

Croft Road
Hurworth-on-Tees
Darlington
DL2 2JG
T: 01325 720424 / 721188

E: enquiries@hurworth.swiftacademies.org.uk
W: www.hurworth.swiftacademies.org.uk

Chief Executive/Head Teacher: Mr D Judson, BEd, NPQH

Friday 16th September 2022

Dear Parents/Carers

Curriculum Overview - Year 7

At Hurworth it is our aim to provide a broad, balanced and challenging curriculum that ignites students' love of learning and successfully unlocks the true potential of each individual. We believe that students are empowered by what they know and that, if immersed in a knowledge-rich curriculum, they are more likely to become the best versions of themselves.

In this letter, you will find an overview of the work that your child will be studying during this half term. We've included key details on what they will be looking at in each subject, Independent Learning Tasks, how they'll be assessed, as well as opportunities for you to support your child's education by doing additional research on new topics or using departmental Read and Watch lists to further encourage their curiosity and enthusiasm to learn. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 7, students study the following subjects:

English, Maths, Science, Spanish, Design and Technology, History, Geography, Religious Studies, Music, Art, Computing, Physical Education and PSHCE.

The information for each subject is categorised as follows:

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| <ul style="list-style-type: none">• Topics taught:• Learning Outcomes:• ILTs:• Assessment:• How I can support my child: | <p>This is an overview of the topics Year 7 will be covering this half term.</p> <p>This explains what areas students will be looking at, and the skills they will be developing during the half term.</p> <p>This provides an outline of when students will be receiving Independent Learning Tasks for each subject.</p> <p>This explains how students will be assessed on their understanding of this topic.</p> <p>This gives suggestions of how you can offer your child support, as well as ways students can explore this area in more detail if they wish.</p> |
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Further information for all subjects can be found on our school website, including our yearly learning journeys and links to departmental Read and Watch lists.

Yours Sincerely



Mrs S. Reilly
Assistant Head





Art

Topics Taught:	The Formal Elements of Art.
Learning Outcomes:	<ul style="list-style-type: none"> • To know, describe and identify the formal elements of Art. • To improve observational drawing skills through an understanding of the formal elements. • Understand a variety of drawing techniques to support developing observational skills.
ILTs:	Create an observational object of a household object that uses line, tone, texture, shape and scale.
Assessment:	Baseline assessment, ILTs and classroom assessment to monitor observational drawing skills.
How I can support my child:	<p>Encourage your child to practice their drawing skills at home. Discuss how the drawing can be improved. Is the shape and size of their drawing correct? Resilience and self-evaluation are key to developing observational drawings.</p> <p>Your child can watch YouTube videos that explain and demonstrate tonal application that link to the skills we are learning in lessons.</p>

Computing

Topics Taught:	Digital Literacy.
Learning Outcomes:	<ol style="list-style-type: none"> 1. How to create a strong password. 2. Online communication. 3. Office skills.
ILTs:	Create a visual aid to demonstrate the “three random words” technique when creating passwords.
Assessment:	Multiple-choice on-screen assessments.
How I can support my child:	Ensure that students are familiar with how to login into school email (Outlook) and Microsoft Teams via the school website.



Design & Technology

Students will study one Design Technology element per term and will cover all three areas over the course of Year 7.

Topics Taught:	D&T – Spatula Project.
Learning Outcomes:	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Timber materials, sources and origins. • Timber categories, properties and characteristics. <p>Design:</p> <ul style="list-style-type: none"> • Generate, develop and communicate design ideas (Spatula). • Produce templates. <p>Make:</p> <ul style="list-style-type: none"> • Use wood working tools and equipment to produce products.
ILTs:	Students will complete a Revision Clock about Timbers.
Assessment:	Classroom assessment to monitor technical understanding. End of topic assessment of product created.
How I can support my child:	Discuss your child's ILTs and help them with any issues that they find.

Topics Taught:	Food – Health and Safety.
Learning Outcomes:	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Health, safety and hygiene when cooking. • Key nutritional aspects including the Eat Well Plate and understanding the purpose of some ingredients. <p>Design:</p> <ul style="list-style-type: none"> • Produce design ideas for modified recipes and dishes. <p>Make:</p> <ul style="list-style-type: none"> • Cook a range of savoury and sweet dishes. • Use a range of cooking techniques, including knife skills and the safe use of utensils and heat.
ILTs:	Students will complete a Revision Clock about Health, Safety & Hygiene.
Assessment:	Classroom assessment to monitor technical understanding and continuous assessment of food products created.
How I can support my child:	Encourage your child to cook at home.



Design & Technology Continued...

<p>Topics Taught:</p> <p>Learning Outcomes:</p>	<p>Torch – Electronics.</p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • How electrical and electronic systems can be powered and used in products. • Input and output components and how they are used. <p>Design:</p> <ul style="list-style-type: none"> • Produce circuit diagrams to test circuit functions including, heat, light, sound and movement. <p>Make:</p> <ul style="list-style-type: none"> • Use specialist soldering techniques to produce working electronic products.
<p>ILTs:</p>	<p>Students will complete an ILT 'Lock In Task' – creating Cornell notes about the components used to produce the Torch.</p>
<p>Assessment:</p>	<p>Classroom assessment to monitor technical understanding. End of topic assessment of product created.</p>
<p>How I can support my child:</p>	<p>Discuss your child's ILTs and help them with any issues that they find.</p>



English

Topics Taught:	Origins of Literature – Greek, Roman and more recent mythology.
Learning Outcomes:	<p>An understanding of a wide selection of myths with explicit teaching of allusions that will be encountered at various stages throughout KS3, KS4 and beyond. Examples include: Zeus, Prometheus, Pandora, Midas, Icarus, Medusa...</p> <p>Students will develop their reading skills including how to deconstruct, analyse and write critically about texts, using a wide range of apt evidence.</p> <p>Development of writing and grammar skills, with opportunities to challenge and improve their writing styles and techniques.</p>
ILTs:	One hour of reading will be set for English per week. Students will log onto ReadingPlus and complete the reading tasks - working at their own pace and suitable time slots.
Assessment:	Origins of Literature end of half term writing assessment. Fortnightly writing challenges. Weekly spelling and vocabulary checks.
How I can support my child:	Utilise the Origins of Literature Knowledge Organisers to support understanding of key vocabulary, themes and key knowledge. Support with reading: Student's library book and via ReadingPlus.



Geography

Topics Taught:	Geographical Skills.
Learning Outcomes:	<ul style="list-style-type: none"> • Introduction to key concepts that underpin all Geography lessons (physical & human Geography, cause effect & response, case studies, development). • Begin to explore place, space and scale through skills required to read a map: continents, latitude & longitude, compass direction, map symbols, grid references, relief and scale. • Develop some ability to link these skills, such as measuring the distance between two symbols. • Begin to understand the range of data presentation within Geography, looking at graph completion along with interpretation.
ILTs:	Key words. Seneca Quiz on Mapping. Optional tasks within booklet.
Assessment:	Baseline assessment after introductory lessons. Spelling test on key words set for ILT. End of unit assessment.
How I can support my child:	Encourage students to access the read and watch lists. Encourage students to complete the optional additional challenge ILT. Encourage students to plan a walk/trip looking at Ordnance Survey maps.



History

Topics Taught:	<p>1. What is History? A historical skills unit.</p> <p>2. The impact that the Roman invasion had on Britain and the north east of England.</p>
Learning Outcomes:	<ul style="list-style-type: none"> • Build upon understanding the chronology of key periods, events and people. Increasing confidence with evidence, and its uses – including key terms. Understand how to carry out historical enquiries and testing of hypotheses. Examine similarity and differences across periods of history and make links between and across arches of time. Show understanding of different interpretations. • Develop skills of extended writing with clear focus on constructing and sustaining a line of argument and writing accounts. • Develop the ability to apply knowledge to specific questions. • Develop skills of source analysis with particular focus on the usefulness and purpose of sources, as well as beginning to look at interpretations. • Develop understanding of second order concepts within topics, such as cause and consequence, change and continuity, similarity and difference, significance and the 5R's. • Identify features and main events across the Roman period to the Middle Ages.
ILTs:	<p>Skills (Flash cards).</p> <p>Roman Empire (Model map).</p>
Assessment:	<p>Baseline assessment (including interpretations of evidence).</p> <p>ILT quiz.</p> <p>Skeletons historical enquiry.</p>
How I can support my child:	<p>Check understanding using Knowledge Organisers and key historical word questioning.</p>



Maths

<p>Topics Taught:</p>	<ul style="list-style-type: none"> • Transition • Presenting & Interpreting Data • Algebraic Expressions • Fractions • Sequences
<p>Learning Outcomes:</p>	<p>Students build upon their knowledge of mathematics from their Key Stage 2 studies by facing ever more complex problems and learning the strategies needed to solve them.</p> <p>Year 7 will begin with a transition task which is used to determine how fluent students are with the key skills they have already acquired.</p> <p>Building upon core methods, the development of fluency, reasoning and problem solving is structured into every topic area; students will have the opportunity to solve problems in most lessons.</p> <p>The demand on clear written methods and good number skills stays from primary school but there is an ever-increasing use of calculators to help solve problems and greater introduction of algebra throughout the year into all topics.</p> <p>We recognise that not all students are ready for secondary level work. Our differentiated curriculum allows students to bridge the gap between KS2 and KS3.</p>
<p>ILTs:</p>	<p>Key Knowledge tasks set fortnightly - a paper copy of these tasks will be provided.</p>
<p>Assessment:</p>	<p>Baseline Assessment, ILTs and assessments on each unit of work covered.</p>
<p>How I can support my child:</p>	<ul style="list-style-type: none"> • Encourage and support your child to complete their ILTs to the best of their ability. • Use resources on the internet such as corbettmaths.com or YouTube to support learning in the classroom and ILTs.



Music

Topics Taught:	BASELINE UNIT A 'getting to know you' unit to assess the student's current knowledge of music, aural awareness and basic composition and performance skills.
Learning Outcomes:	<ul style="list-style-type: none"> • To identify a student's current knowledge of music and aspirations based on past experiences. • To introduce the elements of music and the impact that this has on the mood of a piece of music. • To give all students the opportunity to create their own piece of mood music to match a given scenario using suitable instruments and resources.
ILTs:	'Getting to know you' – a Teams quiz with questions on musical interests and past experiences.
Assessment:	Three assessments completed during the lesson: 1: Current knowledge (completed individually). 2: Aural awareness (completed individually). 3: Composition and performance work (completed in pairs/small groups).
How I can support my child:	<ul style="list-style-type: none"> • Listening to a variety of live or recorded pieces of music to watch how players perform and how mood is created. • Participation in any live musical event eg: choir/orchestra.



Physical Education

Topics Taught:	Football Netball – Girls PE Rugby – Boys PE
Learning Outcomes:	<p>Football - Develop basic skills of passing and receiving, dribbling, turning, shooting and heading to participate in small sided games. To gain an understanding of the basic laws of the game.</p> <p>Rugby - Develop basic skills of ball familiarisation, tackling, dummying, passing, the ruck and line block formation, to participate in small sided games. To gain an understanding of the basic laws of the game.</p> <p>Netball - Develop basic skills of passing and receiving, footwork and marking to participate in small sided games. To gain an understanding of the positions in Netball and the basic laws of the game.</p>
ILTs:	<p>Key Learning Objective(s):</p> <ul style="list-style-type: none"> • Know that there are 10 components of fitness and understand their definitions. • Understand which components of fitness are required for a selected sport. <p>Task:</p> <ul style="list-style-type: none"> • You must pick your favourite sportsperson and create a poster highlighting which of the above components of fitness they need to achieve excellence in their sport. • You must explain what component of fitness means and why the sports person needs each component in their selected sport.
Assessment:	Students are assessed against the non-negotiable knowledge for each sporting activity. Students are then awarded a criterion of secured, developing or emerging in line with the whole school system.
How I can support my child:	<ul style="list-style-type: none"> • Check understanding of rules / laws of the game and scoring systems. • Encourage watching live sporting events. • Encourage the reading of sport articles. • Promote physical activity at home. • Participate in physical activities with your child.



PSHCE

<p>What is PSHCE?</p>	<p>PSHCE stands for Personal, Social, Health and Citizenship Education.</p> <p>Our PSHCE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving students opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.</p> <p>To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHCE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.</p>
<p>Learning Outcomes:</p>	<p>We use a spiral curriculum in PSHCE. This means that students revisit the same key themes of Being Me, Relationships, Risk, Health, Diversity and the Wider World in an age and stage appropriate way each year.</p> <p>This half term students will be looking at the theme 'Being Me'. You can find out more about our PSHCE curriculum learning journey on the school website.</p>
<p>Assessment:</p>	<p>Students complete a baseline assessment at the start of each topic. This shows the teacher what their current understanding of an issue is. At the end of the topic, the students revisit this baseline and demonstrate what they have learnt and more importantly explain how they can use what they have learnt.</p>
<p>How I can support my child:</p>	<p>We know it can be difficult to have conversations about PSHCE topics with your child. To support you, we have Safe Media lists on our school website. These lists are suggestions of clips you could watch with your child to prompt discussion. We also signpost a range of services and organisations which can help.</p> <p>If you need any further support or have any questions, then please get in touch with your child's Head of Year.</p>



Religious Studies

<p>Topics Taught:</p>	<p>This half term we begin our journey to understand the key concepts of religious communities - rites, values, laws and stories. We do this through our project called the Island where we will meet a group of people who are shipwrecked on an island and have to build their community to survive.</p>
<p>Learning Outcomes:</p>	<p>Identify 4 key concepts which underpin religion - birth rites, laws, records, division within groups.</p>
<p>ILTs:</p>	<p>For most students, ILT is set via senecalearning.com. For Set 5 students, we use a blended ILT approach which focusses on Key Vocabulary.</p>
<p>Assessment:</p>	<p>Students complete assessed questions once every half term. We use an assessment strategy which focusses on reducing cognitive loading to support students who feel anxious about assessments.</p>
<p>How I can support my child:</p>	<p>You can join our Seneca community and see the assignments which have been set each fortnight. Please click the link which was emailed to you to join our class.</p> <p>We also have a range of texts and programmes which can support further study via our read and watch lists. These are available via the school website.</p>



Science

Topics Taught:	<ul style="list-style-type: none"> • Science Lab Licence. • CONQUER Science Skills. • Cells, tissues, organs and systems.
Learning Outcomes:	<ul style="list-style-type: none"> • How do we stay safe in the Science lab? • What do hazard symbols tell us? • What equipment is used in the Science lab? • How do we produce scientific drawings of lab equipment? • How do we light a Bunsen burner? • How do we use a Bunsen burner safely? • How do we follow a scientific method? • How do we write a concise method? • How do we plan a practical investigation? • What is the difference between living and non-living things? • How do the organs of the human both help us to function? • How does the heart work? • How do we carry out a heart dissection?
ILTs:	<ol style="list-style-type: none"> 1. Lab Safety Poster. 2. Identifying dangers in the lab. 3. Lab theory test.
Assessment:	Introduction to Science Assessment.
How I can support my child:	<ul style="list-style-type: none"> • Discuss your child's ILTs and help them with any issues that they find. • Ask for a description of the learning outcomes covered within Science lessons.



Spanish

Topics Taught:	<ul style="list-style-type: none"> • Spanish phonic sounds. • Greeting people and introducing yourself. • The geography of Spain and where Spanish is spoken. • Famous Spanish/Hispanic people. • Key aspects of Spanish culture.
Learning Outcomes:	<ul style="list-style-type: none"> • To be able to pronounce Spanish words accurately and make sound-spelling links. • To be able to greet others in Spanish and introduce yourself. • To know about the geography of the country of Spain and Spanish territories. • To know some significant Spanish people (modern day and historical). • To be able to discuss some key aspects of Spanish culture.
ILTs:	Vocabulary practice on Quizlet or paper flash cards (see TEAMS). Various tasks to support the module (see ILT sheet on TEAMS).
Assessment:	Reading/Listening/Speaking/Writing
How I can support my child:	Encourage them to engage with the ILT tasks on TEAMS.



Important Dates

As Year 7 students embark upon their journey with us at Hurworth School, we felt it would be of benefit to parents/carers to be aware of important dates that have been scheduled into our school calendar. This includes dates of exams and progress review dates, when parents/carers should expect information to be published regarding their child's progress and progress review evenings, which are an opportunity for parents/carers to meet class teachers and discuss the progress of their child.

Event	Date
Thursday 1 st December 2022	Progress review evening
Week beginning Monday 2 nd January 2023	Progress review information published
Monday 20 th March – Friday 24 th March 2023 inclusive	Exams
Week beginning Monday 17 th April 2023	Progress review information published
Week beginning Monday 10 th July 2023	Progress review information published

Please note: your child's Head of Year will be in contact with you throughout the academic year should this be necessary. Please do not hesitate to contact them should you have any queries or concerns regarding your child.