

St Mark's Catholic School



Year 7 Curriculum Booklet

Contents

RE	3
Art	4
Computing	5
Design Technology	6
Drama	7
English	8
French	9
Geography	10
History	11
Maths	12
Music	13
PE	14
Science	15
Spanish	16



Introduction

Ofsted described the curriculum at St. Mark's as "outstanding". The Year 7 curriculum provides all students with the opportunity to fulfil their God given potential. Students study a broad range of subjects which promote their spiritual, moral, cultural, mental and physical development. Staff use a variety of teaching methods so that pupils can develop a range of learning styles. Lessons are differentiated to ensure that all students are challenged and make effective progress. Students develop a wide range of knowledge, skills and understanding during their first year at St. Mark's. Subject Departments are well resourced. There is a strong focus on literacy, numeracy and ICT skills across the curriculum. Students are encouraged to be creative, to ask questions and to have high expectations of themselves. Homework is set on a regular basis and there is a whole school approach towards assessment and marking based on effort and attainment. Students will be given advice by teachers on how they can improve further. There are also a range of extra curricular activities and trips which enhance learning across the curriculum.

At St Mark's Year 7 is divided into two half year blocks. In each block we have three Tutor Groups. The Tutor Groups are named after the Houses in the School. In one half we have Clitherow, Becket, More and in the other Pole, Fisher, Champion.

Clitherow, Becket, More follow Spanish while Pole, Fisher, Champion study French. In RE, History, Geography, English, Drama and Languages the pupils are taught in Tutor Groups; however, for certain subjects the Tutor Groups are divided into four groups enabling smaller group sizes. This happens in Maths, Science, Computing, Music, Technology, Art and PE.

Maths sets in Year 7 from September. The sets are based on an internal test and the Primary School Data. Four groups exist in each half with the Foundation groups being much smaller. The department has regular opportunities for movement between the groups.

RE

Assessment

Apart from assessment of class work and weekly homework there are three key assessments, one in each term, which the whole of Year 7 do. These are levelled according to set criteria. They include:

- A letter about the first Nativity play
- A Parish Project
- A booklet about Hinduism

There are also opportunities for self-assessment and peer assessment.

Homework

- Research
- Poetry
- Art eg. posters, storyboards
- Preparing power point presentations
- Creating videos
- Creating information booklets
- Extended writing



Study topics

The theme for the year is 'This is my faith'. Topics include:

- Introduction – what does it mean to be a Catholic at St. Mark's School?
- The Life of Jesus / The Liturgical Year
- Prayer
- Pilgrimage
- The Sacraments
- Places of worship including a Parish Project
- Introduction to World Religions
- Indian religions: Sikhism, Hinduism
- 'Who am I?' Project – my beliefs, values, who do I want to be, family, my journey of faith.

Skills

- Reflecting
- Presenting
- Discussing and debating
- Literacy skills
- Evaluation / criticism of beliefs and opinions
- Peer assessment
- Self assessment
- Researching

Book/Resources/Web page references

- www.reonline.org.uk/ks3
- www.biblegateway.com
- www.bbc.co.uk/religion
- www.lifeofchrist.com

Activities/Visits

- Visit to a local Gurdwara
- Advent calendar competition
- Activity in St Michael & St Martin's Church

Student View

"I've enjoyed everything! Every lesson is filled with fun and new things to learn. The work we get is challenging."

Art

Assessment

Work is assessed using an attainment grade A-E and an effort grade 5-1.

Key pieces of work are the final outcomes for each project.

Homework

Homework is set once every two weeks and students are provided with a sketchbook at the start of Year 7 in which to work.

Homework tasks are set to inform work that is completed in class as well as reinforce learning. Types of homework could include:

- Research gathering and presenting information
- Taking photographs
- Making rubbings
- Collecting materials
- Practising and developing skills.
- Making drawings and studies in a range of media
- Planning ideas
- Making 3 dimensional models



Study topics

Over arching theme: Journeys

- Painting; Exploring Aboriginal Art, their belief system and the characteristics of the artwork before producing a personalised painting.
- Ceramics; learning a range of hand building techniques and looking at the work of a range of artists and makers before designing and constructing a pot.
- Printing; building collages in low relief from a range of materials before inking and printing from them. Exploring the work through a range of artists and designers.

Skills

- Drawing and painting
- Hand built ceramics
- Relief printing

Book/Resources/Web page references

- www.kateowengallery.com
- video.nationalgeographic.com/video/kids/Australia-rockart-kids/
- www.artheritageprogram.org/Aboriginalart
- www.britishmuseum.org
- www.tate.org.uk
- www.artchive.com

Activities/Visits

Art club runs weekly.

Student View

"I enjoy Art, because it's different to the other subjects as you can express your creativity"

"My first year of doing Art at St Mark's was fantastic because we did exciting and clever projects! The one I liked the most was when we did printing because it came out really well"

Computing

Assessment

Pupils will be assessed based on the following 3 Key performance areas:

- Planning and Design
- Technical Skills (including programming, Modelling and Graphics)
- Evaluation and written skills.

Specific technical skills will be assessed based on the study topic.

Homework

Homework will be set fortnightly and should take up to 30 minutes to complete.

Homework will be a mixture of planning activities, design work and quizzes to test understanding of the lesson objectives.



The computing curriculum has been designed around the growing importance of Computing in mobile, web and gaming technologies whilst understanding the history of computing technology.

It equips the students to use Computational thinking and creativity to understand and hopefully change the world!

Study topics

- Young People Safe Online
- Prayers for the World Movie
- Computational Thinking and Creative Game Design
- Creative Microbit Projects
- Who wants to be a Millionaire Interactive Quiz

Skills

- Movie making – Using Serif MoviePlus
- Game Development – Scratch
- Graphics – Adobe Fireworks
- Multimedia & Rule Base Programming - Matchware Mediator
- Basic Programming - BBC Microbit (Block Editor and Python)
- Problem Solving, Design, Planning, Organisation, Evaluating, Numeracy and Literacy

Book/Resources/Web page references

<https://scratch.mit.edu/>

www.microbit.org

www.codeacademy.com

<http://www.w3schools.com>

<http://www.learnpython.org>

Student View

“I love playing on my iPad and I want to learn how to code and maybe in the future even develop my own App!”

“Programming is difficult but I loved the satisfaction of writing my first program and then the challenge of creating my own rock, paper, scissors game on the Microbit.”

Design Technology

Assessment

The three material areas, Food & Nutrition, Product Design and Textiles are each taught for a term on a rotation basis. The focus area and making skills are assessed at the end of each rotation based on SKIPS developed for each area. Students are asked to reflect on these SKIPS alongside any written and verbal feedback they have received. The department follows the school assessment policy regarding the marking of class and homework.

Homework

Research topics include - designers; materials; function of ingredients; design movements; recipe ideas; video supporting focus areas; ethical issues.



Study topics

Food and Nutrition - Food on the Go
Product Design - Ergonomic Brush
Textiles - Doorstop

Knowledge and Skills

Food & Nutrition

Food Health and Safety: Safe use of the hob and oven Practical skills e.g. weighing and measuring; knife skills; general preparation of ingredients; different methods of cooking; coating Where ingredients come from

Product Design

Design Communication, Health and Safety, Evaluation CAD, Workshop skills, Modelling

Textiles

Designing, Modelling, Tie and Dye
Embellishment Techniques – basic embroidery and appliqué

Resources

Bitesize
Design Museum
www.idsketching.com
www.food.gov.uk

Activities to support learning

Students are encouraged to cook at home and to practice their design communication skills
Watch food based television programmes and videos on Design and Engineering
Find out how things are made; why materials/ingredients are used; how things work
Take responsible decisions regarding the use of ethically sourced ingredients / materials in their everyday lives

Student View

“It allowed me to be creative, use practical skills, was different to other subjects and I was able to see how things worked once made”

Drama

Assessment

Students in Key Stage 3 are assessed under the following areas:

- Developing Ideas
- Performing
- Evaluating

Students will work towards a final assessed performance at the end of each unit of work. They will receive a level at the end of each unit based on all the work completed in each lesson taking into account their final performance.

Homework

Students in Key Stage 3 will be set Drama homework each half term.



Study topics

- Skills in Drama
- Haunted House
- Bullying
- Fairy tales

Skills

- Team work
- Problem solving
- Performing
- Analysing
- Evaluating
- Confidence
- Public Speaking
- Imagination
- Improvisation
- Directing

Book/Resources/Web page references

- www.bbc.co.uk/schools/websites/11_16/site/drama.shtml

Activities/Visits

- Lower School Drama Club
- School Musical
- Inter-house Drama competition

Student View

"Drama at St Mark's is really exciting and fun and the teachers are always very helpful!"

Maths

Assessment

Students complete an assessment every half term and are given a mark and a level.

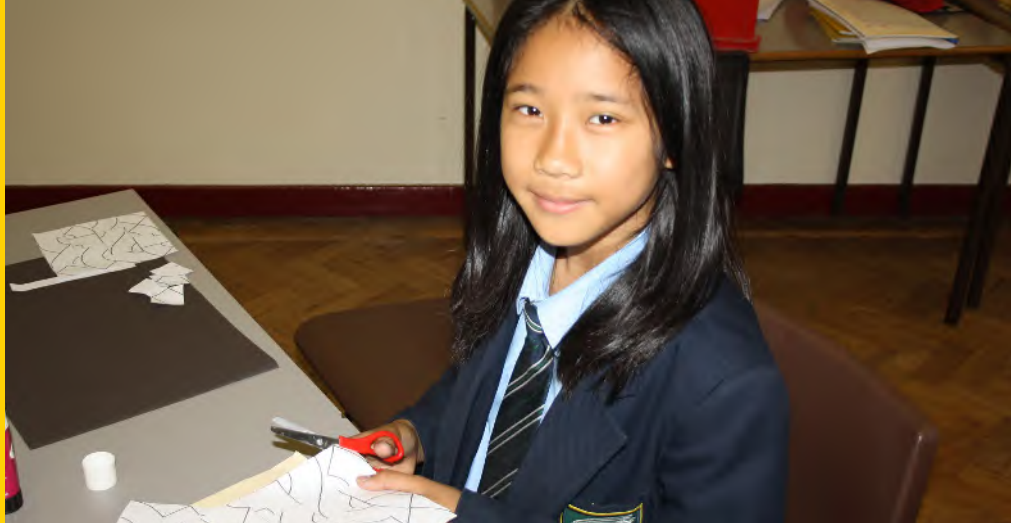
They are provided with topic lists and revision materials from which to prepare for these assessments.

The progress of students is monitored throughout the year and set changes are made where appropriate.

Homework

Homework is set twice a week.

One piece is an e-learning homework which can be accessed via <https://vle.mathswatch.co.uk/vle/>



Study topics

This year the breadth of the Year 7 Curriculum has been reduced to focus on greater mastery of key number concepts. The first four half terms are focused on number patterns, fractions, decimals and percentages. Geometry and algebra are introduced after Easter. All students are provided with login details and revision lists for Mymaths and Mathswatch which gives them the opportunity for independent learning and to monitor their own progress.

Skills

Exposure to problems of an appropriately challenging nature encourages the students to think and communicate mathematically, precisely, logically and creatively. Mental strategies are reinforced throughout so that students develop a sound numerical ability, and are able to recall mathematical facts, make estimations, and use visual imagery. The students will be encouraged also to develop basic algebraic and geometrical skills.

Resources

- www.bbc.co.uk/schools/ks3bitesize/maths
- www.mathsnet.net/ks3
- <https://vle.mathswatch.co.uk/vle/>

Activities/Visits

There are a number of activities and visits available for students including the Nationwide Mathematics' Challenge and opportunities for students to attend after school enrichments sessions.

Maths Support Centre

The Maths Support Centre offers a space where students can get direct support after school. It also has computers where online Maths homework can be completed. All KS3 students are welcome to drop in and ask questions.

Catch-Up Students

Pupils who did not achieve the expected standard in mathematics Key Stage 2 (that is, students with a scaled score of less than 100 on the Key Stage 2 test) will have extra Maths sessions throughout the year. These sessions provide the additional support that students need to catch up with the mathematical ideas that are developed at greater depth at Key Stage 3.

Student View

"When I had some difficulties in Maths in Year 7 I got lots of help and I ended up making good progress by the end of the year"

English

Assessment

Reading

- A critical essay analysing a character from an autobiography
- An essay analysing a theme in Shakespeare's Romeo and Juliet
- A critical poetry essay
- Close analysis of a character's development in a novel

Writing

- Writing a piece of descriptive writing within the Gothic genre
- Sonnet writing
- Writing a Newspaper Report
- Writing formal letters for different purposes

Homework

In English, students get homework twice a week. One of these will always be a reading homework. Students will complete a variety of homework tasks to consolidate and enhance their learning. Some examples are:

- Research an author or writing genre studied in class
- Write a review about a book you have recently enjoyed reading
- Write your own opening chapter to a novel
- Write a poem based on a theme discussed in class



Study topics

Transition Unit

The opening unit acts as a transition between KS2 and KS3 level English giving students the opportunity to grow in confidence with the knowledge and skills they achieved at Primary School. The unit begins by exploring autobiographical writing which encourages students to get to know each other and develop speaking and writing about themselves, it then moves on to exploring characterisation and leads into the Gothic Genre.

Introduction to Shakespeare

An incredibly creative unit designed to take away the fear from Shakespeare and give students a rich insight into many of Shakespeare's plays, the language he uses and how the plays were performed in the Elizabethan era.

Poetry

An exciting unit which allows students to read a rich variety of poetry in different forms from dramatic monologues, sonnets, haikus and many more. Students will learn and understand how writers cleverly use different poetic techniques in their writing to achieve effects.

The Novel

Students will study either of the fantastic novels 'Private Peaceful' or 'Holes.' Two incredibly exciting novels where they will study characterisation, plot structure and the way writers use language to create mood and tone.

Skills

- Story writing, skimming, scanning, predicting, inferring and deducting
- Analysing characterisation, plot structure and the way language is used to create mood and tone
- Non-fiction writing techniques: using Standard English and formal language
- Technical accuracy including proof reading, using a variety of sentence structures and punctuation for effect, dictionary skills and paragraphing

Book/Resources/Web page references

Private Peaceful, Holes, poetry by Alfred Lord Tennyson, extracts from Roald Dahl's Boy, Romeo and Juliet and extracts from classic Gothic novels.

Activities/Visits

Regular trips to the LRC, Theatre trips, Readathon, Book week competition - designing a book mark to encourage a love of reading

Student View

English has been my favourite subject this year. Romeo and Juliet was brilliant because we got to perform some of the scenes we were analysing. We get to do a lot of creative work and read some amazing novels and plays.

French

Assessment

End of unit tests in listening, speaking, reading and writing.

Continuous informal assessment of all 4 skills.

Homework

- Set Weekly
- Vocabulary and structure learning
- Matching exercises
- Display or poster work by hand or on computer
- Reading comprehension with exercises
- Writing about yourself



Study topics

- **Introductions:** meeting people, school objects and the alphabet, numbers, ages, months, birthdays.
- **My family and friends:** brothers and sisters, family members, pets, describing yourself and others' character and appearance
- **Where I live:** town or country, rooms and furniture, activities at home, telling the time
- **School:** school subjects, opinions and reasons, school timetable, morning routine, what you do after school
- **My town:** places in town, directions, where you are going, ordering drinks and snacks

Skills

Listening, speaking, reading and writing are practised and developed each lesson, along with strategies for language learning.

Book/Resources/Web page references

- Expo 1 textbook and resources
- www.languagesonline.org.uk
- www.zut.org.uk

Activities/Visits

Year 7 French trip to Paris

Student View

"Learning French in Year 7 was a great experience! All the lessons were really fun, enjoyable and very interactive. The homeworks were also fun to do and it wasn't too hard or too easy. The teachers were nice and if you asked for help they would help you straight away."

Geography

Assessment

Homework set each week, graded for effort and attainment every 3 weeks. This builds up a "Record of Work" in students' exercise books to inform the Individual pupil monitoring process and report writing.

Homework

- Written work – description and analysis, annotating photos, extended writing.
- Graphical work – sketches, drawing.
- Research work – from researching facts to in depth research for a piece of assessment.



Study topics

Personal Geography

- My Passport
- My Local Area Investigations
- Map Skills
- Rivers and Flooding
- Weather and Climate

Skills

- Map Skills – grid references, symbols, distance, direction
- Enquiry Skills
- Literacy
- Sense of Place
- ICT skills – research and presentation
- Visual understanding
- Verbal Skills – ability to respond to and ask questions

Book/Resources/Web page references

- Key Geography "Foundations"
- Atlas (book or online)
- BBC
- CIA World Factbook
- Meteorological Office
- YouTube

Student View

"I really enjoyed learning about different kinds of extreme weather conditions in the UK and around the world. I found it really interesting to find out what the effects of these weather conditions are and what actions have been taken to prevent further damage." Katie Porter

"I have enjoyed going to the computer room and doing presentation work" Phillip Hill

"Doing group work and making posters in Geography has been great fun"

History

Assessment

Homework will be set every week.

In addition there will be 3 key assessments. These are spaced out throughout the year and address key historical issues at set points in the year. They are:

- Why did William of Normandy win the Battle of Hastings?
- How did the Peasant's Revolt end?
- The Tudors: source analysis

These key assessments will be marked by the class teacher and targets created by the students for the next piece of work.

Records of the key assessments will follow the students through Years 7, 8 and 9. In Year 9 they will be used to determine whether they have achieved their Key Stage 3 target.

Homework

- Castle building
- Research
- Role play preparation
- Battle re-enactment
- Game creation
- Poems



Study topics

- Britain 1066 – 1500 : Medieval England
- The Crusades: Were the Crusades about defending God or gaining power?
- Britain 1500-1603 Part One: The Tudors and religion

Skills

- Students will be able to understand the key events in a period from 1066 to 1603.
- They will be able to write well-structured and developed pieces of writing which answer key historical questions.
- Students will analyse and evaluate a variety of different historical sources during Year 7. They will learn to judge reliability, to make inferences and to recognise different interpretations.
- In class there will be scope for discussion and debate.
- All students will have the chance to undertake more independent work using resources in school and at home.
- Students will be encouraged to come to their own conclusions on historical questions from the work they have done at home and in class.

Book/Resources/Web page references

- BBC History
- www.spartacus.schoolnet.co.uk
- National archives
- Medieval Minds (1066-1485) text book
- Changing Minds (1500-1750) text book
- Rediscovering History (The making of the UK) text book

Activities/Visits

Year castle building competition - There will be prizes for the best form castle and an overall prize for the best in the year.

Student View

"I think History was good this year because I like how we explored all the subjects in a fun and inventive way, like role plays."

Music

Assessment

Each topic is assessed through performance, composition and written tasks



Study topics

- Elements of Music
- Instruments of the Orchestra
- Music for Special Occasions
- African Music
- Voices in Layers

Skills - Students will:

- Develop their performing skills by learning how to play instruments accurately and fluently.
- Develop their compositional skills by learning how to improvise and compose by drawing on a range of musical structures, styles and features.
- Identify and use musical vocabulary accurately and confidently
- Develop their knowledge of musical notation and basic harmony
- Develop their understanding of the history of music and how music has evolved through the ages
- Learn how to use music technology to develop their performance and musical skills

Resources:

- 2 large classrooms with keyboards
- 25 macs with Logic, Garageband and Sibelius
- 5 practice rooms with keyboards and drum kits
- a selection of electric and bass guitars
- a recording studio

Activities:

- Lower School Choir
- String Group
- Orchestra
- Musical productions
- Concerts

PE

Assessment

The wide ranging curriculum allows students to develop their performance across a range of activities where they will need to select and apply appropriate skills relevant to the situation they are in. Students are encouraged to participate in many of the school clubs available to them or pursue an activity they enjoy outside of school. Students are then assessed against Subject key Indicators of Performance (SKIPs)



Study topics

Invasion Games, Net Games, Fitness, Gym, Striking and Fielding Games, Athletics.

Skills

Physical Education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality Physical Education curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. (National Curriculum for Physical Education)

Book/Resources/Web page references

- BBC Sports Academy (via the BBC sports website)
- Any relevant coaching book/website

Activities/Visits

The Physical Education Department runs many after school clubs which travel and play in a variety of school fixtures in the local area and across the county and region.

The department also runs popular Ski trips to Austria and a Football Tour to Valencia.

Student View

"I really enjoy my PE lessons at St. Mark's – they are fun and I enjoy learning new skills and making friends. I also like that I can be part of a school team and that lots of people take part."

Science

Assessment

Teachers mark work regularly and targets are given as to how students can improve their work.

Many activities are designed so students can assess their own understanding of a topic, including self and peer assessment tasks. Students sit end of term modular exams at Christmas, Easter and Summer. Each student is awarded grade for their exam and their achievement is compared to the Science Key Indicators of Performance so that they can easily map their progress throughout the year. Students reflect on their learning after each end of term exam by setting themselves specific targets to improve in the next assessment.

Homework

A range of homework activities are used in Year 7 so as to build upon the work done in class: research of a topic for the next lesson, preparing talks for role plays or completing specific sections in their work book.



Study topics

The course is taught in topics covering Physics, Chemistry and Biology modules.

Biology: Life Processes, Environment & Feeding Relationships, Reproduction and Survival

Chemistry: Particles, Acids, Alkalis & Mixtures, Simple Chemical Reactions

Physics: Electricity & Magnetism, Forces, Universe and Energy

Skills

Students will learn to use specialist Science equipment.

Students will build upon prior knowledge from Key Stage 2 in order to plan investigations, obtain relevant evidence and interpret their own results.

Students are encouraged to formulate opinions on current scientific advances to evaluate their effect on society.

Book/Resources/Web page references

- Lonsdale: The Essentials of Science Key Stage 3
- www.bbc.co.uk/schools/ks3bitesize/science

Activities/Visits

Weekly Science Club which is an after school club that offers students the chance to do Science-related activities that extend and enhance the Science they experience in the classroom.

Student View

"I really enjoy Science because of all the fun experiments that we do! We couldn't do those experiments in Year 6"

Spanish

Assessment

National Curriculum end of unit tests in listening, speaking, reading and writing.

Continuous informal assessment of all 4 skills.

Homework

- Vocabulary and structure learning
- Matching exercises
- Display or poster work by hand or on computer
- Reading comprehension with exercises
- Writing about yourself
- Fronter-based work



Study topics

Introductions: meeting people, school objects and the alphabet, numbers, ages, months, birthdays.

School: school subjects, opinions and reasons, school timetable, morning routine, what you do after school

My family and friends: brothers and sisters, family members, pets, describing yourself and others' character and appearance

Where I live: town or country, rooms and furniture, activities at home

My free time: what you do in your free time, telling the time, sports, saying what you like doing and what you are going to do

My town: places in town, invitations to go out, weather

Skills

Listening, speaking, reading and writing are practised and developed each lesson, along with strategies for language learning.

Book/Resources/Web page references

- Mira 1 textbook and resources
- www.languagesonline.org.uk
- www.zut.org.uk
- www.espanol-extra.co.uk

Activities/Visits

Year 7 Spanish Trip to Madrid

Student View

"Learning a language in Year 7 was a really fun experience. We learnt so much in a year. It's hard to believe that we went from the word hello to sentences to paragraphs in one year – I can't wait to learn more."



St Mark's Catholic School

106 Bath Road, Hounslow

Middlesex, TW3 3EJ

020 8577 3600

staffroom@st-marks.hounslow.sch.uk

www.st-marks.hounslow.sch.uk