

# Curriculum Information Pack

St. Crispin's  
Excellence for all



Year  
7





## What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

Every student enters Year 7 with a unique experience of literacy development. The English curriculum at Key Stage 3 is designed to ensure that pupils of all abilities are inspired to enjoy reading, writing, speaking and listening at a high standard. We also aim to develop these skills for each child by presenting them with challenges at a steadily increasing level, so that they grow in confidence and acquire the necessary independence to succeed at Key Stage 4. Pupils are taught in sets to allow teachers to adapt the level of challenge to suit the needs of their group.

It is essential that pupils are encouraged to enjoy the many aspects of English and develop attitudes to literacy that will ensure the lifelong love of language which leads to success in adulthood. In Year 7, most pupils will still be developing their comprehension and inference skills and learning to use technical terms to identify different texts and their features. Some will be able to go further, explaining writers' choices and selecting specific techniques to use for themselves.

### Core Skills

- **Writing with skill and accuracy** is a constant focus. Pupils develop their vocabulary through regular word lists which are designed to equip them with the ability to express more sophisticated ideas. They are encouraged to write in increasingly ambitious ways. Spelling and punctuation skills are reinforced throughout year seven, with specific revision of relevant skills prior to assessment
- **Reading for pleasure** is encouraged through regular visits to the school library and are guided to select private reading books that lead them to be more and more ambitious. Private reading is encouraged, monitored and rewarded in a range of ways, including the Accelerated Reader app. Class readers such as *A Series of Unfortunate Events* are selected to inspire children's enjoyment of reading aloud
- **Reading classic English Literary texts** pupils will have opportunities to read famous texts from our literary history, such as *Beowulf*. They will be shown how to cope with the challenges of older texts
- **Reading texts to explore diversity** such as *Greek Myths* and *The Refugee Tales*
- **Poetry is read and written** with an emphasis on epic poetry
- **Pupils will write and respond** to poetry in a supportive environment as they learn about its features
- **Non-fiction texts are read and written** with an emphasis on the conventions of different text types, such as articles or letters
- **Creative writing** has an emphasis on the origins of storytelling focusing upon character, plot and setting.



## Year 7 English continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Skills

- **Shakespeare** is read and performed by pupils. A range of activities will allow them to learn about the international cultural importance of Shakespeare and the way he engages and entertain audiences
- **Speaking and listening** skills are developed with an emphasis on group presentations, allowing pupils to support each other and express their ideas in a controlled and effective way.

How has learning been assessed?

Students will be assessed in a variety of ways e.g. verbally through questioning in class, through multiple choice quizzes, comprehension questions, short written responses and formal assessments completed in class that are accessible and proportionate to year seven pupils' level of maturity. Tasks are 'scaffolded' as necessary and pupils will complete them in a supportive environment. Assessments will only be set after students have been taught the knowledge and skills needed to complete them successfully.

What is coming up in the following year?

Sonnets – from Petrarch to Duffy, The Art of Rhetoric, The Tragic Genre, The Romantic Movement and The Modern Novel.



## What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

#### Unit 1 - Number

Students will cover all the basics of number – from arithmetic methods, negative numbers, powers, rounding, primes.

#### Unit 2 - Algebra

Students will be introduced to algebra from using variables to represent unknowns, writing expressions, using formulae, proving identities and be able to perform arithmetic skills with variables.

#### Unit 3 - Ratio and Proportion

Use fractions to represent amounts of a whole and perform arithmetic skills with fractions. Be able to convert between fractions, decimals and percentages. Use fractions, percentages, decimals and ratio to solve proportional reasoning problems.

#### Unit 4 - Geometry

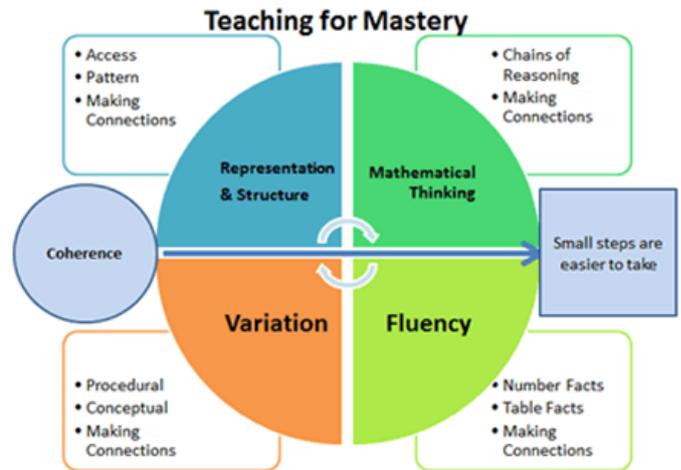
Students will become competent with measuring and calculating angles including on parallel lines and in polygons. To be able to name and know the properties of all polygons, identify symmetry and calculate their area. Use mathematical instruments to perform constructions.

#### Unit 5 - Statistics and Probability

Collect, represent and interpret data using mathematical diagrams and average calculations. Use probability to solve problems.

Full lists of the learning objectives per unit can be found: [Year 7 learning objectives](#)

### Core Skills



Students in Year 7 are following our new mastery scheme of work developed alongside the NCETM and Maths Hub to ensure latest educational research is leading our pedagogical approach to teaching mathematics. Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Core skills students will develop are to:

- Use manipulatives and pictorial representations to model mathematical problems
- Be able to reason mathematically
- To be able to follow mathematical processes but also apply knowledge from across the curriculum and make connections between their learning.

Students are pushed to develop their fluency in mathematics by having a large focus of every lesson on developing student's numeracy skills in every unit of work.

Students are also given regular feedback and teacher modelling to encourage students to be able to write meticulous, detailed, and mathematically correct solutions so that students are able to communicate mathematically.



## Year 7 Maths continued



### How has learning been assessed?

Students are assessed in two ways.

1. Informally using checkpoint activities, which are a teacher led lesson through an independent piece of work on all learning objectives in most recent unit. 13 checkpoints will occur through Year 7. The timing of which can be seen on our learning objective attachment above.
2. Formal summative assessments occur 3 times a year.  
Assessment 1 – Tests unit 1 only  
Assessment 2 – Tests units 1, 2 and 3  
Assessment 3 – Tests units 1, 2, 3, 4 and 5.

### What is coming up in the following year?

The same 5 units of work are revisited in Year 8 but going into greater depth and complexity of mathematics within them.



# Year 7 Science



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

- **Cells**  
Students learn about the structure of the cell, how molecules move in and out of cells and how cells work together to form organs
- **Energy**  
Students learn about the types of energy stores and transfers, how different energy resources are used to generate electricity and how electrical circuits work
- **Particles and mixtures**  
Students learn about the different types of particles, atoms, molecules and how they can be separated
- **Forces and Motion**  
Students learn about forces and their interactions, from the launch of projectiles, collisions between objects and how they cause motion
- **Interdependence**  
Students learn about the interactions between organisms in an ecosystem and the factors that effect where organisms are able to live
- **Human impact**  
Students learn about the uses of acids and alkalis and how the production of chemicals can have an impact on the environment, from acid rain to global warming and pesticide use.

## Core Skills

Students will learn how to use laboratory equipment including a range of glassware to carry out reactions and measure volumes, digital equipment such as ammeters and voltmeters, equipment to study animals such as microscopes and quadrats. They will also make use of our extensive wireless data loggers such as accelerometers, wireless thermometers and light gates.

Students will learn how to record an investigation, each stage being treated separately, from hypothesis writing, method writing and production of tables and graphs.

Students will learn about how scientific ideas are used in society and how ideas have been developed over time. They will discuss the impact of these developments on society, for example, what would the impact be of creating a portable device to clean dirty water?



## Year 7 Science continued



### How has learning been assessed?

Each half term, students will take a multiple choice assessment in class.

This assessment will provide rapid feedback to students helping them to identify their areas of weakness.

In class, students will also complete a written task based on key practical skills. For example, they may be shown equipment and asked to write a method to separate sand and water. This will develop their written skills and develop their disciplinary knowledge.

### What is coming up in the following year?

Each of the above topics will be revisited at a higher level in Year 8 in order to continually boost memory.

The main units are the human body (cell), heating and cooling (particles and energy), periodic table (particles), Staying alive (cell), Waves (new idea), Chemical reactions (particles).



# Year 7 Art and Graphics



## What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
Understanding approaches to observational drawing	Structuring, measuring, mark making and tonal shading techniques
Art History focus on Art from the 1870's to the 1920's: Impressionism and Art Nouveau. Broadening specialist vocabulary	Deconstructing work aesthetically and structurally. Researching and presenting personal exploration of art, craft and design from this time period.
Colour theory, colour layering and approaches to sequencing tone in different materials.	Learning techniques in shading with colour pencils and oil pastels (effective tonality)
Understanding approaches to book design and illustration	Market research, idea generation, planning and layout skills, stylization and quality rendering. Using Calligraphr

## How has learning been assessed?

### All work at KS3 in Art and Design is marked under 3 specific categories

#### 1. Practical skills are assessed through:

The level of confidence and creative use of a range of materials to produce high quality work.

Reflective comments about technical skills that show understanding of how to improve. Drawing skills that show understanding of structuring proportions and tonal shading. (An expectation that stylistic mark making is used appropriate to the image, idea and media.

#### 2. Exploration and experimentation with ideas is assessed through:

Sketches and notes that develop experimental and creative ideas and show some independent extension of the work set.

Clear explanation and visual evidence of how the experimental studies and research on artists / craftsmen / designers have affected the student's own work.

#### 3. Analysing artists' work is assessed through:

Evidence of analysis of the work of artists, craftsmen and designers from different social, historical and cultural backgrounds.

Evidence of personal research with links made between the ideas, styles or techniques being studied and their personal project work.



# Year 7 Computing



## What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

#### Unit 1 - Impact of technology

This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network. It also allows the teacher to discuss appropriate use of the school network, and to update and remind learners of important online safety issues. Whilst completing this unit, learners will also learn how to use presentation software effectively. In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.

#### Unit 2 - PC basics

Students will learn the basic components of computers and how they work together. They will learn how to use computers safely and effectively both at school and home.

#### Unit 3 - Spreadsheets

The spreadsheet unit for Year 7 takes learners from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.

#### Unit 4 - Networks

Networks have changed the way we learn, work, play, and communicate. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission.

### Core Skills

- Develop computational thinking
- Evaluate and apply ICT to solve problems
- Gain practical experience of writing computer programs
- Use a variety of programming languages.



## Year 7 Computing continued



### What have students at St. Crispin's been taught to understand and be able to do?

#### Core Knowledge

Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.

#### Unit 5- Scratch

During the scratch unit students will be able to build on their programming skills learnt during the microbits unit. Students will create a number of programs during this unit which will test their knowledge on problem solving, sequencing and programming.

#### Unit 6 - Microbit

This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro:bit, and write simple programs that use these components to interact with the physical world.

#### Core Skills

### How has learning been assessed?

Students complete project based tasks within lessons that are submitted for assessment.

### What is coming up in the following year?

See Year 8 Curriculum documents—[click here](#).



# Year 7 Drama



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Semiotics

- Mis en scene
- Symbols of the stage
- Stage Directions

### Greek Theatre

- Greek Theatre History and Mythology
- Greek Chorus and Mask
- Theatre of Dionysus
- Style of Theatre

### Melodrama and theatre history

- Stock Characters
- The role of the actor and the director
- Conventions of the Melodrama style

### The Origins of Mask

- Noa Theatre
- Trestle Theatre Company
- Vamos Theatre Company
- Key features of mask work
- Line stories

### Blood Brothers

- Context of 1960's Britain
- Adoption
- Social Class
- Cyclical narrative

### Shakespeare

- Hamlet
- Macbeth
- The Globe Theatre
- Soliloquy

### Live Production and Musical Theatre

- Roles of Theatre Makers
- Pre-show
- Prologue/Epilogue
- Structure
- Key features of musical theatre

## Core Skills and Theatrical Conventions

- Vocal Skills – pitch, pause, pace, accent, projection, tone, silence, rhythm, expression
- Physical Skills – eye contact, eyeline, posture, stance, gesture, gait, facial expression
- Performance Analysis – Location, character, narrative
- Choral Speak
- Ensemble movement
- Interpretation of script and text
- Exaggeration
- Aside and Direct Address
- Transitions
- 7 levels of body tension
- Focus on posture, gait, stance, gesture
- Creating a mask based on knowledge of key features
- Characterisation
- Direct Address
- Narration
- Multi role
- Accent
- Monologues/Duologues



## Year 7 Drama continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Skills and Theatrical Conventions

- Rhyming couplets
- Interpretation of text
- Creation of mood and atmosphere using soundscape
- Design and performance terminology
- Analysing and Evaluation actors in a performance
- Working as ensemble
- Musicality.

### How has learning been assessed?

- Low stakes Q&A
- Written Q&A
- Vocabulary in oral communication and written communication
- The creation and rehearsal process
- Performance
- Peer feedback/individual feedback/group feedback
- Designs
- Discussion
- Personal study
- Observation during rehearsals
- Constant formative assessment
- Summative Assessment at the end of each term.

### What is coming up in the following year?

- Devising, rehearsal strategies and devising conventions
- Live production with design focus, staging configuration, naturalistic and minimal design
- Dramatic Tension
- DNA by Dennis Kelly
- Improvisation and Comedy
- Frantic Assembly and Physical Theatre.



# Year 7 French and Spanish



## What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p><b>Universals (Non-negotiable principles)</b>  <b>Emotions</b>  <b>Weather in the Present Tense</b></p> <p><b>Introduction:</b>  Greetings  Age and birthday  Classroom instructions  School objects  Colours  Alphabet</p> <p><b>Family:</b>  Family members  Pets  Physical descriptions  Describing self and others</p> <p><b>Leisure:</b>  Sports and hobbies  Instruments  Free time</p>	<ul style="list-style-type: none"> <li>•Saying how you feel.</li> <li>•Asking questions.</li> <li>•Knowing weather phrases in the Present Tense.</li> <li>•Giving reasons and opinions.</li> <li>•Literacy skills: Understanding Structure of sentences and using accurate grammar, spelling and punctuation.</li> <li>•Becoming confident with listening to a variety of spoken language.</li> <li>•Reading and showing comprehension of material from a range of different sources.</li> <li>•Speaking with confidence and breaking that fear of speaking in another language.</li> <li>•Numeracy skills.</li> </ul>

## How has learning been assessed?

Languages are assessed under 4 specific skills (Listening, Speaking, Reading, Writing)

The students complete a Quiz me every 5 lessons to monitor progress.

Writing is also practiced during the term through various tasks. Feedback is given to students in order to improve.

Speaking is at the core of everything we do in languages and this skill is practised and assessed through a variety of activities in lessons.

At the end of the year all students in Year 7 should be able to say how they feel and talk about the weather in the Present Tense fluently.

## What is coming up in the following year?

In Year 8, students will learn about music, food and town.



# Year 7 Geography



## What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

Learning about human and physical geography through the following topic areas:

**Brazil-** students will learn key physical and human features of Brazil, before focusing on the Amazon Rainforest ecosystem and urban favelas.

**Ice-** students will learn key physical and human aspects of glaciation, and how they influence different places and people around the world, most notably with a case study of Antarctica.

**Rivers-** students will learn the physical processes in river landscapes and human uses of rivers. They will apply this to a range of examples, including how a world river of their choice changes from source to mouth.

**Rocks and weathering-** students will focus on the geomorphic process of weathering and the landscapes it produces, with particular focus on Cheddar Gorge.

**Weather-** students will learn about how the weather we experience is formed, and how it affects human activity.

**Map Skills-** students will learn how to read and use a range of maps, especially OS maps.

Core locational knowledge of where the places we study are.

Core knowledge of geomorphic processes- erosion, weathering, mass movement, transportation and deposition.

Core place knowledge of places' diversity.

Core knowledge applied to understand that human and physical geography is interdependent.

### Core Skills

- Investigate the world around students.
- Enquire about how humans and the physical world interact.
- Literacy skills
- Cartographic skills, including the use of an atlas, compass, grid references and scale.
- Numeracy skills
- Graphical skills, including their construction and interpretation.
- Fieldwork skills



## Year 7 Geography continued



### How has learning been assessed?

End of topic assessment at the end of the first half term of each term, on the topics of Brazil (October), Rivers (February) and Weather (May).  
Personal study tasks.

### What is coming up in the following year?

In Year 8, students will learn about Climate Change, Africa, International Development, Russia, China and Coasts.



# Year 7 History



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

**Chronology:** know the difference between AD & BC and different eras of time.

**Primary & Secondary sources:** Know the differences between them and be able to identify them.

**Empire:** Define what an empire is and what motivates rulers to have one. Understand why they decline.

**Civilization:** Consider what makes a society 'civilized' and apply their criteria to an investigation of the Roman Empire.'

**Monarchy:** Looking at succession and why people challenge the right to rule. Understanding the power of the monarchy and how it dictated and influenced the lives of people in the past.

**Feudal systems:** Looking at how society was structured and why.

**Medieval church:** Looking at what people's hopes and beliefs were at the time to enable students' to understand why people acted as they did. Looking at beliefs about the afterlife and how it impacted lives.

**Warfare:** Looking at the tactics used in warfare and how these adapted over time.

**Black Death:** looking at symptoms and spread to be able to analyse the impact it had and how it changed lives.

**Protest:** Looking at what people protested about and why.

**Taxes & Tithes:** Looking at how people were taxed and how they responded.

## Core Skills

**Causation:** the ability to look at a range of factors and explain how they lead to a certain outcome. A conclusion is then made where factors are compared and final judgements made on what factor was most significant/important.

**Interpretations:** students will be able to look at a range of opinions on the same historical event/person and understand and explain why they are seen in differently by different people, or how the assessment of an individual can change over time. They will understand how external factors can influence our judgements.

**Source Utility:** students will be able to critically evaluate where information comes from. They will be able to engage with material from a range of time periods and evaluate how valuable it is.



## Year 7 History continued



### How has learning been assessed?

There are three formal assessments over the year. These assessments will be delivered after a programme of study to teach the content. Pupils will then be given preparation lessons and personal study time before being expected to sit the assessments in timed conditions in class.

Were the Romans really rotten? (Interpretations)

Why did William win the Battle of Hasting? (Causation)

How good a king was King John? (Source Utility)

Students will also complete short subject knowledge tests at the end of each unit.

### What is coming up in the following year?

- What happened to the Tollund Man?
- A short investigation to practice and test their historical skills. Students sift through evidence to determine what happened to the body of a man discovered in a bog in Denmark dating back to 350BC.
- Were the Romans really rotten?
- Students are thrust back into the Roman era and look at how the Romans were able to conquer so much of the world. They then investigate the lives of the Romans looking at their culture, pastimes and army to gain an understanding of life before making judgements on how rotten it was to live in this time period.
- Why did William win the Battle of Hastings?
- In this module we look at the changes Britain underwent between the Romans and the Normans before establishing the events of 1066. We look at how the throne came to be contested and who those fighting for the crown were. We study the battle in detail to gain a better understanding of causality and why William was able to take the throne. We then look at what he did to the country once he had taken over. Just because you win the battle, does not mean the fight is over.
- Was it vile to be a villein? (Measly Middle Ages)
- We follow the story of one peasant as he tries to evaluate where the best place to be a medieval peasant was. Students study the lives of those in the villages, towns and even the streets of London. We consider what the life of the ordinary person was like before deciding where a medieval peasant was likely to have the best lifestyle.
- Why did the King whip himself? (Murder of Thomas Becket)
- Students delve into the power of the medieval church and look at the control it wielded over the lives. The case study of Thomas Becket demonstrates how even the most powerful man in the country was under the influence of the church.
- Was King John really a bad ruler?
- An investigation into how we remember those in the past. King John has a terrible reputation and students will look at all the different ways that King John has been remembered and why this view has changed over time. They will then make their own assessment as to how John should be remembered.



## Year 7 History continued



### What is coming up in the following year?

- How big an impact did the Black Death have?
- A deadly disease that rampaged the world and changed society forever. Students will understand how pandemics are able to spread and how they alter society. However, we will also see the lessons that have been learnt and how society has grown because of it.
- Why did castles change over time?
- A key aspect of any medieval society was its castles. The English landscape is still dotted with them today - but, why don't we use these ancient ruins for their true purpose anymore? Students will look at the earliest castles and see how their design have changed and why.
- How terrible were the Tudors?
- To finish the year we will bring students out of the medieval period and into the early modern period with the Tudors. They will look at different aspects of society to see how life was changing.

#### **TRIP:**

To complement our study of medieval castles, students get the opportunity to visit Warwick Castle and explore the castle defences. Student's imagination is captured as they witness over 1,100 years of history which comes vividly to life, in one of Britain's finest medieval fortresses. Students clamber up the defensive mound of the original castle, before ascending the spiral staircase to the top of the guard's tower. Once the coast is clear of enemy soldiers they walk the castle walls before heading back to firm ground to watch the Birds of prey. Inside the castle, they can admire the grand luxury and discover the history behind the fortress. Of course no castle visit is complete without an archery show or watching the great Trebuchet fire! An amazing trip that brings history to life.



# Year 7 Music



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre

### Dynamics & Articulation

Fundamentals of dynamics (loud and soft)  
Articulation overview  
Dynamic and articulation notation as appropriate to the programme of study

### Rhythm, Tempo & Metre

Fundamentals of rhythm, tempo (including relevant terms), & metre (duple/triple time)  
Rhythm elements: Semibreve, minim, crotchet, quaver, semiquaver, crotchet rest, dotted rhythm variants, swing  
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study

### Structure & Form

Fundamentals of structure & form  
12 bar blues  
Music of dance forms (Waltz, Tango, Disco)  
Melodic variations  
Structural notation as appropriate to the programme of study

### Melody

Fundamentals of melody  
Melodic movement: Ascending/descending, step/leap  
The scale: Diatonic/Blues scales  
Interval overview  
Melodic improvisation in the Blues style  
Deriving melody from chord structures  
Passing notes & auxiliaries  
Melody as a basis for variation  
Melodic intervals  
Melodic notation as appropriate to the programme of study

## Core Skills

### Instrumental performance skills

Approach to the keyboard (and/or other instruments as appropriate to the area of study) including correct address, principles and musical application of relevant techniques, and progression across the topic/year  
Performance skills focus on aspects of technical and musical control relevant to the context of the music and individual performance standard

### Aural skills

Applying theoretical knowledge through focused listening and identification of musical elements appropriate to areas of study

### Compositional skills

Applying theoretical knowledge through creation of musical ideas and manipulation of musical elements appropriate to areas of study

### General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)  
Making judgements with regard to the characteristics of musical styles appropriate to areas of study  
Responding appropriately to musical notation relevant to the programme of study



## Year 7 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge continued

#### Instrumentation & Timbre/Sonority

Fundamentals of pitch and register, with particular reference to keyboard layout  
Overview of acoustic and electronic instruments and techniques appropriate to the programme of study  
Instrumental notation as appropriate to the programme of study

#### Texture

Fundamentals of texture  
Call & response  
Melody & accompaniment  
Broken chords  
Textural notation as appropriate to the programme of study

#### Harmony & Tonality

Fundamentals of harmony and tonality (diatonic)  
Major and minor chords  
Tonal and harmonic notation as appropriate to the programme of study

### How has learning been assessed?

Continuous application of formative assessment.

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work.

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS.

### What is coming up in the following year?

Knowledge and practical skills-based learning from this year become further embedded and augmented during Year 8 through continued exploration of musical elements in the three areas of listening, performing and composing.



# Year 7 Physical Education



**What have students at St. Crispin's been taught to understand and be able to do?**

Students have been taught basic rules, regulations, skills strategies and tactics of a variety of individual and team sports & activities. They should be able to select and apply these skills and a tactics to a variety of situations successfully and evaluate their own **PERSONAL DEVELOPMENT** within **PE**.

<b>Core Knowledge</b>	<b>Core Skills</b>
<p style="text-align: center;"><b>Physical ME</b></p> <p>Understand how to apply basic skills effectively in a variety of sports</p> <p>Understand how to apply basic tactics effectively in a variety of sports</p> <p style="text-align: center;"><b>Cognitive ME</b></p> <p>Understand how to devise basic strategies to outwit opponents in a variety of sports</p> <p>Understand how to sequence movements in a variety of sports and activities</p>	<p style="text-align: center;"><b>Physical ME</b></p> <p>Uses fundamental simple skills such as throwing, catching, running with some control and success</p> <p>Performs simple skills in isolation with some control and accuracy</p> <p>Uses simple tactics, strategies and ideas</p> <p style="text-align: center;"><b>Cognitive ME</b></p> <p>Outlines what is good and bad about a performance</p>
<p style="text-align: center;"><b>Healthy ME</b></p> <p>Understand the importance of preparing for and recovering from physical activity</p> <p>Identify the components of fitness and explain when they are needed in PE</p> <p>Identify major muscles of the body</p>	<p>Makes suggestions on how to improve their own and others' performance</p> <p style="text-align: center;"><b>Healthy ME</b></p> <p>Complete short periods of exercise and can sustain effort in an activity without getting tired</p> <p>Perform a warmup independently</p>
<p style="text-align: center;"><b>Social ME</b></p> <p>Understand the importance of working in collaboration with others including how to communicate effectively</p> <p>Understand the importance of applying rules to a variety sports</p>	<p style="text-align: center;"><b>Social ME</b></p> <p>Communicates and works collaboratively with others</p> <p>Can follow simple rules in an activity</p>



# Year 7 Physical Education continued



## What have students at St. Crispin's been taught to understand and be able to do?

Students have been taught basic rules, regulations, skills strategies and tactics of a variety of individual and team sports & activities. They should be able to select and apply these skills and a tactics to a variety of situations successfully and evaluate their own **PERSONAL DEVELOPMENT** within **PE**.

Core Knowledge	Core Skills
<p data-bbox="336 674 536 707" style="text-align: center;"><b>Affective ME</b></p> <p data-bbox="132 757 751 831">Understand how to take care of their own safety and that of others</p> <p data-bbox="113 875 770 949">Understand why we do certain activities and expect certain behaviors in PE</p> <p data-bbox="121 994 762 1149">Demonstrate knowledge of the concept curriculum and how it can benefit their own <b>PERSONAL DEVELOPMENT IN PE</b> and beyond with particular reference to:</p> <ul style="list-style-type: none"> <li data-bbox="320 1193 555 1227">The Value of PE</li> <li data-bbox="352 1234 523 1267">Self-Worth</li> <li data-bbox="363 1274 512 1308">Resilience</li> <li data-bbox="296 1314 579 1348">Interpersonal Skills.</li> </ul>	<p data-bbox="1059 674 1227 707" style="text-align: center;"><b>Affective ME</b></p> <p data-bbox="802 757 1481 831">Shows fair play, respect and support for other pupils in the class</p> <p data-bbox="842 875 1441 909">Controls feelings when winning or losing.</p>

## How has learning been assessed?

Learning is assessed formatively through:

personal study 'quiz' tasks on rules, regulations, basic skills, strategies & tactic's

AFL methods in lessons

Teacher observation

ME in PE Framework

Peer assessment

Student engagement is assessed summative through 'exit quizzes' at the end of each concept curriculum unit.



## Year 7 Physical Education continued



### What is coming up in the following year?

Students will develop their knowledge and skills of the 5 assessment area's in the ME in PE framework through a broad and balanced curriculum

The concept curriculum will develop student's knowledge of **HEALTH & WELLBEING** through them experiencing themes based upon:

- Mental Health & Wellbeing
- Physical Health & Wellbeing
- Social Health & Wellbeing
- Diet & Nutrition.



# Year 7 Religious Studies



## What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<ul style="list-style-type: none"><li>• Key beliefs within Christianity.</li><li>• Key practices within Christianity.</li><li>• How Christian practices are influenced by their beliefs.</li><li>• Study of miracles (Old and New Testament, as well as modern miracles).</li><li>• Understanding of who the person of Jesus was (Christian view, historical and other views).</li></ul>	<ul style="list-style-type: none"><li>• Understanding other opinions, viewpoints and ideas.</li><li>• Forming opinions, viewpoints and ideas.</li><li>• Justifying opinions, viewpoints and ideas.</li><li>• Analysing and comparing opinions, viewpoints and ideas.</li><li>• Using key, subject specific terminology</li><li>• Structuring arguments using a PEE (point, evidence, explain) structure.</li></ul>

## How has learning been assessed?

- In class recap quizzes.
- End of unit multiple choice quizzes.
- Longer written answer end of unit assessments.
- Personal Study.

## What is coming up in the following year?

In depth study of Islamic and Buddhist beliefs and practices, and Religion and Equality.

# St. Crispin's

## Excellence for all

