

YEAR 7

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.

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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
		<ul style="list-style-type: none"> • Visual Elements Project • Drawing skills • Colour Theory • Artist Research • Artist Response • Clay skills • Painting skills 	Interim Assessment and target setting during design development stages of each course End of project Assessment Peer and Self Assessment

CRE (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	Citizenship People who have changed the world	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring		PSHE Health, Wellbeing and Relationships	
Summer		RE 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"> • Impact of technology - Collaborating online respectfully • Using media - Gaining Support for a cause • Modelling data - Spreadsheets • Networks from semaphores to the Internet • Programming essentials in Scratch: part I • Programming essentials in Scratch: part II 	<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>Textile design Super hero cushion - Smart modern textiles</p>	<p>Assessment: Interim assessment and feedback throughout the project. Peer assessment. End of unit Tests</p>
		<p>Food Preparation and Nutrition Introduction to Food Skills and Equipment and Healthy Eating</p>	
		<p>Resistant materials 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		Critical Appreciation - Matthew Bourne's, The Nutcracker. To analyse the choreography, costume, music, and lighting and evaluate how they have been used to communicate choreographic intent.	

Drama

Subject leader: Mrs Bancroft			
	Groups	Focus	Assessment
Autumn	Mixed ability	Theatre Skills - GEMS Students receive an introduction to Drama lessons, developing their collaboration skills. They explore how to use Gesture, Expression, Movement and Space to give a piece meaning.	Formal level awarded each term. Self / peer / teacher assessments given during lessons and recorded in assessment journey books. Assessment is divided into four areas - Creative, Rehearsal, Performance and Evaluation.
Spring		Musical Theatre - School Of Rock Students develop their performance skills to include performing in a Musical Theatre style. They learn a routine from this popular show, use song words as a stimulus for their own creations and perform script extracts.	

Summer		Drama - Traditional Tales Students explore the skills needed for outdoor performance work. They use a traditional story with a moral meaning to develop into a performance aimed at Primary School aged children. Some puppetry is included in this topic.	
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English

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

Geography

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

History

Subject leader: Mr S Hancock			
	Groups	Focus	Assessment
Autumn	Mixed ability	Who had control of Britain 1066 - c1690 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

- Students will have access to Satchel One for homework tasks
- Students will need to access techistoryks3.blogspot.com for revision and extension tasks

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: <ul style="list-style-type: none"> • Number • Algebra • Geometry • Statistics • Ratio & Proportion • Probability 	Baseline assessment End of topic tests Autumn-term assessment
Spring			End of topic tests Spring-term assessment
Summer			End of topic tests Full suite of GCSE-style papers
<ul style="list-style-type: none"> • Pupils will have access to Dr Frost maths for homework and revision. • Pupils need a scientific calculator and geometric equipment for every lesson. • Students will also sit a personalised 'weekly skills' test each week that is matched to their ability. 			

MFL (Modern Foreign Languages)

Subject leader: Ms Closier/Mrs Coles			
	Groups	Focus	Assessment
Autumn	Mixed ability	French <ul style="list-style-type: none"> • Myself & family • Classroom instructions and objects • Noel Spanish <ul style="list-style-type: none"> • My life and family 	French Students will be assessed once per term in listening, reading and writing; twice per year in speaking. Spanish Students will be assessed on the four skills once throughout the year.
Spring		French <ul style="list-style-type: none"> • Leisure time • Weather Spanish <ul style="list-style-type: none"> • My school 	
Summer		French: <ul style="list-style-type: none"> • Holidays Spanish <ul style="list-style-type: none"> • My town • My house 	
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"> • Beat and rhythm • Rhythmic patterns • Polyrhythm 	Group performance of rhythmic composition
		Ensembles Project	<ul style="list-style-type: none"> • Notation to use a melodic instrument • Orchestra • Listening skills 	Performance piece of a small group ensemble
Spring		Vocal Project	<ul style="list-style-type: none"> • Listening skills • Voices • Warm ups • Vocal ensemble 	Group ensemble
		World Music	<ul style="list-style-type: none"> • Musical traditions • How different cultures learn music differently 	Group ensemble
Summer		Film Music	<ul style="list-style-type: none"> • Looking at how music can create emotions 	Listening test
		Film Music	<ul style="list-style-type: none"> • Creating a piece of music that goes with a film clip • Understanding how music changes with different genres of film 	Music composition

PE (Physical Education)

Subject leader: Ms Bancroft			
	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"> • Netball • Gymnastics • Football • Rugby • Volleyball • Table Tennis • Games making • Attack and defence • Athletics • Striking and Fielding Games • Tennis • Handball and basketball 	All sports are assessed during and at the end of each unit

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 ability	<ul style="list-style-type: none"> • Life - Living Things and Habitats • Life - Reproduction • Potions - Acids and Alkalis • Potions - Chemical Reactions • Particle Matter - Particle Behaviour • Energy - Resources and the Earth • Infinity and Beyond - Forces 	<p>Cumulative assessments approximately every 6 weeks</p> <p>Assessment activities within topics – through exam questions, written tasks and homework</p>

Year 7 Module - 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 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 Satchel One. 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.

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.

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