the effects of smoking, alcohol and drugs effect a developing fetus. The gestation of other animals is compared. The topic ends with what happens during birth.

In Pure and Impure Substances, we first look at how atoms can combine to make compounds and mixtures and how these new arrangements can be separated back into their atoms again. Students will learn through practical techniques how to separate out mixtures of these substances. They will learn how to talk about solutes and solvents and be able to determine whether a substance is pure of impure by a simple test in the lab.

In Plant Reproduction students can discover the reproductive organs of a plant. The process of pollination and fertilisation are studied how seeds are adapted for dispersal, recognising their importance in the world and how these affect us all.

In Chemical Reactions students will learn how reactants turn into products and the atoms in a solid, liquid or a gas rearrange to make new substances. We will write simple word equations to describe reactions. Some may be able to use scientific symbols to describe the reactants and the products. Practical investigations will examine the signs that a reaction has taken place and be able to interpret results.

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?**
B3 Human Reproduction	• Reproductive organs • Fertilisation • Pregnancy • Birth • Puberty and menstruation	• Human reproduction - Reproduction - KS3 Biology - BBC Bitesize • Fertilisation - Reproduction- KS3 Biology - BBC Bitesize • Menstrual cycle
C2 Pure and Impure Substances	• Describing elements, compounds and mixtures • Types of solutions • Dissolving • Temperature and solubility • Saturation	• Evaporation - BBC Bitesize • Distillation - BBC Bitesize • Chromatography guide for KS3

	• Filtration • Distillation • Chromatography	• What are pure substances? - BBC Bitesize • Dissolving - BBC Bitesize • What is the process of filtration? - BBC Bitesize • C2:Seneca
B4 Plant Reproduction	• Structure of the flower • Fertilisation in plants • Seed dispersal	• What is pollination? Reproduction - KS3 Biology - BBC Bitesize • Fruit and seeds - Reproduction - KS3 Biology - BBC Bitesize
C3 Chemical Reactions	• Differences between chemical and physical reactions • Describing chemical reactions • Gas tests • Describing and explaining what happens to mass during a chemical reaction • Combustion • Thermal decomposition	• What is a chemical reaction? - BBC Bitesize • Writing word equations - BBC Bitesize • Writing symbol equations - BBC Bitesize • Conservation of mass - BBC Bitesize • Oxidation - BBC Bitesize • Combustion: what is it? - BBC Bitesize • What is thermal decomposition? - BBC Bitesize

Assessment:

Your child will be assessed through:

- ✓ A short unit assessment after each topic ~ every 3 weeks
- ✓ A series of skills-based task during practical activities.
- ✓ A series of weekly homework questions using their booklets

Religious Studies

Overall topic(s)	Young Leaders Award
Timeframe	Spring

Overview of topic

Most of this term is spent learning about the Young Leaders Award, which every Year 7 is entered for across Brockington College. The Young Leaders Award allows all students to improve leadership skills and advocate on the behalf of others in their local community. You will hear more about the Award further into the Summer Term as all students will have the chance to plan and carry out 3 voluntary tasks to help those closest to them.

During this module Year 7 examine Christian leaders, what it means to be a leader and the value of servant-leadership. They look at famous figures from the past, such as William Wilberforce, who fought to abolish slavery in the UK as well as inspirational leaders from the present, such as Bethany Hamilton, who used her faith to overcome great adversity and now works to promote sports for girls of all abilities. The topic also includes some of the key Christian teachings on helping others, such as the Parable of the Good Samaritan and what services churches provide for their local communities.

Sequence of learning

Topic: Young Leaders Award – Christian Leaders (Faith)

Areas of study:

- What is a leader?
- How do Christians demonstrate leadership?
- What the Bible teaches Christians about helping others
- How churches help their local communities
- 3 historical Christian leaders
- 3 present Christian leaders
- Christian charities

Assessment:

- In-lesson – Recall grids, assessed practice questions
- Assessed in Assessment Point 2 written test – Multiple choice / Developed written answers which need to **recall**, **develop** and **justify** choices

How can you help?

- ✓ Ask your child what the key characteristics of a leader are
- ✓ Look at websites such as Christian Aid or Cafod and talk about their projects to help around the world
- ✓ 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

History

Overall topic(s)	The Normans and Medieval Life
Timeframe	Spring

Over the course of the spring term, your child will study the Norman and Medieval period of history.

Sequence of learning
Topic: The Normans and Medieval Life
This topic dovetails with work students should have studied as part of the KS2 history curriculum.
Areas of study:

- **Religion in Medieval England –** A look at the importance of the Medieval Church, the murder of Thomas Becket and the Crusades.
- **The Problems of Medieval Monarchs –** This includes Magna Carta, Simon de Montfort, Medieval Queens and Edward I.
- **Medieval Life –** This includes medieval towns and villages, crime and punishment, medieval medicine, medieval warfare, The Black Death and the Peasants Revolt.
- **The Wars of the Roses –** This includes the Battle of Bosworth and links to the summer term topic.

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:

- **Warwick Castle –** their website has details of offers and special events.
- **English Heritage sites –** English Heritage looks after over 400 historic sites across the UK, including many castles like Kenilworth. Members can visit as many times as they like.
- **Bosworth Battlefield Heritage Centre. –** Website quote "We provide curriculum enrichment activities that are enquiry based, hands-on and engaging. Students have the opportunity to handle real artefacts found at the site as well as participate in drama and craft activities. All while learning about Bosworth's historic past."

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: History Learning Journey

Geography

Overall topic(s)	Meteorology & Ecology
Timeframe	Spring

Areas of study:

1. Types of weather; how weather is measured; causes of weather; climate; global atmospheric circulation; weather hazards; microclimate; fieldwork
2. Food chains and webs; biotic and abiotic components; the importance of soil; water and nutrient cycles; the concept of biodiversity; types of biome; small scale ecosystems; climate graphs; the tropical rainforest (TRF); causes of deforestation; sustainable use of the TRF

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.

- Weather - KS3 Geography - BBC Bitesize
- Ecosystems and habitats - KS3 Biology - BBC Bitesize
- Global biomes - KS3 Geography - BBC Bitesize

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

- Wild Weather with Richard Hammond - YouTube
- Any of the David Attenborough documentary series

French

Overall topic(s)	5. Physical and personality descriptions 6. Family Relationships 7. Talking about pets
Timeframe	Spring

Overview of topic

The first element is a short unit about physical descriptions with lots of adjectives that continue from our last module of describing hair and eyes. We will look at different types of adjectives; introduce some connectives and adverbs to say more with the words we've already learned. In the second element, students will be talking about family members, saying their age, and how well and I get along with them and talking about pets.

Sequence of learning

Topic:

Using the verb être (to be) describe what pupils and others look like. Continue to be more confident with adjective agreement and the placing and pronunciation of adjectives. We will use connectives and adverbs to extend our sentences and be more precise in our descriptions.

Describing people, relationships and expressing opinions and location and also describing animals and asking questions. We will look at the full être and avoir paradigms, introduce the conditional tense and review language from previous units. We'll also be working opinion phrases and possessive adjectives.

Areas of study:

- To describe a person's physically
- To describe details about their personalities
- Connectives
- Adverbs and positioning
- BAGS adjectives
- The verb 'Être' (to be)
- What your immediate family members are like
- Useful adjectives to describe them
- The third person of the verb 'Être'(to be):
- 'il est' (he is), 'elle est' (she is)
- All the persons of the verb 'Avoir' in the present indicative
- What pets you have at home
- What pet you would like to have
- What their name is
- Some more adjectives to describe appearance and personality
- Key question words and formulating a question

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)	7.3 and 7.5
Timeframe	Spring

Overview of topic

During Term 2 – Spring, students will study units that focus on developing an understanding of how to model data through spreadsheets and how to program using block-based programming. These topics address areas of the National Curriculum for KS3 Computing and are sequenced in this term as they provide an important part of students logical and computational thinking skills, along with providing experience of structuring language in sequences of instructions that computers can follow to perform tasks.

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
7.3 Modelling Data – Spreadsheets	• Getting to know a spreadsheet • Quick calculations • Collecting data • Become a data master • Level up your data skills	BBC Bitesize How spreadsheets work - Spreadsheets - KS3 ICT Revision - BBC Bitesize Oak National Academy Unit: Spreadsheets | KS3 Computing | Oak National Academy (thenational.academy)
7.5 Kodu Programming	• How programs work • Creating landscapes • Navigation and pathing • Clones and creatables • Pages and selection • Game depth and complexity	BBC Bitesize Programming - KS3 Computer Science - BBC Bitesize Seneca Learning: 2.1 Variables & Constants - Computer Science: KS3 (senecalearning.com) Tutorials Kodu Tutorials - YouTube

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)	Introduction to Scripts and Naturalism
Timeframe	Spring

Overview of topic

During the Spring term, your child will develop their understanding of naturalistic theatre and how scripts are used by actors to create performances. They will be introduced to marking the moment and techniques to explore scripts, understanding the story being told. Following this, they will learn about using a stimulus to create characters and tell their stories through devised performance. You child will work as an individual and as part of small groups to explore techniques and complete tasks.

Sequence of learning

Topic: Introduction to scripts

Our purpose is to develop your child's understanding of using scripts

Areas of study:

- Marking the moment with freeze frames
- Using naturalistic drama techniques to explore and develop characters and scripts
- Creating scripted performances
- Performing to an audience

Topic: Evacuees: Using a stimulus

Our purpose is to develop your child's understanding and ability to create performances from a stimulus

Areas of study:

- Devising original pieces of drama in a naturalistic style
- Creating characters
- Roll on the wall
- 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)	Tall Tales and Soundscapes
Timeframe	Spring

Overview of topic
During the Spring term, your child will further explore the Elements of Music with a focus on Timbre, Dynamics, Tempo and Texture. With this, they will be introduced to how much can be used to tell stories and create moods. Your child will work as a class ensemble to perform songs, developing their musical voice, and create pieces using small percussion. On the keyboard, pupils will work as a soloist and duet to compose music that tell a story and creates different moods.

Sequence of learning
Topic: Tall Tales and Soundscapes
Our purpose is to introduce your child to music composition and develop performance skills

Areas of study:
- Reading rhythmic and pitched notation
- Understanding pitch and melody, in both treble and bass clef
- Understanding how notes and rhythms are organised to create melodies.
- The geography of the keyboard and how this relates to what is played
- Large ensemble performance – singing and rhythmic performance
- Solo, duet and large ensemble performance – singing and rhythmic performance
- Performance Skills playing to an audience

Assessment:
- Regular formative feedback
- DIRT feedback on notating and composing music
- Summative keyboard performance of *Story composition*.

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**
    - **Melody writing - KS3 Music - BBC Bitesize**
    - **Compose your own Doctor Who theme - with Delia Derbyshire and Ten Pieces - 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 the course of this topic 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

Overall topic(s)	Introduction Textile Design
Timeframe	10 weeks across the academic year

Sequence of learning
Topic:
During this topic, students will be introduced to Textile Design through the exploration of textile materials and practical textile skills. Students will understand the application of basic inputs and outputs and how artists can influence the making of a textile product.

Areas of study:

- Safety in the Textiles room
- Exploring Textile fibres and structures.
- 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
- 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?

- ✓ Textile materials Textile fibres and fabrics - Material categories and properties - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize
- ✓ Practising hand stitching at home
- ✓ There is a wide range of online resources that can support your child's learning, including:
    - 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
Timeframe	Spring Term

Overview of topic
During this term Year 7 students will continue to explore the elements of art using insects as their stimuli. They will design a series of clay insects incorporating many of the skills and techniques and translating these into 3D versions. They will learn basic clay making techniques including indenting, applying and glazing.

Sequence of learning
Topic: Claymaking

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

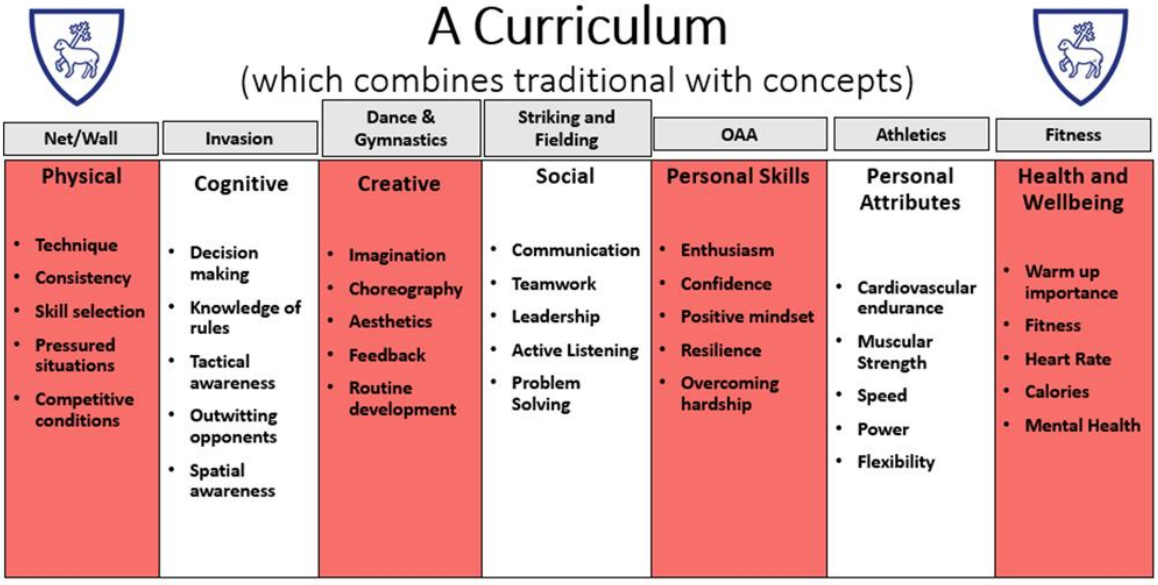
At Brockington College, our Key Stage 3 PE curriculum provides a broad, balanced and inclusive experience that supports the holistic development of every student. Through a carefully sequenced and progressive model, students engage in a diverse range of physical activities that build knowledge, refine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



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**
- **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
- **Resilience-** How to handle challenges and bounce back from difficulties
- **Managing Stress** – Identifying triggers and symptoms of stress and positive ways of managing it
- **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, say 'no' effectively and resolve conflict.

In this unit pupils will also participate in Anti-bullying week, Uk Parliament Week, Children's Mental Health 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
  - Anti-Bullying Alliance - find out more about anti-bullying week