



**Blessed Robert Sutton**  
**Catholic Voluntary Academy**

**Year 7**

**Parental Guide for  
the year ahead**



'Academic excellence, spiritual development  
and social awareness through Christ.'



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust





Dear Parents / Carers,

We hope this curriculum guide provides you with a one stop shop with everything you need to know for the year ahead.

Alongside this booklet we are delighted to share with you our new website—

**[www.robertsutton.srscmat.co.uk](http://www.robertsutton.srscmat.co.uk)**

The collaboration and relationships between students, parents and school is key to our success as a learning community. Communication is central to these relationships, which is why my colleagues and I will always be available to discuss the education and personal development of your child. As part of this commitment I will personally make it a priority to send an update to parents every week—this can be found on our new website; and our school Twitter feed and website can also help keep you up-to-date with all the latest news from the school.

As the new Headteacher of BRS in this pack I have also enclosed a copy of our Strategic plan for your information.

**Mission statement** – To inspire and support all students to achieve exceptional success - academic excellence, spiritual development and social awareness through Christ.

**Vision** – An Excellent Education for all – so that that each student **‘should have life and live it to the full.’**

**Values** Our Catholic Values, which permeate all areas of the school community, are central to all we do. They underpin a highly ambitious vision towards an excellent education for all.

We want everyone to thrive in our caring community: the Sutton way (our moral code) encourages all children to fulfil their aspirations, making full use of the talents bestowed upon them. Central to The Sutton Way are the values of Love, Respect, Hope, Kindness and Resilience.

It is a privilege to lead this wonderful community and I welcome you to come and visit our school for a BRS in Action tour.

So far on the return to school as a school leadership team we could not have hoped for a better response from students who have settled back quickly into life at BRS, behaving extremely well and demonstrating the school values in their interactions with others. Please encourage your children to take advantage of the extracurricular enrichment opportunities available to them as part of their Sutton Experience. Whilst the academic outcomes our young people achieve at the end of Year 11 are vitally important, so is the wider personal development that comes from an excellent all round education. I would also take this opportunity to encourage parents/carers to get in touch with school immediately should there be anything that you think we could do to further support your children to be successful. In the first instance this should be via the Year Leader or the ‘BRS Feedback Tab’ on the website.

I look forward to working with you in the months and years ahead.

With kindest wishes,

Laura O’Leary

[loleary@brs.srscmat.co.uk](mailto:loleary@brs.srscmat.co.uk)



## YEAR 7 CURRICULUM OFFER, 2021-22

At Blessed Robert Sutton, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. As a result, students are timetabled across a wide range of subjects in 55 minute periods as per the timetable below:

Subject	Number of Periods
English	7
Maths	7
RE	5
Art	3
Art Textiles / Food Technology / Design & Technology	3 (on rotation)
Geography	3
History	3
Character	1
Music	1
Drama	1
PE	4
Modern Foreign Languages	4
Computer Science	2
Science	6

### The Sutton Experience

Students also have timetabled: one Literacy lesson to support their literacy; a weekly Character lesson; and a daily 20 minute Tutor Time Reading Session with their tutor followed by an afternoon session focussed on the theme of the day. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.



To provide students with a bespoke place of learning, our new library and wellbeing hub is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment, there is a prep breakfast club for all students before school from 8.00am; after school there are homework clubs and enrichment clubs running daily.



We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage. As a result of this rich curriculum offer, we expect our students to become lovers of learning by the end of Key Stage 3 so that they are ready to embark on the next stage of their curriculum journey as they begin their GCSE studies in Year 9.



'Academic excellence, spiritual development and social awareness through Christ.'



## **Key contacts**

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

<b>Year Leader:</b> Miss P Harkin <b>pharkin@brs.srscmat.co.uk</b> <b>Pastoral Support:</b> Mrs Tarry, Mrs Smith and Mrs Rowe	
<b>Form Tutor</b>	<b>Email Address</b>
<b>7.1</b> Miss R Ayre	rayre@brs.srscmat.co.uk
<b>7.2</b> Miss E Jones	ejones@brs.srscmat.co.uk
<b>7.3</b> Mr J Daglish	jdaglish@brs.srscmat.co.uk
<b>7.4</b> Mr R Davies	rdavies@brs.srscmat.co.uk



# THE SUTTON EXPERIENCE

## SUTTON EXPERIENCE EXTRA-CURRICULAR OFFER, 2021 - 22

There are a wide range of extra-curricular activities for students to engage with whilst at Robert Sutton, these will run before school, after school and during lunchtimes.

### Monday

**Lunchtime**

- TRAMPOLINING** (A105) - Gym
- BASKETBALL** (A105) - Sportshall
- LEGO (VR7-9)** (A105) - Wellbeing Hub
- SILENT STUDY** (A105) - A105

**Afterschool**

- GIRLS FOOTBALL** (Astro) - Astro

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### Tuesday

**Lunchtime**

- CHESS CLUB** (A107) - A107
- MATIS CLUB** (A205) - A205
- PUZZLE CLUB** (Wellbeing Hub) - Wellbeing Hub
- GREEN FINGERS** (Careers Hub) - Careers Hub
- TRAMPOLINING** (Gym) - Gym
- SILENT STUDY** (A105) - A105

**Afterschool**

- BOYSCOUTS** (Main Hall) - Main Hall
- CHOIR** (B205) - B205
- BOYS FOOTBALL** (Astro) - Astro
- GOLDIE CATCH UP** (B207) - B207
- FOOTIE MATHS** (A204) - A204

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### Wednesday

**Lunchtime**

- WARHAMMER** (B109) - B109
- DT CLUB** (B102) - B102
- CRAFTING** (Wellbeing Hub) - Wellbeing Hub
- WELLBEING CLUB** (Wellbeing Hub) - Wellbeing Hub
- BOYSCOUTS** (A103) - A103
- BOOK CLUB** (Library) - Library
- BASKETBALL** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105

**Afterschool**

- DJ & DE** (Wk 1 B202) - Wk 1 B202
- BOYSCOUTS** (Gym) - Gym
- NETBALL** (Sportshall) - Sportshall
- ART FOR CHANGE** (A106) - A106

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### Thursday

**Lunchtime**

- DRAMA CLUB** (A114) - A114
- GREEN FINGERS** (Sherwin Behaviour & Support Hub) - Sherwin Behaviour & Support Hub
- NETBALL** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105

**Afterschool**

- DEBATING CLUB** (A112) - A112
- ARTISTS LET & TALK** (B103) - B103

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### Friday

**Lunchtime**

- TRADITIONAL GAMING** (Wellbeing Hub) - Wellbeing Hub
- BADMINTON** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105
- EUROPE** (A104) - A104

**Afterschool**

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## YEAR 7 CURRICULUM OFFER, 2021-22



### ART

SUBJECT	Art & Textiles
Curriculum Leader	Miss H Crowther hcrowther@brs.srscmat.co.uk

We propose a forward-looking Art curriculum that fosters a broad range of modes of thinking, including visual perception and visual awareness. That embraces the historic, the contemporary and the future; and signposts to potential further and higher education, career choices and opportunities within the visual arts, creative and cultural industries.

Year 7	Autumn Term	Spring Term	Summer Term
What we teach and why	<b>Natural forms</b> <p>To give students a foundation in core skill and techniques. Baselining student ability and identifying areas for development. Understand the definition of tone and its use in pencil drawing and develop skills and techniques for pencil observation, showing control in applying varied tone. Define composition and use viewfinders to create observations. Recognise and name basic mark making techniques and apply a variety of mark making techniques. Be able to name Primary and Secondary colours on the colour wheel. Understand which Primary colours to mix to create Secondary colours.</p>	<b>Pop Art</b> <p>Understand the key features, characteristics and influences of the Pop Art movement. Show understanding of the culture related to Pop Art. Show understanding of proportion, shape and colour within their drawings. Analyse the work of Roy Lichtenstein. Be able to name Tertiary colours on the colour wheel and develop colour theory knowledge to mix and apply warm and cool colours. Mix tints, tones and shades accurately using poster paints. Develop skills and techniques for pencil crayon techniques. Understand the meaning of Analogue colours, being able to identify Warm and Cool colours.</p>	<b>World of words</b> <p>To develop understanding of alternative Art careers and media. Working in 3D form and exploring alternative artists who use paper in an interesting way. To develop collaboration skills through working in a team. To understand the meaning of Abstract, and the difference between abstract and figurative. Use Fineliner drawing over an Abstract Watercolour to create a title page. Understand what an illustrator is and what they do, creating a Quentin Blake style illustration. Recognise the different styles of illustration and analyse them using keywords.</p>
	<b>Introduction to Art History</b> <p>To give students a foundation in Art History and how this have influenced Art today. Summarise the importance of Art and Art History. Identify the key characteristics of Prehistoric Art and describe the symbols used in Prehistoric Art. Be able to identify the key features found in Egyptian Art and identify the similarities and differences between Egyptian Art and modern day art. Analyse art masterpieces and the meaning behind them. Identify the key characteristics of Greek and Roman Art. Explore and understand potential Art careers and pathways. Identify key colours and symbolism in Christian Art.</p>	<b>Art History— Pop Art</b> <p>To provide students with a deeper understanding of Pop Art and how it was influenced by cultural stimuli of the time. Define <b>Pop Art</b> and identify key <b>cultural influences</b> on Pop Art in the 1960's. Describe how Pop Art is different from <b>Abstract Art</b> that came before. Describe and recreate the work in the style of <b>Roy Lichtenstein</b>. Identify key elements of the career of a <b>Graphic Designer</b> and identify how <b>Pop Art</b> has influenced modern day <b>advertising</b>. Describe key characteristics of <b>Andy Warhol's</b>, <b>Keith Haring's</b> and <b>Richard Hamilton's</b> work and identify what inspired them.</p>	<b>Art History—Story telling</b> <p>To allow students to explore more diverse pathways in Art and Design through animated and story-telling medias. Student will have the opportunity to explore how Artists and Designers use story telling with their work. Define <b>Narrative art</b> and identify the narratives behind Art masterpieces. Apply understanding of <b>narrative art</b> to create your own piece responding to the story of Poseidon. Identify the key characteristics of <b>J.M.W. Turner's</b> work and describe its <b>Impressionist</b> style. Describe the history and developments of the <b>Pixar</b> studio, describing how the work they produce changed. Identify the plot and story behind a <b>Pixar</b> short film and how <b>Pixar</b> creates a character and uses them to tell a story.</p>



# YEAR 7 CURRICULUM OFFER, 2021-22

## DESIGN TECHNOLOGY



SUBJECT	DESIGN TECHNOLOGY
Curriculum Leader	Mrs J Langston jlangston@brs.srscmat.co.uk

Year 7	Product Design rotation	Food and Nutrition rotation	Textiles rotation
<b>What we teach and why</b>	<p><u>Why?</u></p> <p>Pupils will be introduced to a curriculum area that they will have very little knowledge and experience in. They will start to look at the traditional materials and see how these can be used to achieve a solution to a problem. By doing this they will be introduced to the constraints that apply to each of the materials and also start to look at the area of sustainability. Pupils will have first-hand practice of constructing the outcome through marking out, cutting, forming and shaping and fabricating. Alongside this they will have full health and safety training on all the tools and machines used.</p> <p><u>What we Teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To be able to research a specific designer or design trend.</li> <li>Identify serif and sans serif lettering.</li> <li>Know the difference between hard and soft woods and their sources.</li> <li>Know when to use either a coping saw or a Tenon saw.</li> <li>Know the difference between thermoplastic and thermosetting plastic.</li> <li>To show an understanding of the life cycle of both wood and plastic and how this effect sustainability.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Saw accurately with a coping saw following a line and cut on the waste side in MDF</li> <li>Saw accurately with a coping saw following a line and cut on the waste side in acrylic.</li> <li>Can draw a variety of details in isometric.</li> <li>Can draw a variety of details in perspective.</li> <li>Can render details using pencils, crayons and markers pens.</li> <li>Can produce a number of details using the speed dial method.</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>Understand the basics of workshop safety, how to act, what to wear and how to use equipment.</li> <li>Be able to use the saws, files and bench vice in a safe manner.</li> </ul> <p>excellence, spiritual development awareness through Christ.</p>	<p><u>Why?</u></p> <p>Pupils will be introduced to and gain experience about healthy eating and key basic practical skills. They will be part of a team member in the Kitchen environment working in a safe and hygienic manner to prepare them for the journey in building their life skills. Understanding the impact an unhealthy diet will form part of the teaching so that they can make positive life choices. It is essential that pupils gain experience working with key ingredients and be able to make a range of products that form a healthy balanced diet. Learning about social and moral issues surrounding food and the choices we make that impact the environment is key to personal development of all our pupils.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Able to describe the importance of personal hygiene and food safety in the kitchen.</li> <li>Explain the Eatwell guide and the sources of food. Understand and be able to explain the importance of water in the diet.</li> <li>Can explain what the key nutrients are and their functions and sources.</li> <li>Demonstrate an understanding of what Fairtrade means, how it impacts on lives and what we can do to make a difference.</li> <li>Understand and explain dairy foods and their sources and nutritional value.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Be able to work independently and confidently in practical lessons.</li> <li>Able to set up for practical lessons without prompts and demonstrate organisation.</li> <li>Able to slice, dice and use the hob independently.</li> <li>Able to work in a tidy and efficient manner.</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>Able to apply basic food hygiene rules whole cooking.</li> <li>Have a basic understanding of cross contamination.</li> <li>Able to use the bridge and claw when cutting foods using a sharp knife safely.</li> </ul>	<p><u>Why?</u></p> <p>When pupils arrive at BRS in year 7 they all complete a baseline assessment as each primary school teaches vastly varying amount of DT/Art/Creative subjects, most tend to be project based. Year 7 lessons then build on foundation knowledge and skills of the subject with varying degrees of challenge to ensure progress is made for all. Pupils will gain a coherent knowledge and understanding based on: National Curriculum/ GCSE assessment objectives and personal qualities of a successful Textiles student.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify <b>Running Stitch and Back Stitch</b></li> <li>Understand the difference in <b>appearance</b> and use between the two stitches.</li> <li>Name and accurately label the parts of the <b>sewing machine</b></li> <li>Use Textiles keywords to describe the work of Lucky Jackson and Laura McCafferty.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Create a consistent <b>Running Stitch and Back Stitch</b></li> <li>Create a well presented and informative <b>Artist Research Page</b></li> <li><b>Transfer</b> an image and decorate with <b>hand embroidery</b> and <b>applique</b> to create a fabric portrait</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>Understand the key <b>safety risks</b> in the Textiles room</li> <li>I can collect, use, and return Textiles equipment safely</li> <li>I can use the basic functions of the Sewing Machine safely</li> </ul>







## YEAR 7 CURRICULUM OFFER, 2021-22

### ENGLISH

SUBJECT	ENGLISH
Curriculum Leader	Miss B Robinson brobinson@brs.srscmat.co.uk

Year 7	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p>All Year 7 classes begin by studying the modern novel 'Jessica's Ghost' in order to create a solid foundation to start understanding the key skills required at KS3 and KS4. Reading and writing skills are taught holistically through the unit of work, allowing students the opportunity to work both creatively and analytically, and to understand the expected format of each skill. Study will focus on exploration of modern issues such as refugees and gender stereotyping, as well as considering a writer's ideas and intentions, moving beyond simple understanding of plot and character. This novel has been specifically chosen for its themes around friendship and fitting in.</p>	<p>The next unit of work is 'Crime and Punishment', which gives students a chance to study non-fiction texts such as newspaper articles and letters, considering how writers use their words to convey their ideas, and to persuade and influence their reader's opinion on the issue. This unit begins by studying issues in Victorian society, including capital punishment, and allows students the opportunity to reflect on how attitudes have changed over time. This unit aims to help students to develop confidence when approaching 19<sup>th</sup> century texts, and has strong links to the SAVE and Character programmes as it explores different types of crime, punishment, consequences and ideas of justice and morality.</p>	<p>Learning then moves onto the Shakespeare play 'The Tempest', studying the play in original but shortened form. This allows students to experience Shakespeare in his original language, but without having to tackle excessive lengths of text. The aim of this unit is to help students develop confidence in reading Shakespearean text, and study dramatic devices used by playwrights.</p> <p>The final unit of study for Year 7 students is 'Romantic Poetry'. Learning centres on the work of William Blake, a poet later studied in the GCSE Poetry Anthology, and students analyse how he presents his ideas in his work, informed by contextual understanding of the literary movement and society at the time. Comparison is key skill developed through the linking together of poems across his collection 'Songs of Innocence and Experience', and students are encouraged to thoughtfully explore the methods used by the poet to craft his ideas and present powerful pieces.</p>





## YEAR 7 CURRICULUM OFFER, 2021-22



### GEOGRAPHY

SUBJECT	DESIGN TECHNOLOGY
Curriculum Leader	Mr E Davies-Tagg edaviestagg@brs.srscmat.co.uk

Year 7	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	In Year 7 pupils will initially begin by assessing and developing their geographical knowledge and skills from Key Stage 2 with a key enquiry into 'What is Geography?' Having been equipped with the necessary skills, pupils will complete a study into Tectonic Hazards, looking at the causes of Volcanoes, Earthquakes and Tsunamis and the consequences on the people who are affected by them in 'How dangerous it to live near Tectonic Hazards?'	Pupils will move on to assessing the issues concerning the world's increasing population and its effects on the planet 'How is the increasing global population affecting our planet?' and use this knowledge to develop their understanding of the rise of the Superpowers 'How far are China and Russia future superpowers.'	Pupils will conclude the year in the Summer term by studying an in depth look into the geography of Africa in 'Africa: a continent of contrasts?' before completing some virtual fieldwork using GIS in 'How can fieldwork help geographers to understand the Broads?'



## YEAR 7 CURRICULUM OFFER, 2021-22



### HISTORY

SUBJECT	HISTORY
Curriculum Leader	Mr E Davies-Tagg edaviestagg@brs.srscmat.co.uk

Year 7	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p>The History Curriculum is driven by enquiry-based learning. In Year 7 pupils' key enquiry shall be: 'How far did the Catholic Church influence Medieval Society?'</p> <p>In Year 7 pupils will initially begin by assessing and developing their historical knowledge and understanding of British History from KS2. Pupils will begin by studying an enquiry into England during the Anglo-Saxon era focussing on the differences between Pagan and Christian beliefs and why the Vikings wished to invade (How did the Anglo Saxons and Vikings influence English Society?).</p> <p>Pupils will then study the significance of the Year 1066 and explain why Vikings and Normans wished to invade Anglo-Saxon England (Why are the events of 1066 significant to English History?)</p>	<p>Pupils will then focus 'How did the Norman Conquest influence English society?' considering the impact of Norman rule on the Anglo-Saxons. Pupils will then assess the social history of the Middle Ages focussing on religious beliefs, crime and punishment and medicine and contend with Terry Deary's interpretation 'How far were they the 'Measly Middle Ages?'</p>	<p>Pupils will conclude the year by assessing the significance of the Crown and the Church to Medieval Life by studying 'Who had more power in the Middle Ages; the Crown or the Church?' and 'How did the Wars of the Roses shape Britain?'</p>





## YEAR 7 CURRICULUM OFFER, 2021-22

### MATHS

SUBJECT	MATHS
Curriculum Leader	Mrs R Schofield rschofield@brs.srscmat.co.uk

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebraic Thinking						Place Value and Proportion					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	Applications of Number						Directed Number		Fractional Thinking			
	Solving problems with addition & subtraction		Solving problems with multiplication and division			Fractions & percentages of amounts	Four operations with directed number			Addition and subtraction of fractions		
Summer	Lines and Angles						Reasoning with Number					
	Constructing, measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and probability		Prime numbers and proof	





## YEAR 7 CURRICULUM OFFER, 2021-22

### MFL

SUBJECT	MFL
Curriculum Leader	Mrs J Whiteford jwhiteford@brs.srscmat.co.uk

### Accès Studio Rationale

Throughout the first term and possibly longer students will work from Accès Studio, which covers the most common areas of vocabulary and introduces basic grammar principles which some may have visited in KS2. This course provides consolidation as well as catch up for those who may not have studied French. Students move on to the Studio 1 course which covers national curriculum levels 1-5 and offers fully integrated grammar explanations and ensures logical and rigorous progression and assessment. Topics covered include:

Access and re- vision Year 7	<b>Access to French</b>	Geography of France/Europe. Meeting & greeting. colours, animals, numbers, ordering in a café, likes & dislikes, dictionary and pronunciation, countries, nationalities. The verb "To be" masc/fem/plural nouns. The verb "To have"
<b>Studio 1</b> <b><u>Year 7</u></b>	About me, family and friends My school My hobbies My Town Holidays Poetry, music and art	<b>All students will be taught to:</b> Describe themselves and others. Describe their school day and give opinions Use the verb "faire-to do" when talking about activities. Talk and write about where they go and what they can do in town "on peut" Being on holiday using "we". Buy snacks. Say what they would like to do. Je voudrais + infinitive

Students are given the opportunity to learn in a variety of ways. They work individually, with partners, in groups, on the computer and via digital resources. Each student has access to a digital homework platform, which both reinforces and prepares for class work.

Students explore cultural aspects of francophone countries around the world and are encouraged to research the way people live in these communities and draw comparisons with their own lifestyle in England. Lessons are designed not just to support the learning of the language, but also to develop effective linguists, with a set of skills and habits, which will support them in the learning of any language.



## KEY STAGE 3 CURRICULUM OFFER, 2021-22



### PE

SUBJECT	PE
Curriculum Leader	Mrs E Goddard egoddard@brs.srscmat.co.uk

#### Year 7

Introduce new core skills and activities to our students to foster connection and engagement.

#### Year 8

Build on core skills, developing quality, selection and application in both a competitive and non-competitive environment.

#### Year 9

Develop core skills by selecting and applying their applications in various scenarios, as well as establishing links with more advanced skills.





## YEAR 7 CURRICULUM OFFER, 2021-22



### RE

SUBJECT	RE
Curriculum Leader	Mrs L Taberner ltaberner@brs.srscmat.co.uk

Year 7	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	Our year 7 curriculum RE curriculum is driven by enquiry based learning. The course starts with a study of the Old Testament and students explore how far this is still relevant for Christians today. Students will analyse a range of scripture and consider how different interpretations convey diverse meanings for modern day Christians. Students will begin to develop sophisticated, theological literacy.	Pupils will then go on to study the New Testament, the person of Jesus and a variety of Biblical interpretations and beliefs underpinned by Catholic theology. Students will then go on to apply key Biblical teachings to modern day issues, such as justice, equality and belonging. This will include Catholic identity, the sacraments of Church and what religious commitment looks like in the 21 <sup>st</sup> Century. Students will continue to develop their analysis and evaluation skills.	Finally, students will study an additional world faith (Hinduism) and consider what it means to be a Hindu in the modern world. We aim to build time in lessons for students to reflect on their learning and their own personal beliefs. We use enquiry questions to build on students' current knowledge and understanding of religion and religious practices and the varying views surrounding them.





SCIENCE

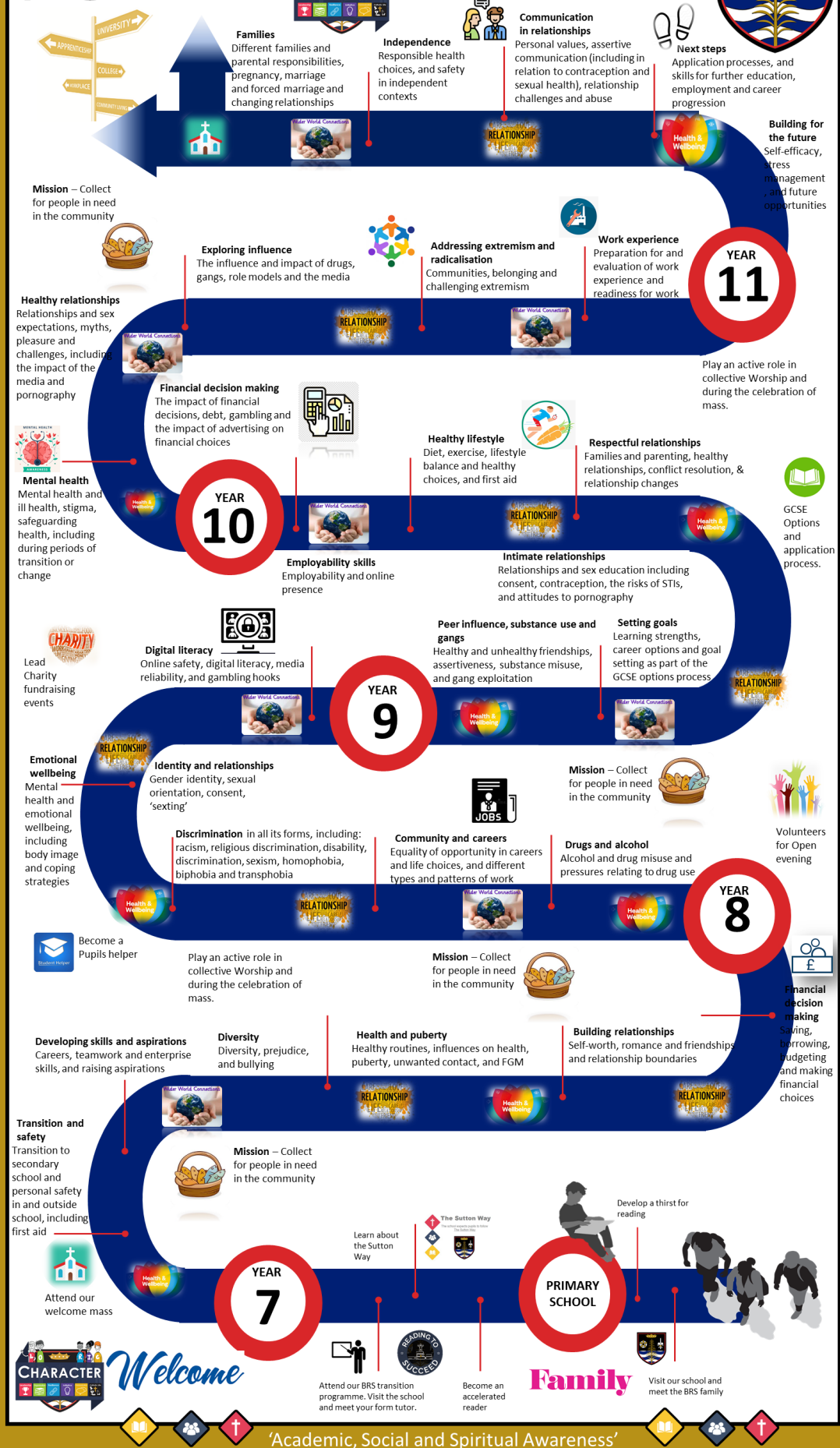
SUBJECT	SCIENCE
Curriculum Leader	Miss H James hjames@brs.srscmat.co.uk

Year 7	Autumn Term	Spring Term	Summer Term
<p><b>What we teach and why</b></p>	<p>In science we follow the AQA KS3 Specification. There are 10 Core Science Topics which are broken in two parts A and B. Part B builds on knowledge from part A. We aim to create an equal balance between biology, chemistry and physics topic across the year.</p> <p><b>Teaching Topics:</b></p> <p><u>Matter Part A: Particle model.</u> Students are expected to relate the features of the particle model to the properties of materials in different states</p> <p><u>Matter Part A: Separating Mixtures.</u> Students are expected to devise ways to separate mixtures, based on their properties</p> <p><u>Organisms Part A: Movement.</u> Students are expected to explore how the skeletal systems and muscular system in a chicken wing work together to cause movement</p> <p><u>Organisms part A: Cells.</u> Students are expected to identify the principal features of a cheek cell and describe their function</p> <p><u>Ecosystems Part A: Interdependence.</u> Students are expected to Model the inheritance of a species trait and explore the variation in the offspring produced</p> <p><u>Electromagnets Part A: Voltage and Resistance.</u> Students are expected to compare the voltage drop across resistors connected in series in a circuit</p> <p><b>Capital Culture Curriculum:</b></p> <p>We have developed 12 Science Big Idea throughout KS3. these are designed to be extra curricula and enriching. We have planned several to focus on the local community around school, for example Brewing in Burton; Pottery @ Stoke.</p> <p>This term students will complete 2 Science Big Idea units</p>	<p><b>Teaching Topics:</b></p> <p><u>Electromagnets part A: Current.</u> Students are expected to compare and explain current flow in different parts of a parallel circuit</p> <p><u>Ecosystems Part A: Plant Reproduction.</u> Students are expected to use models to evaluate the features of various types of seed dispersal</p> <p><u>Reactions Part A: Metals and Non-metals.</u> Students are expected to Use experimental results to suggest an order of reactivity of various metals</p> <p><u>Forces part A: Speed.</u> Students are expected to be able to explain what affects the speed of a toy car rolling down a slope</p> <p><b>Capital Culture Curriculum:</b></p> <p>This term students will complete 2 Science Big Idea units.</p>	<p><b>Teaching Topics:</b></p> <p><u>Reactions Part A: Acids and Alkalis.</u> Students are expected to devise an enquiry to compare how well indigestion remedies work</p> <p><u>Forces Part A: Gravity.</u> Students are expected to explain the way in which astronaut's weight carries on a journey to the moon</p> <p><u>Waves part A: Sound.</u> Students are expected to relate changes in shape of an oscilloscope trace to changes in pitch and volume</p> <p><u>Waves part A: Light.</u> Students are expected to use ray diagrams to model how light passes through lenses and transparent materials</p> <p><b>Capital Culture Curriculum:</b></p> <p>This terms students will complete 1 Science Big Idea unit.</p> <p><b>Science Skills:</b></p> <p>Throughout the year and across all the units the students will develop their How Science Works Skills (planning investigations; carrying them out; analysing data; evaluating) in preparation for Required Practical's at KS4. To support this each year at KS3 we dedicate some time to a specific skill set.</p> <p>This term the students will complete a unit on improving their ability to plan a scientific investigation.</p> <p><b>Knowledge Recall:</b></p> <p>During this unit students will recall and practice skills learnt across the previous terms. This will culminate in the students sitting an End of Year progress Review. Once this has been completed the students will have any misconceptions identified challenged and corrected before moving onto Year 8.</p>



# BRS Character/RSHE programme

## The Blessed Robert Sutton Learning Journey



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**St Ralph  
Sherwin**  
Catholic Multi Academy Trust