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| **Intent for the Year 7 ENGLISH Curriculum 2019-2020**  ‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment.  Our curriculum will encourage everyone to have a positive impact on society.’ | | | | | | |
| **Intent:** Building from KS2, a love of reading is actively encouraged through homework and age related reading lists. This reading is supported through book reviews and tiered vocabulary to enhance intellectual development of the subject matters they are experiencing and reading about. Students develop a wider and deepening knowledge of differing genres, and begin to understand the impact of historical contexts by being introduced to the historical settings of Dickens and Shakespeare in Year 7. They are encouraged to creatively explore and analyse the fantasy genre, dip into gothic horror in Victorian novels, and relationships in Shakespeare, and yet also explore cross curricular historical experiences of World War One and Victorian and Elizabethan England. Their moral character and empathy is actively engaged, exploring relationships, emotions of loss and love, responsibilities and consequences of actions within this learning. Students explore poetry in a fun and creative way, through shape poetry and analysing poems that speak to their stage in life and the world. Exploring the world around them is evidenced with the media module, where persuasive language and manipulative techniques are evaluated and created. Ultimately, the power of language as a tool is a journey that is begun in Year 7. | | | | | | |
| **Term** | **Enquiry/Topic/Unit:** | **Key Outcomes:** | **Character Education:** | **Assessment:** | **Vocabulary:** | **Home-Learning:** |
| **1a** | **War Horse**  How does the writer use language to communicate ideas effectively? | Students will have read War Horse, learning new vocabulary and subject terms.  Alongside reading and understanding the text, students will use War Horse as a platform for their own writing, using new vocabulary and terms learnt to suit a particular audience and purpose. | Responsible  Curious  Respectful  Honest  Empathetic  Courteous  Resilient  Confident  Reflective | **Formative assessment:**  **\***verbal feedback + stamp  \*Whole class feedback  \*Peer/self-assessment  **Summative assessment:**  Creative writing inspired by an image.  Marked using KS3 Language mark-scheme  *Stickers and written feedback leading question* | **See SoWs/Knowledge Organisers**  **Narrator** | Reading and Journal to encourage wider reading and expose students to different types of text, vocabulary and styles of writing. |
| **Term** | **Enquiry/Topic/Unit:** | **Key Outcomes:** | **Character Education:** | **Assessment:** | **Vocabulary:** | **Home-Learning:** |
| **1b** | **Harry Potter**  How can we develop our analytical skills? | Students will have read Harry Potter and will have been introduced to the basics of English Literature: \*Understanding the plot, characterisation and setting and understanding how these have been used.  \*Making inferences and referring to evidence in a text.  \*Knowing the context for the writing and how that has influenced the text. | Responsible  Curious  Respectful  Honest  Empathetic  Courteous  Resilient  Confident  Reflective | **Formative assessment:**  **\***verbal feedback  \*Whole class feedback  \*Peer/self-assessment  **Summative assessment:**  How does Rowling use language for effect/ to create tension in the extract?  *Marked using KS3 Literature mark-scheme Stickers and written feedback leading question* | **See SoWs/Knowledge Organisers** | Reading and Journal to encourage wider reading and expose students to different types of text, vocabulary and styles of writing. |

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| **Intent for the Year 7 Mathematics Curriculum 2019-2020** | | | | | | | | |
| **Intent:** *Students develop knowledge, understanding and skills in all 6 strands of the Mathematics curriculum – number, algebra, proportional reasoning, geometry, probability and statistics, building upon their experience from KS2. Considering prior learning and stage of development students are taught in three ability pathways. All students will develop numeracy skills and be able to apply these to everyday situations and acquire tools to help understand the world around them. Through the year students will develop problem solving strategies and enhance their creative thinking skills. They will be encouraged to develop a curiosity and an appreciation of the subject and understand that the study of mathematics is an intellectual endeavour in its own right.* | | | | | | | | |
|  |  | **Topics and skills:** | **Key Outcomes:** | **Character Education:** | **Assessment:** | **Vocabulary:** | **Home-Learning:** |
| **Plus Pathway** | **1a** | * Integers, powers, roots and prime factors * Simplifying algebraic expressions * Construction * Properties of shapes | Consolidate their numerical and mathematical capability from KS2 and extend understanding of the number system and place value.  Select and use appropriate calculation strategies to solve problems  Start to use algebra to generalise arithmetic and express relationships  Use language and properties to analyse shape and statistics  Begin to reason deductively in geometry  Develop problem solving strategies | Through the delivery of our Maths curriculum we endeavour to develop the following character traits:   * Responsibility * Curiousness * Respectfulness * Honesty * Empathy * Courteousness * Resilience * Confidence * Reflectiveness | **Formative assessment** takes every lesson as part of good quality teaching using a variety of assessment for learning techniques.  End of unit questions are used to check understanding and application skills taught.  **Summative assessment** - For the first 4 half terms students will have a written assessment covering the content of the preceding half term and will contain interleaving questions on prior learning. There will be an end of year exam which will assess all content and application of learnt maths skills. | See scheme of work for key terms used in each individual unit of work. | Students will have a weekly home learning task which will either consolidate or extend current learning, revise prior learning (interleaving task) or be a flipped learning task.  The home learning task may be a written task or may be a task completed on an online learning platform (e.g. Hegarty maths) |
| **1b** | * Rounding to decimal places and significant figures * Calculations with decimals * Collecting and representing data * Brackets in algebra |
| **Core Pathway** | **1a** | * Integers, powers, roots and prime factors * Simplifying algebraic expressions * Properties of 2D and 3D shapes * Congruency |
| **1b** | * Rounding to decimal places * Ordering decimals * Calculations with decimals * Collecting and representing data * Sequences and the nth term |
| **Star Pathway** | **1a** | * Integers, factors, multiples and primes * Simplifying algebraic expressions * Properties of 2D and 3D shapes * Symmetry |
| **1b** | * Rounding * Ordering decimals * Calculation with decimals * Collecting and representing data * Coordinates in the 4 quadrants |