



**HALL MEAD**  
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**CURRICULUM YEARBOOK**

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# YEAR 7

Although year 7 students will be feeling a little apprehensive about being the youngest in the school and the different structure of the timetable, they will no doubt be feeling excited about the many opportunities that Hall Mead School has to offer.

Each tutor group will have year 11 mentors attached to it. The mentors are fully trained and able to assist year 7 students in the settling in process and adjusting to life at secondary school.

This booklet is designed to help you get an overview of what the year ahead holds for year 7 students. We have tried to give you a flavour of each subject in terms of what is taught and learnt.

## Home Learning

At Hall Mead School, we believe that home learning plays an important role in ensuring our students know more, remember more and are able to do more throughout their time here. We set home learning to help students make the requisite progress and deepen their learning and we set activities that contribute to students:

- being engaged and enthusiastic about their courses
- developing good learning habits and cultivate self-discipline
- becoming skilled, independent and resilient learners
- committing to memory core knowledge, vocabulary and concepts
- consolidating knowledge and skills
- extending and deepening understanding
- developing effective study skills.

Home learning will be purposeful (and not just ‘finishing off’) and will be pitched at a level that is appropriate for your child. It will always receive feedback (written or verbal), be used for self-assessment OR be used in classwork.

In maths, English and science, students will receive home learning once per week. Subject teachers outside of these subjects will set home learning at least once per fortnight. Home learning activities will take approximately 30-40 minutes to complete. In addition to these home learning tasks, students are expected to read independently for at least 20 minutes per day and complete the reading log in their student planner.

Home learning activities will be shared with students in lessons. Students will be asked to log the home learning tasks in their student planner. If students are set a project lasting more than one week, students will write their progress aim for each week in the diary. Home learning activities may be set as assignments on Microsoft Teams, however, where this is the case, the activity will still be explained by the subject teacher in class and students will still write the instructions in their homework diaries. There is no home learning set for Core PE. Subject teachers will also log the home learning activities on the SIMs Parent app so that they are visible for parents to see.

# PASTORAL CARE

The pastoral team at Hall Mead School prides itself on disciplining the students in our care with dignity and kindness.

We are dedicated to inspiring our students to be well-behaved, self-disciplined, kind, respectful and motivated young people so that they become well-rounded citizens who make a positive contribution to society.

We are a caring, nurturing, proactive, supportive team devoted to enhancing the emotional wellbeing, resilience and development of the young people in our care; we believe that every individual in our community is part of our family for life.

We take our job seriously; recognising the importance we play in the lives of our students as we prepare and guide them throughout their school journey and their lives beyond school.

## Our Pastoral Values

Discipline with Dignity	
1	There is no quick fix to establishing outstanding behaviour
2	Do things which are effective/impactive
3	Be fair and consistent, but consider an individual student's needs - do not treat every student the same
4	Rules must make sense
5	Model what you expect
6	Provide the opportunity for students to take responsibility
7	Confront misbehaviour with dignity and authority
8	Be persistent when setting sanctions
9	Be willing to discuss issues surrounding misbehaviour
10	Strive to get the decisions about student discipline and behaviour correct



# MATHEMATICS

## Curriculum overview

We strive to develop students who think like a mathematician, speak like a mathematician and work like a mathematician. The year 7 curriculum aims to develop students' mathematical confidence which will help students build a positive relationship with maths; enabling them to become more resilient learners. Our year 7 students will develop and demonstrate the skills and knowledge of a mathematician. A strong understanding of mathematical concepts like number sense, pattern finding, generalising and problem solving are key to being successful in other academic pursuits as well as in wider society.

We expose students to the importance of mathematics as a universal language which underpins many other areas of the curriculum. We give students the opportunity to enjoy their mathematical learning but also become fluent in functional mathematics skills while developing their reasoning skills by applying these concepts to new and challenging contexts such as number sense, pattern finding, generalising and problem solving to other academic pursuits and their wider society.

## What we study

In year 7 our students will continue to develop their mathematical understanding from Key Stage 2. All content delivered fits within one of the five curriculum strands: Number, Algebra, Geometry, Ratio & Proportion, Statistics & Probability. Our curriculum interleaves these strands in manner which sequences effective and logical learning, allowing students to revisit prior learning and build on and broaden their knowledge.

Within this year most students will primarily focus their learning on Number, Algebra and Geometry. Additionally, students will learn to become fluent in their mathematical skills, be able to reason and explain their mathematical understanding and be able to problem solve where appropriate. Students requiring additional support will focus more heavily on the Number strand. Students with a strong mathematical grasp will focus on all five mathematical strands.

## What our students will learn

With a focus on Number, Algebra and Geometry, the year 7 curriculum will cover the following key areas of learning:

- Powers of 10 and beyond
  - Four rules of number – integers, decimals and negatives
  - Percentages
  - Formulae
  - Co-ordinates and graphs
  - Area and volume of cubes and cuboids
  - Properties of 2D shapes
- Spell of complex and irregular words

## How this learning prepares for next year

The core skills developed within year 7 continue to build students' mathematical foundation. The skills year 8 will develop the complexity and extend their understanding into Ratio & Proportion and Probability and Statistics.

## SMSC opportunities

We develop in every learner the ability to recall facts from long term memory when needed and to use these to decipher other facts, to justify a point of view, or to explain a reason behind an action. Through this process, our learners are able to communicate effectively in social settings, and independently take decisions that would have a positive impact on their future.



## Curriculum overview

We love English and we want our students to love it too! We want our students to become lifelong literary explorers who delight in the written word and appreciate its power to empower, enlighten and enrich. Our intent is to develop students' reading, writing and oracy skills enabling them to articulate themselves eloquently. Our knowledge-rich curriculum develops students' cultural capital and appetite for academia. The range of texts studied opens students' minds and expands their horizons, ready for GCSE and beyond. In year 7 our students will be introduced to our curriculum and will learn how to read as a writer and write as a reader.

## What we study

In year 7, our students will study a range of fiction and non-fiction texts through which they will develop analysis skills as well as an appreciation of the written word. Quality first teaching of a range of forms including novel, poetry and playscript, builds students' schemata and prepares them for the next stages in their education. Creative writing lessons develop students' descriptive and narrative writing skills and allow pupils to formulate and communicate their own imaginative ideas.

## What our students will learn

By the end of the year, students will understand and effectively use the skills and knowledge built in year 7. They will be able to:

- Write with imagination
- Match style and tone to purpose
- Use paragraphs and discourse markers
- Use a range of sentence types
- Use a range of punctuation
- Use vocabulary
- Spell of complex and irregular words
- Develop responses
- Consider interpretations with some analysis
- Integrate appropriate references
- Examine writers' methods with use of subject terms.
- Make connections between texts
- Make links between context and text



## How this learning prepares for next year

This learning, and the range of texts studied, is a strong foundation for students. They will apply this prior learning when exploring more advanced texts in year 8 and beyond. Retrieval activities assist students' retention of the key reading and writing skills.

## SMSC opportunities

Learning the skills to be able to speak and write fluently allows pupils the opportunity to best communicate their ideas and emotions. Reading is an essential element, through which pupils will develop themselves intellectually, emotionally, socially, spiritually and culturally. Through the study of novels and plays, students embrace British Values as well as gaining an understanding of different cultures.



# SCIENCE

## Curriculum overview

Science is about understanding the world in which we live. We want our students to appreciate the historic discoveries that shape the modern world, whilst inspiring them to make their own discoveries that may influence the future. We aim to instil a passion for science through investigative learning, allowing students to ask questions, explore problems and search for solutions using their own ingenuity. We deliver a broad curriculum that enables our students to explore, progress and master key knowledge in the specific disciplines of Biology, Chemistry and Physics. Engaging Science experiments are embedded throughout the course, to teach practical skills and encourage critical thinking. experience science in action.

## What we study

In year 7, our students will study:

- Solids, liquids and gases
- Cells and Reproduction
- Variation and classification
- Energy and Energy transfer
- How science works
- Practical skills



## What our students will learn

The year 7 science curriculum provides our students with core scientific knowledge and understanding together with an opportunity to develop essential skills that will support their learning of this practical subject over the key stage. To build on students' primary knowledge of solids, liquids and gases, we explore the properties of the three states of matter and how they are related to uses of different materials. We challenge our students to investigate dissolving and to be able to apply their understanding of particles to explain how pressure and diffusion works. In addition, our students learn that cells are the basic unit of life and they are adapted for different functions in living organisms. They examine the link between cells, tissues, organs and organisms and focus on the organ systems of the male and female reproductive systems and the roles of specialised cells within these systems. Students learn the key principles surrounding energy and energy transfers. Practical skills are developed throughout the year through accessible experiments in all three disciplines. This includes learning about acids, alkalis and indicators and the difference between chemical reactions and physical changes. We also spend time studying the variety of life and how different living things are adapted to live in a particular habitat.

By the end of the year, our aim is for students to have deepened their understanding of:

- Our curriculum is designed to develop students' practical and analytical skills through:
- The planning and carrying out of investigations
- The processing and recording of data
- Analysing results and drawing conclusions
- Evaluating the scientific experience
- We also build and develop students' maths skills in science, including the plotting of graphs, accurate measurement of variables and calculating means.

## How this learning prepares for next year

The year 7 curriculum provides the foundation knowledge for our students to develop a deeper understanding of scientific phenomenon. Students will build upon their understanding of particles in year 8 when they explore the different forms these particles can take, as atoms or molecules, and how these behave in chemical reactions. Their introduction to organ systems also provides an overview before they explore the digestive and respiratory systems in more depth in year 8. They will also have gained a sound knowledge of how to work safely in a laboratory including the names and uses of different laboratory equipment.

## SMSC opportunities

In science lessons, students have the opportunity to work collaboratively. The curriculum develops their social skills, together with the opportunities provided to share opinions when evaluating work. We also explore on the impact of science in the real world, developing an awareness of the legal age for intercourse and discuss what it means to be a responsible citizen in the context of fire safety, the risks of acids and the pros and cons of renewable versus non-renewable energy sources.



# SPANISH

## Curriculum overview

Our mission as a department centres on languages inspiring students' curiosity and fascination about the Spanish speaking world, its people and the understanding of unfamiliar and diverse places. In a global community, understanding the principles of different languages and how to apply them to learning new ones is a vital skill a young person develops, and also enables students to have a better understanding of their own culture. We promote a positive language-learning experience that we hope leaves a life-long enthusiasm of language and a willingness to explore new horizons.

## What we study

In year 7, our students will learn how to appreciate the nuances of language and the subtleties of cultural differences that contextualise the language, in all its richness and diversity, allowing them to communicate information about themselves, including key language they need to introduce themselves, talk about their friends and family, and their own interests and where they live. We use rich topic material to support students in developing these language skills, providing them with a critical understanding of grammar, which in turn, deepens students' knowledge of grammatical terminology and syntax, supporting students' understanding of their own language. Our learners will piece together their vocabulary and ideas and engage in conversations about themselves. The diverse and wonderful sphere of Spanish speaking countries is woven into our curriculum to broaden their horizons and allows students to see the world and what it has to offer.

## What our students will learn

By the end of the year, our students will have an understanding and grasp of grammar and vocabulary that allows them to:

- Engage in conversations where they can communicate essential information about themselves and other people
- Decode language and spot patterns
- Understand and communicate in all four skills: listening, reading, speaking and writing
- Translate from one language into another
- Add and develop depth to their spoken and written responses through the use of TONICS
- Acquire vocabulary from 6 different contexts, including friends/family, school, home life, hobbies and the local area
- Practise and retain vocabulary using e-learning programmes, such as Quizlet



## How this learning prepares for next year

Having acquired grammatical knowledge of the present and near future tenses using different forms of address, students will have a sound linguistic base on which to build in year 8. We have ensured that the year 7 grammatical knowledge and vocabulary is deepened, re-visited and recycled throughout year 8 so that it is memorised, practised, and applied by students. Students will learn how to build on their spoken and written responses by learning how to form and use the preterite, imperfect and perfect tenses, and will increase their repertoire of language relating to the communicative checklist TONICS, including sequencing vocabulary, giving opinions and reasons and connecting their ideas using conjunctions.

## SMSC opportunities

Spanish is the second most spoken language in the world in terms of numbers of native speakers. Being able to speak and communicate in Spanish is therefore a skill which is highly valued by employers, particularly when combined with another skill area. We teach students examples of Castilian Spanish, as well as accents, pronunciation and differences in dialect within Spain and the wider Spanish speaking world.

Learning Spanish will also improve students' social skills, give them a sense of achievement, and the language skills that they develop could be a valuable tool when they travel abroad for either business or pleasure.

We will look at similarities and differences between Spain, Spanish speaking countries and the UK, including exploring school systems, housing and towns. Learning how to interact with speakers of another language means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.



# COMPUTER SCIENCE

## Curriculum overview

Technology is everywhere and will play a pivotal part in students' lives so it is vitally important that students can use it for good. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly, and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum must be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We want our pupils to become fluent and master the following strands of the Computer Science curriculum, programming, algorithms, data, hardware and software.

## What we study

In year 7, our students will experience a broad curriculum that offers them a taste of computer science and IT using computational, creative and real-life contexts. Students will be armed with a range of knowledge enabling to access school and home software to encourage independent learning. Our computer science units will enable students to develop the principles behind computational thinking, with a focus on algorithms and the use of binary. Our IT project will encourage students to think about solutions to problems using a spreadsheet. With our year 7 curriculum, we aim to ignite an interest in the digital world. Our programming units will develop students' skills in the BBC Microbit and Scratch, building on prior knowledge gained at KS2. We will offer challenge by teaching programming constructs such as selection and iteration. We look at computing in a real-world context where we explore how we can automate real life situations. We will also develop students' awareness of topical e-safety issues as this is a vital part of computing. We extend students' ICT skills including the ability to use email and Teams with competence, so they can capitalise on the opportunity to from home during their school career.



## What our students will learn

By the end of the year, our students will understand the following topics:

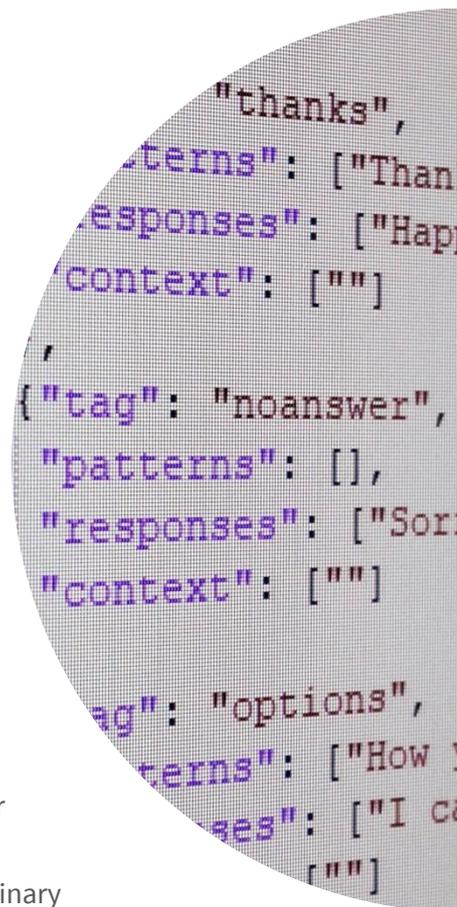
- E-safety in terms of privacy, fake information and threats to a computer system
- How Google works
- Binary and how it is used in a computer
- How to use and manipulate big data
- Coding through block-based programming
- How spreadsheets are used and being able to use one

## How this learning prepares for next year

By the end of the year, our aim is for students to be fully confident, digitally literate and independent in both creative and computer science topics in preparation for year 8 where we will develop key knowledge at a higher level. For example, year 7 units provide our students with the context for our year 8 programme; learning binary in year 7 will help students know the link between binary and logic gates in year 8.

## SMSC opportunities

Through real life case studies, students will consider issues surrounding the misuse of computers through viruses and other programs that can cause harm. In addition, as part of the computing curriculum, students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community. As students develop their skills in a range of software, they are challenged to work through their ideas in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of tasks given. In addition, students are encouraged to develop their team working skills through collaborative work and research.



# GEOGRAPHY

## Curriculum overview

In year 7, we aim to develop students' understanding of their place within our diverse and dynamic world. In order to create a sense of awe and wonder, students not only explore the wider global context, but are also actively encouraged to draw upon their own, localised experiences of their everyday geography. Through this, students are provided with a unique lens to explore the processes and people that continue to shape the wider world that they live in.

## What we study

In year 7, our students will study a range of human, physical and cultural topics that connect their journey through our diverse world. Through a study of 'Fantastic Places', students will appreciate spatial relationships between different geographic places at a variety of scales whilst being introduced to place-specific information across a range of continents from Antarctica to South America. Students will develop their ability to apply geographical skills through our 'Making a Geographer' unit where they will develop their geographical skills, including grid references, scale, relief and OS map symbols. Students will broaden their knowledge of the interacting physical and human world through an appreciation of the pattern of extreme weather and climate, understanding the complex physical processes that occur within the Earth's atmosphere, appreciating the locational factors that influence diversity and vulnerability. Their locational study of 'Incredible India' will increase their locational knowledge of an Asian, developing country and increase their understanding of causality – the interconnected human and physical processes including the impact of the monsoon season, regional inequality and globalisation.

## What our students will learn

By the end of the year our aim is for students to move from understanding to effectively applying using the skills and knowledge built throughout year 7. These include:

- UK Locational Knowledge
- Global Locational Knowledge – Continents, Oceans, Global Climate Zones, Development Indicators
- Cartographic & Numerical Literacy
- Description and recognition of pattern
- Writing to explain causality (cause/effect) through the development of simple chains of reasoning
- How to use context to deepen their understanding spatial context
- Hypothesis setting and conclusion drawing
- An understanding and application on the varying nature of core themes: capacity, vulnerability and sustainability

## How this learning prepares for next year

Having explored a wide range of locational contexts and developed an understanding of physical and human concepts, students will begin deepening their knowledge of the diverse world by addressing misconceptions through an understanding of global population challenges and extreme migration, as well as developing on the three core concepts of sustainability, vulnerability and capacity. These will be explored through schemes of learning that develop student understanding of different coastal and tectonic hazards & vulnerability.

## SMSC opportunities

Geography is linked to the study of real people in real places, meaning that it links and develops students' spirituality and morality. For example, when looking at the study of a population and fantastic places, students are given an appreciation of the world around of them. In particular, the study of 'Fantastic Places' allows them to reflect and share on their own experiences of the world around them.



# HISTORY

## Curriculum overview

We believe that a high-quality history education will help students gain an overview *and* depth of knowledge of political, social and religious history on both a national and international scale. We want students to be curious about the past, understand the complexity and diversity of past societies, develop a sense of identity and understand the challenges of their time. They will become enthused, will be challenged and will feel invested in their study of the past 1000 years.

We believe history develops students' knowledge and skills to ask questions, weigh evidence and develop critical perspectives and judgements. We want students to know how history as a discipline works and model this in their own studies, research and visits to historic environments.

## What we study

In year 7, we lay the foundation for 1,000 years of study of Britain and the wider world.

Students will look at life in Anglo-Saxon England before looking at the changes brought by William the Conqueror during the Norman Conquest starting with the defeat of the English at the Battle of Hastings in 1066.

Moving forward, we look at the social aspects of the lives of medieval people by looking at what was important to the different groups within society with a focus upon the importance of religion to Medieval people and how the murder of Archbishop Thomas Becket in 1170 impacted the period.

We then explore how monarchy was challenged, the rise of Parliament and the changing social and political landscape during the Medieval period within England. In doing so, we examine the significance and impacts of Magna Carta (1215), Black Death (1348), Peasants' Revolt (1381) and the Wars of the Roses (1455 - 1485). Further, we assess the role of England's kings and queens played in the decline in the authority of the crown and how this laid the foundations of the constitutional monarchy we have today.

Finally, we explore Mali and look at the foundations of its empire and look at what medieval society was like in Africa during the Medieval period.

## What our students will learn

By the end of year 7, students will have learnt how the Medieval period laid the foundations for the development of England and the changes starting to take place moving into the Early Modern Period which lays the foundation of the creating of the United Kingdom and the British Empire.

Students will begin their study of how historians work and how history is discussed, debated and created. In year 7, we lay the foundation of the six key historical concepts which pupils will develop over their KS3 studies. These are:

- Evidence
- Causation
- Consequence
- Interpretations
- Significance
- Change and Continuity

Furthermore, students will develop knowledge of and be able to define the key historical terms, such as evidence, cause, consequence, sources and interpretations.



## How this learning prepares for next year

The year 7 curriculum provides the foundation knowledge for pupils to continue their chronological study of history into the Early Modern Period into year 8 as well as equipping students with the fundamental historical skills and concepts which will continued to be developed as they progress through Key Stage 3.

## SMSC opportunities

The year 7 curriculum delves into the lives of people and the social aspects of society which provides a focus upon the spiritual importance of religion allowing students to understand the significance that religion played in society during the medieval period. Students will also have the opportunity to reflect upon the moral choices people made during this period to examine the impact they had on the lives of the people. Key events will be examined to allow students to look at how they are remembered and the legacy these events have upon society today allowing pupils to investigate our shared cultural past to help them us to understand our place in the world.



# RELIGIOUS STUDIES

## Curriculum overview

The aim of the Department is not to prescribe a personal faith in any belief system but to nurture each student's own self-identity – whether religious or secular – and to provide an opportunity for them to explore and consider perspectives other than their own. We practise an 'outsider' approach, with each religion being studied from an objective, unbiased approach which never seeks to preach or proselytise. We hope that whilst pursuing challenging academic study, we are also providing opportunities for a sense of awe and wonder, a love of enquiry and desire to both appreciate and challenge the teachings and conventional wisdoms of the major faiths. We aim to engender mutual tolerance, understanding, openness and an appreciation of diversity and thereby increase pupils' cultural capital. Our subject deals with ultimate questions and milestones of life so encourages them to reflect personally and respond with sensitivity. As such RS has a fundamental role to play in creating more-rounded students, with an established sense of self, who will be positive contributors to future societies.

Academies must teach RE within the requirements for a locally agreed syllabus. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Religious Studies at Hall Mead is seen as a five-year journey, front-loaded for all students into years 7, 8 and 9 with year 10 & 11 offering the opportunity for further, deeper study through the GCSE course and/or continuation and retrieval through core study. Therefore, the curriculum provides yearly study of Christianity but with all six major world religions studied along the journey.

## What we study

The first year 7 introductory unit exposes students to the challenge of studying the abstract and intangible! They will explore concepts within religion, philosophy and ethics and how these help people to answer ultimate questions. They will identify and compare atheist, agnostic and theist perspectives and answers to these questions and be able to reflect on their own views. This unit also briefly introduces students to the beliefs and practices of the six major world religions. They are introduced to some of the common language used in studying religions: founder, purpose, understanding of God, holy book or text, values, worship, rites, festivals.

They then use this base knowledge to explore firstly Christianity, then Buddhism, for each one finding out their origin – why was a new religion or way considered necessary by the founder? What do they believe about the nature of God and the purpose of life? Once they know what they believe, they will explore the practices as they are how believers put their beliefs and faith into action.

## What our students will learn

By the end of the year, our students will know:

- How beliefs and perspectives can be classified into theist, agnostic and atheist
- Some arguments and philosophical theories that convince people that God does or does not exist
- The basic components of the six major world religions
- How and why Christianity began, spread and grew into the world's largest religion
- How Christians understand God through the Trinity
- How Christians carry out and demonstrate their faith
- What Buddhists see as the meaning of life and how they understand suffering
- Karma, rebirth and the Wheel of Life
- The benefits of meditation and mindfulness



## How this learning prepares for next year

The study of the basics and history of Christianity prepares students to undertake a more complex and theological study of the life and teachings of Jesus. This will have a heavier focus on who Jesus was according to Christians, the context of his work, work on interpretations of some of Jesus' famous teachings, and the implications of these for those trying to live a Christian life. They then move onto studying Islam, where the idea of context and a prophet who wants to change things in order to do God's will is further developed. They again explore the teachings and rules of Islam and the effect of these on the lives of adherents. Finally, they study Hinduism and Sikhism, again looking at the idea of context and exploring the clash between established norms and traditions versus change and modernisation. These two religions provide a sound opportunity to develop skills to compare and contrast as they share roots and have similarities but also diverge and have very different values and practices.

## SMSC opportunities

Spiritual, moral, social and cultural study are naturally an intrinsic part of Religious Studies: you simply would not be able to study any religion, philosophical idea or ethical theme without encountering and absorbing a combination of them! The year 7 RS curriculum allows pupils to explore the universal need humans have for asking and trying to answer ultimate questions about life, purpose and death. They consider the need to have rules and the positive and negative effects of them on the lives of those constrained by them. There is also explicit teaching about the overlap and sometimes confusion about what is religious and what is cultural and the dangers of stereotyping.



# DRAMA

## Curriculum overview

Quite often, people mistake drama as something that only ‘actors’ study. Certainly, it’s a useful subject for those wishing to perform or work for an arts organisation. It is also, however, a subject that provides students with many different ‘transferable skills’ that are useful in a variety of careers and social situations. Studying drama enables students to work as part of a team, to solve problems, to persevere and be resilient. We believe that the best approach to teaching our subject is through practical work, with links to the vocabulary and style of writing needed for later study at GCSE level. Our teaching at KS3 provides a solid foundation of the techniques needed for practical work at GCSE, with experience of working in different dramatic styles. Every student will be able to access and enjoy Drama lessons. Every student will be challenged by drama lessons. Every student will develop skills that will be useful in their everyday lives.

## What we study

In year 7, students learn how to work collaboratively, to solve problems, to persevere and to be resilient. Throughout year 7, students are introduced to the world of performance and the specific components of drama used to create those performances through the use of fantasy drama and historical drama. The main strands explored in year 7 include devising, script work, writing specifically for drama and evaluating theatre. Students are introduced to styles of performance including mime, narration and rehearsal techniques such as thought-tracking and still image. The conventions of reading and performing from a script are introduced so that students become more proficient readers and are able to translate drama from the page to the stage. We explore structural forms of drama where students learn how to shape a performance, considering staging, plot and characterisation for an audience.

## What our students will learn

By the end of the year, our students will:

- Know and recognise rehearsal techniques, such as still-image and thought-tracking
- Know how to structure a performance that makes sense to the audience watching
- Be able to put creative ideas into practice
- Develop confidence when speaking and performing in front of others
- Be able to work effectively in a team
- Use stimulus material to develop original ideas
- Be introduced to writing narration and performing as a narrator
- Be able to write and perform an effective monologue
- Be able to critically evaluate their own work and make improvements

## How this learning prepares for next year

The building blocks of year 7 enable students to move into year 8 with more confidence. They will later use more complex rehearsal techniques and drama skills and move onto looking at different dramatic styles, such as Melodrama and Physical theatre. The skills in voice and movement already developed will be used to form 'real-life' characters and students will study historical drama in more depth.

## SMSC opportunities

Students will explore different cultures, traditions and time periods and will have many opportunities to 'stand in the shoes' of someone different to themselves. They will explore and discuss social, historical and political issues and be encouraged to see both sides to an argument.



# MUSIC

## Curriculum overview

In year 7, we learn about music through ‘doing’ music. Students learn to play a range of instruments including, guitar, keyboard and drum kit. They make up their own music using instruments, their voices and music apps. Students listen to a broad range of musical styles.

It is expected that pupils will arrive in year 7 having had experience of performing, composing and listening and will be able to read a simple melody.

The work in year 7 is based on various themes, bringing together the integration of musical cultures and music traditions worldwide, from 1600 to the present day. This course provides complete coverage of the national curriculum. The music curriculum develops a positive attitude towards different cultures, notions and ideas, and helps to contextualize music and the trends associated with it. Music is an enjoyable and motivating course. It develops creative skills, improves self-motivational skills, interpretation, critical awareness, performance, presentation skills and performance techniques. The teaching and learning of music is enriched by developing students’ knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups.

## What we study

If someone says to you “I do music” or “I am a musician” the common reply is “What instrument do you play?”

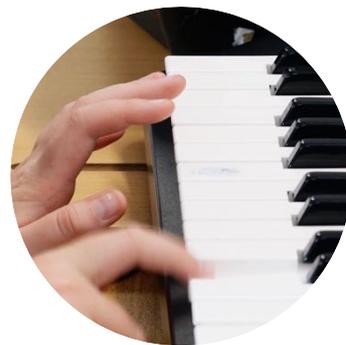
In year 7, Hall Mead students’ study about music through learning to play a range of instruments and using their voices. They perform, improvise, compose and listen to music. They study how to practise pieces independently using different types of notation to help them become independent learners and practising musicians.

## What our students will learn

By the end of year 7, students will:

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Sing in three and four parts
- Play chord sequences from a range of familiar songs as compositional models.
- Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords.

- Compose bass lines using the root note of each chord.
- Create melodic song-lines shaped by lyrics and/or harmonic intention
- Learn to find notes on the keyboards.
- Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave.
- Play drum 8 beat drum patterns from notation
- Listen to music, recognising a range of musical features, styles and instruments.



## How this learning prepares for next year

By the end of the year, students are expected to decode and read music notation to play simple music using the keyboard, drum kit, bass guitar and 6 string guitar and their voice. This provides a foundation for students to specialise in year 8. In year 8, students will be able to specialise on a performance area. This is where students identify with an instrument. They see themselves as a keyboard player or guitarist or singer.

## SMSC opportunities

We develop students' confidence, creativity, individuality, self-expression and collaborative skills throughout our music curriculum. Students explore other cultures and histories through varied listening stimuli and learn to appreciate the stories and experiences that have helped to shape these musical genres. Music at Hall Mead School encourages students to connect with their emotional interpretations of music and use personal expression when performing.



## Curriculum overview

Design and technology aims to develop creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Design and technology uses knowledge, skill and understanding from a wide range of sources, including science and mathematics.

## What we study

As an introduction to design and technology at Hall Mead, year 7 students take part in a transition project. This enables teaching staff to get a snapshot of students' past experiences of designing and making, as well as the depth and detail of their theoretical knowledge of materials. We recognise that some of our students may not have set foot in a workshop environment before and through our transition project we provide students with a basic introduction to the main tools, machines and processes that are used in Key Stage 3. We also instil through this project, the need for a strong understanding of health and safety rules.

The start of our year 7 curriculum is made up of short, focused practical components that focus on three main areas: timber-based materials, polymer-based materials, computer aided design and computer aided manufacture.

Through these components, our students develop technological capability through building their knowledge and expertise of manufacturing processes and materials. As students gain expertise, they are then given a more open-ended starting point to develop their own prototype. Focusing on identifying needs and wants, market opportunities, generating, developing and communicating ideas and evaluating.

## What our students will learn

By the end of the year, students will develop:

- Knowledge of materials: primary sources, conversion processes, properties and environmental impact
- Knowledge of manufacturing: by subtraction, by forming, by assembly with finishing
- Knowledge of design: Identifying peoples' needs and wants, identifying market opportunities, generating, developing and communicating design ideas, evaluating design ideas

## How this learning prepares for next year

It is expected that year 8 students will work with increasing accuracy when engaged in practical tasks. Prototypes become more complex, some with mechanisms and some with the opportunity to mix materials and techniques. Knowledge and skills built during year 7 will support our students in engaging with these challenges with confidence, precision and a high understanding of safe working practices.

Students continue to develop and improve their design communication skills through isometric projection, orthographic projection, 2D and 3D freehand sketching.

CAD/CAM opportunities broaden from 2D outcomes and students gain experience in 3D computer aided design and manufacture.

## SMSC opportunities

Through learning in design and technology, students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, design and technology provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.



## Curriculum overview

In year 7, students start by learning the necessities of safe working practices in the kitchen. This includes both theory and practical elements such as the science behind the development of bacteria as well as correct and safe food storage and preparation skills. Practical and theory elements of the curriculum build progressively in depth and complexity throughout the year, culminating in confident and independent student chefs.

## What we study

Year 7 students will start to develop their practical and theory skills and knowledge needed to prepare them for further studies and for life skills when eventually providing for themselves.

Our curriculum includes projects on hygiene and safety in the kitchen, basic preparation skills, the science behind certain baking techniques and the idea of the new trend in street food. These projects all focus on a different aspect of food preparation and nutrition which include:

- Skills and techniques
- Food provenance
- Nutrition
- Food science

In term 1, learners discover safe and hygienic working practices within the kitchen, including the safe storage of different food types and why. There is also a key focus on safe working practices such as knife control and oven use. During this term we also start to build schemata on nutrition, including the EatWell Guide and government guidelines and the basics of food science and working characteristics of different foods. Students make food products such as fruit salad, dippy divers, pasta salad and a basic ragu sauce.

In term 2 we move on to baking techniques and skills. We start with shortbread and the rubbing in technique, focusing on accurate weighing and measuring. We then develop that method by adding eggs and later on a liquid. Students also start to look at food presentation and sensory attributes of what they make. This term they make dishes such as shortbread, rock cakes, scones and pizza pinwheels.

Term 3 is a project-based component on street food. This is mainly a skills-based project with elements of provenance and nutrition. Students design their own street food stall considering the needs of their customers, cost, environmental issues, including packaging, sustainable foods, local and seasonal produce.

Throughout the year, learners also develop their practical skills, developing different and more complicated and advanced techniques from previous years, as well as looking at presentation and food styling in order to improve the aesthetic quality of their dishes.

## What our students will learn

By the end of the year, our aim is for our learners to show they:

- Can weigh and measure mostly independently, there may be some inaccuracies.
- Can use some parts of the cooker independently.
- Can often use claw grip and bridge hold, mostly independently.
- Can work safely, hygienically and mostly independently.
- Can sometimes choose and use correct tools.
- Can state why 1-2 foods need to be stored in different places.
- Can list some of the conditions needed by bacteria to multiply.
- Can demonstrate a small range of cooking skills.
- Uses some scientific keywords accurately and appropriately.
- Can simply explain the functions of some basic ingredients.
- Can use a food nutrition program mostly independently and make simple decisions when evaluating results of a nutritional program.
- Can name 1-2 sections of the EatWell Guide unaided.
- Can list 2-3 macronutrients and with some guidance and state which sections of the EatWell Guide they are in and give one function for each macronutrient.
- Can give a simple explanation of where energy comes from.
- Can give a simple definition of a micronutrient and name 1-2.
- Can simply explain why certain foods are liked and/or disliked.
- Can explain what seasonality means, with some guidance and give a reason why this needs to be considered.



## How this learning prepares for next year

The year 7 curriculum provides a foundation for learning more in-depth theory and techniques in food preparation and nutrition. Students will learn specific vocabulary and specialist terminology and start to discover how the food we eat affects the body and how the choices we make can impact the environment and the issues around food provenance. They will also start to embed a deep understanding of the importance of hygiene and safety within the kitchen.

## SMSC opportunities

In their lessons, learners have opportunities to work independently and confidently. We encourage them to think about the moral and ethical considerations of what they eat and the ingredients they choose have on the environment and the local economy, also aspects such as farming methods around the world and animal cruelty. Ultimately, the idea is to make the learners into well informed consumers, enabling them to make informed decision about their diet and environmental impact of their food choices.



## Curriculum overview

*“If you hear a voice within you say, ‘you cannot paint,’ then by all means paint, and that voice will be silenced.” – Vincent van Gogh*

We want our students to be inspired and challenged in art. We aim for our students to develop a confidence in drawing and a greater level of proficiency when using materials. This is achieved through developing students’ core drawing skills, teaching them **HOW** to draw using shapes. Our philosophy is that art is a skill that can be taught and is something that all our students can learn. Students will start to understand the work of some contemporary artists and how they impact on the art world and the world around them. We aim for students to be able to form an opinion on art and an appreciation of artists and artistic techniques.

## What we study

The year 7 curriculum provides a key foundation for developing student confidence in using a range of materials, including pencil, pen, paint, etc. Students will study the fundamentals of successful drawing, with an emphasis on drawing wildlife, to become confident, creative, and ambitious young artists.

In year 7, our students study the work of contemporary female artists. One of whom collaborates with our school and runs a competition in which she donates a piece of her artwork to one lucky student who can embody and replicate her style. Students will explore the impact that contemporary female artists have on the art world and the wider world we live in.

## What our students will learn

Through our year 7 curriculum, students will learn how to draw using shapes. They will understand how to successfully break up an image into shapes which will enable them to develop their drawing skills and confidence. They will learn the importance of proportion and refinement when drawing. To really enhance our students' drawing skills, they will understand why we use tone and texture techniques to create a successful drawing and what are the techniques and importance of them is.



Students will learn who the contemporary artist Tori Ratcliffe is and why she is an important contemporary artist. They will understand her environmental and wildlife conservation work and see that art can influence messages and themes that are key to our current world, such as climate change. They will understand that art can be used as a vehicle for change and awareness around particular issues. We will help students be able to identify an artist's style, and form an opinion about artists' work and style, that is rooted in knowledge.



Students will develop their knowledge and skills in using a range of materials. They will understand how to control paint, use pen to create texture, create relief, as well as understand how to create a range of different mark making techniques.

Students will have an understanding of colour theory and the core principles behind using colour in their work and the work of artists.

## How this learning prepares for next year

Our year 7 curriculum gives students a solid foundation to build on their learning journey into our year 8 curriculum. Students will take their understanding of HOW to draw and the fundamental skills of creating proportion and texture and refine this further in year 8. They will start to understand texture in different mediums and further develop ways of drawing by learning how to use the grid method. Students will further develop their colour theory knowledge and understand how this has been used in certain art movements.

Students will develop their contemporary art knowledge by contextualising it in year 8 through Art History, from Ancient Art onwards. Students' knowledge of contemporary female artists will enable them to notice and understand the divide between men/women in the art world and to be able to understand why historically, more known artists are men.

## SMSC opportunities

The year 7 curriculum has an emphasis on wildlife, particularly endangered wildlife, and the impact that we are having on our planet. Students will understand the importance of art and the positive impact it can have on our lives.

Students will be able to develop their own opinions on art and the world around them and have the opportunity to articulate those opinions.



# PHYSICAL EDUCATION

## Curriculum overview

In year 7, we deliver a curriculum which goes broader and wider than just teaching students how to perform in different sports. It is no secret that leading a healthy and active lifestyle are key to future success, so we teach students the vital role that sport can play in ensuring every learner has the tools to be mentally and physically healthy and is equipped with the skills and knowledge to be individuals who always strive to beat their best.

## What we study

The year 7 PE curriculum has three broad strands: 'Me in PE', experiencing a vast range of sporting activities and fostering a love of sport, which goes beyond the Hall Mead school day.

Our 'Me in PE' values are a fundamental part of our PE curriculum. These values develop in our learners' important characteristics which go beyond sport, including teamwork, cooperation, leadership skills, problem solving, decision making and knowing when and why to adapt. We challenge our students to believe in their ability to achieve through physical, social and mental well-being, so we place a strong emphasis on educating learners of these benefits. In year 7, students are introduced to our 'Me in PE' personal characteristics alongside learning about how to maintain and optimise best levels of performance, building knowledge of different sports, developing skills relating to different sports and applying tactics and strategy.

Students are taught fundamental skills of activities and develop their understanding of the different sports in which they participate to enable them to participate in sports beyond their time in school

## What our students will learn

By the end of the year, our students will experience, learn about and enjoy the following sports:

- Invasion games, including football, rugby and netball
- Racket sports, including badminton and tennis
- Gymnastics, including trampolining and dance/sports
- Striking and field including, cricket, rounders and softball
- Athletics, track and field events



## How this learning prepares for next year

Our year 7 curriculum prepares students to be successful in a growing range of complex sporting situations. Our curriculum is underpinned by our commitment to health and fitness, covering anatomy and physiology; component of fitness; the effects of lifestyle factors on our health and wellbeing- topics we build on in year 8 in greater depth.



## SMSC opportunities

Communication skills such as speaking and listening will develop through cooperation and working together. Students will always be encouraged to adhere to the rules and regulations of the game or activity in order to develop a good sense of fair play, along with a sense of sportsmanship. Students will have opportunities to record rules and tactics, watch videos and compare to the professional game. Students will have opportunities to develop social skills through teamwork, officiating and analysis of their own and others' performances. Teachers will 'weave' local, national and international sporting events into lessons where appropriate, for example, the Olympics and RWC. Over the course of the year, students will focus on different aspects of their 'Social Me in PE', this will encourage them to reflect upon different ways that they can develop their social/moral/cultural and spiritual selves



## Curriculum overview

The aim of PSCHE (personal, social, citizenship, health education) is to equip pupils with the information, knowledge and skills needed to be able to be active citizens and make good decisions about their own lives. We aim not to lecture students nor offer neat or simplistic advice to simply not do things deemed risky but rather to empower them to manage risk and develop their own strategies to promote their own wellbeing. We provide a safe space, where neither teacher nor peers are judgemental of others' choices and lifestyles. Lessons are designed to explore contemporary issues and are built around frank, accurate teaching combined with room for discussion and disagreement to reflect the diverse nature of modern Britain and its values. We aim to instil mutual tolerance, understanding, openness and an appreciation of diversity and thereby increase pupils' cultural capital. Our subject deals with milestones of life and encourages them to think critically and creatively and respond with sensitivity. As such PSCHE has a significant role to play in creating more-rounded students who will be positive contributors to future societies.

Throughout the PSCHE journey, the four knowledge and skills strands recommended by the PSHE Association of: Building Knowledge, Identifying and Managing Risk, Working with Others, and Advocacy and Representation deepen in an age-appropriate way each academic year. Our PSCHE curriculum ensures full coverage of what students need to know by the time they leave secondary education as stipulated in the new statutory guidance for Health, Relationships and Sex education from 2020.

## What we study

The first unit in year 7 introduces students to what healthy relationships and lifestyles look like, how British values such as respect for diversity has led to the society our students are growing up in. Students have the opportunity to discuss the risks associated with tobacco, unhealthy lifestyles and the issue of personal debt. Students learn about and are encouraged to develop their own strategies for managing peer pressure as they begin to navigate their adolescence. We aim to encourage students to produce work in a variety of forms and make use of a variety of resources from reputable charities and linked associations.

## What our students will learn

By the end of year 7, our students will:

- Learn about different types of families, friendships and what healthy and appropriate relationships look like
- Learn the risks associated with smoking
- Learn how centuries of immigration have led to Britain's diverse society

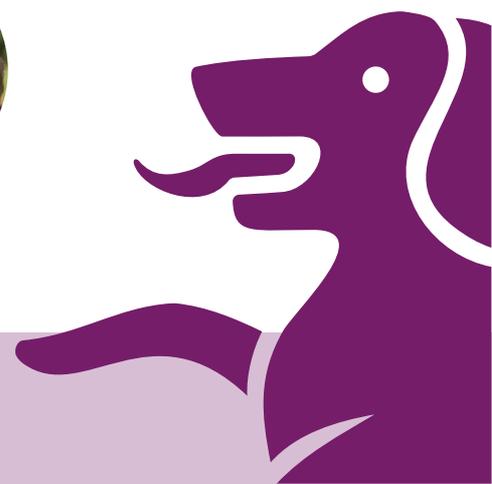
- Learn the benefits of saving, the difference between a debit and credit card, and the risks of debt
- Learn the importance of a healthy lifestyle and the risks associated with obesity including the risk to mental well-being
- Learn what human rights are and how some countries' value some these differently from those in the UK

## How this learning prepares for next year

Year 7 introduces students to the key strands in PSCHÉ of: health and well-being, living in the wider world, relationships and sex, and citizenship. These strands are linked in topics throughout a student's Hall Mead journey. As well as supporting the development of written and verbal English skills PSCHÉ promotes a lifelong love of learning and helps to build students' cultural capital, equipping them with knowledge transferable to the topics in year 8.

## SMSC opportunities

Spiritual, moral, social and cultural study are naturally an intrinsic part of PSCHÉ; it is not possible to study the statutory required topics or promote British values without encountering and absorbing a combination of them! The curriculum allows students to really explore and consider different ways of living life according to your beliefs and values. There is the opportunity to study moral dilemmas in depth and the different ways people respond in situations where there is not a clear 'right' answer. Studying and understanding a range of perspectives encourages toleration and cohesion and develops appreciation of diversity, culture and the idea of utilitarianism.





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