



SETTLE COLLEGE
Be the best you can be.

Year 7 Curriculum Information Presentation

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Settle College's Curriculum Intent

- Our vision is to support our students to 'be the best they can be'
 - All subject areas have a rich and exciting curriculum.
 - A school curriculum that is relevant to our locality and provides students with the knowledge and skills needed for this ever-changing world.
 - A curriculum that allows students to successfully reach the next stage of their education.
- Curriculum planning
 - Students complete Key Stage 3 from years 7-9.
 - They study the full range of subjects in the national curriculum, as well as drama and religious studies.



Settle College's Curriculum Intent

- Departmental curriculum intent
 - Describes what the department intends for students to learn in each subject area.
 - Subject leaders have built and sequenced the curriculum to allow students to develop a strong knowledge of the subject and the skills required to succeed.



Year 7

Overall curriculum intent for year 7: To gain an understanding of the key themes, individuals and events in British History from before 1066 to the early 1600s.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	A quick history of Britain before 1066; the context of the Norman Conquest	To understand the impact of the Norman Conquest; key features of medieval life	To explore aspects of everyday life in Medieval Britain.	The Black Death and its impact. Who had power in the Middle Ages? What made a successful King?	To explore the reigns of different Tudor monarchs and the challenges they faced.	To explore key aspects of Elizabethan England.
Content mapping	Iron Age and Roman Britain. Anglo-Saxon England. 1066: Who should be King? The Battle of Stamford Bridge. The Battle of Hastings	Why did William win the Battle of Hastings? The impact of the Norman Conquest Medieval life – the importance of religion.	Village life. Town life. Health and medicine.	The Black Death. The Magna Carta. The origins of Parliament. The Wars of the Roses.	What challenges did Henry VII faced and how did he deal with them? Henry VIII – was he a successful monarch? Catholics versus Protestants. The reigns of Edward VI and Mary I.	Elizabeth I and marriage. Elizabeth I and religion. Mary, Queen of Scots. The Spanish Armada. Life in Elizabethan England. Exit the Tudors, enter the Stuarts.
Disciplinary knowledge	Similarity/difference	Causation Significance Continuity/change	Similarity/difference	Consequence	Change Source skills - inference	Continuity/change Causation



Settle College's Curriculum Intent

- A curriculum for all learners
 - Year 7 is largely taught in mixed ability classes.
 - The curriculum may be adapted for some students to ensure it is appropriate.
- Literacy
 - Developing students' literacy skills to enable them to share their voice and access opportunities in the future.



Settle College's Curriculum Intent

- Personal development
 - The curriculum supports students to become responsible, tolerant and active members of society, who embrace diversity.
 - It supports their spiritual, moral, social and cultural awareness, as well as deepening their understanding of fundamental British values.
 - A careers provision that supports students throughout their education.
 - A student leadership programme to develop leadership skills for our students.
 - The Settle College Diploma, which recognises and celebrates students' achievements in their personal development.
- For the full curriculum intent statement, please see the Settle College website, and click on the 'Year 7 to 11' menu, followed by 'Curriculum'.



Art

To develop students' understanding of Art and the formal elements within the subject.

- Drawing techniques, including perspective, shading and mark making
- Colour, including colour groups and blending, mixing and applying colours
- Patterns, including the use of colour
- Shape and form, including composition and positive and negative space
- Fauvism and landscape; applying their knowledge from earlier in year 7 and learning from observation

Subject leader: Ms Canning (R.Canning@settlecollege.n-yorks.sch.uk)



Computing

To become confident in the use of Settle College's online network and productivity tools, to be aware of online risks and to develop and apply skills in various software to create digital products.

- Understanding the school's network and learning platforms
- Online safety and being a responsible internet user
- Develop skills in specialist software, including HTML and CSS web authoring
- Understanding what an algorithm is, writing them using pseudocode and flowcharts
- Learn programming constructs and apply them to develop a game

Subject leader: Mrs Partridge (E.Partridge@settlecollege.n-yorks.sch.uk)



Drama

To develop students' understanding of Drama and the different skills required in the subject.

- How theatre began: Greek theatre, comedy & tragedy, narration, Greek Myths and masked performance
- Charlie and the Chocolate Factory: understanding scripted drama conventions, developing and acting a role and writing a theatre review
- The Pied Piper of Hamelin: developing performance skills, non-naturalistic techniques, devising plays and creating a character
- Darkwood Manor – a murder mystery: role play and improvisation
- Shakespeare Rocks! The life and work of William Shakespeare, including Elizabethan Theatre.

Subject leader: Ms Canning (R.Canning@settlecollege.n-yorks.sch.uk)



DT

To develop students' practical and theoretical knowledge of the skills required in a range of Technology subjects.

- Food and nutrition, focusing on seasonal foods, to include both practical and theoretical concepts
- Clock project, to introduce students to the workshop, including health and safety and the practical skills to create high-quality products
- Skills induction, to develop skills and knowledge to enhance design and technology

Subject leader: Mrs Partridge (E.Partridge@settlecollege.n-yorks.sch.uk)



English

To focus on the individual to begin the journey to decode texts, being inspired by others in order to become the best that they can be.

- *Key question:* What does it mean to be heroic?
- Ancient heroes, focusing on Greek myths
- Fantasy fiction genre through the study of *The Lion, the Witch and the Wardrobe*
- Shakespearean women, with extracts from *Much Ado about Nothing* and *The Merchant of Venice*
- Victorian heroes, with extracts from Victorian literature, for example Dickens
- Literary spies and detectives, with extracts from modern texts, for example Conan Doyle and Collins
- Modern heroes in today's society, with non-fiction text studies of modern, real-life heroes

Subject leader: Mrs Scriven (E.Scriven@settlecollege.n-yorks.sch.uk)



French

Students will develop a firm grasp on the present tense and either future or past tense in at least the first person.

Students will be able to give opinions and justify them using adjectives.

Students will develop an understanding of French culture.

- Introductions, personality, family members, like and dislikes and pets
- Education and school systems
- Leisure and free time activities
- Where I live
- Holidays
- Food and eating out

Subject leader: Mme Bataller (S.Bataller@settlecollege.n-yorks.sch.uk)



Geography

Provide the students with a strong sense of locational knowledge, skills and processes to build on in their 7-year learning journey

- What skills do I need to be a good geographer?
- Is our understanding of the world wrong?
- What makes a place extreme and vulnerable?
- Is the UK weather becoming more extreme?

Subject leader: Mrs Whitaker (R.Whitaker@settlecollege.n-yorks.sch.uk)



History

To gain an understanding of the key themes, individuals and events in British history from before 1066 to the early 1600s.

- A quick history of Britain before 1066
- The context and impact of the Norman Conquest
- Aspects of everyday life in Medieval Britain
- The Black Death and its impact
- Who had power in the Middle Ages and what made a successful King?
- The reigns of different Tudor monarchs and the challenges they faced
- Key aspects of Elizabethan England

Subject leader: Ms Fisher (P.Fisher@settlecollege.n-yorks.sch.uk)



Maths

Develop students' number and shape work from Key Stage 2, whilst introducing more complex algebraic concepts

- Integer calculations
- Patterns and sequences
- Perimeter and area
- Decimals
- Handling data
- Fractions and percentages
- Expressions, equations and formulae
- Money management
- Functions and graphs
- Solving number problems
- Probability

Subject leader: Ms Bristow (J.Bristow@settlecollege.n-yorks.sch.uk)



Music

To gain an understanding of the key elements of music and the instruments of the orchestra.

- Sonority City: overview of the elements of music
- I've got rhythm: exploring duration, rhythm and time signatures
- Keyboard skills: exploring melody, articulation and dynamics
- Chord corner: exploring melody, harmony, rhythm and texture
- Minimalism: exploring melody, harmony and rhythm
- Introduction to DAW software, composing a piece of popular music

Subject leader: Ms Canning (R.Canning@settlecollege.n-yorks.sch.uk)



PE

To introduce a varied sporting experience to students that provides opportunities to learn about new sports and build on existing sporting experience.

- Football and rugby
- Fitness and gymnastics
- Swimming
- Netball and basketball
- Dance
- Outdoor and adventurous activity (orienteering)
- Table tennis
- Athletics
- Tennis, rounders, softball and cricket

Subject leader: Mr Ellis (R.Ellis@settlecollege.n-yorks.sch.uk)



PSHCE

To introduce students to age-appropriate knowledge that will equip them to live healthy, safe, productive, capable, responsible and balanced lives.

- Mental health and wellbeing
- Relationships and sex education
- Staying safe
- Enterprise and personal finance
- Citizenship
- Careers

Subject leader: Mr Wiggans (S.Wiggans@settlecollege.n-yorks.sch.uk)

Head of year: Mrs Craig (R.Craig@settlecollege.n-yorks.sch.uk)



RS

A series of four investigations looking at a breadth of religious and philosophical questions in order to find out what people believe and what difference this makes to how they live.

- Does religion help people to be good?
- What is so radical about Jesus?
- Should religious buildings be sold to feed the starving?
- Do we need to prove God's existence?

Subject leader: Mr Wiggans (S.Wiggans@settlecollege.n-yorks.sch.uk)



Science

To introduce the fundamental ideas about science on which the rest of the science curriculum will build.

- Introduction to science
- Biology: cells, structure and function of body systems, reproduction
- Chemistry: particles, elements, atoms & compounds, chemical reactions and acids and alkalis.
- Physics: forces, sound, light and space.

Subject leader: Mr Langan (M.Langan@settlecollege.n-yorks.sch.uk)



Spanish

Students will develop a firm grasp on the present tense and either future or past tense in at least the first person.

Students will be able to give opinions and justify them using adjectives.

Students will develop an understanding of Spanish culture.

- Introductions, personality, family members, like and dislikes and pets
- Free time activities, likes and dislikes
- Education and school systems
- Where I live
- Family and friends
- Food and eating out

Subject leader: Mme Bataller (S.Bataller@settlecollege.n-yorks.sch.uk)



Home learning and independent study

- Aim: to extend students' learning beyond the school day to give opportunities to practice what they have been taught, to further their knowledge and to begin to develop independent study skills.
 - Research suggests that strong engagement with homework can add five months to the progress made by students in their learning.
- Home learning will be recorded on Arbor.
- Home learning guides will be added to the college website (Year 7 to 11, Home learning) over the next two weeks.
- Students are also encouraged to complete further research and revision, including the half-termly challenge tasks.



Literacy

- Strategies in school:
 - A focus from departments on disciplinary literacy
 - Form time activities
 - Prefix/suffix of the week as part of explicit teaching of vocabulary
 - The Settle College 'Literacy Rainbow'
 - Differentiated literacy interventions
 - Reading lessons as part of the English curriculum
- Support from home:
 - Encouragement to read more widely
 - Supporting written work, to increase accuracy in spelling, punctuation and grammar and vocabulary choice



Assessments and reporting

- Mastery assessment structure, with levels of mastering, securing, developing and emerging.
- Feedback will be both written and verbal.
- Progress reviews are sent on a termly basis and contain:
 - Levels for specific formal assessments
 - Overall level for the subject
 - Attitude to learning scores for inside and outside the classroom



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Thank you for listening

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