

Our Curriculum



Year 7 Half Term 1

English - Year 7 - Half Term 1 – Gothic Horror Study

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	This is the first unit students will be taught when they begin English at Cardinal Allen. It links with work done in primary school on creative writing. Students will explore the Gothic genre. They will be able to apply the range of techniques explored to their own writing for their baseline assessment.
What will I learn?	<p>The key concepts for this half term are: demonstrating a secure understanding of the conventions of written language; drawing on a rich experience of language and literature; using imagination to create setting, mood and character; using a wide range of academic and ambitious vocabulary.</p> <p>Pupils will learn skills and techniques required for effective creative writing. The initial cold baseline assessment will assess their knowledge and skills from KS2. Following the baseline assessment, pupils will focus on: choosing vocabulary for precision and impact; using linguistic and literary techniques; incorporating the different senses; using 'show don't tell'; varying sentences and punctuation for clarity and effect; building tension and suspense. Pupils will look at a descriptive writing mode examples and explore their features.</p> <p>Activities could include: planning and writing the opening to a Gothic story; describing a haunted setting; describing a picture with a Gothic theme. Pupils might re-do their 'cold' assessed piece from week 1.</p>
Next Steps	This unit introduces key skills that link to creative writing throughout years 7-11, such as: Year 7 short stories (2.1), Year 8 author study (1.1) and Year 9 original writing (2.1). The writing unit leads into the study of Gothic texts in the next half term, where pupils will explore how writers create character, mood and setting in a range of Gothic texts.
Personal Development	<p>Pupils will develop skills for becoming independent writers, including how to plan and structure their work effectively.</p> <p>Pupils will be able to enjoy being creative and experimenting with ideas and language. Pupils will have opportunities throughout the whole Gothic unit to develop research skills and read for pleasure.</p>
Key vocabulary	<p>Nouns, adjectives, metaphor, character, setting, alliteration, repetition, simile, senses, semantic field, plot, personification, onomatopoeia, foreboding.</p> <p>Atmosphere, setting, symbolism, foreshadowing, protagonist, antagonist, suspense, imagery, pathetic fallacy.</p>
How and when will I be assessed?	<p>Key assessed piece: a 'cold' baseline assessment in week 1. Pupils will write a description of a mysterious setting based on a picture stimulus.</p> <p>Formative assessed piece: a short Gothic narrative piece.</p>
Resources to use	<p>Seneca KS3 Spelling, Punctuation and Grammar course: https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-</p> <p>Bitesize Creative Writing: https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1v</p>
Enrichment opportunities	<p>Pupils will have the opportunity to research Gothic authors, texts and conventions and use these as inspiration for their own writing:</p> <p>British Library resources on Gothic Literature: https://www.bl.uk/romantics-and-victorians/themes/the-gothic</p> <p>A timeline of Gothic literature: https://www.bbc.co.uk/teach/spine-chillers-and-suspense-a-timeline-of-gothic-fiction/zvr9vk7</p> <p>Entry into national writing competitions such as Young Writers.</p> <p>Wider reading (library books available): 'Century' by Sarah Singleton; 'Doll Bones' by Holly Black; 'The Hunchback of Notre Dame' L.L.Owens.</p>

Maths - Year 7 - Half Term 1 - Algebraic Thinking

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2 pupils will have seen number and shape patterns and used one-step equations.
What will I learn?	Sequences will be explored with diagrams, numbers and graphs. You will develop a deep understanding of basic algebraic forms using function machines. You will form and solve one-step linear equations.
Next Steps	You will use these skills in Year 8 HT 3 for finding nth terms of a sequence and in solving equations with more than one step.
Personal Development	Looking for patterns is a skill needed in many career choices. Algebraic skills are needed for computing, gaming and engineering as well as many other areas.
Key vocabulary	Sequence, term, position, previous , rule, table, graph, axes, linear, non-linear, difference, ascending, descending, geometric, function , estimate , operation, inverse, expression, commutative, coefficient, substitute, bracket, evaluate, equals, constant, variable, solve, simplify.
How and when will I be assessed?	Pupils will answer multi-layered questions regularly, which will be marked with written feedback. Pupils will be given verbal feedback during lessons. Progress will be monitored routinely in a formative way using diagnostic questions and test questions. Mini white boards will be used to check pupils understanding on a particular topic. Short end of block tests will be used alongside longer end of term assessments. All pupils will take a 'core' assessment but there will be opportunities for pupils to show their knowledge on a foundation or higher paper too.
Resources to use	Pupils can use www.mymaths.co.uk to help them when studying this unit. Class teachers will set lessons and tasks, some of which will be completed as homeworks. Here are some lessons you may find helpful. https://app.mymaths.co.uk/237-lesson/sequences https://app.mymaths.co.uk/1733-lesson/equations-1-one-step https://app.mymaths.co.uk/201-lesson/function-machines
Enrichment opportunities	BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zqhs34j Puzzles and problems: www.nrich.maths.org/9431 www.nrich.maths.org/308 Look for patterns in everyday life: https://artplusmarketing.com/using-patterns-to-make-sense-of-your-world-d8034650bd98?gi=b14568f49766

Science - Year 7 - Half Term 1 Topic 1 – Transition

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	From KS2 students should be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary and take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
What will I learn?	This short unit is an introduction to learning in a Science laboratory. Students will find out where things are stored within the lab; the name of new equipment that is regularly used in lessons and how to use it safely; how to use Bunsen burner safely and how a scientist goes about planning an investigation.
Next Steps	All subsequent topics.
Personal Development	Students will explore hazard symbols of chemicals and equipment not just found in the lab but at home as well and learn the precautions needed to use them safely.
Key vocabulary	balance, beaker, boiling tube, bung, Bunsen burner, clamp, conical flask, corrosive, environmentally damaging, filter paper, flammable, funnel, gauze, harmful, heat-proof mat, irritant, measuring cylinder, pipette, safety glasses, spatula, stand, stopwatch, temperature, test-tube, test-tube rack, thermometer, tongs, toxic dependent, diagram, hazard, height, hypothesis, independent, label, length, mass, method, precaution, reliable, risk, time, variable, volume
How and when will I be assessed?	Formative – low stakes quizzing, homework tasks, verbally in class Summative – 2 baseline assessments
Resources to use	BBC Bitesize – Apparatus and techniques BBC Bitesize – Hazards and risks
Enrichment opportunities	Science Club (ask teacher for more information) Research a famous scientist Design a safety poster to be displayed in the lab

Science - Year 7 - Half Term 1 Topic 2 – 7A Cells, Tissues, Organs & Systems

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	From KS2 most students will be able to describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction and death), and to a variety of plants (growth, reproduction and death) (Year 5); identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting) (Year 5); describe the life process of reproduction in some plants and animals (Year 6); use results from experiments as evidence (Years 5 and 6).
What will I learn?	This unit starts by reminding students about the features of organisms, and then looks at organs, tissues and cells. These ideas are then built back up in order to look at organs once again, in the context of organ systems. Throughout the unit, students are encouraged to compare what we know now about the structure of organisms with what people believed in the past.
Next Steps	8A - Food & Nutrition 8C - Breathing & Respiration 8D - Unicellular Organisms 8B - Plants & their Reproduction
Personal Development	Students will learn how healthy organ systems function and there are plenty of opportunities to explore careers in the health care services.
Key vocabulary	breathing , cell , cell membrane , cell wall , cellulose, chlorophyll, chloroplast, circulatory, coverslip, cytoplasm, digestive, excretion, eyepiece lens, focus, focusing wheel, growth, life process, magnify, microscope, mitochondria, movement, nucleus, nutrition, objective lens, organ, organism, reproduction, respiration, sensitivity, slide, specimen, stage, stain, system , tissue , transplant, vacuole aim, conclusion, evaluation, function, method, prediction, results
How and when will I be assessed?	Formative –low stakes quizzing, 2 x practical skills assessments, homework tasks, verbally in class Summative – end of topic test
Resources to use	BBC Bitesize - Living Organisms Cells video clips Microscopes
Enrichment opportunities	Operation Ouch! (CBeebies) Eureka! The National Children's Museum (Halifax) Using a pocket microscope to magnify objects at home Make a model cell (animal or plant)

Science - Year 7 - Half Term 1 Topic 3 – 7E Mixtures & Separation

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	From KS2 most students will understand how some materials dissolve in liquid to form a solution (Year 5); describe how to recover a substance from a solution (Year 5); use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Year 5); demonstrate that dissolving, mixing and changes of state are reversible changes (Year 5).
What will I learn?	This unit revises and builds on work in KS2 on materials, specifically on mixtures, solutions and separation techniques using the context of providing clean drinking water. This provides opportunities to introduce the methods of working in a science lab, which will differ from the science learning experience that most students will have had previously.
Next Steps	7G – Particle Model 7H – Atoms, Elements & Compounds 8F – Periodic Table
Personal Development	Students will be made aware of the availability of clean drinking water in developing countries and careers relating to water treatment.
Key vocabulary	boiling point, chromatography, colloid, condense, disperse, dissolve, distillation, evaporate, filter, filtrate, gas, insoluble, liquid, method, mixture, saturated, sieve, solid, solubility, soluble, solute, solution, solvent, steam, suspension aim, apparatus, compare, conclusion, describe, evaluation, explain, function, hazard, identify, method, prediction, recall, relate, results, risk, state, suggest
How and when will I be assessed?	Formative – low stakes quizzing, 2 x practical skills assessments, homework tasks, verbally in class Summative – end of topic test
Resources to use	Bitesize - separating mixtures Filtration and distillation video clip
Enrichment opportunities	Research task – different ways of producing clean drinking water in developing countries Fundraising to support water charities Chromatography at home using a coffee filter

Religious Education - Year 7 - Half Term 1 – Community

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2, pupils study the major world religions at an introductory level, including Christianity. They will already have a basic knowledge of the principle beliefs and values of Christians throughout the world today. They are also introduced to the concept of community in KS2 across the curriculum.
What will I learn?	Pupils will begin to consider nature of Cardinal Allen Catholic High School as a new community which they are now part of. This includes exploring the life of Cardinal William Allen and developing an understanding of why our community is named after this key religious figure. Pupils then begin to explore the wider community of the Church, including Baptism as initiation to the Christian Community. Pupils will be introduced to the seven sacraments of the Catholic Church and explore the rite of Baptism in depth and the importance of the sacrament to Roman Catholics today. They will be able to explain symbolism within the Baptism ceremony and its impact upon the lives of Catholics today. Pupils will then investigate roles within a local parish and how these link to the concept of community.
Next Steps	Throughout Key Stage 3, pupils will study the other seven sacraments in great depth including confirmation (Year 9 half term 1), the Eucharist (Year 8 half term 4), reconciliation and anointing of the sick (Year 8 half term 3). At Key Stage 4, during half term 2 of year 10, pupils will also examine the sacramental nature of reality and explore divergent Christian viewpoints on the sacraments including those of Protestants.
Personal Development	Ability to recognise, and value, Cardinal Allen as a community which they are part of. Opportunity to recognise the positive personal contribution they make to our community and the other communities they belong to. Pupils develop a sense of respect for the roles and responsibilities of key members of a community and the rules which contribute to the safety of a community.
Key vocabulary (AWL highlighted)	Cardinal, sacrament, baptism, chrism, catechumens, holy, vows, purity, font, sin, parish, Church, authority, source, evaluate, tradition, community, individual, area, role, function, participate,
How and when will I be assessed?	Formative – pre assessment, progress check, mid unit review, end of unit review Summative – Formal Assessment 1 which will take place during half term 2
Resources to use	Moodle: Year 7 area (Half Term 1) New Religion for Living book 1: Lessons 5, 8 and 12 BBC Bitesize: The seven sacraments Understanding the Rite of Catholic Baptism - website
Enrichment opportunities	Pupils could find their own Baptism certificates and look at photos of their own Baptism or the Baptisms of relatives. You may also wish to look at some of our local parish church websites (St Wulstans or St Marys) and download the most recent Parish newsletter. This will have details of what is going on in our own Parish communities and how to get involved. There will also be a Year 7 welcome Mass during this half term to officially welcome you in to the Cardinal Allen school community- your family are more than welcome to attend.

Computer Science - Year 7 - Half Term 1 – Using Computers

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	This unit teaches all students who come to the school the basics of using computers and how to effectively organise their user areas on the school network. It deals with the Use of passwords, folder structures and the use of Moodle (the school VLE). Those topics have been covered during the first half term of this unit. All what is being studied is designed to build upon principles of KS2 and get all students in the year to be up to the same knowledge and experience standard that is expected by the school and the KS3 curriculum.
What will I learn?	After completing a baseline assessment to establish their entry level grade for the school, in this term the students will be introduced to using a computer in the school and establish the safe and appropriate use of a computer and its network in the school environment. The key principles covered in the unit during this half term are : logging on, the virtual learning environment (VLE), file management and the effective use of e mail.
Next Steps	The knowledge covered in the aspects of the unit is used as a secure knowledge base for other units during KS3 such as Networks and Microbit. It also provides a strong foundation of how computer systems work that will be foundation of the KS4 Computer Science option.
Personal Development	Helps students to make informed choices with reference to managing 'risks to Wellbeing' 'Internet Safety' and Careers such as science and medicine, engineering, finance, construction, communication and media, administration and management.
Key vocabulary	Baseline, username, password, internet browser, VLE, sub folder, mapped drive, phishing. Technical, technology, sequence, capacity, logic, access, criteria.
How and when will I be assessed?	The completion of a baseline assessment in the second lesson that establishes their current knowledge of computer science when entering the school and is used as a foundation to build upon. This unit will be assessed by a variety of written and practical tasks throughout the term averaging out at one per lesson, this will be assessed by either the teacher, the student or one of their peers. The marks for those tasks will be recorded on the front of their unit booklet. Also at the beginning of each unit the students will be given a pre assessment to establish what knowledge they come to the unit with. They will be graded as either having limited, reasonable, good or extensive knowledge. This is then repeated at the half way point of the unit to check for progress.
Resources to use	Every lesson in the units (as well as for the entire year can be accessed on the school VLE (Moodle). This allows students to read ahead, recap with parents or access work if absent. Every resource, worksheet, booklet, video, simulation, link etc that is used in each of the lessons are available for them instantly at first log in to Moodle in September of year 7, giving them a clear and comprehensive venture into EVERY past, present and future lesson for the entire academic year! The URL is : https://vle.cardinalallen.co.uk/course/view.php?id=339
Enrichment opportunities	On Moodle, the challenge cards for each unit are available to access and complete as well as specific 'Stretch and Challenge' resources. Available at: https://vle.cardinalallen.co.uk/course/view.php?id=339 https://vle.cardinalallen.co.uk/course/index.php?categoryid=148

French - Year 7 - Half Term 1 – Tout sur moi

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	Pupils should have previously learnt the basics of this unit at KS2, including how to say their name, age and where they live. Pupils will also have had some exposure to numbers. Within this unit they will develop their current knowledge of how to speak about themselves in more detail.
What will I learn?	Pupils will learn key structures used to introduce themselves in French, they will be taught how to communicate in speaking and writing tasks about where they live, their nationality and which languages they speak. This will be extended to talk about the nationality and languages of others. In addition, pupils will learn how to talk about their own and other people's hair, eye colour, age and birthday.
Next Steps	The learning of key language and grammatical structures from this unit are the basic foundations of the 'all about me' topic. Pupils will continuously build upon the language and grammatical structures studied in this unit. They will revisit this topic in year 7, half terms 2&3 and in year 9, half terms 5&6. Pupils will revisit this topic in year 10 whilst preparing for the identity & culture French speaking examination questions. Skills acquired in this unit of work such as the ability to ask and answer questions in French successfully with the correct intonation, are relevant to all future units of work.
Personal Development	Pupils will develop the ability to give information about themselves and others. They will be resourceful in developing strategies to recognise patterns in language and learn different techniques to learn how to recall language and use it in the correct context.
Key vocabulary	Avoir – 1 st /2 nd /3 rd person. Je suis/ Je parle/Je viens de... J'ai les cheveux/J'ai les yeux plus relevant adjectives. Les nationalités. Les mois de l'année. Les numéros de 1 à 31. Academic word list : Create, Identify, role, region, text, comment
How and when will I be assessed?	Weekly Knowledge Organiser testing will take place in class on the parallel texts. In addition there will be an end of unit summative assessment on this unit. Summative Assessment – Plus Tout sur moi L, S, R, W
Resources to use	Kerboodle Allez Unit 1 Seneca - Family & home units 1.1 1-6 https://app.senecalearning.com/teacher/class/w4n5hcbty6/overview
Enrichment opportunities	Languages online https://languagesonline.org.uk/Hotpotatoes/frenchindex.html Watch and sing along to Alain le lait 'Famille' https://www.youtube.com/watch?v=MFk9YmJv-jc Videos on 'les chiffres de 1 à 100' https://www.youtube.com/watch?v=DnrTrbJ6mYs Les mois de l'année https://www.youtube.com/watch?v=7_u2SigckNQ

Geography - Year 7 - Half Term 1 – Map Skills and Coasts

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2 pupils learn about the key aspects of physical and human geography and can describe what each type of geography includes. Pupils also learn to use maps and atlases to locate countries and describe various features of the World. Also pupils will learn the eight points of a compass, how to give four and six figure grid references and use map symbols and keys.
What will I learn?	<p>Within this topic pupils will learn:</p> <ul style="list-style-type: none"> - The Geological timescale - The three different types of geography - How to use an atlas - Compass points - Four and six figure grid references - Map symbols - Types of erosion - Constructive and destructive waves - Erosional features (caves, arches, stacks and stumps) - Transportation methods (solution, traction, suspension, saltation and longshore drift) - Spits - Coastal management strategies
Next Steps	This learning in this unit links to later units in Year 7 such as the developed use of ordnance survey maps in the Topic 2 Urban Areas and in Topic 3 Middle East where pupils further explore physical processes. This topic also links to the Tectonics topic in Year 8 where pupils will use their knowledge of the geological timescale to further understand the history and structure of the Earth. At GCSE level, the topic provides foundation knowledge to enable pupils to access the GCSE topics of The UK's Evolving Physical Landscape and Hazardous Earth. It also allows pupils to obtain map skills which are key GCSE skills.
Personal Development	<p>Careers – Coastal management</p> <p>Social development – Working with other and using appropriate skills</p>
Key vocabulary	Geological timescale, era, period, Precambrian, Cenezoic, Mesozoic, Paleozoic, physical, human, environmental, location, atlas, continent, compass, direction, grid reference, map, symbol, ordnance survey, erosion, abrasion, attrition, solution, hydraulic action, constructive, destructive, wave, fetch, crest, trough, cove, cave, arch, stack, stump, longshore drift, solution, traction, saltation, suspension, spit, deposition, soft engineering, hard engineering, sea wall, groynes, Environment, approach, define, method, structure, category, strategy, design, physical.
How and when will I be assessed?	<p>Formative: Written and verbal answers to questions within lessons</p> <p>Summative: End of topic assessment</p>
Resources to use	<p>KS3 Map skills website - https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1</p> <p>KS3 Coasts website - https://www.bbc.co.uk/bitesize/topics/z6bd7ty</p> <p>Geog.1 KS3 Textbook – Maps and map skills, Geog.2 KS3 Textbook - Coasts</p>
Enrichment opportunities	Future opportunity to become involved in the Duke of Edinburgh scheme. Contribute to the beach clean project (Mr Harding). Further reading – Horrible Geography: Cracking Coasts by Anita Ganeri. Use of Ordnance Survey, and other maps, while out and about – for example during a day out walking in the Lake District.

History - Year 7 - Topic 1 – Roman Empire

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	Pupils will likely have studied the Romans in some form at primary school. Furthermore, they will have likely studied the Celts and the Saxons and therefore this learning will need to be contextualised in relation to English and British history.
What will I learn?	<p>Pupils will begin by learning about what the Roman Empire actually was and placing it in its chronological timeframe. They will then go on to understand the motivations behind exploration, through a case study on Britain.</p> <p>Pupils will also cover why the Empire was able to expand to such a large extent, through analysing the effectiveness of the Roman Army.</p> <p>Finally pupils will look at reasons why people wanted to be part of the Empire and how the Empire has impacted Britain and the wider world.</p>
Next Steps	This unit will provide a foundational study for all following units. How the Empire grew and the motivations behind it will provide a useful comparison to the later studies of the British Empire (year 8 HT2 Unit 4).
Personal Development	This unit studied the origins of much of Europe's, and the Western World's, culture. The concept of democracy, formed in Ancient Greece was passed on by the Romans and many of the terms and ideas they instilled remain with us. For example, words such as dictator, magistrate, and judiciary come from Latin.
Key vocabulary (AWL highlighted)	<p>Analyse, factor, period, research, individual, source, role, interpret, assess, significant, evaluate, primary, site, category, feature.</p> <p>Celt, Empire, Legion, Monarchy, Pax Romana, Province, Republic, Senate</p>
How and when will I be assessed?	Our curriculum has been planned in 6 lesson blocks. At the end of each unit of 6 lessons you will complete a knowledge based multiple choice quiz that covers all the learning from the unit and a focused question that covers the historical enquiry we have been investigating.
Resources to use	<p>History MOODLE has the lessons for this unit.</p> <p>Spartacus Educational - https://spartacus-educational.com/Romans.htm</p> <p>There are some good class clips and information pages on BBC Bitesize for this unit - https://www.bbc.co.uk/bitesize/topics/zhxmn39</p>
Enrichment opportunities	<p>There are many virtual tours of Roman museums and sites throughout Europe.</p> <p>Virtual tour of homes in Pompeii - https://www.smithsonianmag.com/smart-news/take-virtual-tour-these-newly-excavated-pompeii-homes-180974654/</p> <p>There is a lovely local Roman museum at Ribchester - https://ribchesterromanmuseum.org</p> <p>Of course a few hours drive north lies Hadrian's Wall.</p>

Spanish - Year 7 - Half Term 1 – Me presento

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	Grammatical knowledge acquired in KS2 will be recalled e.g. use of adjectives, verbs and nouns with comparison of their use in English with Spanish. Pupils will be given a baseline assessment at the start of the course to help gauge their linguistic ability and, through liaison with primary school and discussion with pupils, we will also ascertain which languages were studied, and to what degree, at KS2 in order to inform future planning.
What will I learn?	Pupils will learn to greet others in Spanish and give some basic information about themselves e.g. name, age, birthday. Simple opinions will be given and understood. Classroom items and common classroom language will be taught to enable pupils to communicate in the target language for purpose from an early stage. Alongside the vocabulary and grammar learned, pupils will also become more familiar with Spanish speaking areas of the world.
Next Steps	The skills and vocabulary covered in this unit of work will help build foundations for the next months and years of language learning. Vocabulary used to talk about themselves will be revisited to talk about others in Y7, HT2. This topic also reappears in KS4 under Theme 1: Self, Family and Friends Y9 HT6. Pupils will also build upon the basic understanding gained in this unit of the different countries of the Spanish-speaking world.
Personal Development	Further awareness and appreciation of life in other countries. Making links between English and Spanish and starting to recognise similarities and differences between the two.
Key vocabulary	Basic greetings in Spanish. Numbers 1-31, months and days of the week. Colours. Basic Opinions. Language for classroom items e.g. <i>pen, ruler</i> and language e.g. <i>stand up; listen</i> Academic Word List: <i>identify, research, similar, category, culture, item, select, resource, strategy, topic, paragraph, enormous.</i>
How and when will I be assessed?	Regular formative assessment to check understanding including Knowledge Organiser testing. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 1, Unit 1- Me presento Languages online 1 Languages online 2 BBC Bitesize Introducing yourself in Spanish
Enrichment opportunities	Research project into a Spanish speaking country of their choice. Information sourced could include geographical aspects; foods; festivals; famous people. Video clips on Spanish speaking countries e.g. The Spanish Speaking World , Top 10 Mexican Foods

Art - Year 7 - Half Term 1 – Observational Drawing

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	Prior drawing work and observational work at KS2 (This varies from primary school to primary school as for some their experience in Art is limited).
What will I learn?	<p>During this half term, students will develop their fundamental drawing skills, learning how to correctly hold and use a pencil to create different lines and techniques. Students will learn key drawing terminology such as hatching and scumbling. Students will learn about variation in tone and how to draw 3D shapes. Students will experience blending and rendering with coloured pencil crayons. Students will learn how to draw what they see rather than what they think. (Observational)</p> <p>Students will self and peer assess their work throughout the project, using key terminology. Students will study the artwork of Durer and Van Gogh, drawing influences from both artists. Please see relevant knowledge organiser for further details and information.</p>
Next Steps	<p>Students have a basis for all other future artwork as they have covered the formal art elements this term as a foundation for all future projects. In HT2 students will utilise all of the drawing skills acquired to produce their own A3 observational study of a soft toy. Drawing is a key integral skill to their art journey as students progress through KS3, 4 and beyond. Drawing is fundamental to AO3 when their work is graded. Drawing is an integral part of the GCSE and Post 16 courses. In Year 7 term 3, students will draw a design for their cultural project. In Year 8 term 1, students will utilise drawing skills but transfer these to a design-based piece of work. (Mexican Tile design). In Year 8 term 2, students will transfer pencil observational drawing skills to pen. Students will also draw natural forms with an alternative media – pastel. In Year 9 students will draw designs and portraits. At GCSE level, students will be required to draw for both Art and Design and Photography courses.</p>
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge, confidence, reflect on experiences.
Key vocabulary	Line, Tone, Pattern, Texture, Hatching, Cross hatching, Contour hatching, Random hatching, Scumbling, Stippling, Three Dimensional, Shape, Observation, Symmetry, 2B 4B 6B, Graphite, Ellipse, Shade, Graduated tone, Enlarge, Symmetry, Composition, Light outlines, Proportions, Angles, Accuracy, Rendering, Soft/heavy outlines, Albrecht Durer, Vincent Van Gogh, Similar, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, final, focus, previous, range, relevant, select, transfer, specific, technique, project, undertake, modify.
How and when will I be assessed?	<p>Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbook and during lessons.</p> <p>Summative: All sketchbook work will be levelled at the end of the half term and then the completed project will be levelled in its entirety at the end of HT2. All associated homework's will be included within this process. Associated homework's set will also be graded separately with written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.</p>
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks.
Enrichment opportunities	<p>Students can participate in the various art clubs – lunchtime and after school – see your Art Teacher for further details. Students can attend art club to assist them with their drawing skills and homework. This half term we will also have Halloween themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.</p>

Drama - Year 7 - Half Term 1 – INTRODUCTION TO DRAMA

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	Students who attend Performing Arts Academies, Stage School Workshops or have completed LAMDA exams will already have experience of Drama in many forms. For others, the annual school production or Nativity play may be the only opportunity children will have had to perform in front of an audience.
What will I learn?	Students begin by learning the basic dramatic techniques required to be able to plan, rehearse and perform a piece of drama. Collaborative learning is encouraged through warm-up games, group work and demonstrations in front of the class (the audience!)
Next Steps	The social skills fostered through collaborative learning and group works are fundamental to the success of live performance and this is the basis for all theatre, film and TV work. Our aim is to embed the consistent <i>process</i> of making drama and instil in the students that this remains the same; from age 0 to 100.
Personal Development	Meeting new students and getting to know them well enough to be confident to perform in front of them. Listening, taking turns, suggesting ideas for improvement and watching drama with a critical eye are all skills which are transferable and crucial to the development of competent performers.
Key vocabulary	Freeze frame, improvisation, gesture, narration, narrator, prepared, spontaneous, mime, physical theatre, routine, collaboration. AWL: respond, create, benefit, area, establish, interpret, role, structure, process.
How and when will I be assessed?	In-class formative assessment with verbal feedback from teacher/peers. Formal end of unit assessment testing skills of a simple performance and a written test to evaluate technique knowledge and spelling of key words.
Resources to use	Quizlet test your vocab https://quizlet.com/324575405/drama-flash-cards/ Introduction to Dramatic Techniques for a simple discussion on techniques used
Enrichment opportunities	Fortunately we are blessed with many venues to watch live theatre and ticket prices need not always be expensive if you shop around and keep an eye out for offers. Websites, mail shots and emails will keep you updated on what's on in around the Fylde Coast; Blackpool Grand Theatre What's On Winter Gardens & Opera House What's On Closer to school there are the Marine Hall & Thornton Little Theatre You Tube and Netflix are also great places to watch live theatre, look out for any performances screened by the National Theatre for top quality productions. If you get the performance 'bug' you might want to join a local Performing Arts Academy or Dance School. There are many companies running successful weekend classes who regularly put their skills into practice through end of year productions. Starmaker PAA based in Poulton and Fleetwood https://starmakerpaa.co.uk/ JoanneWilson, Poulton https://www.joannewilsonballetanddance.co.uk/ Barbara Jackson's Dance, Fleetwood https://www.bigreddirectory.com/barbara-jackson-theatre-arts-centre-fleetwood Phyllis Davis Dance Location Scream Theatre School https://screamtheatreschools.com/ and many, many more options in the local area. NB: We recommend parents to check out an Academy which is suitable for <i>their</i> child. We do not promote any schools over another; merely suggest what is available on the Fylde coast. The above list is by no means exhaustive.

Music - Year 7 - Half Term 1 – Bridging Unit

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	Most pupils will have done some music at primary school but the provision varies greatly from school to school. Most feeder primaries tend to have very little dedicated time for music, delivered by a specialist teacher, beyond year 4. One primary has had more formal brass lessons and a handful of pupils will have had more formal private music lessons.
What will I learn?	This module aims to cater for pupils of differing musical backgrounds and aims to assess their starting musical points. We will explore the elements of music and how we can use them to create different moods and feelings. We will also look at program music with a focus on 'Pictures at an Exhibition' by Mussorgsky, one of our great composers, and explore how music can be used to tell a story. Pupils will combine these elements of music in a group composition to tell the story of several great works of art. This will culminate in a recorded class performance. In this module there is a focus on group work skills as well as on musical outcomes.
Next Steps	Group work is a big part of KS3 music and is a transferable life skill too. This module sets expectations in music for future tasks. The elements of music are the foundation of music underpin all work undertaken at KS3 and far beyond.
Personal Development	This unit helps develop pupils' resilience, group skills and confidence. Pupils look at their own skills and work out how to compromise and time manage within a group. There is also a big focus on developing resilience and building the confidence to perform in front of others in the final lesson.
Key vocabulary	Dynamics, tempo, texture, melody, structure, instrumentation, rhythm, percussion, tuned, un-tuned, xylophone, glockenspiel, guiro, tambourine, triangle, drum, shaker, beater, achieve, affect, assess, communicate, contribute, create, element, evaluate, focus, interpret, involve, layer, role, require, section, structure.
How and when will I be assessed?	The final assessment will be a class performance which is recorded and watched back. During the process of creating their composition, pupils are in a continual cycle of self-assessment and refining. The teacher circulates the room and listens and advises several times within the lesson. At the end of each lesson we have 5 or 10 minutes for volunteer performances to show to the class.
Resources to use	Listen to Mussorgsky's full piece 'Pictures at an Exhibition' here: https://www.youtube.com/watch?v=kkC3chi_ysw You could also listen to his original version which was written for the piano: https://www.youtube.com/watch?v=s8z1_A-ZIbw For further help and revision on the elements of music, you may find this link useful: https://www.bbc.co.uk/bitesize/subjects/zwxhfg8
Enrichment opportunities	We offer a wide range of instrumental and vocal lessons in school. If you would like more information on any of these then please email: a.ronson@cardinalallen.co.uk BBC Ten pieces have a wealth of resources aimed at exploring music at KS3 level and you may find this website useful: https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqqp3 You may also like to look at these live lessons connecting music and the arts, particularly the lesson by Ricky Martin from 'Art Ninja' who has done the same task as us but the opposite way around: https://www.bbc.co.uk/teach/ten-pieces/masterclasses-and-more-resources/znbpgwx

Creative Computing - Year 7 - Half Term 1 – Animation Unit

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	This unit teaches all the basic animation types of skills for stop frame and key frame animations. What is being studied is designed to build upon principles of KS2 and get all students in the year to be up to the same knowledge and experience standard that is expected by the school and the KS3 curriculum which allows them to experience the use of computers from a creative perspective and complements / balances the subject studied at Computer Science. IT MUST BE NOTED THAT THIS SUBJECT IS DESIGNED TO BE STUDIED ON THE TECHNOLOGY CAROUSEL AND AS A RESULT IT MAY BE STUDIED BETWEEN THE BEGINNING OF YEAR 7 TO THE END OF YEAR 8 FOR HALF AN ACADEMIC YEAR ONLY.
What will I learn?	This unit is a practical unit on animation production. Students will learn about the history of animation, the different types of animation and techniques. You will create a number of animations including a stick man, aquarium and an e-Card. The summative assessment comprises of open-ended questions and evidencing of the e-card created. They will complete the following key elements during this half term : Pre assessment, what is animation?, what are the different animation types?, stick figure animation, key frame animation, aquarium task and vector graphic creation.
Next Steps	The students will then go onto complete a second unit entitled 'Sound Editing' that will complete the two units studied in this course on the technology Carousel. The work that will be completed in 'Animation' is a foundation of the KS4 'Creative i-Media' option.
Personal Development	Helps students to make informed choices with reference to Careers and options as this unit. The careers are : 2D animator, graphic designer, storyboard designer, illustrator, game artist.
Key vocabulary	Animation, traditional animation, stop motion animation, 3D animations, frame, stop frame, key frame, onion skinning, squash and stretch, bitmap, vector, layers, tween, export, file types, WMV file, resolution. Technical, technology, sequence, capacity, logic, access, criteria. identify, explain, interpret, present, relate, example, define, proof, justify, show.
How and when will I be assessed?	This unit will be assessed by a variety of written and practical tasks throughout the term averaging out at one per lesson, this will be assessed by either the teacher, the student or one of their peers. The marks for those tasks will be recorded on the front of their unit booklet. Also at the beginning of the unit the students will be given a pre assessment to establish what knowledge they come to the unit with. They will be graded. This is then repeated at the half way point of the unit to check for progress. The students will then complete a controlled test that will be completed at the end of the unit under exam conditions and the submission of a port folio of animation evidence.
Resources to use	Every lesson in the units (as well as for the entire year can be accessed on the school VLE (Moodle). This allows students to read ahead, recap with parents or access work if absent. Every resource, worksheet, booklet, video, simulation, link etc that is used in each of the lessons are available for them instantly at first log in to Moodle in September of year 7, giving them a clear and comprehensive venture into EVERY past, present and future lesson for the entire academic year! The URL is : https://vle.cardinalallen.co.uk/course/view.php?id=399 Other resources : https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/5 https://www.youtube.com/watch?v=Sfzy05M-nzY
Enrichment opportunities	On Moodle, the challenge cards for each unit are available to access and complete as well as specific 'Stretch and Challenge' resources. Available at: https://vle.cardinalallen.co.uk/course/view.php?id=399

Cooking and Nutrition - Year 7 - Half Term 1 – Health & Hygiene

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2 pupils practical knowledge tends to be limited. All KS2 pupils builds on the Eatwell Guide discussed at KS2 and healthy eating.
What will I learn?	You will be learning how to work safely in a kitchen environment. Emphasis will be on personal, kitchen and food hygiene. Gain an understanding of the impact of poor hygiene in a kitchen and demonstrate understanding through a variety of practical cookery tasks. Alongside these new skills will be taught on how to operate different types of kitchen equipment safely. Understand how to use a knife to demonstrate different cutting techniques, students will be able to establish their learning via variety of different practical cookery tasks. These tasks will also reinforce the safety and hygiene aspects of working in the environment. Pupils will participate in a range of written tasks to build upon prior knowledge of the Eatwell guide and support healthy lifestyles alongside modification of recipes to meet healthy eating guidelines.
Next Steps	These fundamental skills form the basis for learning across KS3 but the principles can be applied directly to KS4 where we look at commercial hospitality and catering environments and how they operate (Unit 1 LO2) and know how food can cause ill health (Unit 1, LO4)
Personal Development	SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes. Physical Health: Impact of a poor diet on health, portion sizes long term health issues.
Key vocabulary	Macronutrient, Micronutrient, Proteins, Fats, Carbohydrates, Vitamins, Minerals, Portion, Bridge, Claw, Hygiene, Cross Contamination, Bacteria, Create, Source, Issue, Role, Specific, Evaluate, Culture., Task, Outcome, Consequence, Demonstrate, Ethnic, Modify, Sustainability, Commodity, Energy, Bulk.
How and when will I be assessed?	Formative: In class verbal feedback Summative: Selective practical assessment with peer and teacher assessment.
Resources to use	Food a fact of Life: www.foodafactoflife.org.uk Jamie Oliver Home Cooking Skills: https://www.jamieoliver.com/features/new-year-kitchen-skills/ Youtube: search Jamies Home Cooking Skills for specific skills videos.
Enrichment opportunities	There are countless food focused media across all platforms some suitable shows you could look at are: Britain’s Best Home Cook Masterchef The Great British and Junior Bake Off. The Food Network Some useful websites are: www.bbc.co.uk/food www.bbcgoodfood.com www.nutrition.org.uk

Product Design - Year 7 - Half Term 1 Introduction to Product Design

Essential Knowledge for this unit: (Woods)

Prior Learning	KS2 review. Basic designing, making skills. Problem solving skills and co operative learning. Using basic maths skills and scientific principles to solve problems
What will I learn?	<p>Why do we design? Why do we re design products which already work. Study a range of products including 3D printing, renewable energy and electric cars. Study a range of designers. (these will vary as the technological world is fast moving)</p> <p>Materials for design; pupils will learn about wood and its uses and properties including its use as a sustainable product.</p> <p>Workshop safety and working together in the workshop. It is important that pupils learn to be independent learners and problem solvers.</p> <p>Pupils will start individual practical projects including a mechanical automata and an electronic door hanger.</p>
Next Steps	This work forms the foundation for understanding the role of product design in the world and develops basic workshop practise. The next steps are that learners will become more confident, competent and independent when in the workshop, a new skill / process - leading to new knowledge and the production of quality products. The introduction to new technologies and designers will lead to enquiring minds and independent engagement.
Personal Development	This unit develops individual problem solving and risk taking while designing. It develops independence and co operative learning and teaches pupils that different opinions are essential to good design. Pupils learn about sustainability and the role designers have in finding sustainable solutions.
Key vocabulary	area, create, achieve, text, comment, ensure, dimension, project, challenge, generate, symbol, edit, file, topic, clarify, minimise, accommodate, ethic, assemble, persist. Design, product design, safety, resilience, problem solving, independent.
How and when will I be assessed?	Assessment will be constant verbal feedback during the making of products with feedback being used by pupils to improve products. Quick start and end of lesson verbal tests.
Resources to use	All practical resources will be supplies by school. Further information on materials can be found at https://www.bbc.co.uk/bitesize/clips/z869wmn
Enrichment opportunities	More information about Automata can be found at. https://www.mechanical-toys.com/Automata%20mainpage.html . Information on modern designs can be found at. http://www.tuvie.com/ BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zfr9wmn

PE (Girls) - Year 7 - Half Term 1 - Netball

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of attack and defence Worked in small teams in a variety of roles and adopted rules for modified invasion games activities.
What will I learn?	In this unit pupils will focus on replication of the fundamental skills required to perform at maximum levels in small sided games. Development of the basic principles of attack and defence in netball and be challenged in pressured and competitive situations. Students will develop the fundamental principles of play when replicating core skills and movement including; passing, receiving, pivoting, outwitting defenders, shooting, intercepting and movement patterns. Technique will be further tested through the use of small sided games and conditioned situations. In all games activities, pupils are encouraged to think about ways to outwit the opposition. Students will develop the ability to outwit opponents and teams using adapted strategies. They will learn to choose, combine and perform basic netball skills applying fluency and accuracy in replication. Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently.
Next Steps	This unit links to Netball in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop core skills further and should be able to perform a range of core skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games.
Personal Development	Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.
Key vocabulary	Principles of attack and defence, creating and using space, changing speed and direction, marking, covering, footwork, obstruction, contact, over a third, dodge, centre, pivot, 3 seconds, off side, available, role, involve, achieve and assist.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet.
Resources to use	CACHS – Moddle – PE https://www.EnglandNetball.co.uk/get-involved/coaching/coaching-resources/ https://www.youtube.com/channel/UC9Q1gCphTpn0ToWP_QQHq0g
Enrichment opportunities	Represent the school netball team at local competitions. Speak to your PE teacher if you are interested. Attend Wyre Netball Club Training sessions and go to the following website for more details - https://www.wyrenetballclub.co.uk/contact Go and watch a Manchester Thunder game – Kirkmanshulme Lane, Manchester, M12 4TF United Kingdom

PE (Boys) - Year 7 - Half Term 1 and 2 - Rugby

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2 students will have explored throwing and catching used a variety of balls modified game activities. They will have started to develop basic knowledge of the principles of attack and defense. Worked in small teams in a variety of roles and adopted rules for modified invasion games activities.
What will I learn?	In this unit pupils will focus on improving and applying basic core skills for Rugby. In all games activities, pupils will think about how to use core skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles. They will also develop physical literacy and body movement competence. Students will develop physical literacy by demonstrating basic movements including running and hand eye coordination based techniques with some fluency and control. They will execute core skills by using basic techniques in a small sided game and will pass and receive with reasonable control & accuracy. Students will outwit opponents in competitive situations by showing a basic tactical awareness and react to opponent's pressure in a small sided game. And often skill execution is affected by opposition pressure. They will develop knowledge of the game rules by showing a basic understanding of rules sometimes following the lead from others.
Next Steps	This unit links to Rugby in Y8, Y9 and finally to OCR Sports Studies and in particular unit RO52 – Developing Sports Skills. In Y8 students will develop core skills further and should be able to perform a range of core skills in isolation and under increased competitive pressure. In Y9 students will be encouraged to plan and implement strategies in competitive games. In Y10 and Y11 students will develop advanced decision making and show confidence when officiating competitive games.
Personal Development	Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.
Key vocabulary	Attack, Defence, pressing, formation, finding and using space, changing speed, play the ball, delaying, anticipation and intercepting, available, role, involve, achieve and assist.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet.
Resources to use	CACHS – Moddle – PE https://www.englishrugby.com/participation/coaching/coach-resources https://www.rugbycoachweekly.net/rugby-drills-and-skills/
Enrichment opportunities	Represent the school Rugby team at local competitions. Speak to your PE teacher if you are interested. Attend Fleetwood Rugby Club Training sessions. https://www.pitchero.com/clubs/fleetwood Go and watch a Rugby game at Fleetwood RUFC – Melbourne Ave, FY7 8AY Go and watch a Rugby game at Sale Sharks – AJ Bell Stadium, 1 Stadium Way, M30 7EY

PE (Boys) - Year 7 – Half Term 1 and 2 Health & Fitness

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At Key Stage 2 students will have experienced some fitness activities that would have tested their physical capability. They will have followed simple warm up and cool downs. Students will have gained some basic knowledge on why it is important to exercise and the benefits of physical activity on the body.
What will I learn?	In this unit students will be introduced to basic fitness activities and develop an accurate replication of the required techniques. They will develop the skills of sustained running and other fitness core skills. Students should be able to understand that different activities demand different components of fitness and be able to adapt to the set task. They should be able to describe an effective technique for fitness movements. Students will develop and refine fitness movements in order to complete set fitness challenges. They will be able to evaluate the use of body parts to gain an improvement their own techniques. They will apply strategies for effective performance and adapt these strategies to suit the activity. Students will be able to utilise all the fitness equipment and know how to differentiate tasks whilst completing personal tasks and goals on the fitness equipment. They will develop a sound understanding of Health and Safety whilst working on all the equipment. Students will gain an understanding of how to prepare and recover from exercise safely and effectively. They will be able to recognise different types of activities that require varying components of fitness and develop physical capacity through fitness based activities and challenges.
Next Steps	This unit links to Fitness in Y8, Y9, Y10 and Y11 and onto maintaining a good level of health and fitness Post 16. In Y8 students will extend their knowledge on all the fitness skills learnt in Y7. In Y9 they will develop the skills necessary to compete in a number of fitness based challenges and gain a baseline experience at a range of activities that involves sustained physical work.
Personal Development	Health benefits by participating in aerobic and anaerobic exercise, both mentally and physically. This will include an understanding of the anatomy behind heart rates and the basic reasoning for this. Mental capacity when recording heart rate values and BMI and understanding the meaning of each. Leadership opportunities when coaching partners and creating simple training programmes.
Key vocabulary	Warm up, cool down, heart rate, BMI, Dynamic stretching, pace, speed, power, recovery, fatigue and lactic acid, Cooper Test, component, justify, maximise, specify, sufficient, valid, volume.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels recorded on student tracker sheet. Challenge performances and fitness test results recorded.
Resources to use	CACHS – Moddle – PE https://www.youtube.com/user/thebodycoach1 https://www.menshealth.com/
Enrichment opportunities	Utilise the school gym, speak to your PE teacher if you are interested. Speak to your PE teacher who will have a list of local fitness clubs and contact details. YMCA Fleetwood - ESPLANADE, Fleetwood FY7 6HF YMCA Thornton - Victoria Rd E, Thornton-Cleveleys FY5 3SX

PE (Boys) - Year 7 - Half Term 1 and 2 - Football

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2 we would assume that pupils will have developed basic attack and defence principles. Have the ability to work within small sided games and understand the basic rules of the game. Students will be able to play in a variety of positions within a game; Goal keeper, Defender, Midfielder and Striker.
What will I learn?	In this unit students will focus on improving and applying basic core skills for Football. In all game activities, students will think about how to use core skills, strategies and tactics to outwit the opposition. They will learn to make informed decisions during small sided games and plan attacking principles. They will also develop physical literacy and body movement competence. Students will develop physical literacy by demonstrating basic movements including running with the ball and coordination based on techniques with fluency and control. They will execute core skills by using basic techniques in a small sided game and will pass and receive with reasonable control and accuracy. Students will outwit opponents in competitive situations by showing a basic tactical awareness and react to opponent's pressure in a small sided game. And often skill execution is affected by opposition pressure. They will develop knowledge of the game rules by showing a basic understanding of rules sometimes following the lead from others.
Next Steps	This unit links to Y8, Y9, Y10 and Y11 football units. Students in Y8 will progress onto slightly more complex skills and further develop their understanding of strategies and tactics within a small sided game. In Y9 Students will demonstrate advanced movements and using advanced techniques with fluency and control.
Personal Development	Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.
Key vocabulary	Attack, Defence, pressing, formation, finding and using space, changing speed, play the ball, delaying, anticipation, intercepting, available, role, involve, achieve and assist.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet.
Resources to use	CACHS – Moodle – PE https://www.soccercoachweekly.net/soccer-drills-and-skills/ https://www.professionalsoccercoaching.com/soccer/football-drills
Enrichment opportunities	Represent the school Football team at local competitions. Speak to your PE teacher if you are interested. Fleetwood Town Junior Football Club – Ask Pe staff for information. Thornton Juniors Football Club – Ask PE staff for information.

PE (Boys) - Year 7 - Half Term 1 and 2 - Badminton

Essential Knowledge for this unit: ([hyperlink to Knowledge Organiser](#))

Prior Learning	At KS2 we would assume that students will have developed a simple understanding for outwitting opponents during net/court games. They will have knowledge of and applied modified rules in similar net/court games or mini-versions of badminton.
What will I learn?	In this unit students will focus on identifying different areas of the court and be able to move between these areas using a variety of techniques. Students will understand how to outwit opponents using strategies and tactics during game play. Continual development and adaptation of the necessary skills will contribute to producing an improved performance. They should be able to recognise the importance of responding to changing situations within the game to both attacking and defending. Students will be able to set up a play within the game to out manoeuvre their opponent to gain an opportunity to win a point. They will be able to perform a number of basic shots depending on the situation with accuracy and control.
Next Steps	This unit links to Badminton in Y8 and Y9. In Y8 students will progress onto slightly more complex skills and further develop their understanding of strategies and tactics within a game. In Y9 they will develop confidence to get the shuttle to land in a target area so that the opponent cannot return it.
Personal Development	Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.
Key vocabulary	Serve, overhead shot, smash shot, drive shot, backhand, forehand, net shot, fake, overhead clear, tramlines, court, partner, back court, front court, middle t position, ready position, stance, space, area, available, estimate, major, respond, vary.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Students will be assessed in line with our three assessment strands of Heart, Hands and Head and levels on student tracker sheet.
Resources to use	CACHS – Moddle – PE http://www.badminton-information.com/badminton-drills.html https://www.thebadmintonguide.com/badminton-drills/
Enrichment opportunities	Join the lunch time badminton club. Try and join the school badminton team and play against other local schools. Play in the inter house Badminton competitions. Contact Stanley Park Sports Centre to attend out of school badminton club on a Saturday morning at the Centre.