



**Haywood
Academy**

Inspiring Creativity & Achievement

Course Content

Year 7

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| Subject | Course Content |
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| English | <p>Students continue to develop and refine skills in relation to reading, writing and speaking & listening through an interesting and varied topic-based curriculum. Key objectives for learning are measured through regular assessments and students are expected to make progress towards acquiring the skills below:</p> <p>Skill Indicator:</p> <ul style="list-style-type: none"> • can make correct vowel choices and understands their impact on spelling patterns • can recognise personal spelling errors and identify spelling patterns • can control and use complex sentences, recognising and employing subordinate clauses • can recognise when new paragraphs are required and use topic sentences to guide the reader • can identify and use features of a range of non-fiction texts • can choose vocabulary and sentence structure to suit different situations • can use skimming, scanning & close reading techniques to locate and retrieve specific information • can read “between the lines” (infer & deduce) • can comment, using appropriate terminology, on how word choice and sentence structure in texts work on readers • can read a range of fiction text independently, developing personal & critical responses • can plan, edit, revise, proof-read & present a text for a specific purpose & audience • can structure a story, hooking the reader with an opening, which maintains and increases interest until it reaches a satisfying closure • can organise a text in suitable ways, signposting this clearly to a reader • can express a personal view, adding features to persuade readers • can comment on the effectiveness of texts, supporting views with evidence • can express ideas clearly, responding to and building on points made, and asking appropriate questions • can listen for main ideas in spoken texts, recalling and recording learning • can report back on discussions, as well as taking other group roles • can explore situations and texts in role, using voice, body language and other performance features |
| Maths | <p>During Key Stage 3 students extend their calculating skills to fractions, percentages and decimals and begin to understand the importance of proportional reasoning. They are beginning to use algebraic techniques and symbols with confidence. They generate and solve simple equations and study linear functions and their corresponding graphs. They begin to use deduction to manipulate algebraic expressions.</p> <p>Students progress from a simple understanding of the features of shape and space to using definitions and reasoning to understand geometric objects. As they encounter simple algebraic and geometric proofs, they begin to understand reasoned arguments.</p> <p>They communicate mathematics in speech and a variety of written forms, explaining their reasoning to others. They study handling data through practical activities and are introduced to a quantitative approach to probability. Students increasingly make connections between different aspects of mathematics.</p> |

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| Science | <p>The Year 7 Science course contains modules as indicated below:</p> <p>Safety in the lab</p> <p>Cell, Tissues and Organ systems</p> <ul style="list-style-type: none"> • Cells, Tissues & organs • Reproduction <p>Particles in action</p> <ul style="list-style-type: none"> • Solids, liquids and gases • Particle model <p>Forces and their efforts</p> <ul style="list-style-type: none"> • Explaining and identifying forces • Measuring forces <p>Reproduction</p> <ul style="list-style-type: none"> • Fertilization • Pregnancy and birth <p>Particles and Reactions</p> <ul style="list-style-type: none"> • Explaining and investigating chemical reactions <p>Space, the universe and its beginning</p> <ul style="list-style-type: none"> • Structure of the solar system including planets <p>Plants and Photosynthesis</p> <ul style="list-style-type: none"> • Photosynthesis and why plants matter <p>Elements, components and mixtures</p> <ul style="list-style-type: none"> • The difference between elements, components and mixtures • Using the periodic table <p>Electricity and Circuits</p> <ul style="list-style-type: none"> • Series and parallel circuits • Voltage and current in circuits <p>As part of these units and in order to prepare well for study at GCSE students will be challenged to:</p> <ul style="list-style-type: none"> - Plant experiments including variables - Interpret and explain data sets and graphs - Use scientific literacy to answer questions in the form of QWC questions - Model and explain scientific concepts - Use research and ICT skills to answer science based questions. |
| Technology | <p>During this year students learn the practical and theoretical knowledge of four design disciplines, these are - 3D Product Design, Engineering, Textiles and Fashion, Food Preparation and Nutrition.</p> <p>The subject is primarily workshop, studio and kitchen based. This allows students to access all the tools, machines, equipment and materials needed to produce high quality outcomes. This includes access to cutting edge CAD/CAM Technology such as 3D printers and Laser Cutters.</p> <p>The types of products that students manufacture include a variety such as LED torches, personal storage, CAD travel entertainment, fashion/textile products and a variety of freshly made nutritious dishes such as fruit salads, rice and pasta dishes, fruit crumbles and soups.</p> |
| Drama | <p>In year 7 students explore a range of drama techniques working individually and in groups using imagination, creative, cognitive communication and social skills to create performances and to explore situations.</p> <p>In year 7 students study a variety of topics:</p> <ul style="list-style-type: none"> • Drama Toolkit • Character detectives • Life of an Evacuee • The Haunted House |
| Art | <p>In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.</p> <p>In year 7 Students study a variety of topics:</p> <ul style="list-style-type: none"> • Formal elements, line, shape, tone, colour, pattern and texture • Insects • Portraits |

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| | <ul style="list-style-type: none"> • African Art |
| Humanities | <p>Including Geography, History and Religious Studies. In year 7 students undertake a combined Humanities curriculum that provides a wide range of study, specific to key skills in Geography, History and Religious Studies. Each half term students rotate to ensure they study each subject in the depth required to ensure learning in all areas is maximized. Each student will have the same teacher through the academic year to ensure consistency for each student.</p> <p>Half Term One – Geography</p> <ul style="list-style-type: none"> • What is Geography? • My World <p>Half Term Two – History</p> <ul style="list-style-type: none"> • Norman conquest, Castles and Control • Medieval Realms <p>Half Term Three – Religious Studies</p> <ul style="list-style-type: none"> • Places of Worship • Pilgrimage • Big stories from the Bible <p>Half Term Four – Geography</p> <ul style="list-style-type: none"> • Amazing world • China's world <p>Half Term Five – History</p> <ul style="list-style-type: none"> • Crusades and Medicine • Tudors and Stuarts • The English Civil War <p>Half Term Six – Religious Studies</p> <ul style="list-style-type: none"> • Religious festivals and rites of passage • The Environment • Should we eat animals? |
| Music | <p>In year 7 students experience a variety of musical styles, which encompass the three main strands of learning: listening and appraising, performance and composition. Students work both individually and in groups and by the end of the course are able to explore, create, evaluate and understand their work and that of their peers.</p> <p>The topics covered are:</p> <ul style="list-style-type: none"> • Rhythm and Pulse • Voice works • Instruments of the Orchestra |
| Physical Education | <p>In Year 7 students will participate in the following activities:</p> <ul style="list-style-type: none"> • Football / Netball • Basketball • Tennis • Rugby / Gymnastics • Hockey • Cricket • Table-tennis • Rounders • Fitness • Athletics • Cross Country • Badminton <p>Students will be taught the importance of exercise in leading a healthy active lifestyle, through all activities. Students will develop key skills and techniques in the identified sports. They will begin to evaluate their performance to suggest ways to improve and will explore different tactics in sporting situations to outwit their opponent.</p> |

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| Dance | <p>During Year 7 students engage in three units in dance which develop their physical skill, dance knowledge and creativity.</p> <p>Unit 1 – Dance Skill (The Nutcracker) Unit 2 – Dance Style (World Dance) Unit 3 – Dance Composition (Choreography)</p> <p>They will learn the basic principles of dance movement and choreography through appreciation of dance styles from around the world. Students work both independently and as part of a team to develop their spiritual, moral, social and cultural awareness and core school cooperative values. Students are given a level of attainment for each unit based upon their contribution, skills, knowledge and understanding.</p> |
| MFL | <p>In Year 7 students study a variety of topics, such as self and family, talking about where they live, descriptions, school and places and directions.</p> <p>The main focus is on acquiring vocabulary and grammar and practicing the 4 skills, in both present and past tense.</p> <p>Listening</p> <ul style="list-style-type: none"> • To listen to spoken French and identify individual words and familiar phrases • To listen to a longer passage and identify the main points <p>Speaking</p> <ul style="list-style-type: none"> • To answer simple questions about myself • To take part in a short conversation giving likes and dislikes • To give a longer presentation on a given topic. <p>Reading</p> <ul style="list-style-type: none"> • To read short French texts and answer questions in English • To read a longer passage in French and note the main points and opinions <p>Writing</p> <ul style="list-style-type: none"> • To copy familiar words/phrases correctly • To develop the skill of writing from memory |
| Computer Science | <p>In year 7 students study:-</p> <p>Unit 1: Under the hood of a computer This unit provides a brief outline of the history of computing; practical study of components that make up a computer; inputs, processing and outputs; data and binary; bits, bytes and megabytes.</p> <p>Unit2: Think like a computer scientist An introduction into computational thinking, pattern recognition and introducing students to algorithms.</p> <p>Unit 3: Drawing and manipulating shapes Students begin to understand the relationship between computer science and shape/patterns in order to be able to write algorithms</p> <p>Unit 4: Creating an animation/simple computer game This unit involves further practice writing algorithms and creating precise sequences of instructions. Using Scratch, a visual programming language, students will progress to creating an animation or computer game.</p> <p>Unit 5: E-Safety Students will use CEOP materials to ensure they are aware of the risks faced online and, importantly, how to stay safe when socialising online.</p> <p>Unit 6: Web Awareness This unit provides students with the opportunity to look at the way in which the web works technically and, also reliability.</p> <p>Unit 7: Introducing to Python Students will explore the textual programming language Python and begin to look at how key programming concepts are similar between Scratch and Python.</p> |