



**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.

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 website; and our school Twitter feed and website can also help keep you up-to-date with all the latest news from the school.

**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 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

**Key Dates:**

Tuesday 3rd October—Meet the Form Tutor and Service of Blessings

Thursday 25th April—Year 7 Parents Evening



## YEAR 7 CURRICULUM OFFER, 2023-24

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

### The Sutton Experience

Students also have timetabled: one Lexia 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 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 10.



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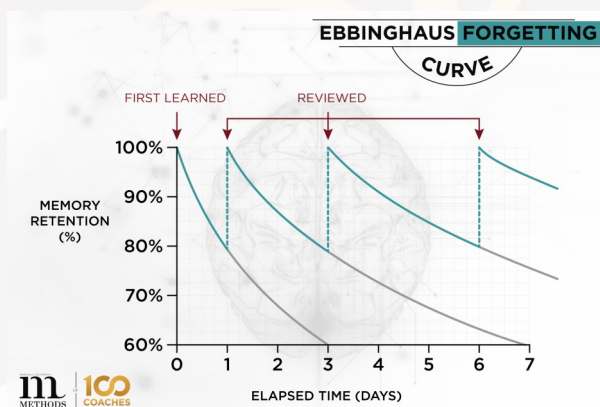
## Key Contacts

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

<b>Year Leader:</b> Miss E Waters <b>ewaters@brs.srscmat.co.uk</b> <b>Pastoral Support:</b> Mrs Tarry, Mrs Smith and Mrs Rowe	
Form Tutor	Email Address
<b>7.1 Mr C Jimenez</b>	cjimenez@brs.srscmat.co.uk
<b>7.2 Miss J Cawson</b>	jcawson@brs.srscmat.co.uk
<b>7.3 Mrs L Taberner</b>	ltaberner@brs.srscmat.co.uk
<b>7.4 Mrs A Coons</b>	acoons@brs.srscmat.co.uk

## Knowledge Organisers

As a school we support our pupils in ensuring they are knowing and remembering more. The latest educational research has shown the significant benefits of retrieval practice (retrieving knowledge from long term memory) in ensuring pupils make consistent academic progress. All departments have constructed Knowledge Organisers personalised to our KS3 Curriculum to enable pupils to recap and revise the core knowledge they need to succeed in their lessons and later life.



Cognitive Science has proven that pupils retain more knowledge by spacing their retrieval. Some helpful activities could include: quizzing, flash cards, retrieval clocks, character/key individual profiles, look, cover, write check.





# THE SUTTON EXPERIENCE

## EXTRA-CURRICULAR OFFER, 2023-24

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

**Motivational Monday**

**Lunchtime**

- Year 7 & 8 Book Club RA/SD Library
- All Years Silent Study A106
- All Years Basketball Sports Hall
- All Years Trampoline Gym

Library Open to All Students

**Afterschool**

### Tuesday

**Challenge Tuesday**

**Lunchtime**

- All Years Chess Club WG A107
- All Years Dance GYM
- All Years Hair & Beauty Careers Hub
- All Years Silent Study A106
- Year 7 & 8 Girls Football Sports Hall
- Yr10 & Yr11 Further Maths AMD

Library Open to All Students

**Afterschool**

- Yr7, 8 & 9 Football PH Asho
- PREP+ A105
- LEXIA A106
- All Years Production Rehearsal AMD Hall

### Wednesday

**Wellness Wednesday**

**Lunchtime**

- All Years Silent Study A106
- All Years Computing A105
- All Years Dog Club HE A101
- All Years Table Tennis JD Sports Hall
- Enterprise Club Careers Hub
- All Years Chaplaincy Team A201
- Key Stage 4 Book Club RA/SD Library

Library Open to All Students

**Afterschool**

- Fuzz Club A203
- PREP+ A105
- LEXIA A106
- All Years Science WOW B206

### Thursday

**Thoughtful Thursday**

**Lunchtime**

- All Years Drama WH GYM
- All Years Silent Study A106
- All Year Netball EG Sports Hall
- French Club All Years A112
- Spanish Club All Years A111

Library Open to All Students

**Afterschool**

- All Years Science Club B206
- PREP+ A105
- LEXIA A106
- All Years Rugby Field
- All Years Production Rehearsal AMD Hall

### Friday

**Feel Good Friday**


**Lunchtime**

- All Years Badminton RW Sports Hall
- All Years Silent Study A106
- Board Games PLH Library

Library Open to All Students

**Afterschool**

- PREP+ A105
- LEXIA A106

Blessed Robert Sutton Catholic Voluntary Academy 

## Prep Sessions

Pupils can access staff support in A105 (computer room in Sutton block) during the following school times:

- 8am – 8:25am: Monday – Friday
- 10:40-11am: Monday – Friday
- 12:50-1:30pm: Monday – Friday

These sessions are for pupils to complete homework, revision or additional Lexia practice.

As well as this we also offer our Prep+ sessions from 3-4pm Tuesday-Friday. Pupils can either book a weekly slot/s or as and when they need to.

To book a regular slot please contact Mrs Kucharik: [nkucharik@brs.srscmat.co.uk](mailto:nkucharik@brs.srscmat.co.uk)

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



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## YEAR 7 CURRICULUM OFFER, 2023-24



<b>SUBJECT</b>	<b>Art &amp; Textiles</b>
<b>Curriculum Leader</b>	<b>Mrs J Langston</b> <b>jlangston@brs.srscmat.co.uk</b>

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.

	<b>Project 1</b>	<b>Project 2</b>	<b>Project 3</b>
<b>What we teach and why</b>	<p style="text-align: center;"><b>Natural forms</b></p> <p>To give students a foundation in core skill and techniques. Baseline 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> <p style="text-align: center;"><b>Introduction to Art History</b></p> <p>To give students a foundation in Art History and how this has 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>	<p style="text-align: center;"><b>Pop Art</b></p> <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 . 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. To be introduced to different types of printmaking and create an Andy Warhol inspired polyblock print.</p> <p style="text-align: center;"><b>Art History— Pop Art</b></p> <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>	<p style="text-align: center;"><b>World of words</b></p> <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> <p style="text-align: center;"><b>Art History—Story telling</b></p> <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, 2023-24



<b>SUBJECT</b>	<b>Computer Science</b>
<b>Curriculum Leader</b>	<b>Mrs J Langston</b> <b>jlangston@brs.srscmat.co.uk</b>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>What we teach and why</b>	<p><b><u>Unit 1: Clear Messaging in digital media</u></b></p> <p>This unit is designed to build upon learners' experience in key stage 2. It requires learners to use a range of different skills across several pieces of software. Learners will work between different applications to create a poster and slides on a given theme. The unit is designed so that learners can concentrate on applying skills that they may have previously learnt as well as those learnt in the unit. Learners are given clear tasks for which they need to first <b>plan</b> and then <b>implement</b> a solution.</p> <p><b><u>Unit 2: Networks from semaphores to the internet</u></b></p> <p>Imagine a world without computer networks, and how different your life would be. There would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes. There would be no online shopping, or quickly looking up directions to a location at the click of a button. There would be no more sharing of files or peripherals such as a printer, and no more central backups of information. As networks have evolved, society has become increasingly reliant on the services that they provide. They have changed the way we learn, work, play, and communicate. This unit begins by <b>defining a network</b> and addressing the <b>benefits of networking</b>, before covering <b>how data is transmitted</b> across networks using protocols. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.</p>	<p><b><u>Unit 3: Programming essentials —Scratch Part 1</u></b></p> <p>This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit.</p> <p>The main programming concepts covered in this unit are <b>sequencing, variables, selection, and count-controlled iteration</b>. All of the examples and activities for this unit use Scratch 3.</p> <p><b><u>Unit 4: Modelling data using spreadsheets</u></b></p> <p>The spreadsheet unit takes learners from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet.</p> <p>The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.</p>	<p><b><u>Unit 5: Programming essentials —Scratch Part 2</u></b></p> <p>This unit begins right where 'Programming 1' left off. Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills.</p> <p>Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.</p> <p><b><u>Unit 6: Using media — Gaining support for a cause</u></b></p> <p>During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.</p>

# YEAR 7 CURRICULUM OFFER, 2023-24



<b>SUBJECT</b>	<b>Design Technology</b>
<b>Curriculum Leader</b>	<b>Mrs J Langston</b> <b>jiangston@brs.srscmat.co.uk</b>

	<b>Product Design Rotation</b>	<b>Food and Nutrition Rotation</b>	<b>Textiles Rotation</b>
<b>What we teach and why</b>	<p><b>Why?</b></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><b>What we Teach—Knowledge</b></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 effects sustainability.</li> </ul> <p><b>Skills</b></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 marker pens.</li> <li>Can produce a number of details using the speed dial method.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Understand the basics of workshop safety, how to act, what to wear &amp; how to use equipment.</li> <li>Be able to use the saws, files and bench vice in a safe manner.</li> <li>Know how to use the pillar drill and all its safety procedures.</li> </ul>	<p><b>Why?</b></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 of 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><b>What we teach—Knowledge</b></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><b>Skills</b></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><b>Safety</b></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><b>Why?</b></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><b>What we teach—Knowledge</b></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><b>Skills</b></p> <ul style="list-style-type: none"> <li>Create a consistent <b>Running Stitch</b> and <b>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><b>Safety</b></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, 2023-24



<b>SUBJECT</b>	<b>English</b>
<b>Curriculum Leader</b>	<b>Mr M Ratchford</b> <b>mratchford@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<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 a 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, 2023-24**



<b>SUBJECT</b>	<b>Geography</b>
<b>Curriculum Leader</b>	<b>Mr E Davies-Tagg</b> <b>edaviestagg@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>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 'How can Geography help me to understand fantastic places?' 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?'</p>	<p>Pupils will move on to assessing the issues concerning the rise of the Superpower nations; China and Russia in 'How far are China and Russia future superpowers.'</p>	<p>Pupils will conclude the year in the Summer term by completing some virtual fieldwork using GIS and fieldwork around the school in 'How can fieldwork help geographers to understand the local environment'</p>



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## YEAR 7 CURRICULUM OFFER, 2023-24



<b>SUBJECT</b>	<b>History</b>
<b>Curriculum Leader</b>	<b>Mr E Davies-Tagg</b> <b>edaviestagg@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<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 on '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>



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# YEAR 7 CURRICULUM OFFER, 2023-24



<b>SUBJECT</b>	<b>Maths</b>
<b>Curriculum Leader</b>	<b>Miss R Schofield</b> <b>rschofield@brs.srscmat.co.uk</b>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	<b>Algebraic Thinking</b>						<b>Place Value and Proportion</b>					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
<b>Spring</b>	<b>Applications of Number</b>						<b>Directed Number</b>			<b>Fractional Thinking</b>		
	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		
<b>Summer</b>	<b>Lines and Angles</b>						<b>Reasoning with Number</b>					
	Constructing, measuring and using geometric notation		Developing geometric reasoning				Developing number sense		Sets and probability		Prime numbers and proof	



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## YEAR 7 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>MFL—French</b>
<b>Curriculum Leader</b>	<b>Mrs A Coons</b> <b>acoons@brs.srscmat.co.uk</b>

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

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.



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



**St Ralph Sherwin**  
Catholic Multi Academy Trust



## YEAR 7 CURRICULUM OFFER, 2023-24

<b>SUBJECT</b>	<b>MFL—Spanish</b>
<b>Curriculum Leader</b>	<b>Mrs A Coons</b> <b>acoons@brs.srscmat.co.uk</b>

### Viva 1 Rationale

Pearson Viva 1-4 Spanish course is an online resource which provides guidance, challenge and support for your child in their Spanish learning journey. The first book which covers national curriculum levels 1-4 offers fully integrated grammar explanations and ensures logical and rigorous progression throughout. The exercises are fun and include cultural information, songs and plenty of opportunity to speak Spanish in class. The book is designed for beginners and a summary of assessment Topics include:

Viva 1 Spanish Year 7	Mi vida My life	Geography of Spain and South/central America. Meeting & greeting. colours, personality, physical description, family members, animals, numbers, ordering in a café, likes & dislikes
Module 2	Mi tiempo libre My freetime	What you enjoy doing in your freetime. Sports, media, music, things you like and dislike, opinions.
Module 3	Mi insti	Saying what you study in school, describing your school, writing a longer text about school life.
Module 4	Mi familia y mis amigos	Saying what others look like, describing where you live, reading about the carnival in Cadiz, giving a presentation.
Module 5	Mi ciudad	Describing your town or city, telling the time, ordering in a café, talking about the future.

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 Spanish speaking 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, 2023-24

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

**We aim to provide a broad and balanced curriculum that is ambitious for all students. We strive to develop physical, mental and social well being throughout each lesson. Ultimately ensuring that lifelong enjoyment and participation in physical activity is achieved. Our ambition is that they are confident performers in a range of areas.**

### Year 7

Students build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students are encouraged to take part in inter-form activities as well as lunchtime and afterschool clubs.

### Year 8

Students build on core skills, developing quality, selection and application in both a competitive and non-competitive environment. They understand what makes a performance effective and how to apply these principles to their own and others' work. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students start to take on more of a leadership role within the lessons and can apply to become a Young Ambassador to work with the school Sport Partnership, supporting primary school events.

### Year 9

Students tackle more complex and demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. They develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students start to lead individual warm ups and cool downs within lessons. Students on the Young Ambassador programme take on further opportunities developing leadership skills internally and externally through our feeder primary schools.



## YEAR 7 CURRICULUM OFFER, 2023-24



<b>SUBJECT</b>	<b>Performing Arts</b>
<b>Curriculum Leader</b>	<b>Mrs. Wilson</b> <b>lwilson@brs.srscmat.co.uk</b>

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Drama</b>	<p><b>Introduction to drama</b></p> <p>Aim of this unit is to give pupils the key characterisation skills as well as key devising techniques (freeze frames, thought tracking etc.)</p>	<p><b>Using scripts</b></p> <p>Following on from the introduction skills and knowledge of unit 1, pupils will now use scripts to use new rehearsal techniques and put the unit 1 skills and knowledge into practice.</p>	<p><b>World War 1 Soldiers</b></p> <p>This unit now begins to look at devising from a stimulus which will be added to the characterisation skills from unit 1 and the rehearsal techniques of unit 2.</p>
<b>Music</b>	<p><b>Programme Music</b></p> <p>The aim of the first programme music is to develop pupil understanding of key music techniques and instrument awareness.</p>	<p><b>Notation</b></p> <p>This unit will build on understanding instrument and techniques and begin developing notation skills for both formal western and graphic scores. Pupils will be able to write and read basic music by the end of this unit.</p>	<p><b>Keyboard skills</b></p> <p>Pupils will now take their new notation skills and begin developing keyboard skills, starting initially with right hand treble notation. Pupils will then work on basic chords – focusing initially on C major and G major chords</p>





## YEAR 7 CURRICULUM OFFER, 2023-24



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

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Our Year 7 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 then go on to study the New Testament, the person of Jesus and a variety of Biblical interpretations and beliefs underpinned by Catholic theology.</p>	<p>Students will go on to look at the history of the Church and the spread of Christianity. They will 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 and develop sophisticated, theological literacy.</p>	<p>RSHE is an important part of the RE curriculum, and students will cover a programme entitled 'Life to the full.' This is a Catholic RSHE programme of study and students will cover important issues such as relationships, sex education and staying safe in a variety of contexts.</p> <p>Finally, students will study an additional world faith (Hinduism) and consider what it means to be a Hindu in the modern world. We use enquiry questions to build on students' current knowledge and understanding of world religions and religious practices and the varying views surrounding them.</p>





<b>SUBJECT</b>	<b>SCIENCE</b>
<b>Curriculum Leader</b>	<b>Mrs H A Warsop</b> <b>hwarsop@brs.srscmat.co.uk</b>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<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>Half-Term 1</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>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><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><b>Half-Term 2</b></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>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><u>Electromagnets part A: Current.</u> Students are expected to compare and explain current flow in different parts of a parallel circuit</p>	<p><b>Half-Term 3</b></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>Reactions Part A: Acids and Alkalis.</u> Students are expected to devise an enquiry to compare how well indigestion remedies work</p> <p><u>Energy part A: Energy Cost.</u> Students are expected to compare the running costs of fluorescent and filament light bulbs</p> <p><u>Energy Part A: Energy Transfer.</u> Students are expected to explain the energy transfers in a hand-crank torch</p> <p><b>Half-Term 4</b></p> <p><u>Genes part A: Variation.</u> Students are expected to graph data relating to variation and explain how it may lead to survival of a species</p> <p><u>Genes part A: human reproduction.</u> Students are expected to relate advice to pregnant women to ideas about transfer of substances to the embryo</p> <p><u>Earth part A: Universe.</u> Students are expected to relate observation of changing day length to an appropriate model of the solar system</p> <p><u>Earth Part A: Earth Structure.</u> Students are expected to model the processes that are responsible for rock formation and link these to the rock cycle</p>	<p><b>Half-Term 5</b></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><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>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><b>Half-Term 6</b></p> <p><u>Knowledge Recall / Misconception Correction.</u> 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> <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>



# Character



## CHARACTER



# Learning Journey



St Ralph Sherwin  
Catholic Multi Academy Trust





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



**St Ralph  
Sherwin**  
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