



ALEC REED ACADEMY

Year 7 Curriculum Booklet

2025- 2026



PROUD TO LEARN

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Introduction

Dear Parent

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 7 at Alec Reed Academy. It will allow you to help them plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment which your son / daughter will need is indicated, along with some ways in which parents can help pupils with their studies.

Full attendance at school is essential and leads to success and achievement for all pupils. With this priority in mind I would like to draw your attention to the following information:

Attendance and Punctuality

Attendance during school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10 Days	2 Weeks	56 Lessons
90%	19 Days	4 Weeks	112 Lessons
85%	29 Days	6 Weeks	168 Lessons
80%	38 Days	8 Weeks	224 Lessons
75%	48 Days	10 Weeks	280 Lessons
70%	57 Days	11.5 Weeks	322 Lessons
65%	67 Days	13.5 Weeks	378 Lessons

The latest research suggests that, on average, every 17 days of school missed equates to a drop of one grade at GCSE. Regular attendance is therefore crucial to successful outcomes. All year groups therefore have a target of 96% attendance and above.

GCSE Examinations

GCSE's have undergone, and continue to undergo, significant changes. These changes are being introduced nationally over a three-year period. When pupils take their GCSE exams at the end of Year 11, results will be on the new 9-1 grading system. If your child is in Year 11 this will affect most of their subjects and if your child is in Year 10 this will affect all subjects. A comparison of new GCSE grading to old can be seen below:

New GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U

A*	A	B	C	D	E	F	G	U
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Old GCSE Grading Structure									
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Art

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Formal Elements • Drawing Skills – Line and Proportion 	<ul style="list-style-type: none"> • Everything is Art. Learn to observe the world around you and draw every day. • Where does Art appear in all your subjects across the curriculum? • Visit galleries, museums and exhibitions.
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Formal Elements • Drawing Skills – Tone and Texture 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Colour • Colour Theory – The Colour Wheel 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Colour • Colour Theory – Fauvism Painting 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • London Project • Perspective – 1Point & 2Point Perspective 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • London Project • Perspective – Developing 2D to 3D 	

Examples of Home Learning Tasks	Artist Research, Observational drawing, Collage, Mark Making, Creative Writing & Photography.
Assessment Tasks, Methods and Frequency	Observational drawings with a focus on proportion, line, tone, texture Creative drawing tasks with a focus on imagination and observation Application of skills and understanding through different media including painting, printing, 3D paper construction and clay outcomes.
Equipment that Pupils Need	All students require a pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colour pallets and fine liners are desirable for use at home to complete tasks set.

<p>Parents / Carers can help their child by:</p>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<p>Useful websites</p>	<p>www.tate.org.uk – Tate Galleries www.vam.ac.uk – Victoria & Albert Museum www.nhm.ac.uk – Natural History Museum www.haywardgallery.org.uk – Hayward Gallery</p>
<p>Extra-curricular clubs etc.</p>	<p>KS3 Craft Club KS4 Coursework Clubs</p>
<p>Who can I contact?</p>	<p>Mark.Smith@alecreedacademy.co.uk Hayley.Taberner@alecreedacademy.co.uk</p>

Design Technology

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Vehicle project</u> <ul style="list-style-type: none"> • Materials & their properties • Health & Safety in the workshop • Bonding and finishing techniques 	<ul style="list-style-type: none"> • A Century of Design Penny Sparke • Design For The 20th Century Charlotte & Peter Fiell • Design Technology – GCSE Product Design AQA
Autumn 2 (Nov – Dec)	<u>Automata project</u> <ul style="list-style-type: none"> • Mechanisms & movement • Using wood for construction • Consumer requirements 	
Spring 1 (Jan – Feb)	<u>Clock project</u> <ul style="list-style-type: none"> • Colour theory • Graphic design & logograms • Production Techniques • Electrical systems 	
Spring 2 (Feb – March)	<u>Slingshot project</u> <ul style="list-style-type: none"> • Using manufactured materials • Team working for a specific outcome • Finishing products to a high standard 	
Summer 1 (April – May)	<u>Game project</u> <ul style="list-style-type: none"> • Manufacturing to client specifications • Working to high tolerances • Using plastics 	
Summer 2 (June – July)	<u>Drawing techniques</u> <ul style="list-style-type: none"> • Oblique drawing techniques • Isometric techniques • Understanding perspective drawing • Rendering realistic objects 	

Examples of Home Learning Tasks	Analysis of future tasks, evaluating project work, designing, sketching, researching.
Assessment Tasks, Methods and Frequency	Done on a project to project basis with a focus on quality of manufacture, communication skills, application of subject knowledge, use of key terminology, problem solving ability, team work & health and safety.
Equipment that Pupils Need	A sharp pencil!

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Supporting written task set for independent study.
Useful websites	Technologystudent.com
Extra-curricular clubs etc.	Every lunchtime the department opens its doors for all pupils to design and manufacture ideas of their choice or to improve general classwork.

Who can I contact?	Daniel Flynn (Curriculum leader for Design, Technology & Creative Arts) Daniel.flynn@alecreedacademy.co.uk
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Drama

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Pantomime</u> -Pupils explore a genre -Pupils record the process in a portfolio -Pupils devise a piece of theatre as a performer	<ul style="list-style-type: none"> • The Edexcel GCSE Drama Book (although for GCSE this covers a lot of the key concepts that we teach and is an excellent resource). • Extension work will be given in lessons and in homeworks, there are always challenge opportunities that students can choose or will be encouraged to do by their teacher. • Over the course of the year encourage your son/daughter to watch a filmed version of a musical and a Shakespeare play. • Although aimed at a younger audience, the CBeebies Pantomime (usually aired on BBC 1 in the last week of the first term) is an excellent example of a Pantomime. • Watching and critiquing Variety Performance shows such as Britain’s Got Talent. • Reading the weekly Theatre Reviews from any newspaper. • Students should experience as much live theatre as possible. The West End of London has a wealth of theatres and discounted tickets can be found in a variety of ways. Kids Week (throughout August) allows children under 16 to go free to West End shows. • Our closest local theatres are: Lyric, Hammersmith, The Beck Theatre in Hayes, Questors Theatre, Harrow Arts Centre (HAC). Many of these venues also run workshops and classes during school holidays, after school and on weekends.
Autumn 2 (Nov – Dec)	<u>Live Performance Evaluation</u> -Pupils evaluate and analyse a live theatre performance -Pupils take a written exam testing their ability to apply their knowledge and understanding to a specific element of the performance	
Spring 1 (Jan – Feb)	<u>Bugsy Malone: Musical theatre</u> -Pupils interpret and explore a key moment from a text -Pupils perform an extract from a text -Pupils understand the context of musicals as a genre -Pupils learn to act, sing and dance as an ensemble	
Spring 2 (Feb – March)	<u>Shakespeare</u> -Pupils practically explore a set text from the perspective of a performer -Pupils perform as part of a group -Pupils learn to evaluate their own and other’s performances in order to make improvement and develop the art of acting	
Summer 1 (April – May)	<u>Bringing Texts to Life (Shakespeare)</u> -Pupils analyse how a specific scene could be taken from the page to the stage from the perspectives of directors and designers -Pupils take a written exam testing their ability to apply their knowledge and understanding to a specific element of the performance	
Summer 2 (June – July)	<u>Physical theatre</u> -Pupils explore the genre and conventions -Pupils interpret and explore a short script -Pupils perform the script	

Examples of Home Learning Tasks	<p>Homework is set regularly every fortnight. Homework should take a minimum of 15 minutes.</p> <p>Homework tasks are included in student work books and will be peer assessed at the start of lessons and then checked by the teacher at regular intervals.</p>
Assessment Tasks, Methods and Frequency	<p>Formal assessments take place at the end of each scheme of learning.</p> <p>There are mid-term and formative assessments during the schemes of learning in order to feedback to students and to ensure students have the knowledge and opportunity to make improvements to their work.</p> <p>Assessment takes place in three forms: performing, devising and written response. Students will perform as part of a group and they will complete written tasks independently.</p>
Equipment that Pupils Need	<p>Fully equipped pencil case.</p> <p>Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen.</p> <p>Student Homework Booklets in a plastic wallet – to ensure that the booklet is kept in a good condition it would be useful for the pupil to have hardback folder or document wallet.</p>
Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Watch plays on television or at live venues as a family. • Encouraging children to take part in school drama club and the school Musical. • Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer. • Encouraging children to join a Drama or Performing Arts group outside of school such as Stage Coach or Jigsaw or a local amateur dramatics group. Some of the local venues (listed in the extension activities box) also offer free or low cost classes and workshops for young people. Please contact them directly for details.
Useful websites	<p>http://www.bbc.co.uk/education/subjects/zbckjxs</p>
Extra-curricular clubs etc.	<p>All pupils take part in compulsory extra-curricular in Drama throughout the academic year. In addition all pupils are offered the opportunity to take part in the weekly Drama club. There are open auditions for the school musical in March and the Talent Show in July and students can audition to take leading or minor roles. There are opportunities for trips throughout the year. Where available we will also invite professional practitioners into the Academy to run workshops and classes.</p>
Who can I contact?	<p>Mrs C. Lashmore-Bennett – Head of Performing Arts</p>

English

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Prose Text: John Steinbeck Of Mice and Men • English Literature in the style of 8702/1/B 	<ul style="list-style-type: none"> • Wide range of stock across the reading ability range is available in the school library • KS3 Bitesize is available online covering a range of skills and content • Shmoop online provides a detailed guides on most literature texts • CGP Spelling, Punctuation and Grammar guides are available to purchase online • Various York Notes and CGP guides are available for most Shakespeare plays and classic texts
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Poems from Different Cultures • English Literature in the style of 8702/2/B 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Shakespeare: Romeo and Juliet • English Literature in the style of 8702/1/A 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Shakespeare: Romeo and Juliet • English Literature in the style of 8702/1/A 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Drama: Frankenstein adapted by Phillip Pullman • English Literature in the style of 8702/2/A 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Modern Rhetoric: Presenting a Viewpoint • English Language in the style of 8700/2/B 	

Examples of Home Learning Tasks	<p>Homework can fulfil various purposes, including preparing a knowledge base or foundation for subsequent learning; consolidating previous learning and filling long-term knowledge buckets (such as developing vocabulary or wider reading).</p> <p>Homework is designed to consolidate knowledge thus works as a revision tool for pupils. The English Department will issue each pupil with a homework schedule that contains all the homework tasks for each unit of work. This will be handed to students at the beginning of the unit of work so parents and pupils can see in advance what tasks and areas of the text will need to be covered.</p> <p>Pupils should also aim to read for at least 20 minutes each day. Reading of one good-quality newspaper article (an online version will do) is highly recommended.</p>
Assessment Tasks, Methods and Frequency	<p>Pupils are assessed half termly. These will be in the form of a formal assessment carried out in formal test conditions and focusing on clearly defined assessment objectives. Each assessment will be closely linked to the topic or discipline studied that half term and post-assessment work by both teachers and pupils will focus on understanding how to move learning forward.</p>
Equipment that Pupils Need	<p>Basic Stationery</p> <p>A Book relevant to their reading ability</p> <p>Planners</p>

Parents / Carers can help their child by:	<p>Ensuring that homework is completed on a weekly basis.</p> <p>Ensure that your child is reading a book every night for a minimum of 20 minutes.</p> <p>Regularly provide spelling tests for your child so that they begin to reduce the gap between the vocabulary they have and what they need for their KS4 exams.</p>
Useful websites	<p>KS3 Bitesize</p> <p>Shmoop</p>
Extra-curricular clubs etc.	<p>Clubs related to Accelerated Reader (Book Clubs)</p> <p>MABLE Project</p> <p>Debate Mate</p>
Who can I contact?	<p>Ms S Kazi (Curriculum Leader of English)</p>

French

	Curriculum Content	BV/SMSC/ WRL	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ol style="list-style-type: none"> 1. Personal ID – name, age, nationality 2. Numbers 1-30 and the months 3. Describe your appearance 4. French-speaking parts of the world 5. Describe personality 6. Describe your family 		Language Learning websites to practise vocabulary. See below. www.memrise.com www.zut.org.uk www.funwithlanguages.vacau.com www.education.vic.gov.au/languagesonline/french/french.htm
Autumn 2 (Nov – Dec)	<ol style="list-style-type: none"> 1. Give opinions of school subjects 2. Friends and how long you have known them 3. Family and home 4. School and where you live 5. Leisure activities and personal possessions 6. Talk about animals and colours 	SMSC	
Spring 1 (Jan – Feb)	<ol style="list-style-type: none"> 1. Food 2. Opinions of food and drinks 3. Restaurants and food order 4. Quantities and recipes 5. Places in town 6. Directions 		
Spring 2 (Feb – March)	<ol style="list-style-type: none"> 1. Activities you can do 2. Going out and meeting places 3. Locating places on a map 4. Clothes and what style you like 5. Weather 6. Weekend activities 	BV SMSC diversity	
Summer 1 (April – May)	<ol style="list-style-type: none"> 1. Music and national events 2. Usual and preferred holidays 3. Holiday items 4. Dream holidays 5. Past holidays and Festival 6. Sports 		
Summer 2 (June – July)	<ol style="list-style-type: none"> 1. Winter and summer sports 2. Leisure activities 3. Body parts 4. Sport celebrities 	BV social diversity	

Examples of Home Learning Tasks	Vocabulary learning Writing short paragraphs using different sentence structures and vocabulary. Comprehension exercises
Assessment Tasks, Methods and Frequency	Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.
Equipment that Pupils Need	Access to a computer at home would be beneficial to be able to access online translators and support websites.

Parents / Carers can help their child by:	Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.
Useful websites	Quizlet. Many students will have a logon and be attached to a class with specific vocabulary to learn on this useful interactive site. Duolingo – vocabulary learning website. Online translators – to be used with thought and care!
Extra-curricular clubs etc	Trip to France in March. Workshops organised at different times throughout the year. Cine club after school in the Summer term.
Who can I contact?	Class teacher – ask the student who their teacher is. Leia Maras - leia.maras@alecreedacademy.co.uk

Geography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	• Introduction to Geography	Textbooks; Geog.1, Geog.2 and Geog.3
Autumn 2 (Nov – Dec)	• Africa	
Spring 1 (Jan – Feb)	• Resource Management	
Spring 2 (Feb – March)	• Weather and Climate	
Summer 1 (April – May)	• Extreme Environments	
Summer 2 (June – July)	• Exploring the UK	

Examples of Home Learning Tasks	Homework set weekly and will be recorded on Class Charts and in student planners. They will be set a range of activities to complete such as research projects, essays and presentation tasks.
Assessment Tasks, Methods and Frequency	Each topic will have an assessment. The type of assessment will vary depending on the topic and core skill range.
Equipment that Pupils Need	Full pencil case (including protractor and calculator)

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Fully equipping students and checking their pencil case • Asking students to teach parents what they've learnt in/out of class • Check students have completed homework • Get students to regularly read/watch the news • Support students in being resilient and lifelong learners
Useful websites	BBC Bitesize Geography http://www.bbc.co.uk/bitesize/ks3/geography/ Geography All The Way http://www.geographyalltheway.com GeographyPods http://www.geographypods.com/ DreamTeachActiv http://www.dreamteachactiv.co.uk/ Get Revising http://getrevising.co.uk/ ARA Geography Blog www.geog.live
Extra-curricular clubs etc.	Currently only for KS4
Who can I contact?	Teacher of Geography – Mr Whitehouse, Ms Reid, Ms Ahitan

History

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Introduction to History</u> • Battle of Hastings	Key Stage 3 History by Aaron Wilkes: Invasion, Plague and Murder: Britain 1066-1509 Key Stage 3 History by Aaron Wilkes: Renaissance, Revolution and Reformation: Britain 1509-1745 Visit the Museum of London, Warwick Castle and the National Portrait Gallery All students should keep 2 copies of their Knowledge Organisers for every unit!
Autumn 2 (Nov – Dec)	<u>Norman England</u> • Norman Conquest	
Spring 1 (Jan – Feb)	<u>Medieval London</u> • Black Death	
Spring 2 (Feb – March)	• Power in the Middle Ages	
Summer 1 (April – May)	• Here come the Tudors	
Summer 2 (June – July)	• The Industrial Revolution	

Examples of Home Learning Tasks	Create your own timeline of important events from 1066 to modern day. Learn these key words: Bailey, Castle, Catapult, Cathedral, Catholic, Century, Chronology, Concentric, Crusade, Evidence, Medieval, Motte, Parliament, Peasants, Priest, Primary, Protestant, Reformation, Religion, Secondary, Siege, Significance.
Assessment Tasks, Methods and Frequency	Every half term consists of 1 formal assessment and 1 informal assessment. Homework is set every week. Types of questions pupils will be asked include: ‘Describe 2 features of a medieval town’ ‘Explain why William won the Battle of Hastings.’ ‘Do you agree that Elizabeth 1 should be remembered as a great Monarch?’ ‘What does this source tell you about how people tried to cure the Black Death?’
Equipment that Pupils Need	Essential: A Pen, pencil, rubber and ruler. Suggested: A dictionary, a glue stick and personal History textbook for private study.

Parents / Carers can help their child by:	<p>Checking the student planner to see what homework has been set.</p> <p>Checking understanding of key words with student.</p>
Useful websites	<p>http://www.bbc.co.uk/education/subjects/history/ks3 – This website can be used to get an overview of topics taught in KS3 History.</p> <p>https://schoolhistory.co.uk/resources/ - This website can be used to download extra resources for topics being studied in History to deepen and develop an understanding of the content.</p> <p>www.bayeuxtapestry.org.uk/ - This website provides an interactive outline of the Battle of Hastings using images from the Bayeux Tapestry.</p>
Extra-curricular clubs etc.	<p>National Portrait Gallery trip – Tudor portraits</p> <p>Museum of London – Medieval London study day</p> <p>Lunchtime HW club</p>
Who can I contact?	Ms. Dee, Ms Odusote

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Unit 1- (Introduction to ICT & Emerging Technologies) • Unit 2 - (E-Safety) Using the SMART Rule • Unit 3 (Binary Number System) 	<p>This will vary depending on each unit. Students will be given adequate guidance by their Teacher. However, any additional reading especially on IT related subjects will help to develop student's literacy and ability to access the curriculum.</p> <p>We also recommended that the students' should use the resources on the Student Shared Area of the school's intranet system.</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Unit 3 - (Binary Number System) – Cont. • End of Unit Test on Binary Number system • Unit 4 - (Creating Vector Graphics - Robot) 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Unit 5 - (Developing a Microsite - Healthy Life Style) • Unit 6 - (Computer Systems) • End of Unit Test 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Unit 7- (Creating Animations using Flash) • Unit 8 - (Spreadsheet – Using Excel) 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Unit 8 - (Spreadsheet – Using Excel) – Cont. • Unit 9 - (To Design and Develop 2D Games - using GAMEDMAKER) 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Unit 10 - (To design, write and debug programs that accomplish specific goals (using SCRATCH) • Unit 11- (Understand Computer Networks including the internet) 	

Examples of Home Learning Tasks	Homework booklet, Activity Sheets and Research Projects
Assessment Tasks, Methods and Frequency	Students will be formally assessed each half term across the year group. They will also complete end of unit tests in some cases and evaluation at the end of each unit.
Equipment that Pupils Need	<ul style="list-style-type: none"> • Pen, Pencil & Eraser • Teacher or a member of staff will provide student with other needed equipment

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Reading regularly at home • Assisting with the checking of homework to improve understanding of concepts and technical accuracy
Useful websites	<ul style="list-style-type: none"> • http://www.howstuffworks.com/ • http://www.bbc.co.uk/education/subjects/zvc9q6f • http://www.bbc.co.uk/education/topics/zq6hvcw • http://www.bbc.co.uk/education/topics/zd2xsbk • http://www.teach-ict.com/
Extra-curricular clubs etc.	<ul style="list-style-type: none"> • Cyber Centurion (KS3-5) • Programming Club (KS3) • Little Big Award (KS3-4)

Who can I contact?	Curriculum Leaders: Mr Anane & Mr Au ICT Teachers: Ms Frazer
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Maths

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> Place Value and Calculations Rounding, Ordering and Decimals 	<ul style="list-style-type: none"> https://vle.mathswatch.co.uk/vle https://corbettmaths.com http://www.mrbartonmaths.com https://www.mathsgenie.co.uk http://nrich.maths.org
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> Expressions, Functions and Formulae Perimeter, Area and Volume Properties of Number 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> Fractions, Percentages and FDP Equations, Inequalities and Rearranging Formula 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> Angles and Polygons Ratio and Proportion 	
Summer 1 (April – May)	<ul style="list-style-type: none"> Ratio and Proportion Representing Data 	
Summer 2 (June – July)	<ul style="list-style-type: none"> Scale Drawings, Bearings and Constructions Probability 	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> Complete any pending work given in class, such as: Homework (Usually set on MathsWatch) Revisit class notes and end of unit assessments
Assessment Tasks, Methods and Frequency	<ul style="list-style-type: none"> End of each unit: In-class assessment
Equipment that Pupils Need	<ul style="list-style-type: none"> Black/ blue pen, green pen, pencil, eraser, ruler, glue stick, scientific calculator and a maths set

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Ensuring they are completing tasks set and handing in homework on time Encouraging them to visit suggested websites and complete activities that will enhance their knowledge
Useful websites	<ul style="list-style-type: none"> https://vle.mathswatch.co.uk/vle https://corbettmaths.com http://www.mrbartonmaths.com https://www.mathsgenie.co.uk http://nrich.maths.org
Extra-curricular clubs etc.	<ul style="list-style-type: none"> After school enrichment classes

Who can I contact?	<ul style="list-style-type: none"> Class teacher – ask the student who their teacher is. Curriculum leader – Mr Booth
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Music

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Singing, Scales & Theory</u> <ul style="list-style-type: none"> • Notes on the stave • The elements of music • Confidence building, singing and performing as a group. • Learning to perform to an audience. 	<ul style="list-style-type: none"> • “The AB guide to Music theory” • Extension work will be given in lessons, there are always challenge opportunities that students can choose to do, or will be encouraged to do by their teacher. • Regularly listen to a variety of music such as Classic fm, BBC Radio 1, BBC radio 2, BBC radio 3, BBC radio 6 music. • Students should experience going to live concerts and performances. Tickets are very reasonable in price and many concerts are aimed at young people See the concert/performance guide for the venues below: <ul style="list-style-type: none"> • The Royal Albert Hall • Bush Hall • The Royal Festival Hall • The Barbican
Autumn 2 (Nov – Dec)	<u>Keyboard & Theory</u> <ul style="list-style-type: none"> • Understanding how to read music • Playing scales on the piano • Performing solo pieces on the piano • Listening analysis 	
Spring 1 (Jan – Feb)	<u>Musical Theatre</u> <ul style="list-style-type: none"> • Understanding the history of Musical theatre • Creating choreography • Performing as an ensemble • Listening analysis 	
Spring 2 (Feb – March)	<u>Instruments of the Orchestra</u> <ul style="list-style-type: none"> • Composing a fanfare • Understanding the timbre of the orchestral instruments • Using graphic score • Having a go on the orchestral instruments, learning how to produce a sound and the differences between the instrumental techniques. 	
Summer 1 (April – May)	<u>Rap and songwriting</u> <ul style="list-style-type: none"> • Understand how to create rap with rhythm and rhyme. • Understand how to fit words to musical beats. • Analyse music that includes rapping • Understand some of the history and context of Hip hop and Rap music. 	
Summer 2 (June – July)	<u>Rap and songwriting</u> <ul style="list-style-type: none"> • Understand how to create rap with rhythm and rhyme. • Understand how to fit words to musical beats. • Analyse music that includes rapping • Understand some of the history and context of Hip hop and Rap music. 	

Examples of Home Learning Tasks	<p>Homework is set regularly every fortnight. Homework should take a minimum of 30 minutes.</p> <p>Homework tasks are included in student work books, they will be a variety of learning activities including listening tasks, Musical theory, such as learning the notes on the staff, and reviewing their own work in order to make improvements.</p>
Assessment Tasks, Methods and Frequency	<p>Formal assessments take place at the end of each scheme of learning (at the end of each half term)</p> <p>There are mid-term and formative assessments during the schemes of learning in order to feedback to students and to ensure students have the knowledge and opportunity to make improvements to their work.</p> <p>Assessment takes place in three forms in all schemes of learning. Students will perform individually or as part of a group, they will take a listening test and will also be assessed on their knowledge of key words.</p>
Equipment that Pupils Need	<p>Fully equipped pencil case.</p> <p>Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen.</p>
Parents / Carers can help their child by:	<p>Listening to music together as a family</p> <p>Encouraging children to learn an instrument or take part in school groups.</p> <p>Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer.</p>
Useful websites	<p>https://araperformingartsdepartment.wordpress.com/ www.misswardmusic.com</p>
Extra-curricular clubs etc.	<p>All students are offered the opportunity to learn an instrument as part of the extra-curricular programme. Please contact the Performing Arts team for more information.</p> <p>Monday – Violin group Tuesday – Boys choir & Young producers club Wednesday – Rock School Thursday – Voxbox Friday – Advanced singers</p>
Who can I contact?	<p>Mrs C. Lashmore-Bennett – Head of Performing Arts</p>

The Physical Education Department aims to maintain and stimulate pupils' interest and enjoyment in PE whilst promoting health, fitness, a lifelong involvement, and love for sport. The pupils are initially taught in their form groups and receive a broad and balanced range of traditional activities including handball, football, fitness, basketball, table tennis, badminton, trampolining, softball, netball, and rounders.

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Baseline Testing:</u> Fitness and Game play is assessed in line with the Academy's ATL grades. Tests include the 'bleep' test, Cooper Run, Illinois Agility Standing Stalk, Ball and Wall.	Extra-Curricular Clubs are run almost every lunch time and after school including an extensive fixture list for those students who wish to represent the Academy in a range of sporting endeavours. These include: <ul style="list-style-type: none"> • Dodge ball • Climbing • Trampolining • Fitness Suite • Dance • Indoor Athletics • Basketball
Autumn 2 (Nov – Dec)	<u>Phase 1 of 12 Week Player and Skill Development:</u> Each class is mixed ability, single sex and will complete a 12 week block of competitive and intense sport/training specifically engineered with the outcome of competing against rival classes throughout the year. <ul style="list-style-type: none"> • Boys: Rugby, Badminton and Gymnastics • Girls: Netball, Badminton and Gymnastics 	
Spring 1 & 2 (Jan – April)	<u>Phase 2</u> <ul style="list-style-type: none"> • Boys: Football, Table Tennis and Fitness • Girls: Netball, Fitness and Table Tennis 	
Summer 1 & 2 (April – May)	<u>Phase 3</u> <ul style="list-style-type: none"> • Boys: Athletics , Cricket and Tennis • Girls : Athletics , Rounders and Tennis 	

Shared Focus

Our curriculum is a broad and balanced, Enhancing our students' abilities to be imaginative, creative and motivated. Our shared belief is that through high quality teaching practices we can inspire and facilitate creativity, confidence and a desire to become a much more efficient player, coach, referee or score keeper for example, and not being labelled as a 'top set' or more importantly a 'bottom set' student, can evoke a passion and a new love built on commitment, understanding and rapid and sustained individual and team success.

Alternative Provision

The PE staff often like to introduce and adapt new sports and approaches to PE pedagogy, and therefore often use the freedom of our core curriculum to challenge our students' beliefs and misconceptions about PE through a range of topics including Free Running/Parkor, capture the flag, short tennis, golf, climbing, curling and boules.

Examples of Home Learning Tasks	Homework booklet specific to each sport highlighting key aspects or technique, rules and regulations and effects on the body
Assessment Tasks, Methods and Frequency	Each Sport is assessed at the end of each unit and the players/performers are assessed in line with the 'Learning without Levels' criteria, which is a simple set of descriptive actions that dictate if the student is developing, securing or exceeding ability in that sport.
Equipment that Pupils Need	ARA PE kit (or something very similar), trainers , football boots, gum shield, shin guards, wet weather rain coat
Parents / Carers can help their child by:	Providing the necessary kit (or something very similar) Supporting the teachers support their child's potential Provide opportunities for the students to improve their skills or enjoyment out of school hours
Useful websites	BBC bitesize, topsport.com, teachpe.com, peresourcesbank.co.uk
Extra-curricular clubs etc.	There is an extensive clubs time table every week during lunch time and after school. Activities include football, rugby, fitness, table tennis, dance , netball, basketball
Who can I contact?	Curriculum Leader for PE – Mr Andrew Thomas Mr Guiheen, Mrs Marjanov, Mr Hepburn, Ms Tinsley

PSCHE

	Curriculum Content	
Autumn	<ul style="list-style-type: none">• Rules and fairness• Rights and responsibilities• Bullying	PSHCE - Personal, Social, Health and Cultural Education Our PSHCE curriculum is taught as a discrete lesson for one hour a week to Years 7-9 in their form groups. The curriculum does not have any
Spring	<ul style="list-style-type: none">• Community and Identity• Immigration• Community cohesion	
Summer	<ul style="list-style-type: none">• Physical changes and puberty• Staying Healthy• Careers	

Parents / Carers can help their child by:	Checking their exercise books, encouraging students to watch the news and take an interest in current affairs.
Useful websites	<p>THINK! road safety: Roadsafety</p> <p>Children's rights www.unicef.org/voy/index.php Case studies, video clips, projects from around the world looking at the voices of youth</p> <p>www.savethechildren.org.uk Information about children's rights around the world</p> <p>Fairness http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Justice-and-Fairness Resources for teaching about fairness from the Red Cross</p> <p>Identity www.britkid.org/</p> <p>Anti-racism site aimed at young people http://www.bbc.co.uk/schools/citizenx/teachers/identity/lessonplan_online.shtml Lesson plan on identity from the BBC Citizen X project</p>

Who can I contact?	Mrs Windsor
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Religious Studies

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<p><u>What is RS? (What belief means to me)</u></p> <ul style="list-style-type: none"> • What are your feelings about the start of secondary school? • Is there a God? • Baseline assessment – Is there a God? • World Religions • End of Topic Quiz • Opinion, fact and belief 	<ul style="list-style-type: none"> • This is RE! (Cath Large) • The Good New Bible (any edition) • Religion and Life (Nelson Thornes) • Revision material provided for formalised tests <p>Extension tasks: The textbooks have excellent examples of how the GCSE exam questions will be laid out and model answers. Students can work their way through these on the relevant topics</p>
Autumn 2 (Nov – Dec)	<p><u>Hinduism:</u></p> <ul style="list-style-type: none"> • How and why do people worship • Murtis • The Ramayana and Diwali • Rituals • Puja • The Mandir • Hallowed be thy game (is football a religion?) 	
Spring 1 (Jan – Feb)	<p><u>The Bible: (Creation stories)</u></p> <ul style="list-style-type: none"> • Introduction to the Bible • Creation stories • The temptation of Jesus • Parables • The Crucifixion • The case of the missing body (was Jesus resurrected?) 	
Spring 2 (Feb – March)	<p><u>Religion and Art: (Spirituality in sounds and music)</u></p> <ul style="list-style-type: none"> • Introduction to religion and art • Islamic art • Prayer Mats • What did Jesus look like? • Depictions of Jesus • Calligraphy • Christian Art • Comparing Christian and Islamic art 	
Summer 1 (April – May)	<p><u>Buddhism (Belief and practice)</u></p> <ul style="list-style-type: none"> • The story of the Buddha's early life • How Siddattha's life changed • The idea of change in Buddhism • The 4 Noble Truths • The Eightfold Path 	
Summer 2 (June – July)	<p><u>Religion and Animal Rights:</u></p> <ul style="list-style-type: none"> • Animal Testing • Animal Testing 2 • Cloning and Vivisection • Eating meat • Vegetarians and religion • Fur and Ivory trade • Extinction 	

Examples of Home Learning Tasks	1) Research religious symbols and bring them in 2) Using revision materials, create revision notes and mind maps for your assessment
Assessment Tasks, Methods and Frequency	Assessments are completed in class every half term. A written, formal exam will be completed at the end of the year. The students will be provided with revision material at least 2 weeks in advance for any formalised tests.
Equipment that Pupils Need	Blue/black pen Ruler Planner
Parents / Carers can help their child by:	Parents/carers can help students by making sure they are organised and complete the homework/revision work they are set. Homework is set every other week. The teacher will check that all students have their homework tasks in their planner and it is recorded on Classcharts. Revision material and tasks will be set before assessments.
Useful websites:	http://www.bbc.co.uk/religion http://www.bbc.co.uk/religion/religions/ http://www.bbc.co.uk/schools/religion/
Extra-curricular clubs etc.	Debate Mate
Who can I contact?	Ms. Dee: megan.dee@alecreedacademy.co.uk Ms. Lipman: eva.lipman@alecreedacademy.co.uk

Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> • Cells • Particles and behaviour 	<ul style="list-style-type: none"> • Using BBC Bitesize as an alternative source of content • Reading Science sections of online newspapers • Using the Kerboodle interface with which each pupil has a unique login with.
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> • Forces • Structure and functions of body systems 	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> • Elements, atoms and compounds • Sound 	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> • Reproduction • Reactions 	
Summer 1 (April – May)	<ul style="list-style-type: none"> • Light • Acids and alkalis 	
Summer 2 (June – July)	<ul style="list-style-type: none"> • Space • Space Project 	

Examples of Home Learning Tasks	Pupils can access extension tasks via the online Kerboodle interface the department uses. This is in addition to homework which can be set via Kerboodle. Students are encouraged to purchase revision guides which the department sells.
Assessment Tasks, Methods and Frequency	At the end of every unit pupils will set an in-class assessment. These are standardised and incorporate practical assessment objectives. There will also be end of year assessments which will cover multiple units.
Equipment that Pupils Need	Pens, pencils, rulers, rubbers and scientific calculators.
Parents / Carers can help their child by:	Access Kerboodle with their children and help them use the revision guide to consolidate what they learn in lessons.
Useful websites	https://www.kerboodle.com/app/
Extra-curricular clubs etc.	Science Club
Who can I contact?	Curriculum Leader - Mrs Charles Student Class Teacher

Spanish

	Curriculum Content	BV/SMSC/ WRL	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ol style="list-style-type: none"> 1. Personal information: name, age, address. 2. Numbers 1 – 31 3. Talk about birthdays 4. Alphabet and Spanish pronunciation 5. Learn classroom vocabulary and instructions 6. Talk about school bag contents 		<p>Language Learning websites to practise vocabulary. See below.</p> <p>Books: “Caritas Salvajes” by Luisa Juanez (ISBN: 978-1980723844) – from Amazon UK.</p>
Autumn 2 (Nov – Dec)	<ol style="list-style-type: none"> 1. Talk about school subjects and give opinions 2. Explain what activities they do in lessons 3. Talk about teachers and give opinions 4. Order snacks and lunchtime food 5. Count to 100 and use money 		
Spring 1 (Jan – Feb)	<ol style="list-style-type: none"> 1. Talk about siblings 2. Talk about families 3. Describe people using frequent irregular verbs 4. Talk about and describe pets 5. Use adjectives to talk about physical features 6. Express possession using adjectives 	SMSC	
Spring 2 (Feb – March)	<ol style="list-style-type: none"> 1. Countries/Regions 2. Descriptions of houses and flats 3. Rooms of the house/Floors and outside 4. Activities at home 5. Bedroom furniture 6. Daily routine 	BV SMSC diversity	
Summer 1 (April – May)	<ol style="list-style-type: none"> 1. Talk about regions and places in town 2. Ask and give directions 3. Make arrangements to go out 		
Summer 2 (June – July)	<ol style="list-style-type: none"> 1. Free time activities (hobbies) 2. Give opinions and reasons on free time activities 3. Tell the time 4. Talk about morning, noon, and night 5. Talk about sports and preferences 	BV social diversity	

Examples of Home Learning Tasks	<p>Vocabulary learning</p> <p>Writing short paragraphs using different sentence structures and vocabulary.</p> <p>Comprehension exercises</p>
Assessment Tasks, Methods and Frequency	<p>Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.</p>
Equipment that Pupils Need	<p>Access to a computer at home would be beneficial to be able to access online translators and support websites.</p>

Parents / Carers can help their child by:	Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.
Useful websites	Memrise. Pupils are assigned to a homework group at https://www.memrise.com/group/174646/ Pupils should be able to use their personal emails to log in to learn on this useful interactive site. Duolingo – vocabulary learning website. Online translators – to be used with thought and care!
Who can I contact?	Leia Maras - leia.maras@alecreedacademy.co.uk



ALEC REED ACADEMY

PROUD TO LEARN

Year 7 Curriculum Booklet

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Alec Reed Academy

Bengarth Road

Northolt

Middlesex

UB5 5LQ

Tel: 020 8841 4511

Fax: 020 8541 4480

www.alecreedacademy.co.uk