**The Year 7 Curriculum at Cavendish**

Throughout each year of Key Stage 3 at Cavendish pupils follow a broad and balanced curriculum. Within each subject they study a variety of topics which are designed to develop and deepen their skills and knowledge so that they are prepared for the demands of the GCSE courses they will take in Year 10 and 11. Below is some brief information about the topic areas they will study in each subject.

If you would like additional information about the topics please contact the Head of Faculty for each subject. Their contact details can be found on the school website.

# English

| **Term** | **Topic** |
| --- | --- |
| 1 | Myths, legends and tales - This scheme studies a variety of myths, legends and tales to expose students to well known narratives, with the aim to create their own characters and short stories. |
| 2 | A Christmas Carol - This scheme explores Victorian Britain and the theme of poverty and redemption through the well-known character of Ebeneezer Scrooge. Students will develop their inference skills, as well as their knowledge of the time. |
| 3 | World Poetry - pupils explore different attitudes from around the globe through the medium of poetry |
| 4 | Creative Writing - pupils learn how to channel their creativity into writing. Expect animal voices and eerie endings. |
| 5 | The Tempest - A classic. A mystical play full of drama, intrigue, betrayal, love and magic. |
| 6 | Holiday Project - pupils research, create, advertise and review different holidays. |

# Maths

Classes in Maths are set from the beginning of Year 7. Each class follows a scheme of work tailored to their ability which very much focuses on improving understanding of topics and mastering concepts.

Each scheme visits a range of topics over the year, covering aspects of Number, Algebra, Shape and Handling Data, and we try to include problem solving in our lessons wherever possible.

The schemes of work reflect the changes to the new Maths GCSE; we have added or modified our teaching to enable students to feel confident with new content from an earlier age.

Each class will sit short tests over the year to see progress within a topic. We would hope that students would then use this information about their strengths and weaknesses to complete some independent work to address these areas to improve. Pupils will sit more formal exams three times in the year. These results will inform the grades that are reported home.

Each pupil will have access to HegartyMaths; an online Mathematics programme. We will sometimes use this software in lessons and it can also be used to complete homework or revision activities. Pupils will be given guidance on how to use HegartyMaths effectively.

| **Securing Knowledge (Sets X3 and Y3)** |
| --- |
| Unit 1: Graphs |
| Unit 2: Arithmetic: Addition and Subtraction of Decimals |
| Unit 3: Angles |
| Unit 4: Number Patterns and Sequences |
| Unit 5: Arithmetic: Multiplication of Decimals |
| Unit 6: Areas and Perimeters |
| Unit 7: Arithmetic: Fractions |
| Unit 8: Arithmetic: Division of Decimals |
| Unit 9: Data Collection, Presentation and Analysis |
| Unit 10: Arithmetic: Time and Timetables |
| Unit 11: Negative Numbers and Linear Equations |
| Unit 12: Arithmetic: Decimals, Fractions and Percentages |
| Unit 13: Nets, Surface Area and Volume |
| Unit 14: Factors |
| Unit 15: Probability of One Event |
| Unit 16: Estimating and Calculating |
| Unit 17: Expressions and Sequences |

| **Developing Knowledge (Sets X2 and Y2)** |
| --- |
| Unit 1: Graphs |
| Unit 2: Arithmetic:Decimals |
| Unit 3: Angles |
| Unit 4: Number Patterns and Sequences |
| Unit 5: Arithmetic: Multiplication and Division of Decimals |
| Unit 6: Areas and Perimeters |
| Unit 7: Arithmetic: Fractions |
| Unit 8: Data Collection, Presentation and Analysis |
| Unit 9: Linear Equations |
| Unit 10: Arithmetic: Decimals, Fractions and Percentages |
| Unit 11: Probability |
| Unit 12: Nets, Surface Area and Volume |
| Unit 13: Factors |
| Unit 14: Estimating and Calculating |
| Unit 15: Pythagoras’s Theorem |
| Unit 16: Arithmetic: Fractions and Percentages |
| Unit 17: Algebra: Expressions |

| **Challenging Knowledge (Sets X1 and Y1)** |
| --- |
| Unit 1: Graphs |
| Unit 2: Angles |
| Unit 3: Sequences |
| Unit 4: Arithmetic: Multiplication and Division of Decimals |
| Unit 5: Areas and Perimeters |
| Unit 6: Arithmetic: Fractions |
| Unit 7: Data Collection, Presentation and Analysis |
| Unit 8: Algebra: Linear Equations |
| Unit 9: Arithmetic: Decimals, Fractions and Percentages |
| Unit 10: Probability |
| Unit 11: Nets, Surface Area and Volume |
| Unit 12: Factors |
| Unit 13: Algebra: Brackets |
| Unit 14: Estimating and Calculating |
| Unit 15: Pythagoras’s Theorem |
| Unit 16: Arithmetic: Fractions and Percentages |
| Unit 17: Algebra: Equations |

# Science

In Science pupils are taught a range of Biology, Chemistry and Physics topics. They rotate throughout the topics set out below throughout the year. Pupils sit knowledge tests in lessons for each topic,as well as 3 formal Phase Tests a year. These results are combined to inform the grades that are reported home to parents.

| **Phase 1:**  Cells  Movement  The Particle Model  Separating Mixtures  Sound  Light |
| --- |
| **Phase 2:**  Variation  Human Reproduction  Acids/Alkalis  Metals/Non-metals  Speed/Gravity  Energy Costs and Transfer |
| Phase 3:  Interdependence  Plant Reproduction  Earth Structure  Universe  Current  Potential Difference and Resistance |

# History

| Term | Topic |
| --- | --- |
| 1 | How do we Study History? |
| 2 | Was William a Good King? |
| 3 | Which Tudor Monarch Should Be Forgotten? |
| 4 | Was the World Turned Upside Down in Stuart England? |
| 5 | Are Pirates more Myth than Fact? |
| 6 | How SHould the British Empire be Remembered? |

# Geography

| Term | Topic |
| --- | --- |
| 1 | Eastbourne Geography |
| 2 | Europe |
| 3 | European Hazards |
| 4 | Africa |
| 5 | Africa |
| 6 | Oceans |

# RE

| Term | Topic |
| --- | --- |
| 1 | Questions about god |
| 2 | Questions about god |
| 3 | Introduction to Islam (Authority and Five pillars ) |
| 4 | Hajj |
| 5 | Introduction to Christianity |
| 6 | Introduction to Sikhism |

# Spanish

| Term | Topic |
| --- | --- |
| 1 | Personal information, numbers, alphabet, classroom description |
| 2 | School subjects, lesson activities, teachers, snacks |
| 3 | Family members, pets, colours, personal appearance and character |
| 4 | Free time activities, telling the time, sports |
| 5 | Express preferences, use of future tense |
| 6 | Places in town, description of their town, weather |

# French

| Term | Topic |
| --- | --- |
| 1 | Personal information, numbers, colours, family, pets, opinions, school items |
| 2 | School subjects, telling the time, typical school day, food |
| 3 | Free time activities, media & internet, sports, preferences |
| 4 | Places in town, going out with friends. |
| 5 | Holiday plans, drinks and snacks, use of future tense |
| 6 | Writing a poem, describing a painting |

# Computer Technology

| Term | **Topic** |
| --- | --- |
| 1 | **Getting starting and programming with Scratch**  Students are introduced to the IT systems and applications that support their learning in Computer Technology, and across the curriculum.  Students will also code a Scratch application to solve a given problem. |
| 2 | **How do Computers Work?**   * Understand that computer systems are made up of hardware and software. * Understand the Von Neumann architecture for a computer system, and the input-process-output model of a computer’s operation. * Explore the physical components of the computer such as the CPU, RAM and ROM memory, graphics cards, storage, and peripherals. |
| 3 | **E-safety**  Students will recognise the importance of being safe and responsible users of technology. They explore explore e-safety based around 5 key principles:   * Think before you share (“be sharp”), * Check it’s for real (“be alert”), * Protect your stuff (“be secure”), * Respect each other (“be kind”). * When in doubt, Discuss (“be brave”) |
| 4 | **Brilliant Binary**   * Understand 8 bit binary (byte) representation of decimal numbers * Can convert between a decimal number and 8 bit binary * Understand binary storage amounts: b, B, kB, MB, GB, TB * Can add two binary (8bit) numbers together * Understand the purpose of the ASCII character map * Can convert characters into 8-bit binary, and vice-versa. |
| 5 | **Sounds and images**   * Understand the representation of a digital image. Can explore pixel values in conjunction with a graphic program. * Understand the representation of a digital sound file, including sample rate and bit resolution. Can explore and edit data values in conjunction with a sound editing program. * Can create, edit and manipulate digital images in a graphics application. * Can create, edit and manipulate digital sounds in a sound editing application. |
| 6 | **Computational Thinking**   * Explore example algorithms and how they solve a computational problem for a given scenario. * Explore and edit a program that shows an abstracted representation of a real-world problem. * Explore and edit spreadsheet models to explore abstract representations of real-world problems. |

# PE

| Term | Topic |
| --- | --- |
| 1 | Boys – Football/ Badminton  Girls – Netball/ Basketball  Mixed – Basketball Dodgeball |
| 2 | Boys – Basketball, HRF  Girls – HRF, Football  Mixed – Basketball, Scooting |
| 3 | Boys – Dance, Handball  Girls – Badminton, Gym  Mixed – HRF, Dance |
| 4 | Boys – Rugby, Gym  Girls – Dance, Trampoline  Mixed – Badminton, Football |
| 5 | Boys – Athletics  Girls – Athletics  Mixed – Athletics |
| 6 | Boys – Cricket, Tennis  Girls – Rounders, Stoolball  Mixed – Stoolball, Rounders |

Art

| **Term** | **Topic: Texture Through Mark-Making** |
| --- | --- |
| 1 | Baseline Assessment  Charcoal Textures (dictionary of marks/ textured words). |
| 2 | Stains and Implements |
| 3 | Newspaper Textures |
| 4 | Ceramics through texture and mark making (Pinch pot, Coil pot, Slab pot) |
| 5 | Shells: Ernst Haeckel mixed media mark making |
| 6 | Shells: Ernst Haeckel experimental mark making & origami |

# Drama

| Term | Topic |
| --- | --- |
| 1 | Darkwood Manor – Building atmosphere |
| 2 | Storytelling – including stage configurations |
| 3 | East – Japanese Theatre |
| 4 | Shakespeare – Text in Performance |
| 5 | Improvisation - including stage combat |
| 6 | Mask work |

# Music

| Term |  | Topic |
| --- | --- | --- |
| 1 | Building Blocks |  |
| 2 | Popular Song |  |
| 3 | Programmatic Music |  |
| 4 | Minimalism |  |
| 5 | Musical Theatre |  |
| 6 | Soundtracks |  |

**Design Technology**

Pupils will be introduced to a range of specialisms during the year,developing a variety of new skills, knowledge and understanding.

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| Subject | Topics |
| --- | --- |
| Food technology | This scheme of work has been developed to enable pupils to acquire a range of food preparation and cooking techniques, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition pupils will evaluate and test their ideas and the work of others. |
| Textiles | Students are introduced to the Textiles room and what ‘textiles’ are. Areas of study are based around:  Health and safety in the textiles room  Materials theory  Felted fabric construction  Using the sewing machine  Hand stitching  Design and make project based on the theme 'Micro' |
| DT | Students will be working on a design and make project, developing a range of practical skills, based on the theme 'Wildlife.' Students will have an introduction to the workshop and develop their knowledge of health and safety in the workshop environment. They will build confidence in using a range of hand tools and machines including coping saw, files, bradle, sanding belt and pillar drill.  Students will be introduced to CAD and CAM, using 2D design to produce an outcome to be laser cut and etched.  Alongside this, students will develop research skills and technical drawing skills with a focus on isometric drawing. Theory will focus on understanding the difference between man made and natural materials and their properties and an introduction to sustainable design. |