Brockington College

Curriculum Overview

Year 7

Summer Term

Introduction

Welcome to the Year 7 summer curriculum booklet. As students continue 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)	Poetry & History of the English Language
Timeframe	Summer

Overview of topic

1. Study a poetry anthology based on the theme of childhood. Understand poetry devices and explain how poems are influenced by context.
2. The study of the English language over time. A history of the English Language beginning with middle English: Beowolf/Chaucer to Shakespeare, then Dickens and the modern novel. To understand literature in context.

Sequence of learning

Topic:

Read a range of poetry easily, fluently and with good understanding and develop the habit of reading poetry widely and often. Acquire 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 a range of poets from the literary canon. Write analytical paragraphs clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Appreciate our rich and varied literary heritage through the study of Chaucer, Shakespeare and Dickens. Develop understanding of literature within its context. Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas. Be competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate. Develop research skills and note taking.

Areas of study:

Poetry

- ✓ Explain the views and attitudes at the time the poets were writing
- ✓ Understand and explain different poems and techniques used
- ✓ Define and identify rhyming couplets
- ✓ Define and identify a rhythm
- ✓ Define and identify rhyme schemes
- ✓ Define and identify a stanza
- ✓ Explain the purpose of an analytical paragraph
- ✓ Quote a text appropriately in their own writing
- ✓ Write an analytical paragraph

History of the English language

- ✓ Use decoding skills to translate middle English
- ✓ Explain biographical context
- ✓ Explain the views and attitudes at throughout different historical periods
- ✓ Comment on Shakespeare's language and how it could be performed
- ✓ Comment on the key themes in texts throughout different eras
- ✓ Read and understand Chaucer and Shakespeare extracts

Assessment:

- ✓ Write an analytical paragraph on the poem Timothy Winters by Charles Causely.
- ✓ Group presentation

How can you help?

- ✓ Share your favourite poems or song lyrics.
- ✓ Extra work: Reading poetry - KS3 English - BBC Bitesize
- ✓ Why not visit the National Poetry Library? Schools & Families | National Poetry Library
- ✓ Visit Stratford and learn all about Shakespeare. Watch a Shakespeare play or use this curation of CBBC materials: Shakespeare on CBBC 2024 - CBBC - BBC.
- ✓ Have a walk around Canterbury and learn about Chaucer and his 'pilgrims'.
- ✓ Read or watch any adaptation of a Dickens' novel. Try Oliver Twist or A Christmas Carol. There may be a performance at your local theatre.

Mathematics

Overall topic(s)	Negative Integer Arithmetic Fractions
Timeframe	Summer

Sequence of learning

Negative number arithmetic. Is a further extension of our number system, which extends work on positive arithmetic, place value, decimal arithmetic and the whole.

Fractions then also follows to extend arithmetic and number system in the same way negative integer arithmetic does. If we have a secure knowledge of the number system, the whole, and decimals, we can then start to discuss parts of a whole with confidence and perform arithmetic with these parts of wholes.

Areas of study:

- Understand the need for and representations of negative integers.
- Add and subtract a positive integer from a negative integer.
- Add a negative integer to any integer.
- Subtract a negative integer by any integer.
- Multiply any positive integer by a negative integer.
- Multiply any two negative integers.
- Divide a negative integer by a positive integer, where the result is an integer.
- Divide a positive integer by a negative integer, where the result is an integer.
- Divide a negative integer by a negative integer, where the result is an integer.
- Represent fractions using bars and other shapes.
- Represent fractions using area.
- Represent fractions on a number line.
- Understand equivalent fractions and represent these using bars and other shapes.
- Understand how to represent equivalent fractions on a number line.
- Find equivalent fractions given any numerator or denominator.
- Simplify fractions by cancelling a single prime factor.
- Simplify fraction by cancelling a composite factor, including recognising the multiple ways of doing this.
- Convert an improper fraction to a mixed number.
- Convert a mixed number to an improper fraction.
- Find a unit fraction of an integer where the result is an integer.
- Find a non-unit fraction of an integer where the result is an integer.
- Find a unit fraction of an integer where the result is not an integer.
- Find a non-unit fraction of an integer where the result is not an integer.
- Add and subtract two fractions with a common denominator.
- Understand why fractions with different denominators cannot be added or subtracted.
- Add or subtract two fractions where one denominator is a multiple of the other.
- Add or subtract two fractions where neither denominator share a common factor.
- Add or subtract two fractions where the denominators share a common factor.
- Multiply a fraction by a whole number.
- Multiply two proper fractions where the result doesn't simplify

- Multiply two proper fractions where the result simplifies.
- Multiply a mixed number by another mixed number.
- Divide a fraction by an integer.
- Divide by a unit fraction.
- Divide by a non-unit fraction.
- Divide by a mixed number.

Assessment:

- ✓ Negative Integer Arithmetic mid unit assessment and end of unit assessment.
- ✓ Fractions 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)	P3, P4, C4, B5
Timeframe	Summer Term

Overview of topics

Over the course of the third term at Brockington, your child will study topics across the 3 sciences. They will begin to build on their physics knowledge and learn about different forces that act upon objects and be able to apply them to real world examples. They will then look deeper into explaining how these forces are calculated and use practical skills to evaluate elastic properties of a spring.

Following on from this they will continue and build upon their physics knowledge. They will learn about our solar system and the order of the planets. Following lessons are taught to increase their understanding of different phenomenon they experience day to day such as: moon cycles, day and night and why seasons occur.

During the chemistry topics, students will recall knowledge from the start of this academic year by looking back at hazard symbols as well as expectations during a practical situation. Students will gain an understanding in the use of acids and alkalis through practical's and by linking them to common items they may see at home. This module will hone their science skills as students perform an assessed task relating to the different aspects that are followed during a practical

In their last module on Biology, students will look further at variation between organisms of different species and how this can be either environmental or genetic. They will also use data collected from a practical to progress in their evaluation skills by plotting continuous and categorical data on predator and prey relationships in their habitats

Sequence of learning

Topics:

How can you help?
Focus on Science in Everyday Life. Many activities you regularly do can support meaningful science learning! To explore the kinds of connections that are possible, you can do Internet searches like "science of [EVERYDAY ACTIVITY]]" (e.g., construction, cooking, gardening, washing). This can open up all sorts of meaningful questions and experiments to do at home (e.g., how does soap work, how do we hear sounds)

	Areas of study	**How can you help?**
P3: Forces and gravity	✓ Balanced and unbalanced forces ✓ How friction effects moving objects ✓ Streamlining an object ✓ What is mass and weight and their units	BBC bitesize links: Introduction to forces - Forces and movement - KS3 Physics - BBC Bitesize Youtube links: Balanced and unbalanced forces (youtube.com)

	✓ Calculating gravity on other planets ✓ Upthrust ✓ Elastic properties i.e. stretch, compression and elastic deformation ✓ Satellites and the order of planets in our solar system	
P4:Earth in space	✓ Stars and objects in the universe ✓ Planets in the solar system and earths position in relation to the sun ✓ Day and night cycles ✓ Why we have seasons ✓ Phases of the moon ✓ Solar and lunar eclipses	BBC bitesize links: Space - KS3 Physics - BBC Bitesize Youtube links: Our solar system (youtube.com)
C4: Acids and alkalis	✓ Identify hazard symbols ✓ Perform risk assessments ✓ Describe and classify acids, alkalis and bases with the use of indicators ✓ Planning a practical detailing the: method, risk assessment and making detailed observations on this ✓ Investigating how metals react with acids	BBC bitesize links: Acids and alkalis - KS3 Chemistry - BBC Bitesize Youtube link: Acids and bases (youtube.com)
B5: Variation	✓ Drawing line and bar graphs to show continuous and categorical data ✓ How variation can be genetic or environmental with examples ✓ Assessed task focussing on data collection and graph drawing skills ✓ Predator and prey relationships ✓ Classification of organisms	BBC bitesize link: Types of variation - Inheritance and genetics - KS3 Biology - BBC Bitesize Youtube link: Variation (youtube.com)

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)	Muslims & Sikhs
Timeframe	Summer

Overview of topic

This term is spent learning about two major world religions – Islam and Sikhi, both of which are well-represented by Leicester and Leicestershire's local communities. Both topics look at the large-scale teachings before focusing on how modern-day Muslims and Sikhs apply these teachings in everyday life. For example, many Muslims may find it hard to complete Salah (5 prayers a day), so in what circumstances is this acceptable for modern Muslims to adapt and change? We also look at large-impact cultural events that show religious believers expressing their faith, such as the Adhan played in local communities and Vaisakhi processions. Students are encouraged to consider British Values of tolerance and individual liberty when discussing and analysing these large-impact events, and how people show they belong to multiple communities in the modern UK.

Sequence of learning

Topic: Muslims

Areas of study:

- The Five Pillars of Islam: Shahadah (faith), Salah (prayer), Zakah (charity), Sawm (fasting), and Hajj (pilgrimage).
- Muslim practice – The Adhan

Topic: Sikhi

Areas of study:

- Sikhi Identity
- Guru Nanak
- Guru Granth Sahib
- 5 K's and the Khalsa
- 13 Teachings
- The Gurdwara
- Sikhi Marriage
- Sikhi Festivals - Vaisakhi

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 words above mean
- ✓ Encourage your child to revise using BBC Bitesize for Key Stage 3 to continue their learning outside the classroom

History

Overall topic(s)	The Tudors
Timeframe	Summer

Over the course of the summer term, your child will study the Tudor period of history.

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

Areas of study:
- ✓ **Henry VII** – A study of the reign of the first Tudor king.
- ✓ **The Reformation** – This includes learning about Martin Luther, the major events of the Reformation
- ✓ **Henry VIII –** A study of the key aspects of Henry's reign, including his 'Great Matter' and the dissolution of the monasteries.
- ✓ **The children of Henry VIII, Edward, Mary and Elizabeth** – This looks at each of their reigns in turn from a religious and political perspective and how they changed England.
- ✓ **A depth study of the reign of Elizabeth I** – This study covers the challenges Elizabeth faced during her reign and how she overcame them, such as the rivalry with Mary, Queen of Scots and war with Spain.

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.
- An end of unit topic test on the Tudors.

How can you help?
There are many extra-curricular opportunities to extend learning and improve achievement on these topics, including visits to:
- ✓ **The Golden Hinde London -** Sail through history aboard the full-size reconstruction of the famous Elizabethan galleon, the first English ship to circumnavigate the globe.
- ✓ **Historic Royal Palaces -** An organisation that preserves some of the key buildings from English history, including Hampton Court and the Tower of London.
- ✓ **The National Trust –** The National Trust is a charity and membership organisation for heritage conservation.
- ✓ **Kenilworth Castle - English Heritage -** English Heritage cares for over 400 historic places, bringing the story of England to life for millions of visitors each year.

There are also dozens of documentaries, books and websites that can help improve children's learning, including:
- ✓ ***She Wolves England's early queens.*** Episode 3: Jane, Mary and Elizabeth.
- ✓ **BBC Teach** – A YouTube channel with extensive video resources on history.

- ✓ **BBC History Bitesize** – Key Stage 2 and Key Stage 3 games, learner guides, video clips and quizzes.
- ✓ **Historic England Website –** The public body that helps people care for, enjoy and celebrate England's spectacular historic environment.
- ✓ **English Heritage Website -** This includes specific learning guides on the Tudor period along with supporting videos.
- ✓ **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)	Cryology & Urbanisation
Timeframe	Summer

Areas of study:

1. **Cold Environments**
   Students explore the fascinating world of cold environments, beginning with their global distribution and the unique climates and ecosystems found in polar regions, with a particular focus on Russia. The topic includes an investigation of glacial processes and landforms, alongside an examination of how climate change is impacting these fragile environments. Pupils also consider the ways humans interact with cold regions, looking at activities such as exploration, resource extraction, and tourism, along with the risks and responses to natural hazards like avalanches.
2. **Settlements and Urbanisation**
   This unit introduces students to the concepts of settlement site and situation, exploring how both urban and rural settlements develop and change over time. Pupils study rural transformation, the processes that shape urban areas, and the global trends in urbanisation, including the rapid rise of megacities. Key issues such as infrastructure development, informal settlements, urban zones of affluence and deprivation, and strategies for achieving urban sustainability are explored through case studies and real-world examples.

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.

- Glaciation - KS3 Geography - BBC Bitesize
- Urbanisation - KS3 Geography - BBC Bitesize

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

- ✓ *Himalaya* by Michael Palin

French

Overall topic(s)	7. Talking about Animals 8. Talking about Jobs 9. Comparing People
Timeframe	Summer

Overview of topic

This term, students will build on prior learning to create longer sentences and express opinions about different jobs, using adjectives to describe them. They will practise full verb paradigms of regular -er verbs and be introduced to making comparisons.

We will look at the content around describing animals, talking about jobs, where people work and what they think of it and reusing adjectives from earlier in the year to use comparatives and superlatives.

Sequence of learning

Topic:

This term, students will build on previously learned structures and grammar to talk about jobs - saying what people do, where they work, and why they like or dislike their job. They will also be introduced to comparative structures to describe and contrast different roles. We will be 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:

- What jobs people do
- Why they like/dislike those jobs
- Where they work
- Adjectives to describe jobs
- Words for useful jobs
- Words for types of buildings
- The full conjugation of the verb 'Travailler' (to work) in the present indicative
- More/less … than
- As … as
- New adjectives to describe people
- What objects you have is in your
- 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)	7.5 and 7.6
Timeframe	Summer

Overview of topic

During Term 3 – Summer, students will study units that focus on further developing an understanding of programming but using block-based code. 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 using a variety of different programming languages, whilst consolidating learning of 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
7.5 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
7.6 Programming essentials in Scratch	• Introduction to programming and sequencing • Sequencing and variables • Selection • Operators • Count-controlled iteration • Problem-solving	BBC Bitesize Programming - KS3 Computer Science - BBC Bitesize Oak National Academy Unit: Programming essentials in Scratch: part I | KS3 Computing | Oak National Academy (thenational.academy) Seneca Learning: 2.1 Variables & Constants - Computer Science: KS3 (senecalearning.com)

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)	Brechtian Theatre and non-naturalism
Timeframe	Summer

Overview of topic

During the Summer term, your child will develop their understanding non-naturalistic theatre. They will be introduced to the theatre practitioner Brecht and explore techniques such as breaking the fourth wall and using placards. Based on the stimulus of Bullying, pupils will work in groups to devise performances using techniques learnt throughout the year.

Sequence of learning

Topic: Brechtian Theatre - Bullying

Our purpose is to develop your child's understanding of non-naturalistic theatre and devising performances

Areas of study:

- ✓ Breaking the fourth wall
- ✓ Using drama techniques to explore and develop characters and performances
- ✓ Creating performances from a stimulus
- ✓ 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)	Band Skills 1
Timeframe	Summer

Overview of topic
During the Summer term, your child will explore Band Skills and performing popular music. With this they will learn about musical parts and how they work together and how sounds are organised into structures. You child will work as class and smaller ensembles to perform songs taking responsibility for their own musical part. As well as keyboards, pupils will use ukuleles and also have opportunity to use their own instruments if they play outside of school.

Sequence of learning
Topic: Band Skills 1
Our purpose is to develop your child's performance skills performance skills

Areas of study:
- ✓ Reading rhythmic and pitched notation
- ✓ Understanding musical parts, in both treble and bass clef
- ✓ Reading chord diagrams on keyboard and ukulele
- ✓ Using further features of the keyboards – voice and style – to create style
- ✓ Using strumming patterns on ukuleles
- ✓ Large and small ensemble performance of popular songs
- ✓ Performance Skills playing to an audience

Assessment:
- Regular formative feedback
- DIRT feedback on performance skills
- Formative feedback of first song
- Summative performance of second song

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:
- ➢ **Playing together - KS3 Music - BBC Bitesize**
- ➢ **Performing with the voice - KS3 Music - BBC Bitesize**
- ➢ **How to rap - 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

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

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
- 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
- ✓ 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
    - Jennifer Strunge Artist website: https://www.cottonmonster.com/about
    - Jon Burgerman Artist website: https://jonburgerman.com/

Art

Overall topic(s)	Introduction to basic art skills
Timeframe	Summer

Overview of topic
Building on the theme of insects, students will explore the fundamentals of colour theory. They will learn to identify primary, secondary, and tertiary colours, as well as understand how colours are arranged on the colour wheel. Using watercolour, students will practise mixing colours to create a range of tones, tints, and shades, developing their confidence and control with the medium.

Sequence of learning
Building on the skills developed earlier in Year 7, this unit complements the observational studies module, allowing students to apply and refine their techniques through more focused and detailed work.

Topic: Colour theory

Areas of study:
- ✓ What is the colour wheel
- ✓ Colour groups
- ✓ Mixing colour
- ✓ Tone, tint, and shade
- ✓ Drawing skills and techniques.
- ✓ Observational drawing techniques
- ✓ Presentation

Assessment:
- ✓ Mixing and painting
- ✓ 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

Over the course of the autumn and spring terms, your child will participate in range of games type activities and individual sports. In the summer term the focus will be on athletics and striking & fielding games.

Sequence of learning

Topic: Development of core skills

Our purpose is to provide students with a variety of core skills such as passing, receiving, dribbling, turning shooting, balance, hitting, running, throwing and jumping and an understanding of the basic rules and techniques. Our aim is to develop their awareness of choreography and tactics to allow them to be more successful, to help strengthen determination and resilience when faced with challenging sporting situations and to support them with their transition to secondary school.

Areas of study:

- **Football**
- **Netball**
- **Handball**
- **Rugby**
- **Badminton**
- **Trampolining**
- **Gymnastics**
- **Fitness**
- **Athletics**
- **Cricket**
- **Rounders**

Assessment:

- ✓ Your child will be assessed formally in lessons through teacher observation and using Brockington College levels at 3 assessment points throughout the year.

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 – Physical Wellbeing
Timeframe	Spring/Summer

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

Sequence of learning
Topic: Respect Yourself – Physical Wellbeing
Our purpose is to provide students with strategies to help develop and maintain positive physical wellbeing, and strategies to make positive choices.

Areas of study:

- ✓ **County Lines –** what is it, how to recognise the signs and where to access support
- ✓ **Online Safety** – what information should and shouldn't be shared online and who with.
- ✓ **Breck's Last Game -** what is online grooming, how to recognise the signs and where to access support
- ✓ **Be Active** – The benefits to being active and how to increase their movement
- ✓ **Sleep Well -** The impact of good sleep and how to improve the quality of their sleep
- ✓ **Alcohol Awareness** – The impact of excessive alcohol consumption on an individual and those around them
- ✓ **Smoking and Vaping** – The negative impacts of smoking and vaping, and how to get support
- ✓ **Railway Safety**- Key dangers around the railways and how to stay safe
- ✓ **Water Safety** - Key dangers surrounding open water and how to stay safe

In this unit pupils will also participate in Children's Mental Health Week and Make Your Mark (National Youth Parliament Campaign)

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
  - www.switchedonrailsafety.co.uk
  - www.thinkuknow.co.uk
  - http://online.smashedproject.org