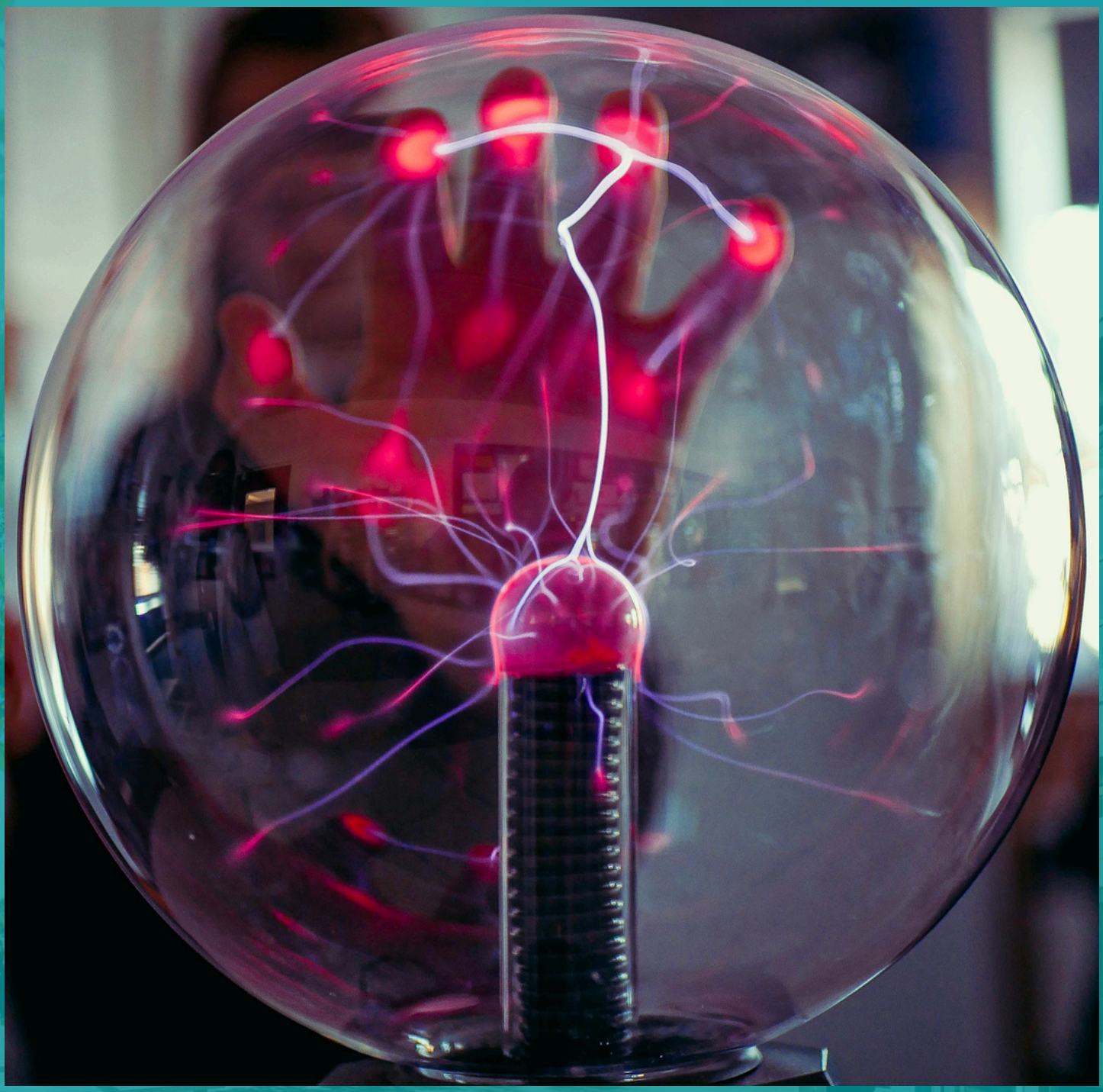
Y7 CURRICULUM GUIDE



DRIFFIELD
SCHOOL
& SIXTH FORM

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Welcome

Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at Driffield School & Sixth Form. The Year 7 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on Key Stage 2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of APEX (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

APEX	Miss M Watt
Art	Miss E Appleby
Computing	Mr D Arrowsmith-Cooper
Design & Technology	Mr J Beasley-Hall
Drama	Mr A Colley
English	Dr K Compton
Geography	Mrs C Vicary
History	Mrs A Burnitt
Maths	Mrs C Hogben
Modern Foreign Languages	Miss A Ingham
Music	Mr B Couper
Physical Education	Mr A Duke
Religious Studies	Mrs L Corn
Science	Mrs R Backhouse

APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 7 which will focus on the following topics.

Autumn	Spring	Summer
Identity and Diversity Students will learn about sense of self, own and others' identity as well as Multicultural Britain and the positive things that this brings to our society today. They will look at Human Rights throughout this module and the impact they have.	**Relationships** Students will learn about different relationships and how to communicate effectively and positively within these. This unit has a heavy emphasis on positive relationships.	**Healthy Living** Students will learn about mental health and well-being (including physical health and fitness) alongside discussions of physical changes and healthy lifestyles.
Careers and Finance Students will learn about enterprise with a particular focus on the following areas: • Taxes • Finance • Career paths • Making decisions and how they can have a longer term impact on prospects	**Risk and Safety** Students will learn how to interact effectively with others by exploring all types of social media and how to keep safe when using these.	**Sustainability** Students will learn about the sustainable development goals set out by the United Nations. They will work on a project designed to encourage others to live a more sustainable life. This project will link to the human rights content covered earlier on in the year.

Our Year 7 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) for our students so they can make safe and considered choices about their personal development and well-being
- To provide effective healthy lifestyle education to all students
- To make connections between their own lives and the wider world that we live in
- To prepare our students for the next steps in educational, training or employment pathways

Art and Design

Our Art and Design Curriculum identifies four core strands:

- Learning about artists, crafts, designers and working in their style
- Exploring ideas, experimenting and refining use of different media
- Recording observations, developing drawing skills, written communication and digital recording via cameras
- Resolving ideas, creating outcomes showing understanding of the visual elements

Knowledge taught in Year 7:

Autumn	Spring	Summer
Understanding Colour Theory Students will develop their understanding of colour. Applying knowledge and developing skills in painting, drawing and collage. Experimenting with Photoshop and digital manipulation as well as learning about key artists such as: Jasper Johns, Pablo Picasso, Sonia Delaunay and Beatriz Milhazes.	**Development** Students will be able to present personal and meaningful responses making links with the artist to demonstrate their understanding of the formal elements.	**Media and Materials** Students will explore and experiment with different media and materials such as: Mono printing, creating clay relief art, Impressing and collagraphs. Students will also research key artists such as Steff Mitchell, Katie Spragg and Kate Malone and will experiment with clay and ceramic techniques and processes.
Understanding of Drawing Techniques and Mark Making. Students will develop their understanding of line, tone, shape, pattern, texture and form. Applying knowledge and skills using a variety of media and materials. Learning about key artists such as Jasper Johns.	**Hedgerow: Patterns and Texture in Nature** Students will develop their drawing skills through observational studies of natural forms using a variety of media and materials.	**Development** Students will be able to present personal and meaningful responses making links with the artist based on the theme: Hedgerow.

Students will develop their knowledge and understanding of the formal elements of Art: Line, tone, pattern, texture, shape, form and colour as well as developing their knowledge of different techniques and processes within Art, using a variety of media and materials.

How parents can help to support their child's learning:

- Encourage practising of the skills that they learn at school, particularly drawing skills.
- We provide opportunities for students to develop their work during lunchtimes and afterschool Art club. Students are encouraged to attend.
- We offer a range of materials and resources in school, however, providing access to watercolours, coloured pencils, fine liners and oil pastels at home will help your child to become more confident when using these materials.
- Art resource packs are available through parent links on the school website.

Computing

Knowledge taught in Year 7:

Autumn	Spring	Summer
Computing Essentials **How can I use a computer to aid with everyday tasks?** Students will learn how to organise their work, develop skills in office software (such as word processing) and working collaboratively.	**Online Safety 1** **How can I protect myself when using the worldwide web?** Students will learn about proper password usage, the dangers of social media and sharing personal information and how to assess whether online information is trustworthy and reliable.	**Computer Science 1** **How does a computer work?** Students will learn how computers use binary numbers for everything (from calculations to data storage) and investigate the different hardware and software used to create the computer systems they use every day.
User Interface Design **How can I create an interactive information system that works like a phone app?** Students will learn the principles of user interfaces, and how to design and create their own, using PowerPoint, and based on a brief from a selection of businesses.	**Visual Programming** **How can I create a game?** Students will learn how to create a game with purpose (a way of winning), developing their skills in simple programming using characters and objects that can interact with each other.	**Programming 1** **How can I create a program using a text based language?** Students will learn to plan and create a computing related image using the Turtle module of the text-based programming language called Python.

Main skills developed in Year 7:

- Digital literacy
- Word processing and presentation skills
- Computer science vocabulary
- Researching and collating relevant information from reliable sources
- Understand why and how to use technology safely and responsibly
- Digital image editing skills
- Visual programming skill
- Traditional, text based programming skills
- Working with binary numbers

How parents can help to support their child's learning:

- Encourage practising the skills they learn at school, particularly learning to program in different languages, both visual and text based
- By downloading and installing the relevant software, which is freely available at no charge (students will be given links to the sites where the software can be found, or to online alternatives where installing at home is not possible)
- Students will be set homework activities based around the vocabulary of Computer Science to support their development and progress
- We provide access to computers for homework to be completed during lunchtimes and after school

Design Technology
Design and Engineering

As part of their Design and Technology studies, students will rotate between Design & Engineering and Food Preparation & Nutrition. Both versions of their schedule are below. Students will be informed of their sequence at the start of the year and should add it to their timetable.

Sequence 1:

Autumn	Spring	Summer
Using Metals Students develop their knowledge and understanding of metal types and properties, whilst creating small aluminium animal inspired by an iconic design.	**Fibres and Fabrics** Students explore material considerations when working with fabrics. They develop this understanding first hand whilst creating a simple fabric pouch.	**Ingredients** Students begin to look at the functional and chemical properties of ingredients. Using their understanding how nutrients work. Students learn to make amendments to dishes and solve problems in the kitchen.
Design Skills Students begin to develop their design skills by learning to draw and render products in 3D. They also gain experience of 2D CAD software.	**Balanced Diet** Students develop an understanding of the importance of eating food. They discover the Eatwell Guide and dietary guidelines to help reference what is meant by a healthy and balanced diet.	**Where Food Comes From** Students investigate where food comes from. They develop an understanding of different methods of food production and the effects producing food can have on the environment.

Sequence 2:

Autumn	Spring	Summer
Balanced Diet Students develop an understanding of the importance of eating food. They discover the Eatwell Guide and dietary guidelines to help reference what is meant by a healthy and balanced diet.	**Where Food Comes From** Students investigate where food comes from. They develop an understanding of different methods of food production and the effects producing food can have on the environment.	**Design Skills** Students begin to develop their design skills by learning to draw and render products in 3D. They also gain experience of 2D CAD software.
Ingredients Students begin to look at the functional and chemical properties of ingredients. Using their understanding of how nutrients work, students learn to make amendments to dishes and solve problems in the kitchen.	**Using Metals** Students develop their knowledge and understanding of metal types and properties, whilst creating small aluminium animal inspired by an iconic design.	**Fibres and Fabrics** Students explore material considerations when working with fabrics. They develop this understanding first hand whilst creating a simple fabric pouch.

Design Technology

Design and Engineering

In Year 7, students develop both their materials knowledge and design skills through three short projects, intended to build a foundation for the skills and knowledge developed across key stage 3.

Students develop their technical understanding of material properties and how they affect design choices. We build on this understanding by introducing the origins and uses of different metals. Students begin to learn about influential design through the analysis of the famous Eames Elephant children's stool, which forms the inspiration for students' own origami animal, made from aluminium. Students will mark out and cut aluminium sheet by hand before going on to form and finish their piece.

Students will use 3D sketching skills, specifically one point perspective drawing, to effectively present ideas. They will build on skills learnt in art to apply shade and rendering to their 3D forms. Students will then gain insight into how computers can support designers in developing and testing designs, using Techsoft Design.

Students will develop skills in using fibres and fabrics to produce a 3D form. Using both hand and machine skills, students will produce a fabric pot, complete with their own laser cut button. Whilst producing this, students will learn about the origins of natural and synthetic fibres and how they are converted into a wide range of different fabrics.

Each project is completed for approximately half a term, over the first or second half of the year. Students will spend the alternate half of the year in food and nutrition.

Main skills developed in Year 7:

- Selecting appropriate materials for a product
- Testing the properties of materials
- Using models and templates to develop designs
- Using tools and equipment safely in the workshop
- Taking inspiration from existing designs
- Using design presentations skills
- Using computer aided design
- Creating 3D forms with a range of materials
- Using manufacturing methods, both by hand and on machines

How parents can help to support their child's learning:

- Encourage your child to complete homework to a high standard (including presentation) as this will support with tasks completed in lessons and assessments.
- Ask your child what they have been doing in D&T and encourage them to consider why they are doing this.

Design Technology

Food and Nutrition

Everyone eats. We depend on food each day. Therefore, an insight into the fundamentals of nutrition and how to cook is indispensable.At Driffield School, we aim to instil a passion in students for creating healthy, affordable, exciting meals.

Initially students develop an understanding of the importance of eating food. They discover the Eatwell Guide and other dietary guidelines to help reference what is meant by a healthy and balanced diet. Students will then go on to explore food science, identifying the functional and chemical properties of ingredients. For example, we conduct two scientific investigations into enzymic browning and raising agents, where students experience the need to test different ingredients and see that producing food isn't always just for the purpose of eating.

The final year 7 unit, asks students to investigate where food comes from. They will develop an understanding of different methods of food production and the effects producing food can have on the environment.

Throughout Year 7, students build a repertoire of culinary skills by making various meals based on healthy eating guidelines. Recipes we make provide students with the core skills and knowledge to cook multiple dishes in future stages of their lives. In addition, we empower students to adapt recipes according to personal taste and the level of difficulty of recipes to ensure each individual has stretch and challenge in lessons.

Main skills developed in Year 7:

- An understanding of the function and sources of nutrients in the diet.
- Safe working practices in the kitchen.
- How to manage time correctly and follow a recipe.
- Understanding of different food preparation processes and equipment required.
- An understanding of the properties of ingredients in recipes.
- Knowledge of where ingredients are sourced.

How parents can help to support their child's learning:

- Ensure your child has the ingredients for practical lessons. These are available in student planners and will be assigned at least one week in advance.
- Should your student miss a lesson, please encourage them to speak to their food technology teacher to identify any ingredients required by the next lesson.
- Encourage your child to try new ingredients and foods when the opportunity presents itself.
- Encourage your child to help with preparing meals at home.

Drama

Knowledge taught in Year 7:

Autumn	Spring	Summer
Discovering Drama Students will be introduced to basic drama skills whilst bringing the tale of Charlie and the Chocolate Factory to life.	**Exploring a Text and Learning Values** Students will explore the play Wonder (as well as the characters) and the poignant messages behind the script.	**Exploring a Theatre Company** Students will explore the international touring theatre company Kneehigh and their methodologies.
Building Characters Students explore the Pantomime genre developed from the Commedia dell'Arte period.	**Explorative Strategies** Students will use a range of drama techniques to explore the impact technology has on society.	

Students are developing their ability to do the following:

- Participate in practical exercises and assignments responsibly, confidently and effectively.
- Explore and experiment in drama activities using a range of techniques, voices and movements.
- Fulfil different roles and perform them in class and as a group.
- Explain their own and others' work, giving similarities and differences.
- Identify their own successes.
- Consider how drama was created, performed and seen.

Each of the activities offers opportunities for students to develop their teamwork, focus, energy, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the characters they played and the situations their characters experienced.
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language).
- Encourage your child to see live drama (school productions and showcases, local theatre productions).
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals and some weekends).

English

English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Knowledge taught in Year 7:

Autumn	Spring	Summer
Novel study: The Giver Students will understand how a writer presents heroic qualities within the protagonist as well as exploring moral challenges within society.	**Writing: The Art of Rhetoric** Students will explore the power of persuasion and the theory behind it.	**Poetry: The Romantic Movement** Students will explore relationships between nature and human emotions through a selection of Romantic and modern poets.
Creative writing: Heroes and Villains in Ancient Greece Students will explore ancient influences on archetypal characters through history.	**Studying Shakespeare: The Tempest** Students will investigate the life and times of Shakespeare while studying the comedy tale: Twelfth Night.	**Creative writing: Gothic fiction** Students will understand fundamental fears of the human race and explore how writers exploit these fears.

Our Year 7 curriculum goals:

- To promote a love of reading and a positive reading culture beyond the classroom
- To provide a language-rich environment that enables our students to access a wide range of literature
- To understand how archetypal characters are created
- To provide opportunities between our wider worlds through literature studied
- To seek to understand how influential writers become successful
- To develop writing styles and to nurture creativity

How parents can support their child's learning:

- Encourage independent reading and reading for pleasure at home at least once a week
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

Geography

Knowledge taught in Year 7:

Autumn	Spring	Summer
What is Geography? Students will gain an understanding of what geography is and make the distinction between human and physical features. Students will learn key geographical skills required for their future years studying geography.	**Factfullness** The aim of this unit is to dispel students' myths about the world around development, population and misinformation, encouraging largescale thinking about global issues. This is done through identifying misconceptions and challenging them with accurate fact-based answers.	**Hot Deserts** In this unit students learn about what ecosystems are and their locations around the world before investigating hot deserts in more detail. They will gain understanding of the adaptations that plants and animals need to survive, as well as the impact humans can have on them. Students will also explore sustainable management of ecosystems.
Map Skills In an age when we often turn to technology to help with directions, this map skills unit will help to develop students' understanding and skills using maps. Students will learn grid references, scale, direction, map symbols and how to read heights on maps.	**Weather and Climate** In this topic students will learn the causes of different weather along with the impact of climate change and what this is doing to our world's weather events and climate.	

Main skills developed in Year 7:

- Map skills including using atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data.
- Constructing maps and plans at a variety of different scales, and using graphical techniques to present evidence.
- Investigation skills including analysing data, evaluating methods and forming conclusions
- Decision making and problem solving skills.
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing.
- Literacy and numeracy skills.

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and three colours of highlighters.
- Encourage your child to complete their homework to the best of their ability.
- Encourage your child to revise for the end of unit assessments. These are usually towards the end of a half term.
- Encourage your child to take an interest in world events, watching the news or reading a newspaper or news website.

History

Knowledge taught in Year 7:

Autumn	Spring	Summer
What is history? An introduction to historical skills and concepts with a focus on Ancient Rome.	**Everyday Life in the Middle Ages** This unit explores the life of ordinary people during the Middle Ages. Students will build up evidence to decide how measly the Middle Ages really were!	**The Early Tudors** A study of the reigns of Henry VII and Henry VIII and their impact on England's history.
Power and Control: The Norman Conquest An investigation into the succession crisis of 1066. Students will consider how William the Conqueror took power and how he was able to control the English.	**Power and Control: The Church and the Later Middle Ages** An investigation into the changing nature of power and control in the later Middle Ages with a focus on Thomas Becket, King John and Queen Matilda.	**Edward, Mary and Elizabeth I** A study of the tumultuous reign of Elizabeth I and an exploration about how this era became known as the 'Golden Age.'

Main skills developed in Year 7:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work

How parents can support their child's learning:

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely, including newspapers and websites
- Encourage your child to visit museums and historical sites

The following websites can help your son/daughter's learning at home:

www.bbc.co.uk/history
www.nationalarchives.gov.uk/education
www.historyonthenet.com

Maths

Knowledge taught in Year 7:

Autumn	Spring	Summer
Essential Number Students will be introduced to the core number work that underpins all our mathematics curriculum. They will build on their Year 6 work to develop confidence in calculations both with whole numbers, decimals and fractions.	**Essential Algebra** Students will extend their number work to deal with algebraic sentences. They will learn how to manipulate algebra with simplifying, expanding and factorising (as well as solving a range of equations).	**Geometry in 2D** This unit introduces students to shape work with properties and names of shapes. Students are introduced to transformations of shapes: with rotation, reflection translation and enlargement. Students also work with area and perimeter of shapes.
	Ratio and Proportion In this unit students will look at how values compare to each other using ratio work. They will also work with percentages by calculating percentage amounts and percentage increases and decreases.	**Handling Data** Students will work with data to calculate averages and measures of spread. They will also read from a variety of graphs and charts so they know the advantages and disadvantages of each.

Main skills developed in Year 7:

- To manipulate numbers and expressions in a variety of forms
- To work in a logical way
- To show clear working
- To apply skills learnt to a variety of situations
- To learn key mathematical vocabulary
- To gain an appreciation of how maths can relate to problems and the wider curriculum
- To understand about measures and formulae used in maths as well as other subjects

How parents can support their child's learning:

- Talk to your child about numbers you see in different formats such as temperature, time, money and weights
- Make sure your child has a working scientific calculator for all lessons
- Encourage your child to show any working even if they are not sure that it is correct
- Encourage your child to use notes in their book or mathswatch videos to help get a solution to homework questions when they are stuck
- Encourage your child to talk you through work they have completed in class and to explain the steps and vocabulary used

Modern Foreign Languages
French and Spanish

Knowledge taught in Year 7:

Autumn	Spring	Summer
Introductions Students will focus on phonics and the keys skills needed in language learning, by practising introductions; including names, ages and birthdays.	**In the Classroom** Students will talk about things in the classroom, and their school subjects, learning to give opinions and reasons using longer sentences.	**Weather and Free Time Activities** Students will learn weather phrases and talk about a variety of sports and leisure activities saying how often they do them.
Family and Descriptions Students will learn to describe their family and pets by using a range of adjectives as well as practising question forms.	**School Life** Students will talk about their life at school including their routine and activities with a focus on present tense verbs.	**Leisure and Future Plans** Students will describe and give opinions on leisure activities and will be using the near future tense to talk about their plans.

Main skills developed in Year 7:

- Establishing key sound-spelling links (phonics) to help pronunciation of the new language
- Memory strategies (mnemonics) to enable effective learning of the new language
- Understanding how to use a bilingual dictionary to develop independence in writing
- Reading skills including recognising cognates
- Understanding verbs endings to be able to use the present and near future tenses accurately and independently
- Speaking and listening skills to support progression through to Key Stage 4
- Reading and writing skills including proof reading
- Using a range of connectives and openers to structure written work
- Using adjectives to describe and intensifiers to make descriptions more interesting
- Expressing personal opinions
- Understanding translation skills into and from both languages (French/Spanish and English)
- Developing the confidence and skills to speak openly to others in French or Spanish
- Producing and understanding role-plays
- Learning phrases to describe pictures

How parents can support their child's learning:

- Encourage vocabulary learning at home
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check student planners regularly to ensure you can see details of their homework

Modern Foreign Languages
French and Spanish

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, worksheets, or use of websites to consolidate their learning. Vocabulary learning and revision is crucial for their progression in languages; using a 'little and often' approach ensures students know key vocabulary by heart thus increasing confidence and fluency. All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, with guidance, in order to strengthen their grammatical knowledge.

The following websites can help your child's learning at home:

- www.wordreference.com (online dictionary)
- www.pearsonactivelearn.com
- www.sentencebuilders.com
- https://uk.language-gym.com

Music

The Music curriculum is designed to provide students firm understanding of knowledge and skill across a broad selection of music topics. The topics promote literacy, music listening, strong communication, composing and creativity. The curriculum is also designed to support employability skills alongside academic study. The topics are sequential and build on knowledge so students can recognise music's significance in history, place and time. The music curriculum in year 7 has a focus on the fundamental principles of building music using the voice, rhythm, cognitive skill, exploring musical elements, the orchestra and learning keyboard skills. This supports cross curricular links to English, Art, Geography and History too.

Knowledge taught in Year 7:

Autumn	Spring	Summer
The Voice/Body Percussion Students explore rhythm through American Popular Styles using their voice and percussive sounds through clapping and tapping/use of djembe drums.	**The Orchestra** Students learn about the development of the Orchestra through the three Classical Music Traditions between 1600 - 1900, Baroque Period, Classical Period and Romantic Period. Students will learn the instruments from the four orchestral families.	**The Song** Students will learn about the development of the song, learning the basics to harmony and chord progressions and how songs have played an important role in genres from folk to classical to rock music.

Our Year 7 curriculum aims to ensure the following:

- Students have a firm understanding of knowledge and skill across a broad selection of music topics
- Students know a wide range of musical vocabulary linked to the topics covered
- The topics are sequential and build on knowledge so students can recognise music's significance in history, place and time
- Students will become familiar with music styles from across the world and Europe

How parents can help support their child's learning:

- Ensure that your child is always equipped with a pen, pencil and rubber
- Encourage the uptake of instrumental lessons
- Encourage your child to listen to lots of different styles of music at home
- Encourage your child to attend extra-curricular music activities

Physical Education

Knowledge taught in Year 7:

Every key stage 3 student at Driffield School receives the recommended two hours of physical activity per week. Each module of work is six lessons and is taught on a rotational basis to ensure all students have equal opportunities to experience activities. The strands of the curriculum are invasion, striking and fielding, net/wall games, athletics, gymnastics, fitness and swimming. We believe this meets the needs of all of our students and encourages lifelong participation in sport.

Boys:

Autumn	Spring	Summer
Rugby, football, hockey, badminton, swimming, gymnastics and fitness		Cricket, athletics, softball and tennis

Girls:

Autumn	Spring	Summer
Netball, rugby, hockey, fitness, gymnastics, badminton, pickleball, swimming and football		Cricket, athletics, softball, rounders and tennis

Throughout the winter terms each student will experience extended aerobic activity through progressively longer runs appropriate to their ability.

Swimming groups will have a minimum of two teachers (plus lifeguard) to meet health and safety requirements. The lifeguard will be provided from the sports centre. The additional teacher will be provided by the sports centre.

During lessons, practical skills are supported with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education or Cambridge National Sports Studies in Key Stage 4

Main skills developed in Year 7:

- Basic motor skills
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to improve fitness levels
- Development of specific vocabulary for each activity including keywords

Physical Education

The department aims to enable students to:

- Develop knowledge and understanding of human performance through participation in a range of physical activities
- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements
- Acquire the ability to plan, perform and evaluate through physical activity
- Develop an understanding of rules as they relate to different activities
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your child's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- Follow the PE twitter account for updates from the PE Department @DriffieldPE
- www.teachpe.com
- www.pescholar.com
- The Body Coach
- BBC Super Movers
- Get Set 4 PE

Religious Studies

Knowledge taught in Year 7:

Autumn	Spring	Summer
What influences your Worldview Lens? Students discover how different people see the world around them and consider how they can be Philosophers, Theologians and Social Scientists in R.S lessons.	**What does it mean to be Jewish?** Students continue to explore what it means to be Jewish by being Theologians to interpret the importance of Jewish history, adding to their Worldview lens as they learn.	**What does it mean to be Christian?** Students continue to develop their skills as Philosophers, Theologians and Social Scientists to delve into the symbolism of the Trinity and other key beliefs and practices that affect Christians in their daily lives.
What does it mean to be Jewish? Students explore what it means to be Jewish by being Theologians to interpret the importance of Jewish history, adding to their Worldview lens as they learn.	**What does it mean to be Christian?** Students develop their skills as Philosophers, Theologians and Social Scientists to delve into the symbolism of the Trinity and other key beliefs and practices that affect Christians in their daily lives. A visit from the GNFE organisation gives students a chance ask questions about how beliefs affect actions.	**What does it mean to be Muslim?** Adding to their own Worldview; students are Social Scientists in order to find out about how the religion of Islam affects Muslim lives.

Our Year 7 curriculum aims to ensure that students can do the following:

- Describe key religious beliefs and non-religious world views
- Explain the significance of religious beliefs
- Develop an understanding of religious practices
- Justify opinions about religious and moral issues
- Develop organisation, communication and independent learning skills
- Develop empathy and respect
- Develop literacy skills

The aim of the social studies department is to provide students with opportunities to acquire the following skills and attributes:

- Knowledge about human societies and relationships
- Develop the ability to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society
- To be able to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems which confront human societies

Religious Studies

RS lessons involve a range of activities, including independent and group work, problem solving and researching. In RS, students develop many different skills including interpreting texts, discussion and debate, as well as skills in team work and presentation.

Religious Studies at Driffield School follows the guidelines set out in the East Riding Agreed Syllabus for Religious Studies which states:

"RS has an important part to play as part of a broad, balanced and coherent curriculum to which all students are entitled. RS subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights."

In particular, RS:

- Helps promote fundamental 'British values' of tolerance towards others
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human
- Encourages students to explore their own beliefs (whether they are religious or nonreligious) in the light of what they learn
- Enables students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Teaches students to develop respect for others including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts students to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

How parents can help to support their child's learning:

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets that have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people and to show empathy to others

Science

Students will develop knowledge of the following scientific topics. These topics are taught on rotation throughout the year.

Biology:

Autumn	Spring	Summer
Cells Students will learn about different cells, which are the smallest living units that build up to form organisms. They gain an understanding of the different roles and adaptations of different cells.	**Fertilisation** Students will learn how fertilisation works in mammals and in plants. This includes how the body prepares for reproduction in puberty, and the development of a foetus in pregnancy. Students also explore the different types of pollination and seed dispersal in plants.	**Ecosystems** Students explore the importance of relationships between organisms in the natural world. They gain an understanding of how organisms are adapted to their environment and fit into food webs as well as practising identifying organisms in fieldwork.
Systems Students will investigate the roles of the different organs in the body and how they build to form organ systems to keep us alive.		

Chemistry:

Autumn	Spring	Summer
Solids, Liquids & Gases Students explore the three states of matter and the changes between them.	**Atoms, Elements & Compounds** Students will discover the building blocks of all things and how they can be categorised.	**Separation Techniques** Students will identify how the different mixtures can be separated and why that technique can be used.

Science

Physics:

Autumn	Spring	Summer
Introducing Energy Students will learn about a key concept in Physics and will start to understand how Energy underpins Science understanding in general.	**Forces and Motion** Students will explore the key concepts needed to understand how objects move and the forces acting on these objects.	**Magnetism and Electromagnetism** Students will use practical work to understand magnets and electromagnets and the many benefits created from this strand of physics.
Introducing Electricity Students will practically explore the topic of electricity and circuits.		

Assessments are completed throughout the year. Students will do summary assessments within each topic, as well as an end of year assessment.

Main skills developed in Year 7:

- How to work safely within a science laboratory
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key scientific vocabulary

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you each week
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as flash cards. It would be helpful to use their flash cards to test them. Our new homework provider, Sparx, has lots of flashcards available for student use.
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings

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