

# Walthamstow Academy – Year 7 Curriculum Experience



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Welcome to the Curriculum Experience for Year 7!

In this Curriculum Experience you can look at everything you'll be studying this academic year: all the brilliant topics you'll be learning about and the knowledge and skills you will gain. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

If you have any questions about anything in this document, you can ask your subject teacher, your form tutor or your Head of Year.



Half Term	ENGLISH Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 English Curriculum Overview:</b> <i>In year 7, students are introduced to a range of fiction texts to develop their understanding of genre and form, studying whole novels, plays, poem anthologies and short stories. Students are introduced to making analytical inferences about a text and are encouraged to think deeply and critically about the literature that they study. Students also study the foundations of grammar skills, forming the basis of knowledge of creative writing, as well as developing their creative writing skills by learning to write in a range of tones and styles. The work students do around creative writing fosters an enjoyment and appreciation of writing, supported by the regular reading for pleasure that students undertake in their reading lessons.</i>			
Year 7 HT1	<b>Unit Title: Fiction Writing</b> Students will start their English journey in year 7 by writing about themselves. This gives them a chance to develop their writing skills from year 6, including securing their grasp of grammar. Students will start by looking at a picture stimulus and start building creative stories, using these pictures as a basis. They are introduced to structuring a descriptive story, and practise writing in a variety of tones and genres. Students will develop skills of: <ul style="list-style-type: none"> <li>Structuring a piece of creative writing</li> <li>Developing their use of descriptive language</li> <li>Introducing ambitious vocabulary into their writing</li> </ul>	<b>Summative Assessment:</b> Descriptive writing with a picture stimulus	Creative Writing Club Young Writer's Twisted Tales Writing competition
Year 7 HT2	<b>Unit Title: The Tempest</b> Students are introduced to Shakespeare through one of his later plays, 'The Tempest'. Studying themes of betrayal, power and hierarchy and revenge in the Jacobean era, students learn about Shakespeare's use of structure and language and develop their understanding of making inferences and writing analytical paragraphs. Students will learn about: <ul style="list-style-type: none"> <li>An introduction to Shakespeare: his life and works</li> <li>The key context of Jacobean England and how that influenced Shakespeare's writing</li> <li>The concept of power and hierarchy</li> </ul>	<b>Formative Assessment:</b> Thematic analysis using an extract  <b>Summative Assessment:</b> Thematic analysis using an extract.	Fiction reading for pleasure – students can use our virtual library on our website to help them find a book to read. <a href="https://www.walthamstow-academy.org/students/virtual-library">https://www.walthamstow-academy.org/students/virtual-library</a>  Watch: Julie Taymor's production of 'The Tempest'  Visit: Shakespeare's Globe theatre
Year 7 HT3	<b>Unit Title: A Monster Calls</b>	<b>Mid-Year Exam:</b>	Wider fiction reading for students' pleasure (students will have access to books via Sparx

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	<p>Students will follow their first set of whole school assessments by reading a whole novel. As they read, they develop their understanding of thematic analysis and discuss who text structure and ideas</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Reading a whole novel</li> <li>• Introduction to making inferences</li> <li>• Analysis of an extract</li> </ul>	<p><b>Formative Assessment:</b> How does Ness explore ideas on a theme.</p> <p><b>Summative Assessment:</b> How does Ness explore ideas on a theme</p>	Reader from their reading lessons)
<b>Year 7 HT4</b>	<p><b>Unit Title: Non-Fiction War and Conflict</b></p> <p>Students are introduced to non-fiction reading with a thematic link to HT5's War Poetry unit. They will look at political, biographical and news texts, learning to discuss the issues of conflict from many different angles.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Exploring Text, Audience and Purpose of a text</li> <li>• Analysing language</li> <li>• Making thematic links</li> </ul>	<p><b>Formative Assessment:</b> Analysis of biographical writing</p> <p><b>Summative Assessment:</b> Analysis of political speech</p>	<p>Join the school newspaper</p> <p>Visit the Imperial War Museum</p> <p>Wider reading of non-fiction in the library</p>
<b>Year 7 HT5</b>	<p><b>Unit Title: War Poetry</b></p> <p>Students are introduced to the study of poetry and begin looking at analysing structure and form in poetry. They are introduced to some of the most prolific war poets in the English canon such as Wilfred Owen and Siegfried Sassoon. Students will study the context of war poetry, learning about key concepts such as trench warfare and propaganda.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Analysing form and structure of poetry</li> <li>• Exploring connotations</li> <li>• The historical context of war poetry and themes of power and conflict.</li> </ul>	<p><b>Formative Assessment:</b> Analysis of the structure and language of a poem on a theme.</p> <p><b>Summative Assessment:</b> Analysis of the structure and language of one of the poem's from the anthology</p>	<p>Young Writer's Poetry Writing competition</p> <p>Watch: Channel 4 Documentary 'The Not Dead'</p>
<b>Year 7 HT6</b>	<p><b>Unit Title: Community Writing – Letter writing</b></p> <p>To end the year, students complete a unit of work that allows them to connect with our local community. Students write a letter to a y6 student, giving them advice on their first year at Walthamstow Academy. It allows students to reflect on their first year at the Academy and develop their skills of letter writing.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Form, audience and purpose in non-fiction writing</li> <li>• Developing skills of planning, editing and re-drafting</li> </ul>	<p><b>End of Year Exams:</b></p> <p><b>Reading:</b> Students are given 1 poem from our War Poetry anthology and write a thematic essay.</p> <p><b>Writing:</b> Fiction Writing. Students write a descriptive/narrative story.</p>	<p>Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons)</p> <p>Newspaper Club</p>

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Half Term	MATHS Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 Curriculum Overview:</b> <i>Year 7 curriculum is a broad range of topics from Number, Algebra, Shapes and Measure and Data</i>			
<b>Year 7 HT1</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Numerical Skills</li> <li>Order of operations</li> <li>Introduction to Algebra</li> </ul>	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> <li>Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth.</li> <li>Maths games on Sparx</li> </ul>
<b>Year 7 HT2</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Primes, Factors and Multiples</li> <li>Expanding and Factorising 1</li> <li>Addition and Subtraction</li> <li>Perimeter</li> </ul>	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> <li>Watch following films               <ul style="list-style-type: none"> <li>Hidden figures</li> <li>Cube</li> </ul> </li> </ul>
<b>Year 7 HT3</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Mean</li> <li>Multiplication and Division</li> <li>Area of triangles and quadrilaterals</li> </ul>	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> <li>UKMT clubs for selected pupils</li> </ul>
<b>Year 7 HT4</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Fraction Manipulation</li> <li>Adding and Subtracting Fractions</li> <li>Comparing and Ordering Fractions</li> <li>Fractions of amount</li> </ul>	End of topic tests – 30 min at the end of most topics	Visit <ul style="list-style-type: none"> <li>Bank of England</li> <li>Science Museum</li> <li>V&amp;A Museum</li> <li>Bletchley Park</li> </ul>
<b>Year 7 HT5</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Polygons</li> <li>Angles</li> <li>Coordinates</li> </ul>	End of topic tests – 30 min at the end of most topics	
<b>Year 7 HT6</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Time</li> </ul>	End of topic tests – 30 min at the end of most topics	

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Half Term	SCIENCE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 Science Curriculum Overview:</b> <i>In Y7, students start their KS3 curriculum journey by studying the big ideas of science. The focus of KS3 science is to develop a deeper understanding of a range of scientific ideas in biology, chemistry and physics. Year 7 begins by understanding the key blocks of knowledge and concepts in order to progress to the next stages in Y8 + Y9, and eventually building upon these concepts at KS4. There is also a large focus on working scientifically and objectively and developing their scientific vocabulary. The topics studied in Year 7 are:</i> <ul style="list-style-type: none"> <li>• Particles</li> <li>• Cells</li> <li>• Energy</li> <li>• Chemical reactions</li> <li>• Reproduction and Variation</li> <li>• Forces</li> </ul>			<b>Science Museum</b>  <b>Natural History Museum</b>  <b>London Transport Museum</b>
<b>Year 7 HT1</b>	<b>7PE Energy</b> Students will be introduced to working scientifically and how to work safely in a secondary science lab. They will study the first chapter of the KS3 curriculum – 7PE – Energy, in which they cover important concepts about energy transfer and conservation to using equations and developing maths skills. <ul style="list-style-type: none"> <li>• 7PE – Energy</li> <li>• How to use basic science equipment.</li> </ul>	<b>7PE TOPIC TEST – 45 MINS</b>	<b>STEM Club</b>  <b>The Day</b>  <b>New Scientist</b>
<b>Year 7 HT2</b>	<b>7BC Cells + 7CP Particles</b> Students will continue to develop working scientifically skills. They will study the first chapter of biology in the KS3 curriculum – 7BC Cells. In which they will learn how to prepare slides, use microscopes and more about the systems within our body. <ul style="list-style-type: none"> <li>• 7BC - Cells</li> <li>• 7CP – Particle model of matter.</li> <li>• How to identify variables in science and develop hypothesis</li> </ul>	<b>7BC TOPIC TEST – 45 MINS</b> <b>7CP TOPIC TEST – 45 MINS</b>	<b>STEM Club</b>  <b>The Day</b>  <b>New Scientist</b>
<b>Year 7 HT3</b>	<b>7BR Reproduction + Variation</b> Students will complete their mid year assessments consolidating the first term's topics. Students will then move onto learning 7BR – Reproduction + Variation, which builds upon key concepts and knowledge learnt from 7BC Cells. They will understand the changes that our bodies undergo and how the system works. Working scientifically skills will still be	<b>MID-YEAR PPE – 60 MINS</b> <b>7BR TOPIC TEST – 30 MINS</b>  <b>KPIs</b>	<b>STEM Club</b>  <b>The Day</b>  <b>New Scientist</b>

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	<p>developed throughout the term. This topic sets students up for Y9 topics (Biological Systems)</p> <ul style="list-style-type: none"> <li>• 7BR – Reproduction + Variation</li> <li>• How to analyse data and spot anomalies</li> </ul>		
<b>Year 7 HT4</b>	<p><b>7CC Chemical Reactions</b></p> <p>Students will move on to 7CC Chemical Reactions and learn the importance of chemical reactions, how these are used in industry and everyday life to benefit us, in addition to being introduced to the pH scale and where everyday substances fall within that. Students will also be involved in planning their own investigation on the reactions between acids and alkalis and how this can benefit humans.</p> <ul style="list-style-type: none"> <li>• 7CC – Chemical Reactions</li> <li>• How to use graphs to describe trends</li> <li>• How to plan an investigation</li> </ul>	<p><b>7CC TOPIC TEST – 35 MINS</b></p> <p>KPIs</p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
<b>Year 7 HT5</b>	<p><b>7PF Forces</b></p> <p>Students will be introduced to 7PF Forces. In this topic they are introduced to the three types of forces and the effect of forces. They will again be introduced to mathematical equations which they will have to manipulate as well as using and plotting their own distance-time graphs. Students will revisit forces in Y9 with Forces in Motion.</p> <ul style="list-style-type: none"> <li>• 7PF – Forces</li> <li>• How to plot graphs, analyse data and spot trends</li> <li>• How to use mathematical equations</li> </ul>	<p><b>7PF TOPIC TEST – 35 MINS</b></p> <p>KPIs</p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
<b>Year 7 HT6</b>	<p><b>9BP Plants + Photosynthesis</b></p> <p>This unit provides the foundation for work in key stage 4 on limiting factors in photosynthesis, energy transfer through an ecosystem and the mineral requirements of plants. The unit starts with exploring the structure and function of roots, with emphasis on its adaptations. Pupils then progress on to the process of photosynthesis and its importance. This will include understanding that the carbon dioxide for photosynthesis comes from the air, that chlorophyll enables a plant to utilise light in photosynthesis, the role of the leaf in photosynthesis, the importance and roles of the xylem and phloem and the importance of photosynthesis to humans and other animals.</p> <ul style="list-style-type: none"> <li>• 9BP – Plants and Photosynthesis</li> <li>• Identifying variables to change, measure and control</li> <li>• Describing and explaining trends in graphs and using data to illustrate points</li> </ul> <p>Revision for End of Year exams</p>	<p><b>END OF YEAR PPE – Biology, chemistry, physics</b></p> <p><b>3 x 40 mins</b></p> <p><b>3 x 40 marks</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>

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Half Term	RE Curriculum Content	Assessment(s) (assessment title, duration and approx. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 7 RE Curriculum Overview:</b>  <i>What will year 7s study and learn this academic year? Why this/ why now?</i></p> <p>The Year 7 curriculum builds on and develops the Key Stage 2 National Curriculum. Though we know our students come to us with a variety of different art experiences, we focus on closing gaps in prior knowledge and ensuring that students master key skills and concepts that will form the basis of their future study of RE at Walthamstow Academy. Year 7 starts with a unit on the Origins of Abrahamic faith. This gives students the historical and theological background to Judaism, Christianity, and Islam. This should help students see the distinctions and connections between these faiths, which they study later in the curriculum. Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth. Each religion is studied with a narrative in mind, to try to explain what the religious tradition means to those who belong to it. We draw heavily on theology to tell this narrative and expose students to key scriptures, giving them the tools to interpret those scriptures and to see how religious believers may see them, as well as being critical of them.</p>			
<b>Year 7 HT1</b>	<p><b>Unit Title: The study of Abrahamic Faiths</b>            Students will learn about/ develop skills of:</p> <p>Year 7 starts with a unit on the Origins of Abrahamic faith. This provides students with the historical and theological background to Judaism, Christianity, and Islam. This is the foundation to our students learning journey in RE as it helps students see the distinctions and connections between these faiths, which they study in greater depth later in the curriculum. Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth.</p>	<p><b>Formative assessment</b>            5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b>            Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p><b>Discovering religious text -</b>  <a href="https://www.bl.uk/sacred-texts/teaching-resources">https://www.bl.uk/sacred-texts/teaching-resources</a></p> <p><b>BBC Bitesize KS3</b>  <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a></p> <p><b>Email a believer (REonline)</b>  <a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a></p>
<b>Year 7 HT2-4</b>	<p><b>Unit Title: Judaism</b>            Students will learn about/ develop skills of:</p> <p>This unit of work seeks to enable students to understand the religion of Judaism by examining some of its key beliefs and key practices, as well as major events in its</p>	<p><b>Formative assessment</b>            5-10 mark small stakes retrieval quiz in each lesson</p>	<p><b>REOnline - Subject knowledge</b>  <a href="https://www.reonline.org.uk/subject-knowledge/">https://www.reonline.org.uk/subject-knowledge/</a></p>



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	<p>history. It also devotes time to a deep understanding of anti-Semitism and the Holocaust. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Judaism.</p>	<p><b>Summative assessment</b> Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p><b>Most BBC RE clips</b> <a href="https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF">https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</a></p> <p><b>Truetube</b> <a href="https://www.truetube.co.uk/REquest-Christianity">https://www.truetube.co.uk/REquest-Christianity</a> <a href="https://request.org.uk/">https://request.org.uk/</a></p> <p><b>The Bible society videos - Christian</b> <a href="https://www.youtube.com/user/biblesocietytv/videos">https://www.youtube.com/user/biblesocietytv/videos</a></p> <p><b>The Bible project</b> <a href="https://www.youtube.com/user/jointhebibbleproject/playlists">https://www.youtube.com/user/jointhebibbleproject/playlists</a></p> <p><b>The day</b> <a href="https://theday.co.uk/category/topics/culture/">https://theday.co.uk/category/topics/culture/</a></p> <p><b>Religion museums in London</b> <a href="https://www.museumslondon.org/category/13/religion">https://www.museumslondon.org/category/13/religion</a></p>
<p><b>Year 7 HT4 - 6</b></p>	<p><b>Unit Title: Christianity</b> Students will learn about/ develop skills of: This unit of work begins with looking at the life of Jesus. Students need to understand the life of Jesus from the Christian perspective and will do this mainly through an exploration of key events and narratives within the Gospels. Students will understand the significance of Jesus' ethical teachings as well as his status as a divine being. They will also comprehend the significance of his death and resurrection for Christian salvation. Students will then go onto explore key Christian doctrines and explore the historical context of how these came about i.e. The Nicene Creed and Original Sin.</p>	<p><b>Formative assessment</b> 5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b> Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	

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Half Term	ART AND DT Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 Art and DT Curriculum Overview:</b> We close gaps in prior learning by establishing a foundation of students understanding, art history exposure and making experience. We establish the understanding that there is a range of criteria by which we can assess and quantify value in art.			
<b>Year 7 Art Cycle 1 (Sept-Jan)</b>	<b>Unit Title: What is art?</b> Through the study of a wide range of artists including traditional masters and contemporaries, approaches, themes and genres, we explore the diversity of what is called “visual art”. We encourage students to develop their own preferences and opinions. Alongside this we introduce a range of drawing approaches beyond drawing a line around an object. <ul style="list-style-type: none"> <li>• Drawing: draft sketch</li> <li>• Mixed media</li> <li>• Proportion</li> <li>• Clay hand modelling</li> <li>• Mark making</li> <li>• Casting</li> <li>• Drawing: grid method</li> <li>• Drawing: block technique</li> <li>• Drawing skills: eclipses</li> </ul>	Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.	<b>The National Gallery, London.</b> <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a>
<b>Year 7 Art Cycle 2 (Feb – July)</b>	<b>Unit Title: How art is made.</b> We continue students foundational knowledge, understanding and experience through exploring the formal visual elements of art and design: <ul style="list-style-type: none"> <li>• Colour</li> <li>• Value</li> <li>• Space</li> <li>• Form</li> <li>• Texture</li> <li>• Line</li> <li>• Pattern</li> <li>• Composition</li> <li>• Scale</li> <li>• Shape</li> <li>• Viewpoint</li> </ul>	Multiple choice quiz on art history element. Completed under exam conditions in school in April. 30mins duration. Practical exam 55mins duration. Completed under exam conditions in school in June.	<b>Tate Modern, London.</b> <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a>

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	We establish the historic connection between art and science innovation through the materials we make art with. Students will learn a wide range of skills in different materials and techniques.		
<b>Year 7 DT</b>	<b>Unit Title: what is design and technology?</b> This unit is designed as an introduction to design and technology through the analysis of 20 <sup>th</sup> century chairs. Students will learn about and develop skills in: <ul style="list-style-type: none"> <li>• The processes of mass production</li> <li>• A range of materials and material properties</li> <li>• Sketching for design communication, rendering and isometric drawing</li> <li>• To mould and assemble</li> </ul>	Assessment will be through multiple choice quizzes completed under exam conditions in school in January and April. 10min duration each.	<b>The Design museum, London.</b> <a href="https://designmuseum.org/">https://designmuseum.org/</a>

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<b>Year 7 Computing Curriculum Overview:</b>			
<b>Year 7 HT1</b>	<b>Unit Title: Impact of technology - Collaborating online respectfully</b> Students are shown how to use the school network and services appropriately. <ol style="list-style-type: none"> <li>Welcome to the computing lab</li> <li>Welcome to your workstation</li> <li>Respectful online communication</li> <li>Presenting to an audience part 1</li> <li>Presenting to an audience part 2</li> <li>Who are you talking to?</li> </ol>	<b>Summative assessment – Y7 – Impact of Technology – Collaborating Online Respectfully</b>  <b>25 minutes</b>  <b>Week 6</b>	<a href="https://www.childnet.com/resources/cyberbullying-guidance-for-schools/">https://www.childnet.com/resources/cyberbullying-guidance-for-schools/</a>  <a href="https://learning.anti-bullyingalliance.org.uk/all-modules">https://learning.anti-bullyingalliance.org.uk/all-modules</a>
<b>Year 7 HT2</b>	<b>Unit Title: Modelling data – Spreadsheets</b> Students will learn about the wonderful world of spreadsheets and the concept of cell referencing. <ol style="list-style-type: none"> <li>Getting to know a spreadsheet</li> <li>Quick calculations</li> <li>Collecting data</li> <li>Become a data master!</li> <li>Level up your data skills!</li> <li>Assessment</li> </ol>	<b>Year 7 - Modelling Data – Spreadsheet</b>  <b>1 hour</b>  <b>Week 12</b>	<a href="https://en.wikipedia.org/wiki/List_of_forests_managed_by_the_Forestry_Commission">https://en.wikipedia.org/wiki/List_of_forests_managed_by_the_Forestry_Commission</a>  <a href="https://www.forestresearch.gov.uk/tools-and-resources/statistics/statistics-by-topic/public-opinion-of-forestry/">https://www.forestresearch.gov.uk/tools-and-resources/statistics/statistics-by-topic/public-opinion-of-forestry/</a>
<b>Year 7 HT3</b>	<b>Unit Title: Networks from semaphores to the Internet</b> Students will learn to define a network and address and be able to state the benefits of networking. <ol style="list-style-type: none"> <li>Computer networks and protocols</li> <li>Networking hardware</li> <li>Wired and wireless networks</li> <li>The Internet</li> <li>Internet services</li> <li>The World Wide Web</li> </ol>	<b>Summative assessment – Networks_ from semaphores to the Internet – Y7</b>  <b>30 minutes</b>  <b>Week 18</b>	
<b>Year 7 HT4</b>	<b>Unit Title: Programming essentials in Scratch – part I</b> Students will build confidence and knowledge of the key programming constructs. <ol style="list-style-type: none"> <li>Introduction to programming and sequencing</li> </ol>		



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	<ol style="list-style-type: none"> <li>2. Sequence and variables</li> <li>3. Selection</li> <li>4. Operators</li> <li>5. Count-controlled iteration</li> <li>6. Problem-solving</li> </ol>	<p><b>Multiple choice questions – Programming essentials in Scratch – part I – Y7</b></p> <p><b>20 minutes</b></p> <p><b>Week 24</b></p>	
<b>Year 7 HT5</b>	<p><b>Unit Title: Programming essentials in Scratch – part II</b> Students will build on their understanding of the control structures’ sequence, selection, and iteration (the big three), and develop their problem-solving skills.</p> <ol style="list-style-type: none"> <li>1. You’ve got the moves!</li> <li>2. Fly cat, fly!</li> <li>3. Loop de loop!</li> <li>4. Treasure those lists!</li> <li>5. Translate this! Part 1</li> <li>6. Translate this! Part 2</li> </ol>	<p><b>Summative assessment – Programming essentials in Scratch_ part II – Y7</b></p> <p><b>30 minutes</b></p> <p><b>Week 30</b></p>	
<b>Year 7 HT6</b>	<p><b>Unit Title: Using media – Gaining support for a cause</b> Students will develop a deeper understanding of information technology and digital literacy by using their skills across the unit to create a blog post about a real world cause that they are passionate about and would like to gain support for.</p> <ol style="list-style-type: none"> <li>1. Features of a word processor</li> <li>2. Licensing appropriate images</li> <li>3. The credibility of sources</li> <li>4. Research and plan your blog</li> <li>5. Promoting your cause</li> <li>6. Project completion and assessment</li> </ol>	<p><b>Summative assessment – Using media – Y7</b></p> <p><b>20 minutes</b></p> <p><b>Week 36</b></p>	

## Walthamstow Academy - Year 7 Curriculum Experience

Half Term	DRAMA Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 7 Curriculum Overview:</b></p> <p><i>In year 7 students are introduced to the world of drama and theatre exploring a wide range of approaches, techniques, performance and skills in analysis and evaluation. Students begin exploring the core skills of stage craft for the actor and how meaning is created on the stage which forms the bedrock of any presentational work. They will then study Shakespeare's Hamlet and Romeo and Juliet where they will further build upon their vocal and physical skills whilst interpreting a more challenging language-based text. In the second term student's will explore character through narrative-based drama and a historical exploration of the evacuees set against the backdrop of World War 2, under the reign of our Late Majesty, Queen Elizabeth the second. As students enter the final term in year 7, they will tackle mime and silent movies, encouraging them to consider how meaning is interpreted nonverbally to an audience. They will at this stage require to demonstrate relevant facial and physical communication.</i></p> <p><b>Drama intent:</b> By the end of Year 7, students:</p> <ul style="list-style-type: none"> <li>• Will have been exposed to moral, political, social and environmental topics through historical and situational context</li> <li>• They will be able to use Drama skills to a good standard in order to enhance assessment performance and show some understanding of where the use of learned skills can be applied in order to gain impact on an audience and in life.</li> <li>• They will have completed a written assessment in their drama booklets and have received teacher feedback.</li> <li>• They will have learned to communicate and begun to evaluate their own work and that of others to an acceptable/ competent/good standard</li> <li>• They will show evidence in their practical work of building Confidence and vocal and physical ability to an acceptable/ competent/good standard</li> </ul>			
<b>IMPLEMENTATION</b>			
Year 7 HT1	<p><b>Unit Title: Introduction to Drama</b></p> <p><i>Theme</i> <i>Learning basic drama skills and applying them through various social and moral Dilemma and situation.</i></p> <ul style="list-style-type: none"> <li>• They will be fully aware of Drama etiquette and subject expectations through tasks and exercises</li> <li>• Students will gain a sense of self and those around them through pair and group work</li> </ul>	<p><b>Practical and written assessment</b> <b>Week commencing 10<sup>th</sup> October 2022</b> <b>(over week A and week B)</b></p>	<p><b>Open Evening and Black History Month</b></p>

## Walthamstow Academy - Year 7 Curriculum Experience

	<ul style="list-style-type: none"> <li>• They will learn to work in groups and co-operate and add ideas in a mature way</li> <li>• They will learn new Drama skills and feel confident in using them</li> <li>• They will become spatially aware and know what effective use of space is</li> <li>• They will be able to interact with others and form their own opinions whilst respecting those of others.</li> <li>• They will begin to verbally evaluate their own work and that of others using basic subject specific language and learn to articulate this using full sentences.</li> </ul> <p>Baseline Assessment: <b>Voice, Facial Expression, Physical, Frozen Image, Soundscape and Split Scene/cross cutting</b></p>		
<b>Year 7 HT2</b>	<p><b>Unit Title: Shakespeare</b></p> <ul style="list-style-type: none"> <li>• Students will look at the themes of Love, Betrayal, Loyalty, Superstition, Murder and</li> <li>• Loss through Romeo and Juliet and Hamlet.</li> <li>• They will gain confidence in the language of Shakespeare and gain sound team working and Drama discipline skills.</li> <li>• They will be able to read from a script whilst rehearsing and some students will have learned the lines for performance,</li> </ul>	<b>practical assessment</b>	<b>After school Drama club MML</b>
<b>Year 7 HT3</b>	<p><b>Unit Title: Bullying</b></p> <ul style="list-style-type: none"> <li>• Through Drama, discussion and debate students will explore the issue of bullying including where and how to find help and empathy for others.</li> <li>• They will use face front Theatre, vocal and physical skills to develop a piece of Drama that stresses the importance of holding an anti-Bullying vision of the world around them.</li> <li>• They will be able to verbalize their opinions and views through group discussion and practical based tasks.</li> <li>• They will be able to evaluate and correct their own work and their group work in order to present a good piece of Drama.</li> </ul>	<b>Practical and written assessment</b>	
<b>Year 7 HT4</b>	<p><b>Unit Title: The Evacuees</b></p>	<b>Practical assessment</b>	<b>School production rehearsals SBY and MML</b>

## Walthamstow Academy - Year 7 Curriculum Experience

	<ul style="list-style-type: none"> <li>Students will explore the life of the Evacuee during WW2 through drama situation and improvisation.</li> <li>Written monologue.</li> <li>Historical context and social environment will be researched, and findings applied to practical and written work.</li> <li>They will be able to evaluate the work of others and identify their own areas of strengths and improvements both verbally and in written form to a good standard</li> </ul>		
<b>Year 7 HT5</b>	<b>Unit Title: Mime and silent movies</b> <ul style="list-style-type: none"> <li>students will use physical and facial expression and movement to explore the technique mime.</li> <li>Through silent movies and slapstick comedy they will work in groups and apply mime skills to given themes such as the 'Awful decorators' and 'The Incompetent restaurant'</li> <li>Confidence will be built to a high standard in physically using and owning the space. They will grasp the importance of 'attention to detail' and 'Physical exaggeration'</li> <li>They will learn the beginnings of 'nonverbal communication' and how body language can show others how we are feeling and thinking.</li> </ul>	<b>Practical and written assessment</b>	<b>School production rehearsals SBY and MML</b>
<b>Year 7 HT6</b>	<b>Unit Title: Devising from a stimulus</b> <ul style="list-style-type: none"> <li>Students will use this unit to encompass all the skills and techniques they have learned throughout the year in a group devising setting. They will use communication, debating and Logical skills in order to develop a given piece of stimulus into a piece of Drama with a moral, value or important message</li> </ul> <p>Stimulus that are to be used: Script, Video, Music. Poetry, Art</p> <ul style="list-style-type: none"> <li>They will develop a cultural and social perspective on the stimulus in correspondence with current affairs and pressing issues in the world around them such as: LGBTQ, Racism, Environmental issues, the elderly, Homelessness.</li> </ul>	<b>Practical assessment</b>	<b>School production rehearsals SBY and MML</b>



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Half Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 Curriculum Overview:</b> <i>In year 7 our curriculum aims at enthusing pupils with a love for the language and to firmly establish its basics (phonics, vocabulary and grammar) in their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and to equip pupils with language learning strategies that will serve them as they progress through the school.</i>			
Year 7 HT1	<b>Unit Title: The Basics</b> Pupils are introduced to the basics of the language, including phonetic and spelling patterns, basic grammar <b>such as agreements and word order, and key vocabulary such as numbers and dates. They develop their ability</b> to understand classroom commands and to use basic classroom language among themselves and with the teacher appropriately. Students will learn about: <ul style="list-style-type: none"> <li>Numbers and dates</li> <li>Routine classroom instructions</li> <li>Expressing opinions</li> </ul>	<b>Formative Assessment:</b> Vocabulary quizzes  <b>Summative Assessment:</b> End of unit listening and speaking assessment	<ul style="list-style-type: none"> <li>presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school).</li> </ul>
Year 7 HT2	<b>Unit Title: My family</b> In this unit pupils develop their ability to describe people and animals and express simple opinions about family members, celebrities, etc. and preferences about colours and animals. <ul style="list-style-type: none"> <li>Colours</li> <li>Describing people</li> <li>Animals</li> </ul>	<b>Formative Assessment:</b> Vocabulary quizzes  <b>Summative Assessment:</b> End of unit reading and writing assessment	
Year 7 HT3	<b>Unit Title: School</b> In this unit pupils develop their ability to express preferences and justify them, to discuss their school routine including times and the facilities at their school. Students will learn about: <ul style="list-style-type: none"> <li>School subjects</li> <li>School facilities</li> <li>Time</li> </ul>	<b>Mid-Year Exam:</b> Listening, reading and writing assessment  <b>Formative Assessment:</b> Vocabulary quizzes	Extended writing answering: <ul style="list-style-type: none"> <li>what is your favourite subject and why</li> <li>what do you think about your school</li> </ul>

## Walthamstow Academy - Year 7 Curriculum Experience

			<ul style="list-style-type: none"> <li>• what you normally do during break</li> <li>• what are you going to do when you get home today</li> </ul>
<b>Year 7 HT4</b>	<b>Unit Title: Where I live</b> In this unit pupils further develop their ability to establish comparisons and express their opinions including some justification. They develop their ability to describe houses and locations and express preferences, including where they would like to live in the future. <ul style="list-style-type: none"> <li>• Key locations – what is there in my town?</li> <li>• Types of house and descriptions</li> <li>• Expressing opinions with justifications</li> </ul>	<b>Formative Assessment:</b> Vocabulary quizzes <b>Summative Assessment:</b> Speaking assessment	Extended writing answering: <ul style="list-style-type: none"> <li>• where you live (house+area)</li> <li>• where you would like to live in the future and why</li> </ul>
<b>Year 7 HT5</b>	<b>Unit Title: Revision</b> Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.	<b>End of Year Exams</b> Listening, reading and writing	
<b>Year 7 HT6</b>	<b>Unit Title: My life in a French/Spanish-speaking country</b> To end the year, students complete a unit of work that allows them to bring together all of the topics they have studied during year 7 to create a cultural project about life in a French/Spanish-speaking project. Students will learn about: <ul style="list-style-type: none"> <li>• French/Spanish-speaking culture</li> <li>• Oracy and presentation skills</li> </ul>		<b>Films:</b> <ul style="list-style-type: none"> <li>• <b>Encanto (Colombia)</b></li> <li>• <b>Belle et Sébastien (life in Vichy France)</b></li> </ul>

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Half Term	GEOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 Geography Curriculum Overview:</b> Pupils start off their geographical journey with the topic 'What is a geographer?'. This introduces pupils to what geography is teaches pupils geographical skills with a focus on maps. The skills learned in this unit will be used throughout their study until Y11. Next, they study Development. This is a study of how development is measured, global inequality and aid. This is placed near the beginning of KS3 as the content will be applied to other topics such as Tectonics in Y8. Lastly, Year 7s study Rivers. This looks at the physical processes and landforms along UK rivers. It is studied at the end of Y7 and as it compliments the Coasts topic in Y8.			
Year 7 HT1	<b>Unit Title: What is a geographer?</b> This unit focuses on introducing the role of a geographer in today's world. In this unit pupils develop their geographical skills mainly through using maps. <ul style="list-style-type: none"> <li>Continents of the world, countries and capitals of the UK.</li> <li>Longitude and latitude.</li> <li>OS maps and symbols.</li> <li>Four figure grid references.</li> <li>Six figure grid references.</li> <li>Scale.</li> <li>Relief on maps.</li> <li>Satellite and GIS maps.</li> <li>Map skills DME.</li> </ul>	What is a geographer assessment – 45 mins	
Year 7 HT2 and 3	<b>Unit Title: Development</b> Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries, using atlas maps, to focus on development. Pupils will analyse the distribution of developed, developing countries and emerging countries. In this unit pupils are asked to examine the distribution of development globally. Pupils should consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development, for example looking at the impact of colonialism on the development of both the DRC and Mali. Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in different locations. Pupils are required to consider the causes of world poverty before investigating what can be done to improve people's quality of life via top-down and bottom-up strategies. Students will then assess the effectiveness of the different strategies being used to improve the quality of life in a specific location.	Development assessment – 1 hour	<b>'The bottom billion' – Paul Collier</b> <b>The Americas with Simon Reeve -</b> <a href="https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5">https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5</a>

## Walthamstow Academy - Year 7 Curriculum Experience

	<ul style="list-style-type: none"> <li>• What is development?</li> <li>• My development measure.</li> <li>• Concluding indicators.</li> <li>• Where is the DRC and what is it like?</li> <li>• Factors influencing the DRC's development.</li> <li>• How can top-down projects support the DRC's development?</li> <li>• Aid dilemma.</li> <li>• Aid decision – Haiti (part 1).</li> <li>• Aid decision – Haiti (part 2).</li> <li>• Fair Trade.</li> <li>• Where is Mali and why is it important?</li> <li>• Mali – Tree Aid.</li> </ul>		
<b>Year 7</b> <b>HT4 and</b> <b>5</b>	<p><b>Unit Title: Rivers</b></p> <p>This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting within the river and the features produced by these processes. Pupils can progress their map skills. To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention.</p> <ul style="list-style-type: none"> <li>• The drainage basin.</li> <li>• The drainage basin features/ system.</li> <li>• Long profile of a river.</li> <li>• Erosion and transportation.</li> <li>• How did glaciers once influence the UK's landscape?</li> <li>• Waterfall formation.</li> <li>• Meander formation.</li> <li>• Floodplain formation.</li> <li>• Human and physical causes of floods.</li> <li>• River management (hard and soft engineering).</li> <li>• Decision Making activity.</li> </ul>	<p><b>Rivers assessment – 1 hour</b></p>	<p><b>The Lakes with Simon Reeve -</b>  <a href="https://www.bbc.co.uk/iplayer/episode/m0011wzp/the-lakes-with-simon-reeve-series-1-episode-2">https://www.bbc.co.uk/iplayer/episode/m0011wzp/the-lakes-with-simon-reeve-series-1-episode-2</a>  <b>River landforms -</b>  <a href="https://www.youtube.com/watch?v=8LCrhihsOc">https://www.youtube.com/watch?v=8LCrhihsOc</a></p>



## Walthamstow Academy - Year 7 Curriculum Experience

	<ul style="list-style-type: none"> <li>• Flood (Boscastle) case study</li> <li>• Flood case study (Bangladesh)</li> <li>• Why is the Nile important?</li> <li>• Conflict over the Nile.</li> </ul>		
<b>Year 7 HT6</b>	<p><b>Unit Title: World of Work</b></p> <p>This unit explores economic activities, with a specific focus on tourism. Pupils will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change overtime. The unit will also focus on the factors which influence the location of different industries. The unit will then focus upon tourism as an example of a tertiary industry, examining why this industry is the fastest growing in the world and the largest employer globally. The Butler model is introduced in the early stages of this unit. The unit will have a deep focus on the impacts of tourism both positively and negatively within a chosen location. Students will explore the economic, social, environmental opportunities and challenges created by this industry.</p> <ul style="list-style-type: none"> <li>• Types of work (primary, secondary, tertiary, quaternary).</li> <li>• Employment structures (worldwide).</li> <li>• Factors affecting the location of different industries.</li> <li>• Features of quaternary industries</li> <li>• The impact of different industries.</li> <li>• The growth of tourism.</li> <li>• The Butler Model.</li> <li>• Ecotourism DME.</li> <li>• Dilemma – tourism to the Maasai Mara National Reserve.</li> </ul>	<b>World of work assessment – 1 hour</b>	

## Walthamstow Academy - Year 7 Curriculum Experience

Half Term	HISTORY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 Curriculum Overview:</b> <i>Students will study the History of migration to the British Isles over the last 10,000 years in order to understand that Britain has a diverse history of new waves of migrants establishing the British nation over hundreds of years. A range of diverse cultures have impacted the History of Britain. This is also an opportunity to develop students chronological understanding, followed by the migration and conquest of Britain by the Normans and a chronological understanding of monarchs from 1066 to Richard III and the end of the War of the Roses. Along with the development of Britain / England during the middle ages there are also enquiries into the development of other diverse cultures to ensure students understand the diversity of history in the middle ages in Europe, the Middle East and Africa as well as the importance of the religions of Catholicism and Islam in the middle ages.</i>			
Year 7 HT1	<b>Unit Title:- Migration to Britain, 10,000BC to the 19th Century</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>The British Isles has been an island populated by a wide range of diverse migrations for the last 10,000 years. Students will study the discovery of 'Cheddar Man' the oldest body found in Britain dating back 10,000 years. Students will understand the diverse natures of migrations from hunter gatherers to the Celts, Anglo-Saxons, Vikings, Normans, Jewish, African and Asian up to the 19<sup>th</sup> Century.</li> <li>Students will learn the chronologies of the above migrations to Britain over the last 10,000 years in order to understand the chronology of migration to Britain.</li> <li>Students will understand how to design complex timelines describing in accurate chronological the contribution made by successive diverse migrations to Britain</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Student timelines - Teacher questioning  <b>Summative assessment:</b> - Q: Explain the main types of Migration to Britain between 8000BC and 800AD? 12 Marks	- Visit the 'Cheddar Man' at the 'Human Evolution gallery' at the Natural History Museum  <b>Cheddar Man documentary:</b> <a href="https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html">https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html</a>
Year 7 HT2	<b>Unit Title: The Battle of Hastings, 1066</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Understand the crisis in England following the death of King Edward without a son. They will understand the 3 main rivals / contenders for the throne and the reasons for their claims to be the next legitimate heir.</li> <li>Understand the events leading up to the Battle of Stamford Bridge, the reasons for Godwinson's victory</li> <li>The background and key events leading up to the Battle of Hastings. The key events of the battle of Hastings. Key tactics of William of Normandy and Godwinson. The reasons for William's victory and Godwinson's defeat.</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning  <b>Summative assessment:</b> - Q: 'Tactics was the most important reasons why William won the Battle of Hastings'	<b>The Battle of Hastings: BBC Bitesize:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv">https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv</a>

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	<ul style="list-style-type: none"> <li>Key History skills of causation, significance and Source analysis. As well as extended analytical historical writing.</li> </ul>	To what extent do you agree? 15 Marks	
Year 7 HT3	<b>Unit Title: The Norman Conquest</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Students will understand how the 'French' Normans take control of Anglo-Saxon England by using a combination of force and Norman political, social and economic systems.</li> <li>The students will understand how Norman methods of force were very effective in taking control of England following the Battle of Hastings including; Motte and Bailey castles, stone castles, the 'harrying of the North' and the use of terror.</li> <li>Students will need to understand the 'peaceful' methods of control including the Feudal system and the Domesday book.</li> <li>Key skills: Identify the differences between sources and interpretations.</li> <li>Key skills: Introduce provenance (Nature, Origin, Purpose).</li> <li>Key skills: Introduce explaining paragraphs using PEEL (Point, Evidence, Explain and Link).</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation questions - Teacher questioning  <b>Summative assessment:</b> - Q: 'Tactics was the most important reasons why William won the Battle of Hastings'  To what extent do you agree? 15 Marks	Visit Warwick Castle <a href="https://www.warwick-castle.com/">https://www.warwick-castle.com/</a>
Year 7 HT4	<b>Unit Title: Religion in the Middle Ages (Christianity and Islam). Including the Crusades</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>What was the role of the Church in medieval England?</li> <li>What was the role of monks in medieval society?</li> <li>Why did people go on crusades?</li> <li>What was the impact?</li> <li>Why was religion significant in the Middle Ages?</li> <li>History skills: What to identify the historical significance of an event/individual using criterion.</li> <li>History skills: How to explain the significance of an event/individual in basic terms.</li> </ul>	<b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning  <b>Summative assessment:</b> Q: How useful is sources A for an enquiry about how important religion was in the middle ages? (4)	British Museum Crusades exhibit: <a href="https://www.britishmuseum.org/collection/term/BIOG89488">https://www.britishmuseum.org/collection/term/BIOG89488</a>
Year 7 HT5	<b>Unit Title: - Medieval Empires – Medieval Mali</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>What evidence can we use to investigate Medieval Mali?</li> </ul>	Formative assessment:	Lost Kingdoms of Africa BBC documentary

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	<ul style="list-style-type: none"> <li>Who was Mansa Musa?</li> <li>How did Mansa Musa demonstrate his power?</li> <li>History skills: Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>History skills: Engage more with academic debates through structured writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b> Q: How useful are sources A for an enquiry about the power of Mansa Musa? (8)</p>	<a href="https://www.bbc.co.uk/programmes/b00qbtyc">https://www.bbc.co.uk/programmes/b00qbtyc</a>
Year 7 HT6	<p><b>Unit Title: Revision for EOY UL assessment:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Core units: The Battle of Hastings, 1066, Religion in the middle ages including Islam, Medieval Mali.</li> <li>History skills: Analysis and evaluation causation extended answer question.</li> <li>History skills: Source analysis using contextual own knowledge</li> <li>History skills: Analysing historical Interpretations.</li> </ul> <p><b>Unit: Challenges to Medieval Monarchs</b></p> <ul style="list-style-type: none"> <li>Why was it so difficult for monarchs to control the Church? (Becket).</li> <li>What was the Magna Carta and what was its impact?</li> <li>Was the Peasants revolt more significant than the other challenges?</li> </ul> <p><b>History skills:</b></p> <ul style="list-style-type: none"> <li>How to identify the message and tone of an interpretation.</li> <li>How to use their own knowledge to argue as to how convincing an interpretation is.</li> <li>How to identify the basic elements of a narrative account.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons-</li> <li>- Teacher questioning</li> <li>- Source analysis tasks</li> <li>- Interpretation analysis tasks</li> </ul> <p><b>Summative assessment:</b> EOY UL Assessment</p> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons-</li> <li>- Teacher questioning</li> <li>- Source analysis tasks</li> <li>- Interpretation analysis tasks</li> </ul>	<p><b>The Battle of Hastings: BBC Bitesize:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv">https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv</a></p> <p><b>Historian: Lucy Worsley Investigates:</b> <a href="https://www.bbc.co.uk/programmes/p0bvhk4q">https://www.bbc.co.uk/programmes/p0bvhk4q</a></p>



## Walthamstow Academy - Year 7 Curriculum Experience

Half Term	MUSIC Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 Curriculum Overview:</b> In Year 7, students experience whole-class singing, body-percussion, solo keyboard performance, ukulele performance and djembe performance. This range of instruments is chosen to help students understand how pitches and timbres can influence the experience of the listener, and how different instruments can require different techniques during performance. Basic music literacy such as music notation, dynamics, and pitch notation in treble clef is introduced through performance.			
Year 7 HT1	<b>Unit Title: Rhythm Notation and Chair Drumming</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Drumming technique – stick and foot pedal coordination</li> <li>Rhythm notation</li> </ul>	<b>End of HT1 in-class performance and peer evaluation</b>  <b>January Listening and Appraisal Exam</b>	Books on ABRSM Grade 1 Music Theory
Year 7 HT2	<b>Unit Title: Singing and the Elements</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Strumming chords n Ukulele</li> <li>Using Ukulele as an accompaniment instrument for singing</li> <li>reading chord diagrams</li> </ul>	<b>In-class performance</b> <b>January Listening and Appraisal Exam</b>	Ukulele lessons  Books on ABRSM Grade 1 Music Theory
Year 7 HT3	<b>Unit Title: Introduction to keyboard skills</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Playing on the keyboard in fixed position</li> <li>Reading stave notation in treble clef</li> </ul>	<b>June Listening and Appraisal Exam</b>	Keyboard lessons Music Tech Club Free keyboard apps on computer and mobile devices
Year 7 HT4	<b>Unit Title: Introduction to DAW and Sound of Orchestra</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Navigating the interface of DAW</li> <li>Using a DAW to create multi-tracking recording, using MIDI Keyboard and microphone</li> <li>Exploring the sound of instrument families using built-in sound library of Garage band</li> </ul>	<b>End of HT4 assignment</b>  <b>June Listening and Appraisal Exam</b>	<b>Keyboard lessons</b> <b>Music Tech Club</b> Free keyboard apps on computer and mobile devices
Year 7 HT5	<b>Unit Title: Hooks and Riffs</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Performing simple riffs and hooks on keyboard and percussion instruments</li> <li>Performing with dynamics variation and tempo variation</li> </ul>	<b>End of HT5 in-class performance and peer evaluation</b>	

## Walthamstow Academy - Year 7 Curriculum Experience

		June Listening and Appraisal Exam	
<b>Year 7 HT6</b>	<b>Unit Title:</b> Minimalism Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Creating structure and variation of textures using minimalistic technique</li> </ul>	June Listening and Appraisal Exam	Music Production Apps: Band Lab, Soundtrap, Garage Band

## Walthamstow Academy - Year 7 Curriculum Experience

Half Term	PE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 7 PE Curriculum Overview:</b>			
<b>Year 7 HT1</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Multi-skills</li> <li>• Trampoline</li> <li>• Basketball</li> <li>• Cross Country</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 12 September	<ul style="list-style-type: none"> <li>• Boys and girls' football</li> <li>• Girls' netball</li> <li>• Table Tennis team</li> <li>• Cross Country squad</li> </ul>
<b>Year 7 HT2</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Table Tennis</li> <li>• Fitness</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 11 November	<ul style="list-style-type: none"> <li>• Boys and girls' football</li> <li>• Girls' netball</li> <li>• Boys' and girls' basketball</li> <li>• Indoor athletics</li> <li>• Badminton squad</li> <li>• Indoor girls' cricket</li> <li>• Boys' and girls' Handbal</li> </ul>
<b>Year 7 HT3</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Handball</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 30 January	<ul style="list-style-type: none"> <li>• Boys' and girls' basketball</li> <li>• Indoor athletics</li> <li>• Boys' and girls' Handball</li> <li>• Trampoline squad</li> </ul>
<b>Year 7 HT4</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Handball</li> <li>• Football</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 27 March	<ul style="list-style-type: none"> <li>• Boys' and girls' football</li> <li>• Girls' netball</li> <li>• Indoor athletics</li> </ul>
<b>Year 7 HT5</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Athletics</li> </ul>		<ul style="list-style-type: none"> <li>• Boys' and girls' athletics league (outdoor)</li> <li>• Boys Cricket</li> </ul>

## Walthamstow Academy - Year 7 Curriculum Experience

<p><b>Year 7 HT6</b></p>	<p><b>Unit Title:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Softball</li> <li>• Rounders</li> <li>• International sports activities</li> </ul>		<ul style="list-style-type: none"> <li>• Boys' and girls' athletics league (outdoor)</li> <li>• Boys Cricket</li> <li>• Girls' Kwik cricket</li> <li>• Girls' rounders</li> <li>• Beach Volleyball</li> </ul>
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## Walthamstow Academy - Year 7 Curriculum Experience