



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

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	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 through studying Poe’s short stories. 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

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Number (Negatives & Decimals)	Fractions	Algebraic Manipulation	Ratio	Solving Equations	Data Handling
	Factors, Multiples & Primes	Properties of Shapes	Units of Measure	Percentages	Sequences	Transformations
	Accuracy	Angles	Mensuration		Coordinates and Graphs	Probability

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, Religion and Worship	Judaism the start of Abrahamic religion	A study into history Christianity	A study into Islam	Religion in the Media	Western attitudes to Religion and the Environment

Year 7 PSHE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Relationships	Health & Wellbeing	Living in the Wider World	Relationships	Health & Wellbeing	
	<p><u>Respectful Relationships</u></p> <ol style="list-style-type: none"> 1. Bullying and Banta 2. Good Friendships 3. Positive and healthy friendships 4. Safe Relationships 5. Falling in love 6. Healthy lifestyle 7. Ending friendships and relationships 	<p><u>Changing adolescent bodies</u></p> <ol style="list-style-type: none"> 1. Exploring puberty 2. Hygiene and dental health 3. Menstrual health 4. Menstrual health 5. First sexual feelings 6. Healthy Communication 7. Gender Identity and Sexuality 	<p><u>Online and Media</u></p> <ol style="list-style-type: none"> 1. Oppurtunities Online 2. Digital Citizenship 1 3. Digital Citizenship 2 4. Digital Footprint 5. Cyberbullying 6. Social Media 	<p><u>Citizens of a Wider World</u></p> <ol style="list-style-type: none"> 1. Prejudice 2. Discrimination 3. Hate Crimes 4. Radicalisation 5. Personal Identity 6. Anti-Racism 	<p><u>Healthy Relationships in the family</u></p> <ol style="list-style-type: none"> 1. Families 2. Wider families 3. Respecting differences 4. Boundaries, privacy & consent 5. Family Conflict and Conflict and reconciliation 	<p><u>Personal safety and boundaries</u></p> <ol style="list-style-type: none"> 1. Permissions 2. Sexting and dangers 3. Living Healthier 4. Healthy eating 5. Physical Health 6. Mental Wellbeing 7. Sun and water safety

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"> • C'est perso. - About yourself and others. 	<ul style="list-style-type: none"> • Mon collègue - My 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"> • 3...2...1 Partez – Holidays. 	<ul style="list-style-type: none"> • Allo docteur – About body parts and illnesses.

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)
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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.	Shape	COLOUR	Completion of Colour.
<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 contextual research. 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, observational drawing, tone, artist knowledge and design. Observational drawing using mark making techniques will be developed.</p> <p>With reference to the work of Bridget Riley, students create 'Op Art' design and a block print final outcome. Students will complete a single or two colour print from their own 'Op Art' designs.</p>		<p>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 works. 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.</p>	<p>Students design and create larger Abstract mixed media pieces. Building skills with application of material, colour and composition.</p>	<p>COLOUR Building on prior learning of line, shape and composition students learn how to use colour successfully in Art. Learning colour theory and its 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.</p>	<p>Students create a final painting or Oil Pastel piece in the style of the Fauvist artists. Students gain greater confidence with their observational drawing. Understanding the importance of light to create a 3D illusion. Using colour to illustrate tone.</p>

Year 7 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1: Basic Drama Skills	Unit 2: Developed Drama Skills	Unit 3: Script “The Perfectly Timed Death of an Imaginary Friend”	Unit 4: Characterisation: “Boy” by Roald Dahl	Unit 5: Melodrama	Unit 6: Murder Mystery
Year 7	Students are introduced to both Drama as a subject and as a tool through which to learn. In addition to performer/audience etiquette and studio expectations, students will begin to learn a selection of “basic” drama techniques such as still image and thought-tracking. Students will build on their experience of working with others, as well as generating original ideas in a collaborative setting.	This term largely focuses on the key term Characterisation. Students will explore building and developing a character and how to structure a plot for performance. Students will learn about improvisation through hot-seating and will introduce design elements including costume and props. All students will perform at the end of the topic.	Students will learn how to use a script. What are stage directions? How are scripts laid out? They will use “The Perfectly Timed Death...” 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 “Boy” (Roald Dahl’s Autobiographical Novel) Students will explore a sense of location, mood & atmosphere, plot & storyline & characters that are different to yourself.	With the establishment of stereotypical/stock characters, students will explore the key skills of Melodrama. This builds upon the exploration of ‘Boy’ and Roald Dahl in Term 3, and the introduction of exaggeration and ‘larger than life’. This scheme of work will encourage students to further build confidence, and to create a piece of performance that depends on a specific structure and clear tropes. Students will be prepared to explore Murder Mystery in Term 6 where the techniques and approaches of Melodrama are utilised to create audience engagement through tension, suspense, and surprise.	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.

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Year 7 Music Curriculum Overview

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Making Music	Descriptive Music	Sea Shanties	Japanese Music and Musical Notation	Cover Song Skills and Performance	
	<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 will learn about the origins and importance of Sea Shanties in the traditions of British Music. They will learn to read simple music notation on the treble staff.</p> <p>Composing Students will learn about combining chords and melody and how composers do this to create songs.</p> <p>Performing Students will learn to play the melody (and chords as part of an extension task) of the Sea Shanty 'Wellerman'.</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 staff 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	<p>Food Basic skills in preparation and cooking:</p> <ul style="list-style-type: none"> - Weighing and measuring - Bridge and claw method - Rubbing in method - Safe use of the knife and oven <p>The Eatwell Guide (nutrients and their sources) Sensory Analysis Recipe modification</p>	<p>Graphics</p> <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 <p>Card, cutting mat, craft knives, stationary, computers</p> <ul style="list-style-type: none"> ● Health & Safety <p>Safe use of craft knife and cutting mat via demonstration and student practice</p> <ul style="list-style-type: none"> ● Imaginative project to create and illustrate story via moving book 	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Basic hand tools, soldering iron</p> <ul style="list-style-type: none"> ● Health & Safety in the workshop <p>Soldering iron, electronics</p> <ul style="list-style-type: none"> ● Design <p>Target market Hand designs converted onto 2D design</p> <ul style="list-style-type: none"> ● CAD / CAM <p>2D Design. Laser cutter</p> <ul style="list-style-type: none"> ● Materials <p>Electronic components</p> <ul style="list-style-type: none"> ● Construction 	<ul style="list-style-type: none"> ● Evaluation <p>Evaluate final product</p>	<ul style="list-style-type: none"> ● Resources and materials <p>Materials/fabrics, threads, cord</p> <ul style="list-style-type: none"> ● Embellishment <p>Basic hand embroidery stitches with modifications</p> <ul style="list-style-type: none"> ● Design <p>Presentation, use of colour, annotation</p> <ul style="list-style-type: none"> ● Construction <p>Pocket, casing, plain seam</p> <ul style="list-style-type: none"> ● Quality Checks <p>Accuracy: 0.5 cms embroidery stitch length, measurements for casing, seam allowance</p>
					<p>Textiles</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment <p>Small equipment, sewing machine, iron</p> <ul style="list-style-type: none"> ● Health & Safety <p>In the workshop, use of sewing machine & iron</p> <ul style="list-style-type: none"> ● Appreciation of designs from a chosen genre <p>Contemporary embroidery</p>	

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.

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