



St Bede's

Curriculum Guide

Key Stage 3

Year 7



St Bede's RC High School Curriculum Statement

"Education is not the filling of a pail, but the lighting of a fire"

We aim to foster the intellectual, social, creative, physical, moral and spiritual development of all our pupils. We see every child as a unique person with a God-given individual identity. Our vision is rooted in a desire to nurture and develop the best in all students and prepare them for success in life. Our broad and sequential curriculum is designed to provide all pupils with the core knowledge that will maximise their cognitive development so that all students at St Bede's RC High School will become active and economically self-sufficient citizens, who live their lives through the teachings of Lord Jesus Christ.

The stability of our curriculum allows for subject expertise to develop over time. We recruit and retain high quality subject specialist teachers and place a strong emphasis on providing outstanding personalised, departmental and whole school CPD.

We seek to provide a range of focused learning environments where innovation, challenge and engagement are expectations not aspirations. Our three year Key Stage 3 curriculum provides students with the time and space to gain a conceptual understanding across a broad range of subjects in line with the National Curriculum, which prepares them to study fewer subjects in the depth required at Key Stage 4.

Student progress is measured through both formative and summative assessment. This allows teachers to check understanding, correct misconceptions and provide high quality feedback. Our reflective approach to assessment promotes continuous improvements to both teaching and learning.

Reading and comprehension are integral to the teaching of our curriculum. The school is currently in the process of designing a new library and pupils are encouraged to understand the etymology of words alongside their meaning. By placing a strong emphasis on the teaching of reading, we seek to develop both confidence and enjoyment in reading.

Everything our children learn at St Bede's is to be seen as part of the school curriculum. It aims to inspire their lifelong journey in faith and help them to develop as mature people, empowered to shape and enrich the world by living the Gospel of Jesus Christ in their everyday lives.

The curriculum at St Bede's is ambitious and inclusive for all learners. It seeks to synergise knowledge with skills. It provides students with a progressive learning pathway in order to be successful in achieving high quality qualifications and ensuring that they are well equipped for their future destinations.

Every child has an equal right to a challenging and enlightening curriculum. By planning and teaching our curriculum to a high standard, we stride to install the confidence in all our students, "that with belief, all things are possible".

Curriculum Allocation – Year 7

Number of lessons on a two week timetable cycle, of one hour each.

Subject	Hour(s)
Religious Education	5
English	6
Mathematics	7
Science	6
Art	2
Computing	2
Design Technology	1
Drama	1
Geography	4
History	4
Music	2
Physical Education	4
Spanish	4
Transition	1
Literacy	1
TOTAL	50

Religious Education

'In the Beginning...' Genesis 1:1

Brief Outline of Subject

Brief outline of subject: Religious Studies is taught to all students at St. Bede's. The Year 7 schemes of work are based upon the Religious Education Curriculum Directory (2012) agreed by the Catholic Bishops' Conference of England and Wales.

Year 7 Curriculum Overview - Investigating Religion

Unit 1 - Our Catholic Community

Who are Catholics? Introduction to the Church hierarchy, denominational Christianity, the Sacraments, the saints, liturgical year.

Students will study the following:

- Who are Catholics?
- How is the Catholic Church structured?
- Who is Saint Bede?
- What happens throughout the Church year?
- Why are sacraments important for Catholics?

Unit 2 - Who am I?

Creation, self and conscience - why are we here? Free will and stewardship.

Students will study the following:

- What is the Genesis account of Creation?
- What are scientific theories of Creation?
- Can science and religion exist together?
- Is free will a good thing?
- What is stewardship?

Unit 3 - What is the Bible?

*The history and structure of the Bible, types of writing in the Bible, 'the banned book', Tyndale, is the Bible 'true'?
Is the Bible still relevant today?*

Students will study the following:

- How and when was the Bible written?
- What type of writing is there in the Bible?
- Is the Bible true?
- How did the Bible arrive in Britain?
- How can I find a Bible reference?
- What can the Bible teach us today?

Unit 4 - Investigating Faith

Introduction to world faiths - our multi faith society. Investigation of the different ways in which believers express their faith (e.g. art, architecture, music, dress)

Students will study the following:

- What are the origins of the world religions?
- How do different religions express their faith?

Additional Information

- Instagram - [@stbedesblackburnre](#)
- Spirited Arts competition

Mrs J. Carr – Academic Leader for Religious Education

English

“Words are our most inexhaustible source of magic...”

Brief outline of subject:

In English, we aim to inspire learners, regardless of their starting point, to value the magic that can be found in words, whilst guiding them in their acquisition of the literacy skills needed for life beyond St. Bede's. The English Curriculum at St. Bede's is designed to encourage learners to **appreciate** the power of vocabulary, **develop** a reflective approach to their reading of texts and **apply** this in order to use language which positively represent themselves, whilst inspiring others. St. Bede's English Department is successful and experienced, staffed by a specialist team.

During **KS3 (Years 7-9)**, we aim to ensure that learners experience an English curriculum that is rich in subject knowledge and depth. Learners' experience of English is fruitful, wide ranging and not 'taught to a test'. Throughout KS3, students will acquire and enhance the vital skills needed for Literacy and appreciation of literary works. As learners progress to **KS4 (Years 10-11)**, we follow the **AQA GCSE English Language and Literature** courses where learners will build on their understanding and skills developed in the Key Stage 3 programme of study for English.

YEAR 7 CURRICULUM OVERVIEW

English is taught to all learners in Year 7. All classes have a dedicated teacher and follow the same curriculum at the same time, regardless of which class they are in. Work centres around the study of some whole and some part texts, including those taken from other cultures and the English Literary Heritage. Learners read at the start of their English lessons - either a text of their own choice or one selected from the classroom reading shelf. Reading for pleasure is set as part of the homework timetable at least once every four weeks.

**Unit 1 –
INTRODUCING
SHAKESPEARE’S STORIES**

A Midsummer Night’s Dream

- Students will study the following:**
- Narrative writing skills and developing writing accuracy
 - Developing, drafting and editing narrative writing
 - Context of Elizabethan England
 - Handling the challenges of Shakespearean language
 - Understanding Shakespeare’s influence on culture

**Unit 2 –
INVESTIGATING MODERN FICTION**

Study of one of the following texts underpins this module (either full text or abridged text with extracts – depending on class): *Hunger Games, Cirque Du Freak, Holes Harry Potter and the Philosopher’s Stone, The Boy in the Striped Pyjamas, War Horse or Abomination.*

- Students will study the following:**
- How writers create a sense of time, character and atmosphere
 - Significance of context and writers’ intention through use of language and structure study
 - Key linked poems in depth (poetic devices)
 - Developing descriptive writing skills

**Unit 3 -
CONSIDERING TRUE HERITAGE**

Throughout this module, one of the following texts will be studied (either full text or abridged text with extracts – depending on class): *Great Expectations, Treasure Island, Frankenstein, Oliver Twist or Alice in Wonderland*

- Students will study the following:**
- The importance of context and the connections between the past and the present
 - How both literature and non-fiction texts can be used to present a viewpoint
 - Developing viewpoint writing skills
 - Individual speech skills

Additional Information - Assessment		
UNIT 1	UNIT 2	UNIT 3
Summative: Narrative Writing & Shakespeare Extract Reading & Spelling Age Assessments	Summative: Fiction Skills on Modern Text (<i>Comprehension, Language Analysis & Structure</i>) & Descriptive Writing	Summative: Non-Fiction Skills on Text linked to studied Heritage Text & Viewpoint Writing Individual Speech

Additional Information

ENRICHMENT

Learners have the opportunity to be additionally enriched in English as part of the **'Experiences in English'** programme where students have the opportunity to access a wide range of beneficial activities. Students are enriched by taking part in regular challenges such as 'Literary Heritage Hunts', 'Get Caught Reading' and 'Shakespeare's Birthday Bash at Bedes'. We offer trips to Shakespeare's Globe Theatre, Shakespeare's birthplace - Stratford-upon-Avon and the home of the Bronte sisters – Haworth. In the past three years we have been to the theatre to see, amongst others: *Macbeth*, *A Christmas Carol*, *Romeo & Juliet*, *Blood Brothers*, *Matilda*, *Wicked*, *The Tempest* and Poetry Live! Opportunities to take part in 'Poetry by Heart', Literary Film Club and Book Club are also available. Additionally, learners regularly have the opportunity to enter creative writing competitions – with some recently being published nationally.

SOCIAL MEDIA

We have an Instagram account, which is a popular way that students now choose to direct their enrichment and ongoing revision. This can be accessed via Instagram - **@stbedesblackburnenglish**. Or alternatively, for students who do not have an Instagram account, this can be accessed via this web link – www.instagram.com/stbedesblackburnenglish

Mrs L. Diffley – Academic Leader for English

Mathematics

“The essence of Mathematics is not to make simple things complicated but to make complicated things simple”

MATHEMATICS

“The essence of Mathematics is not to make simple things complicated but to make complicated things simple”

Brief Outline of Subject

The Maths department aims to **guide** pupils in their learning, **inspire** pupils through our passion for Maths and **challenge** them to succeed. We want to encourage the feeling they can do Maths and **believe that all things are possible**.

At St Bede's we follow the national curriculum. The Mathematics curriculum is designed to ensure that each year we reinforce the learning from the previous years, including KS2, and build upon that foundation. This ensures that pupils are able to access and then succeed at the next level of challenge. We use a variety of techniques to engage pupils, taking into consideration different learning styles to develop their confidence in Maths.

Year 7 Curriculum Overview

Maths is taught to all pupils in Year 7, with classes set according to ability. This allows teachers to differentiate the work accordingly. The Year 7 SOW intends to build upon knowledge acquired at KS2. We aim to develop mathematical fluency, reasoning and enable our pupils to be competent in solving problems.

BLOCK 1 – ALGEBRAIC THINKING

Exploring sequences,
understanding algebraic notation
and equality.

Students will study the following:

- Describing and continuing linear and non-linear sequences
- Function machines
- Using and interpreting algebraic notation
- Substitution into expressions
- Representing functions graphically
- Forming and solving one-step equations
- Understanding and identifying equivalent expressions
- Collecting like terms

BLOCK 2 – PLACE VALUE AND PROPORTION

Looking at place value, ordering and fraction, decimal and percentage equivalence.

Students will study the following:

- Integer and decimal place value
- Comparing and ordering numbers
- Finding the range and median of a set of numbers
- Rounding to powers of 10 and one significant figure
- Standard index form
- Converting between fractions, decimals and percentages
- Equivalent fractions
- Interpreting pie charts

BLOCK 3 – APPLICATION OF NUMBER

Using the four operations with numbers and solving problems

Students will study the following:

- Using mental and formal methods for addition and subtraction of integers and decimals
- Solve problems involving perimeter, money, frequency trees and tables
- Solve problems involving bar charts and line graphs
- Using mental and formal methods for multiplication and division
- Calculating areas of simple shapes
- Finding the HCF/LCM
- Finding the mean of a set of numbers
- Using the order of operations
- Finding fractions and percentages of amounts

BLOCK 4 – DIRECTED NUMBER AND FRACTIONAL THINKING

Working with negative numbers and fractions

Students will study the following:

- Ordering negative numbers and using in context
- Four operations with negatives
- Solving two-step equations
- Converting mixed numbers
- Adding and subtracting fractions

BLOCK 5 – LINES AND ANGLES

Constructions, measuring angles and geometric reasoning

Students will study the following:

- Drawing, measuring and classifying angles
- Constructing triangles
- Drawing pie charts
- Knowing and using angles facts

BLOCK 6 – REASONING WITH NUMBER

Students will study the following:

- Mental arithmetic strategies
- Estimation
- Using Venn diagrams

Developing number sense,
exploring probability and types of
numbers

- Understanding and calculating probabilities of events
- Recognise and use different types of numbers
- Product of prime factors
- Powers and roots
- Using counterexamples

Additional Information

- We offer pupils the chance to take part in various competitions and challenges including;

Year 7 - UKMT Junior Challenge

Year 8 - UKMT Junior Challenge and Team Challenge

Years 9 – UKMT Intermediate Challenge and Team Challenge

Year 10 - UKMT Intermediate Challenge and Maths Feast

- Pupils and parents can follow the Maths department on Instagram @stbedesblackburnmaths, or via the link on the school website

Mrs G Watson – Academic Leader for Mathematics

Science

Equipped with his five senses, man explores the universe around him and calls the adventure Science.

— Edwin Powell Hubble —

Subject Overview

Students at St. Bede's study topics across all three disciplines of science from year 7 through to year 11; these are biology chemistry and physics. The coverage of these topics provides students with a breadth and depth of understanding of the world around them. Biology helps students to understand the living world and organisms, covering the biological processes of humans, other animal, plants and microorganisms. In chemistry, students gain an understanding of the atoms, elements and molecules which make up matter and the chemical processes which take place to form new substances. In physics, students gain an understanding of energy and forces, how these interact on Earth and beyond, to make sense of actions we see every day.

Year 7 Science

In year 7, students are taught a breadth of topics across all three specialisms of biology, chemistry and physics. The schemes of learning across year 7-8 are designed to cover all topics outlined in the Key Stage 3 National Curriculum for science. These topics are interleaved to ensure regular revisiting of each specialism throughout the year. The topics are chosen as the fundamental scientific concepts of many topics they will be taught in subsequent years of Key Stage 3 and Key Stage 4.

Unit 1 - Scientific skills

Students will study the following:

- Using apparatus safely
- Assessing risks in investigations
- Planning investigations, including variables
- How to process collected data, including graph skills

Unit 2 - Organisms

Biology

Students will study the following:

- Levels of organisation
- The skeleton, joints and muscles
- Using microscopes
- Plant and animal cells
- Unicellular and multicellular organisms
- Specialised cells
- Transport into and out of cells

Unit 3 - Particle model

Chemistry

Students will study the following:

- Particle models for different states of matter
- Processes involved in change of state
- Gas and liquid pressure
- Diffusion of particles

Unit 4 - Energy

Physics

Students will study the following:

- Food as fuel
- Energy resources
- Power ratings and calculations
- Energy transfer and dissipation

Unit 5 - Ecosystems

Biology

Students will study the following:

- Food chains and food webs
- Ecosystems and interdependence
- Competition for resources
- Plant reproduction
- Plant fertilisation and germination

Unit 6 - Separating mixtures

Chemistry

Students will study the following:

- Acids and alkalis
- Neutralisation
- Metals and non-metals
- Chemical reactions of metals
- Displacement reactions

Unit 7 - Forces

Physics

Students will study the following:

- Gravity
- Balanced and unbalanced forces
- Laws of motion
- Speed, distance & time

Unit 8 - Separating mixtures

Chemistry

Students will study the following:

- Pure and impure substances
- Making solutions
- Solubility
- Filtration
- Distillation and evaporation
- Chromatography

Unit 9 - Waves

Physics

Students will study the following:

- Sound waves
- Hearing
- Light
- Reflection and refraction
- The eye and vision
- Observing colour

Unit 10 - Genetics

Biology

Students will study the following:

- Variation
- Natural selection
- Preserving biodiversity
- Human reproduction
- DNA and genetics

Unit 11 - Electricity

Physics

Students will study the following:

- Current and Potential difference
- Resistance
- Series and parallel circuits
- Using electricity equations

Unit 12 - Earth

Chemistry

Students will study the following:

- The structure of the earth
- Formation and types of rocks
- The rock cycle
- The earth and solar system
- The moon

Additional Information

As part of each unit covered throughout the year, students are given many opportunities to develop their scientific and skills throughout each unit. In a similar manner to how required practicals are now part of many topics in GCSE, we have woven required practicals into units of our key stage 3 units to maximise the development of scientific skills in the topics we deliver.

Art and Design

“Art is not what you see, but what you make others see.”

Brief outline of subject:

The Art department ignites creativity and guides students to explore different areas of Art and be open to work in new mediums and styles. Working in the arts helps learners to develop creative problem-solving skills. The arts provide challenges for learners at all levels. Art education connects students with their own culture as well as with the wider world which can be evident in their portfolio of work.

Year 7 Curriculum Overview

Year 7 Art students undertake a single hour of Art each week. All topics covered focus initially on working from observation of primary or secondary sources. Throughout the year, students work from a selection of mixed media experiments to illustrative and 3 Dimensional products. The focus is on the Formal Elements of Tone, Line, Texture and Form then Colour, Shape and Pattern. Artists include Amy Genser, Mark Oliver and Deborah Fisher. Later in the year we look at creative 3 dimensional surface patterns and textured tiles along with a recycled bug or insect sculpture.

Unit 1 -

HT1

Carousel Abstract

Students will study the following:

- Apply materials and media using the formal elements,
- Colour and colour blending.
- Present their work effectively using composition and work into studies for extra depth
- Create a concertina book

HT2
Mythical Creatures

Students will study the following:

- Mythical Creatures and hybrid elements
- Animal skins
- Use a range of different mediums such as watercolour, coloured pencils and pencil tones.
- Create detail with Fineliner mark making
- A mythical creature of your own

Unit 2 -
HT3
Under the Sea

Students will study the following:

- A range of textile techniques
- Looking at composition, colour and shape.
- Embroidery and sewing machine skills
- Using felt fibres and dissolvable fabric to create your own under the sea fabric tile.

HT4
Bugs and Insects

Students will study the following:

- Microscopic textures and shapes of bugs and insects
- Understanding of depth and composition
- Using pencil tones correctly
- Experiment with collage aspects

Unit 3 -
HT5
Pop Art

Students will study the following:

- Observational and grid method types of drawing techniques
- Pop Art bold and comic related styles
- Explore Pop Artists and their techniques
- Create own Pop Art study

HT6
Perspective

Students will study the following:

- Can apply and categorize visual language and understanding
- Photography elements
- Vanishing points, one and two point perspectives
- Create worms and birds eye view drawings
- Create a cityscape

Additional Information

Year 7 students will be selected to work on achieving an Arts Award through extra-curricular activities in Art and Design.

Follow StbedesArt on Instagram for competitions and portfolios of work for KS3 and KS4 inspiration.

Creative Arts nights to be held in the summer to provide an opportunity for Arts Award students to showcase both their talents and efforts through an Arts exhibition.

Mrs D. Harding – Academic Leader for Art

Computing/ICT Year 7

“Computers themselves, and the software yet to be developed will revolutionise the way we learn” – Steve Jobs

Brief Outline of Subject

The Computing/ICT department aims to provide students with skills for life, to enable and empower students to take an active part in society, in life beyond St. Bede's. The curriculum is designed to be balanced and challenging, covering a wide spectrum of skills and philosophies found under the umbrella term of computing. Students will develop a range of creative and problem solving skills in line with the national curriculum, but also develop and enhance their ICT skills in a wider context to meet the needs of a modern world.

Year 7 Curriculum Overview

In Year 7 we introduce students to the wide range of study encompassed in the Computing/ICT spectrum. Students will experience the different skills required to become discerning users of ICT but also be able to create solutions to given problems, whether computational or creative.

E-Safety

Students will learn about potential hazards of operating online and how to remain safe in a digital environment.

Students will learn:

- Spotting 'Fake' news
- Social media influencers
- Online Challenges
- Data harvesting
- Live streaming
- Online emotions and mob mentality
- Different types of grooming

Programming – Kodu Game Lab

As an introduction to programming and computational thinking, students will use Kodu game lab to create a variety of games and programs

Students will learn:

- Variables
- Loops
- If statements
- Objects

Spreadsheets

Spreadsheets are an integral part of the working world and it is important that students understand what they are and how they used, and the benefits they can have. This will have a cross curricular theme with Geography.

Students will learn:

- Formula - Basic
- Conditional formatting
- Functions Basic
- Formulas advanced
- Functions - Advanced
- Functions Advanced
- Graphs and Charts

Graphics

Students will have the opportunity to develop their creative side focusing on graphics software, learning the various tools and how they can be used singularly or in conjunction to create digital products

Students will learn:

- Canvas + Background
- Importing and scaling images
- Magic wand
- Lasso
- Text
- Effects
- Textures
- Blend Options
- Pen Tool
- Opacity

Additional Information

In the Computing/ICT department we encourage students to actively pursue and engage with technology in all areas of life, both in and out of school. There are lots of activities, competitions that students can become involved in which will enhance their skills, computational thinking and appreciation of the ubiquitous nature of technology in today's world. Below are some helpful links for activities to try, but remember all additional activities will develop skills and confidence.

National Cyber Security Challenge - <https://www.cybersecuritychallenge.org.uk/>

Create games - <https://unity.com/> or <https://editor.construct.net/>

Learn to code <https://www.codecademy.com/>

These are just a few, but there are countless tutorials, videos and communities surrounding all aspects of computing from Photoshop to game development. Whatever you're interested in there will be something for you!

Mr N. Jackson – Academic Leader for Computing

Design and Technology

"You can't use up creativity. The more you use, the more you have."

Brief Outline of Subject

Design and Technology is about providing opportunity for children to use creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs.

Problem Solving is a huge part of Design and Technology and integral to learning, opening up opportunities to develop and thrive.

Year 7 Curriculum Overview

Introduction to Design and Technology (Resistant Materials). Pupils have a 1-hour lesson every fortnight and rotate between Resistant Materials and Graphic Products half way through the academic year.

Pupils focus on Health and Safety in the workshop including the use of tools and equipment to complete project based work. A focus on the use of Adobe illustrator in Graphics to build on knowledge and understanding to complete projects with creativity and flare.

Resistant Materials

*Understanding the basics within
Design and Technology in the
workshop environment.*

Rotation of Year 7 classes.

September to February

or

February to July

Students will study the following to allow them to develop in depth knowledge and a clear understanding of Design and Technology.

- Health and safety in the workshop.
- Research of existing products.
- Initial design stages.
- Use of ICT in Design and Technology.
- Tools and equipment.
- Materials – Woods.
- Manufacturing Processes.
- Testing and Evaluation Process

Graphic Products

Understanding of the rules and design principles of Graphics Design (including safety)

Drawing software/ Photo editing

Rotation of Year 7 classes.

September to February

or

February to July

Students will study the rules and principles followed by design task using drawing software. Photograph editing project and development of nets to build on skills and knowledge.

- Graphics rules
- Working of nets
- Intro to drawing software
- CAD nets
- Cad tools
- Layout and setup (including printing)
- Effects and Typography
- Intro to photo editing software
- File type saving
- Importing and exporting files

Additional Information

Extra-Curricular Activities

Green Power Race car – Pupils engage in engineering and design. The Race car is raced annually where the pupils taking part manage the pits and race against other competitors – application required.

Chess Club – Chess club is open to all age ranges and give pupils the opportunity to build on thinking skills and problem solving, this is run during lunch times, with completions taking place on a regular basis.

Trips

Aintree Race Day Trip (Race team members only)

Festival of Making – Blackburn Centre.

Mr S. Canavan – Academic Leader for Design Technology

Drama

“It isn’t always about what they do on stage. It’s about them growing and working together. Appreciating each other and realizing that true talent is in the heart.”

Brief Outline of Subject

The Drama department drama seeks to ensure that all pupils develop a broad range of skills and experiences. Pupils are introduced to technique, style, genre and scripted drama in order to give them a deeper knowledge and understanding of drama in as many forms as possible. Throughout Key Stage 3 pupils build upon their understanding of dramatic style and genre and are able to practice devising drama using a variety of theatrical techniques. Towards the end of the key stage, pupils focus their studies on devising for specific audiences, script work and the theories of theatre practitioners, in preparation for further study at KS4, either at GCSE or BTEC level.

YEAR 7

Term 1

Pied Piper - Developing Initial Skills

Students will study the following:

- Drama Techniques
- Acting Skills
- Performance Skills

Term 2

Melodrama – Introduction to Style and Genre

Students will study the following:

- Exploration of Genre
- Social and Historical Relevance
- Stylistic Features

Term 3

The Terrible Fate of Humpty
Dumpty – Exploring Scripted
Drama 1

Students will study the following:

- Interpreting Text in Performance
- Actors Perspective
- Playwright's Perspective

Additional Information

Drama in Year 7, 8 and 9 teaches the skills that pupils need to be successful at GCSE Drama or BTEC Performing Art which pupils can choose to study in year 10 and 11.

Pupils are given the opportunity to perform in a variety of whole school events at various times of the year, including public performances and whole school assemblies and services.

Mrs H. Vercoe-Bracewell – Academic Leader for Drama

Geography

“The study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world.” (Barak Obama)

Brief outline of Subject

The Geography department seeks to guide and inspire all learners to achieve in geography through an engaging and challenging curriculum. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human environments. By incorporating geographical skills, current issues and varying scale from local to global we are able to enthuse the young people we teach and develop a wide range of valuable transferable skills. The curriculum is based on the National Curriculum for Key Stage 3 Geography in terms of both content and concepts

Subject: Geography Year 7

Year 7 curriculum rationale: In year 7, Geography is taught to all students and involves studying a range of physical and human topics. Topics are centred around local and national scale geography with the UK making up the core backbone of the year 7 topics. Pupils focus on their local area and develop an understanding of the United Kingdom. In the final topic of the year pupils begin to explore wider world geography by studying their continent of Europe. All topics are designed to include current in the news topics, issues and geographical skills.

Unit 1 – The World and ME

Investigating geographical skills, the world and their local area.

Students will study the following:

- Baseline assessment to establish prior knowledge
- World mapping relating to their lives/interactions
- Grid references – Using local maps
- Scale – Using Local area maps
- Contours and relief
- Longitude and latitude

Unit 2 – The United Kingdom

Introducing pupils to the UK – Their island home

Students will study the following:

- UK characteristics – mapping
- Population and diversity of the UK
- Cities of the UK
- London Case Study
- National parks and conflicts
- Blackburn – My Local area (diversity, characteristics)

Unit 3 – UK Weather and Climate

Investigating UK weather and climate and its impact

Students will study the following:

- UK weather vs climate
- Types of rain
- Air pressure/masses
- Factors affecting climate
- Climate graphs
- Microclimates – measuring weather/fieldwork study
- UK extreme weather

Unit 4 – Challenges and opportunities in the UK

Investigating current UK challenges to their life and the management of these

Students will study the following:

- Water challenges and management
- Waste challenges and management
- Energy challenges and management
- Air pollution challenges and management
- HS2 – opportunities and challenges
- Manchester – opportunities/challenges in a UK city

Unit 5 – UK Coastlines

Investigating coastal features and landforms within the UK

Students will study the following:

- Coastal processes and waves
- Erosion, transportation and deposition
- Erosional landforms of the UK – Dorset
- Depositional landforms of the UK – Dorset
- Erosion – Holderness coastline
- Managing coastlines
- Coastal case study - Blackpool – The rise and fall
- Coastal case study - Newquay

Unit 6 – Europe our continent

Investigating geographical skills, the world and their local area

Students will study the following:

- Countries of the UK
- UK's Place in Europe
- European Union/Brexit debate and impacts
- Migration in Europe
- Tourism – Mediterranean and Alps tourism
- European country table

Additional information

Fieldwork opportunities will be offered during year 7 to support the learning of the classroom.

End of unit tests will be used to support assessment for learning. These will be a mixture of multiple choice, short answer questions and extended questions.

Mr A. Lloyd – Academic Leader for Geography

History

“Ideas shape the course of history”

John Maynard Keynes

Brief outline of subject:

The History department seeks to guide and inspire all learners to enjoy the study of history through creative and inspiring teaching. Students are challenged to critically examine the past and make links between different events and concepts, in order to better understand the present and the future. By developing their ability to effectively explain and critique events and critically examine sources and interpretations, students develop a wide range of valuable transferable skills. The curriculum is based on the National Curriculum for Key Stage 3 History in terms of both content and concepts with a focus on both chronology and ideas, such as ‘empire’ and political ideology.

Year 7:

After first focusing on key concepts and skills such as chronology, in Year 7, students are taught an overview of British history since the Norman Conquest. They look at key political, economic and social events, considering how ideas such as religion, power and conflict have shaped the country. This gives them a foundation of vital historical skills and knowledge on which to base their further study of history in the years to come. Links are made with other countries to enhance understanding of wider history too.

Year 7 Term 1

Unit 1 -

What are key history skills?

Medieval England: what were the challenges and solution?

Students will study the following:

- Historical skills, such as chronology and centuries
- 1066 and the Battle of Hastings
- William’s control: feudal system and castles
- Religion and power of the Church
- Power: de Montfort and Magna Carta
- Society: Black Death and the Peasants’ Revolt

Year 7 Term 2

Unit 2 -

How did the Tudors affect the future?

Students will study the following:

- War of the Roses and Richard III
- Henry VII and Henry VIII
- The mid-Tudor Crisis: Edward and Mary
- The reign of Elizabeth
- Early Stuarts: The Gunpowder Plot, witch trials
- The Civil War and Cromwell

Year 7 Term 3

Unit 3 –

How has modern Britain developed?

Students will study the following:

- Act of Union and development of the UK
- Imperialism and the British Empire
- The Industrial Revolution
- Ireland and religious conflict
- Twentieth century Britain
- Summative task to analyse Britain since 1066

Additional Information

Homework used to support learning and will comprise a range of task, including but not limited to: reading, research, extended writing.

Miss S. Isherwood – Academic Leader for History

Music

“There is music in every child. The teachers job is to find it and nurture it”

Brief Outline of Subject

The Music department seeks to guide and inspire all learners to enjoy the study of music through performance, composition and contextual understanding. Every pupil is given the opportunity to learn a variety of instruments, compose in a variety of styles and appreciate music from different genres. We also offer weekly instrumental lessons in woodwind, brass, strings, guitars, keyboard, piano and vocals taught by a team of highly experienced tutors. All music lessons from Year 7 to 11 are directly linked to the National Curriculum, GCSE Music and Btec Music Level 2.

Year 7

Unit 1 -

Understanding Rhythm

Students will study the following:

- Reading rhythms
- Time signatures
- Performing polyrhythms
- Rhythmic Composition
- World Instruments
- Individual performance
- Ensemble performance

Unit 2 -

Understanding Notation

Students will study the following:

- Reading notation
- Performing notation
- Root notes of chords
- Individual performance
- Ensemble performance

Unit 3 -

Drumming

Students will study the following:

- Names of the kick / snare / hihat
- Keeping a beat and stamina
- Simple drum notation (debut standard)
- Rockbeat grooves

Unit 4

Listening and Appraising

Learning to understand how the inter-related dimensions form a piece of music.

Students will study the following:

- Dynamics
- Tempo
- Sonority / instrumentation
- Rhythm and metre
- Structure and form
- Tonality

Unit 5

An introduction to chords

**Rhythm, pitch, harmony,
performance skills**

Students will study the following:

- How to work out the notes of a root position chord
- Performance of a chord progression
- Following a Lead sheet
- Development of individual performance

Unit 6

Guitar chords

**Rhythm, pitch, individual
performance**

Students will study the following:

- Em / Am / G
- Strumming skills
- Performance of a chord progression
- Following a Lead sheet
- Development of individual performance

Additional Information

All work in Year 7, 8 and 9 teaches the skills needed to be able to be successful at GCSE and Btec Music Level 2 which are the two qualifications that we offer at KS4.

We have a thriving department where all pupils are given the opportunity to perform in a variety of whole school events through our wide range of extra curricular activities on offer.

Pupils perform regularly at the Christmas Carol services, Rock Nights, Music Awards nights, Masses, assemblies, as well as performances within the community.

Extra curricular activities include Wind Band, Brass Group, Swing Band, Choir, Rock Group

Mrs C. Keighley – Academic Leader for Music

Physical Education

“I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.”

“I can accept failure, everyone fails at something. But I can't accept not trying.”

Michael Jordan

Brief Outline of Subject

Physical Education within St Bede's is a valued subject which offers a broad and balanced curriculum that is designed to develop the physical, mental and social development of the individual throughout KS3 and beyond. Students are given plentiful opportunity to develop their existing skills and acquire new ones both in curricular and extra-curricular activities. This programme is based around the competitions calendar to allow students to further develop their skills in a competitive environment.

Year 7 Curriculum Overview

In Year 7 pupils are introduced to a wide range of activities both in curricular and extra-curricular time. In these activities pupils will work on developing the fundamental skills required to participate in competitive situations and are introduced to tactics to improve performance. They will learn to understand the importance of leading a healthy active lifestyle and the lifelong benefits that this can provide.

Unit 1 - Physical

Being able to perform effectively the physical tasks involved in life as well as sport.

Students will study the following:

- Copy and repeat simple skills
- Link appropriate skills and actions
- Select and use skills appropriately
- Understand and apply simple tactics
- Develop fitness and assess

Unit 2 - Mental

A feeling of being positive about yourself and emotionally healthy.

Students will study the following:

- Analyse their own performance
- Comment and compare on others performance
- Benefits of physical activity
- Identify subject specific words
- Effects of exercise

Unit 3 - Social

Felling positive about interactions with other people in the wider world.

Students will study the following:

- Developing teamwork
- Knowledge of rules
- Safety
- Improve confidence
- Develop communication

All three of the units above will be delivered through a variety of;

- Team games such as football, netball, volleyball, hockey, basketball, cricket, softball and rounders.
- Individual sports such as badminton, table tennis, tennis, gymnastics, trampolining, dance, athletics, fitness and cross-country.
- Outdoor and adventurous activities such as orienteering, mountain biking and the Year 7 team building day.

Additional Information

Pupils in Physical Education will also be given the opportunity to further enhance their performance by taking part in a wide range of extra-curricular activities.

- Weekly extra-curricular clubs and fixtures
- Intra-school competition (e.g inter college)
- Inter-school competition (Local, Regional and National)
- Blackburn with Darwen Competitions Calendar
- Sports Trips
- Specialist Community Sports Clubs (Table Tennis, Badminton and Gymnastics)
- PE whole school Theme of the Week

All achievements in Physical Education are celebrated through the St Bede's PE twitter account and culminate in the Sports Awards Evening held annually at Blackburn Rovers Football Club.

Mr M Ashworth – Academic Leader for Physical Education

Spanish

“Otro idioma es otra visión de la vida” Federico Fellini.

Brief Outline of Subject

The Spanish department seeks to guide and inspire all learners to enjoy the study of Spanish through creative and inspiring teaching. Students are challenged to think linguistically and build and develop skills in listening, reading, writing and speaking in Spanish. Throughout a varied curriculum, students will develop transferable and invaluable skills which they will apply throughout their futures. The curriculum is based on the National Curriculum for Key Stage 3 Spanish in terms of content, culture and skills.

Year 7 Curriculum Overview

After first focusing on conversational Spanish and phonetics, students will develop their pronunciation as well as speaking and listening skills. These will then be consolidated through reading, listening, writing and speaking.

Unit 1 - ME PRESENTO

Students will study the following:

- Personal information- introducing yourself and conversing in conversational Spanish.
- Phonics.
- Asking and forming questions.
- Adjectival agreements.
- Descriptive language. Describing art and images from the Spanish artist, MIRÓ
- Christmas in Spain

Unit 2 - MI TIEMPO LIBRE

Students will study the following:

- Present tense regular and irregular verb conjugations.
- Using activities and opinion phrases to discuss free-time preferences.
- Talking about others- verb conjugations and 3rd person singular opinion phrases.
- Easter in Spain.

Unit 3 - DONDE VIVO

Students will study the following:

- Describing and discussing where you live.
- Talking about future and ideal homes.
- Using the conditional tense.
- Comparatives and superlatives.
- Descriptive language.
- Speaking skills.
- Zapi Y Zape
- La Tomatina

Additional Information

Pupils are encouraged to explore the following:

- MFL Instagram page
- Andalucía trip
- Madrid trip
- European Day of Languages
- Battle of Quizlet
- Spanish play trip
- Inter-year group debate competitions
- MFL bake sales

Miss N. Di Niro – Academic Leader for Spanish

Literacy

"The limits of my language mean the limits of my world"

Ludwig Wittgenstein, 1921

Brief outline of subject:

In addition to their English lessons, year 7 learners participate in one literacy lesson per fortnight. The aim of this lesson is to supplement and improve basic literacy skills alongside the English curriculum. Each lesson will focus on a different technical skill, giving learners the opportunity to revise prior knowledge and develop it further whilst drawing attention to the importance of technical accuracy. After applying each key skill to their own writing, learners undertake crucial self-evaluation and improvement activities.

Unit 1 -

In this unit students will study basic punctuation and word classifications, consolidating skills by applying them to writing.

Students will study the following:

- Capital letters
- Varied Punctuation
- Speech Punctuation
- Adverbs
- Verbs
- Adjectives

Unit 2 -

Students will study how writing is organised, looking at example texts and creating their own.

Students will study the following:

- Recognise paragraphs and topic sentences
- Using supporting sentences
- Arranging Paragraphs
- Making links and using connectives
- Summarising ideas

Unit 3 -

Students will focus on building writing, particularly in relation to sentence structure.

Students will study the following:

- Simple sentences for effect
- Compound sentences with conjunctions
- Complex sentences
- Sentence starters
- Organising writing

Mrs C Roundhill – Academic Lead for Literacy



Transition

“The secret to change is to focus all of your energy, not on fighting the old, but on building the new”.

Socrates 2014.

Brief outline of subject:

To support the social, emotional and academic needs of pupils as they transition into the high school environment.

Unit 1 -

In this unit students will learn about expectations and procedures at St Bede's.

Students will study the following:

- What is expected of them.
- What they can expect from school.
- Who to go to if they have a specific problem.

Unit 2 -

Students will learn about the different forms of bullying and the dangers of social media. They will focus on resilience and being part of the St Bedes community.

Unit 3 -

Mental Health and wellbeing.

In this unit students will focus on themselves. Pupils will learn about the legal requirements of exercise as well as working on their personal resilience in a safe environment.

Students will study the following:

- Anti-bullying. How can we prevent bullying and what to do if we have witnessed bullying.
- What is empathy and how can we stop bullying by showing empathy?
- Is the internet good or bad? Why?
- The dangers of social media.
- Pupils to have more confidence in themselves and avoid using social media and celebrities to compare themselves with.
- Sexting and the law.

Students will study the following:

- Pupils to become more aware of what they are eating and how this will affect their bodies.
- Pupils to be aware of what the legal requirements are for physical activity in school.
- Wider impacts and benefits on the body that exercise can have.
- Pupils encouraged to understand how they react to failure and how they can improve upon this and then apply this to other situations in life.
- Pupils to leave with strategies they can personally use to help them in stressful situations.
- Pupils to understand how their actions can affect someone's happiness and how we can follow a better path.

Unit 4

Academic Support.

In this unit students will gain an understanding of how they are performing and progressing in their subjects and gain valuable revision skills and techniques to perform to their best ability.

Students will study the following:

- Literacy support. Finding key information from texts and using this to answer assessment style questions.
- Vocabulary support. Reviewing word of the week and looking at the different words used in assessments and how their meaning can differ in each subject.
- Learning Styles and revision techniques. What type of learner am I? Pupils will discover how they learn best, they will then investigate different revision techniques and put these into practice.
- Reflection on the year so far, what have pupils enjoyed and been successful in. Could they improve in any area? Setting goals and writing a letter to their year 11 self.

Miss S. Ashton – Academic Leader for Transition