

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 (Dance)	Mixed ability	<p>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</p>	<p>A formal 'end of unit' assessment half-termly against 3 strands of criteria: performing, creating and working collaboratively, using the assessment wheel.</p> <p>Within lessons verbal peer-assessments to feedback on creative tasks and self-tracking of progress in assessment booklets.</p>
Spring (Drama)		<p>Part A: Introduction to Drama: Students will explore a range of vocal and physical Drama skills through workshop style lessons. They will have the opportunity to apply these skills to a character.</p> <p>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.</p>	
Summer (Dance)		<p>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.</p>	
Summer (Drama)		<p>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.</p> <p>Students will work on a variety of texts throughout the play while developing a character in both a Group and Duologue Performance.</p> <p>Students will have the opportunity to take on the role of a director and Actor.</p>	

English

Subject Leader: Ms E Little			
	Groups	Focus	Assessment
Autumn	Mixed Ability	<p><u>8th Century BC</u></p> <p>The Odyssey and The Tragic Hero</p>	<p>Initial reading, writing and spelling tests.</p> <p>Reading comprehension and analysis of texts.</p> <p>Creative writing</p> <p>Transactional writing</p> <p>Peer/self-assessment and reflection.</p> <p>Knowledge recall tests.</p> <p>Contextual understanding</p>
Spring		<p><u>16th Century AD</u></p> <p>Intro/Range of Shakespeare</p>	<p>Reading comprehension and analysis of texts.</p> <p>Creative writing</p> <p>Transactional writing</p> <p>Peer/self-assessment and reflection.</p> <p>Knowledge recall tests.</p> <p>Contextual understanding.</p>
Summer		<p><u>19th Century AD</u></p> <p>Intro to Victorians and <i>The Signal Man</i></p>	<p>Reading comprehension and analysis of texts.</p> <p>Creative writing</p> <p>Transactional writing</p> <p>Peer/self-assessment and reflection.</p> <p>Knowledge recall tests.</p> <p>Contextual understanding.</p> <p>End of year reading test.</p>

Geography

Subject leader: Mrs L Roberts			
	Groups	Focus	Assessment
Autumn	Mixed ability	Our Wild Isles	End of unit assessment
Autumn/Spring		Global Hazards	End of unit assessment
Spring		people and place	End of unit assessment
Spring/Summer		Africa is not a country	End of unit assessment
Summer		Endangered Planet	Year 7 exam
Spring/Summer term will have a field study element			

History

	Groups	Focus	Assessment
Autumn	Mixed ability	Enquiry 1 – Was the Norman Conquest a Truck load of Trouble? Enquiry 2 – Was Elizabethan age really a ‘Golden Age’?	Knowledge Checks Written Assessments Source Analysis
Spring		Enquiry 1 – Could Medieval Kings do as they pleased?	Knowledge Checks Written Assessments Source Analysis
Summer		Enquiry 1 - Why were the Kingdoms of West Africa so great? Enquiry 2 - Why was the Islamic Empire considered to be a golden age?	Knowledge Checks Written Assessments Source Analysis
<ul style="list-style-type: none"> Students will have access to Satchel One for homework 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: Mrs Kane			
	Groups	Focus	Assessment
Autumn	Mixed ability	French: <ul style="list-style-type: none"> • Name • Age • Birthday • Physical appearance Spanish: <ul style="list-style-type: none"> • Name • Age • Birthday 	Students will complete a mini assessment at the end of each unit, comprised of 2 or 3 skills. By the end of the summer term students will have been assessed on all of these skills: <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"> • Where I live • Describing family members Spanish <ul style="list-style-type: none"> • Who is in my family • Describing family members 	
Summer		French & Spanish: <ul style="list-style-type: none"> • Describing pets 	
Students will study French for 3 lessons per fortnight and Spanish for 2 lessons per fortnight.			

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 • Team Building • 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 over the academic 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 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.

Home Learning 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