

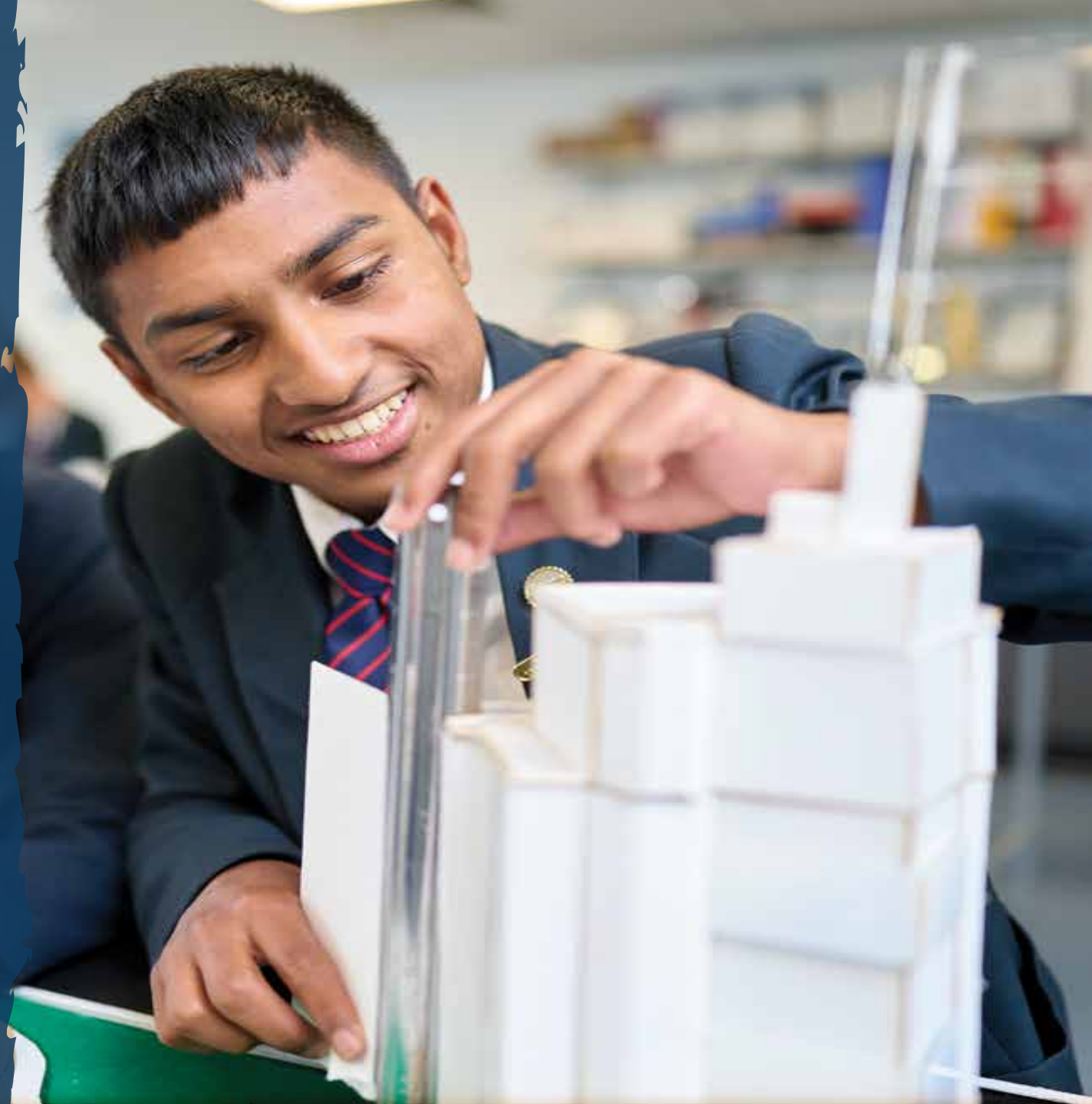
Year 7 Curriculum Term 2
2023-24



E-ACT
Royton
& Crompton
Academy

THINK BIG
SHOW TEAM SPIRIT
DO THE RIGHT THING

E-ACT



Year 7 Curriculum Term 2 2023-24



Miss S Moxham



Miss A Jacob



Mrs S McDermott

At E-ACT Royton & Crompton Academy we offer our students a wide range of subjects. Our curriculum is well planned, engaging, challenging and encourages a thirst for knowledge and learning. Our key values of Honesty, Excellence and Aspiration underpin and support everything that we do in every lesson and across the academy.

- A Curriculum for ALL (No child left behind)
- Knowledge-rich (sequence clearly articulated)
- Ambitious (with a focus on Teaching to the Top)
- Emphasis on long term memory and recall

The information in this curriculum booklet tells you everything that you need to know about what your child will be studying, from September to December and the key knowledge they will be developing in each subject area.

We have high expectations for every student in our academy and we focus on the principle of opening minds and opening doors through a world class education system.

If you require any further details about the progress that your child is making, please contact Miss S Moxham, Director of Key Stage 3, sinaed.moxham@rca.e-act.org.uk.

If you require any further details about the curriculum, please contact Miss A Jacob, Deputy Headteacher- Amanda.Jacob@rca.e-act.org.uk

Alternatively, our SEND co-ordinator Mrs S McDermott, Stacey.McDermott@rca.e-act.org.uk, who will be happy to provide you with further information about how we can support the individual needs of your child.

Below are the heads of departments for each subject, if you have any specific questions around our subjects, please contact them via the email addresses given.

Miss M Graham	Head of English	maria.graham@rca.e-act.org.uk
Mr M Mulgrew	Head of Maths	michaem.mulgrew@rca.e-act.org.uk
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Mrs V Jackson	Head of PE & Dance	victoria.jackson@rca.e-act.org.uk

English

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge					
					Socio-Political	Ideas	Analysis	Articulation	Craft	Structure
Half Term 3	How does non-fiction challenge the prejudice of young people?	Can I write a successful letter to convey a viewpoint?	What is the function of non-fiction writing?	Learning from the past	X					
			How are young people portrayed in the media?	Classics						
			How do writers use language devices to create effects in non-fiction writing?	Identity		X				
			How does Milly Bobby Brown use language to create a successful speech?	Relationships						
			How does Marcus Rashford use the Aristotelian Triad to create impact in his letter?	Media and Culture				X		
			Can I write a successful letter to convey a clear viewpoint?							
Half Term 4	Can I identify and analyse structural features of the novel?	Can I analyse the characterisation of Oliver Twist throughout the Novella?	Can I explain how the Victorian Period treated Children?	Learning from the past	X					
			Can I compare the treatment of Victorian children to the present day?	Classics	X	X				
			Can I write a speech arguing the Importance of Children's rights in society?	Identity				X	X	X
			Can I summarise and recall key information about Charles Dickens' Oliver Twist?	Relationships	X	X	X			
			Can I compare the character of Oliver Twist to the Artful Dodger?	Media and Culture		X	X	X		
			Can I analyse the characterisation of Oliver Twist throughout the novella?	Politics and Protest			X	X	X	X

Maths

					Disciplinary Knowledge						
	Composite	Topic	Components	Threads of Knowledge	Fluency of mental calculations	Fluency of written calculations	Apply key vocabulary	Investigate patterns and make conclusions	Apply algebra in order to interleave topics		
Half Term 3	Geometric Reasoning: Can I apply number theory to geometric shapes?	Shape and Space Awareness	Mixed and Improper Fractions	Number Application		X	X				
			Fractions, Decimals and Percentages	Number Application	X	X		X			
			Component 1 and 2 Assessment - Convert between mixed and improper fractions, convert between FDP fluently (retrieval from first 2 half terms)								
			Percentages	Number Application		X			X		
			Area of Shapes	Geometry		X	X	X			
			Component 3 and 4 Assessment - Percentage of an amount, area of a square/rectangle/triangle (retrieval from mixed and improper fractions/FDP/first 2 half terms)								
			3D shapes	Geometry				X	X		
			Volume	Geometry		X	X	X			
			Component 5 and 6 Assessment - Properties of 3D shapes, volume of basic prisms (retrieval from mixed and improper fractions/FDP/percentage of an amount/area of squares, rectangles, triangles/first 2 half terms)								
Half Term 4	Number Explorations: Can I deepen my knowledge of negative numbers to apply to new contexts?	Number Explorations	Algebra: Formulae, Identities and Expressions	Algebra			X	X			
			Algebra: Function Machines	Algebra		X		X	X		
			Component 1 and 2 Assessment - Differentiate an expression and an equation, simplify an algebraic expression, find outputs and inputs from function machines (retrieval from previous half terms)								
			Linear Expressions & Equations	Algebra		X	X	X	X		
			Equations from Geometry	Algebra		X	X	X	X		
			Component 3 and 4 Assessment - Solve basic linear equations, form expressions and equations from basic 2D shapes linking to area and perimeter (retrieval from expressions and equations/function machines/previous half terms)								
			Maths Week	Number Application	X	X	X	X	X		

Science

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge			
					Scientific methods	Apparatus and techniques	Data Analysis	Using evidence to develop explanations
Half Term 3	Big Idea 3 Energy - Energy costs Assessed Work Identify renewable and non-renewable fuel sources, calculate the cost of energy						X	
	Energy: Energy transfers	Energy stores and Transfers	How can energy be stored and transferred?	Big Idea 3: Energy	X			
			How are Sankey diagrams used to model energy transfers?		X		X	
			How is energy conserved when an object falls?		X		X	
			Big Write - James Joule					X
			How is elastic energy transferred		X	X	X	
	Big Idea 3 Energy Part 1 Assessment Identify different energy stores and describe how energy is conserved in different scenarios						X	
	Ecosystems: Interdependence	Organisms and their environment	What is a community?	Big Idea 4: Ecosystems				
			What are food webs?		X			
			How do toxins enter and accumulate in food chains?					X
What are predator - prey cycles?			X					
Careers Lesson - Becoming an ecologist								
Big Idea 4 Ecosystems - Interdependence Assessed Work Draw food chains, interpret food webs and describe the effect of the introduction or removal of a predator or prey to a food web								

Science

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge				
					Scientific methods	Apparatus and techniques	Data Analysis	Using evidence to develop explanations	
Half Term 4	Ecosystems: Plant Reproduction	Pollination and seed dispersal	What are the features of wind pollinated plants?	Big Idea 4: Ecosystems	X				
			What are the features of insect pollinated plants?		X				
			How are seeds formed?						
			Big Write The importance of Bees					X	
			How are seeds dispersed?						
			What trends can we identify from seed dispersal data?				X		
	Big Idea 4 Ecosystems Part 1 Assessment Describe the features of wind and insect pollinated plants and methods of seed dispersal.								
	Reactions: Metals and non-metals	Metals and non metals	How is the use of metals and non metals related to their properties?	Big Idea 5: Reactions					
			How do different metals react with acid?		X	X	X		
			What are displacement reactions?				X		
			What is an oxidation reaction?						
			Careers Lesson - how to become a welder						
	Big Idea 5 Reactions - Metals and non-metals Assessed Work Identify the properties of metals and non, metals, describe the reaction of metals with acids and identify oxidation and displacement reactions								

History

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge							
					Knowledge and understanding of the key features, chronology and characteristics of the period.	Explain and analyse historical events and periods studied using second-order historical concepts.			Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.		
					Change and Continuity	Cause and consequence	Significance	Similarity and difference				
Half Term 3	Who held power in Medieval England?	How was the king powerful in Medieval England?	What was the role of the monarch in Medieval England?	Democracy and power	X		X	X				
			What factors affected the power of the monarch?	Democracy and power	X		X		X			
		How was the church powerful in Medieval England?	What was the role of the church in Medieval England?	Democracy and power, religion	X							
			Assessment point: Pupils will demonstrate knowledge and understanding of when medieval period, chronology of the period , make inferences from historical sources inference and identifying types of sources historians can use									
			Why was Thomas Becket murdered?	Democracy and power, religion	X		X		X			
			What does the story of Becket teach us about the power of the Medieval church?	Democracy and power, religion	X							
		The Crusades	Why did people go on crusades?	Migration, religion, conflict	X		X					
			Why were crusades significant?	Migration, religion, conflict	X			X				
		Half Term 4	Who held power in Medieval England?	How were the nobles powerful in Medieval England?	How has the reign of King John been interpreted?	Democracy and power	X					
					Assessment: Pupils will identify and describe importance of consequences of the crusades and students will identify the key message from an interpretation of King John.							
Why did King John sign the Magna Carta?	Democracy and power			X				X				
What does the story of King John teach us about the power of the nobles in Medieval England?	Democracy and power			X								

Geography

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Disciplinary Knowledge			
					Knowledge	Understanding	Application	Skills
Half Term 3	Urbanisation	Introduction to Urbanisation	What is urbanisation?	Human Geography	X			
			Why does urbanisation take place?	Human Geography		X		
		City living-Mumbai	What are the positives and negatives of living in Dharavi?	Human Geography, Physical Geography, Location and place knowledge		X		X
Assessment Focus: Application Students are able to give facts about the slum and apply their knowledge of slums to decide if they agree or disagree with a statement on slum living.								
Half Term 4		Urbanisation in the UK	Where are the urban areas in the UK and what are they like?	Human Geography	X			X
			Sustainable city living	How can cities be sustainable?	Human Geography, Physical Geography		X	
	Water on the land		The hydrological cycle	What is the hydrological cycle?	Physical Geography	X		
		The location of rivers	What is a river and where are they?	Physical Geography, Location and place knowledge	X			
		Fluvial processes	How does a river shape the land?	Physical Geography		X		
	Assessment Focus: Explanation Students are able to use key processes to explain the formation of a waterfall.							
River Flooding	How and why does a river flood?	Physical Geography		X				
Fieldwork investigation	Which area of school is most likely to flood?	Human Geography, Physical Geography, Location and place knowledge, Geographical skills and fieldwork	X	X	X	X		

RE

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge				
					Knowledge and understanding of religion	Interpretation and Analysis	Reflection and Evaluation	Critical thinking and Evaluation	Empathy and Respect
Half Term 3	What does it mean to be a Hindu?	Hinduism	How did Hinduism begin?	Religious and Cultural identity	X	X			X
			What do Hindus believe about God?	Beliefs and Practices	X		X	X	
			What are the core beliefs within Hinduism?	Sacred Texts	X	X	X	X	
			What is Holi?	Festivals and celebrations	X	X	X	X	X
			What is Diwali?		X	X	X	X	X
			The importance and impact of festivals in Hinduism		X	X	X	X	X
Half Term 4	How do the 5 Pillars create belonging in Islam?	Islam	What is Islam and the 5 Pillars?	Beliefs and Practices, cultural identity and festivals and celebrations	X	X	X	X	X
			What is Salah?						
			What is Zakah?						
			What is Sawm and who is exempt?						
			What happens on Hajj?						
Assessment End point			Core beliefs and teachings within Hinduism and how these are demonstrated through festivals .		X			X	
			Core practices with Islam - the importance, the origins the rituals and the meanings of the 5 Pillars of Islam.		X	X			X

Spanish

	Composite	Vehicle (Topic)	Components	Disciplinary Knowledge						
				Threads of Knowledge	Listening	Speaking	Reading	Writing		
Half Term 3	At School/En El Instituto. All about my school.	School Life	What do you and others study?	Present Tense	X	X	X	X		
				Nouns	X	X	X	X		
				Adjectives	X		X	X		
				Verb Endings				X		
Assessment End point Students will be able to use the verb 'Estudiar' in the first and third person singular to say what they and others study and do not study, using a range of school subjects. Students will read out a paragraph using correct pronunciation.										
Half Term 4			At School/En El Instituto. All about my school.	School Life	What do you like to study and why?	Present Tense	X	X	X	X
						Adjectives			X	X
						Opinions + Reasons	X		X	X
	Assessment End point Students will be able to write about what they and others study using the verb 'Estudiar', and give their opinion about their school subjects with reasons. Students will also be able to describe their teachers using adjectives and qualifiers.									
Half Term 4	At School/En El Instituto. All about my school.	School Life			What do you do in lessons and at break?	Present Tense		X		X
						Nouns	X	X		X
						Cultural Understanding	X			
Assessment End point Students will be able to identify different school subjects and opinions about these subjects. Students will be able to identify descriptions about teachers and also what food is eaten at breaktime. Students will be able to identify different food and drink items, and complete a comprehension task about what subjects are studied, opinions about subjects and what that student does in lessons.										

Life Skills

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge			
					Knowledge and Understanding	Skills Development - Decision Making, Problem Solving, Communication	Values and Attitudes	Application and Reflection
Half Term 3	Building Positive Relationships	Safe and Unsafe Relationships	What different types of relationships are there?	Relationships and Sex Education	X		X	X
			How can you recognise an unhealthy friendship?		X	X	X	X
			How can I manage changing emotions in relationships?		X		X	X
			What is Bullying?		X	X	X	X
			How does our behaviour affect others?		X			X
			How can you say no to peer pressure?		X	X		X
Half Term 4	Puberty and Drugs	Puberty	How will puberty affect my body?	Health and Wellbeing	X			X
			How will puberty affect my emotions?		X			X
		Drugs	What are drugs?		X	X	X	X
			Are all drugs dangerous?		X	X	X	X
			What effects do drugs have on the body? Cigarettes/Vapes		X	X	X	X

Art

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge			
					Investigating	Experimenting	Recording	Responding
Half Term 3	Can you create both realist and abstract portrait art?	Portraits	Introduction to the theme of 'Portraits'	F.E. Contemporary and traditional artists and art movements	X		X	
			Portrait study with a focus on proportion	F.E.			X	
			Craig Redman: research and emulation	F.E. Contemporary and traditional artists and art movements. Media and materials	X	X	X	
Half Term 4			Pablo Picasso: research and emulation	F.E. Contemporary and traditional artists and art movements. Media and materials	X	X	X	

Assessment points: Portrait study - Ability to draw a portrait in proportion with accurately detailed facial features and tonal work. Picasso emulation - Application of watercolour paint and colour mixing

Music

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge			
					Listening	Performin g	Composin g	Rehearsin g
Half Term 3 3	What is pitch?	Performing Beethoven on the keyboard	What is pitch?	Pitch	X			
			Pitch notation	Pitch	X			
			Learning to play Ode to Joy	Pitch, Rhythm	X	X		
			Learning to play Ode to Joy	Pitch, Rhythm, Texture	X	X		X
			Rehearsing and refining Ode to Joy	Pitch, Rhythm, Texture	X	X		X
			Performing Ode to Joy	Pitch, Rhythm, Texture	X	X		X
Show understanding of pitch (treble clef) and rhythm (quaver, crotchet, minim) through playing Ode to Joy accurately								
Half Term 4	What is composing?	Graphic Scores	What is a graphic score?	Texture, Structure, Rhythm Pitch, dynamics	X			
			Composing using a graphic score	Texture, Structure, Rhythm Pitch, dynamics	X		X	
			Composing for a theme	Texture, Structure, Rhythm Pitch, dynamics	X		X	
			Structure in music	Texture, Structure, Rhythm Pitch, dynamics	X		X	X
			Developing my composing ideas	Texture, Structure, Rhythm Pitch, dynamics	X	X	X	X
			Completing my composition	Texture, Structure, Rhythm Pitch, dynamics				
			Use graphic score notation to compose music using the elements of music					X

D&T

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge									
					DA-Designing	DB - Designing	MA- Making	MB-Making	EA- Evaluating	EB- Evaluating	EC- Evaluating	TK - Technical Knowledge		
Half Term 3	Can I design and manufacture a product based the Memphis Design movement?	Designing using CAD/CAM	What is the memphis design movement?	Evaluating						EB2	EC1			
			Analysis of existing clocks and mechanisms	Evaluating									TK20	
			Designing using Memphis principles	Design	DA 2 DA 8									
Half Term 4			CAD/CAM	Design + Making		DB1 + DB4	MB3 MB 10			EA 5				
			Materials-Polymers	Technical Knowledge										TK1 TK2
			Evaluation	Evaluating						EA 1 EA2	EB 7	EC1		

Assessment End point- Pupils will:

- Know the Memphis movement and how to correctly identify products in that style.
 - Analyse an existing product using the ACCESSFM acronym.
- Combine ideas from a range of sources to generate creative ideas based upon the Memphis movement.
- Use CAD/CAM to design, make and then assemble the components of their product.
- Know the different types of polymers and their properties.

Evaluate their final product against the original specification and suggest further improvements and modifications that could be made to their product.

Composite	Vehicle (Topic)	Components	Threads of Knowledge	Disciplinary Knowledge							
				Fundamental skills	Rules and Regulations	Tactical Understanding	Fitness and Conditioning	Outwitting an opponent	Healthy Lifestyle Choices	Improving performance	
STRIKING & FIELDING	Rounders Cricket	Effective throwing and catching techniques	Tactics and Techniques	X						X	
		Effective hand-eye co-ordination and ability to strike the ball with a bat	Tactics and Techniques	X						X	
		Bowling development	Tactics and Techniques			X	X			X	
		Fielding techniques	Tactics and Techniques			X	X			X	
INDIVIDUAL SPORT	Fitness	Fitness testing linked to components of fitness and skill related fitness.	Physical Skills							X	
		Setting targets and analysing progress	Leadership							X	
		Co-ordination, flexibility, stamina, strength & endurance, power, reaction time	Physical Skills							X	

Assessment End point Students are assessed in 2 key areas; LEADERSHIP SKILLS & PHYSICAL SKILLS. In Year 7 students need to be able to successfully warm up independently and take charge of a small group, using some terminology of key muscles. Students will be assessed on their ability to be able to demonstrate and apply the skills required in striking & fielding and individual sports.

Drama

Composite		Vehicle (Topic)	Components	Disciplinary Knowledge							
Half Term 3 and 4 Half Term 3 and 4				Threads of Knowledge	Theatre History	Acting Techniques	Stagecraft	Theatre Production	Cultural and Historical Context	Physical Theatre	Theatre Criticism
	Performing Scripted Plays	Ernie's Incredible Illucinations (Exploration)	1. Ensemble in Scripted Drama	Devising	X	X	X		X		
			2. Characterising a Scripted Role	Devising		X	X	X			
			3. Stage Combat	Rehearsing		X	X			X	
			4. Elements of Production	Performing		X	X			X	
		Ernie's Incredible Illucinations (Production)	5. Preparing for Performance	Performing	X	X	X	X		X	
			6. Presenting and Performing a Text (Extract)	Performing	X	X	X	X		X	X
	Assessment End point: Performance of an extract										

Digital Literacy

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Disciplinary Knowledge					
					Computer Networks	Programming and coding	Software application	Cybersecurity	Internet skills	Hardware
Half Term 3	How can digital media be used to assist in the promotion of a good cause?	Using media - Gaining support for a cause	Features of a word processor	Networks			X			
			Licensing appropriate images	Computing systems, Networks			X			
			The credibility of sources	Computing systems, Networks			X		X	
			Research and plan your blog	Networks	X		X		X	
			Promoting your cause	Impact of technology, Networks, Safety and security	X		X		X	
			Project completion and assessment	Networks	X		X		X	
Assessment End point										
Half Term 4	Why is the order of a sequence of operations and variables important to it's success?	Programming essentials in Scratch - Part 1	Introduction to programming and sequencing	Creating media, Design and development, Effective use of tools		X	X		X	
			Sequence and variables	Creating media, Effective use of tool, Impact of technology		X	X		X	
			Selection	Impact of technology		X	X		X	
			Operators	Creating media, Impact of technology		X	X		X	
			Count-controlled interaction	Creating media, Design and development, Effective use of tool, Impact of technology		X	X		X	
			Problem-solving	Creating media, Data and information, Effective use of tool, Impact of technology		X	X		X	

Food Technology

Composite		Vehicle (Topic)	Components	Disciplinary Knowledge									
				Threads of Knowledge	DA- Designing	DB - Designing	MA- Making	MB- Making	EA- Evaluating	EB- Evaluating	EC- Evaluating	TK- Technical Knowledge	
Half Term 1	Can I understand and prepare dishes which fit into the sections of the Eatwell guide displaying key hygiene and safety techniques in the kitchen	The Eatwell Guide	Baseline test on The eatwell Guide - Hygiene and safety in the food room, how do we make food while keeping ourselves and others safe.	Hygiene and safety knowledge			MA 1	MB 7					
Half Term 2			Fruit salad - Bridge and claw knife safety	Making			MA 1 MA 7	MB 1 MB 9	MB 7				TK1 TK2
			Eatwell guide - Fruit and vegetables theory	Eatwell guide knowledge			MA 7	MB2 MB7 MB5 MB8					
			Salad in a Jar - Chopping presentation techniques	Making			MA 8	MB4 MB11				EC1	
			Eatwell guide - Carbohydrates knowledge	Eatwell guide knowledge	DA2					EB2			TK1 TK2
			Pizza - Using the oven safely	Making					EA1				
Eatwell guide - Protein knowledge			Eatwell guide knowledge	DA2 DA9	DB 9								
Assessment End Point													
Half Term 3	Can I understand and prepare dishes which fit into the sections of the Eatwell guide displaying key hygiene and safety techniques in the kitchen	The Eatwell Guide	Spaghetti Bolognese - Hob safety	Making						EB2	EC1		
Half Term 4			The Eatwell guide - Dairy knowledge	The Eatwell guide theory									TK20
			Cheese Quiche - coagulation and pastry	Making	DA 2 DA 8								
			The Eatwell Guide - Oils and Spreads	The Eatwell guide theory		DB1 + DB4	MB3 MB 10		EA 5				
			Flapjack practical - Use of butter to set a product	Technical Knowledge									TK1 TK2
Evaluation and assessment			Evaluating					EA 1 EA2	EB 7	EC1			
Assessment End Point													