

# YEAR 7

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## Curriculum overview

Thomas Estley Community College

Community of courage and commitment to success

SUCCESS 

THOMAS  
ESTLEY  
COMMUNITY  
COLLEGE

# Our unique curriculum

*Taking full advantage of every learning opportunity*

At Thomas Estley, we understand that every child is different, with their own interests, experiences and ambitions; and that it is our responsibility as educators to ensure that every child has their own opportunity to shine.

We are proud to be recognised locally and nationally for our innovative and high-quality curriculum, with a process of ongoing review and improvement to ensure that we provide your child with the skills they need to succeed in school and beyond.

*“The innovative, creative and unique curriculum is a major strength of provision that engages and motivates students... The imaginative, creative and highly innovative curriculum instils in students a real enthusiasm for, and enjoyment of, learning.”*

*(Ofsted, Jan 2019)*

Our curriculum intent has been built across four pillars:



## CURRICULUM INTENT STATEMENT

At Thomas Estley we believe in achieving success through great progress for all, building leadership and character together and strengthening wellbeing together. We believe that we are a community with a responsibility to work together as a team to progress these aims.

We believe that no young person should be disadvantaged through lack of money or low parental aspiration. We believe that every young person should have access to a challenging and high quality curriculum, which opens doors and embeds opportunities to consider and work towards routes into higher education and the whole range of available and appropriate career pathways. We believe that this includes opportunities to build leadership skills and to develop character at a level which is commensurate with the best state and independent schools, within an inclusive community.

We believe that every child, regardless of gender, prior attainment, individual needs and level of advantage, has the right to make good progress towards challenging targets within a knowledge-enriched curriculum which grows cultural capital and vocabulary for success, independence, resilience and the ability to retain, transfer and employ knowledge and skills across a variety of contexts.

We believe that no young person's learning should be adversely impacted by low wellbeing and self esteem - either their own or another's - and that we should work to remove and minimise barriers to wellbeing at both whole college and personalised levels.

This booklet has been created to provide you with an insight into some of the classwork that your child will be doing this year. It compliments the wide range of additional clubs, activities, projects and opportunities that are available for your child to take part in throughout the year. You can find up-to-date information on these on our school website: [thomasestley.org.uk](http://thomasestley.org.uk).

# Contents

Thomas Estley Community College .....	1
Our unique curriculum.....	2
Art and Design .....	5
CRE (Citizenship, PSHE and Religious Education).....	5
Computing .....	6
Design and Technology .....	6
Drama.....	7
English.....	8
Geography.....	8
History .....	9
Mathematics .....	9
MFL (Modern Foreign Languages).....	10
Music .....	11
PE (Physical Education).....	11
Science.....	12
Year 7 Module Week - Community and Enterprise.....	13
Home Learning .....	14



# Art and Design

Subject leader: Mrs E Strudwick			
	Groups	Focus (rotational courses)	Assessment
Over the academic year	Mixed ability	Introduction - Shoe observational drawing as baseline assessment	Baseline Assessment  Interim Assessment and target setting during design development stages of each course  Peer Assessment
		<ul style="list-style-type: none"> <li>● Visual Elements Project</li> <li>● Drawing skills</li> <li>● Colour Theory</li> <li>● Artist Research</li> <li>● Artist Response</li> </ul> Dependent on restrictions: <ul style="list-style-type: none"> <li>● Clay skills</li> <li>● Painting skills</li> </ul>	

# CRE (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>Citizenship</b> People who have changed the world	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring		<b>PSHE</b> Health, Wellbeing and Relationships	
Summer		<b>RE</b> Introduction to RE	

# Computing

Subject leader: Mrs G O'Garro			
	Groups	Focus	Assessment
<p>Computing lessons equip learners with the tools and skills needed to make informed decisions in this ever-changing world. Students use computational thinking and creativity to prepare them to become digital citizens. Learners focus on one topic each half term.</p>	Mixed ability	<ul style="list-style-type: none"> <li>• Impact of technology - Collaborating online respectfully</li> <li>• Using media - Gaining Support for a cause</li> <li>• Modelling data - Spreadsheets</li> <li>• Networks from semaphores to the Internet</li> <li>• Programming essentials in Scratch: part I</li> <li>• Programming essentials in Scratch: part II</li> </ul>	<p>Baseline assessment End of topic assessment at the end of each unit</p>

# Design and Technology

Subject leader: Miss L Burnett			
	Groups	Focus (rotational courses)	Assessment
<p>These are some of the topics that may be covered depending on which rotation the student is taking at what time</p>	Mixed ability	<p><b>Textile design</b> Super hero cushion - Smart modern textiles</p>	<p>Assessment: Interim assessment and feedback throughout the project. Peer assessment. End of unit Tests</p>
		<p><b>Food Preparation and Nutrition</b> Introduction to Food Skills and Equipment and Healthy Eating</p>	
		<p><b>Resistant materials</b> Introduction to workshop skills - Key rings Graphic Communication</p>	

# Dance

Subject leader: Miss D Bancroft			
	Groups	Focus (rotational courses)	Assessment
Autumn	Mixed ability	Dance Evolution - 1920s - 1980s. Most, if not all, present day dance styles originated and were developed during this Era. As such, it presents as an important area of focus and provides students with an excellent foundation of dance knowledge and skills. Specific focus on AQA performance skills	A formal 'end of unit' assessment half-termly against 3 strands of criteria: performing, creating and working collaboratively, using the assessment wheel.  Within lessons verbal peer-assessments to feedback on creative tasks and self-tracking of progress in assessment booklets.
Spring		Greatest Showman/ Musical Theatre - Deeper exploration of the AQA performance skills and an introduction to Choreographic skills and Processes.	
Summer		Urban Dance - Focus on 3 different Hip-Hop techniques, Urban, Locking and Tutting - To complement and further develop students' performance and choreographic skills, this rotation will also introduce critical appreciation of professional works by ZooNation.	

# Drama

Subject leader: Mr G Place			
	Groups	Focus	Assessment
Autumn	Mixed ability	<ul style="list-style-type: none"> <li>Trust</li> <li>Evacuation</li> <li>Children's TV</li> </ul>	Formal level awarded each term  Self / peer / teacher assessments given during lessons
Spring		<ul style="list-style-type: none"> <li>The child who did not want to go to school (Bullying)</li> <li>Ribbon of Silver</li> </ul>	
Summer		<ul style="list-style-type: none"> <li>Physical Theatre</li> <li>Shakespeare</li> </ul>	

Dance is delivered on a half-termly rotation with Drama, with three different dance styles being explored each academic year. 2021/22 is the introductory year for Dance at KS3 and, as a result, both Year 7 and Year 8 will be following the same curriculum. In 2022/23 the Year 8 Curriculum will change, to include 3 different areas of focus. To reflect the KS4 curriculum, KS3 is designed to follow the 'Dance as Art' model - performing, creating and appreciating

# English

Subject leader: Ms E Little			
	Groups	Focus	Assessment
Autumn	Mixed ability	<ul style="list-style-type: none"> <li>• Heroes and Villains</li> <li>• Novel - <i>The Lion, the Witch and the Wardrobe</i></li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Reading and comprehension/analysis</li> </ul>
Spring/Summer		<ul style="list-style-type: none"> <li>• Writing from around the world</li> <li>• Classic literature - <i>Oliver Twist</i></li> <li>• Shakespeare - A Midsummer Night's Dream</li> <li>• Room 101</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction writing</li> <li>• Reading and comprehension/analysis</li> <li>• Transactional writing</li> <li>• Speaking and Listening</li> </ul>

# Geography

Subject leader: Mr P Schalkwyk			
	Groups	Focus	Assessment
Autumn	Mixed ability	Geography skills	Maps symbols End of unit test
Autumn/Spring		People and place	Problem solving End of unit test
Spring		British geography	Leicester enquiry End of unit test
Spring/Summer		Climate change	Problem solving End of unit test
Summer		Water world	Problem solving Year 7 exam



# History

Subject leader: Mr S Hancock			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>Who had control of Britain 1066 - c1690</b> Who were the Anglo-Saxons? The Norman Conquest Castles Domesday Book Power of the Church Becket Magna Carta Inc. Village life	How did Harold die? Evaluating Sources  Norman Conquest - Explanation and Analysis
Spring		Wars with Scotland, Wales and France Medieval Life Towns Black Death Peasants Revolt	Black Death - Explanation and Analysis  Henry VIII - Interpretations
Summer		The Wars of the Roses Tudors and Stuarts Cromwell Settlement	Civil War - Interpretations  Oliver Cromwell - Evaluating Sources

# Mathematics

Subject leader: Mrs R Taylor			
	Groups	Focus	Assessment
Autumn	Streamed by ability	During each term, we cover topics from each of the six areas of maths:	Baseline assessment End of topic tests Autumn-term assessment
Spring		<ul style="list-style-type: none"> <li>● Number</li> <li>● Algebra</li> <li>● Geometry</li> </ul>	End of topic tests Spring-term assessment
Summer		<ul style="list-style-type: none"> <li>● Statistics</li> <li>● Ratio &amp; Proportion</li> <li>● Probability</li> </ul>	End of topic tests Full suite of GCSE-style papers
<ul style="list-style-type: none"> <li>● Pupils will have access to Dr Frost maths for homework and revision.</li> <li>● Pupils need a scientific calculator and geometric equipment for every lesson.</li> <li>● Students will also sit a personalised 'weekly skills' test each week that is matched to their ability.</li> </ul>			

## MFL (Modern Foreign Languages)

Subject leader: Mrs S D Anderson			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>French</b> <ul style="list-style-type: none"> <li>• Myself &amp; family</li> <li>• Classroom instructions and objects</li> <li>• Noel</li> </ul> <b>Spanish</b> <ul style="list-style-type: none"> <li>• My life and family</li> </ul>	<b>French</b> Students will be assessed once per term in listening, reading and writing; twice per year in speaking.  <b>Spanish</b> Students will be assessed on the four skills once throughout the year.
Spring		<b>French</b> <ul style="list-style-type: none"> <li>• Leisure time</li> <li>• Weather</li> </ul> <b>Spanish</b> <ul style="list-style-type: none"> <li>• My school</li> </ul>	
Summer		<b>French:</b> <ul style="list-style-type: none"> <li>• Holidays</li> </ul> <b>Spanish</b> <ul style="list-style-type: none"> <li>• My town</li> <li>• My house</li> </ul>	
Students will study French for two lessons per week and Spanish for one lesson per week			

# Music

Subject leader: Miss Emilia Plumb				
	Groups	Focus		Assessed Work
Autumn	Mixed ability	Rhythm Project	<ul style="list-style-type: none"> <li>• Beat and rhythm</li> <li>• Rhythmic patterns</li> <li>• Polyrhythm</li> </ul>	Group performance of rhythmic composition
		Ensembles Project	<ul style="list-style-type: none"> <li>• Notation to use a melodic instrument</li> <li>• Orchestra</li> <li>• Listening skills</li> </ul>	Performance piece of a small group ensemble
Spring		Vocal Project	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Voices</li> <li>• Warm ups</li> <li>• Vocal ensemble</li> </ul>	Group ensemble
		World Music	<ul style="list-style-type: none"> <li>• Musical traditions</li> <li>• How different cultures learn music differently</li> </ul>	Group ensemble
Summer		Film Music	<ul style="list-style-type: none"> <li>• Looking at how music can create emotions</li> </ul>	Listening test
		Film Music	<ul style="list-style-type: none"> <li>• Creating a piece of music that goes with a film clip</li> <li>• Understanding how music changes with different genres of film</li> </ul>	Music composition

# PE (Physical Education)

Subject leader: Ms S Kavanagh			
	Group	Focus	Assessment
Activities taught in rotation throughout the year	Mixed ability  Mixed and single gender dependent on activity	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Gymnastics</li> <li>• Football</li> <li>• Rugby</li> <li>• Volleyball</li> <li>• Table Tennis</li> <li>• Games making</li> <li>• Attack and defence</li> <li>• Athletics</li> <li>• Striking and Fielding Games</li> <li>• Tennis</li> <li>• Handball</li> </ul>	All sports are assessed during and at the end of each unit

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|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Basketball</li> </ul> |  |
|--|--|--|

## Science

All topics will be covered by all students by the end of the Summer term.

**Subject leader: Mr D Ansley**

	Groups	Focus	Assessment
Topics taught in rotation throughout the year	Mixed initially then streamed into ability groups based on completed assessments	<ul style="list-style-type: none"> <li>• Life - Living Things and Habitats</li> <li>• Life - Reproduction</li> <li>• Potions - Acids and Alkalis</li> <li>• Potions - Chemical Reactions</li> <li>• Particle Matter - Particle Behaviour</li> <li>• Energy - Resources and the Earth</li> <li>• Infinity and Beyond - Forces</li> </ul>	Cumulative assessments approximately every 6 weeks  Assessment activities within topics – through exam questions, written tasks and homework

# Year 7 Module Week - Community and Enterprise

Each year, we take a break from the regular academic curriculum in order to diversify our students' learning experiences beyond that which is required of us through the compulsory National Curriculum. The purpose of Modules week is to provide a co-curriculum that addresses age-important topics and compliments our leadership and character curriculum.

## Module week themes

- Year 7 - Community and Enterprise
- Year 8 - STEM (Science, Technology, Engineering and Maths)
- Year 9 - Money and Health Matters
- Year 10 - Wellbeing and Resilience for Success
- Year 11 - Future Pathways

## Learning objectives for our year 7 module

- To explore the diversity of our local community - Leicester and Leicestershire
- To understand different cultures to our own (games, food, beliefs, hobbies...)
- To understand how and why different people have moved communities
- To be able to explain how enterprise has shaped the world we live in
- To visit places important to the community of Leicester\*



# Home Learning

Learning takes place inside and outside of the classroom. All teachers will regularly set planned differentiated, meaningful homework for their classes in line with the school policy. Homework will provide students with opportunities to: extend, develop and practice what was learned in class; acquire the ability, confidence and organisational skills to work independently; work at their own pace and ability level; prepare for work in class.

At key stage 3, students will be provided with a knowledge organiser on a termly basis. This will reflect the key knowledge for each subject, and facilitate the opportunity for retrieval and application of this knowledge.

All students at key stage 3 will follow a homework timetable and this will clearly state when this work is to be set. The work will be set using the online portal SatchelOne (formerly ShowMyHomework). This can be accessed via computer or portal device, and parents will be given a separate pin to access also.

The basis of all homework at key stage 3 will be practice for a retrieval quiz, based on information from the knowledge organiser. This allows students to retrieve knowledge from last lesson, last week and further to help them with their long-term memory.

In addition to this, students may also be given additional activities such as;

- Questions
- Research
- Flipped learning-students prepare in advance for the lesson
- Reading
- Extended writing
- Preparation assessments
- Consolidation of learning
- Practice examination questions / past papers
- Speaking and listening tasks
- Group work
- Preparing for a presentation
- Collecting information/evidence/artefacts
- Redrafting and improving
- Developing or extending work done in class

Whilst some homework will be specific short-term tasks related to a topic at that time, other homework will contribute to longer term tasks such as projects or portfolios of work.

Homework will be assessed. This can be done in a variety of ways:

- Marked by the teacher and feedback for improvement (WWW/EBI)
- Peer/self-assessment
- Orally/feedback during lessons/'show and tell'
- Through retrieval tasks

As students move in to key stage 4, individual subjects will provide knowledge organisers and revision guides to help support students' learning and knowledge retention. Key stage 4 students will also be provided with a homework timetable and work will be set using the SatchelOne platform.

Key stage 4 homework will be focused on retrieval practice for subject knowledge and practice of GCSE skills and exam requirements for each course.

Visit our website for more information on home learning:

[thomasestley.org.uk/homework](https://www.thomasestley.org.uk/homework)