



ST LAURENCE SCHOOL
YEAR 7 CURRICULUM MAP
2021-22

St Laurence School
Care • Inspire • Succeed

Contents

Art.....	3
Computing and ICT.....	5
Dance	7
Design and Technology	9
Drama.....	11
English	12
French.....	13
Geography.....	14
German.....	16
History	17
Maths	18
Music.....	19
Physical Education.....	20
PSHE	21
RE.....	22
Science	24

Art

Term 1	Term 2	Term 3
<p>Project 1 Warning – students will be drawing from real life taxidermy insects, please contact your child’s art teacher if you wish them to draw from photographs instead.</p> <p><u>Colour Theory / Insect project 2D</u> A brief introduction to colour theory and art techniques, including: observational drawing, proportion, scale, tone, mark making and Zentangle patterns using fine liners. Pupils will be encouraged to take their own photographs to work from. They will experiment with watercolour painting and bleeding techniques. Artist research includes Christopher Marley and Damien Hirst.</p>	<p>Project 1 <u>3D clay or paper constructed insect project</u> Using sketchbooks and annotation in order to develop their skills, pupils will create a variety of designs in their sketchbook so that they can apply this to either a 3D Clay ‘Japanese Netsuke’ inspired mini bug, or working collaboratively to create a bug installation. Pupils will also get to see the various career paths within art, craft and design, from fine artists to jewellery makers.</p>	<p>Project 2 <u>Identity – Adinkra (West African)/Indian Henna Art</u> Pupils will research West African and Indian cultures and explore, printmaking, collage, painting and how to present their work. We will look at pattern making and its application to print or graphic design. Focusing on the theme of symbolism and personal identity, pupils will draw from their own personal objects and resources.</p>
Term 4	Term 5	Term 6
<p>Project 2 Refining and practising skills learnt so far, pupils will design, create and evaluate a final piece either individually or in groups. They will also learn how to write an artists’ personal statement.</p>	<p>Project 3 <u>Mexican Day of the Dead</u> Pupils will be building a sketchbook of work with drawing, artist research and experimentation inspired by Mexican culture, specifically the Day of the Dead. They will also explore the work of Thaneeya McArdle.</p>	<p>Project 3 <u>Day of the Dead 3D work</u> Refining and practising skills learned, pupils will design, create and evaluate a 3D final piece either using salt dough, clay or card.</p>
Resources	Students are provided with a sketchbook. All materials needed will be provided by school.	
Setting	Students are taught in mixed ability Learning Groups.	
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term.	

Home Learning	Students are set home learning on average every other lesson but this will depend on which point of the project they are on. They will get more homework at the start of the project than at the end.
Extension work	Art club runs every other term which is an opportunity to work with a teacher improving specific skills.

Computing and ICT

Term 1	Term 2	Term 3
<p>Digital Literacy Welcome</p> <ul style="list-style-type: none"> ▪ Introduction to SLS, Email, Class Charts <p>E-Safety</p> <ul style="list-style-type: none"> ▪ Moral compass, key words - malware, phishing, hacking, DoS, password policy <p>Flowcharts</p> <ul style="list-style-type: none"> ▪ Inputs, routines, outputs 	<p>Computing Computational Thinking Skills</p> <ul style="list-style-type: none"> ▪ What is Computational Thinking ▪ Decomposition ▪ Pattern Recognition ▪ Abstraction ▪ What is an Algorithm? ▪ Algorithms represented as Flowcharts ▪ Theory & practice activities ▪ BEBRAS challenge 	<p>Computing Coding – small BASIC & Blockley</p> <ul style="list-style-type: none"> ▪ Simple coding activities ▪ Microbits
Term 4	Term 5	Term 6
<p>Computing Games Development</p> <ul style="list-style-type: none"> ▪ What makes a good game? ▪ Creating a game using Kodu 	<p>Computing Spreadsheets</p> <ul style="list-style-type: none"> ▪ Naming different parts of a Spreadsheet ▪ Using basic formulas in Spreadsheets for basic calculations (+, -, /, *) ▪ Formatting data ▪ Using basic functions (Min, Max, Average) ▪ Searching and Sorting Data ▪ Creating Charts with labelled Axis and Data 	<p>Computing & Digital Literacy Projects</p> <ul style="list-style-type: none"> ▪ 2 group projects based on a choice of topics ▪ Formal presentations ▪ to create moving and flashing images
Text book	N/A	
Setting	Students are taught in mixed ability Learning Groups.	

Assessment	Students are assessed formally at the end of each topic but have regular formative assessments throughout the year.
Trips and expenses	While there are no set trips, one-off trips may occur and students are actively encouraged to go attend.
Home Learning	Students are set home learning on average every lesson and will be asked to submit homework via Class Charts. There will be a focus on using One Note and Teams as a means for sharing resources and monitoring student progress.
Extension work	Students are encouraged to be curious and extend their learning independently. Websites that are useful are: http://www.bbc.co.uk/news/technology http://www.wired.co.uk/topic/technology http://www.bbc.co.uk/education/subjects/zvc9q6f

Dance

Term 1	Term 2	Term 3
<p>Warm up and technique</p> <p>Safety in dance Warmup technique phases Physical skills (posture, coordination, extension and mobility).</p>	<p>Discovering the basic Dance actions</p> <p>5 key dance Actions Elements of Space Different Dynamics Introducing devices Formations, Canon and Unison</p>	<p>Fireworks</p> <p>What is a Motif Motif and development Choreography and responding to a set stimulus</p>
Term 4	Term 5	Term 6
<p>Africa introduction</p> <p>Stylistic features Low gravity Torso isolation Body percussion Call and response</p>	<p>African performance</p> <p>Timing Facial expression and emotion Choreography and responding to a set theme/idea Optional home work – mask making</p>	<p>Stimulus</p> <p>Choreography Responses to various stimulus Performance</p> <p>Rock N Roll</p> <p>Partner Work (mixed gender) Musicality Expression and Character Timing and Sharing Weight Social interaction</p> <p style="text-align: right;">Taking</p>
Text book	None used	
Uniform	Blue PE tops PE shorts or navy-blue thick (none see through) leggings	
Setting	Students studying Dance will be in mixed ability groups	

Assessment	There will be regular class performance assessments. All students also complete skills assessments at the end of each lesson. This tests Physical, Technical, Expressive and Mental skills.
Trips and expenses	While there are no set trips, one-off dance trips may occur and students are actively encouraged to go to the theatre to watch dance as much as possible.
Home Learning	N/A
Extension work	Extra-curricular KS3 Dance club

Design and Technology

Terms 1-6

*Students work in three areas of Design & Technology – Food, Resistant Materials (RM) and Textiles. Groups rotate throughout the year to cover all of the units of work detailed above.

Food

You will learn the basic rules of health and safety, food hygiene, healthy eating (using the traffic light system) and safe food storage and preparation, whilst also developing practical skills – e.g. creaming, rubbing in and melting method. You will learn how to adapt recipes, using nutritional analysis software, to make them healthier e.g. higher in fibre. You will design and make a healthy pizza for your family. You will need to conduct research, analyse your results and then develop a design that your family will enjoy. You will make and evaluate your pizza. You will learn about taste trials and find out about the organoleptic properties of food. Focused practical tasks will help you to develop practical skills further, for example, making cous-cous salad, pasta dishes, fruit crumble and shortbread.

Textiles

You will learn about materials, how to operate the sewing machines and use them safely and independently. You will design and make a cushion cover, introducing colour using tie-dye techniques. You can then add surface decoration using applique. You will learn how to hem and sew simple seams to make your cushion cover. You will also learn how to use 2D design software and the laser cutter to make your own printing block to apply colour to fabric to make a lined wash bag. You will look at a design movement to find inspiration for your designs.

RM

You will make a key ring, tea-light and small copper bookmark working with different materials (wood, metal and plastic) to learn about safety procedures and materials. You will learn how to use equipment safely. You will extend your knowledge of materials and equipment by making a vacuum-formed clock, shaped using an MDF former. You will use CAD/CAM to decorate these products.

Text book	N/A
Setting	Students work in mixed ability groups, equivalent to one lesson each of Food, Textiles and RM per fortnight
Assessment	Students are assessed formally at the end of each project but have formative assessments throughout the year; these focus on generating ideas, planning, making and evaluation.
Trips and expenses	Voluntary pupil contributions for RM and Textiles. Cost of food ingredients for practical work (Please notify your Food teacher if this presents any difficulties as help can be sought for school to provide these ingredients).

Home Learning	Students are set home learning but this will vary depending on what point in the project they are at.
Extension work	<p>Students are encouraged to extend their interest in DT related issues. The following websites are worth a look:</p> <ul style="list-style-type: none">• www.foodfactoflife.org.uk• www.food.gov.uk• Youtube clips on soldering and vacuum forming <p>There is also a KS3 STEM Club – see ‘St Laurence Extra’ booklet for more details.</p>

Drama

Terms 1	Terms 2	Terms 3
<p>Introduction to Drama ‘Drama is Serious Fun’ Using the space safely Developing collaboration skills & creating a safe space to perform Activities to develop transferable skills – including confidence, communication, concentration. Introduction to basic Drama techniques including tableaux, thoughts aloud, transitions.</p>	<p>Development of Subject Skills Communicating using physical & vocal skills Pandora’s Box performance</p>	<p>Knowledge and Understanding Learning to interpret the language of Shakespeare. Exploring Shakespeare in performance</p>
Terms 4	Terms 5	Terms 6
<p>The Tempest Developing understanding of Shakespeare through exploration of ‘The Tempest’</p>	<p>Core Skills Creating and sustaining tension on stage</p>	<p>Subject Skills Using Spontaneous Improvisation to create drama. Introduction to devising. Exploring a play script – Ernie’s Incredible Illucinations by Alan Ayckbourn</p>
Text book	None used	
Setting	Students taking Drama will be in mixed ability groups	
Assessment	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.	
Trips and expenses	It is hoped that Year 7 will be given the opportunity to watch at least one piece of live theatre.	
Home Learning	N/A	
Extension work	Extra-curricular Drama including spring term production	

English

Term 1	Term 2	Term 3
<p>Difficult Choices</p> <p>Short Stories. Reading short stories about difficult choices; exploration of characterisation, story structure and language choices.</p> <p>Novel. The Goldfish Boy by Lisa Thompson.</p>	<p>Difficult Choices</p> <p>Developing a critical understanding of a novel and discussing the key issues within it; understanding characterisation and atmosphere; developing essay writing skills and appreciation of word choice and techniques used by writers</p>	<p>Stories from the Past</p> <p>Narrative Poetry. Understanding the effect of using poetic techniques; exploring how a poet creates effective atmosphere and character through language</p>
Term 4	Term 5	Term 6
<p>Stories from the Past</p> <p>Introduction to Shakespeare. Gaining an appreciation of the techniques and language used by Shakespeare. Developing an understanding of his works including the performance aspect.</p>	<p>Heroes and Villains</p> <p>Frankenstein. Developing a critical understanding of a novel (in play form) and discussing the key ethical issues within it. Whole text argument essay response to answer the question: Who is the real monster?</p>	<p>Heroes and Villains</p> <p>Action Heroes and Villains. Exploring a range of different kinds of heroes and villains; writing creative and non-fiction responses including a persuasive letter.</p>
Text book	Students access a range of fiction and non-fiction texts throughout the year. Students have access to school copies of 'Frankenstein' and 'The Goldfish Boy' as well as collections of poetry, non-fiction and short stories.	
Setting	Students are taught in learning groups generally by two teachers. The LG teacher sees the class six times a fortnight while the Literacy teacher sees each class once a fortnight for a dedicated Literacy lesson which focuses on writing, grammar, spelling and punctuation.	
Assessment	There is at least one summative assessment per short term, and we assess a range of reading and writing skills. There are also opportunities for teachers to assess speaking and listening. Schemes of learning are designed to enable students to develop the skills required for the assessments beforehand, through formative assessment, modelling of work and building on prior knowledge and skills.	
Trips and expenses	There are no extra expenses or trips in Year 7. However, the English department runs writing clubs students may choose to attend and they may have the opportunity for a theatre trip if appropriate. Students also have the opportunity to visit the ILC once a fortnight to discover new books and develop their enjoyment of reading.	
Home Learning	English homework is set by both teachers once a week. The English tasks will vary in content. Occasionally, students will be given a longer task to complete over an extended period of time.	
Extension work	Both classwork and home learning should be differentiated for students. There is also an extensive book list put together by the English department and ILC, accessed through the school website, which has a number of challenging reads.	

French

Term 1	Term 2	Term 3
Topic 1 - Avoir Greetings Classroom items Numbers and Months Pets Age Family Describing what people look like	Topic 2 – Etre and Aimer Describing personalities School subjects Opinions and reasons Time and timetable School day Food Schools in francophone countries	Topic 3 – ER Verbs Gadgets - computers and mobiles Sports Hobbies and activities Opinions on hobbies
Term 4	Term 5	Term 6
Topic 4 – Second verb infinitives and aller Places in the town Giving directions Where you go at the weekend Invitations What you can do in town La Francophonie	Topic 5 – Future Tense and Conditional Tense Countries Getting ready to go out Buying food and drink Holiday plans Dream holidays	
Resources	We follow the Access and Studio 1 textbooks from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called Activlearn.	
Setting	Students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments at the end of each until which test listening, speaking, reading and writing skills, these will also test students’ translation skills both into and from the foreign language.	
Home Learning	During Term 1, French homework will be set once a fortnight. Students will learn the meanings of key words for vocabulary tests. They will not be tested on the spellings. From Term 2, homework will include a termly reading comprehension, written task and cultural research.	

Geography

Term 1	Term 2	Term 3
<p>How do settlements change over time?</p> <p>A look at how villages and towns grow into different shapes and patterns. Students will discuss how Bradford-on-Avon has changed over time, making use of historical and present-day maps, research skills and developing their use of “GIS” through the online tool “Digimaps”.</p>	<p>How do settlements differ around the world?</p> <p>Investigating how cities grow and how people live differently outside of the UK. Students will compare lifestyles and investigate the issues associated with living in “shanty towns”. Among other places, attention is given to the “favelas” of Brazil’s major cities.</p>	<p>Is Earth running out of natural resources?</p> <p>A look at how Earth’s different ‘spheres’ interlink to create a distinct and unique environment for us to live on and how human activity is having an increasing impact on Earth’s ability to sustain our lifestyles.</p>
Term 4	Terms 5 & 6	
<p>Why is the coastline under threat?</p> <p>Completing their study of physical geography, we consider how humans manage dynamic landscapes. Focussing on the UK coastline, students investigate the effectiveness of coastal defences.</p>	<p>How could we investigate the Geography of St Laurence?</p> <p>Students will undertake project work that will allow them to develop group and individual study skills by collecting data within the school grounds, before presenting and analysing the results in detail. Projects are likely to focus on investigations into the school’s “microclimates” or other issues such as litter/sustainability.</p>	
Text book	While we may use certain pages occasionally, we do not use one text book at KS3 Geography.	
Setting	None - students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments throughout the topics (they will complete approximate 1 or 2 per topic). Homework tasks and classwork will also contribute towards students’ progress.	
Trips and expenses	Year 7 Geography makes good use of the school grounds. While there are no set trips, one-off excursions may occur (e.g. in the past we have visited the Olympic Park) and students are actively encouraged to explore their local surrounds and use different maps regularly – Geography is all around you!	
Homework	From term 2, Geography homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Whilst this will not be explicitly marked, it will be used to support your child’s progress in lessons.	
Extension work	Students should always try to keep an eye on the various news outlets. Useful websites include the following: <ul style="list-style-type: none"> - http://mapzone.ordnancesurvey.co.uk/mapzone/ - http://www.bbc.co.uk/newsround/ 	

- http://www.naturalengland.org.uk/information_for/students_and_teachers/default.aspx
- <http://www.metoffice.gov.uk/learning>

German

Term 1	Term 2	Term 3
Topic 1 - Sein Introductions Counting to 19 and ages The alphabet Personalities	Topic 2 - Haben Pets Family members Describing people Colours Birthdays	Topic 3 – Regular Present Tense ER verbs Sports Leisure activities Gadgets – computers and mobiles
Term 4	Term 5	Term 6
Topic 4 – Weil and Word Order School subjects Days and times Describing teachers School facilities and equipment	Topic 5 – Conditional tense and asking questions Places in the town Buying snacks and drinks Summer holiday plans	
Resources	We follow the Stimmt 1 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called Activlearn.	
Setting	Students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments at the end of each until which test listening, speaking, reading and writing skills, these will also test students’ translation skills both into and from the foreign language.	
Home Learning	During Term 1, German homework will be set once a fortnight. Students will learn the meanings of key words for vocabulary tests. They will not be tested on the spellings. From Term 2, homework will include a termly reading comprehension, written task and cultural research.	

History

Term 1	Term 2	Term 3
EQ1: How and why has sanitation in Britain improved over time?	EQ2: Was English Heritage right to call the Anglo-Saxon period the 'Dark Ages'? EQ3: Did the historian Marc Morris get it right about the significance of the Norman Conquest?	EQ3: Did the historian Marc Morris get it right about the significance of the Norman Conquest? EQ4: How important was religion in the Middle Ages?
Term 4	Term 5	Term 6
EQ5: How and why was the monarchs' authority challenged in the medieval period?	EQ6: What were medieval peasants' lives really like?	EQ7: Was England the centre of the medieval world? EQ8: How well do you know the Middle Ages?
Text book	We use a wide range of resources. Teaching & learning is not based on a textbook.	
Setting	Students are taught in mixed ability Learning Groups.	
Assessment	At the end of each enquiry, students will produce a piece of work that demonstrates their understanding of the disciplinary skills and substantive knowledge that the enquiry has focused on. Three of the six end tasks will be formally assessed, but all contribute to a building a picture of the progress students are making. Students will also complete regular knowledge tests for each topic.	
Home Learning	History homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Students are expected to spend 30 minutes on this homework. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons	
Extension work	http://www.english-heritage.org.uk/ http://www.nationaltrust.org.uk/ Students are encouraged to extend their interest in the subject through visiting historic sites, reading around the subject, watching and listening to news, current affairs and history related programmes.	

Maths

Terms 1-3	
<p>Algebra – Sequences, expressions, solving equations, substitution.</p> <p>Data Handling – Averages, recording, interpreting and comparing data in tables and diagrams, drawing charts and graphs, statistics.</p> <p>Number – mental and written calculations to add, subtract, multiply and divide, BIDMAS, rounding and ordering numbers, fractions, decimals and percentages, negative numbers, square numbers, ratio and proportion, problem solving and investigations.</p> <p>Shape – area, perimeter and volume, angles, shape properties, coordinates, maps and bearings, constructing shapes.</p>	
Terms 4-6	
<p>Algebra – Substitution and derivation, straight line graphs and real life graphs.</p> <p>Data Handling – Statistics, probability, interpreting and drawing charts and graphs.</p> <p>Number – mental and written calculations to add, subtract, multiply and divide, history of maths, multiples factors and primes, powers and roots, using a calculator efficiently, problem solving and investigations.</p> <p>Shape – unit conversion, transformations, plans, elevations and nets, solving geometrical problems.</p>	
Text book	We refer to the online version of Kerboodle textbooks associated with mymaths by Oxford University Press, which vary according to level of ability being taught.
Setting	Students in year 7 are taught in learning groups of mixed ability with four groups in each half of the year. Setting is introduced in Year 8 based on performance in tests and other data from KS2 and year 7, as well as learning behaviours. Setting is fluid and assessed at regular intervals throughout the year.
Assessment	All students complete a baseline assessment in September, an assessment according to their ability during term 2 and 4, and complete an end of year assessment.
Trips and expenses	N/A
Home Learning	Maths home learning is approximately 45 minutes per week and may include online tasks via the mymaths and Kerboodle websites, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
Extension work	Mymaths and Kerboodle are good online resources for use throughout KS3

Music

Term 1	Term 2	Term 3
Topic 1 – Elements of Music (Listening) <ul style="list-style-type: none"> Developing listening skills by exploring a range of music for instruments and the voice from different cultures and periods in history Introducing critical listening and analysis by focusing on set works and writing about what a composer has accomplished 	Topic 2 – Elements of Music (Performing) <ul style="list-style-type: none"> Developing ensemble performance skills through singing/playing together Learning to perform and evaluate a set of songs, both in unison and in harmony, with an opportunity to take part in a performance in the Wiltshire Music Centre 	Topic 3 – Ostinato Composition <ul style="list-style-type: none"> Developing composing skills through working with a range of instruments Learning to use ostinato patterns and pulse to develop musical ideas in response to a given brief
Term 4	Term 5	Term 6
Topic 4 – What Does Music Look Like? <ul style="list-style-type: none"> Developing skills in musical theory and notation Learning about the different ways musicians notate their music and experimenting with a range of graphic and traditional notations 	Topic 5 – Introduction to the Keyboard <ul style="list-style-type: none"> Developing keyboard skills for performance and composition, both as a soloist and in small ensembles Learning to perform and improvise with musical patterns and chords; experimenting with the different capabilities of keyboard and piano 	Topic 6 – Part of an Ensemble <ul style="list-style-type: none"> Starting to learn the basics of playing an instrument Introducing initial performance techniques Developing listening and ensemble skills, with an opportunity to perform in a concert at the end of the unit of work
Text book	None used.	
Setting	Students will be taught in mixed ability groups.	
Assessment	There will be regular class performances and opportunities to test listening skills. All students also complete formal assessments at the end of each unit which involve either a live performance/recording of their work, or a written assessment.	
Trips and expenses	While there are no set trips, one-off concert visits may occur and students are actively encouraged to go to performances in the WMC.	
Home Learning	N/A – EXCEPT there is an optional opportunity to use the instruments and rehearse during ‘Part of an Ensemble.’	
Extension work	Extra-curricular ensembles; practising; music reading; learning keyboard/piano layout; Grade V Theory; attend a concert in the WMC.	

Physical Education

Term 1	Term 2	Term 3
Netball (Girls) Rugby Union (Boys) HRE (Fitness) Badminton	Netball (Girls) Rugby Union (Boys) HRE (Fitness) Badminton	Hockey(Girls) Football (Boys) Basketball Gymnastics
Term 4	Term 5	Term 6
Hockey (Boys) Football (Girls) Basketball Gymnastics	Rounders (Girls) Cricket (Boys) Athletics Tennis	Rounders (Boys) Cricket (Girls) Athletics Tennis
Kit	Boys: SLS rugby shirt, SLS polo, SLS blue rugby shorts, SLS white shorts, navy blue tracksuit trousers, predominantly white trainers, gum shield, football boots and shin pads. Girls: SLS polo, SLS shorts, navy blue tracksuit trousers, navy blue leggings, predominantly white trainers, gum shield, football boots and shin pads. Optional: SLS hoodie, thermal layers Please refer to updated kit requirements School-Uniform-Requirements-2021-22.pdf (st-laurence.com)	
Setting	Students have two lessons a week, one which is single sex and the other is mixed as a learning group. They are taught on a carousel which will cover two sports each term.	
Assessment	Pupils are assessed on their performance throughout each term using Key Concept Stage criteria. These criteria are specialised to describe what each Key Concept Stage looks like in an individual sport. Teachers assess and record feedback for students within their assessment booklets.	
Trips and expenses	Clubs and fixtures are available for the majority of sports taught in school. Look out for the extra-curricular programme that will be released in tutors each term. All clubs run by PE staff are FREE and OPEN TO EVERYONE.	
Home Learning	N/A	
Extension work	Pupils are encouraged to attend after school clubs to develop their skills and interest in a sport and potentially represent the school in fixtures.	

PSHE - Please note that the PSHE curriculum may change during the year to meet the needs of our students. If you would like an up to date version, please email; chabry@st-laurence.com. Miss Charlotte Bryer, Head of PSHE.

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Introduction to PSHE – What is it and why is it important? • Transition to KS3/Secondary school • Friendships • Mental Health – resilience • Develop your identity speech – Who are you? 	<ul style="list-style-type: none"> • Personal safety • E-safety – Online grooming • Bullying – school policy link – what is bullying? Bullying scenarios • Develop learning skills – Organisation, Creativity • Developing learning skills/Appropriate behaviours 	<ul style="list-style-type: none"> • Careers – Career pilot, student launch pad booklet. • First Aid – Recovery, CPR, Bleeding
Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Drugs – legal and illegal, alcohol, behaviours/grooming drugs, smoking and vaping. • British values – what are they and why are they important to have? Being British • Diversity – what is it? • Discrimination – where does this happen? What are the different types? 	<ul style="list-style-type: none"> • Positive relationships • My identity – attraction/orientation, key terminology • Introducing consent – scenarios, inappropriate and unwanted contact • FGM – physical and emotional, support • Something’s not right – abuse disclosures – basic info on abuse • Friendship within romance • Families – types – role of the parent, stable family life 	<ul style="list-style-type: none"> • Puberty • Periods, wet dreams, erections • Healthy lifestyles – Diet, dental health & hygiene • Mental Health – emotions, mindfulness, signposting
Text book	N/A	
Setting	Taught in learning groups.	
Assessment	Through verbal contributions and progress review sheets.	
Home Learning	One piece per term	
Extension work	As part of differentiated work in class.	

RE

Term 1	Term 2	Term 3
<p>Authority Students will study a wide range of world – views in order to master the knowledge and understanding needed engage with the following topics:</p> <ul style="list-style-type: none"> • Human and divine authority • Ultimate authority • Monotheism and the characteristics of a monotheistic God • Authority of Jesus • Trinity 	<p>Authority Students will study a wide range of world – views in order to master the knowledge and understanding needed engage with the following topics:</p> <ul style="list-style-type: none"> • Arguments for and against miracles • Jewish concepts of divine authority • The authority of religious texts and the written word • Literal and non-literal interpretations • Islamic concepts of divine authority 	<p>Would the world be better with or without Religion? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <ul style="list-style-type: none"> • What does it mean to be religious, have a worldview and what is an ideology? • What are the conditions for a better world?
Term 4	Term 5	Term 6
<p>Would the world be better with or without Religion? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <p>What are the different roles performed in society by:</p> <ul style="list-style-type: none"> • Places of worship • Education • Family • Media 	<p>What does it mean to have a good life? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <ul style="list-style-type: none"> • Who are good role models in society? • Does religion contribute to a good life? • Is it easy to live a Good life? 	<p>What does it mean to have a good life? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <ul style="list-style-type: none"> • What makes a life valuable? • What does a life well lived look like? • What are the characteristics of a good person?
Resources	While we may use certain pages for various topics, we do not use one text book at KS3 RE.	
Setting	None - students are taught in mixed ability Learning Groups.	

Assessment	All students complete common assessments towards the middle and at the end of topic. These assessment strands are based on different skills, one will be a explanatory essay, whilst the other essay will be an adjudicatory essay where students are marked on their ability to construct a well-supported argument
Home Learning	Home learning will include tasks such as revision, research, or applying ideas to case studies. These tasks are support through the student drive, where there are many resources to help with home learning
Extension work	The library and the student drive will have many resources that can allow a student to deepen their understanding of the topic.

Science

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Introduction to Science at St Laurence - Safety procedures, getting to know the laboratory, key practical skills.</p> <p>Cells - Plant and animal cells, specialised cells and single celled organisms.</p> <p>Particles - States of matter, changes of state and the particle model.</p> <p>Forces – What are forces? Types of forces and forces in action.</p>	<p>Structure and function of Body Systems - tissues and organs, gas exchange and the skeleton.</p> <p>Elements, atoms and compounds - What are atoms like? How do we make a compound? What are chemical formulae?</p> <p>Space - What’s in the solar system? What’s in the universe? Phases of the sun and moon.</p>	<p>Reproduction - Male and Female reproductive organs, what happens during pregnancy? Plant reproduction.</p> <p>Acids and Alkalis – Hazards of acids and alkalis, indicators and making salts.</p> <p>Sound – Introduction to waves, how does your ear work? How do we measure sound?</p>
Text book	We use the Oxford University Press Activate course as a guide for our scheme of work. Students can access the text book and resources using their kerboodle login. Kerboodle	
Setting	None - students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments during each topic. Usually this will consist of a task to test scientific skills and knowledge. A longer, knowledge-based summative test will be given to students towards the end of the year.	
Trips and expenses	Science makes good use of the school grounds throughout the year. Whether it is modelling particles in the quad or sampling invertebrates around the grounds. STEM opportunities vary each year with minimal or no cost involvement	
Home Learning	Science homework will be set weekly and may include research/fact-file tasks, presentations, graphs and tables, written reports or revision for in-class assessments.	
Extension work	<p>Students should always try to keep an eye on the various news outlets. Useful websites include the following:</p> <ul style="list-style-type: none"> - http://www.sciencemuseum.org.uk/onlinestuff.aspx - http://www.nasa.gov/audience/forchildren/kidsclub/flash/ - http://www.rsc.org/learn-chemistry/resource/listing?searchtext=&fcategory=all&filter=all&fAudience=AUD00000002&reference=students - http://www.bbc.co.uk/newsround/ <p>BBC Bitesize has recently been updated with key topics for Key Stage 3.</p>	