



# All Saints

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Church of England Academy

## **Year 7**

## **Curriculum Guide**

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# Welcome

Dear Parents and Carers,

At All Saints, we believe that family engagement is crucial in providing the best possible educational experience for our young people. Through parental and academy cooperation, we are able to work with your child to help them reach their God-given potential and go on to live life to the full.

Over the last academic year, we have been conducting a comprehensive review of our curriculum - through ensuring that what our young people learn is intentionally challenging, correctly sequenced, and appropriately assessed we ensure that pupils' time is spent purposefully in lessons and around the academy.

In order to ensure that parents and carers are kept informed of these developments, we have introduced a range of communication pathways aimed to ensure you are equipped to help support your child. This year guide is one of those routes.

In the pages of this guide, you will find detailed information about:

- the aim of each subjects for this academic year;
- the topics that your child will be studying;
- how you can support with the development in that subjects; and
- a list of suggested reading (with a mix of fiction and non-fiction) specifically recommended for each subject.

The hope is that this information is useful in informing supportive conversation at home, and help you in discussing your child's academic development throughout the year.

We hope you find this information useful. If you have any questions, or would like further detail, please consult the website for details of our Information Evenings (where you will have a chance to hear from and ask questions to academic leaders), and Consultation Evenings (where you will speak directly to your child's teachers).

We look forward to working with you throughout this academic year.

Yours Sincerely,



Mr P Oxborrow

Vice Principal for Standards

# English

## Year 7

The overall curriculum experience for pupils is based around our commitment to provide them with a diverse knowledge base, accessed through a range of rich and seminal literary texts that explore a diverse set of themes that are relevant to our school community.

In each year group across Key Stage 3 and Key Stage 4, pupils will encounter: a play, a novel, a literary genre, a style of writing, a poetry anthology, a range of non-fiction texts and a Shakespeare text.

At Key Stage 3, the texts in each year group are linked thematically so that pupils can revise and revisit similar universal themes throughout each school year and deepen their understanding of them.

Year 7 builds on the skills from KS2 and nurtures these to evolve into core English skills needed for the eventual study of GCSE. Our focus in Year 7 is on building skills through reading and writing connected with the experiences of youth and understanding how contexts affect writing.

## Topics Covered

- The Book of Hopes – Transition Unit
- Life Writing – Biography/Autobiography
- Culture and Childhood – Poetry
- Stone Cold – Novel Study
- Shakespeare in Context – Introduction to Shakespeare and his world

## Parents & Carers Can Help By....

- Talking to pupils about the topics studied in class
- Encouraging reading at home both fiction and non-fiction
- Encouraging the completion of tasks on Reading Plus

## Useful Websites

- BBC Bitesize, KS3, English  
<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>
- Suggested Reading for Year 7  
<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for English, Mrs Matthews, via [mrsmatthews@allsaints-academy.co.uk](mailto:mrsmatthews@allsaints-academy.co.uk)

## Recommended Reading



### The Goldfish Boy

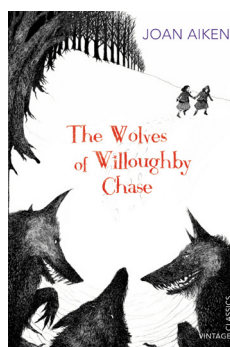
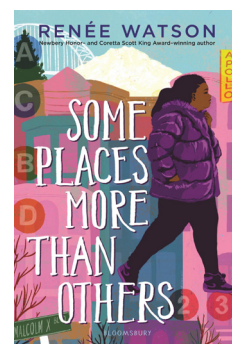
Lisa Thompson

*Matthew finds it almost impossible to leave his room and venture into the outside world due to his OCD and constant worries*

### Some Places More Than Others

Renee Watson

*A story of trying to find out more about your family and roots.*



### The Wolves of Willoughby Chase

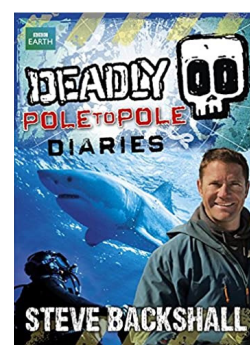
Joan Aitken

*A classic tale of two girls against their sinister governess.*

### Deadly Pole to Pole Diaries

Steve Backshall

*Backshall's diaries from filming his children's TV show Deadly 60*



# Mathematics

## Year 7

In Year 7 pupils will broaden their understanding of the basic mathematical concepts that they were taught in Key Stage 2. They will have opportunities to develop a conceptual understanding through application and problem solving including real-life concepts. In addition, the introduction of new topics including algebra, graphs and statistics, will strengthen their skills in reasoning and interpretation.

Year 7 pupils will independently model mathematical situations and start to make connections between different areas of mathematics alongside their other subjects. Pupils will begin to become confident in their use of mathematical language to reason in number, geometry and algebra problems.

## Topics Covered

- Algebraic Thinking
- Place Value and Proportion
- Application of number
- Directed Number
- Fractional Thinking
- Lines and Angles
- Reasoning with Number

## Parents & Carers Can Help By....

- Ensuring that your child has the correct equipment for every lesson including the Casio FX991 scientific calculator.
- Supporting your child with their weekly Hegarty Maths and knowledge organiser activities.
- Attending parent's evenings to discuss your child's progress in their maths learning.
- Talk about and embrace the maths that surrounds us in everyday life.

## Useful Websites

- Hegarty Maths  
<https://hegartymaths.com/>
- Real-Life Applications of Maths  
<https://www.mathscareers.org.uk/>
- Child-Friendly STEM Articles  
<https://wonderopolis.org/>
- Interactive Visual Maths Activities  
<https://www.mathsisfun.com/>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for maths, Mr Jennings, via [mrjennings@allsaints-academy.co.uk](mailto:mrjennings@allsaints-academy.co.uk)

## Recommended Reading



### 50 Amazing Things Kids Need to Know About Maths

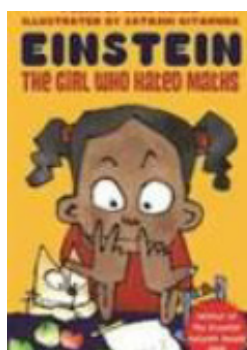
Anne Rooney

*Have you ever wondered why you need to study math? Does it bore you? This is the book that makes maths cool! It will help you realize that math is important and fascinating.*

### The King Mathemagician

Reyelene

*A mathemagician is a mathematician who is also a magician!*



### Einstein, The Girl Who Hated Maths

Satoshi Kitamura

*From the mysterious power of the decimal point to the oddity of odd numbers, fun and wonder are the essence of these remarkable poems.*

# Science

## Year 7

In Year 7 we aim to develop and build on the excellent work conducted in Science from our catchment's primary schools. As well as building on the Key Stage 2 subject content we aim for pupils to conduct a myriad of experiments, building up their practical skills along with the teamwork skills so essential for later years. We aim for pupils to feel inspired by the subject and to begin showing them the many and varied career options available using Science.

## Topics Covered

Over the course of the year pupils will cover 11 topics, encompassing the 3 Science strands of Biology, Chemistry and Physics:

Terms 1 & 2:

- Biology: Cells
- Chemistry: Particles & their behaviour
- Physics: Forces, Light

Terms 3 & 4:

- Biology: Reproduction
- Chemistry: Elements & Compounds, and Reactions
- Physics: Sound

Terms 5 & 6:

- Biology: Body systems
- Chemistry: Acids & Alkalis
- Physics: Space

## Parents & Carers Can Help By....

- Discussing with their children the work covered in lessons along with experiments that have been performed.
- Discussing knowledge organisers from pupil books with their children.
- Encouraging pupils to meet their daily goals on Tassomai
- Supporting independent study and revision through the year.

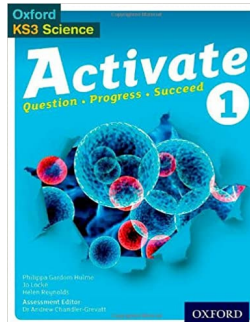
## Useful Websites

- BBC Bitesize, KS3 Science  
<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
- Kerboodle - digital access to the course textbook  
<http://www.kerboodle.com/>
- Tassomai - online self-quizzing  
<http://www.tassomai.com/>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for science, Mr Stradling, via [mrstradling@allsaints-academy.co.uk](mailto:mrstradling@allsaints-academy.co.uk)

## Recommended Reading



### Activate 1 Textbook

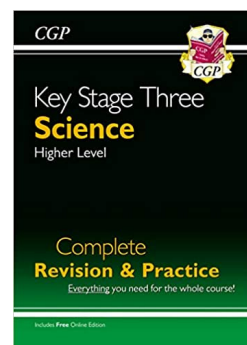
Oxford Press

*Textbook used in class. Pupils have online access to this through 'Kerboodle'.*

### CGP KS3 Science

CGP

*Excellent revision guide to supplement classwork.*





# Geography

## Year 7

At the start of year 7 our Geographers reflect on their place in the world, their links with other parts of the UK and the wider world, and finally reflect on what Weymouth means to them.

In subsequent topics, pupils explore physical and human environments and processes around the world, both in the oceans and on land. They look at the ways in which human activity influences and changes environments in a variety of settings to reach informed conclusions.

When we look at international development, we use the very latest data and look at variations within countries and continents. In this way we avoid reinforcing unhelpful stereotypes and out-dated views. Pupils feel empowered to find their own evidence on which they can base their conclusions about our changing world.

Throughout the year, pupils develop a range of skills. These include the use of atlases and globes and maps, extended writing, the use of geographical data and maths skills.

Fieldwork takes place in the summer term. Pupils make predictions about micro-climates around the school and then collect data, present their findings, and reach evidence-based conclusions.

In this way, pupils acquire knowledge and skills which will form the basis of their learning in year 8 and beyond.

## Topics Covered

- My place in the world
- Our changing oceans
- International development
- Hydrology and flood risk in the UK
- Map skills
- Changing UK urban areas
- Weather and climate
- Micro-climate investigation

## Parents & Carers Can Help By....

If you ask your child about the topic they are studying and encourage them to explain it to you, they will be actively embedding their understanding, particularly if you ask follow-up questions. You may be able to relate topics to experiences that you, or members of your family have; please share these details with your

child as this will deepen their understanding and add relevance.

Geography is the study of our world and therefore the topics your child is studying are likely to link to events in the news and to documentaries, films and places you visit. By reflecting on these with your child you will support their learning.

Finally, geography is all about asking questions and looking at different views, so it is always helpful to encourage an enquiring approach to local, national and international events.

Encourage your child to ask questions, seek out different views, look for evidence and draw their own conclusions!

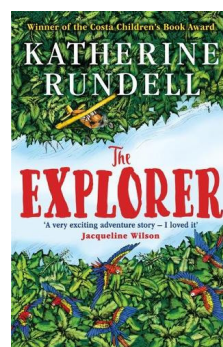
## Useful Websites

- BBC Bitesize, KS3, Geography – search for topics  
<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
- Map skills – training and games from the Ordnance Survey  
<https://www.ordnancesurvey.co.uk/mapzone/map-skills>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for geography, Mrs Roberts, via [mrsroberts@allsaints-academy.co.uk](mailto:mrsroberts@allsaints-academy.co.uk)

## Recommended Reading



### The Explorer

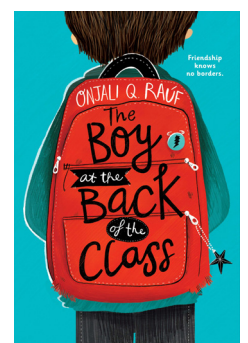
Katherine Rundell

*An exciting story about being stranded in a very different environment!*

### The Boy at the Back of the Class

Onjali Q Rauf

*A child's perspective on the refugee crisis, highlighting the importance of friendship and kindness.*



# History

## Year 7

Year 7 forms as an introduction to History as a discrete subject. Chronologically, pupils begin the year in the Middle Ages; we will move on to the Tudors and finish in Renaissance Europe.

Towards the end of the year, the curriculum uses a thematic approach to the study of LGBTQ+ rights and we will revisit world history from the prehistoric period through to the Stonewall riots and recent legal and cultural milestones. It is a celebration of diversity and the fight against prejudice.

## Topics Covered

- What is History?
- Why did the Saxons lose control of England?
- What was the impact of Norman rule?
- Who lived in Henry VIII's England?
- Why was the Renaissance so significant?
- Who has done more for LGBTQ+ rights, Parliament or popular culture?

## Parents & Carers Can Help By....

Visiting historical sources – this could include looking at archives, historical memorials or museums, but also include talking and listening to the older generation retell stories of yesteryear.

Encouraging discussions about the origins of the things we take for granted. Engage in some 'history chasing' of guessing and origins, researching and then seeing who was closest.

Engaging with historical based media, including not just TV adaptations and docudramas, but also video games and board games! Games like Risk and Castles of Burgundy can provoke a keen interest in history

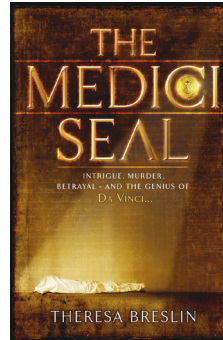
## Useful Websites

- National Historical Archives  
<https://www.nationalarchives.gov.uk/>
- Historical board games for family play  
<https://www.wargamer.com/historical-board-games>
- BBC History magazine, with articles and podcasts  
<https://www.historyextra.com/>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for history, Ms Forrester, via [missforrester@allsaints-academy.co.uk](mailto:missforrester@allsaints-academy.co.uk)

## Recommended Reading



### The Medici Seal

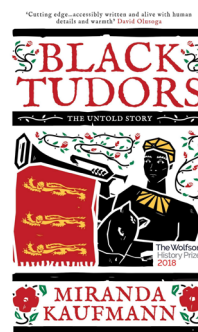
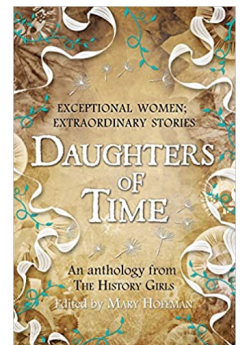
Theresa Breslin

*A fun, fictional story set in the Renaissance period with Leonardo Da Vinci.*

### Daughters of Time

Edited by Mary Hoffman

*Stories of history's most remarkable women written by a collection of children's authors*



### Black Tudors

Dr Miranda Kauffman

*This brand new book combines historical research with historical fiction that help develop your historical understanding*



# Religious Studies

## Year 7

In Year 7 we will introduce belief and start to look at world religions. This will link to Creation and introduce sin and reconciliation allowing pupils to question and understand religious teachings and the world around them. This will then link to modern prophets and the impact they have had on the world in modern times.

## Topics Covered

### 1. What is Religion?

- World religions

### 2. Belief - What is religious belief?

- Hinduism
- Christianity
- Buddhism
- Judaism

### 3. Creation - How was life created?

- Atheism
- Christianity
- Chinese Daoist

### 4. Prophethood: Religion in Action

- Christianity (MLK)
- Hinduism (Gandhi)
- Islam (Malala Yousafzai)

### 5. Values and Ethics - How do we decide what is the right thing to do?

- Christianity
- Hinduism
- Islam

### 6. Buddhism

- History and Belief
- Practices

## Parents & Carers Can Help By....

Discussing different views with pupils and when visiting different areas of the UK and the world allowing pupils to visit churches, Mosques etc.

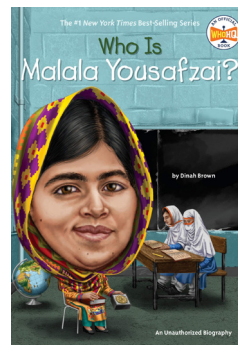
## Useful Websites

- BBC Bitesize, KS3 Religious Studies  
<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- Online documentaries, such as:  
Malala  
<https://www.youtube.com/watch?v=FnloKzEAX7o>  
Ghandi  
<https://www.youtube.com/watch?v=-vQTAXK5I2c>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for RS, Mrs Randell, via [mrsrandell@allsaints-academy.co.uk](mailto:mrsrandell@allsaints-academy.co.uk)

## Recommended Reading



### Who is Malala Yousafzai?

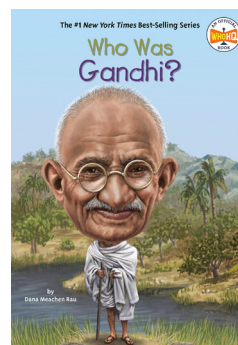
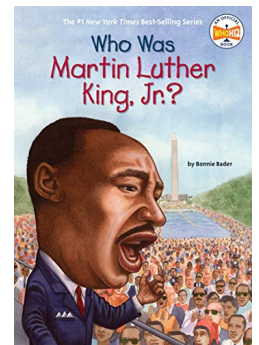
Dinah Brown

*An unauthorised biography of the Nobel Peace Prize winning schoolgirl who stood up for what she believed in*

### Who is Martin Luther King?

Bonnie Bader

*The story of one of the most influential civil rights activists of our times*



### Who is Ghandi?

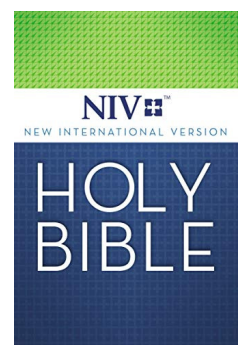
Dana Meachen-Reu

*This brand new book combines historical research with historical fiction that help develop your historical understanding*

## Holy Bible

New International Version

*Pupils will develop an in-depth understanding of the teachings of the Bible throughout their five years at the academy*



# Modern Foreign Languages

## Year 7

Year 7 are introduced to two modern foreign languages, allowing pupils to experience how other areas of the world communicate and provide an opening to more than one culture that is different from their own. Prior to Christmas, pupils study either French or German, where they learn to listen, speak, read and write with basic competence in that language, as well as understand and appreciate notable cultural differences and similarities. It does not matter whether pupils have any prior knowledge of French or German; they will always have the opportunity to build, consolidate, develop and expand their knowledge throughout their language-learning journey.

The following two terms are spent studying the foundations of the other language. Shortly before Easter, pupils can state a preference for either French or German, enabling them to focus on the language they feel most confident and interested in for the remainder of the academic year and beyond.

Whatever their chosen language, year 7 pupils can expect to: understand and communicate using the present tense; express their ideas and opinions and ask others about theirs; use a variety of language structures and patterns; develop their accuracy in spelling, punctuation, grammar and pronunciation.

For pupils demonstrating commitment to their language learning, there may be the opportunity to study more than one language, including Spanish, later on in Key Stage 3.

## Topics Covered

Across both languages, topics covered include:

- Introducing yourself
- Expressing how you feel
- Numbers and dates
- Giving your age and birthday
- The alphabet
- School items
- Countries and where you live
- Pets & family
- Describing others
- Likes and dislikes
- Christmas and Easter

## Parents & Carers Can Help By....

- Checking with your child what vocabulary their weekly learning homework consists of and testing them on it before it is due. You don't need to have any knowledge of the language to do this – a list of all the words covered for each term are

found in pupils' termly knowledge organiser. They could even teach you!

- Testing your child on their answers to possible end-of-unit speaking and writing questions, as shown in the termly knowledge organisers.
- Encouraging the use of courses on online MFL platforms, such as 'memrise.com' and 'quizlet.com', to practise the key vocabulary covered in class.

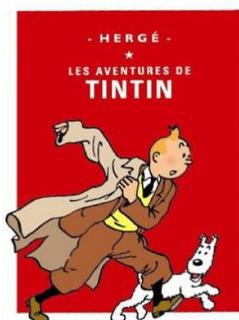
## Useful Websites

- Flashcard-based Vocabulary Practice  
[www.memrise.com](http://www.memrise.com)
- Online Flashcards and Self-Quizzing  
[www.quizlet.com](http://www.quizlet.com)
- Free language tuition with daily practice via app  
[www.duolingo.com](http://www.duolingo.com)
- Online Language Dictionaries  
[www.wordreference.com](http://www.wordreference.com)

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for MFL, Mr Razzell, via [mrrazzell@allsaints-academy.co.uk](mailto:mrrazzell@allsaints-academy.co.uk)

## Recommended Reading



### Les Aventures de Tintin

Hergé

*Tintin is a Belgian comic book series written in French, which has been turned into cartoons and a film. Tintin is a reporter who goes on many adventures.*

### Fairytale Stories

Die Brüder Grimm

*Some of the most well-known fairy tales are German and written by the Grimm Brothers. Popular examples are Cinderella (Aschenputtel), Sleeping Beauty (Dornröschen) and Hänsel und Gretel.*



## Year 7

For Year 7 this year there is an emphasis on refining and developing their abilities so that pupils can communicate their ideas and improve essential skills including drawing, painting and mixed media approaches.

Pupils will be introduced to a range of artists and movements from different cultures and time periods.

Year 7 will be working on becoming confident artists, developing and refining their art skills, making a range of creative decisions and boosting their understanding of visual language, most notable with the focus on the Formal Elements.

## Topics Covered

- **Formal Elements** – a full term to explore, understand and manipulate the formal elements in Art. The formal elements form the basis of any artwork: line, tone, shape, colour, composition, pattern and texture will all be explored visually and extended to include the work of a range of artists.
- **Still Life** – analysis of artists such as Michael Craig Martin along with first-hand observational drawing workshops and development
- **Landscape and Figures** – looking at a range of famous Landscape and Figurative paintings pupils will explore a range of painting techniques and refine their skills in this medium
- **Artist Studies** – Pupils will end the year with an in-depth study of artist Philip Guston, along with a range of other artists they will study this year, including Kandinsky and Vincent Van Gogh.

## Parents & Carers Can Help By....

Ensure your child has access to plain paper, pencils, colouring pencils and a quiet place to work – this will enable the output of good quality art homework. A good place to source reasonably priced art materials include The Range and Wilkinson's in Weymouth Town Centre.

Access to the internet, and a printer if available, is also a great resource to aid in Art research homework tasks.

Encourage your child that they can. There are no right or wrong answers or approaches in art, some pupils struggle with this concept – encourage them to tackle work with creativity, individuality and imagination.

## Useful Websites

- Explore a range of art themes and ideas with interactive activities, games and quizzes from the Tate Collective galleries in UK.

[www.tate.org.uk/kids](http://www.tate.org.uk/kids)

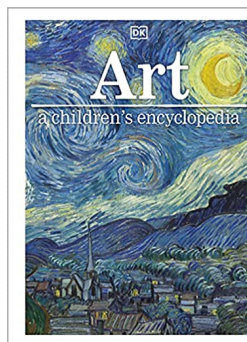
- Online art classes, started in the 2020 pandemic with artist Rob Biddulph. Easy to follow imaginative drawing classes that kept the nation going during the lockdown periods.

[www.robbiddulph.com/draw-with-rob](http://www.robbiddulph.com/draw-with-rob)

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for art, Miss Parsons, via [missparsons@allsaints-academy.co.uk](mailto:missparsons@allsaints-academy.co.uk)

## Recommended Reading



### Art: A Children's Encyclopaedia

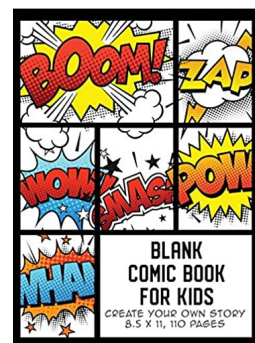
David Taylor and Susie Hodge

*This beautiful art book for children charts the evolution of the greatest cultural achievements in painting, sculpture and photography.*

### Blank Comic Book for Kids

The Whodunit Creative Design

*This book will keep budding artists busy for hours. Filled with tips and examples to create their own cartoons and comics.*



# Computing

## Year 7

By the end of year 7 pupils will be confident users of technology. They will be able to use Microsoft Office 365 to communicate with your teachers and peers appropriately. Pupils will then learn about the different parts of a computer, including hardware, software, and storage. They will understand why computers can only use 0s and 1s to process information, and learn how to write code using logical sequences and problem-solving skills.

At the end of year 7 pupils will put their knowledge and skills to the test to solve a problem the same way a software engineer would.

## Topics Covered

- **Computer Literacy:** Microsoft Office 365 (Word, PowerPoint, Excel, Outlook, Teams)
- **Hardware & Software:** Input & Output devices, Memory & Storage, Software, Hardware
- **Binary Logic:** Storage Capacity, Binary, Denary, Binary Addition, Logic Gates & Truth Tables
- **Algorithms:** Flowcharts, Selection, Iteration, Data Types
- **Programming:** Variables, Operators, Selection
- **Creative Project:** Systems Development Life Cycle: Define, Analyse, Design, Implement, Test

## Parents & Carers Can Help By....

**Test them...** Get them to create a set of Q&A cards, questions on one side and answers on the other side. Challenge them to see how many they can get right a few times a fortnight. Add to the set of cards as more and more content is taught.

**Mind maps...** Pupils map out all their ideas and show how their notes link together. Using colours, shapes and symbols are also excellent tools to categorise and organise information.

**Keywords...** Pupils reduce topic areas to a list of keywords and definitions. Get them to talk like a Computer Scientist!

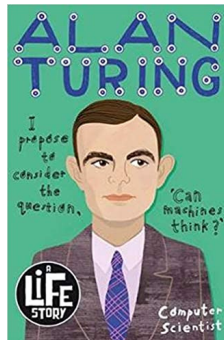
## Useful Websites

- BBC Bitesize, KS3, Computing  
<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Online learning with Seneca Learning  
<https://bit.ly/3qLovmF>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for computing, Miss Page, via [misspage@allsaints-academy.co.uk](mailto:misspage@allsaints-academy.co.uk)

## Recommended Reading



### Alan Turing (A Life Story)

Joanna Nadin

*An accessible and illustrated look at the life and achievements of one of the most influential fathers of modern computing!*

### Coding for Kids: Python

Adrienne B Tacke

*A fun, interactive introduction to coding in Python, with plenty of activities to test what's been learned!*





# Design & Technology

## Year 7

In year 7 D&T covers a wide range of technologies – from traditional woodworking to high tech CAD/CAM and Electronics.

Pupils at Key Stage 3 follow the National Curriculum Programme of Study, which provides a broad background framework for all we do in Year 7, Year 8 and Year 9. Pupils work in well-equipped workshops and computer suites carrying out a range of design-and-make activities and focused practical tasks.

Our curriculum is designed to encourage creativity, develop problem solving abilities and a general enthusiasm for designing and making – by ensuring we work with a wide range of materials in a variety of different contexts. Pupils are also encouraged to reflect on the wider impact of D&T – for example, the sustainability of the materials they work with.

Open-ended design tasks are often used to allow for maximum extension/challenge and maximum progress. Support is also given to enable all to engage, feel confident and achieve.

## Topics Covered

- **Steady hand game:** Simple Electronic Circuits - Origins of plastics, electronic components and ergonomics.
- **Amplifier:** Origins of wood & manufactured boards, technical drawing/ dimensioning. Health and safety
- **Block Heads:** Origins of paper & boards- Technical drawings and CAD

## Parents & Carers Can Help By....

- Talking to your child about the topics studied in class
- Encouraging to complete homework tasks
- Providing with the correct equipment, including protractor, calculator and a sharp pencil
- Doing some DIY or craft at home with them!

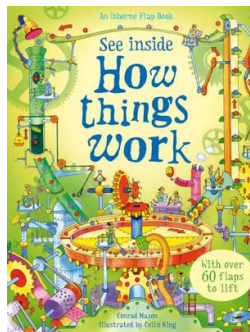
## Useful Websites

- DT Information Sheets and Exercises  
<https://www.technologypupil.com/>
- BBC Bitesize D&T Videos  
<https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for DT, Mr Radford, via [mrradford@allsaints-academy.co.uk](mailto:mrradford@allsaints-academy.co.uk)

## Recommended Reading



### How Things Work

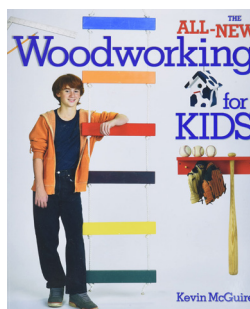
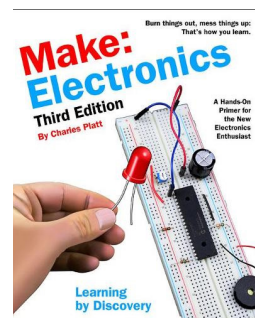
Conrad Mason

*A fun and interactive way of learning!*

### Make Electronics (Third Edition)

Charles Platt

*This book explores the fundamental building blocks of circuit design, including resistors, capacitors, transistors and more!*



### All-New Woodworking for Kids

Kevin McGuire

*Practical projects that can be made and used at home!*



# Drama

## Year 7

Pupils will build a range of performance skills and understand that it's okay to laugh at yourself! Pupils will develop a range of Dramatic skills and techniques, including improvisation, devising, use of movement, voice and characterisation. In year 7 pupils explore a range of Dramatic styles and themes, including comedy, naturalism and fantasy. Additionally, pupils will evaluate their own performance and a range of others' including professional productions.

## Topics Covered

- **Introduction to Drama:** covering a range of basic theatrical skills through playing drama games and improvisations.
- **Commedia to Pantomime:** tracing the development of comedy by looking at Commedia D'ell Arte and how it relates to pantomime. Exploring a range of physical skills and mask work.
- **Superheroes:** looking at characterisation and script work to explore character types
- **Wacky Soap:** using comedy in order to present serious issues.
- **'Orrible 'istory:** looking into our local history and mythology and use voice and movement skills to devise comedy.
- **Fantastical:** looking at the genre of fantasy and how this can be presented on a stage

## Parents & Carers Can Help By....

- Encouraging pupils to be involved in seeing and discussing live theatre.
- Seeking out opportunities in the local area for extra-curricular performance groups and activities.
- Reading a range of different literary stimulus – including plays, to engage pupils in fiction and non-fiction texts and how they may be translated for the stage and screen.

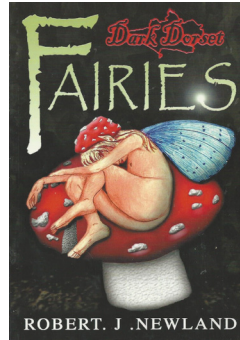
## Useful Websites

- Development of Drama Skills  
<https://www.supersummary.com/drama-theater-guide/>
- Learning about Commedia  
<https://learningthroughtheatre.co.uk/commedia>
- Ideas for Fantastical and Fantasy Writing  
<http://www.magicalanimaladoptionagency.com/>
- Local Drama Club for Extra-Curricular Activities  
<https://www.weymouthdramaclub.com/>

## More Information

For more details about this curriculum, please contact our Curriculum Area Leader for drama, Mrs Cadwell, via [mrscadwell@allsaints-academy.co.uk](mailto:mrscadwell@allsaints-academy.co.uk)

## Recommended Reading



**Dark Dorset**

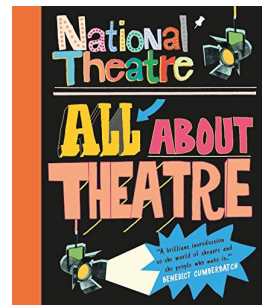
Robert J Newland

*To enrich ideas relating to local history, with a view to devising theatre*

**All About Theatre**

National Theatre

*An introductory guide to performance, and the roles and responsibilities of a theatre team*



# Food & Nutrition

## Year 7

Our scheme of work is planned around Healthy Eating using The Eatwell Guide as a template which lessons, both practical and theoretical are based.

In KS3, we concentrate on Skills & knowledge. Year 7 are introduced to knife skills and we practice preparation of vegetables and fruit. The children use the cooker hob and oven.

Healthy eating and nutrition form the basis and future learning follows building on these skills. Adapting recipes to reduce fat and sugar are designed to facilitate awareness of the need for the UK to change/ adapt our eating habits to reduce obesity/diabetes and lead healthier lives.

We instil good practice and safe systems of work for Health and Safety and food hygiene to ensure the Food is prepared in a safe and hygienic way whilst preparing minced beef when we introduce the temperature probe and explain its use in the context of food safety.

Most of all, we want our pupils to gain the love of food preparation and the joy it brings. We want our pupils to understand how nutrition links to health and equip them with the knowledge and confidence to select and prepare food to sustain them during their lifetime, providing life-long learning to enhance their chances of a long and active future.

## Topics Covered

- Food safety and safe systems of work are embedded in every lesson.
- Knife skills are key to accessing the use of fresh fruit and vegetables in the diet. Children are taught to use knives safely alongside preparation and cooking of fruit and vegetables.
- By the end of the rotation, year 7 have had the opportunity to use both the oven and hob having cooked a dish suitable for a main course in addition to making a healthy dessert.
- Pupils learn how to adapt recipes to enhance health.
- Nutrition is taught via the Eatwell Guide model and Government guidelines for a healthy diet in year 7.
- Seasonality and availability are the predominate feature to reduce food waste.

## Parents & Carers Can Help By....

- Taking children shopping and introduce them to nutritious fresh foods and encourage them to

make informed healthier choices when selecting food for their consumption.

- Giving the children opportunities to help in the kitchen. We do not have dishwashers at school therefore, some children lack basic skills like wiping down tables and washing up.
- Trusting them to have a go and encourage the children to prepare food at home; they flourish when given the chance.
- Encouraging the whole family to watch TV programmes about Food together.

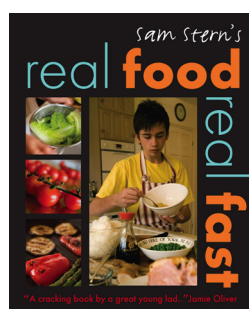
## Useful Websites

- Plenty of recipe ideas for family meals  
<https://www.bbc.co.uk/food>
- Educational resources for Primary and Secondary aged children  
<https://www.foodafactoflife.org.uk/>
- Fun recipes and articles relating to food and nutrition  
<http://www.kidsandcooking.co.uk/>

## More Information

For more details about this curriculum, please contact our lead for Food and Nutrition, Mrs Allan, via [mrsallen@allsaints-academy.co.uk](mailto:mrsallen@allsaints-academy.co.uk)

## Recommended Reading



### Sam Stern's Real Food Real Fast

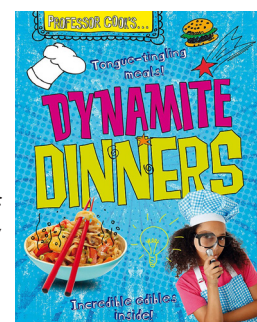
Sam & Susan Stern

*Lots of easy recipes written by a schoolboy for school aged children and adults too. Quick, easy, and fun ideas to make.*

### Professor Cook's Dynamite Dinners

Wayland Children's Books

*Easy to follow recipes. Lots of healthy food delivered in a fun way for children.*



# Learning for Life

## Year 7

All Saints Academy's intent for Learning for Life is to prepare our young people to have happy, safe and healthy lives in modern Britain.

In Year 7 Learning for Life our intent is to provide pupils with the knowledge and skills to enable them to flourish at secondary school and begin to develop into adulthood living life to the full. We begin the year with the topic of Wellbeing in which we help pupils to build their self esteem and resilience, and learn to care for their physical and emotional wellbeing. These themes are developed into T2 where we build on KS2 work on puberty and periods, consent and caring for our bodies. This leads nicely into work on managing risk and strategies for dealing with peer pressure.

In T4 we look ahead to future careers, the value of money and learning how to budget and in T5 & 6 we look more outwards to looking after our communities and build empathy and respect for others.

## Topics Covered

- **Wellbeing:** coping with secondary school, building self-esteem; physical and emotional wellbeing; meditation, mindfulness and relaxation; looking after yourself
- **RSHE:** puberty; periods; consent & FGM; managing emotions during puberty; dental hygiene; body hygiene; body image
- **Risk & First Aid:** why we take risks; CPR; digital footprints; keeping safe online; risks of smoking and vaping; road safety
- **Careers and Finance:** linking interests to careers; employability skills; budgeting and the value of money; money and advertising
- **World and Community:** identity; diversity; prejudice; stereotypes; discrimination; respect for all; human rights; fair trade

## Parents & Carers Can Help By....

- Asking their child what they have been talking about in Learning for Life lessons
- Discussing the topics above with them, being mindful that there will be some challenging or sensitive topics
- Allowing their child to form their own opinions about the topics above
- Encouraging their child to watch the news or find out about current affairs
- Involving their child in shopping for food so they can develop their consumer and budgetary skills

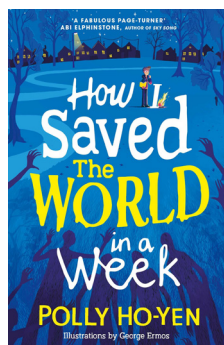
## Useful Websites

- Online Safety  
<https://www.ceop.police.uk/Safety-Centre/>  
<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- Road Safety  
<https://www.think.gov.uk/>
- Healthy Relationships  
<https://www.bullying.co.uk/>  
<https://www.brook.org.uk/>
- Wellbeing  
<https://www.kooth.com/>  
<https://youngminds.org.uk/about-us/who-we-are/>  
<https://www.nspcc.org.uk/>
- World & Community  
<https://www.oxfam.org.uk/>  
<https://www.christianaid.org.uk/>
- LGBTQ+  
<https://www.theproudtrust.org/youth-groups/space-youth-project-weymouth-2/>

## More Information

For more details about this curriculum, please contact our lead for Learning for Life, Mrs Milward, via [mrsmilward@allsaints-academy.co.uk](mailto:mrsmilward@allsaints-academy.co.uk)

## Recommended Reading



### How I Saved the World in a Week

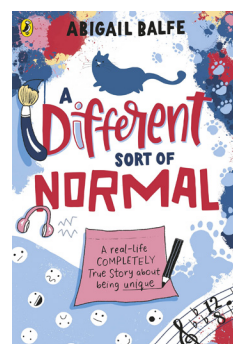
Polly Ho-Yen

*A thrilling sci-fi adventure dealing with real life issues of family break ups and mental wellbeing*

### A Different Sort of Normal

Abigail Balfe

*This is a story for anyone who is struggling to find their place in the world*



# Music

## Year 7

Through studying music pupils develop an appreciation of music and open their minds to enjoy styles that they may not have already experienced. They are introduced to the Elements of Music – melody, harmony, tonality, rhythm, metre, tempo, structure, texture, dynamics, sonority (timbre) through the three distinct disciplines – performing, composing and listening. Pupils are given the opportunities to develop and perform their own musical performances, and discuss music referring to the elements of music.

Pupils learn about musical signs, symbols and terminology which they can then use when discussing what they have listened to, performed or composed, and are encouraged to evaluate their own work and the work of others so that they can continually improve.

## Topics Covered

- **Rhythm:** simple rhythms, notation, syllables
- **Melody:** (songs) major, minor, modal, pentatonic
- **Earth Composition:** texture, dynamics, sonority (timbre), structure (ABA)
- **Bandlab:** texture (layers), structure, sonority
- **British Folk:** structure, tonality (modal), dynamics, harmony
- **Songs:** combining all elements above

## Parents & Carers Can Help By....

- Encouraging your child to listen to a wide range of music and talk about how it makes them feel.
- Encouraging your child to talk about the music musical language (referring to the Elements of Music).
- Encouraging your child to learn the sign, symbols and music vocabulary to give them confidence during lessons.
- Encouraging your child listen to the music they listen to and explain to them why they enjoy that style, sound, band, group, combination of instruments etc.
- Encouraging your child to learn an instrument
- Encouraging your child to attend a musical club

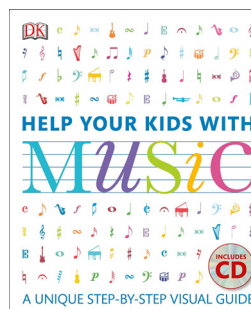
## Useful Websites

- BBC Bitesize, KS3, Music  
<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- A virtual Piano/Keyboard  
<https://virtualpiano.net/>

## More Information

For more details about this curriculum, please contact our lead for music, Miss Musgrove, via [missmusgrove@allsaints-academy.co.uk](mailto:missmusgrove@allsaints-academy.co.uk)

## Recommended Reading



### Help Your Kids with Music

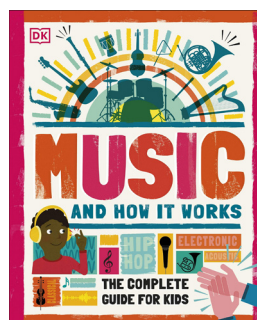
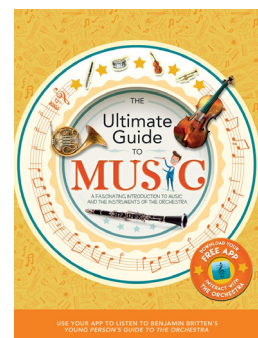
Carol Vorderman

*Colourful diagrams and a free audio App to support learning basic music theory*

### The Ultimate Guide to Music

Joe Fullman

*A fascinating introduction to music and the orchestra for children. It comes with a downloadable app that allows you to interact with the orchestra.*



### Music and How it Works: The Complete Guide for Kids

Dorling Kindersley Ltd

*The book looks at music throughout history, beginning with the first known melody from Fertile Crescent and covering modern music phenomena, from K Pop to hip-hop.*



# Physical Education

## Year 7

Year 7 learners will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They are taught to understand what makes a performance effective and how to apply these principles to their own and others' work. They are taught to develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

## Topics Covered

- Football
- Rugby
- Netball
- Badminton
- Trampolining
- Dance
- Athletics
- Cricket
- Tennis
- Rounders

## Parents & Carers Can Help By....

- Providing correct PE uniform – see pupil planner or school website.
- Ensuring the PE uniform is available for all PE lessons.
- Supporting the requirement for full participation
- Providing a note for any illness or injury that may prevent full participation. However, please include what they can still do.
- Supporting the requirement for no jewellery to be worn in PE lessons and hair tied back.
- Encouraging and promoting the involvement in extracurricular activities.

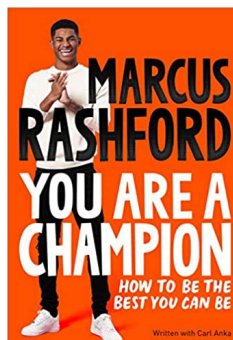
## Useful Websites

- Local healthy advice and articles  
<https://www.actedorset.org/>
- Plenty of tips and advice on living a healthy lifestyle  
<https://www.nhs.uk/change4life>

## More Information

For more details about this curriculum, please contact our lead for PE, Mr Hyde, via [mrhyde@allsaints-academy.co.uk](mailto:mrhyde@allsaints-academy.co.uk)

## Recommended Reading



### You are a Champion

Marcus Rashford

*A motivational book showing you how to be the champion of anything you put your mind to!*

### YOU CAN Get Active

Kate Henebury

*Get energised through discovering a range of new hobbies!*









