

# Year 7 Curriculum Booklet



**St Aloysius' College**  
**2024/2025**

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# Introduction



Welcome to our KS3 Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius' College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

S Kisten

Assistant Headteacher – Curriculum & Outcomes



**Head of Department: Mr L. Northey**

**Year 7**

	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	Week: 1 - Primary school art review 2 – Create a Line and Linear Table 3 – Skills Project: Van Gogh 4 – Skills Project: Van Gogh 5 – Skills Project: Van Gogh 6 – Skills Project: Van Gogh 7 - AfL: Peer and self assessment	Week 1 - Introductory to tone and shading 2 - Research on Artists – Van Gogh/Matisse. 3 - Observational drawing – Shoes. 4 - Tonal studies (drawing and painting) 5 - Tonal studies (drawing and painting) 6 - Test / AfL: Peer and self assessment
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	Week: 1 - Colour Therapy 2 - Research on Artists 3 - Colour studies: colour wheel 4 – Colour studies: colour wheel 5 - Test / AfL: Peer and self assessment 6 - Enrichment	Week: 1 - Artist Research 2 - Development and experimentation 4 – Work in style of Artist 5 – Create work inspired by the Artist 6 - Enrichment
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	Week: 1 – Research into Cubism 2 - Development and experimentation 3 – Working in the style of the Artist 4 – Working in the style of the Artist 5 – Working in the style of the Artist 6 - Test / AfL: Peer and self assessment	Week: 1 - Work in the style of the Artist 2 - Final Piece – Cubism 3 - Summer Art Exam week 4 - Summer Exam 5 - Enrichment 6 - Enrichment

# Computer Science



**Lead Teacher: Mr N. Kakou**

**Year 7**

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

Year 7	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<b>Using-computers-safely effectively-and responsibly</b> <ul style="list-style-type: none"> <li>L1 File management</li> <li>L2 Social networking</li> <li>L3 Keeping your data safe</li> </ul>	<b>A. Understanding computers</b> <ul style="list-style-type: none"> <li>L1 Elements of a Computer</li> <li>L2 The CPU</li> <li>L3 Understanding Binary</li> </ul>
	<b>Spring 1</b>	<b>Spring 2</b>
<b>Focus/Context for Learning</b>	<b>B. Understanding computers</b> <ul style="list-style-type: none"> <li>L4 Binary Addition</li> <li>L5 Storage Devices</li> </ul>	<b>Networks</b> <ul style="list-style-type: none"> <li>L1 The Internet</li> <li>L2 Connectivity L3 Topologies</li> <li>L4 Client-server networks</li> <li>L5 Encryption</li> </ul>
	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus/Context for Learning</b>	<b>A. Introduction to Python</b> <ul style="list-style-type: none"> <li>L1 Introducing Python</li> <li>L2 Numbers and Arithmetic</li> <li>L3 Input</li> </ul>	<b>B. Introduction to Python</b> <ul style="list-style-type: none"> <li>L4 Selection</li> <li>L5 Programming Project 1</li> </ul>

# Design & Technology



## Lead Teacher: Mr A. Mangera

Year 7

In Years 7, pupils will experience working in a range of material areas and undertaking various design and make projects and focus practical tasks that will build on their learning from KS2. For many students, this will be the first time they have experienced being in practical workshops and food preparation areas. Pupils are taught the design process and study aspects of it which culminate in producing products. Throughout the course, students will also develop DT math skills to enable them to make use of measuring and accurately use standard units of length and weight.

	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p>Drawing skill/Health &amp; Safety</p> <p>Students will learn about the different graphical techniques used by designers.</p> <ul style="list-style-type: none"> <li>Graphical/Drawing Skills</li> <li>Understanding contexts, users and purposes.</li> </ul> <p><b>Drawing Skills:</b></p> <ul style="list-style-type: none"> <li>Introduction to drawing techniques.</li> <li>Introduction to CAD/CAM.</li> <li>Presentation techniques.</li> <li>H&amp;S/Risk Assessment</li> <li>Health &amp; Safety poster.</li> <li>Key words vocabulary</li> <li>3D sketching to model ideas.</li> </ul>	<p><b>DESIGNING &amp; MODELLING:</b> Understanding contexts, users and purposes</p> <p><b>Structures Project:</b> Students will learn about the application of the principles of structures for design and stability.</p> <ul style="list-style-type: none"> <li>Research and analysis</li> <li>Design brief &amp; specifications</li> <li>Generating, developing &amp; modelling ideas</li> <li>Technical Knowledge – Applying knowledge of materials, equipment, science and maths to help design and make products that work.</li> <li>Testing &amp; Evaluation</li> </ul>
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<p><b>Introduction to electric circuits and soldering:</b> Students will learn how to build a simple electronic circuit using solder joints.</p> <p><b>THEORY:</b></p> <ul style="list-style-type: none"> <li>Technical drawing; 3<sup>rd</sup> angle view.</li> <li>CAD – build on previous knowledge on Sketch UP.</li> <li>Iterative design process</li> <li>Evaluation and annotation of work.</li> <li>Presentation.</li> <li>Simple circuits, parallel and series.</li> </ul>	<p><b>PRACTICAL:</b></p> <ul style="list-style-type: none"> <li>Steady Hand Game; Design &amp; build a small electronic hand held game.</li> <li>Use of Coping saw to cut finger joint for the base.</li> <li>Use of soldering Iron &amp; components to create a working circuit for the game.</li> </ul>
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<p><b>Project: Cooking and Nutrition</b></p> <p>Students will learn about the principles of nutrition and health. They will also understand the sources and characteristics of different ingredients.</p> <p><b>Basic cooking recipe:</b></p> <ul style="list-style-type: none"> <li>Fruit salad</li> <li>Pizza baguette</li> <li>Vegetable noodles</li> </ul>	<p><b>Skills, knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>Sensory Analysis</li> <li>Staple Foods</li> <li>Knife skills/safe use of kitchen equipment</li> <li>Analysing &amp; Evaluating food products</li> <li>Cultural food</li> <li>Healthy Eating (The Eatwell Plate)</li> <li>Hygienic Food Preparation</li> <li>Food presentation</li> </ul>



Head of Department: Ms L. Doorly

Year 7

	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><b>Non-fiction Reading &amp; Writing</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Exposure to a range of non-fiction texts applying inference, analysis &amp; evaluation skills</li> </ul> <p>LANGUAGE: AO1, 2 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks.</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>	<p><b>Non-fiction Reading &amp; Writing</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Exposure to a range of non-fiction texts applying inference, analysis &amp; evaluation skills</li> </ul> <p>LANGUAGE: AO1, 2 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks.</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><b>Shakespeare</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Teach tragedy, comedy and history genre through plot/character/theme in extracts from <i>King Lear</i>, <i>A Midsummer Night's Dream</i> and <i>Julius Caesar</i>.</li> <li>Compare similarities &amp; differences between the genres.</li> <li>Preparation for Globe trip &amp; model homework project.</li> </ul> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Creative Writing - Narrative: writing own tragedy / Using punctuation &amp; grammar competently (for below expected level) &amp; for effect (for on/above expected level).</li> </ul> <p>LANGUAGE AO5 &amp; 6</p>	<p><b>The Novel</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>The Novel - <i>Trash</i></li> <li>Inference, analysis &amp; evaluation skills</li> </ul> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b> (taught through the novel)</p> <ul style="list-style-type: none"> <li>Creative Writing - Revise skills for writing a narrative using novel as stimulus.</li> <li>Using punctuation &amp; grammar competently &amp; for effect</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>
	Summer 1	Summer 2
Focus/ Context for Learning	<p><b>The Novel</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>The Novel - <i>Trash</i></li> <li>Inference, analysis &amp; evaluation skills</li> </ul> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b> (taught through the novel)</p> <ul style="list-style-type: none"> <li>Creative Writing - Revise skills for writing a narrative using novel as stimulus.</li> <li>Using punctuation &amp; grammar competently &amp; for effect</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>	<p><b>Poetry</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Poetry: Spoken word /performance poetry.</li> <li>Inference, &amp; analysis skills</li> <li>Comparison of poems</li> </ul> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Creative writing skills .</li> <li>Writing own poetry based on poems studied.</li> </ul> <p>LANGUAGE AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Rehearsing &amp; performing own poetry.</li> <li>Understand language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9</p>

# Geography



**Head of Department: Ms A. Krenc**

**Year 7**

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose.”

**- Michael Palin**

	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<b>Transition Unit</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Physical and human geography of the British Isles</li> <li>Location knowledge - continents, oceans and seas</li> <li>Map skills - grid referencing, map symbols, compass direction, scale, latitude and longitude</li> </ul>	<b>Africa</b> <ul style="list-style-type: none"> <li>Physical geography of Africa - climate, biomes and key features</li> <li>Historical context - Scramble for Africa and European colonisation</li> <li>Climate graphs</li> <li>Desert biome</li> <li>Plant and animal desert adaptations</li> <li>Desertification - causes, impacts, management</li> </ul>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<b>Africa</b> <ul style="list-style-type: none"> <li>Population - distribution and density</li> <li>Development across the continent</li> <li>Urbanisation and squatter settlements</li> <li>The Horn of Africa as a region study - physical landscapes, industry, development</li> </ul>	<b>Rivers</b> <ul style="list-style-type: none"> <li>Physical landscape of the UK</li> <li>Hydrological Cycle</li> <li>River processes</li> <li>Landforms of erosion and deposition</li> <li>Flooding - causes and effects</li> <li>Flood management - hard and soft engineering strategies to reduce the risk</li> </ul>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<b>Asia</b> <ul style="list-style-type: none"> <li>Physical geography of Asia including climate, biomes and key features</li> <li>Contrasting levels of development in China, India and Russia as part of the emerging BRIC economies</li> <li>China's One Child Policy</li> <li>Growth of manufacturing and trading links between Asia and the wider world</li> </ul>	<b>Extreme Environments</b> <ul style="list-style-type: none"> <li>UK during the last Ice Age</li> <li>Glaciers - location and formation</li> <li>Glaciation processes</li> <li>Landforms of erosion and deposition</li> <li>UK glaciated landscape - the Lake District</li> <li>Extreme tourism</li> <li>Antarctica</li> </ul>



# History



**Head of Department: Mr J. Neville**

**Year 7**

In your study in History during Year 7 you will study the Medieval world through to the Tudor Age. This will provide you with an understanding of how the past has changed over a period of time, what influences changed how people lived and how Great Britain began to expand its influence in different parts of the world.

	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p><b>Unit 1:</b> England before 1066, the movement of different groups of people and the influences they had on the developing country.</p> <p><b>Unit 2:</b> The Norman Conquest and the Battle of Hastings 1066.</p>	<p><b>Unit 3:</b> The conquest of England, how did King William enforce his rule on England?</p> <ul style="list-style-type: none"> <li>• The Domesday Book</li> <li>• The Feudal system</li> <li>• Castle building</li> </ul>
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<p><b>Unit 4:</b> To investigate the importance of religion in Medieval times.</p> <p>Thomas Becket and Henry 11</p> <p>The medieval Church including monasteries.</p> <p><b>Unit 5:</b> Comparison of England and other Medieval societies e.g. The Mali Empire, The Ottoman Empire and Great Zimbabwe</p>	<p><b>Unit 6:</b> The Black Death and the Peasants Revolt.</p> <p><b>Overview:</b> Change and continuity over the Medieval period.</p>
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<p><b>Unit 7:</b> Introduction to the Tudors: How powerful was Henry V111? Henry V111 and the Church</p> <p><b>Elizabeth 1:</b> How was she portrayed? The significance of portraits as historical sources.</p> <p>Attacked! The Spanish Armada</p>	<p><b>Unit 7:</b> The wider Tudor world.</p> <p>The importance of trade</p> <p>What was life like for Black people in the Tudor period?</p> <p>The Renaissance</p>

# Mathematics



**Head of Department: Ms A. Toprak**

**Year 7**

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae  <b>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs.</b>	Number Angles Data Transformations Calculations  <b>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs. AP1</b>
	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	Equations and formulae Data Number Angles Mensuration  <b>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs.</b>	Proportion and percentages Transformations Graphs and sequences  <b>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs. Progress check.</b>
	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	Angles Probability Equations and formulae Number Graphs and sequences  <b>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs.</b>	Calculations Constructions  <b>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs. AP2</b>

# MFL: French



Head of Department: Mr M. Kara

Year 7

	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u><b>Tout sur moi</b></u></p> <ul style="list-style-type: none"> <li>• Learn numbers and the months of the year. Say where you live, what languages you speak and your nationality.</li> <li>• Describe your appearance and that of another person</li> <li>• Name and describe your favourite object.</li> <li>• Name some French-speaking parts of the world.</li> </ul>	<p><u><b>Mon monde</b></u></p> <ul style="list-style-type: none"> <li>• Describe personality.</li> <li>• Describe your family.</li> <li>• Give opinions of school subjects</li> <li>• Talk about your friends and how long you have known them.</li> <li>• Talk in detail about your family and home.</li> <li>• Analyse differences in your personality (past/present).</li> </ul>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u><b>Autour de moi</b></u></p> <ul style="list-style-type: none"> <li>• Talk about the school and where you live.</li> <li>• Talk about different places to live.</li> <li>• Talk about leisure activities and personal possessions.</li> <li>• Talk about animals and colours.</li> </ul>	<p><u><b>À table!</b></u></p> <ul style="list-style-type: none"> <li>• Talk about food.</li> <li>• Give opinions of food and drink.</li> <li>• Talk about your favourite restaurant and order food.</li> <li>• Understand quantities and recipes.</li> <li>• Talk about food and art.</li> <li>• Grammar, language strategies and pronunciation.</li> </ul>
	Summer 1	Summer 2
Focus/ Context for Learning	<p><u><b>Mon quartier</b></u></p> <ul style="list-style-type: none"> <li>• Understand places in town.</li> <li>• Describe a town.</li> <li>• Say what activities you can do at different places.</li> <li>• Ask for and give directions.</li> <li>• Arrange to go out.</li> <li>• Discuss meeting places.</li> <li>• Identify and describe the location of places on a map.</li> </ul>	<p><u><b>Ça, c'est mon truc!</b></u></p> <ul style="list-style-type: none"> <li>• Present tense of regular and irregular verbs.</li> <li>• Possessive adjectives (Son-sa-ses).</li> <li>• Reflexive verbs</li> <li>• Talk about clothes and say what style you like.</li> <li>• Talk about the weather and what you wear on different occasions.</li> <li>• Say how often you do an activity.</li> <li>• Talk about weekend activities.</li> <li>• Talk about music and national events.</li> </ul>

# MFL: Spanish



Head of Department: Mr M. Kara

Year 7

	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u><b>Mi vida</b></u></p> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Talking about your personality</li> <li>• Talking about your age, brothers and sisters</li> <li>• Saying when your birthday is</li> <li>• Numbers and the alphabet</li> <li>• Talking about your pets</li> <li>• Adjectival agreement</li> </ul>	<p><u><b>Mi tiempo libre</b></u></p> <ul style="list-style-type: none"> <li>• Saying what you like to do</li> <li>• Giving opinions</li> <li>• Saying what you do in your spare time</li> <li>• Talking about the weather</li> <li>• Using <i>cuando</i></li> <li>• Saying what sports you do</li> </ul>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u><b>Mi insti</b></u></p> <ul style="list-style-type: none"> <li>• Saying what subjects you study</li> <li>• Giving opinion about school subjects</li> <li>• Describing your school</li> <li>• Talking about break time</li> <li>• Understanding details about schools</li> </ul>	<p><u><b>Mi familia y mi amigos</b></u></p> <ul style="list-style-type: none"> <li>• Describing your family</li> <li>• Using possessive adjectives</li> <li>• Describing your hair and your eye colour</li> <li>• Saying what other people look like</li> <li>• Describing where you live</li> </ul>
	Summer 1	Summer 2
Focus/ Context for Learning	<p><u><b>Mi ciudad</b></u></p> <ul style="list-style-type: none"> <li>• Describing your town or village</li> <li>• Telling the time</li> <li>• Ordering in a café</li> <li>• Saying what you are going to do at the weekend</li> <li>• Understanding people describing their town</li> </ul>	<p><u><b>Mis vacaciones</b></u></p> <ul style="list-style-type: none"> <li>• Talking about a past holiday</li> <li>• Saying what you did on holiday</li> <li>• Describing the last day on holiday</li> <li>• Saying what your holiday was like</li> <li>• Using the preterite</li> </ul>

# Music



**Head of Department: Mr C. Tempest-Roe**

**Year 7**

## ***Music is for everyone***

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to experiment with sound, be creative and expressive themselves. The extracurricular program offers a variety of engaging activities that serve to further develop students' musical abilities in an inclusive setting.

	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	<b>Rhythm &amp; Percussion</b> <ul style="list-style-type: none"> <li>Using basic rhythm notation</li> <li>Vocalising rhythms using Kodaly sounds</li> <li>Composing rhythms</li> <li>Performing on unpitched percussion instruments</li> <li>Assessment: Polyrhythm Percussion Performance</li> </ul>	<b>Pitch &amp; Singing</b> <ul style="list-style-type: none"> <li>Using basic pitch notation</li> <li>Singing with effective technique</li> <li>Vocal intonation</li> <li>Composing short melodies</li> <li>Singing in a group</li> <li>Preparing carols for Christmas concert</li> </ul>

	Spring 1	Spring 2
<b>Focus/Context for Learning</b>	<b>Keyboard Skills</b> <ul style="list-style-type: none"> <li>Basic technique</li> <li>Reading treble clef keyboard notation</li> <li>Performing a basic melody on the keyboard</li> <li>Composing a short melody on the keyboard</li> <li>Form and structure</li> <li>Assessment: Ternary Form Performance</li> </ul>	<b>Instruments of the Orchestra</b> <ul style="list-style-type: none"> <li>Instruments &amp; orchestral families</li> <li>Exploring musical elements</li> <li>Developing keyboard technique</li> <li>Performing orchestral melodies on the keyboard</li> <li>Assessment: Orchestral Melodies Performance</li> </ul>

	Summer 1	Summer 2
<b>Focus/Context for Learning</b>	<b>Band Skills 1</b> <ul style="list-style-type: none"> <li>Chords</li> <li>Keyboard, ukulele, guitar, bass guitar, drum kit</li> <li>Reading fingerboard notation and tab</li> <li>Reading drum kit notation</li> <li>Assessment: Band Skills Progress Check</li> </ul>	<b>Band Skills 2</b> <ul style="list-style-type: none"> <li>Exploring effective band performance</li> <li>Keyboard, ukulele, guitar, bass guitar, drum kit</li> <li>Performing a song as part of a band</li> <li>Assessment: Band Performance</li> </ul>



## Head of Department: Mr K. King

Year 7

Core PE is exclusively practical. Throughout key stage 3 all students take part in one double lesson of physical education per week. This adheres to the national requirement of all 11-14 year olds accessing a minimum of two hours of physical education per week. There are also extensive opportunities for students to participate in extra-curricular sport before school, at lunchtime and after school.

We deliver a winter programme that is traditionally games based that helps develop skills such as outwitting opponents, defining roles within team games and moreover a duty of care within a team setting where cohesion and communication are paramount to success. In the winter term there are also opportunities to develop physical attributes such as cardiovascular fitness, muscular endurance, strength and speed along with other important components of fitness.

In the summer term pupils are taught a wide range of athletics disciplines with an equal opportunity to develop in both track and field events. Striking and fielding also plays an integral part in the summer term and allows both team and individual skills to be developed accordingly.

Pupils will not gain a qualification during key stage three. However the skills and knowledge they acquire act as a pathway to success if they decide to access a qualification in PE at key stage 4 or 5.

	Autumn 1	Autumn 2
Focus/Context for Learning	<b>Basketball:</b> The fundamental skills of passing and dribbling form the main focus in year 7. Shooting in both passive and pressured situations are built into lessons to form the basis of a full game. All the basic laws of the game are taught.	<b>Rugby:</b> Students are taught the fundamental skills within the game such as running with the ball, evading opponents, passing, tackling and rucking. The length of the unit allows boys to make rapid progress regardless of previous experience in the sport.

	Spring 1	Spring 2
Focus/Context for Learning	<b>Health Related Fitness:</b> Students are able to improve components of fitness within this unit. Emphasis is on extended periods of activity whilst informing pupils of the benefits of leading a healthy lifestyle.	<b>Handball:</b> This unit focuses on individual skills such as shooting, dribbling, passing and spatial awareness. Students are taught to develop these skills under ever increasing demands and get the opportunity to play in small sided games.

	Summer 1	Summer 2
Focus/Context for Learning	<p><b>Tennis:</b> Students are taught the basic fundamental elements of tennis. While developing their skills, they will also have the chance to officiate games.</p> <p><b>Athletics:</b> Each discipline is taught as an introductory lesson with pupils spending two lessons on each event. The fundamental skills and tactics involved will be taught along with the knowledge of how to measure and record.</p>	<p><b>Softball:</b> This unit allows students to experience striking and fielding in an alternative sport. Introduction to core skills along with strategy and rules forms the basis of this unit.</p> <p><b>Cricket:</b> An opportunity to develop batting, bowling and fielding feature in year 7. Time is spent on core skills that help individuals develop as an individual and as a team player. In year 7 we introduce the core skills such as throwing, catching, batting and fielding. They gain an understanding of basic rules of the game.</p>

# Religious Education



Head of Department: Ms A. Conway

Year 7

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><b>Introduction to St Aloysius-</b> this unit gives students an introduction into the school values, an insight into the lives of the school saints and a chance to reflect on what their example teaches Christians today.</p> <p><b>Bible-</b> This unit gives students an understanding of the formation of the Bible and the types of writings that can be found within the Bible. It examines the importance of both the Old and New Testament for Christians today.</p> <p><b>Creation-</b> This unit reflects on what the story of Genesis teaches us about God, man's place within the world and how evil entered the world through the fall of man. It gives students an opportunity to reflect on whether evil is a problem for a belief in God.</p>	<p><b>God's People in the Old Testament –</b> This unit looks at how God formed covenants with the people in the Old Testament, it follows the characters: Noah, Abraham, Joseph and Moses on their faith journey. It looks at the role of the ten commandments in the lives of the people in Old Testament and examines their relevance today.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><b>God's People in the Old Testament –</b> This unit continues to look at the history of the Jews living in the Promised Land under the authority of the monarchs King David and King Solomon. It looks at the strengths and the failings of King David and King Solomon and the events that led to the exile of Jews by the Babylonians.</p> <p><b>Incarnation –</b> This unit looks at the development of the promise of the Messiah in Old Testament and how this promise was fulfilled through the birth of Jesus Christ. It looks at the role of Mary in bringing about the incarnation and what Jesus' birth means for lowliest in society.</p>	<p><b>Incarnation -</b>This unit continues to examine who Jesus is through the writings of the gospels, looking at the stories of Jesus' birth and miracles. It also examines the need for God to be incarnated and what it means to call Jesus fully man and fully God.</p> <p><b>Jesus' teachings-</b> This unit looks at Jesus' teachings on the Sermon of the Mount, the Beatitudes and how Jesus used parables to explain what the Kingdom of God is.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><b>The Paschal Mystery-</b> This unit looks at the events of Holy Week that led to Jesus' death and resurrection. This unit examines how Jesus' death and resurrection result in human salvation and what that means for Catholics understanding of the afterlife.</p>	<p><b>Islamic beliefs-</b> This unit looks at the core beliefs in Islam, such as their belief about Allah, prophets, the Qur'an, angels, pre-destination and life after death</p>

# Science



## Head of Department: Ms A. Bude

Year 7

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	<u>Working scientifically</u> Investigation Skills for Science  <u>1B. Organisms</u> Movement and Cells	<u>2P. Energy</u> Energy cost and Transfer  <u>3C. Matter</u> Particle Model and Separating Mixtures

	Spring 1	Spring 2
Focus/Context for Learning	<u>4B. Genes</u> Variation and Human Reproduction  <u>5P. Waves</u> Sounds and Light	<u>6C. Reactions</u> Acid and Alkalis, Metals and non Metals  <u>7B. Ecosystem</u> Interdependence and Plant Reproduction

	Summer 1	Summer 2
Focus/Context for Learning	<u>8P. Forces</u> Speed and Gravity	<u>9P. Electromagnets</u> Voltage Resistance and Current



# Assessments & Revision



We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them.

## Year 7 Assessment Schedule

The Year 7 curriculum is focused on embedding the skills and knowledge needed to prepare for his approaching GCSE's . Students will follow the school assessment schedule. In Year 7 their assessment schedule is as follows:-

AP1 – 25<sup>th</sup> November 2024

AP2 – 2<sup>nd</sup> June 2025

Pupils that underachieved will have to attend a meeting with their parents and a senior member of staff to discuss lack of progress. The pupils may be asked to resit another assessment.

Reports will be available after each assessment point on Go4Schools. Please use the report to discuss your son's progress and the next steps with them.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

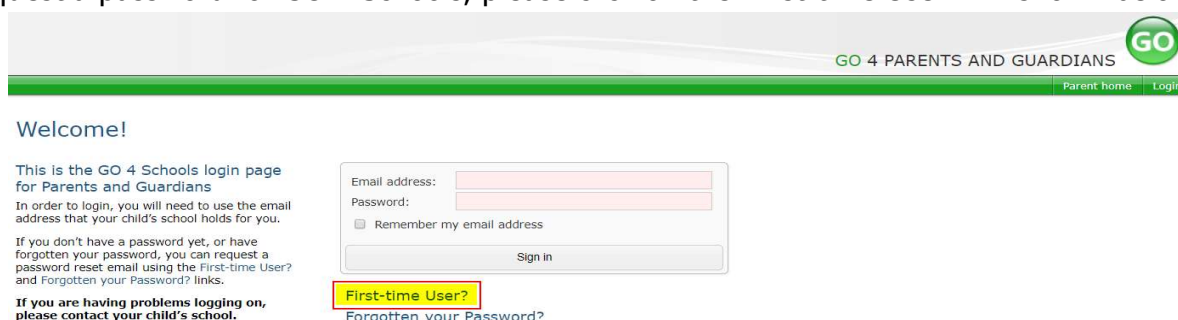
Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

## Accessing your Go 4 Schools Account

To access the site, please go to [www.go4schools.com](http://www.go4schools.com) and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

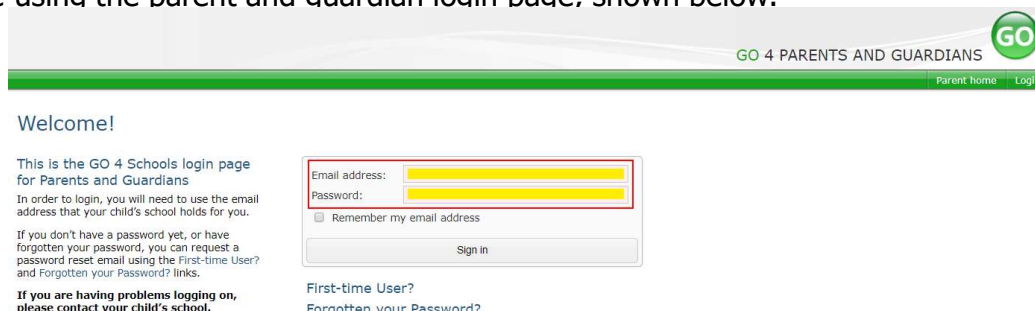
To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



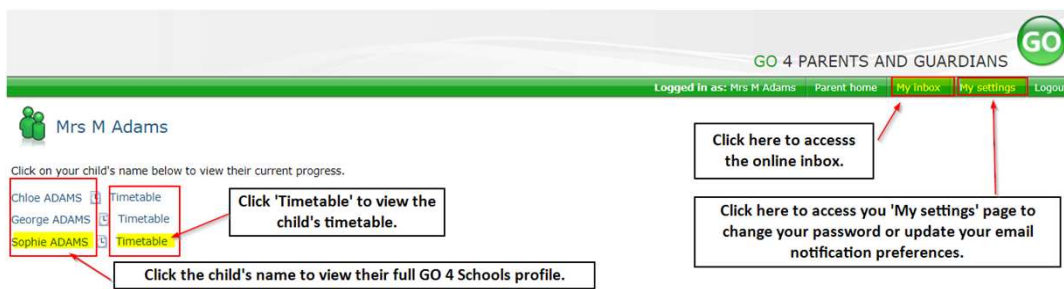
Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.



You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.



## Once logged in, what will you see?



GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams Parent home My inbox My settings Logout

Mrs M Adams

Click on your child's name below to view their current progress.

Chloe ADAMS Timetable

George ADAMS Timetable

Sophie ADAMS Timetable

Click 'Timetable' to view the child's timetable.

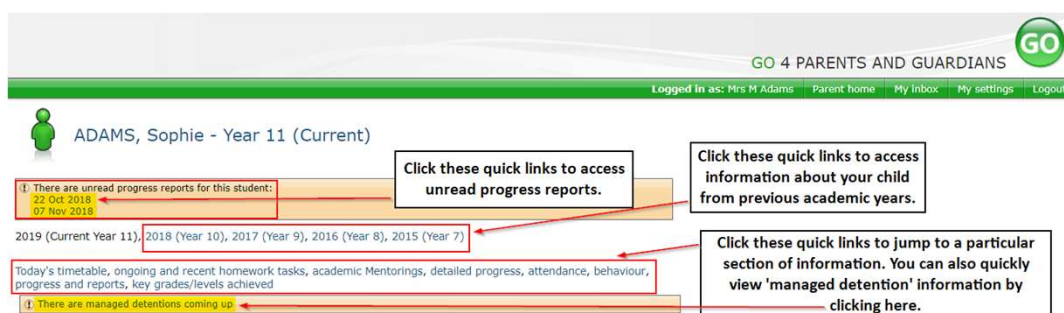
Click the child's name to view their full GO 4 Schools profile.

Click here to access the online inbox.

Click here to access your 'My settings' page to change your password or update your email notification preferences.

### Parent home view

When you log in you will see names of your children that attend the school.



GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams Parent home My inbox My settings Logout

ADAMS, Sophie - Year 11 (Current)

Click these quick links to access unread progress reports.

Click these quick links to access information about your child from previous academic years.

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

There are unread progress reports for this student:

22 Oct 2018 07 Nov 2018

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

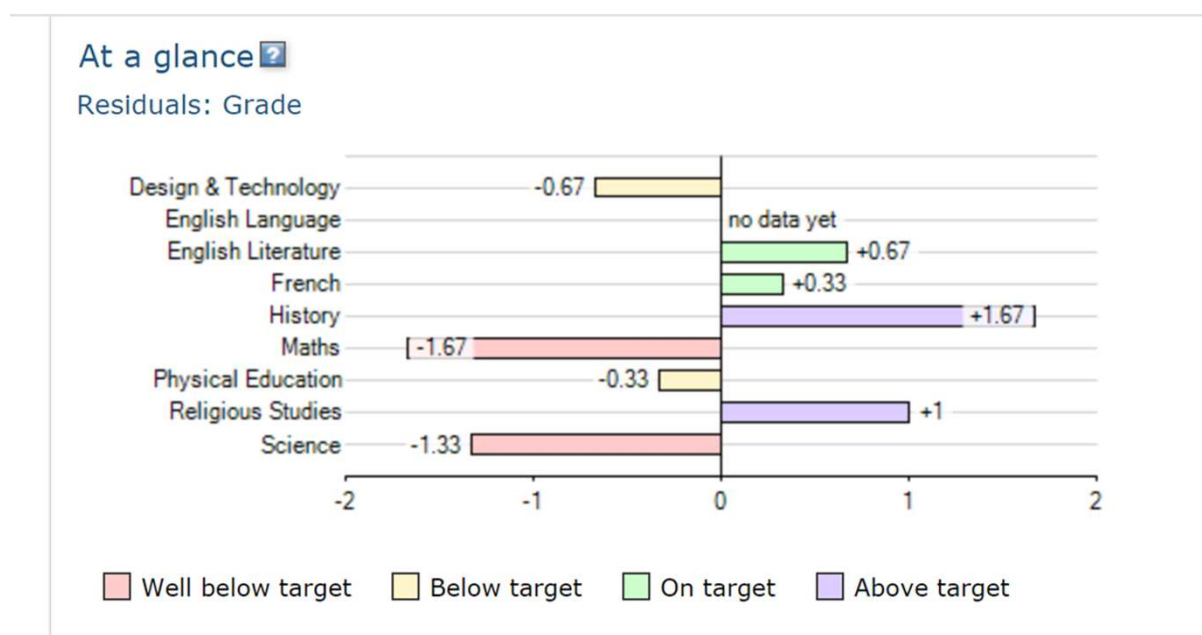
Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

There are managed detentions coming up

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

## At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target




## Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

### Attendance

[View detailed attendance record](#)

Attendance	100.00%	 <ul style="list-style-type: none"> <li>Attendance</li> <li>Authorised absences</li> <li>Unauthorised absences</li> <li>Unknown marks</li> </ul>
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

## Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

### Detailed progress

Subject	Year 7 Baseline	EoY 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Garrib	-	-	-	
Maths Ms K Royston	95	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson <a href="#">View subject description</a>	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

## Behaviour Data

This will give you an overview of positive and negative behaviour points.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
<a href="#">More</a>	

[View full profile](#)

## Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

### Today's timetable

Tu	08:50	09:15	10:15	10:15	11:20	11:40	12:40	12:40	14:20	14:20	15:20
	Tutorial 11G/Tu Dr A ARMSBY CONNEL	Mathematics 11n/Ma1 Mrs T TWEEDIE	Biology 11NT/Bi Mr A AL-ADELI			French 11Z/Fr1 Miss A AKANOVA		Geography 11Y/Gg1 Mrs L LALONDE		French 11Z/Fr1 Miss A AKANOVA	

[View full timetable](#)

## Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

### Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	<a href="#">View report</a>	<a href="#">View report</a>	<a href="#">View report</a>	

## Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

### My settings

Your login email address is:

#### Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

#### Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

### Behaviour update emails

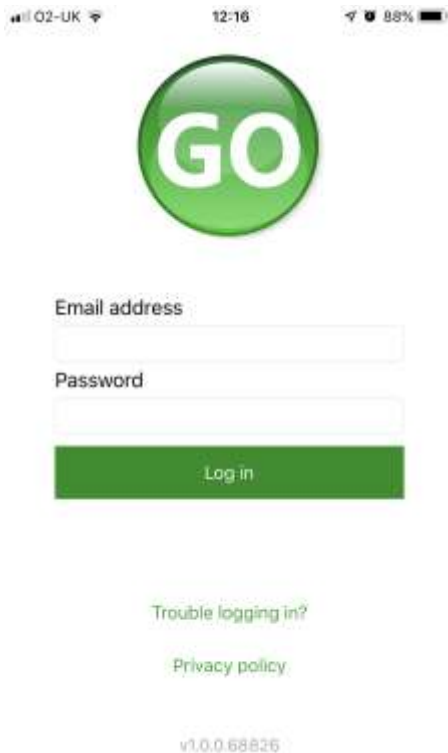
How often should we send you email updates about behaviour events?

*If you do not wish to receive updates about your child's behaviour please contact your child's school.*

We will send updates only if new events have been recorded by Demonstration School.



## How to log in to the App



1. Tap on the App to open.
2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.

## How to view your child's homework

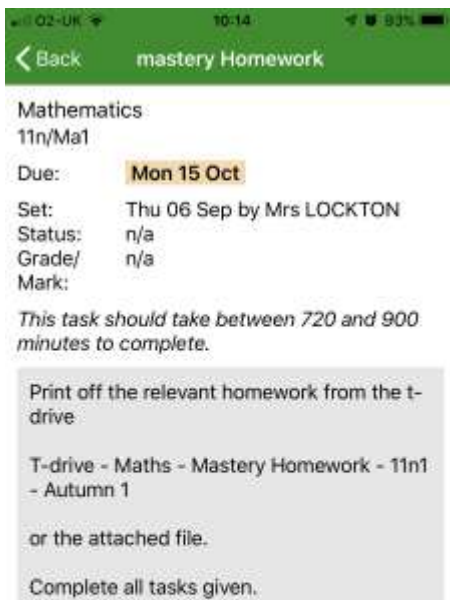
02-UK 13:11 88%

< Back Homework

Ongoing Extended Pending History

Fri 14 Dec	Algebra: Solving simultaneous equations Mathematics, 11n/Ma1	730-980 min.
Mon 10 Dec	Mastery Homework 2 Mathematics, 11n/Ma1	720-900 min.
Tomorrow	Homeostasis Biology, 11N1/Bi, 11NT/Bi	600 min.
Tomorrow	English Poetry Revision English Literature, 11n/En1	60 min.
Tomorrow	Maths GCSE Y11 Worksheet 2 Mathematics, 11n/Ma1	22 min.
Today	Cell structure Biology, 11N1/Bi, 11NT/Bi	10-20 min.
Today	English Literature Revisions for year 11 English Language, 11n/En1	70 min.

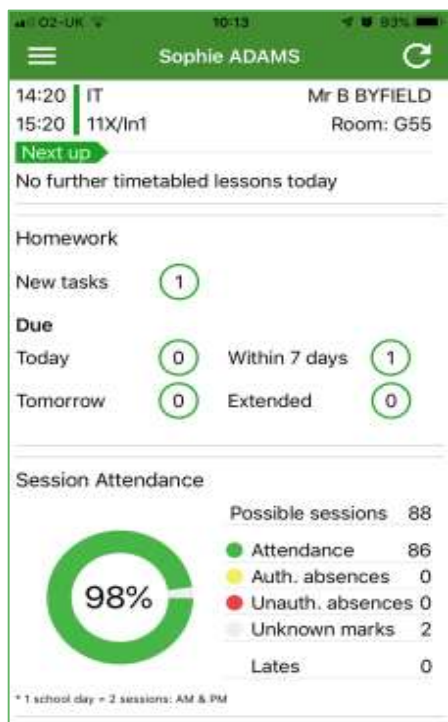
The homework card allows you to filter by ongoing, extended, pending, and homework history. Tap on the specific homework you wish to view.



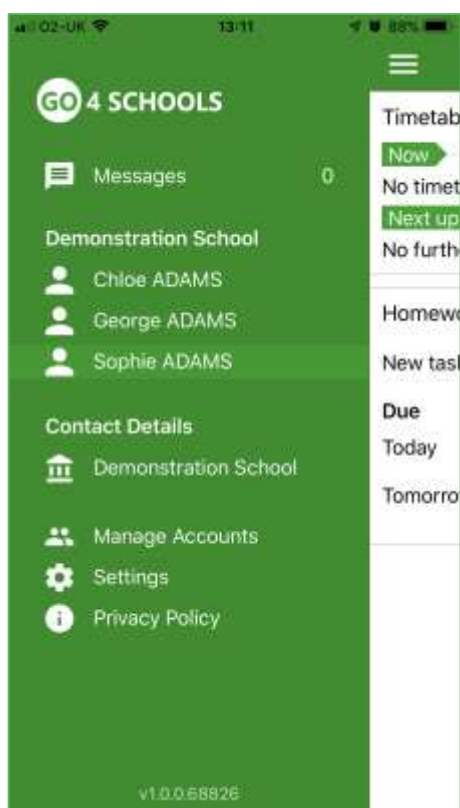
mastery Homework	
Mathematics	11n/Ma1
Due:	<b>Mon 15 Oct</b>
Set:	Thu 06 Sep by Mrs LOCKTON
Status:	n/a
Grade/	n/a
Mark:	
<i>This task should take between 720 and 900 minutes to complete.</i>	
Print off the relevant homework from the t-drive	
T-drive - Maths - Mastery Homework - 11n1 - Autumn 1	
or the attached file.	
Complete all tasks given.	

Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.

## How to view your messages



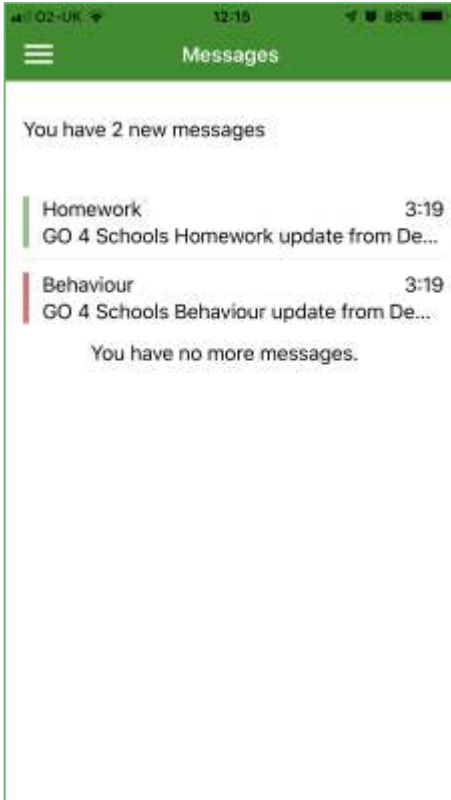
Tap on the menu in the top-left corner to access messages and settings.



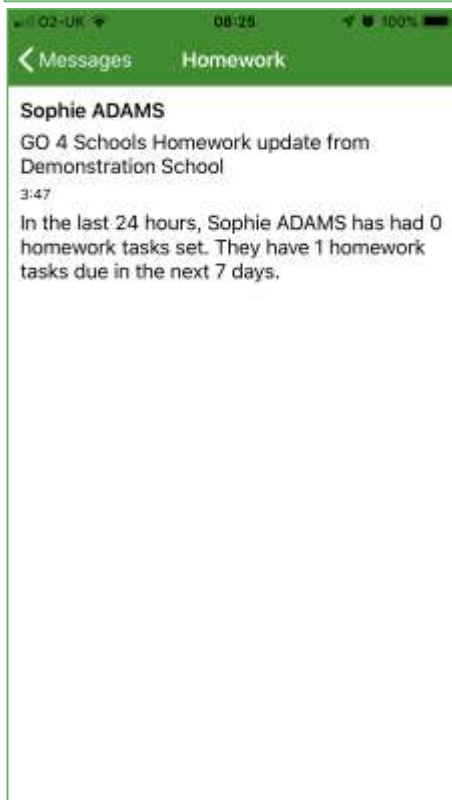
From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.



## How to view your messages



In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



Tap back on messages and then your child's name to return to the main screen.



## How to view your child's attendance



The attendance information is displayed on the main App page and shows the overall percentage attendance as a chart with details for authorised and unauthorised absence including a count of late marks. Where an unknown mark is displayed this may be due to the school waiting for confirmation for the reason of the absence.

# Notes



## Notes

