

CURRICULUM BOOKLET

King Henry VIII School



**KING HENRY VIII
SCHOOL**

Year 7 2023/2024

Dear Parent/Guardian

This curriculum booklet has been put together as part of the Home-School partnership. It includes an outline of the topics / themes studied in each subject throughout the year.

Where possible, this has been arranged into the three terms, although, some subjects do not study the topics in the same order with every group. Additionally, in Art, DT and Modern Languages, pupils rotate between subjects and teachers on a carousel system.

In addition, some subjects are skills based and it is difficult to define exactly when each skill will be covered. Please be reassured that all groups will ultimately cover the same work leading to a common examination. All pupils do a block of internal exams in the week before half term in the summer term, details about the content of these are given to students usually just before the Easter holiday.

PSHE education at King Henry VIII School is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The aim of PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

The PSHE programme at King Henry VIII School is guided by three core themes:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

We hope that you will find the booklet informative and useful.



Mr R Sewell

ART & DESIGN	Year 7 pupils are introduced to the Creative Process and cover all Formal Elements which make up the building blocks of our curriculum. They will look at critical and contextual studies and begin to analyse independently others work and how it can influence their own. Pupil's will be introduced to a variety of materials and techniques and be able to apply these independently.		
Rotational 5 week block	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Formal Elements • Cultural Architecture – Tone, Colour, Value & Pattern 	<ul style="list-style-type: none"> • Observational Studies – Natural Form • Exploring techniques continuation of colour theory 	<ul style="list-style-type: none"> • Confectionery Creations – material manipulation, relief work
	2D and 3D Sculptural project based on reusable materials		

BIOLOGY	The Year 7 Biology curriculum provides an excellent introduction to both theoretical and practical content so that students development their skills and understanding throughout the year.		
	Autumn Term	Spring Term	Summer Term
Scientific theory	<ul style="list-style-type: none"> • Characteristics of Life • Cells • Reproduction 	<ul style="list-style-type: none"> • Human Reproduction • Plant Reproduction 	<ul style="list-style-type: none"> • Environment and Feeding Relationships
Scientific enquiry	<ul style="list-style-type: none"> • Using key apparatus • Measuring skills • Microscope skills • Drawing specimens • Size estimation • Variables • Bar charts • Data interpretation 	<ul style="list-style-type: none"> • Primary/secondary data • Qualitative observations • Variables • Bar charts • Drawing conclusions 	<ul style="list-style-type: none"> • Research skills • Working collaboratively

CHEMISTRY	The Year 7 syllabus provides a solid introduction to Chemistry. In addition to Chemistry content the topics cover key mathematical and data analysis skills. Importance is also placed on scientific writing too, including spellings of keywords.		
	Autumn Term	Spring Term	Summer Term
	<p><u>Topic 1: Introduction to Chemistry</u></p> <ul style="list-style-type: none"> • Safety and hazards • Bunsen burner • Laboratory apparatus • Experiment steps • Measurements (Entities and units) • Presenting data (including tables and plotting and drawing graphs) • Density <p><u>Topic 2: States of Matter</u></p> <ul style="list-style-type: none"> • States of Matter • Changes of State <p><u>Topic 3: Separation & Solubility</u></p> <ul style="list-style-type: none"> • Mixtures & Separation techniques 	<p><u>Topic 3: Separation & Solubility</u></p> <ul style="list-style-type: none"> • Mixtures & Separation techniques (continued) • Solubility <p><u>Topic 4: Physical & Chemical Changes</u></p> <ul style="list-style-type: none"> • Physical changes • Chemical reactions (inc tests for gases) • Elements, compounds & mixtures • Introduction to naming chemicals and formulae 	<p><u>Topic 5: Acids, Bases & Indicators</u></p> <ul style="list-style-type: none"> • Classifying acids, bases/alkalis and neutral substances • pH scale and universal indicator • Indicators • Reactions of acids • Salts

COMPUTER SCIENCE	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Getting to know the system • Email, Internet, Teams, Remote Access • E-safety • Bebras • Computational Thinking • LOGO • Pixel Art 	<ul style="list-style-type: none"> • Everyone can code! • Presentation skills • Understanding Computers 	<ul style="list-style-type: none"> • Flowcharts • Databases • Micro bits

**DESIGN & TECHNOLOGY/
FOOD PREPARATION & NUTRITION**

Throughout the year students will undertake a carousel of subject areas covering a wide range of skills. The order in which modules are completed is dependent upon which module pupils start within their rotation.

Workshop and Machine Skills

- Students will work with wood and plastic to manufacture small personalised products which gives them confidence using a range of DT equipment, tools and machinery. They will use Computer Aided Design software and become familiar with laser cutting to engrave and cut their designs.
- Students will also take part in a 'Just in Sequence' manufacturing task - constructing and assembling their own unique orders of LED desk lamps as part of a production line

Design Skills

- Introduction to the design process and its iterative nature. Students will design a clock and experience the design cycle through ideas, modelling and making. They will use of CAD/CAM to support prototyping and testing. Students work with a client and therefore learn how to tailor their designs to meets users' needs.

Robotics

- We will be exploring the exciting world of robotics covering building, modifying, programming, testing and driving for a range of challenges and mini competitions in lessons. Students will learn to deploy engineering mechanisms and experiment with a range of sensors to assist with autonomous driving.

Food Preparation & Nutrition

- Introduction to Food & Nutrition. Importance of Health, hygiene and safety rules in the food room
- Nutrition/basic nutrients & food groups
- Methods of heat transfer – Conduction, Radiation, Convection
- Weekly practicals to include, fruit salad, coleslaw, ciabatta pizzas, savoury pasta , macaroni cheese and jam tarts/mince pies – making short crust pastry
- Role and function of ingredients in small cakes eg; rock buns, scones and muffins. Sensory Analysis – Taste Testing
- Muffin design and practical assessment – summative assessment.
- Sensory Analysis and Evaluation. Evaluations – Ranking Test

<p>DRAMA</p>	<p>Autumn Term</p> <p>Introduction to Drama</p> <ul style="list-style-type: none"> • Routines and expectations • Skills and techniques • Working with stimuli <p>Baseline assessments</p> <p>Scripted Drama Project (A)</p> <ul style="list-style-type: none"> • Physical & vocal skills • Staging and blocking • Interpreting character • Set and costume design 	<p>Spring Term</p> <p>Scripted Drama Project (B)</p> <ul style="list-style-type: none"> • Extract selection and staging • Rehearsal and development • Performance assessment • Evaluation assessment <p>Devising Drama Project (A)</p> <ul style="list-style-type: none"> • Devising conventions • Structure and form • Physical theatre skills • Lighting and sound design 	<p>Summer Term</p> <p>Devising Drama Project (B)</p> <ul style="list-style-type: none"> • Stimulus selection and staging • Rehearsal and development • Performance assessment • Evaluation assessment <p>Genres and Styles</p> <ul style="list-style-type: none"> • Naturalism • Forum Theatre • Theatre of the Absurd • Documentary Theatre
<p>ENGLISH</p> <p>There will be overlap between Writing and Speaking and Listening activities.</p>	<p>Autumn Term</p> <p>Reading</p> <ul style="list-style-type: none"> • Shakespeare: Studying Shakespeare's life and theatre, including analytical responses to <i>A Midsummer Night's Dream</i> • Poetry: An introduction to poetry and poetic techniques including analytical responses to ballads and free verse • Fiction: The analytical study of texts such as <i>The Monkey's Paw</i>, <i>The Speckled Band</i>, <i>The Hobbit</i>, <i>The Ghost of Thomas Kempe</i> and <i>The Shadow of the Minotaur</i> • History and development of the Language: Introduction to Language Change: Old English, Beowulf, Chaucer and Shakespeare • Non-Fiction: Newspaper reports, articles, leaflets 	<p>Spring Term</p> <p>Writing</p> <ul style="list-style-type: none"> • Creative writing • Writing poetry • Media texts • Grammar, punctuation and spelling: nouns and adjectives; verbs and adverbs; pronouns, prepositions; sentence and paragraph structures 	<p>Summer Term</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Paired work / Group work • Individual presentations <p>Drama</p> <p>Integrated into lesson activities</p>

FRENCH	<p>Pupils will study 2 languages in Year 7. The first week is based around linguistics; how to study languages and how language works. French starts with a quick review of prior knowledge, ensuring that those new to the language are given the opportunity to pick up key words.</p> <p>French brings many opportunities to develop language and practise asking and answering questions, emulating real-life situations. Pupils are encouraged to participate in a range of activities that aim to develop a life-long love of languages.</p> <p>We make sure that key phrases are consolidated, and pronunciation is clear. Pupils also have access to an online subscription that supports learning vocabulary in context rather than isolated words.</p>		
	Autumn Term	Spring Term	Summer Term
	<p>Linguistics and how languages work</p> <ul style="list-style-type: none"> • Building sentences • Word order • Choosing sounds • Forming a language • How to learn vocabulary <p>Personal details</p> <ul style="list-style-type: none"> • Introduce yourself • Describe yourself and other people • Describe your favourite object • French speaking regions • Including Alphabet • Numbers <p>Grammar <i>Avoir and Etre</i> Adjectives</p>	<p>My world</p> <ul style="list-style-type: none"> • Describe personality • Talk about family members and friends Opinions on School subjects • Home and family life <p>School</p> <ul style="list-style-type: none"> • Talk about school • Talk about school clubs. <p>Oral exam: Prepare for the Photocard And Themed questions</p> <ul style="list-style-type: none"> • Grammar • Adjectives • Possessive adjectives • Basic opinions • Dans, sur, sous 	<p>Exam review</p> <p>Food & Drink</p>

GAMES	<p>During Games lessons, pupils are taught the core skills in unopposed and small side games, where they develop their technique and ability to select and apply their skills at the right time. They are also taught advanced skills and decision making in small side game and full game scenarios. Tactical knowledge is developed throughout. Lessons are tailored to the group's ability.</p> <p>All pupils will have the opportunity to represent their school. For example, we have full block fixtures during games lessons for girls in hockey, netball and cricket. For boys we have full block fixtures during games lessons for rugby (some are touch fixtures), hockey and cricket.</p>		
	Autumn Term	Spring Term	Summer Term
	Boys: Rugby Girls: Hockey	Boys: Hockey/Football Girls: Netball	Boys: Cricket/Athletics Girls: Cricket/Athletics During the summer term there will also be the opportunity for some tennis, rounders and softball.
	<p>Boys and Girls compete in the above sports.</p> <p>Training and fixtures are tailored to the year group and are matched at an appropriate level. All pupils will represent the school as we schedule block fixtures for all pupils to enable them all to have the experience of travelling to fixtures and experiencing the competitive environment.</p> <p>A full fixtures program is available on SOCS so that pupils can see where their fixtures are across the term/year. There is an expectation that all major games players will fully commit to the extra-curricular program, therefore attending Games, practice nights and Saturday fixtures.</p> <p>There is wider participation available through our extensive extra-curricular program and we encourage all pupils to take part in something, whether it be at a recreational or competitive level. This will widen their skill set, helping their physical, mental and social well-being.</p>		

GEOGRAPHY	Autumn Term	Spring Term	Summer Term
	Introduction to Geography <ul style="list-style-type: none"> • Being a geographer. • Asking geographical questions. • Conducting geographical enquiries. • Key aspects of studying people and places. • How to use geographical data including maps. • How our climate is changing globally. 	What is an economy? <ul style="list-style-type: none"> • Economic activities and what they are like at different scales, from local to global. • Ways in which jobs can be arranged into groups or sectors. • The range of jobs people do and how jobs have changed over time. • Trade and how it has become global. • The UK economy, how it has developed and how our links with the world have grown. 	What is weather and climate? <ul style="list-style-type: none"> • The concepts of weather and climate. • The elements that make up the weather and climate. • How the weather is measured. • How to read weather maps using the synoptic code. • How to distinguish between weather and climate.

GERMAN	Most students start Year 7 with no prior knowledge of the language. Using the Echt 1 text book to support their learning, they are introduced to German culture and key topics relating to them as learners and their everyday life. Students build their grammar knowledge through structured input and regular practise.		
	Autumn Term	Spring Term	Summer Term
	Hallo! Greetings Name, age, birthday Days, months, dates Alphabet Numbers pronouns Where you live Grammar Gender and articles Present tense <i>sein</i> and <i>haben</i> Possessive adjectives	Das ist mein Welt Family members Personality Personal descriptions Parts of body Colours Pets Grammar Basic adjective endings Plurals Basic conjunctions Revise present tense Irregular verbs Verb second rule	Meine Freizeit Sport Hobbies Time After exams: School subjects and opinions Time Music Life online Famous people Grammar Past tense weil clauses man with modal verbs gern, lieber, am liebsten Word order

HISTORY	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> Who should take the throne in 1066? How far did the Normans change Anglo-Saxon England? How did religion shape the medieval world? What about 'Herstory'? 	<ul style="list-style-type: none"> Why was there blood on the cathedral floor? How did King John deal with the challenges to his power ? What was the Black Death ? Why were the peasants revolting ? 	<ul style="list-style-type: none"> Why was there a power struggle during the Wars of the Roses? What was the Renaissance?

LATIN	<p>Learning new vocabulary (Vocabulary Checklist at the end of the chapter) and grammar at each stage*, the stories in Latin and paralinguistic material in the Cambridge Latin Course Book 1 illustrate the life of a Roman family in Pompeii in the 1st Century A.D.</p> <p>*By the end of the year pupils will have met:</p> <p>Cases – nominative, accusative and dative</p> <p>Tenses – present, perfect and imperfect (all persons; singular and plural)</p> <p>Comparative and superlative forms of adjectives</p> <p>More detail can be found on the excellent and comprehensive website that accompanies the Cambridge Latin Course throughout our Year 7-11 GCSE course.</p>		
	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Caecilius – meet the family/Roman houses • In Villa – daily life • Negotium – Pompeii (Town Plan) • In Foro – the forum • In Theatro – the theatre 	<ul style="list-style-type: none"> • Felix – slaves and freedmen • Cena – entertainment/ life after death • Gladiatores – gladiatorial combat • Thermae – the baths 	<ul style="list-style-type: none"> • Rhetor – education • Candidati – local government • Vesuvius – the end of Pompeii

MATHEMATICS	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Factors and Multiples • Four Operations • Applications of angle • Symmetry • Applications of decimals • Cartesian co-ordinates • A more formal approach to fractions • Formulae 	<ul style="list-style-type: none"> • Further applications of decimals • Measurement • 2D Geometry • Sequences • Scale drawing • Statistical calculations • Formulae • Negative numbers • Solving Equations • Accuracy • Graphs 	<ul style="list-style-type: none"> • Probability • Mensuration • Transformations

<p>MUSIC</p>	<p>The Year 7 Music scheme is designed to enable all children to develop skills that will underpin existing knowledge and develop understanding of the way in which music works.</p> <p>We look at rhythm, pitch, time signatures, rests, dynamics, clefs, and keyboard work through a variety of practical tasks. By the end of the year, all children should have a good understanding of the rudiments of music and some will have been able to progress through to writing their own pieces.</p> <p>Throughout Year 7 listening activities are incorporated into the curriculum. Pupils learn to use the correct technical vocabulary to describe musical events and to respond critically to music commenting on the elements of music. They will also have opportunities to perform in class as well as out of class in the Year 7 Concert and the Year 7 Instrumental Scheme.</p>
<p>PE</p>	<p>In years 7-9 PE lessons will be taught in mixed gender classes. This is to give a diverse experience of learning and is therefore different to our Games programme. It allows for collaboration within the year group as well as other skills such as communication, teamwork and leadership.</p> <p>The activities chosen each year vary depending on the timetable and the needs of the pupils.</p> <p>Lesson 1 Swimming until the first half of the summer term</p> <p>Lesson 2 options to be chosen from: Indoor Hockey, Physical Conditioning, Dance, Gymnastics, Athletics and Tennis</p>

PHILOSOPHY, RELIGION AND ETHICS Theme - God	Autumn Term <ul style="list-style-type: none"> • Topic 1 – Introduction to Religion – what is PRE? • Topic 2 – Who or what is God? Language used about and attributes ascribed to God. • Topic 3 – Can we “know” God exists? Arguments for and against the existence of God, from a philosophical, scientific and spiritual perspective. 	Spring Term <ul style="list-style-type: none"> • Topic 4 – God through revelation; how does God reveal himself to the Jewish people in the Torah? • Topic 5 – God as immanent; God incarnate in the person of Jesus. 	Summer Term <ul style="list-style-type: none"> • Topic 6 – Hinduism and Brahman in the world. • Topic 7 –How is God understood? Portrayal of God in the media

PHYSICS	In Physics, due to the amount of equipment needed for practicals, classes may study the topics at different times of the year. Emphasis is placed on the development of experimental skills. Pupils will learn to plan experiments, carry out observations, record their results in tables and charts, draw conclusions and evaluate their work.		
	Autumn Term	Spring Term	Summer Term
	7A Introduction to Physics and Density <ul style="list-style-type: none"> • Quantities and units • Density experiments and calculations 7B Forces <ul style="list-style-type: none"> • Mass and weight • Elastic and plastic materials • Friction 7C Pressure <ul style="list-style-type: none"> • Pressure experiments and calculations 	7D Speed <ul style="list-style-type: none"> • Measurement of speed • Processing data and calculations 7E Electrostatics <ul style="list-style-type: none"> • Like and unlike charges • Stationary and moving charge 7F Magnetism <ul style="list-style-type: none"> • Magnets • Magnetic fields 	7G Energy <ul style="list-style-type: none"> • What is Energy • Energy Stores and Transfers 7H Revision Skills <ul style="list-style-type: none"> • Active revision techniques Rockets <ul style="list-style-type: none"> • Stomp rockets investigation

	Autumn Term	Spring Term	Summer Term
PSHE	Transition to Secondary School Who can I turn to? SMART targets Healthy Living <ul style="list-style-type: none"> • Physical Health • Diet & Nutrition • Balanced Lifestyle • Puberty • Mental Health – what is it? • Healthy v Unhealthy Coping Strategies 	Safety on public transport First Aid Respect Online Safety <ul style="list-style-type: none"> • Cyber Bullying • Upstanders & Allies • Viewing harmful content • Finding balance in a digital world • Phishing • Chatting safely online 	Revision techniques Keeping calm under pressure Our Community & Giving Back RSE <ul style="list-style-type: none"> • Consent • Relationships on screen • Diversity within relationships • FGM Careers: Interviewing adults

SPANISH Grammar in Year 7 Present Tense Irregulars Immediate Future Opinion phrases Time phrases Qualifiers Frequency expressions Possessive adjectives Definite/indefinite articles/ masculine/feminine Connectives Question Words	Pupils will study two languages in Year 7. The first week is based around linguistics; how to study languages and how language works. Spanish lessons will be new to most pupils, but some will have knowledge they can share. First lessons are based on greetings and setting classroom routines in target language. Learning Spanish will allow opportunities for pupils to broaden their cultural knowledge and to develop language skills through practising asking and answering questions and gaining familiarity and confidence in expressing themselves in a foreign language. Pupils are encouraged to participate in a range of activities which hone listening, speaking, reading and writing skills with the aim of developing a life-long love of languages and a solid foundation for GCSE.		
	Autumn Term	Spring Term	Summer Term
	Module 1 ¡Vamos! <ul style="list-style-type: none"> Introducing self, Age, Birthdays, months/numbers 1-31 & nationalities. Schoolbag items, Classroom objects. Classroom instructions. Module 2 En el Instituto <ul style="list-style-type: none"> School subjects, days of the week, class activities, teachers, subject preferences. Opinion phrases positive and negatives of lessons. 	Module 3 Mi Familia <ul style="list-style-type: none"> Family members, pets, describing appearance of self & family. Height weight, hair/eyes. Personality adjectives, colours, numbers 31-100 Module 4 En Casa <ul style="list-style-type: none"> Countries, describing where you live (types of housing/homes), compass directions, rooms in a house, bedroom descriptions. 	Project: El tiempo que hace <ul style="list-style-type: none"> Weather phrases with <i>hacer</i> and <i>haber</i> in present tense and immediate future tense. Weather in Hispanic countries. Presentation skills in the form of a weather forecast. Film Study: Zipi Zape el club de la canica <ul style="list-style-type: none"> Pupils study characters, scenes, and themes of the film. Pupils will create a poster to advertise the film to other viewers.