

3 October 2022

Dear Parents / Carers

Year 7 Curriculum Overview: September to Christmas 2022

We hope that your child has begun to settle into life at The Farnley Academy. I write to you today to provide you with information about the curriculum your child is studying at The Farnley Academy this term.

At The Farnley Academy we take great pride in ensuring that all of our students are fully prepared for life beyond the end of their compulsory secondary education. To this end, we constantly strive to achieve the following in terms of our curriculum:

- Our curriculum is designed to be **inspiring and engaging** for students so that they develop a passion and enthusiasm for learning not just in the classroom, but beyond;
- Our curriculum is designed and organised to ensure that students are **constantly learning and consolidating knowledge** in a coherent structure so that it is retained year on year;
- Our curriculum is designed to give students access to a **full range of subjects** so that they can determine their interests and make informed choices about study at Key Stage 4 and beyond;
- Our curriculum ensures that students are **routinely exposed to challenging and difficult concepts** and ideas where they are required to apply the knowledge they have acquired to different and challenging contexts;
- Our curriculum develops the **skills of independence and autonomy** so that students are not over reliant on the support of others, including their teachers;
- We place the development of literacy and numeracy at the centre of our work so that students have a **mastery of the key skills needed to be successful in further education and employment**;
- Our curriculum is designed to ensure that students are well prepared for their future lives both personally and professionally.

We believe that conversations that take place at home with your child surrounding their learning are a crucial factor in their development. As such and based on feedback last academic year, it is our intention to write to you every term to provide you with a brief overview of what your child will be learning in each subject. Having an understanding of the topics / skills being taught can help facilitate conversations around classwork, homework and your child's general understanding of the Curriculum that we provide. This information will also be available on the academy's website under the 'Curriculum' section.

For Year 7 students we are acutely aware that secondary school brings with it many new challenges, however, it also brings exciting and ambitious new experiences. We hope that your child has been able to engage in our Enrichment++ programme and has begun to enjoy the various subjects that our specialist and expert teaching staff are able to offer. I would also encourage you to read the Curriculum and Assessment sections of our school website to explore our curriculum offer in further detail. This can be found at <https://www.farnley.leeds.sch.uk/academy-life/curriculum/>

As always, your child's well-being remains our first priority. Please be aware that parents have the right to withdraw their child from PSHE lessons, should they choose to. If you have any concerns or questions about your child's well-being, the curriculum they are following, or any other education-related matters, then please do not hesitate to contact me at the academy via email: info@farnley.leeds.sch.uk
Yours faithfully



Miss C Hart

Vice Principal: Quality of Education and Standards

Term 1: Curriculum Overview

Subject	Year 7
Art and Design	Topics/ Themes: Base Skills Key content and knowledge: • Development of base skills in art to refine overtime • Observational drawing and grid drawing • Tone and shade • Colour • Watercolour painting, blending and mixing • Oil Pastel blending and application • Collage
Food Technology	Topics/Themes: An introduction to Food Technology – Theory and Practical lessons Key content and knowledge: Theory: • Preparing to cook in a safe, hygienic environment • Hazards and risk assessments • Equipment safety • Cross contamination • What are we eating and where do they come from? Practical: • Chocolate-chip cookies • Marble cupcakes • Yogurt coated fruit skewers • Omelette • Tuna pasta salad • Autumnal salad dressing • Glass window biscuits
Design Technology	Topics/themes: An introduction to Design Technology – analysing existing products to produce a personal response. Key content and knowledge: • Analysing existing products • Mood boards and research through imagery • Using existing products to inspire and develop initial ideas • Developing technical drawing skills • Begin to manufacture own cardboard product
Citizenship	Topics/themes: The values that citizens share and adhere to in Britain today Key content and knowledge: • Identify values that citizens share and adhere to in Britain today. • Explain how democracy works and its importance to British society. • Analyse how British Values underpin life in Britain today. Assess the importance of British Values today given the context of British culture and society.

IT	Topics/themes: Topic 1 – How a computer works Key content and knowledge: • E-safety • Computer systems • Internal components • Units of data • Binary numbers and addition Topics/themes: Topic 2 – Programming Key content and knowledge: • Algorithms • Sequencing • Variables • Iteration • Project
Drama	Topic/ Themes: Introduction to Drama and Characterisation Key content and knowledge: • Still Image • Role Play and Characterisation • Working collaboratively • Performance Discipline
English	Topics/ Themes: Narrative writing; Reading a Modern Novel. Key content and knowledge • How to create an exceptional character in your story writing. • How to analyse the writer's craft. • How to write in role as a key character from the novel.
EPR	Topics/ Themes: • Where do we belong? • How can we learn from faith? Key content and knowledge: • Comparing world religions and understanding what a 'religious life' entails • Religious ceremonies involved in joining the Christian, Sikh and Jewish communities • Learning from the faith of Rama, Sita, Moses, Prophet Muhammad and Siddhartha Gautama
Forensic Reading	Topics/ Themes: Women, Suffrage and Misogyny (HT1) Journeys & Futures (HT2) Key content and knowledge: WS&M: • History of misogyny from past to present • Prejudice towards women, stereotypes and violence • <i>Of Mice and Men</i> by John Steinbeck Journeys and Futures: • <i>There Will Come Soft Rains</i> by Ray Bradbury • Dystopia vs utopia • Speculative fiction and writer's intentions • Develop oracy skills through Voice21 strategies (building, probing, instigating, summarising, clarifying, challenging)
Geography	Topics/Themes: Where on Earth are we? Key content and knowledge: • Locate continents, oceans, continents and countries • Scale from global to local • Use OS map skills • Development indicators • Population density • Population pyramids to and population structure • History of the Soviet Union and reasons behind the current conflict

History	Topics/ Themes: Invasions of Britain Through Time Key content and knowledge: • Pre-history to Celts / Romans - Conquerors, Raiders Traders / Invasion - Boudicca / Impact and Changes - religion/ • Who were Anglo Saxons - Conquerors, Raiders, Traders / Impact and Changes - Heptarchy / • Vikings - Conquerors, Raiders, Traders / Invasions - King Alfred - Danelaw (Society - women, religion, politics) - Birth of England Topics/ Themes: The Norman Conquest - Contenders in 1066 Key content and knowledge: • Battles of Stamford Bridge and Hastings • Consolidation including Anglo Saxon Resistance, the Harrying of the North and the building of Castles • Key Changes - Culture, the Domesday Book and the Feudal System
Maths	Topics/ Themes: • Calculations with number • Number skills • Analysing and displaying data • Expressions, functions and formulae
MFL - French	Topics/ Themes: • Greetings, introducing yourself and numbers • Classroom language and school subjects • Places in town • My family Key content and knowledge: • Phonics and how to pronounce words correctly in French • Key verbs to introduce yourself • Use positive and negative opinions • Start getting used to the structure of sentences in French i.e., adjective agreement and word order
MFL - Spanish	Topics/ Themes: • Greetings, introducing yourself and numbers • Classroom language and school subjects • Places in town • My family Key content and knowledge: • Phonics and how to pronounce words correctly in Spanish • Key verbs to introduce yourself • Use positive and negative opinions • Start getting used to the structure of sentences in Spanish i.e., adjective agreement and word order
Music	Topics/ Themes: Find Your Voice Key content and knowledge: • Knowledge is drawn from the topics learnt in KS2 music, developed and consolidated- Introduce triads (chords), bassline, melody. The first topic of year 7 is going to focus on performance. Performing • These areas can be introduced through the voice to consolidate the understanding and to develop knowledge of the theory-based skills. • Students will begin to develop keyboard and ukulele chords skills- utilising the use of chord charts and lead sheets. • Students should have a secure understanding of the following from KS2, this topic will work on developing Students will learn and develop ensemble performance skills including accuracy, fluency, timing skills, play and perform in solo and ensemble contexts.

Physical Education (Core)	Students will study the basic skills, techniques, and scoring systems of the following sports. • Volleyball • Football • Rugby Students will learn how to work together as a team, as well as developing core skills within each sport.
PSHE	Topics/ Themes: UNIT 1: Health & Wellbeing, Transition and Personal Safety Key content and knowledge: 1) My Personal Development at Secondary School 2) Mental and Emotional Health 3) Building Confidence and Resilience 4) Risk and First Aid 5) Online Safety Topics/ Themes: UNIT 2: Living in the Wider World, Planning for the Future Key content and knowledge: 1) My Future, Skills for Work 2) What can affect career choices? 3) Equality of Opportunity 4) Developing Skills for Work 5) How can achievement affect resilience?
Science	Topics/ Themes: Students learn to make links between atoms, their arrangements and chemical reactions. This topic also introduces students to the periodic table and the trends within this - limited to group 1 and 7. The basic knowledge around chemical formulas, word and symbol equations, and an understanding of chemical reactions is built upon across all topics including Biology and Physics. Key content and knowledge: 1. Particle model and diagrams 2. Properties of states of matter 3. Cooling curves (equipment, record measurements) 4. Heating curves (risk assessment & drawing graphs) 5. Atomic structure- not PEN 6. Drawing atoms 7. The periodic table (position of metals, non-metals, groups, periods) 8. Properties of metals and non-metals 9. Signs of physical and chemical reactions 10. Reactivity of G1 and G7 (basic physical & chemical changes- no explanation) 11. Elements, compounds and mixtures- particle arrangement 12. Elements, compounds and mixtures- identifying number of each element in a compound. 13. Pure substances 14. Investigating solubility (temperature, variables and conclusion) 15. Filtration & crystallisation