Subject: ART		Year Group: 7
Terms 1 & 2 Key Focus/Topic(s) **The Formal Elements** • Gain understanding of the formal elements of art. AO1 • Build on technical skills using the formal elements of art. AO2 • Understand how different artists manipulate the elements of art. AO1 • Understand and evaluate artists', peers' and your own work. AO1, • Printing techniques explored using the formal elements as starting points. AO2 • Exploration of colour and colour theory. AO2 • Application of tint, shade and tone. AO2 • Artist discussions and analysis of practitioners associated with demonstration of the formal elements. AO1 • Development of digital skills. AO2	Terms 3 & 4 Key Focus/Topic(s) **Pop Art** • Use the formal elements of art skilfully. AO3 • Build on observational drawing skills. AO3 • Understand Pop Art, critically contextualising the art movement and its influence. AO1 • Appreciate timeline of art movements. AO1 • Discuss artists, peers and your own work. AO2 • Create personal responses to Pop Art. AO4 • Select and use appropriate skills, techniques and media. AO2 • Tasks are linked closely to build on what they have learnt AO2	Terms 5 & 6 Key Focus/Topic(s) **Japanese Art** • Gain an understanding of Japanese culture and art showing knowledge of influences and inspirations. AO1 • Explore drawing and mark making techniques. AO3 • Gain understanding and develop skills of print techniques particularly associated with Eastern Art. AO1 • Understand influences of non-western art on western art. AO1 • Analyse and reflect upon your own, peer and artists work to aid progress. AO2 • Use the formal elements of art skilfully AO3 • Discuss artists, peers and your own work AO1 • Students create personal responses to Japanese Art and Culture in a variety of media. They learn to use appropriate skills, techniques and media. AO4
Terms 1 & 2 Assessment Opportunities • Shape – Matisse Collage. • Tone – shading and cross hatching. • Colour - wheel • Line - prints • Pattern – Bridget Riley and Ohwada tasks. • Texture – Tile. • Google classroom quizzes weekly	Terms 3 & 4 Assessment Opportunities • Sweet Stack drawing. • Warhol digital repeat. • Blake British digital collage, • Paolzzi Collage and pattern. • Every day object final piece. • Google classroom quizzes weekly	Terms 5 & 6 Assessment Opportunities • Ink drawings of fish • Notan • Great Wave – pattern. • Fish polytile prints on a variety of media • Digital repeat patterns. • Google classroom quizzes weekly

Long-term overview for Year 7 Art

Rationale:

Projects are written in order to give students the confidence they need to experiment and be creative, we have to build them up after not doing much art in the last few years of primary schools in some cases. The aim for Year 7 is to develop their understanding of the theoretical practical skills associated with a range of art movements. Each project builds skills and techniques that are used for GCSE. Students become proficient in a variety of art, craft and design techniques and learn how to evaluate and analyse using the language of art, craft and design. They develop their understanding and application of the historical and cultural aspect associated with their work. Homework research and quizzes reinforce content from the lesson.

Evaluation:

Achievement is judged through ongoing reviews of work and project final pieces such as the Japanese prints. Students will self and peer assess their work to reflect and refine their project as they go. Google classroom quizzes assess and consolidate knowledge. Moodle is used to track student's grades which can be used for audit and data analysis. Success criteria is discussed and students understand how to work towards GCSE Grades 5+. All resources are shared on Google classroom for staff to share. Everyone in the department can see each other's grades for comparison and reflection.

Subject: Design Technology (Projects may be taught in different terms due to equipment rotation)		Year Group: 7

Term 1 Key Focus/Topic(s)
Marble run
• Problem solving
• Team work
• Testing and Evaluating
• Familiarise with Moodle and SMHW (Show My Homework)
Toothbrush
• General workshop health and safety.
  Sign off pillar drill and heat strip on passport.
• Know the importance of specification.
• Presenting data - pictographs and pie charts.
• CAD - 2D Design and Space Claim.
• Card Modelling
• Flow diagrams
• Developing a design
	Term 2 Key Focus/Topic(s)
	Maze
	• Gent saw (sign off on passport)
	• Mitre block (sign off on passport)
	• Hand drill (sign off on passport)
	• Measuring
	• Glue application
	• Vice
	• File
	• Planning and developing a design
	• CAD - Sketch-up
	  Soft and hardwoods.
	• Manufactured boards.
		Term 3 Key Focus/Topic(s)
		Maze
		(See Term 2)

Term 1 Assessment Opportunities : • Testing the marble run – class scoring. • Signed off H&S passports for heat strip. • Grade for CAD, and finished practical. • End of STEM, H&S and Toothbrush test. • Weekly SMHW (Show My Homework) quizzes & tests.	Term 2 Assessment Opportunities: • Maze CAD • Weekly SMHW (Show My Homework) quizzes & tests.	Term 3 Assessment Opportunities: • Maze practical grade. • Weekly SMHW (Show My Homework) quizzes & tests.
Term 4 Key Focus/Topic(s) **Aluminium Phone Holder** • Coping saw (sign off on passport) • Drawing and rendering. • Hand drill (sign off on passport) • Working with aluminium. • Metals • Quality control • Evaluating	Term 5 Key Focus/Topic(s) **Lever Toy** • Create a toy using levers and linkages. • Understand importance of ergonomics and anthropometrics in design. • Design development - create variations of creative designs using drawing and modelling techniques. • Know a variety of materials and their properties. • Develop making	Term 6 Key Focus/Topic(s) • Lever toy • (see Term 5)

Long-term overview for Year 7 DT

Term 4 Assessment Opportunities:	Term 5 Assessment Opportunities:	Term 6 Assessment Opportunities:
• Phone holder CAD • Finished practical egg holder grade. • Weekly Google Classroom quizzes and tests.	• Card Model • Weekly Google Classroom quizzes and tests.	• Finished Lever Toy • Weekly Google Classroom quizzes and tests.

Rationale:

The aim for Year 7 is initially to get them comfortable and safe in the workshop environment, then each project builds skills that are used for GCSE. They cover polymers, wood, metals and card across the year – all relevant to GSCE. These projects cover practical skills, computer aided design and subject specific knowledge which is tested at the end of every project. Homework research and quizzes reinforce content from the lesson and are all linked to the GSCE specification.

Evaluation:

Achievement can be judged through review of test and examination scores, gap analysis, comparison of topic tests, quality assurance processes etc. Google Classroom quizzes are used to get students used to exam board specifications. Google Classroom is used to track students' grades – this then is exported and used for all audits and data analysis. Feedback for task and how to be platinum is organised on Google Classroom. At the end of each year we discuss with students what they enjoyed and EBI (Even Better If). All resources are shared on Google Classroom. Everyone in the department can see each other's grades for comparison and reflection.

Long-term overview for Year 7 DT

Subject: Drama	Year Group: 7

Term 1 and 2 Key Focus/Topic(s):	Term 3 and 4 Key Focus/Topic(s):	Term 5 and 6 Key Focus/Topic(s):
Introduction to Devising ● Understanding devising and improvisation ● Contribution of key elements such as facial expression, movement, structure ● Creation of a short devised piece for assessment	Tableau and monologue ● Introduction to tableau ● Introduction to monologue ● Continuation of development of group devised work with a new context	Scripted performance project ● Developing performance and interpretative skills ● Creation of a live performance from the work of a contemporary playwright. ● Developing key performance elements introduced in previous units
Term 1 and 2 Assessment Opportunities: *Formal performance assessment in final week for devised piece* *Peer assessment in class performances each week.* *Self-assessment in WWW and EBI written response each week.* *Verbal teacher feedback.* *Personalised target in booklet from teacher in week 3/4 of project (with MRI).* *H/W – Character development and evaluation*	*Term 3 and 4 Assessment Opportunities:* *Formal performance assessment in final week.* *Peer assessment in class performances each week.* *Self-assessment in WWW and EBI written response each week.* *Verbal teacher feedback.* *Personalised target in booklet from teacher in week 3/4 of project (with MRI).* *H/W – Character development and evaluation*	*Term 5 and 6 Assessment Opportunities:* *Formal performance assessment in final week.* *Peer assessment in class performances each week.* *Self-assessment in WWW and EBI written response each week.* *Verbal teacher feedback.* *Personalised target in booklet from teacher in week 3/4 of project (with MRI).* *H/W – Character development and evaluation*

Rationale:

Unit 1
- Students will arrive with a wide variety of drama, theatre and performance experiences from Primary school.
- Introduces some key aspects of drama, with a focus on improvisation, devising work and creativity.
- Introduces and develops understanding of key performance features such as facial expression, body language, structure and planning a performance.

Long-term overview for Year 7 Drama

- **Unit 2**
- Students will develop their understanding of tableau and how this can be used within devised pieces
- Students will develop their understanding of monologue and use this to understand thoughts, emotions and motivations of characters
- Students will learn to use tableau and monologue within the context of a devised piece of work.

Unit 3
- In this third project, students will be able to develop performance and interpretative skills.
- Students will create a live performance from the work of a contemporary playwright.
- Develops understanding of key performance features such as facial expression, body language, structure and planning a performance.

Evaluation:
- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- QA in school and in collaboration with other schools
- Student feedback

Long-term overview for Year 7 Drama

Long-term overview for Year 7 Drama

Subject: **English**		Year Group: **7 (Carousel)**
Term 1 Key Focus/Topic(s) **The Borden Values in fiction and non-fiction texts.**	Term 2 Key Focus/Topic(s) **Poetry - 'Journeys'**	Term 3 Key Focus/Topic(s) **Shakespeare – Much Ado About Nothing or The Tempest**
Term 1 Assessment Opportunities: **Create your own morality tale.**	Term 2 Assessment Opportunities: **500 word short story using an image as a springboard**	Term 3 Assessment Opportunities: **Character analysis from an extract**
Term 4 Key Focus/Topic(s) **Darkside – novel study**	Term 5 Key Focus/Topic(s) **Darkside – novel study**	Term 6 Key Focus/Topic(s) **Argumentative writing – 'Don't Get Me Started'**
Term 4 Assessment Opportunities: **Character analysis from an extract**	Term 5 Assessment Opportunities: **Interview with author**	Term 6 Assessment Opportunities: **Argumentative piece expressing viewpoint**

Rationale:
- Our intention is that these Schemes of Work enable students to experience a range of different materials – both fiction and non-fiction, from across the ages – that will engage, enrich and contextualise English. We want students at Borden to enjoy reading and engaging with language and have deliberately created opportunities for students to develop their own opinions and thoughts by providing them with material that encourages inquisition. We have Extended Learning Projects for each term's topic to foster a love of extending learning beyond the classroom and use Accelerated Reader to generate a 'buzz' around reading.

Evaluation:
- Each term, students will have a Summative Assessment that is styled in the format of a GCSE Literature or Language question and these are marked against the Borden standards. Students have the opportunity to RAG (Red Amber Green) their performance on this, against clear objectives, alongside the teacher to evaluate their learning and these summative assessments are collated in individual files to enable students to track their progress over the range of tasks. Independent opportunities come through homework tasks, for example: deeper thinking questions, Extended Learning Projects. Teachers also provide whole class feedback post assessments, marking of homework to clarify 'common errors' and to model exemplar work - evidenced in students' work through the use of 'purple pen'.

Long-term overview for Year 7 English

Subject: **French**		Year Group: **7**
Term 1 Key Focus/Topic(s) Introducing yourself TL for classroom	Term 2 Key Focus/Topic(s) Talking about yourself and your town Talking about your brothers/sisters/pets	Term 3 Key Focus/Topic(s) Describing people Describing the weather Talking about sports and free time activities
Term 1 Assessment Opportunities: Short introduction of yourself (speaking/writing)	Term 2 Assessment Opportunities: Full Progress Test (listening, reading, translation, writing)	Term 3 Assessment Opportunities: End-of-module mini-tests
Term 4 Key Focus/Topic(s) Talking about what you are going/would like to do during your holidays	Term 5 Key Focus/Topic(s) Speaking/Writing to your French penfriend	Term 6 Key Focus/Topic(s) Talking about a typical school day Talking about what you are going to do after school/in the evening
Term 4 Assessment Opportunities: Role-plays	Term 5 Assessment Opportunities: Listening and speaking tests	Term 6 Assessment Opportunities: Summer examinations

Rationale:
Year 7 is a pivotal time as, right from the start, for the students who walk into a French classroom, French must naturally be seen as the language for communication. This does not mean that French should be used 100% of the time but that a range of strategies should maximise the use of the target language. This is in order to ingrain good practice from the beginning and set students on the right path to become confident linguists.

Evaluation:
The Year 7 scheme of work is the result of numerous discussions between staff and students following formative and summative assessments. It is ambitious in the sense that it does not follow the *Métro* course as rigidly as in the past, introduces new linguistic content and teaching strategies and relies on resources designed by the Department. For these reasons, its implementation and impact will be reviewed regularly during meetings and after learning walks and progress tests.

Long-term overview for Year 7 French

Subject: Geography		Year Group: 7
Term 1 Key Focus/Topic(s) **Introduction to Geography** ● Baseline test ● Human, physical and environmental Geography ● Sustainability- how sustainable am I? **Introduction to Britain** ● Mountains, Rivers and seas ● Weather ● Rural and Urban areas ● Employment ● Links to the UK and International organisations	Term 2 Key Focus/Topic(s) **Map skills** ● Scale and distance ● Map symbols ● Mental maps ● Grid references ● Compass directions ● Ordnance survey maps ● How is height shown on a map? ● Drawing cross sections.	Term 3 Key Focus/Topic(s) **Introduction to rivers and river processes** ● The Water cycle ● Parts of a river ● Erosion transport and deposition ● River landforms ● Causes of flooding ● Responding to flood risks ● Protection against flooding
Term 1 Assessment Opportunities: Base line test KS2 UK, Europe and World maps, Multi choice general geography questions	Term 2 Assessment Opportunities: Map skills test	Term 3 Assessment Opportunities: Test
Term 4 Key Focus/Topic(s): **Introducing the continent of Africa** ● Locating Africa ● History (colonialism and neocolonialism). ● Countries in Africa. Locating on a map. ● Africa's physical geography. ● Africa's biomes ● Africa's human geography (population)	Term 5 Key Focus/Topic(s): **Introducing Kenya in Africa** ● Where is Kenya? Using atlases ● Kenya's history (colonialism and neocolonialism) ● Kenya's physical features and climate ● Kenya's human geography ● How developed is Kenya? ● Tourism in Kenya	Term 6 Key Focus/Topic(s): **GIS (Geographic Information systems) and geographical techniques for fieldwork or a project based on current affairs.** ● Introduction to Digimaps ● Methods of data collection ● Survey fieldwork ● Presentation techniques ● Analysis of results
Term 4 Assessment Opportunities: Unit test	Term 5 Assessment Opportunities: Test	Term 6 Assessment Opportunities: Skills project

Long-term overview for Year 7

Rationale:
Year 7 follows the programme of study in Oxford GEOG.1 text books. Skills being developed include, map skills (4 and 6 figure grid references, measuring distance and height etc..) use of graphs (located bar graphs, climate graphs, annotated field sketches, field work skills and GIS etc.), use of maps (OS maps on Digimaps - Ordnance survey maps and key skills) and fieldwork skills designing a questionnaire, drawing field sketches, annotating photos etc. Applying knowledge and understanding to scenarios. Knowledge of the UK, Geography, the human and physical Geography of Africa and Kenya, introduction to rivers and river processes, flooding and basic GIS which are all on Edexcel specification B. GIS is also important when undertaking during GCSE fieldwork. Rivers, flooding, Africa, development, sustainability and Britain also provide the opportunity to discuss local issues and news stories relevant to the local area and global citizenship.

Evaluation:
End of unit tests and projects are designed to assess knowledge and skills for each unit. Homework tasks reinforce understanding through either development of skills and/or providing a local setting to provide context. Unit tests are reviewed and corrected by students during lessons and as homework tasks. End of Year 7 exam makes use of unit test questions to check understanding and ensure mistakes have been learnt from.

Long-term overview for Year 7

Subject: **History**		Year Group: **Year 7**
Term 1 Key Focus/Topic(s) **Changing Power Through Time** Development of Church, state and society • Norman Conquest • Magna Carta	*Term 2 Key Focus/Topic(s)* **Changing Power Through Time** Development of Church, state and society • Peasants Revolt • English Civil War	*Term 3 Key Focus/Topic(s)* **Changing Power Through Time** Challenges for Britain, Europe and the wider world • Slave Triangle • Economics of Slavery
Term 1 Assessment Opportunities: Skills – Borden Standards: **Using Evidence** and **Interpretations**. Developing **Chronological Understanding** with **Change and Continuity**.	*Term 2 Assessment Opportunities:* Skills – Borden Standards: **Using Evidence** and **Interpretations**. Developing **Chronological Understanding** with **Change and Continuity**.	*Term 3 Assessment Opportunities:* Skills – Borden Standards: **Significance** and **Cause and Consequence** Embedding **Chronological Understanding** with **Change and Continuity**.
Term 4 Key Focus/Topic(s) **Changing Power Through Time** Challenges for Britain, Europe and the wider world • Abolition of Slavery • 20th Experiences of African Americans	*Term 5 Key Focus/Topic(s)* **Changing Power Through Time** Challenges for Britain, Europe and the wider world • Life and Impact of Martin Luther King • Evaluate the Success of Civil Rights	*Term 6 Key Focus/Topic(s)* **Independent Investigation: Siege of Dover Castle -** Local history study • Development of Castles • Features of Dover Castle • Siege of Dover Castle
Term 4 Assessment Opportunities: Skills – Borden Standards: **Using Evidence** and **Interpretations**	*Term 5 Assessment Opportunities:* Skills – Borden Standards: **Significance** and **Cause and Consequence**	*Term 6 Assessment Opportunities:* Skills – Borden Standards: **Using Evidence, Interpretations Significance** and **Cause and Consequence**

Rationale:
Historical skills and concepts are introduced which are then developed across KS3 to prepare students for the skills required at KS4. The topics covered provide a clear breadth of study and knowledge which supports future topics and some which are necessary at KS4 such as the importance of power, politics and society. In doing so; create curiosity, carry out investigations. utilise wider enquiry questions, vary information gathering, allow students to genuinely think about a topic, be both accessible and challenging, and have an end product with which students have positively engaged with.

Evaluation:
The Borden standards underpin all assessments in Years 7 and 8. Outcomes and student progress against these will be judged and evaluations made against previous years. Teaching feedback will be evident in books and student progress demonstrated through their assessment folders. Lessons and observation will focus on skill development beyond knowledge acquisition.

Long-term overview for Year 7 History

Subject: ICT & Computing		Year Group: 7

Term 1 Key Focus/Topic(s)
Networking – E-Safety, Using computers (folders etc.) and the Internet
  1. School System
  2. E-Safety
  3. Internet and Web Browsers
  4. Searching the Web
  5. Microsoft Word (could be optional)
  6. Microsoft Office
  7. Assessment
	Term 2 Key Focus/Topic(s)
	Computers – Inputs/Outputs and Memory.
	  1. Types of Computer
	  2. Input-Process-Output Model
	  3. Computer Hardware
	  4. Memory and Secondary Storage
	  5. Software
	  6. Mobile Applications (could be optional)
	  7. Assessment
		Term 3 Key Focus/Topic(s)
		Data Representation - Binary
		  1. Why computers use binary
		  2. Identify the number of bits in different units of data e.g. Bit, Nibble, Kilobyte etc.
		  3. Difference between 'base 2' and 'base 10' numbering systems
		  4. Convert binary into denary and vice versa
		  5. How characters are stored in the ASCII character set
		  6. Assessment

Term 1 Assessment Opportunities: Self, peer, teacher and end of unit assessment.	**Term 2 Assessment Opportunities:** Self, peer, teacher and end of unit assessment.	**Term 3 Assessment Opportunities:** Self, peer, teacher and end of unit assessment.

Term 4 Key Focus/Topic(s)
IT - Graphic Design and Copyright
  1. Copyright and magazine covers
  2. Using Fireworks to create a wireframe.
  3. Using Photoshop to adapt an image.
  4. Continuing with design (could be optional)
  5. Finalising a design and evaluating
  6. Assessment
	Term 5 Key Focus/Topic(s)
	Computational Thinking - Algorithms and Decomposition
	  1. An introduction to algorithms
	  2. Computational Thinking
	  3. Problem Decomposition and Scratch Overview
	  4. Starting the games
	  5. Continuing with game development
	  6. Continuing with game development (could be optional)
	  7. Assessment
		Term 6 Key Focus/Topic(s)
		Programming - Basic Programming Techniques (Scratch)
		  1. Continuing with game development
		  2. Continuing with game development (could be optional)
		  3. Continuing with game development
		  4. Evaluation
		  5. Evaluation
		  6. Performance Review
		  7. Assessment

Term 4 Assessment Opportunities: Self, peer, teacher and end of unit assessment.	**Term 5 Assessment Opportunities:** Self, peer, teacher and end of unit assessment.	**Term 6 Assessment Opportunities:** Self, peer, teacher and end of unit assessment.

Long-term overview for Year 7 ICT & Computing

Rationale:

This Scheme of Work has been developed to fit in with the current National Curriculum for Computer Science, as well as preparing students for KS4 and beyond. It is designed to be taught in one lesson a week, throughout Year 7, but many topics can be readily adapted. The Scheme of Work will enable students to understand and play an active role in the digital world that surrounds them, not to be passive consumers of an opaque and mysterious technology!

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Evaluation:

The assessment framework is based on a tiered system, with students trying to 'tick off' the criteria in each box by the end of the Key Stage. The units have been designed to allow students to progress across the Key Stage. It works based on six strands of computing (Computational Thinking, Programming, Data Representation, Computers, Networking and IT), and each strand is covered in one unit of work. Students will be assessed at the end of each unit with gap analysis being carried out and the results used to evaluate students' performance and progress, with the findings being used to inform future planning.

There will be opportunities built in to allow for, self, peer and teacher assessment that will ensure that all pupils:
- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Long-term overview for Year 7 ICT & Computing

Subject: **MATHEMATICS**		Year Group: **7**

Term 1 Topics   Number Skills
                  Fractions
                  Decimals
	Term 2 Topics Equations, Functions & Formulae
	                  Equations
	                  Perimeter, Area & Volume
		Term 3 Topics Multiplicative Reasoning
		                  Sequences & Graphs

Term 1 Assessment Opportunities: • End of Topic Tests • Textbook Exercises • MyMaths online tasks • Teacher's own questioning, worksheets and starters.	**Term 2 Assessment** Opportunities: • End of Topic Tests • Textbook Exercises • MyMaths online tasks • Teacher's own questioning, worksheets and starters.	**Term 3 Assessment** Opportunities: • End of Topic Tests • Textbook Exercises • MyMaths online tasks • Teacher's own questioning, worksheets and starters.

Term 4 Key Topics   Angles & Shapes
                  Analysing & Displaying Data
	Term 5 Key Topics Factors & Powers	**Term 6 Key Topics** Working with Powers
		                  2d Shapes
		                  3d Solids

Term 4 Assessment Opportunities: • End of Topic Tests • Textbook Exercises • MyMaths online tasks • Teacher's own questioning, worksheets and starters.	**Term 5 Assessment** Opportunities: • End of Topic Test • Textbook Exercises • MyMaths online tasks • Teacher's own questioning, worksheets and starters.	**Term 6 Assessment** Opportunities • End of Topic Tests • Textbook Exercises • MyMaths online tasks • Teacher's own questioning, worksheets and starters. **Year 7 Examination in this term.**

Rationale:
To develop a broad approach to the six strands of KS3 Mathematics in wide ability classes. This progresses from the learning of essential skills to the application of those skills in wider ranging situations. The aim is to give pupils the necessary tools to approach mathematical questioning with confidence. It is hoped that in later stages of the curriculum they will see problems in mathematics as learning experiences in their own right. This attitude will develop across KS3 into KS4 and beyond; developing an enquiring approach outside the classroom and the ability to question information and data for themselves.

Long-term overview for Year 7 Mathematics

Evaluation:

In class, assessment of pupil progress will be measured through a process of questioning and feedback, both written and verbal. Feedback to pupils will include self, peer and teacher led activities. Homework will be marked through the same processes but with the addition of online feedback in the case of My Maths tasks. End of topic assessments will be marked by the teacher and feedback given as part of classroom activity. All test scores will be recorded on the shared spreadsheet in Googledocs. The class teacher will include comments on the front of each test for WWW and EBI with opportunity for pupils to add MRI.

Department time will be used for class teachers to feedback on issues and successes within the Scheme of Work. It is anticipated that this will create a forum for teachers to report on each class and their response to the work, the timing of topics within the scheme and the sharing of resources and good practice. Work will continue on building additional teaching resources into a shared bank of material on the school VLE (Moodle).

Long-term overview for Year 7 Mathematics

Subject: Music		Year Group: 7
Term 1 Key Focus/Topic(s) Introduction to Keyboard • Treble clef • Rhythmic Notation – quaver, crotchet, minim, semibreve • Chords	**Term 2 Key Focus/Topic(s)** Introduction to Ukulele • Four chord pattern • Chord diagrams • Strumming patterns • Vocal tasks	**Term 3 Key Focus/Topic(s)** Exploring Voices • Musical leadership • Conducting 3 and 4 beats in a bar • Expressing tempo, timing, dynamics • Grid score composition
Term 1 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework	Term 2 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework	Term 3 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Grid score - assessed in lesson and used for performances
Term 4 Key Focus/Topic(s) Blues • Walking bass • Chord progressions • Lyric writing • Historical context of blues and development into jazz and popular music genres	**Term 5 Key Focus/Topic(s)** Blues (continued) • Walking bass • Chord progressions • Lyric writing • Historical context of blues and development into jazz and popular music genres	**Term 6 Key Focus/Topic(s)** Samba • Cross rhythms • Semiquavers • Rhythmic movement and formation • Samba historical context
Term 4 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Extended written essay from class notes and additional research	Term 5 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Extended written essay from class notes and additional research	Term 6 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Samba research project

Long-term overview for Year 7 Music

Rationale:

Unit 1
- First time for many students playing keyboard (some will not have studied music before).
- Introduction to notes on a keyboard, simple note lengths and how to follow a single line of stave notation.
- Introduces some of the elements of music, with a particular focus on pitch, tempo and dynamics.

Unit 2
- First time for many students playing ukulele (some may have played briefly in primary, but possibly not for several years).
- Introduction to how to play chords, read chord diagrams, use strumming patterns and add vocals.
- Introduces some of the elements of music, with a particular focus on chords, rhythm and melody.

Unit 3
- Gives an insight into leadership within music and the role of a conductor
- Introduction to graphic score (picture notation).
- Introduces some of the elements of music, with a particular focus on tempo, time signature and dynamics.

Unit 4
- Explores the historical context and development of popular music styles
- Introduces the four bar blues sequence, walking bass and lyric writing
- Introduces some of the elements of music, with a particular focus on chords, chord progressions and melody

Unit 5
- Explores the historical context and development of popular music styles
- Introduces rhythmic cells and cross rhythm patterns performed on a range of drums and percussion
- Introduces some of the elements of music, with a particular focus on texture, rhythm and structure

Evaluation:
- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback

Long-term overview for Year 7 Music

Subject: **Physical Education**		Year Group: **7**
Term 1 Key Focus/Topic(s) • Baseline Assessment • Football • Hockey	Term 2 Key Focus/Topic(s) • Basketball • Dance	Term 3 Key Focus/Topic(s) • Rugby • OAA (Outdoor Adventurous Activities)
Term 1 Assessment Opportunities: • Initial assessments based on baseline performance. • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit.	Term 2 Assessment Opportunities: • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit.	Term 3 Assessment Opportunities: • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit.
Term 4 Key Focus/Topic(s) • Gym • Handball	Term 5 Key Focus/Topic(s) • NFL (Flag Football) • Athletics	Term 6 Key Focus/Topic(s) • Tennis • Cricket
Term 4 Assessment Opportunities: • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit.	Term 5 Assessment Opportunities: • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit.	Term 6 Assessment Opportunities: • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit. • End of Year written exam (multiple choice / Session Planning Sections)

Rationale:
In Year 7 the aim of the curriculum is to provide an introduction to a broad range of activities that allow students to be physically active, engage in competition, and gain understanding of how being physically active can improve your life. Students are introduced to the idea of assessing their own competence during performances as well as considering that of others and how these performances might be improved. The aim of this is to maximise progress.
The timing of activities during the year is very much dependant on weather and facility availability. Indoor space is at a premium at Borden so some activities that might be better suited to warmer times of the year are occasionally put on during colder months. Students are encouraged to take part in activities in a variety of weathers, which in itself offers its own character developing opportunities.

Long-term overview for Year 7 PE

Evaluation:
Students are regularly encouraged to assess their own performances as well as others using criteria set out by staff. This process allows students to gain a deeper understanding of why a performance might have been successful or how they might improve it. Teachers also offer regular concurrent and terminal feedback on performances during lessons.
Audit data as well as reports are used to communicate summative assessments that are given by staff, these are subject to department moderations/review.
Students in Year 7 now sit an end-of-year exam in PE that aims to better prepare students for the challenges of a more rigorous GCSE spec. Through extra-curricular clubs students are given ample opportunity in a wide variety of activities to enrich understanding as well as develop skills within a competitive context.

Long-term overview for Year 7 PE

Subject: Religious Studies		Year Group: Year 7
Term 1 Key Focus/Topic(s) Judaism Covenant, Patriarchs, Twelve Tribes, Moses, Exodus, Pesach	**Term 2 Key Focus/Topic(s)** Judaism Decalogue, Judges, King David, Solomon's Temple, Synagogue	**Term 3 Key Focus/Topic(s)** Christianity Messiah, Ministry, Trinity, Miracles, Jesus and women, Holy Week
Term 1 Assessment Opportunities: Covenant/Promises, Pesach Plates, Torah (Holy Book)	**Term 2 Assessment Opportunities:** Yom Kippur, Kosher, & Jewish Artefact Project	**Term 3 Assessment Opportunities:** Understanding Ministry of Jesus (teachings & miracles) and also Parables and Holy Week
Term 4 Key Focus/Topic(s): Christianity Pentecost, Mission ('Go and Tell') the Great Commission. Christian Charity	**Term 5 Key Focus/Topic(s)** RS End of Year Exam Philosophy - Why are we here? (Creation, Humanity, Spirituality) Use of Money (Wealth)	**Term 6 Key Focus/Topic(s)** Philosophy – Use of Money (Charity) The Truman Show (Reality, Freewill, Afterlife)
Term 4 Assessment Opportunities: • Christian Charity ICT & Stained Glass Window Project	**Term 5 Assessment Opportunities:** • Exam Result & Reflection	**Term 6 Assessment Opportunities:** • Numerous opportunities for discursive feedback and written feedback

Rationale:
The Religious Studies scheme of work for Year 7 begins with Judaism; it is the first of the Abrahamic faiths and from this faith flows Christianity and Islam. The aim is to give students a clear grasp of the origins of the faith and also to begin to introduce them to having the skills, and confidence to evaluate the faith. For example, in the story of King David many students are surprised to learn that as a shepherd boy it was not the stone from the sling that killed Goliath, but David cut his head off with a sword. In addition, as King David is often revered as being a 'good' King, his actions (especially with Bathsheba) are questionable. Students are encouraged to try and see how this can be reconciled with his faith.
The Tenakh (Jewish Holy Book) is, for Christians, the Old Testament. The Scheme of Work then flows into Christianity, and the aim is for students to understand that Jesus did more than 'just tell a few nice stories'. For example, students look at Jesus getting angry in the temple, his relationship with his family and how he had a positive role for women in his ministry. An understanding of the theology behind the death and resurrection of Jesus is also critical into helping to unlock the Year 8 and Year 9 segments of the Scheme of Work further up the school.
The conclusion of the year with a 'Philosophy' section is there to encourage students to enhance their critical thinking skills. The structured analysis of 'The Truman Show' allows for an introduction to 'Plato's Cave' and the concepts of 'Freewill and Determinism'

Evaluation:
• The Borden Standards underpin all assessments in Year 7 and 8. Outcomes and student progress against these will be judged and evaluations made against previous years. Teaching feedback will be evident in books and student progress demonstrated through their assessment folders. Lessons and observation will focus on skill development beyond knowledge acquisition.

Long-term overview for Year 7 RS

Subject: **KS3 Science**		Year Group: **7**
In KS3 science classes rotate around 3 units in terms 1 to 3 and 2 units in terms 4 and 5. In term 6 they work on a project, which consolidates the scientific skills developed over terms 1-5. The rotation is necessary in relation to lab technicians workload planning and resources.		
Term 1 Key Focus/Topic(s) **Life (Biology)** • Organs and organ systems • Animal and Plant cells • Reproduction	Term 2 Key Focus/Topic(s) **Electricity (Physics)** • Basic electrical circuits • Electrical safety • Energy stores and transfers • Renewable and non-renewable energy sources	Term 3 Key Focus/Topic(s) **Particles and Matter (Chemistry)** • Particle model and states of matter • State changes. • Thermal energy transfers • Diffusion, solubility and mixtures • Separation techniques.
Term 1 Assessment Opportunities: • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test.	Term 2 Assessment Opportunities: • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test.	Term 3 Assessment Opportunities: • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test.
Term 4 Key Focus/Topic(s) **Space (Physics)** • Exploring Space • The Solar System • Day and Night • The Moon • Seasons	Term 5 Key Focus/Topic(s) **Acids and Alkalis (Chemistry)** • Acids and Alkalis • Gas Tests • Metals and Non-metals • Making Compounds • Chemical Reactions	Term 6 Key Focus/Topic(s) **Extinction (Biology)** • Variation • Habitat • Adaptations + Prey or Predator • Food Chain • Extended project on extinction
Term 4 Assessment Opportunities: • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test.	Term 6 Assessment Opportunities: • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test.	Term 6 Assessment Opportunities: • Assessment based on the reports and articles produced by the students. • Scientific skills applied.

Long-term overview for Year 7 Science

Rationale:
The topics covered in Year 7 constitutes the core scientific areas that pupils will build on in future years. For example electricity is a key component of GCSE and A level Physics and the electricity unit is design to enable students to develop a foundation layer of knowledge to take forward.
The development and application of key scientific skills are the central focus of KS3 Science, these include:
Practical skills – working safely in a lab, making observations, recording data, using data to form conclusions
Literacy skills – using key terminology, writing scientific descriptions, writing scientific explanations, adding extra detail to scientific explanations
Numeracy skills – recording data, making measurements, basic calculations and averaging results, plotting and reading basic graphs

Evaluation:
Assessments opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge. Apart from the Extinction unit each unit of work will finish with an End of Unit Test. The assessment for the Extinction unit will be based on the reports and articles produced by the students.
A review of test papers and student work should show that the students are developing the literacy and numeracy skills expected in Year 7.
Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Qualitative observations will be made on students during the term 6 projects.

Long-term overview for Year 7 Science

Subject: Spanish		Year Group: 7
Term 1 Key Focus/Topic(s): ● Introduction to Spanish and importance of languages. ● Pronunciation ● Learn numbers 1-20/basic introductions/classroom instructions/ what's in your school bag/your age. ● Strategies for listening, reading and vocabulary learning.	Term 2 Key Focus/Topic(s) ● Numbers to 31 ● Month and birthdays ● Items in a classroom ● Days ● Countries/nationalities ● Giving opinions	Term 3 Key Focus/Topic(s) ● Where you live ● Which languages you speak ● Describing family ● Pets
Term 1 Assessment Opportunities : ● In depth assessment piece: what's in your school bag. ● Vocabulary test ● Record a listening and reading mark	Term 2 Assessment Opportunities ● Full progress exam: listening/reading/ writing (In depth assessment piece about yourself) /translation ● Vocabulary testing	Term 3 Assessment Opportunities ● Full progress exam: Listening/reading/writing (in depth assessment piece about family)/translation ● Vocabulary testing
Term 4 Key Focus/Topic(s): ● Physical descriptions ● School subjects ● Opinions ● Dictionary skills ● Time ● Food items/what you eat at lunchtime	Term 5 Key Focus/Topic(s): ● Speaking preparation for summer exam ● Say where you live and the rooms in your house	Term 6 Key Focus/Topic(s): ● Daily routine ● What's in your house ● Weather
Term 4 Assessment Opportunities ● Record a listening and reading mark ● In depth assessment piece about school	Term 5 Assessment Opportunities ● Listening and speaking summer exams (in depth assessment of speaking) ● Preparation for remaining summer exams.	Term 6 Assessment Opportunities ● Summer exam – reading, writing (in depth), grammar sections ● End of Year revision projects/activities for consolidation purposes

Long-term overview for Year 7 Spanish

Rationale:
- The most important task for Year 7 Spanish teachers is to engage students in why we learn languages and how important it is to appreciate other cultures. Early on, we are generally dealing with single word items but this gives an opportunity to discuss learning strategies for vocabulary. The Year 7 course follows the textbook Listos 1 as it contains core vocabulary and allows us to practise the four skills which will be eventually examined at GCSE level. Certain vocabulary topics are omitted in favour of time spent boosting skills and vocabulary we know will be useful right through till the end of Year 11. For example – the notion of LOVE MFL (see separate attachment) is promoted from an early point in Key stage 3 as it is effectively a checklist for getting full marks in GCSE writing and speaking. Many elements of this can be covered throughout Year 7.

Evaluation:
- The department regularly discuss the point we are at in the Scheme of Work, notes are made and amendments to course coverage can be made for the current or following academic year.
- The three major assessments require staff to upload results to a central spreadsheet for analysis by Head of Department.
- Students engage in post progress exam evaluation and have sheets in their exercise books to aid this.
- Pupil voice surveys measure levels of engagement in the two languages
- Learning walks and work scrutiny permit the checking of departmental and whole school policy marking as well as the quality of teaching and learning and the effectiveness of the curriculum.

Long-term overview for Year 7 Spanish