



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



Year 7 Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

Year 7 English Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Year 7	Unit 1- Global Identities		Unit 2: Past and Present		Unit 3: Telling Tales		Unit 4: Shakespeare	
	Identity, Diversity and Community Y7 English begins with an exploration of fiction and non – fiction texts written by authors from diverse backgrounds. We analyse how writers craft fiction and non- fiction texts to promote and reflect their individual and group identity, whilst considering the role and significance of these texts in the context of societal and global issues. This will provide an opportunity for students to express themselves by writing a speech about identity.		Oliver Twist: Writer’s Craft Next, Y7 English continues to develop analysis skills through detailed examination of Oliver Twist. We explore how and why Dickens created the novel with consideration of the Victorian context. The text also models excellent descriptive writing.		Tales of Mystery and Suspense After exploring this text with gothic features in depth, Y7 English explores the gothic genre more widely. We will understand, analyse and replicate the features of the genre.		Exploring Villains: Macbeth Finally, Y7 ends with the study of Macbeth and Shakespearean villains. This allows students to examine supernatural in the gothic genre and Shakespeare. As well as exploring Macbeth, studying Shakespearean villains enables students to become familiar with a range of Shakespeare plays and consider patterns within characters. Also, we revisit and develop non- fiction writing by crafting a letter using Macbeth as a stimulus.	

Year 7 Maths Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Place Value and 4 Operations	<u>Algebraic Manipulation</u>	<u>Fractions</u> Decimals	<u>Solving Equations</u>	<u>Sequences</u> <u>Co-ordinates & Graphs</u>	<u>Angles</u> Bearings
	<u>Factors, Multiples & Primes</u>	<u>Units of Measure</u> Perimeter Area	<u>Presentation of data</u> <u>Averages</u>	<u>Percentages</u>	<u>Ratio & Proportion</u>	<u>Polygons & Circles</u> Symmetry Congruency <u>Transformations</u>

Year 7 Science Curriculum Overview-

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> • Biology- Living things 1 • Chemistry- Particles 1 	<ul style="list-style-type: none"> • Biology-Living things 1 • Chemistry- Particles 1 	<ul style="list-style-type: none"> • Chemistry- Properties and reactions 1 • Physics-Energy and Waves 1 	<ul style="list-style-type: none"> • Chemistry- Properties and reactions 1 • Physics- Energy and Waves 1 	<ul style="list-style-type: none"> • Biology-Our Environment 1 • Physics-Forces and Electricity 1 	<ul style="list-style-type: none"> • Biology-Our Environment 1 • Physics-Forces and Electricity 1

Year 7 Computer Science Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> • E-Safety and the Internet • Cyberbullying Prevention and protection 	<ul style="list-style-type: none"> • Basic and Advanced Formulae • Charts and Absolute Cell Referencing 	<ul style="list-style-type: none"> • Initial Programming Concepts • Using Variables 	<ul style="list-style-type: none"> • Software and Hardware • Microbit Makecode Programming 	<ul style="list-style-type: none"> • Selection, Sequential and Iteration • Conditions and Branching 	<ul style="list-style-type: none"> • Control and Modelling • Input/Output and Computer Hardware

Humanities

Year 7 Geography Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What is Geography and how do we study it?	Changing Places	Changeable weather in the UK and our local area	Global environmental issues	The importance of Coastal landscapes	National and Global Tourism

Year 7 History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Unit 1: Who had the Power in the Medieval World?	Unit 1: Who had the Power in the Medieval World? Unit 2: How was Power Challenged?	Unit 2: How was Power Challenged?	Unit 3: How significant were women in the Tudor Court? Unit 4: New World; New Ideas.	Unit 4: New World; New Ideas. Unit 5: How revolutionary was the 17 th Century?	Unit 5: How revolutionary was the 17 th Century?

Year 7 RE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	The Island; An Introduction to Philosophy and religion	A study into Judaism	Theological Jesus	Historical Jesus	A study into Sikhism	Religion and the Environment

Year 7 PSHE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Respectful Relationships 1. Positive and healthy friendships 2. Boundaries, privacy and consent 3. Conflict and reconciliation Ending friendships and relationships	Physical and emotional health 1. Exploring puberty 2. First sexual feelings 3. Hygiene and dental health Menstrual health	Online and Media 1. Opportunities online 2. Digital citizenship 3. Digital citizenship 2 4. Digital footprint	Mental Wellbeing 1. What is mental wellbeing 2. Our behaviours, thoughts and feelings 3. Dealing with grief	Keeping safe: 1. Giving and seeking permission 2. Communication skills 3. Freedom and capacity to consent 4. FGM	Respectful relationships 1. Stereotypes 2. Discrimination 3. Hate crime and radicalisation

Languages

Year 7 French Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> Point de depart: Meeting and greeting people. (Identity and culture) 	<ul style="list-style-type: none"> C'est perso. - About yourself and others. 	<ul style="list-style-type: none"> Mon collègue - All about School 	<ul style="list-style-type: none"> Mes passetemps - My hobbies. 	<ul style="list-style-type: none"> Ma Zone - Local area describing your town 	<ul style="list-style-type: none"> Chez toi, Chez moi. Local area, holiday and travel.

Year 7 German Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> Meine Welt und ich – me and my world 	<ul style="list-style-type: none"> Tiere und Familie – animals and family members 	<ul style="list-style-type: none"> Freizeit - Free time activities 	<ul style="list-style-type: none"> Schule ist klasse! - Life at school 	<ul style="list-style-type: none"> Meine Stadt - Travel, shopping and buying snacks. 	<ul style="list-style-type: none"> Gute Reise - Holiday plans and tourist attractions.

Year 7 Spanish Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> Mi vida – my life 	<ul style="list-style-type: none"> Mi tiempo libre – free time activities 	<ul style="list-style-type: none"> Mi insti – talking about life at school 	<ul style="list-style-type: none"> Mi familia y mis amigos – family and friends 	<ul style="list-style-type: none"> Mi ciudad – my city/town 	<ul style="list-style-type: none"> Las vacaciones futuras – holiday plans (project)

Creative and Performing Arts

Year 7 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	LINE		Completion of Line. Moving onto SHAPE.	Completion of Shape. Moving onto COLOUR.	Completion of Colour. Moving onto TONE.	Tone
<p>Year 7 Building blocks of Art. Students will learn the Formal Elements of Art and Design, focusing on developing key skills and explorative strategies using a range of stimulus. Students will be using the skills they have acquired to develop their confidence through practical activities and Artist research.</p>	<p>LINE; Students will complete a series of activities that build on their knowledge of how line is used in art, focusing on developing key skills IN MARK MAKING, OBSRVATIONAL DRAWING, TONE, ARTIST KNOWLWDGE AND DISGN. With reference to the work of Bridget Riely, students create 'Op Art' design and a block print final outcome.</p>	<p>With reference to the work of Bridget Riely, students create 'Op Art' design and a block print final outcome. SHAPE; BUILDING ON PRIOR LEARNING OF LINE AND COMPOSITION Students will learn how Shapes are used in Art to create form. Improving skills in accuracy and the application of materials. Students study and understand the principles of composition, creating abstract Art work. Focusing on understanding the characteristics of Wassily Kandinsky's abstract paintings. Students learn that inspiration for Art work does not always come from visual forms. Students create Abstract paintings and mixed media pieces. Building skills with application of material, colour and composition</p>	<p>Students create Abstract paintings and mixed media pieces. Building skills with application of material, colour and composition. COLOUR; BUILDING ON PRIOR LEARNING OF LINE, SHAPE AND COMPOSITION students learn how to use colour successfully in Art. Learning colour theory and it's application. Improving skills of accuracy and material application. Researching the work of the Fauvist Artists. Students start to use photography to record their surroundings and digital editing techniques to experiment with manipulating colour. Students create a final painting in the style of the fauvist artists, based on an observational drawing from their own photo.</p>	<p>Students start to use photography to record their surroundings and digital editing techniques to experiment with manipulating colour. Students create a final painting in the style of the fauvist artists, based on an observational drawing from their own photo. TONE; BUILDING ON PRIOR LEARNING OF LINE, SHAPE COMPOSITION AND COLOUR Students gain greater confidence with their observational drawing. Understanding the importance of light to create a 3D illusion. They build on accuracy of line and shape and understand how to use tonal techniques with a variety of materials.</p>	<p>Researching Georgio Morandi's still life studies, students will be exploring the importance of light in photography, taking their own photos of a still life arrangement and using digital editing techniques. They will create their own mixed media composition. This Unit is designed to build and consolidate on the students key Art Skills developed over the year but to develop their confidence and self-expression. <i>What are the key features?</i> <i>How is a Murder Mystery solved?</i> <i>How can we create our own Murder Mystery performance?</i></p>	

Year 7 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1: Introduction to Drama		Unit 2: Script <i>"The Perfectly Timed Death of an Imaginary Friend"</i>	Unit 3: Characterisation: <i>"Boy"</i> by Roald Dahl	Unit 4: The History of Theatre	Unit 5: Murder Mystery
Year 7	Students will learn the basic expectations of Drama and Theatre focusing on developing key skills and explorative strategies using a range of stimulus. Students will be using the skills they have acquired to develop their confidence through performance to their peers.		Students will learn how to use a script. What are stage directions? How are scripts laid out? They will use <i>"The Perfectly Timed Death...."</i> as an accessible way to explore script work. 'The Perfectly Timed Death of an Imaginary Friend' by Kieran Lynn, Focuses on understanding characters, conventions of plays and scripts, discussion, empathy and links to real world experiences such as transition to secondary school.	Using the story of <i>"Boy"</i> (Roald Dahl's Autobiographical Novel) Students will explore a sense of location, mood & atmosphere, plot & storyline & characters that are different to yourself.	Starting with the question of how did it all begin? Students will look at some of the key areas of theatre history. Starting with Greek Theatre including the amphitheatres, Greek mythology and features of Greek performance.	Students will be exploring the genre of Murder Mystery. Looking at such questions as: What do we already know about Murder Mystery? What are the key features? How is a Murder Mystery solved? How can we create our own Murder Mystery performance? This Unit is designed to build and consolidate on the students key Drama Skills developed over the year but to also develop their confidence and self- expression before they transition into Year 8 and more independent performance work. <i>we already know about the M</i> <i>What do we already know about th</i> <i>r Mystery genre?</i> <i>What are the key features?</i> <i>How is a Murder Mystery solved?</i> <i>How can we create our own Murder ry performance?</i>

Year 7 Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Making Music	Soundscapes	Japanese Music and Musical Notation		Cover Song Skills and Performance	
Year 7	<p>Appraising Students learn the essential elements of music – Tempo, Rhythm, Dynamics, Timbre, Texture. They learn the definitions of each element and how they are used in music.</p> <p>Composing All students compose an original piece of music to demonstrate their understanding of at least two of the elements outlined above.</p> <p>Performing Students play their composition out loud to the teacher and class – explaining <u>how</u> they have used their chosen elements.</p>	<p>Appraising Following on from Module 1 students continue to learn about how composers use the elements of music to write pieces that capture an emotion or tell a story. They learn how to recognise and explain this through listening work.</p> <p>Composing Students work in a small group to compose a piece of original music to a chosen stimulus. This develops their group working and practical skills.</p> <p>Performing Students perform their piece of music to the teacher and class. They are expected to explain what they have created and receive feedback.</p>	<p>Appraising Students learn traditional music notation and how it is used to write music down effectively. This focuses on the use of Treble Clef and the positions of notes on the stave and rhythmic notation. Students also learn about the culture and traditions of Japanese Music. They explore the main instruments of Japan and the musical features that makes Japanese music recognisable when listening to examples.</p> <p>Composing Students compose an original 16-bar melody and write it down using accurate musical notation.</p> <p>Performing Students record their composition into Garage Band using a MIDI keyboard and metronome. They then play the final recording to the teacher and class for assessment and feedback.</p>	<p>Appraising Students learn the musical features of a cover song, and the musical changes that artists make in order to produce a new and different version of a pre-existing song. They learn how to analyse a song building on the knowledge of musical elements from earlier in the year.</p> <p>Composing Students work in a small group to produce a live performance of a cover song of their choice. They are expected to demonstrate an understanding of the musical elements and explain how they have used them to create an original version of the song. They are expected to show excellent group skills such as effective time management and listening to others.</p> <p>Performing Students perform their final song to the class and teacher. This performance is recorded as it is the final practical assessment of the year.</p>		

Year 7 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Food Basic skills in preparation and cooking: <ul style="list-style-type: none"> - Weighing and measuring - Bridge and claw method - Rubbing in method - Safe use of the knife and oven The Eatwell Guide (nutrients and their sources) Sensory Analysis Recipe modification	Graphics <ul style="list-style-type: none"> • Introduction to colour theory and rendering • Understanding motions theory • Developing skills using craft knife and cutting mats safely to create pop up pages • Understanding how levers and linkages can change direction of movement 	<ul style="list-style-type: none"> • Understanding how 'modelling' can prove and test ideas • Resources and materials Card, cutting mat, craft knives, stationary, computers • Health & Safety Safe use of craft knife and cutting mat via demonstration and student practice • Imaginative project to create and illustrate story via moving book 	Product Design <ul style="list-style-type: none"> • Introduction to tools and equipment Basic hand tools, soldering iron • Health & Safety in the workshop Soldering iron, electronics • Design Target market Hand designs converted onto 2D design • CAD / CAM 2D Design. Laser cutter • Materials Electronic components • Construction 	<ul style="list-style-type: none"> • Evaluation Evaluate final product 	<ul style="list-style-type: none"> • Resources and materials Materials/fabrics, threads, cord • Embellishment Basic hand embroidery stitches with modifications • Design Presentation, use of colour, annotation • Construction Pocket, casing, plain seam • Quality Checks Accuracy: 0.5 cms embroidery stitch length, measurements for casing, seam allowance
					Textiles <ul style="list-style-type: none"> • Introduction to tools and equipment Small equipment, sewing machine, iron • Health & Safety In the workshop, use of sewing machine & iron • Appreciation of designs from a chosen genre Contemporary embroidery 	

Year 7 PE Curriculum Overview

Students will experience a breadth of activities, learning, refining and combining skills, techniques, tactics into effective performance. Experience differentiated competition and practically demonstrate our School Values in a range of physical activities.

- Students will learn how to prepare themselves safely both physically and mentally, for all activities.
- Students will learn how and why they need to perform skills, techniques and tactics safely, following rules and procedures.
- Students will learn skills, refine them and combine them into effective performances.
- Students will practically demonstrate our School Values in a range of physical activities
- Students will experience differentiated competition across a range of activities.

		Term 1 - 4				Term 5 & 6	
Year 7	2 activities on a rotation from:	2 activities on a rotation from:	2 activities on a rotation from:	2 activities on a rotation from:	2 activities on a rotation from:	2 activities on a rotation from:	
	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Gymnastics (Boys) Dance (Girls) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All)	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Gymnastics (Boys) Dance (Girls) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All) X-Country.	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Gymnastics (Boys) Dance (Girls) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All)	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Gymnastics (Boys) Dance (Girls) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All)	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Gymnastics (Boys) Dance (Girls) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All)	9 Athletic Events Running – 100m /200m 800m/ 8x50m relay Jumping – Long/High & Triple Throwing – Discus/ Shot and Javelin Short Tennis Striking & Fielding	9 Athletic Events Running – 100m /200m 800m/ 8x50m relay Jumping – Long/High & Triple Throwing – Discus/ Shot and Javelin Short Tennis Striking & Fielding