

YEAR 7

Curriculum overview

Thomas Estley Community College

Community of courage and commitment to success

SUCCESS AT

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 school has developed a broad and ambitious curriculum. It is organised in a way that helps pupils build on what they have learned previously ... The school is determined that all pupils are well prepared for living in modern Britain. Pupils learn how to keep themselves safe and healthy. They consider the importance of respecting diversity and fundamental British values. Visitors to the school help to broaden pupils' understanding of different faiths and cultures. (Ofsted, October 2024)

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 knowledge and skills assessment.

Social Studies (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	<ul style="list-style-type: none"> • Topic 1 - Community and Me • Topic 2 - Safety • Topic 3 - Diversity and Respect • Topic 4 - Relationships 	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring			
Summer			

Computing

Subject leader: Mrs G O'Garro			
	Groups	Focus	Assessment
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.	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 	Baseline assessment End of topic assessment at the end of each unit

Design and Technology

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

Dance/Drama

Subject leader:	Groups	Focus (rotational courses- bi-weekly lesson)	Assessment
Dance Rotation Miss D Bancroft	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 and technical skills, such as action, dynamics and space and timing and basic choreographic devices, such as use of dance relationships, canon and unison.	A formal 'end of unit' assessment half-termly against 3 strands of criteria: performing, creating and working collaboratively. Within lessons verbal peer and teacher assessments to feedback on creative tasks and demonstration of skills. Progress is tracked on individual learning journey.
Drama Rotation Miss A Biggs		Part A: Harry Potter and the Cursed Child, Page to Stage process: Students will work through a full page to stage process using the play, Harry Potter. Students will develop skills such as Blocking, Proxemics, Levels and use of Set and Props. Students will work on a variety of texts throughout the play while developing a character in both a Group and Duologue Performance. Students will have the opportunity to take on the role of a director and Actor. Part B: Devising in response to a stimulus: Students will devise their own group performances in response to a chosen stimulus, while applying both physical and vocal skills to demonstrate characterisation and plot. Students will also work through a variety of character development tasks to understand a character ready for a self and peer evaluative performance.	Self and peer feedback. Formal Assessment with grading against a criterion for Creating, Understanding and Performing.

English

Subject leader: Ms E Little			
	Groups	Focus	Assessment
Autumn	Set from Oct	Homer, <i>The Odyssey</i> and the Tragic Hero.	Formal reading/ comprehension assessment Descriptive writing assessment
Spring	Set by ability	Introduction to Shakespeare	Writing assessment Formal reading assessment/essay writing practise
Summer	Set by ability	The Victorians and <i>The Signalman</i>	Diary entry writing assessment (assessment fortnight task) Formal reading assessment/ intro to AQA exam skills

Geography

Subject leader: Ms R Acton Slaney			
Year 7	Groups	Focus	Assessment
Autumn	Mixed ability	Geography Skills	End of Unit Assessment
Autumn		UK Geology and Landscapes	End of Unit Assessment
Spring		Rivers	Year 9 Exam
Spring		Ecosystems and Biomes	End of Unit Assessment
Summer		Weather and Climate	End of Unit Assessment
Summer		China	End of Unit Assessment

History

Subject leader: Mr R Ford			
	Groups	Focus	Assessment
Autumn	Mixed ability	The Norman Conquest	Assessment is done half termly with questions focused on a second order concept Knowledge tests are done twice within each unit
Spring		Medieval Crown & Kingship	
Summer		The reign of King John	
		Disease in the Middle Ages: The Black Death	
		The Kingdoms of West Africa	
		The Islamic Golden Age	

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">• Number• Algebra• Geometry	End of topic tests Spring-term assessment
Summer		<ul style="list-style-type: none">• Statistics• Ratio & Proportion• Probability	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			
	Groups	Focus	Assessment
Autumn	Mixed ability	French <ul style="list-style-type: none"> Talking about my name/age/ birthday describing my hair/eyes talking about my family Spanish <ul style="list-style-type: none"> Alphabet, name, age and birthday Describing myself (hair and eyes) 	<p>Students will complete a mini assessment at the end of each unit, comprised of 2 or 3 skills.</p> <p>By the end of the summer term students will have been assessed on all of these skills:</p> <ul style="list-style-type: none"> Reading aloud Answering questions aloud French - English translation English - French translation Reading comprehension Listening comprehension Writing Dictation
Spring		French <ul style="list-style-type: none"> Describing my family describing my house Spanish <ul style="list-style-type: none"> Family + relationships Personality (myself and others) 	
Summer		French: <ul style="list-style-type: none"> Talking about my usual holiday Spanish <ul style="list-style-type: none"> Talking about pets 	<p>Students will study French for 3 lessons per fortnight and Spanish for 2 lessons per fortnight.</p>

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	<ul style="list-style-type: none"> • Netball • Gymnastics • Football • Rugby • Volleyball 	All sports are assessed during and at the end of each unit
	Mixed and single gender dependent on activity	<ul style="list-style-type: none"> • Table Tennis • Games making • Attack and defence • Athletics • Striking and Fielding Games • Tennis • Handball and basketball 	

Science

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

Subject leader: Mr R Corner			
	Groups	Focus	Assessment
Topics taught in rotation throughout the year	Mixed ability	<ul style="list-style-type: none"> Physics - Energy Resources - Types of energy and energy generation Chemistry - Particles matter - Particle behavior Biology - Life - Living things and habitats Physics - Forces Chemistry - Acids & Alkalis Biology - Reproduction 	<p>Cumulative assessments approximately every 6 weeks</p> <p>Assessment activities within topics – through exam questions, written tasks and homework</p>

RE (Religious Education)

Subject leader: Ms D Struck				
Foundations of Belief and Practice				
Term	Unit Title	Core Content	Skills Focus	Links to AQA GCSE
Autumn	What is Religion?	Six major world religions, beliefs, practices, symbols, holy books	Identifying key concepts and comparing beliefs	Builds baseline for Paper 1: Beliefs and Practices
Spring	Introduction to Christianity	Jesus, Bible, Church, worship	Descriptive writing, textual interpretation	Christianity Paper 1 content
Summer	Islam: Beliefs and Practices	Five Pillars, Muhammad (PBUH), Qur'an	Understanding religious authority	Islam Paper 1 content

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 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