



St Bede's

Catholic School
& Sixth Form College
Lanchester

WELCOME TO ST. BEDE'S



YEAR 7 CURRICULUM BOOKLET

2020/2021

WELCOME

Here at St. Bede's Catholic School and Sixth Form College, we aim to provide the very best for all of our students. Last year, our stunning GCSE and A' Level results were testament to the hard work and dedication of the staff and students at the school. With a pass rate of 71% of students, gaining English and Maths combined at GCSE, and many of our Sixth Formers going on to the very best universities, we are rightfully proud of our excellent achievements.

Moving from primary to secondary school is an important step in the lives of children and their families. At St. Bede's, we have a thorough programme in place to support a smooth transition from Year 6 to Year 7.

We want students, who choose St. Bede's, to get used to the organisation and routines of their new school. The transition programme therefore provides activities for students to develop new friendships, become more familiar with the school's layout and feel more confident about starting Year 7.

We aim to enrich students' learning experiences by equipping them with practical skills and knowledge, to ensure that they are confident to access all of our positive opportunities, and able to face the challenges that they will encounter post-transition.

Important Dates:

Admission deadline: Saturday 31st October 2020
Apply online at www.durham.gov.uk/schooladmissions

Local Authority makes offers of place to parents: Monday 2nd March 2021

Transition outreach visit (to feeder primary schools only): March 2021

English and Maths outreach visits (to feeder primary schools only): June 2021

Non-feeder Transition Taster with maths and English: June 2021

New Intake Days and Parents Evenings: Early July 2021

Year 7 Curriculum

At St. Bede's, we recognise each child's individual needs, and as such we tailor the curriculum so that all students can make progress throughout their time with us.

Our curriculum is constantly being reviewed to ensure we provide the best for each student. Therefore, this document should be viewed as an example as to what the curriculum may look like; developments take place regularly.





Year 7 RE		
Term 1	Term 2	Term 3
<p>Community</p> <ul style="list-style-type: none"> • What it means to be a Catholic school. • The Mission statement and how it is lived. • How Mass is celebrated. • Discuss what a community is and explain the different communities we belong to. • Identify the positive features of a community. • Explain the importance of belonging to our school community. <p>God and gods (How can we know what is true?)</p> <ul style="list-style-type: none"> • Why study RE? • What can we know? Different sorts of truth. • Is there a God? Are there gods? • Are we wired to believe in a higher power? Why do some people believe in God? Why do some people reject belief in God? • Which were the earliest religions? • When did people start to believe in God /gods? Egyptian, Celtic, Greek, Viking and Roman gods. • How and why do some people worship? (Hinduism, Buddhism). • When did belief in one God begin? (the Abrahamic Faiths). • What do we mean by God? (Christianity). • What is Revelation? How do we know God? • What is the Trinity? • Who is God to me? 	<p>The Bible: The Big Story</p> <ul style="list-style-type: none"> • Explores a Christian understanding of the big story of the Bible from Genesis to Revelation, Creation to New Creation, pairing Old Testament concepts with their equivalent fulfilment in the New Testament. • Concepts include creation, Fall, sin, forgiveness, sacrifice, justice, exile and Messiah. <p>Who is Jesus?</p> <ul style="list-style-type: none"> • How do people see Jesus? • What are the historical facts about Jesus? • Who was Jesus to his disciples and contemporaries? • What is meant by Messiah/Christ? • What does Jesus mean to Christians today? • What can we learn about Jesus during Advent? • Who is Jesus to me? 	<p>Christian Church history/ The Northern Saints</p> <ul style="list-style-type: none"> • Examine the establishment of the early Church in Britain • Explain the Reformation. • Consider what we can learn from the actions of the English martyrs. <p>What should I do with my life? What am I called to be?</p> <ul style="list-style-type: none"> • What should I do with my life? • What is a 'vocation'? • How do people discern their vocation? • How do people live out their vocation? • What does vocation mean to me?



Year 7 English		
Term 1	Term 2	Term 3
<p>Biography</p> <ul style="list-style-type: none"> Conventions of biography and autobiography. Read a range of biographical pieces from different contexts. Analysis of descriptive methods. Write an autobiographical extract. <p>19th Century Literature</p> <ul style="list-style-type: none"> Read a range of Victorian fictional extracts and study 'The Speckled Band'. Analysis of writers' methods and development of analytical skills. Develop an awareness of Victorian contexts and generic conventions of murder mysteries. 	<p>Non-fiction Reading and Opinion Writing</p> <ul style="list-style-type: none"> Exposure to a range of non-fiction texts including pre-20th. Understand the conventions of opinion writing and newspapers. Utilise the conventions to construct own opinion piece. <p>Poetry from different genres and cultures</p> <ul style="list-style-type: none"> Students study a variety of poems from different genres, traditions and contexts to develop an understanding of poetic forms, devices and voices. Development of cultural literacy and an understanding of the importance of poetry and its impact on different audiences. Analyse poems in a formal way. Ability to memorise and recite a poem of their choice. 	<p>Modern novel (either 'Then' or 'Five Children on the Western Front')</p> <ul style="list-style-type: none"> Reading for pleasure, reading to decipher meaning and reading to analyse language, form and structure. Develop an awareness of authors' intentions and methods, as well as the impact of a novel's context on its production and reception.
<p>NB:</p> <p>Accuracy of spelling, punctuation and grammar will be assessed throughout the year across all units. This forms an integral part of the English programmes of study. All students will have Literacy lessons in addition to their study of the English curriculum.</p>		



Year 7 Maths		
Term 1	Term 2	Term 3
<p>Arithmetic and rounding</p> <ul style="list-style-type: none"> Place value and ordering decimals. Multiplying and dividing by 0.1, 0.01, 0.001. Rounding numbers and decimals. Written methods of addition, subtraction, multiplication and division for whole numbers and decimals. Estimation. Negative numbers. Order of operations. <p>Powers, factors, multiples and primes</p> <ul style="list-style-type: none"> Calculate with powers, squares, cubes and roots. Identify factors, multiples and primes and find the prime factors of number. <p>Algebra</p> <ul style="list-style-type: none"> Manipulate algebraic expressions and formulae. Solving equations. 	<p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> Simplify and calculate with fractions. Calculate percentages of amounts. <p>Angles and scales</p> <ul style="list-style-type: none"> Angles on a straight line, around a point, in a right angle and in parallel lines. Properties of triangles and quadrilaterals. Interior and exterior angles in polygons. Convert between metric and imperial measures. Scales and maps. 	<p>Area and volume</p> <ul style="list-style-type: none"> Area of perimeter of 2D shapes. Volume and surface area of 2D shapes. Draw 2D representations of 3D shapes, including nets. <p>Transformations</p> <ul style="list-style-type: none"> Symmetry. Transformations: <ul style="list-style-type: none"> Rotations Reflections Translations Enlargements Combinations of transformations



“ We get the chance to go to places we've never been to before and enjoy ourselves whilst we learn. ”



Year 7 Science		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • What is energy and why do we need the energy in foods? • How can we investigate which foods contain the most energy? • What are electrical circuits and how do we illustrate them? • How are series and parallel circuits different to each other? • How is electricity generated? • What is the difference between renewable and non-renewable sources of energy? • What is the structure of plant and animal cells? • How do we use a microscope to look at cells? • Why is there variation between organisms of the same species. How does genetics and environment affect our characteristics? • What are pathogens and where do we find them? Why are they more common in certain areas? • Why do solids, liquids and gases have different properties? • What happens to properties and particle arrangement when a substance is heated? • How can mixtures be separated by filtration, evaporation and distillation? 	<ul style="list-style-type: none"> • What are forces and how can they be affected? • What is the role of friction and how does it impact everyday life? • What is light? • How can we investigate shadows? • How do different diseases affect us? • What is herd-immunity and what are the benefits of it? • What is the role of the male and female reproductive organs? • How does human reproduction take place? • How does a human embryo develop? • What do we need for a fuel to burn? Do fuels always burn in the same way? • What is the difference between an acid and an alkali? How can we tell the difference between them? 	<ul style="list-style-type: none"> • How can the motion of a falling object be altered? • How is the process of evaporation used to keep an object cool? • How do we digest the food that we eat? • What do we use the glucose in our food for? • What is the difference between aerobic and anaerobic respiration? • What is the structure and function of a flower? • How do we manage to produce enough food to feed the human population? • How can we tell the difference between elements, compounds and mixtures? • How can we stop corrosion?



Art

Year 7 Curriculum



Year 7 Art		
Term 1	Term 2	Term 3
<p>Project Theme: MONSTERS/MYTHICAL CREATURES</p> <p>Students will develop their understanding of working from observation, responding to the theme of MYTHICAL CREATURES/MONSTERS. Students will select an area of focus, and produce a wide range of responses using varied drawing media. The importance of tone, detail, texture and composition will be explored through direct observation as well as photography, 3D making & painting. The project will be skills based, developing student's confidence and understanding in the use of the wide range of drawing media. Students will select imagery in response to the theme of monsters/mythical creatures. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, colour, shape, texture, pattern and form. Students will develop their understanding of composition. Their drawings will explore the detail found in monster/mythical sources selected, as they produce an exciting range of drawings.</p> <p>Key tasks:</p> <p>Mood board-research page, Tonal studies, colour studies, mark making studies, artist responses.</p> <p>Drawing materials explored:</p> <p>Pencil, fine liner pen, colour pencil, oil pastel, felt tip pens.</p> <p>Artists explored:</p> <p>Paride Bertolin, Amy P Williams, Chris Ryniak, James Derosso & John Burgerman.</p>	<p>Theme: MONSTERS/MYTHICAL CREATURES</p> <p>Students will continue project into Spring term.</p> <p>KNOWLEDGE-Research & Planning:</p> <p>Students will discuss examples of successful work during group discussions, using exemplar pieces to help plan their own outcomes. Produce responses to other artists' work.</p> <p>MAKING-Skills:</p> <p>Develop painting & 3D skills in a wide range of media & materials. Each response will take into account effective use of tone and mark-making, whilst exploring the possibilities each media provides. Materials: Watercolour paints, poster paints., collage/mixed media, ceramics, papier mache etc.</p> <p>IDEAS:</p> <p>Students will be encouraged to take an experimental approach to creating a painting & 3D final responses, considering combinations of materials, obscure angles and colour schemes to put a personalised style on their work.</p> <p>EVALUATE-Presentation:</p> <p>Students will plan and present sketchbook pages with all of the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.</p>	<p>Project Theme: NATURAL FORMS (Themes: BUGS, INSECTS, BUTTERFLIES, PUMPKINS, MUSHROOMS, FISH, FLOWERS)</p> <p>KNOWLEDGE:</p> <p>Students research artists who have explored natural forms in their work They should discuss the work and try to identify what the artistic objectives were in producing these images. Students should also be asked to investigate the work of 3D artists who produce artefacts using Natural forms for inspiration.</p> <p>MAKING-Skills:</p> <p>The students are set a range of tasks using formal elements work sheets linking to chosen theme to lead to producing a design for a print/ painting/sculpture (final piece) based on natural forms. They should be encouraged to produce a series of responses focusing on the FORMAL ELEMENTS: TONE, LINE, SHAPE, COLOUR, PATTERN, FORM.</p> <p>IDEAS:</p> <p>Students should be asked to study closely a series of natural form images. They describe the objects to a friend or use a magnifying glass to examine them in close detail. Develop ideas for a final piece</p> <p>EVALUATE-Presentation:</p> <p>Students will plan and present sketchbook pages with all of the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.</p> <p>Artists:</p> <p>Cezanne, Egyptian art, Damien Hirst, Durer, Claire Moynihan, Kate Malone, Seguy, Jennifer Angus, Helen Ward and Mike Libby, Murakami, Vincent Scarpace etc</p>

Computer Science

Year 7 Curriculum



Year 7 Computer Science		
Term 1	Term 2	Term 3
<p>Introduction to the school network; accessing resources; email and creating folder structures. Moving on to efficient Internet search techniques and implications of breaching copyright legislation.</p> <p>Exploring Online Issues: - Online Dangers - Strategies to Stay Safe and how to deal with issues experienced online.</p>	<p>Hardware and software (How the computer works; The CPU; How computers talk to each other(binary).</p> <p>Students are introduced to the hardware components of a computer system and how a computer works, looking at IPOS and how computers communicate with each other including the base 2 number system binary.</p>	<p>Event driven Programming (Events; variables; Selection; Iteration; Interfaces).</p> <p>Students are introduced to event driven programming and look at Scratch as a programming tool to implement programming techniques. They look at a range of concepts and apply these using the software.</p>

Design Technology

Year 7 Curriculum



Year 7 Design Technology - Carousel System		
Textile Technology	Materials	Food
<ul style="list-style-type: none"> Understand what a textile is and means in the world we live in today. Demonstrate basic sewing skills. Understand the sources of materials. Understand the consequences of cotton production. Learn about different fashion designers across different decades. 	<ul style="list-style-type: none"> Measuring and marking skills. Target Market analysis, designing creative products aimed at a specific target market. Basic wood working hand tool skills. Use of woodworking machinery. Design skills. 	<ul style="list-style-type: none"> To understand the importance of safety and hygiene whilst preparing and cooking food. To demonstrate basic cooking skills. To understand the macronutrients in the diet. To understand food provenance. To understand the labels used on food packaging.



Year 7 Geography		
Term 1	Term 2	Term 3
<p>Why is the weather so weird?</p> <ul style="list-style-type: none"> • Water Cycle • Microclimate • Rainfall • UK floods and heatwaves • UK tornado? • Impacts of events <p>Is the world becoming a more hazardous place?</p> <ul style="list-style-type: none"> • What is a hazard? <p>o Hurricanes, Volcanoes, Earthquakes, Tsunamis, Super volcanoes,</p> <ul style="list-style-type: none"> • Climate change • How are humans affected by extreme events? <p>o Are we making them worse?</p>	<p>Are there too many people in the world?</p> <ul style="list-style-type: none"> • Population • Cities • Rural to urban migration • Slums • Resources • Sustainable cities (Singapore, Curitiba) • Earths overshoot day <p>Is the world becoming more unequal?</p> <ul style="list-style-type: none"> • Development indicators • Racial tensions (Rohingya Refugees) • Health • Wealth • Education 	<p>How has my local area changed?</p> <ul style="list-style-type: none"> • Deindustrialisation • Building on brownfield sites and greenbelts settlements • Crime • Retail patterns • Multiculturalism <p>Why is our world getting smaller?</p> <ul style="list-style-type: none"> • Globalisation • TNC's • British Colonialism • Transport • Technological improvements • Tourism • Impacts of globalisation

History

Year 7 Curriculum



Year 7 History		
Term 1	Term 2	Term 3
<p>The Norman Conquest</p> <ul style="list-style-type: none"> • Students to be able to describe the period. • Explain why William won at Hastings and was then able to extend his control. • Evaluate the relative importance of factors in this process. 	<p>The Early Middle Ages</p> <ul style="list-style-type: none"> • Power of the Church- how did it influence Medieval life? • Conflict between the monarchy: Thomas Becket. • Medieval attitudes towards migrants (early anti-Semitism). • Black Death- social, political and economic impact. • Peasants Revolt- as a result of the Black Death, early political change. 	<p>The Tudors and the Reformation</p> <ul style="list-style-type: none"> • Reasons for the Reformation in Europe and England. • Impact in England- the dissolution of the Monasteries, the conversion back to Catholicism under Mary I and the 'Middle Way' under Elizabeth I. • How successful each monarch was for England. <p>The Stuarts, the English Civil War and the Restoration .</p> <ul style="list-style-type: none"> • Who were the Stuarts? • Why was there conflict between the Crown and Parliament? – LT and ST reasons for the Civil war. • Key events/battles of the Civil war e.g. the development of the New Model army and rise of Oliver Cromwell. • Why did the Republic fail? • Life during Restoration England (Charles II)- Great Fire of London, the Plague, the rise of the British empire.



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The teachers want only the best for you, and that is what they give.

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Music

Year 7 Curriculum



Year 7 Music		
Term 1	Term 2	Term 3
<p>Rhythm and Pitch 1</p> <p>The Elements of Music</p> <ul style="list-style-type: none"> • Students learn to read and write music using basic notation. • Recognise the elements of music and how they are used to shape compositions. Compare and contrast music taken from a range of classical, pop, jazz and musical theatre music. 	<p>The Elements of Music</p> <p>Classical Music</p> <ul style="list-style-type: none"> • Read and write music in a Classical style using basic notation. • Recognise and identify the key features of the different classical periods in music and how composers' styles have developed since 1150. Compare and contrast music in a wide range of Classical Music styles (particularly music taken from baroque, classical and romantic periods). 	<p>Experimental Music</p> <p>Independent performance projects</p> <ul style="list-style-type: none"> • Read and write experimental music using basic and graphic notation. • Recognise and identify the key features of experimental music and how composers developed new concepts of what music was. Compare and contrast music in a wide range of experimental styles (particularly expressionist, aleatoric and minimalist music).



Year 7 Spanish		
Term 1	Term 2	Term 3
Unit 1: <ul style="list-style-type: none"> Greetings Schoolbag contents Age and birthday Numbers up to 31 Classroom language Alphabet Unit 2: <ul style="list-style-type: none"> Countries and nationalities Where you live Grammar studied: <ul style="list-style-type: none"> tú / usted indefinite articles plurals tener (present tense) ser (present tense) present tense of regular verbs (-ar/-ir) 	Family and pets Physical descriptions Unit 3: <ul style="list-style-type: none"> Opinions of school subjects Telling the time Food Grammar studied: <ul style="list-style-type: none"> reflexive verbs – present adjectival agreement & position use of gustar/ encantar making sentences negative 	Description of school Modes of travel to school Unit 4: <ul style="list-style-type: none"> Places in town Directions Description of town Weather Grammar studied: <ul style="list-style-type: none"> making sentences negative – extended radical changing verbs (pensar/ preferir) reflexive verbs (llamarse) possessive adjectives use of hay instructions ir (present tense) Consolidation of all grammar coverage in Y7

PE

Year 7 Curriculum



Year 7 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • RUGBY • NETBALL • BASKETBALL • TABLE TENNIS • FUTSAL • TRAMPOLINE 	<ul style="list-style-type: none"> • TRAMPOLINE • FITNESS • TABLE TENNIS • FUTSAL • BASKETBALL • HOCKEY • RUGBY 	<ul style="list-style-type: none"> • ATHLETICS • CRICKET • TENNIS

PSHE

Year 7 Curriculum



Year 7 PSHE		
In Year 7 students follow a PSHE programme within the timetable. Students will receive one lesson per week		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> You and your feelings You and your body You and dealing with change You and your responsibilities You and your values 	<ul style="list-style-type: none"> You and your resilience You and staying safe You and alcohol and smoking You and other people (RSE) You and your future (IAG) 	<ul style="list-style-type: none"> You and your mental health You and your country You and the law You and your finances You and your health choices