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Subject Booklet

The subject booklet that follows helps parents and students understand the wider context of their studies at Turton. Each subject area is split into two sections: (1) the ***subject narrative***- that includes links to the relevant knowledge organisers detailing all the knowledge taught in that subject, and (2) ***topic links***- that includes carefully selected webpages that enable students to revisit topics in which they need to develop further, as indicated on their reports.

To assist you with navigating this document, there are ***quick links*** below to jump between sections and a ***return link*** on each page to come back to the quick links.

Quick Links:

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Art Narrative

“We all know that Art is not truth. Art is a lie that makes us realize truth.” (Pablo Picasso)

In Year 7, the students’ journey begins with an introduction to the formal elements of art. Students undertake formal drawing exercises to explore line, measurement, proportion, mark making, colour, texture and pattern through studies of natural forms. Designs are then generated inspired by Celtic art from the Middle Ages and the ornamental illustrations in The Book of Kells (c. 800AD). Students explore traditional iconography, typography and calligraphy appreciating the geometry and symmetry of archetypal Celtic knots, nature inspired motifs, and mythical creatures to create an illuminated letter design.

Students then experience the birth of The Renaissance Revolution in Florence, Italy: a period of significant cultural change, underpinned by the belief that people should be better educated, and that art, music and science could make life better for everyone. They explore the influential work of famous Renaissance artists including Giotto, Botticelli, Raphael, Leonardo Da Vinci, Albrecht Durer and Michelangelo to understand the background to this exciting development in European art from the early 14th to mid-16th centuries. Increased attention to detail encourages accuracy and precision; techniques adopted during the renaissance are taught to achieve realism. Students end the year studying portraiture and symbolism, making comparisons between historical and contemporary portrait artists to stimulate imaginative design ideas for a self-portrait.

Knowledge Organiser Links:
(1) **Book of Kells**; (2) **Renaissance**;

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Art Topics

Art History	**Lascaux** Cave Art **Egyptian** Art	https://www.youtube.com/watch?v=UnSq0c7jM-A
	Celtic Art	https://www.theschoolrun.com/homework-help/celts_
	Medieval Insular Art: The Book of Kells	https://kids.kiddle.co/Book_of_Kells
	The **Renaissance** Revolution	https://www.ducksters.com/history/renaissance_art.php https://www.ducksters.com/history/renaissance_artists.php
	Describing artists' work	https://www.kitchentableclassroom.com/artist-study/ https://artclasscurator.com/how-to-and-why-look-at-art-with-children/
Art Practice	**Accuracy** of drawing	https://thevirtualinstructor.com/blog/7-drawing-techniques-for-accuracy
	Creating **realism**	https://thevirtualinstructor.com/shapes-into-forms.html https://www.youtube.com/watch?v=-WR-FyUQc6I
	Foreshortening	https://www.youtube.com/watch?v=_enw8gnHNX4 https://www.youtube.com/watch?v=KYV0hy2b9z8
	Portraiture	https://www.youtube.com/watch?v=uXlO6ocidiY
	Advancing drawing skills	https://thevirtualinstructor.com/foreshortening.html
	Advancing painting skills	https://www.youtube.com/watch?v=3jrwaVXiXps
	Annotating to describe the formal elements	https://www.wikihow.com/Annotate-Art

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Computing Narrative

'Never before in history has innovation offered promise of so much to so many in so short a time.'- (Bill Gates)

The focus in year 7 is to introduce students to the inner workings of technology that surrounds them in their day-to-day life. This includes the Internet and the World Wide Web; invented by Sir Tim Berners-Lee. We look at the differences between the two, how they both work together and how to stay safe whilst using them. We then start to look at digital devices and the combination of input, output and storage using real world examples. Students will also grasp how hardware and software both work harmoniously together within modern systems.

Students then begin their journey into computational thinking. Students are tasked to analyse and solve problems, and design algorithms to model the real world. We look at how the works of Ada Lovelace and Alan Turing paved the way for modelling algorithms and writing basic computer programs. We will examine how this has now evolved into the programming we see today. Our students will then journey from a simple algorithm, such as a flowchart or sequence of written instructions, to a working text-based program written in an introductory programming language.

Knowledge Organiser Links:

(1) Internet; (2) Hardware & Software; (3) Algorithms; (4) Programming

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Computing Topics

Understanding the internet and the **WWW**	https://www.bbc.co.uk/bitesize/topics/zkcqn39/articles/z2nbgk7
Internet Safety (**E-Safety**)	https://www.thinkuknow.co.uk
Digital **Literacy**	https://www.teachsecondary.com/ict/view/lesson-plan-ks3-ict-digital-literacy
Investigating **Social Media**	https://campaignresources.phe.gov.uk/schools/resources/social-media-KS3-KS4-lesson-plan-pack
Digital **Devices**	https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1
Inside a computer system (**Hardware**)	https://sites.google.com/site/mrhaltonsictwebsite/year-7-ict/lesson-7-inside-a-desktop-computer
Types of **Software**	https://www.bbc.co.uk/bitesize/guides/zcxgr82/revision/1
Problem-solving and decomposition	https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1
Producing **algorithms** using flowcharts	https://www.teachwithict.com/flowcharts.html
Programming in **Scratch**	https://scratch.mit.edu
Investigating ethical, legal, cultural, environmental and privacy **issues** within computer science **(SCHOLARS)**	https://www.comptia.org/blog/ethical-problems-in-computing
Understanding the Internet of Things (**IoT**) and communication **(SCHOLARS)**	https://www.wired.co.uk/article/internet-of-things-what-is-explained-iot
Von Neumann Architecture **(SCHOLARS)**	https://www.computerscience.gcse.guru/theory/von-neumann-architecture
Logic Gates and corresponding truth tables **(SCHOLARS)**	https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/3
Algorithms for specific purpose (Bubble Sort) **(SCHOLARS)**	https://medium.com/madhash/bubble-sort-in-a-nutshell-how-when-where-4965e77910d8
Programming in Python **(SCHOLARS)**	https://www.tutorialspoint.com/python/index.htm

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Design & Technology Narrative

'DT is logical, creative and practical.' (Sir James Dyson)

Good food mixed with engaging conversation is the bedrock of human social interactions. Food, at its very best, is an eclectic mix of textures and flavours, which engage the human palate, taking the raw materials of basic ingredients and mastering the craft of cookery. During years seven and eight students learn basic skills such as measuring, chopping and preparing ingredients along with the design of basic dishes. They explore combining flavours using different ingredients and consider how taste and texture is created through different making and cooking techniques. Forming an understanding of the fundamental principles of materials is essential to the role of designers and engineers. Students explore the properties of different woods, and gain an understanding of how their properties affect the making techniques. Beginning with basic joining techniques and using hand tools, students develop practical expertise. They develop an understanding of one of the forming processes, and create samples using basic machine skills. As well as gaining an understanding of how machinery works, they will develop an understanding of how to maintain machines within the workshop. Textile products form a part of everyday life; students develop a variety of making skills including weaving, embroidery and hand stitching; making an open seam, an over-locked seam and creating buttonholes. They broaden their knowledge of a range of techniques, by learning to use a variety of specialist textile equipment. Alongside practical knowledge, students gain a deeper understanding of the World of Textiles through studying the Industrial revolution, and the influence of an historical, local figure – James Hargreaves, on the modern industry. Deconstructing yarns and using the microscopes to investigate the fibre, from source through to construction, enables students to make comprehensive and creative material choices.

Knowledge Organiser Links:

(1) **Resistant Materials**; **(2) Food**; **(3) Textiles**;

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Design & Technology Topics

Resistant Materials

Health & **Safety** in the RM	http://www.technologystudent.com/saftyflsh/safety1.html http://www.technologystudent.com/pdf16/poster_maintenance1.pdf
Natural timber and manufactured timbers	https://www.bbc.co.uk/bitesize/guides/z74bcj6/revision/2 http://www.technologystudent.com/designpro/natwd1.htm http://www.technologystudent.com/designpro/mboard1.htm
Drawing in **isometric**	https://www.youtube.com/watch?v=uWYl51QJ0Zw http://www.technologystudent.com/despro_flsh/stencil2.html
Hand tools skills to create a **lap joint**	http://www.technologystudent.com/joints/lapt2.htm http://www.technologystudent.com/prddes1/qual2.html http://www.technologystudent.com/prddes1/quality1.html
Types of **Finishes**	https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-dt-ks3-finishing-wood/znbckmn
Understanding **CAD**	https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks34-why-is-cadcam-essential-in-design/zd7hy9q
Understanding **CAM** (laser cutter)	http://www.technologystudent.com/laser1/laser8.html
How to use a **fret saw**	http://www.technologystudent.com/equip1/fretsw1.htm
Knowledge organiser	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Tech-RM-All-Terms.pdf
Health & **Safety** in the RM	http://www.technologystudent.com/saftyflsh/safety1.html http://www.technologystudent.com/pdf16/poster_maintenance1.pdf
What is **product analysis**	http://www.technologystudent.com/prddes1/prdanl1.html
How **saws** have developed	https://www.encyclopedia.com/science-and-technology/technology/technology-terms-and-concepts/saw
Maurits Cornelis **Escher**	https://www.britannica.com/biography/M-C-Escher https://www.theguardian.com/artanddesign/2015/jun/20/the-impossible-world-of-mc-escher
Tessellating shapes and creating your own	https://www.mathsisfun.com/geometry/tessellation.html https://www.theschoolrun.com/what-are-tessellating-shapes
Where **woods originate**	http://www.technologystudent.com/joints/forests1.html
Understanding **natural timber** and manufactured	https://www.bbc.co.uk/bitesize/guides/z74bcj6/revision/2 http://www.technologystudent.com/designpro/natwd1.htm

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	http://www.technologystudent.com/designpro/mboard1.htm
Which **tools** in the workshop	http://www.technologystudent.com/joints/mplayer13a.html http://www.technologystudent.com/pdf16/tools1.pdf
How to **cutting plastic**	http://www.technologystudent.com/mobapps/processing_polymers1.pdf
Drawing in **isometric** and applying **render**	https://www.youtube.com/watch?v=uWYl51QJ0Zw http://www.technologystudent.com/despro_flsh/stencil2.html http://www.technologystudent.com/designpro/wdshade.htm
Understanding **CAD**	https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks34-why-is-cadcam-essential-in-design/zd7hy9q
Knowledge organiser	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Tech-RM-All-Terms.pdf
Life and impact of Brunel	https://www.youtube.com/watch?v=zovFQQ2SwBc

Textiles

Health & **Safety** in the textiles room	http://devrytechnology.weebly.com/health-and-safety-in-textiles.html
How to **Sew:** hand, machine & CAD **CAM** embroidery – How to.	http://devrytechnology.weebly.com/health-and-safety-in-textiles.html https://www.youtube.com/watch?v=jCyWcpx_0xY https://www.youtube.com/watch?v=zFdLi9kkyg0
Understanding **fibres: Animal**	https://www.bbc.co.uk/bitesize/guides/z6t26yc/revision/1 https://www.youtube.com/watch?v=IW1ygb2z48k
Understanding **fibres : Synthetic** /manmade	: https://www.bbc.co.uk/bitesize/guides/z6t26yc/revision/1 https://www.youtube.com/watch?v=JJ6dPCyK5JU
Understanding **fibres : Regenerated**	https://www.bbc.co.uk/bitesize/guides/z6t26yc/revision/1
Environmental & **social** impact	https://www.fairtrade.org.uk/What-is-Fairtrade/Using-the-FAIRTRADE-Mark https://www.bbc.co.uk/bitesize/guides/zfr3rwx/revision/3 https://www.youtube.com/watch?v=zyF9MxlcItw https://www.bbc.co.uk/bitesize/articles/zvgvgwx
What are **smart materials**	https://www.youtube.com/watch?v=bHLtZvbhn2Q&feature=related https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks4-gcse-auxetic-materials-used-in-protective-wear-biomimetics/z428qp3
Understanding how **yarns** are made	https://www.youtube.com/watch?v=mw3V4vyhec4&feature=related https://www.youtube.com/watch?v=cn6K1m7yH0I https://www.youtube.com/watch?v=w53J5Jx4b1o

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	https://www.youtube.com/watch?v=kH_b3Heo48I
Understanding **weaving**	https://www.youtube.com/watch?v=9OHbJQ90hfY https://www.youtube.com/watch?v=eX_E4qiecVE
The life and impact of **Lowry**	https://www.bbc.co.uk/bitesize/clips/zc9jxnb

Food

Understanding the risks in a kitchen and how to follow **health** & **safety** in order to stay safe	https://www.youtube.com/watch?v=pLJ703rOTq4 https://www.youtube.com/watch?v=86N-x0l6j7A
Understanding and using **knife skills** when preparing ingredients	https://www.youtube.com/watch?v=zo0lx_tFhH0 https://www.cooksmarts.com/cooking-lessons/building-blocks/knife-skills/
Considering the **Eatwell guide** and understanding the source of micro and macro nutrients and the quantity needed to create a balanced diet	https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/ https://www.healthline.com/health/food-nutrition/micros-vs-macros#micros-vs-macros
Understanding **heat transfer** and how conduction, convection and radiation is used when making dishes	https://www.scienceofcooking.com/how-is-heat-transferred-in-cooking.html
Understanding how **healthy eating** and food choice can impact health and cause problems if not followed correctly	https://www.nhs.uk/live-well/eat-well/ https://www.eufic.org/en/healthy-living/article/the-determinants-of-food-choice

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Complete and record a **product analysis** to show understanding on how to improve and modify recipes. Understand how consumers use traffic light labelling in supermarkets	https://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=19&sectionId=83&contentId=829 https://www.nutrition.org.uk/healthyliving/helpingyoueatwell/324-labels.html
Pasta Salad **Practical** skills and understanding of boiling, simmering and straining	https://www.delallo.com/blog/how-to-cook-perfect-pasta/
Apple Crumble **Practical** skills and understanding of the rubbing in method using fat and flour, layering and using the oven	https://www.bbc.co.uk/food/techniques/rubbing_in
Healthy **Muffin Practica**l skills and understanding of measuring, mixing, and raising when using the oven	https://mocomi.com/why-does-cake-rise/
Flapjack Practical skills using the melting method using the hob and the oven	https://www.helpmebake.com/2017/04/02/what-is-the-melting-method/
Fish Cake Practical skills and understanding of batch production, mixing, shaping and using the oven	https://www.youtube.com/watch?v=4sNVGpSkF_o https://www.theguardian.com/lifeandstyle/2014/oct/17/crispy-fishcakes-mashed-potato-recipe-how-to-henry-dimbleby-jane-baxter
How to use a **sewing machine**	Yahoo search

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Drama Narrative

"I can take any empty space and call it a bare stage. A man walks across this empty space, whilst someone else is watching him, and this is all that is needed for an act of theatre to be engaged." (Peter Brook)

Our detailed exploration of theatre history begins with Greek Theatre, a genre widely recognised as being the origins of contemporary drama. Whilst texts themselves are the opening focus with consideration of Aristotle's unities and the tragic hero, we also practically explore the genre through a range of theatrical techniques including tableaux, transitions and thought tracking to create performances that exemplify this ancient form. We bring to life hubris, nemesis, anagnorisis, peripeteia, hamartia and catharsis through performing extracts from Sophocles' *Antigone* and begin to evaluate the structure of the text: exposition, rising action, climax, falling action and denouement. .We then transform the depth of the text onto the stage, creating the exciting possibilities of physical theatre before focusing on voice through the theatrical performance of chant, choral speech, call and response, rounds, dithyramb and stichomythia. We learn how to evaluate extracts of Antigone, including the National Theatre live recording: watching theatre at its best is as important as reading texts from the canon. The journey continues as we progress from the Greek age to the Egyptians and the invention of puppetry: an ancient form of theatre where puppets were used to animate and communicate the ideas and needs of human societies. Konstantin Stanislavski, the seminal Russian theatre practitioner guides us through the next leg of our voyage of discovery as we explore Naturalism and the need to 'Love art in yourself and not yourself in art.' Emotion memory, magic if, circles of attention and given circumstances all contribute to the understanding of how 'The theatre infects the audience with its noble ecstasy.' Of course, the key to mastery of Stanislavski's system is through application, as students create, perform and evaluate work informed by his methodologies. 'Blue Remembered Hills' by Dennis Potter who is widely regarded as one of Britain's leading dramatists, is a naturalistic memory drama of a "golden day" that turns to tragedy

Knowledge Organiser Links:

(1) **Basics** (2) **Greek Theatre** (3) **Stanislavski**

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Drama Topics

TOPICS COVERED	LINKS TO DEVELOP THIS LEARNING
Theatre history	http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=cui
Greek Theatre	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Theme-2-Greek-Theatre.pdf http://www.ancientgreece.com/s/Theatre/ https://www.historyforkids.net/ancient-greek-theatre.html
Antigone by Sophocles	https://www.thoughtco.com/antigone-in-60-seconds-2713023 https://www.youtube.com/watch?v=Lak0__1Hqwc https://www.youtube.com/watch?v=gnoZmoZbjwg
Voice and choral speaking	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Theme-1-Drama-Basics.pdf https://www.bbc.co.uk/bitesize/guides/z3c2yrd/revision/1
Using **physicality** to communicate meaning	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Theme-1-Drama-Basics.pdf https://www.bbc.co.uk/bitesize/guides/zpfk6sg/revision/2
Drama basics	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Theme-1-Drama-Basics.pdf
Puppet shows/ **scriptwriting**	https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/z6hhcqt https://www.britannica.com/art/puppetry
Stanislavski - Naturalism	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Theme-3-Stanislavski.pdf https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/3
Script work - Blue Remembered Hills – Dennis Potter	https://www.benchtheatre.org.uk/plays90s/blueremembered hills.php
From page to screen – **film studies**	https://www.studiobinder.com/blog/ultimate-guide-to-camera-shots/
Alice in **Wonderland** design	https://www.britannica.com/art/mask-face-covering/Theatrical-uses https://www.storyberries.com/bedtime-stories-alice-in-wonderland-by-lewis-carroll/

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English Narrative

'Language shapes the way we think and determines what we can think about.' (Benjamin Lee Whorf)

Our literature curriculum takes students on a journey through the ages of literature; beginning in Year 7 with the Ancient Greeks, exploring the birth of theatre before the English Language even existed. We study Aristotle's original play structure and his rules of a Tragic Hero, making links between these and J.M. Barrie's modern play, *Peter Pan,* in order to explore influences and the development of the play genre. Leaving behind the Ancient Greeks, we then journey through to the Old English period. Here, we expand our understanding of the hero by studying the fantasy genre and oral tradition, along with myths and legends. We consider the evolution of the English Language through the epic poem, *Beowulf*, the first recorded example of Old English, and how this influenced J.R Tolkien's modern novel, *The Hobbit*. Finally moving into the Middle English period, we revisit legends by exploring King Arthur, and the most influential medieval writer, Geoffrey Chaucer, and his *Canterbury Tales*. It is through these tales that we can explore satire, the comedy genre, the poetic form and anti-clericalism.

This is underpinned by the English grammar of word types, simple tenses and sentence structures. In Year 7, we explore the elements of the foundation of the rhetoric: the analysis paragraph, which eventually leads to a standpoint, evidence, and inference. The bedrock of quality creative and functional writing is also the paragraph; in this case we cement the crafting of punctuation, sentences and paragraphing for impact.

Knowledge Organiser Links:

1. Coming of Age KO 2. Understanding the World KO 3. Identity KO

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English Topics

The Gothic	Gothic Literature Introduction | Shmoop
Writing non-fiction	https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zr8cmfr https://www.bbc.co.uk/bitesize/guides/zqwycdm/revision/6 https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4 https://www.bbc.co.uk/bitesize/guides/z27cmnb/revision/5 https://www.bbc.co.uk/bitesize/guides/zxxbr82/revision/1 https://www.bbc.co.uk/bitesize/guides/z2t3rdm/revision/3
Grammar	https://www.lexico.com/grammar/types-of-noun https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk https://www.grammarly.com/blog/imperative-verbs/ http://www.bbc.co.uk/worldservice/learningenglish/youmeus/learnit/learnitv231.shtml https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/subjects-and-predicates/v/subject-direct-object-and-indirect-object-syntax-khan-academy
The Diary of Anne Frank	The diary | Anne Frank House
Tenses	https://www.grammarly.com/blog/verb-tenses/#:~:text=Verbs%20come%20in%20three%20tenses,or%20things%20that%20are%20continuous.
Punctuating speech	https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhqh92p
Poetry Techniques	How to Read a Poem (shmoop.com)
Creative Writing	https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1
Making inferences	https://www.bbc.co.uk/bitesize/guides/z89p34j/revision/3
Finding quotations	https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zdq8hbk
Using punctuation	https://www.bbc.co.uk/bitesize/topics/zr6bxyc
Using techniques	https://www.bbc.co.uk/bitesize/guides/zx7cmnb/revision/1
Impressive vocabulary	https://describingwords.io/
Using paragraphs	https://www.bbc.co.uk/bitesize/guides/z2c2xnb/revision/1
Sentence types	https://www.bbc.co.uk/bitesize/guides/zxqnfg8/revision/1
SCHOLARS ONLY	

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The Odyssey	Ancient Greece for Kids: Homer's Odyssey (ducksters.com)
The Gothic – Wuthering Heights	Wuthering Heights in one page (wuthering-heights.co.uk)
Walt Whitman and his influence on poetry	About Walt Whitman: The Voice of American Poetry - Poem Analysis
Angela's Ashes	Angela's Ashes Summary | Shmoop

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Faith & Ethics Narrative

'The unexamined life is a life not worth living.' (Socrates)

Faith and Ethics in year 7 focuses on Religious and Philosophical beliefs; both from Eastern traditions and Western thought. The aim of this is to give students the Grammar, and acquire the language of Faith and Ethics so it can be applied to future Ethical and Philosophical issues. The Year 7s studying this course will also move into year 8 with a compassionate and respectful knowledge of the beliefs from within their own community; including those reflected in Turton itself. Bolton is a diverse town and by exploring the key beliefs of *Hinduism* and *Christianity* students can begin to understand the history and beliefs and Practices that make up their rich, local community.

This will involve looking at the figure of Jesus Christ and the impact of his ideas. This is supplemented by our visits to places of worship allowing students to see the impact of the beliefs and practices they have learned about in action and ask important questions to faith leaders in their community. Year 7 culminates in an introduction to Philosophy and the history of rational thought. Students begin to develop their understanding of how to use reason and rhetoric to construct coherent arguments about a range of philosophical ideas.

Knowledge Organiser Links:

Hinduism (**Link 1**, **Link 2**, **Link 3**)
Christianity (**Link 4**, **Link 5**)
General **(Link 6)**

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Faith & Ethics Topics

FE Unit 1 - Hinduism	
Immigration—The Hindu Community in Britain To outline reasons for **Hindu immigration** to Britain	https://www.striking-women.org/module/map-major-south-asian-migration-flows/post-1947-migration-uk-india-bangladesh-pakistan-and Audio clip - https://www.bl.uk/learning/timeline/item107671.html
The Concept of God To understand some of the beliefs Hindus have about what God is like. To understand the view of Hinduism as a **monotheistic** religion with a **complex God**.	https://www.bbc.co.uk/bitesize/guides/zmtj2nb/revision/1 https://www.youtube.com/watch?v=W9Fezg2Ss5E (0:0-0:35)
The Trimurti To continue to understand the complexity of God in Hinduism. To be able to explain in a simple way the Hindu concept of the **Trimurti** and the qualities of the **demi-gods.**	https://www.bbc.co.uk/bitesize/guides/zmtj2nb/revision/3 https://www.youtube.com/watch?v=sT2jorwmtBk
Ganesh To understand the story of the elephant headed boy, **Ganesh**. To be able to explain why Hindu's pray to him first.	https://www.bbc.co.uk/bitesize/guides/zmtj2nb/revision/4 https://www.youtube.com/watch?v=jKpYCVGYtAA
Puja To understand the Hindu practice of **prayer**. To outline the items on a **puja tray**.	https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/3 https://www.youtube.com/watch?v=PbxIh8oRNWU
Caste System To understand the Hindu belief of societal **hierarchy**. To know the Hindu terms for each level and explain the **rules** of being in each caste.	https://www.bbc.co.uk/news/world-asia-india-35650616 https://www.youtube.com/watch?v=SV78-ad8tpw
Dharma, Family & Stages of Life To understand the importance of **family** in Hinduism. To outline in detail the four stages of a Hindu **life**.	https://www.bbc.co.uk/bitesize/guides/zmgny4j/revision/5 https://www.bbc.co.uk/programmes/p02n5xj7 https://www.youtube.com/watch?v=iXtK40EgJb4

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Reincarnation The hook, to gain the engagement of the students in the Hindu belief of **rebirth**.	https://www.hinduismtoday.com/modules/smartsection/item.php?itemid=5664 https://www.youtube.com/watch?v=KloXPIDYwII
Cycle of Life To explain the Hindu **cycle of life**. To be able to apply the **key terms** Samsara, Moksha, Karma, Reincarnation and Atman. To understand the impact of karma to enable a good **afterlife**.	https://www.bbc.co.uk/bitesize/guides/zmgny4j/revision/1 https://www.bbc.co.uk/bitesize/guides/zmgny4j/revision/2 https://www.bbc.co.uk/bitesize/guides/zmgny4j/revision/3 https://www.youtube.com/watch?v=Uq6_HUMtQtI&list=PLcvEcrsF_9zLN3DArb_4G8Y5EHbSTRLDL
Ganges & Pilgrimage To understand the importance of the **River Ganges** to Hindus. To understand the importance of **pilgrimage** in Hinduism.	https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/8 https://www.youtube.com/watch?v=j4lSnFCnGmg&list=PLcvEcrsF_9zLN3DArb_4G8Y5EHbSTRLDL

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Scholars

Unit: Introduction to Philosophy	
Topic	**Link to Revision Material**
Who was **Socrates?**	https://www.historyforkids.net/socrates.html https://www.ducksters.com/history/ancient_greece/socrates.php
What is the **Socratic Method?**	http://encyclopedia.kids.net.au/page/so/Socratic_method#:~:text=The%20basic%20form%20is%20a,for%20themselves%20using%20this%20method. https://study.com/academy/lesson/what-is-the-socratic-method-definition-examples.html
Fact and **Types of Truth**	https://www.bbc.co.uk/bitesize/guides/zx7634j/revision/2 - Scientific Truth https://www.bbc.co.uk/bitesize/guides/zpxpr82/revision/2 - Religious truth https://www.bbc.co.uk/bitesize/clips/zq7dq6f - Historical Truth
Unit 2: Greek Philosophy	
Who was **Plato**?	https://www.ducksters.com/history/ancient_greece/plato.php https://www.historyforkids.net/plato.html

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Plato's **Allegory of the Cave.**	http://encyclopedia.kids.net.au/page/pl/Plato%27s_allegory_of_the_cave https://www.youtube.com/watch?v=1RWOpQXTItA (Ted video)
Plato's Ship of State Analogy	https://www.youtube.com/watch?v=fLJBzhcSWTk https://adastrapermundum.com/2019/04/21/the-state-is-like-a-ship-on-platos-critique-of-the-athenian-democracy/
The Myth of the Metals: The Noble Lie	https://outre-monde.com/2010/10/22/platonic-myths-the-myth-of-the-metals/ https://www.sparknotes.com/philosophy/republic/section3/page/3/ https://scholarblogs.emory.edu/basicproblems002/tag/myth-of-metals/
Who was **Aristotle**?	https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn https://www.ducksters.com/history/ancient_greece/aristotle.php
Unit 3: St Thomas Aquinas	
Who was **St Thomas Aquinas?**	https://kids.kiddle.co/Thomas_Aquinas https://www.biography.com/religious-figure/saint-thomas-aquinas
What is The **Cosmological argument? (**the first cause argument)	https://www.bbc.co.uk/bitesize/guides/zpxpr82/revision/5 https://www.bbc.co.uk/bitesize/guides/zv2fqwx/revision/2 https://www.youtube.com/watch?v=IJH18VqdttY
How did Aquinas use **Rational Thinking?**	https://www.bbc.co.uk/bitesize/guides/zpkrb82/revision/1 https://kids.kiddle.co/Logic https://kids.kiddle.co/Fallacy
What is **The Big Bang Theory?**	https://www.bbc.co.uk/bitesize/guides/zpkrb82/revision/2 https://www.bbc.co.uk/bitesize/guides/zpkrb82/revision/3 https://www.bbc.co.uk/bitesize/guides/z8qqpbk/revision/2
Unit 4: Spinoza and Leibniz	
What is **Rationalism?**	https://kids.kiddle.co/Rationalism https://wiki.kidzsearch.com/wiki/Rationalism
Who was Baruch De **Spinoza?**	https://www.youtube.com/watch?v=pVEeXjPiw54 http://www.philosophyslam.org/spinoza.html
Who was **Leibniz**?	https://kids.kiddle.co/Gottfried_Leibniz http://encyclopedia.kids.net.au/page/go/Gottfried_Leibniz
What is **Empiricism**?	https://kids.kiddle.co/Empiricism#:~:text=In%20philosophy%2C%20empiricism%20is%20a,which%20comes%20through%20our%20senses. https://plato.stanford.edu/entries/rationalism-empiricism/ https://www.mesacc.edu/~davpy35701/text/empm-v-ratm.html

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Year 7 Curriculum

French Narrative

"Those who know nothing of foreign languages know nothing of their own". (Goethe)

We need to begin with the tools of communication so our initial focus in Year 7 is pronunciation and students are taught the sound-spelling links in French through explicit teaching of phonics. Students quickly become confident in their ability to pronounce correctly new or unfamiliar vocabulary and become adept at reading out aloud in the classroom. Grammar is an intrinsic feature of language learning, and initially students are introduced to high-frequency language and structures in the first person, which mimics natural language acquisition. This enables students to communicate their opinions and answer questions that seek information about themselves. The high-frequency language is introduced through 'chunks' to help the internalisation of language without consciously processing the grammatical rules. Students quickly progress from answering questions in the first person to asking questions of others and reporting back in the third person. The topics that are chosen to enable this language acquisition and to deliver the content and structures are: myself, free time, my school, my house, my town.

As students' language develops, the range of vocabulary and grammar available to them increases. Piece by piece, the full conjugation of verbs – both regular and irregular- is taught and the range of tenses is increased to speak in the different time frames (past, present and future). Students are taught to recognise patterns in order for them to be able to apply the rules independently as they progress in their studies. As students become more able to communicate in different contexts, the topics become broader and more universal. Students are exposed to vocabulary and dialectic learning opportunities that help them to practise, review and re-use language. Language is presented in context and is practised both receptively and productively, aiming for greater accuracy and independence as their learning journey continues.

Knowledge Organiser Links:

(1) **At the café** **(2) General** **(3)Sentences**

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Year 7 Curriculum

French Topics

Developing understanding of **French sounds** and practising them by listening to native speakers.	https://www.youtube.com/watch?v=uwncKx6AJGs https://quizlet.com/127445782/french-phonics-flash-cards/
Being able to develop your knowledge of vocabulary relating to the topic of **family** and **pets**	Family and pets – KS3 French – BBC Bitesize - BBC Bitesize
Being able to develop your knowledge of vocabulary relating to the topic of **sports** including the sports that you *play* or *do*.	Talking about what you like to do in French using the verb 'faire' - 3rd level French - BBC Bitesize
Being able to use a range of regular **present tense** verbs to talk about what you and others do	https://quizlet.com/gb/339719880/french-regular-er-verbs-flash-cards/
Being able to develop your **listening skills** by listening to songs to identify the missing words	https://lyricstraining.com/fr/
To secure knowledge **grammar** and **phonics**	Play FestiLingo | Free online French language game for KS3 MFL students - BBC Bitesize
Being able to recognise that **adjectives** change depending on the noun they are describing. Also being aware of the position of adjectives within a French sentence.	Adjectives - KS3 French - BBC Bitesize
Developing knowledge of vocabulary and structures related to **school**	Talking about school life in French - 3rd level French - BBC Bitesize

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Year 7 Curriculum

Geography Narrative

'The peculiar value of geography lies in its fitness to nourish the mind with ideas and furnish the imagination with pictures.' (Charlotte Mason)

Turton's journey through Geography and around our planet starts as most explorers do, with a map. Maps are a fundamental of Geography for they allow us to see the patterns made by physical and human processes across the surface of the planet. Whether in an atlas or produced by the Ordnance Survey, maps are an essential geographical tool. Beginning in the UK and moving progressively further afield our geographical journey looks at the many geomorphic processes that shape our landscapes, creating the patterns we see in river and glaciated valleys and along our coastlines. We look at how biological processes interact with the physical to create the diverse biomes of Africa and ecologically rich coral reef systems.
We investigate how people have interacted with the natural world whether in choosing original sites for our settlements or coping with the impacts of river flooding. We investigate how physical factors of climate, geology and ecology create the global pattern of successful economies alongside regions struggling with poverty and underdevelopment. These themes are understood through a variety of scales in a range of places, from the towns and cities of the United Kingdom to the villages and megacities of Africa. Through these journeys, we celebrate the success of people in utilising the natural world from farming to energy use. At the same time we investigate the environmental damage that has often accompanied these advances, be it in the damage to ecosystems or the threat of climate change. By the end of Year Nine, our students will have gained the foundational knowledge to become thoughtful and engaged global citizens.

Knowledge Organiser Links:

Terminology

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Year 7 Curriculum

Geography Topics

7A Map skills	https://www.ordnancesurvey.co.uk/mapzone/map-skills
7B Settlement	https://www.ordnancesurvey.co.uk/mapzone/geography/urban-development
7C Rivers	https://www.ordnancesurvey.co.uk/mapzone/geography/river-landscapes
7D Weather	https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate
7E Russia	https://www.natgeokids.com/uk/discover/geography/countries/russia-facts/
Scholars	https://www.ordnancesurvey.co.uk/map-quizzes https://www.ordnancesurvey.co.uk/map-quizzes/did-you-know

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Year 7 Curriculum

History Narrative

'A people without the knowledge of their past history, origin and culture is like a tree without roots.' (Marcus Garvey)

Year 7 introduces students to the concepts of power and sovereignty, and how they are exercised. It will chart the changing relationship between rulers and ruled, embracing absolutism, differing forms of representation, and growing calls for change. We begin by introducing our students to the events following the death of Edward Confessor in 1066. This is a vital period as it changed English society, changing the way in which English politics worked, changes in architecture, the introduction of castles, the language we speak today is a result of 1066, that mixture of old English and French. Our students move through the medieval period in English and European History, considering the challenges and developments made to Church, state and society. This was a period marked by economic and territorial expansion, demographic and urban growth, the emergence of national identity, and the restructuring of secular and ecclesiastical institutions. This is highlighted through a study of kingship and authority in the forms of William I, Henry II and John. Finally, our students reflect on the changing role of power, with a consideration about the ways that monarchs are 'chosen', with the start of the Tudor Age. This time would mark a major turning point in history; affecting religious life in Europe, but also social, political, and economic institutions as well. These lessons allow our students to understand the narrative of the changing nature of European society, and the impact this has on the world today.

Knowledge Organiser Links:
(1) **Content**; **(2) Britain**; **(3) Normans**; **(4) Medieval**; **(5) Tudor**

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History Topics

Year 7 learning	How to develop this learning
Kingdoms of Africa	https://www.bbc.co.uk/bitesize/articles/z883gk7
The Anglo-Saxon	https://www.bl.uk/anglo-saxons/articles/who-were-the-anglo-saxons https://www.bbc.co.uk/bitesize/topics/zxsbcdm https://www.historyextra.com/period/anglo-saxon/facts-anglo-saxons-dates/
Viking invasions	http://www.bbc.co.uk/history/ancient/vikings/ https://www.historyextra.com/period/viking/vikings-history-facts/
Norman conquest – rivals for the throne	https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/2
Norman conquest – Battle of Stamford Bridge	https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/3
Norman conquest – Battle of Hastings	https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/4
Norman conquest - rebellions	https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/5
Norman conquest – Impact	https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/6 http://www.bbc.co.uk/history/british/normans/ https://www.english-heritage.org.uk/learn/1066-and-the-norman-conquest/
Crusades	https://www.history.com/topics/middle-ages/crusades https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1 https://www.historytoday.com/archive/feature/crusades-complete-history
Medieval– Feudal system	https://www.bbc.co.uk/bitesize/guides/zdvdmp3/revision/1
Medieval– Thomas Becket and Henry II	https://www.bbc.co.uk/bitesize/guides/zw3wxnb/revision/1
Medieval– The Crusades	https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1
Medieval– King John and Magna Carta	https://www.bbc.co.uk/bitesize/guides/zqgqtfr/revision/1
Medieval– Black Death	https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1
Medieval – peasant revolt	https://www.bbc.co.uk/bitesize/guides/z2c2pv4/revision/1

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Year 7 Curriculum

Mathematics Narrative

"Beauty is the first test; there is no permanent place in the world for ugly mathematics." G.H.Hardy)

We chose to begin with algebraic notation in year 7 instead of sequences in the White Rose Curriculum as we believe algebra underpins everything we do in Maths. The next topic (equality and equivalence) ties in nicely as it uses the algebraic notation just learned to begin to solve equations, followed by Sequences, linking the multiplicative relationship between numbers in some non-linear sequences, additive relationships between linear sequences and then considering the abstract sequences that f ollow neither of these rules, interleaving us back to multiplicative relationships that we taught just before the break. More advanced classes began to consider sequences as an algebraic relationship, being able to link 5,9,13, 17, to the algebraic rule 4n+1 etc. Place value, which often comes first in many year 7 Curriculum builds on the idea of sequencing to allow us to properly order numbers, either by being able to place the correct inequality between two numbers to identify the largest (which also leads us back to the algebraic notation which permeates the Curriculum) and then follow a sequence to order integers, directed numbers and decimals. Once the idea of a decimal being the description of a number which is not an integer and may be the result of one number being divided by another, we can introduce the concept of a fraction. We will spend the remainder of this term learning to convert decimals to and from fractions (and percentages) and begin to calculate with fractions using the four operations. After Christmas we touch on finding fractions of amounts to link the fractional relationship between two numbers into a more practical numerical value solution before moving on to solving problems with addition and subtraction and then solving problems with multiplication and division as the algebra is either inherent or implicit in the problems posed, trading the more abstract algebra that they'd been concentrating on for the previous term with a more practical 'doing' type of Mathematics, however the algebra is interwoven in. We then combine the notion of having a firm numerical solution to a problem with the pure algebra learnt in the first term to solve one and then multistep equations and introducing the concept of directed numbers within. The process of following algebraic rules to solve an equation and the understanding and memorisation of the steps required links us then to reapply this to the combination of fractions using all four operations. Following the Easter break will focus more on Geometric reasoning where we begin by bringing back the ideas of geometric notation that we learned all the way back in Autumn. Once the grammar of the topic has been taught (180 on a straight line, 360 around a point etc) we can begin solving problems where the unknowns are always described algebraically, ensuring that the algebraic notation stays present throughout every topic. Students in classes who progress more quickly will be able to interleave constructions with their discovery of angles in parallel lines and angles in polygons, being able to accurately see the angles they are working out

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using both the measurement skills they learnt earlier and the algebraic calculation of angles. We then move on to number sense where students will revisit more basic skills to hone their abilities and allow teachers to diagnose and solve common misconceptions and gaps in those vital skills. Finally, year 7 will finish considering prime numbers and proofs, exploring more abstract concepts, again algebraically, and being empowered to access the more scholarly side of Mathematics.

Knowledge Organiser Links:

Maths Revision

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Mathematics Topics

Students are familiar with Sparx Maths - https://www.sparxmaths.uk/ If they have any problems logging in – please contact Mr. Howard (Head of Maths)		
Fractions	Use common factors to simplify fractions; use common multiples to express fractions with the same denominator. Convert between mixed numbers and improper fractions. Compare and order fractions. Add and subtract fractions.	Sparx Maths Clip: M335 Sparx Maths Clip: M939 Sparx Maths Clip: M601 Sparx Maths Clip: M835 Sparx Maths Clip: M931 Sparx Maths Clip: M645
Number	Long multiplication of up to 4 digit numbers by 1 or 2 digit numbers. Short division, up to 4 digits by 1 digit and 2 digit numbers (including remainders). Multiply and divide numbers by 10, 100 and 1000. Add and subtract with negative numbers. Multiply and divide with negative numbers.	Sparx Maths Clip: M187 Sparx Maths Clip: M354 Sparx Maths Clip: M113 Sparx Maths Clip: M106 Sparx Maths Clip: M288
Decimals	Read and write decimal numbers as fractions. Convert percentages to fractions and decimals. Multiply any decimals by one or two digit numbers. Multiply two decimal numbers. Divide decimals by whole numbers.	Sparx Maths Clip: M958 Sparx Maths Clip: M264 Sparx Maths Clip: M553 Sparx Maths Clip: M803
Percentages	Know that percentage means “out of 100”. Write percentages as fractions. Convert percentages to fractions and decimals. Finding percentages of amounts – non-calculator methods. Percentages: Write one value as a percentage of another. Find the percentage change to a value.	Sparx Maths Clip: M695 Sparx Maths Clip: M684 Sparx Maths Clip: M437 Sparx Maths Clip: M905 Sparx Maths Clip: M476
Rounding Numbers	Round numbers with two decimal places to a whole number, nearest 10, 100 and 1000. Round numbers (1) and measures to any number of significant figures or decimal places.	Sparx Maths Clip: M431 Sparx Maths Clip: M994 Sparx Maths Clip: M131

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BIDMAS	Use conventional notation for the order of operations (BIDMAS), including brackets and powers.	Sparx Maths Clip: M521
Statistical Diagrams	Draw and interpret bar charts, pictograms and line graphs. Interpret bar charts, pictograms and line graphs and use them to solve problems. Draw and interpret pie charts.	Sparx Maths Clip: M460 Sparx Maths Clip: M597 Sparx Maths Clip: M574
Averages	Finding the averages and range of small sets of data. Using the averages and the range to compare small sets of data. For non-grouped data given in the form of a table, find the mean, median, mode and range.	Sparx Maths Clip: M328 Sparx Maths Clip: M934 Sparx Maths Clip: M841 Sparx Maths Clip: M940
Angles	Estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees. Derive and use the sum of angles in a triangle and quadrilateral. Apply the properties of angles at a point on a straight line and vertically opposite angles.	Sparx Maths Clip: M541 Sparx Maths Clip: M780 Sparx Maths Clip: M818 Sparx Maths Clip: M351 Sparx Maths Clip: M163
Area	Calculate and solve problems involving the area of squares, rectangles and parallelograms. Calculate and solve problems involving the area of triangles.	Sparx Maths Clip: M390 Sparx Maths Clip: M269 Sparx Maths Clip: M610
Volume	Derive and apply formulae to calculate the volume of cuboids; solve problems involving cubes and cuboids.	Sparx Maths Clip: M765
Indices/ Powers	Recognise and use square and cube notation. Know when calculations that involve powers can be simplified.	Sparx Maths Clip: M135 Sparx Maths Clip: M608
Algebra	Write expressions in words and vice versa. Use, simplify and interpret algebraic notation. Substitute numbers into formulae, equations and expressions, including scientific formulae. Simplify and manipulate algebraic expressions by collecting like terms. Expand with single brackets.	Sparx Maths Clip: M813 Sparx Maths Clip: M417 Sparx Maths Clip: M327 Sparx Maths Clip: M795 Sparx Maths Clip: M237

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Linear Equations	Use algebraic methods to solve linear equations in one variable. Use algebraic methods to solve linear equations in one variable.	Sparx Maths Clip: M707 Sparx Maths Clip: M634 Sparx Maths Clip: M647
Substituting Numbers	Substitute numbers into formulae, equations and expressions, including scientific formulae.	Sparx Maths Clip: M979 Sparx Maths Clip: M327
Measures	Change freely between related standard units (for example time, length, area, volume/capacity and mass)	Sparx Maths Clip: M772 Sparx Maths Clip: M728
Solving Problems	Use unit pricing to solve problems (e.g. 3 apples cost £1.80, how much do 5 apples cost? Find the price of 1 apple first).	Sparx Maths Clip: M901 Sparx Maths Clip: M681
Linear Graphs	Complete a table of values for a function and use it to draw linear graphs.	Sparx Maths Clip: M932

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Music Narrative

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything" (Plato)

In year seven, students explore the fundamental building blocks of music - *tempo, dynamics, rhythm, pitch, timbre* and *texture.* These principal ingredients are first defined and explained through the use of clear listening examples taken from a wide range of genres. Short composition and performance tasks allow the students to demonstrate their understanding of these musical elements. They explore the nature of each of the building blocks and practise identifying changes and differences in their usage. An introduction to traditional music notation forms a crucial part of the course in year 7 where students explore how music is communicated through the standard western notational system. This system presents them with a method of understanding and expressing *rhythm* and *pitch*. They learn to read and employ four principal note lengths and how to apply these within three main time signatures. *Pitch* on the treble clef is taught including basic ledger lines so that pupils are able to decipher simple melodic material. Clapping *rhythms* and simple melodic *pitch* work on the keyboard provide basic performance and composition opportunities to enhance and demonstrate understanding. *Timbre* is explored in year 7 through study of the main orchestral instruments. Students look at how their size, fabric, construction and method of sound generation produce the resulting *pitch* and *timbre* for each instrument. Our journey through musical history starts with the exploration of Renaissance, Baroque and Classical periods. Students take examples by Byrd, Bach, Mozart and Beethoven to illustrate how the musical building blocks compare in each period. They start to develop a feel for the unique features of each era and how they have influenced life and culture. Pupils learn how musical periods influence one another and discover how various significant events in musical history changed the way music sounds, is composed and performed.

Knowledge Organiser Links:

(1) **Music Revision** **(2) Instruments** **(3) Jam Pod**

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Music Topics

Understanding the **musical elements**	https://quizlet.com/27575345/y7-elements-of-music-1-flash-cards/ https://quizlet.com/27575345/match https://quizlet.com/15247903/y7-elements-of-music-2-flash-cards/ https://quizlet.com/15247903/match https://quizlet.com/15248471/y7-elements-of-music-3-flash-cards/ https://quizlet.com/15248471/learn
Learning **note values**	https://www.youtube.com/watch?v=168Y5HiYeFw https://quizlet.com/19361825/how-much-are-these-notes-worth-1-flash-cards/ https://quizlet.com/16185226/note-values-stage-2-flash-cards/
Understanding rhythm	https://www.youtube.com/watch?v=qtvx57P4oKo https://quizlet.com/19361238/year-7-rhythm-words-flash-cards/ Note Duration (musictheory.net)
Learning the Note Names in **treble clef**	https://www.youtube.com/watch?v=le10tF_3YWg http://classic.musictheory.net/82 https://www.musictheory.net/exercises/note
Learning the **Piano notes**	https://quizlet.com/18167972/turton-names-of-piano-keys-1-octave-flash-cards/ http://classic.musictheory.net/80 https://www.youtube.com/watch?v=vfD-00I6Tv4
Performing Notation	https://www.youtube.com/watch?v=le10tF_3YWg
Learning features that differentiate **Orchestral Instruments**	https://quizlet.com/280150328/turton-identify-27-musical-instruments-diagram/ https://quizlet.com/354500860/instruments-of-the-orchestra-families-flash-cards/ https://quizlet.com/19575854/identify-brass-woodwind-string-instruments-flash-cards/ https://portal.focusonsound.com (log in) - focus on sound / my school / woodwind & brass & strings & percussion https://www.mydso.com/dso-kids/learn-and-listen/instruments

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Identifying instruments by sound	https://focusonsound.com (log in) - focus on sound / my school / woodwind & brass & strings & percussion https://www.mydso.com/dso-kids/learn-and-listen/instruments
Knowledge of the 5 basic periods of **Music History1**	https://focusonsound.com (log in) - focus on sound / my school / renaissance, baroque, classical, romantic & twentieth century https://quizlet.com/395106392/turton-musical-periods-y7-y8-flash-cards/ https://quizlet.com/395345264/turton-musical-periods-y7-y8-just-composer-info-flash-cards/ https://quizlet.com/395346426/turton-musical-periods-y7-y8-just-5-pieces-flash-cards/ https://www.musicnotes.com/now/news/musical-periods-the-history-of-classical-music/
SCHOLARS: **Baroque & Classical** – detailed historical knowledge	https://focusonsound.com (log in) Lessons/history/Baroque/intro Lessons/history/Classical/intro https://quizlet.com/14845071/gcse-music-baroque-terms-flash-cards/ https://quizlet.com/384877940/turton-renaissance-music-1-flash-cards/ https://quizlet.com/24450750/turton-12-famous-composers-pictures-info-flash-cards/ https://quizlet.com/394685009/turton-musical-periods-extra-detail-flash-cards/
SCHOLARS: **advanced instruments**	https://quizlet.com/25864744/musical-instrument-identification-harder-flash-cards/ https://quizlet.com/19366185/woodwind-instruments-with-pictures-flash-cards/ https://quizlet.com/19573934/brass-instruments-with-pictures-flash-cards/

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Physical Education Narrative

'We don't stop playing because we grow old; we grow old because we stop playing.'
(George Bernard Shaw)

The KS3 journey begins with a theoretical focus centred on five main topics: warm up/cool down; health and well-being; the muscular system; the skeletal system and the components of fitness. Students develop an understanding of how to warm up correctly, linking their knowledge with the location of seven main skeletal muscles and key bones linked to sporting performance. Students learn the key components of fitness that are central to the sports they participate in. Antagonistic muscle pairs are introduced and how they work together to move our skeleton. We explore a variety of joint movements and how joints are constructed. In year nine, we build further understanding of how the body works and how it impacts sporting performance. For the first time we start to introduce the world of socio-cultural factors and the impact they play in modern-day sport. This encompasses ethics as we introduce students to sportsmanship, gamesmanship and deviance within sport.

Knowledge is at the heart of what students learn through the medium of physical activity. Anatomy and physiology, alongside healthy lifestyles, are at the core of the curriculum that is taught primarily through a variety of sporting activities. Students learn to plan and implement what needs practicing to be more effective in performance as well as recognising hazards and make decisions about how to control any risks to themselves and others. This knowledge and practice allows students to refine and adapt ideas and plans in response to changing circumstances.

Students gain an understanding of how to develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities. They develop their mental determination and resilience to succeed. The understanding of the long-term health benefits and the importance of being involved in lifelong participation is addressed. Students reflect on and analyse performances, identifying strengths and weaknesses.

Knowledge Organiser Links:

Revision

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Year 7 Curriculum

Physical Education Topics

Health and Performance	
Topic 1: Pre-Exercise This looks at the warm up and cool down phases of exercise.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms.pdf - Topic 1
Topic 2: Health What happens to our bodies if we are not healthy? How does it affect our well-being?	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms.pdf
Topic 3: Location of muscles How do we move and which muscles contract for this to happen? Seeing which muscles move which bones.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms.pdf
Topic 4: Location of bones – Our body has many different bones. Knowing all about our bones and how they protect our vital organs.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms.pdf
Topic 5: Training – Performers have components of fitness that work together to enhance performance.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms.pdf
Participation and Performance	
Activity 1: Table Tennis	https://www.bbc.co.uk/bitesize/topics/z2psp39
Activity 2: Fitness	https://www.bbc.co.uk/bitesize/guides/z734jxs/revision/1
Activity 3: Dance	https://www.bbc.co.uk/bitesize/topics/zsbrbk7
Activity 4: Basketball	https://www.bbc.co.uk/bitesize/topics/zwxtxsg
Activity 5: Badminton	https://www.bbc.co.uk/bitesize/topics/zcj7j6f
Activity 6: Swimming	https://www.bbc.co.uk/bitesize/topics/zyr4rdm
Activity 7: Cross Country	https://teenjumper.com/2019/02/19/14-greatest-benefits-of-cross-country-running/
Activity 8: Football	https://www.bbc.co.uk/bitesize/topics/zqtptyc
Activity 9: Netball	https://www.bbc.co.uk/bitesize/topics/zg8w82p
Activity 10: Rugby Union	https://www.bbc.co.uk/bitesize/topics/z3989qt
Activity 11: Hockey	https://www.bbc.co.uk/bitesize/topics/zcwqwxs

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Year 7 Curriculum

Science Narrative

"Somewhere, something incredible is waiting to be known." (Carl Sagan)

We begin by building a good foundation of knowledge: the grammar of Science. In Biology, students learn what is needed to be alive and we start with the single unit of all life on Earth: the cell, discovered by Hooke. Next, we consider the development of multicellular animals via reproduction, taking time to look at the changes students will experience themselves as they move through puberty. Exploration of how multicellular organisms carry out the processes of life allows students to look at movement and sensitivity in animals and, another kingdom, plants. In Chemistry, students explore how the particle model explains the properties of the states of matter and the properties of materials.

This leads into how we can separate mixtures of particles, and how particles behaviour influences the characteristics of elements and compounds. As energy flow controls all processes on Earth, in Physics students begin with energy stores and transfers. We then consider Newton's ideas about the way energy helps cause contact and non-contact forces, before moving on to look at the place of the Earth in our universe and how planetary forces act on the Earth to make it a unique planet which can support life. We learn the building blocks of the first three big ideas in Science: cells, particles and energy.

Knowledge Organiser Links:
Term 1: Animal Cells; Particles; Energy **Term 2: Reproduction; Elements and Compounds; Forces** Term 3: Plants; Separating Mixtures; Earth and Space

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Year 7 Curriculum

Science Topics

Biology	
Animal Cells and Reproduction	https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zkm7wnb https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zfj3rwx https://www.khanacademy.org/science/biology/structure-of-a-cell/introduction-to-cells/a/intro-to-cells
Plant Cells and Plant Reproduction	https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zkm7wnb https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/z2vrr2p https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/zgwb3j6 https://www.natgeokids.com/uk/discover/science/nature/the-life-cycle-of-flowering-plants/
Chemistry	
Particle Model	https://www.bbc.co.uk/bitesize/topics/z9r4jxs https://www.scoe.org/files/ngss-particle-model.pdf
Separating Mixtures	https://www.bbc.co.uk/bitesize/topics/zych6g8
Elements and Compounds	https://www.bbc.co.uk/bitesize/topics/zstp34j https://www.ducksters.com/science/elements.php
Physics	
Energy	https://www.bbc.co.uk/bitesize/topics/zc3q87h
Forces	https://www.bbc.co.uk/bitesize/topics/z4brd2p https://www.dkfindout.com/uk/science/forces-and-motion/what-is-force/ https://www.lovemyscience.com/facts-forces.html
Earth and Space	https://www.bbc.co.uk/bitesize/topics/z8c9q6f https://solarsystem.nasa.gov/

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Year 7 Curriculum

Spanish Narrative

'To have another language is to possess a second soul.' (Charlemagne)

We need to begin with the tools of communication so our initial focus in Year 7 is pronunciation and students are taught the sound-spelling links in Spanish through explicit teaching of phonics. Students quickly become confident in their ability to pronounce correctly new or unfamiliar vocabulary and become adept at reading out aloud in the classroom. Grammar is an intrinsic feature of language learning, and initially students are introduced to high-frequency language and structures in the first person, which mimics natural language acquisition. This enables students to communicate their opinions and answer questions that seek information about themselves. The high-frequency language is introduced through 'chunks' to help the internalisation of language without consciously processing the grammatical rules. Students quickly progress from answering questions in the first person to asking questions of others and reporting back in the third person.

The topics that are chosen to enable this language acquisition and to deliver the content and structures are: myself, free time, my school, my house, my town. As students' language develops, the range of vocabulary and grammar available to them increases. Piece by piece, the full conjugation of verbs – both regular and irregular- is taught and the range of tenses is increased to speak in the different time frames (past, present and future). Students are taught to recognise patterns in order for them to be able to apply the rules independently as they progress in their studies. As students become more able to communicate in different contexts, the topics become broader and more universal. Students are exposed to vocabulary and dialectic learning opportunities that help them to practise, review and re-use language. Language is presented in context and is practised both receptively and productively, aiming for greater accuracy and independence as their learning journey continues.

Knowledge Organiser Links:
Key Terms (2) **El Tiempo Libre**

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Year 7 Curriculum

Spanish Topics

Improving pronunciation	Pronouncing words in Spanish - Phonics - KS3 Spanish - BBC Bitesize
Securing knowledge of 2 key verbs SER & TENER	Family and pets - KS3 Spanish - BBC Bitesize
Securing knowledge of adjectives	Adjectives - KS3 Spanish - BBC Bitesize
Securing knowledge of vocabulary relating to activities you do in your **free time.**	https://quizlet.com/289181485/mi-tiempo-libre-flash-cards/ Free time - KS3 Spanish - BBC Bitesize
Improving vocabulary, grammar and phonics	Play FestiLingo | Free online Spanish language game for KS3 MFL students - BBC Bitesize
Sing in Spanish to improve your pronunciation	Learn Spanish for Free with Music Videos, Lyrics and Karaoke! (lyricstraining.com)
Securing knowledge of numbers 1-100	Count to 100 in Spanish | Jack Hartmann (youtube.com)
Develop cultural awareness	Spain for Kids - Facts and more about Spain from Professor Propeller (animated) - YouTube

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Year 7 Curriculum

Latin Narrative

“Those who know nothing of foreign languages know nothing of their own”. (Goethe)

Learning a foreign language immerses students into entirely new cultures and world perspectives, inviting them to experience a world beyond their own to help them fully appreciate the language thereby expanding their horizons. Latin was the tongue of the Roman Empire: *the* language at the time when the foundations of our own civilization were being laid.

In the Middle Ages, it was the language not only of the Church, but also of almost all learning and philosophy in the West, and of a great deal of record-keeping, international correspondence, and literature. The legacy of the Romans encompasses literature, art, architecture, philosophy, history and language.

Learning Latin provides students with a better understanding of their own native language and culture, not only cultural customs, but of the grammar, vocabulary and pronunciation patterns of their first language.

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Year 7 Curriculum

Latin Curriculum

Language	
Being able to understand word order with **est** and translate sentences into English	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=3https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=7 https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/5ed/t8player/t8now.html?id=&fn=w4U01PL000&mn=1485191147
Being able to understand word order with **other verbs (not *est*)** and translate sentences into English	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=4 https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=7 https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/5ed/t8player/t8now.html?id=&fn=w4U01PL100&mn=1485191147
Being able to recognise the **nominative** and **accusatives cases (singular)**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=20 https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk02_cases1&mn=1485191148
Being able to understand the **nominative** and **accusatives cases (singular)**	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/5ed/t8player/t8now.html?id=&fn=w4U02PL100&mn=1485191149
Being able to recognise the endings for the classification of **singular nouns in 1st, 2nd and 3rd declensions**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=32 https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk03_declensions&mn=1485191150
Being able to understand the classification of **singular nouns in 1st, 2nd and 3rd declensions**	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/5ed/t8player/t8now.html?id=&fn=w4U03PL100&mn=1485191150
Being able to recognise **verbs in 1st and 2nd person singular**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=44 https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk04_whichperson&mn=1485191151

Year 7 Curriculum

Being able to understand **verbs in 1st and 2nd person singular** to translate sentences into English/Latin	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/5ed/t8player/t8now.html?id=&fn=w4U04PL000&mn=1485191151
Being able to recognise **verbs in 3rd person singular and plural**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=58
Being able to use **verbs in 3rd person singular and plural** to translate sentences into Latin	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/wordends/we.html?id=&fn=we_uk05_verbs_4&mn=1485191152
Being able to recognise **nouns in 3rd person singular and plural**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=62 https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk05_sorp1&mn=1485191152
Being able to use the endings for the classification of **singular nouns in 1st, 2nd and 3rd declensions**	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/wordends/we.html?id=&fn=we_uk05_nouns_4&mn=1485191151
Being able to understand the classification of **singular nouns in 1st, 2nd and 3rd declensions** and **verbs in 3rd person singular and plural** to translate sentences into Latin	https://quizlet.com/233343279/about-the-language-2-latin-stage-5-flash-cards/ https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/wordends/we.html?id=&fn=we_uk05_nounsandverbs_4&mn=1485191152
Culture	
Develop your knowledge of **vocabulary of a Pompeian family**	https://www.memrise.com/course/203642/cambridge-latin-course-book-1-10/1/
Develop your knowledge of **vocabulary of a Pompeian house**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=10
Develop your knowledge of **vocabulary of Pompeian daily life**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=22
Develop your knowledge of **vocabulary of the town of Pompeii**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=34
Develop your knowledge of **vocabulary of the forum in Pompeii**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=48
Develop your knowledge of **vocabulary of the theatre at Pompeii**	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=64

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