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HIGH
SCHOOL

The RHS Year 7 Curriculum

The RHS Curriculum - Year 7

Explaining our Curriculum Progress Maps

This booklet is designed to give parents and students an overview of students' progress through the curriculum; focussing on their knowledge and skills.

You will find, here, a one-page guide to each subject's curriculum for each term, so that you know what your child has been learning and what they are able to do. This can be used as a starting point for discussions at home about their learning but will also help you to put some context around their **Progress Check**.

You will receive, via FROG, a Progress Check once per term, usually at the end of each term. This will tell you the following information:

- a) **Are they making good progress? Y / -** If a teacher indicates – your child is not making good progress, you can expect to have already received communication from their class teacher or Curriculum Leader in that subject with information about any concerns. The Progress Check will briefly indicate any **Areas For Development (AFD)**
- b) Their **Attitude to Learning - ATL** - has three key 3 areas for reporting the kind of learner your child is: **Ready, Engaged, Proactive**, each of these will be given a score between 1 and 4, with 4 indicating exemplary attitude and 1 indicating a lack of focus or engagement with their learning. Again, where a class teacher has concerns, you will have been contacted in advance of receiving your child's Progress Check.
- c) The **Working at Level (WAL)** – this is level which indicates how your child is progressing through the curriculum. On the pages to follow you will see, in each subject, the range of expected levels for each term in each subject. These are slightly different for each subject because each subject is different in the way they assess, number of lessons timetabled per week, prior knowledge coming with students from primary school. This level DOES NOT equate to a GCSE grade. This is a number we use to track and measure student progress. By showing you the range of expected levels for each subject, each term you will be able to see how your child is performing, and see the range of levels awarded in the class. These levels are not capped, exceptional performance may be awarded a level higher than the expected range.

Each level is divided into sub levels C, B and A:

C indicates that your child has just progressed up into this level

B indicates that you child is firmly within the level

A indicates that your child is progressing towards the next level up

Emerging (Em) - indicates that your child is working at a basic, introductory level, this is used by subjects which are often completely new to students when they start in Year 7.

- d) **Teacher Comments:** once per year your child's teachers will also provide short comments about your child's progress within each subject, and a target for ongoing improvement. You will also have the opportunity to meet with your child's teachers once a year at our calendared Progress Evenings.



Art Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> Draw shape, tonal layers and pattern. Experiment with colour blending and reflect on how well a composition works and how effective the colour blending is. Develop their ideas and create their own art work based on the skills they have developed. Understand basic colour theory 	<ul style="list-style-type: none"> Experiment with paint in order to develop their technical ability Develop their ideas with links to inspirational materials. Experiment with a range of compositions/constructs and will explore mixed media. Record their ideas with sketches and photograph and refine their work. 	<ul style="list-style-type: none"> Embroidery and textiles design skills Annotate their designs with technical information, stitch types and embellishments. Make contextual connections to the work of key artists
Students will be able to....	<ul style="list-style-type: none"> Complete observational drawing Use Subtractive Technique which is first hand observational drawing from a Still Life. Carry out a stylized observational study of different shaped/types of leaves. Build up a highly detailed composition using a range of marks to depict different buildings from around the world. Work in colour wash Create a design for a Converse trainer based on observational drawings of Moshi Monsters. 	<ul style="list-style-type: none"> Build up a layered observational painting of a Still Life, Produce a watercolour painting made up of translucent washes with blended colours Create an imaginative character inspired by poetry and games Write a poem or a story about created character. Present their own work which is well considered and shows refinement 	<ul style="list-style-type: none"> Research a range of styles of hand-made embroidered cushions Design and make a series of pincushions, with a range of design proposals Use pens and blended wash techniques to illustrate their designs. Illustrate a series of miniature teapots and teacups from direct observation using a pen and paint blending techniques.
Key assessments	<ul style="list-style-type: none"> Benchmark, Subtractive Technique, Autumn leaves, Architecture study, Moshi Monsters 	<ul style="list-style-type: none"> Vegetable Still Life Exquisite Corpse project 	<ul style="list-style-type: none"> Pincushion assessed for stitches and technical skill. Homework research assignment

Range of expected Key Stage 3 levels for Year 7 Art

Autumn term Emerging C – 1A	Spring Term 1C – 2B	Summer Term 1C – 2A
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Computer Science Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> stay safe online understand online safety terms, fake news, social media, the internet, scamming, phishing, grooming understand online dangers and the methods of reporting and dealing with them verify websites, emails and people online log onto a computer use email use FROG use Office 365 report a technical issue report a safety issue manipulate folders, files and windows 	<ul style="list-style-type: none"> identify and explain different file types in office convert a denary number to binary convert a binary number to denary add binary numbers add and carry in binary numbers use an overflow when adding binary numbers identify numbers in the hexadecimal number system identify and draw, AND, OR and NOT logic gates create simple circuits in logic gates draw a true table for a logic gate 	<ul style="list-style-type: none"> using block-based programming language - scratch use text-based programming language – python produce outputs in programming languages ask for a user input programming language – create and store variables use predefined functions such as print create user functions iterations including for, while and until loops selection including if, else if and else produce and follow an algorithm flowchart write basic pseudocode
Students will be able to....	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts define, explain and give examples of hardware and software demonstrate and explain how to use shortcuts 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts Explain how a logic gate works Explain how the circuit works 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts
Key assessments	<ul style="list-style-type: none"> Autumn test 	<ul style="list-style-type: none"> Spring test 	<ul style="list-style-type: none"> Summer test

Range of expected Key Stage 3 levels for Year 7 Computer Science

Autumn term	Spring Term	Summer Term
Emerging C - 1B	Emerging A – 2C	1C - 2B

Drama Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> Language related to voice, physicality and space and how to apply these in written tasks. The drama devices still image, soundscape, choral voice, choral movement, direct address, proxemics, cross-cutting, flashback, puppetry etc. How to work effectively in group work. 	<ul style="list-style-type: none"> The theatrical conventions of Greek/Chinese/Japanese Theatre including stick character, chorus, narration etc. and the differences between Western and Eastern theatre traditions. The origins of Theatre The stock characters of Chinese/Japanese Theatre and their functions. How to justify their theatre design decisions (mask design), considering character, and symbolic use of colour, shape and lines. 	<ul style="list-style-type: none"> The main conventions of storytelling theatre including direct address, exaggerated, playful characters, collective character and multirole. How to use acting skills to create contrast. How to evaluate a piece of theatre.
Students will be able to....	<ul style="list-style-type: none"> Perform with focus and commitment Apply a range of devising techniques to a short performance Use a range of vocal skills with confidence Show physical control in imagery and movement Think abstractly in response to a stimulus Create a simple character 	<ul style="list-style-type: none"> Perform as an ensemble using choral voice and movement Place themselves in the positions of others and use this information to inform their acting decisions Show simple relationships and emotions in performance Create exaggerated stock characters Use stylised movement, representational props, mask etc. in order to accurately show theatre from another culture. Design and annotate a mask, analysing their choices with links to symbolic use of colour. 	<ul style="list-style-type: none"> Perform as an effective ensemble, with a sense of togetherness and timing. Apply a range of storytelling techniques e.g. collective character, choral movement etc. to their own adaptation of Hansel and Gretel/Haroun and the Sea of Stories to a piece of performance in order to illustrate the story clearly. Bring a puppet to life, understanding the key principles of puppetry (breath, focus and weight). Create contrasting and exaggerated characters. Take an extract of text from 'page to stage'.
Key assessments	<ul style="list-style-type: none"> Fable performance and making assessment (Baseline) Arrival Devised and Performance Assessment Short written reflection 	<ul style="list-style-type: none"> Greek theatre Performance Assessment (Jason and the Argonauts or Antigone) Chinese/Japanese Performance and Devised assessment Written task (Annotated Mask design) 	<ul style="list-style-type: none"> Live Theatre Review – Robin Hood (Off-Balance) Storytelling Devised and Performance Assessment

Range of expected Key Stage 3 levels for Year 7 Drama

Autumn term	Spring Term	Summer Term
Emerging – 1B	1C – 2B	1B – 2A

English Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term A	Spring Term B	Summer Term A	Summer Term B
Students will know...	How to interpret a novel and write descriptively	How authors present women, through literary techniques in a diverse range of pre 20 th century literary extracts	How to write an analysis on key moments in a Shakespearean play	How a poet creates a sense of place in a range of pre and post 20 th century poems	About the dramatic conventions of a play text and perform using story telling conventions
Students will be able to....	<ul style="list-style-type: none"> • read a complete novel • understand a range of extracts from it • Begin to develop analytical skills needed to approach an extract • select relevant quotations • and deconstruct key/relevant quotations in an extract • understand why a writer has used the quotation and what it might suggest about a character/theme • identify key techniques and consider their effect • develop their descriptive writing • use some literary and linguistic techniques 	<ul style="list-style-type: none"> • read and analyse range of pre 20th century prose extracts, drama and poetry • consider the theme of women and power through study of texts, including Gothic genre • begin to understand ideas of plot, character and setting in a fictional text • understand how contextual factors shape texts and discuss within a literary context. • create a descriptive piece in the style of Dickens, • understand conventions of dramatic monologue 	<ul style="list-style-type: none"> • to demonstrate an understanding regarding character, plot and theme in three different Shakespeare plays • begin to create a clear argument and present a clear topic sentence point independently • deconstruct key/relevant quotations and understand why Shakespeare has used the quotation and what it might suggest about a character/theme • identify basic techniques used • understand the purpose and effect of the playwright's intention • begin to understand how context shapes meaning and include this into their PEAL response 	<ul style="list-style-type: none"> • read and infer meaning on range of poems including pre 20th century poets • develop analytical skills • select key/relevant quotations to support their point • deconstruct poetic techniques/key words • think about and discuss purpose and intended effect of a poem/key moment • understand how context shapes meaning • reflectively and critically use green pen to develop, edit and improve their own work 	<ul style="list-style-type: none"> • explore a play script using drama techniques and conventions • consider a play script as a performance text • develop their "drama vocabulary" • perform and peer assess a drama speaking and listening assignment ("off script") • use creative writing skills to adapt an extract of E.Nesbit's novel into a section of play script • use creative writing techniques to explore the "interior monologue" of a character
Key Assessments	KAT1: Analysis of extract KAT2: Sequel chapter to novel	KAT1: Text transformation of one creative piece studied into a new form	KAT 1: Written analysis of R&J Prologue KAT 2: S&L – court case	KAT 1: PEAL answering question 'How does the poet create a sense of place'.	KAT1: Writing dramatic monologue from point of view of character.

Range of expected key stage 3 levels for Year 7 English	Autumn term 1C - 1A	Spring Term 1A – 2B	Summer Term 2B – 2A
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French Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> Introduce themselves. Name classroom objects. Understand instructions. Say what colour something is. Describe themselves and family members. Give basic opinions. 	<ul style="list-style-type: none"> Talk and write about free time activities. Talk and write about sports and give their opinions of them. Talk and write about their pets. 	<ul style="list-style-type: none"> Talk and write about their school subjects and the school day. Tell the time. Describe their teachers. Make comparisons. Talk and write about places in town and what they can do in their home town. Order food in a café or snack bar.
Students will be able to....	<ul style="list-style-type: none"> Understand short spoken and written texts. Hold a short spontaneous conversation. Use French rather than English in everyday classroom situations. Speak and write using a range of connectives & intensifiers. Use articles and adjectives, correctly. Use key verbs (I, you, he/she forms). Apply basic French phonics to help with pronunciation. 	<ul style="list-style-type: none"> Understand longer spoken and written texts. Use negatives correctly. Use a range of Present Tense verbs. Give more detailed opinions. Write more independently in short paragraphs, using a wider range of structures. Translate simple sentences into English / French. Read authentic texts and write creatively. 	<ul style="list-style-type: none"> Compare school life in England and the French speaking world. Write more extended paragraphs. Hold a longer spontaneous conversation about the full range of topics they have covered this year. Understand longer spoken and written passages with information about a range of topics.
Key assessments	<ul style="list-style-type: none"> Written paragraph 	<ul style="list-style-type: none"> Translation Fr --> Eng and Eng --> Fr 	<ul style="list-style-type: none"> Speaking assessment

Range of expected Key Stage 3 levels for Year 7 French

Autumn term	Spring Term	Summer Term
Emerging – 1C	1C - 1B	1B - 1A

Geography Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> Geography around the World The location of 10 countries on a World Map The physical, human and environmental characteristics of 10 countries The Development Gap How development varies around the World A range of development indicators 	<ul style="list-style-type: none"> Extreme Environments The physical and human characteristics of polar and desert environments What life is like for people living in polar and desert environments Weather and Climate The difference between weather and climate How weather and climate are measured 	<ul style="list-style-type: none"> Map Skills The physical and human features of the UK That there are a range of maps which can include Political, Physical and OS maps My Local Place The physical and human characteristics of Bilton and their local area How to conduct fieldwork to collect data on the characteristics of a place
Students will be able to....	<ul style="list-style-type: none"> Geography around the World Interpret a World Map to identify a range of physical and human characteristics Describe similarities and differences between countries with evidence The Development Gap Describe the advantages and disadvantages of different development indicators Explain why countries levels of development vary 	<ul style="list-style-type: none"> Extreme Environments Compare life in polar and desert environments Make a reasoned judgement about which environment they believe is the most extreme. Weather and Climate Collect, record and analyse weather data Explain the reasons behind the weather data they have collected 	<ul style="list-style-type: none"> Map Skills Draw and identify physical and human features on a UK map Use grid references, scales and symbols to identify and analyse physical and human features on an OS map My Local Place Identify the similarities and differences between Bilton and their local area Explain why similarities and differences occur between both places
Key assessments	<ul style="list-style-type: none"> A comparison of two countries Development Gap Exam 	<ul style="list-style-type: none"> Comparing desert and polar regions Independent weather project 	<ul style="list-style-type: none"> Comparing Bilton to my local area

Range of expected Key Stage 3 levels for Year 7 Geography

Autumn term	Spring Term	Summer Term
Emerging A - 1B	1B – 2C	2C - 2A

History Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> What is meant by chronology What caused the Battle of Hastings Who had power in Medieval England What life was like for different groups in Medieval England What the impact of the Black Death was 	<ul style="list-style-type: none"> Successes and limitations of the Islamic Empire The history of Medieval Africa 	<ul style="list-style-type: none"> The causes and impact of the Tudor Reformation Similarities between Medieval and Tudor times
Students will be able to....	<ul style="list-style-type: none"> Identify causes of an event Identify different experiences of at least two groups of society Identify short-term and long-term impacts of an event Make simple inferences from source material 	<ul style="list-style-type: none"> Begin to make more developed inferences from source material Identify and begin to explain causes of an event Make simple comparisons between the history of two different regions, and begin to identify simple reasons for similarities and differences 	<ul style="list-style-type: none"> Explain, with some simple use of evidence, causes of an event. Begin to explain short-term and long-term impacts of an event. Begin to explain simple change and continuity between two periods and identify reasons for change Begin to explain different experiences of at least two groups of society Show the ability to develop more complex inferences from a range of source material.
Key assessments	<ul style="list-style-type: none"> Source work baseline assessment Battle of Hastings causation essay Source analysis – making inferences 	<ul style="list-style-type: none"> Making inferences from a group of sources Poster – assessing change and continuity in Medieval realms other than England 	<ul style="list-style-type: none"> Year 7 exam assessing all skills developed during the year Short questions assessing change and continuity in Tudor England

Range of expected Key Stage 3 levels for Year 7 History

Autumn term 1B-2C	Spring Term 1A-2B	Summer Term 2C-3C
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Latin Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> the rooms and features of a Pompeian Villa. that some English words are derived from Latin and perhaps Greek. the vocabulary checklists up to stage 4. About Roman daily life About the layout of Pompeii About the forum in Pompeii 	<ul style="list-style-type: none"> Person endings for verbs 1st/2nd and 3rd person singular Vocabulary up to stage 5 - 6. What happened at a day at the Roman theatre. The differences between the present, perfect and imperfect tenses. The concept of declensions. 	<ul style="list-style-type: none"> Perfect tense verbs formed with other key letters apart from v. Roman beliefs about life after death. Vocabulary to stage 7. More derivations of English words linked to Latin words. About the roles of slaves and freedmen in Roman society.
Students will be able to....	<ul style="list-style-type: none"> Translate short Latin passages in the present tense. Use 'a' or 'the' in translation and translate the sentence in the correct order. recognise and understand the difference between the nominative and accusative cases. Make a dinner party invitation to a Roman feast! Can make some points of comparison between the forum and a modern town centre. 	<ul style="list-style-type: none"> Write about what they would or would not have enjoyed about a day at the theatre. Translate basic sentences with greater awareness of the nominative and accusative cases. Translate sentences with an awareness of which tense that verb is in, using key letter clues to help. 	<ul style="list-style-type: none"> Translate sentences where there is no nominative case. Appreciate what life may have been like for Roman slaves and freedmen. Make comparisons between modern and ancient beliefs.
Key assessments	<ul style="list-style-type: none"> Assessment on cases and vocabulary up to at least stage 2 together with the rooms of the house 	<ul style="list-style-type: none"> Assessment of vocabulary and grammar up to at least stage 4. 	<ul style="list-style-type: none"> Assessment of vocabulary and grammar up to at least stage 6.

Range of expected Key Stage 3 levels for Year 7 Latin

Autumn term 1C - 2C	Spring Term 1B – 2B	Summer Term 1A - 2A
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Mathematics Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> add, subtract, multiply, divide with directed numbers perform calculations using the correct order of operations use index notation perform tests of divisibility find the HCF and LCM of a pair of numbers express a number as the product of its prime factors understand various number sequences – primes, squares, cubes, triangular, Fibonacci simplify surds understand the basic rules of indices simplify algebraic equations multiply out a single bracket how to factorise an expression into a single bracket multiply one linear expression by another linear expression multiply and divide decimals by 10, 100, 1000, etc. write decimals in order of size add, subtract, multiply and divide decimals substitute values into expressions and formulae find missing terms of sequence using position-to-term or term-to-term rules find the nth term of a linear sequence round to a give place value, number of decimal places or significant figures find approximate answers to calculations 	<ul style="list-style-type: none"> construct and solve linear equations calculate the perimeter and area of 2D shapes understand the equivalencies of fractions, decimals and percentages find equivalent fractions and write calculate fractions of amounts add, subtract, multiply and divide with fractions calculate percentages of amounts increase or decrease an amount by a given percentage express one amount as a percentage of another accurately construct a triangle find sides using Pythagoras' theorem calculate the volume and surface area of cuboids, prisms and cylinders read and plot coordinates in all four quadrants plot graphs of linear functions 	<ul style="list-style-type: none"> calculate the mean, median, mode and range of a set of data construct and interpret pie charts, bar charts, scatter graphs and stem-and-leaf diagrams understand, and be able to use, the probability scale calculate the probability of an event occurring identify all possible outcomes of an experiment reflect, rotate, translate and enlarge shapes describe a given transformation use straight edge and compass to perform standard constructions name and understand the properties of common 2D shapes perform tessellations
Students will be able to....	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts
Key assessments	<ul style="list-style-type: none"> Test 1 	<ul style="list-style-type: none"> Test 2 	<ul style="list-style-type: none"> End of Year Exam

Range of expected Key Stage 3 levels for Year 7 Mathematics

Autumn term 1A – 3C	Spring Term 2C – 3B	Summer Term 2B – 3A
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Music Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> The definitions of the elements of music. Basic staff notation, rhythm and pitch on the staff and how to notate a 4 bar melody Simple Italian terms e.g. forte, diminuendo, staccato etc. The key features of effective melody writing. The meaning of rhythmic, melodic and structural devices such as syncopation, phrasing, tie, phrase structure, rondo form. 	<ul style="list-style-type: none"> The historical context of Blues music and its musical influences. How triads are formed and what a 7th chord, the Blues Scale, and intervals of a tone and semitone are. Identify sharps and flats on the keyboard The parts of a ukulele How to tune a Ukulele How to read tab and chord diagrams Analyse and interpret and create graphic scores using the elements of music. Analyse a range of experimental pieces of music using musical language. Discuss music philosophically and form opinions with musical justifications– what is music? 	<ul style="list-style-type: none"> A range of melodic and harmonic musical devices How to identify a range of tonalities How to notate work through annotation, commentary or on the staff using Noteflight/Sibelius.
Students will be able to....	<ul style="list-style-type: none"> Perform basic rhythms from notation Perform using the elements of music Sing in unison and in harmony Perform a simple melody on keyboard using correct hand positioning in C major. Perform to a backing track with a sense of ensemble timing. Identify the elements of music in listening tasks Compose simple 4 bar rhythms and structure rhythms into an extended composition Compose using simple musical devices e.g. drones, pedal notes and ostinati 	<ul style="list-style-type: none"> Improvise melodies using the Blues Scale using the correct hand position (thumb under the third technique) on keyboards/piano. Play sharps and flats, and G major key signature. Play a basic accompaniment Play triads (extension: 7th chords) Perform as part of a duo, adjusting to fit the timing to each other. Perform using a swung rhythm Perform strummed chords and fingerpicked riffs on the ukulele Perform and compose rhythmic and melodic material, using voice and a range of instrumental and non-instrumental sounds with expression using the elements of music. 	<ul style="list-style-type: none"> Compose using a range of melodic and harmonic musical devices to create a sense of mood and place. Compose music that follows a story Compose using different tonalities for expressive effect. Use music technology to layer sounds with a sense of structure
Key assessments	<ul style="list-style-type: none"> Elements of Music listening task Siyahamba singing/percussion performing assessment (baseline) Arriba Latin Jazz Melody writing composition and performance assessment 	<ul style="list-style-type: none"> Blues performing assessment Blues listening task Experimental Music listening task Experimental composition assessment and Graphic Notation 	<ul style="list-style-type: none"> Programme Music composition Assessment Romantic era, Programme Music listening tasks.

Range of expected Key Stage 3 levels for Year 7 Music

Autumn term	Spring Term	Summer Term
Emerging – 1B	1C – 2B	1B – 2A

PSHE Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> How to build resilience, hope and gratitude. How to recognise positive and negative relationship traits. How to call out bullying when it happens and how to report it. How to recognise the signs of puberty and changes that they are experiencing. 	<ul style="list-style-type: none"> How to be more tolerant and respectful of different diversities. How other people/groups live their lives and the positives of living in a diverse, multicultural society. How to manage different risks that may confront them. How to stay safe. 	<ul style="list-style-type: none"> How to identify the principles and values of British society. How to recognise identity and the advantages and disadvantages of immigration. How to question the reliability of the media and understand bias. How they can make a difference.
Students will be able to....	<ul style="list-style-type: none"> Discuss with others their understanding of resilience and how this can be developed. Analyse the different relationship traits to enhance awareness of spotting unhealthy relationships. Create a campaign on how to call out any and all forms of bullying. Understand the changes that may happen to them during the process of puberty. 	<ul style="list-style-type: none"> Gain an understanding of the different diversities within society. Highlight the risks of smoking, alcohol and drugs on both the individual and society. Discuss methods of staying safe by being aware of surroundings and the dangers that can be avoided. Create a poster to raise awareness of how people can avoid dangers. 	<ul style="list-style-type: none"> Discuss the principles and values of British society and whether these are respected in society and what can be done to incorporate these further. Research the different opinions on immigration. Question different bias within the media and the impact it has. Take action in order to make a difference.
Key assessments	<ul style="list-style-type: none"> Self-assessment on understanding of the key elements of Dealing with Change 	<ul style="list-style-type: none"> Self-assessment on understanding of the key elements of Diversity and Managing Risk 	<ul style="list-style-type: none"> Self-assessment on understanding of the key elements of British Values

Range of expected Key Stage 3 levels for Year 7 PSHE

Autumn term PSHE is a non-assessed subject	Spring Term PSHE is a non-assessed subject	Summer Term PSHE is a non-assessed subject
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Philosophy & Religious Studies Year 7 Curriculum Progress Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Students will know about	<ul style="list-style-type: none"> The concept of 'worldview' The development of religions around the world Beliefs and concepts religions share The impact of religion in the world today 	<ul style="list-style-type: none"> The Jewish Covenant A history of Judaism The Law of Moses Orthodox and Reform Judaism Kosher Food Laws The Synagogue The Holocaust 		<ul style="list-style-type: none"> The Trinity The Christian concept of the Incarnation Debates about miracles Miracles described in the Gospels Gospel accounts of the Resurrection The development of Christianity Denominations 	<ul style="list-style-type: none"> Forgiveness & Reconciliation The bombing of Coventry Cathedral in WW2 as a case study The Cross of Nails Community Debates about forgiveness 	
Students will be able to.....	<ul style="list-style-type: none"> Discuss reasons for different worldviews Discuss the development of animistic, polytheistic and monotheistic religions Compare major world religions Outline key facts about and assess the impact of religion in the world today 	<ul style="list-style-type: none"> Outline the terms of the covenant between God and Abraham Discuss the covenant's relevance today Outline significant events in Jewish history Outline details about the Torah Evaluate the impact of following 613 laws Describe features of Orthodox and Reform Judaism Discuss whether religion should adapt to the modern world Give examples of prohibited foods in Judaism Outline, explain and apply kosher food laws based on Leviticus 11 Outline key features of orthodox and reform synagogues Reflect on the experiences of Anne Frank during the Holocaust 		<ul style="list-style-type: none"> Outline the concept of The Trinity Analyse biblical and artistic representations of Jesus as both human and divine Give examples of the miracles of Jesus, according to the Gospels Critically analyse the concept of a miracle Investigate and critically compare gospel accounts of the resurrection Critically discuss the claim that Jesus rose from the dead, using gospel accounts Outline examples of historical figures who were instrumental in the spread of Christianity and evaluate their impact Name different Christian denominations and describe some of their key features 	<ul style="list-style-type: none"> Analyse biblical passages relating to forgiveness Critically discuss whether forgiveness is the best response to injustice Apply knowledge of the Christian concept of reconciliation to the case of Coventry Cathedral 	
Key Assessments	Baseline Assessment	"Having 613 rules to follow is better than having none" DISCUSS		"A miracle is an act of God" DISCUSS	n/a	

Range of expected Key Stage 3 levels for Year 7 PRS

Autumn Term 1	Autumn Term 2	Spring Term	Summer term
Emerging b – 1b	Emerging a-1a	1c-2c	n/a

PE Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> Netball; identify/ understand all the positions, know 5+ game rules, perform key skills. Football; identify different parts of the foot used for control, how to pass and how to travel with the ball. Badminton; correctly hold the racket, serve and know the associated rules, give a minimum of 3 rules for singles, return the shuttle using forehand and backhand. Dance; count the music beat, use music content to inspire physical actions, apply at least 3 choreographic devices to their motif 	<ul style="list-style-type: none"> SAQ; follow instructions to complete movement patterns, link skills to specific sports, set up/complete a fitness test, compare results to normative data Anat & Phys; identify components of a warm up and impact on the body, follow the pathway of blood, understand the impact of exercise. Basketball; travel with the ball, pass and receive, man-to-man mark an opponent, shoot Gym; take off and land safely, perform basic shapes and rolls, using transitions to link skills. Trampolining; maintain safety, increase height of bounce/ maintain control, perform range of shapes / vertical rotation / seat landings. OAA; communicate and work as a team to find a solution, basic map skills 	<ul style="list-style-type: none"> Rounders; correctly throw/ catch, use the correct technique for batting, identify a “no ball”, list at least 3 ways a player can be deemed “out”, correctly perform a long barrier. Tennis; use the correct grip, provide coaching points for forehand and backhand, start a point with underarm serve, score points in short games. Athletics; identify field/track events, perform a range of events, apply rules, describe a competition in 2+ events.
Students will be able to....	<ul style="list-style-type: none"> Netball; perform each skill, provide coaching points in 3+ skills, use skills in small-sided conditioned games, play 2+ positions in full court netball. Football; pass accurately to a partner, travel with the ball around obstacles, work in a small team to maintain possession. Badminton; serve to a partner over the net, return a serve using different techniques, maintain a short rally with a partner, keep score and understand serving patterns. Dance; work with a small group to choreograph a motif, explain what unison and canon means in performance, perform in a small group to their peers. 	<ul style="list-style-type: none"> SAQ; complete 10+ movement patterns, complete 1+ of; Illinois Agility Test, 505 Agility Test, 35m Sprint Test. Anat & Phys; identify 5+ muscles and bones and an antagonistic pair, link fibre type to activity, explain changes to our body systems as a result of exercise, understand the impact of lifestyle choices. Basketball; travel with the ball under control, pass and receive consistently in isolated drills, shoot unopposed with some success, combine skills in small-sided competitive games. Gym; perform basic shapes, balances and rolls both in isolation and in a linked sequence, take off and land safely from a spring board, create shapes in the air. Trampolining; stop safely, spot peers, perform basic shapes in isolation, perform half/ full vertical rotations, link at least 5 skills in a routine. OAA; communicate effectively, solve problems as a team and create action-plans, orientate a map to their surroundings, read a map to find specific points 	<ul style="list-style-type: none"> Rounders; catch/ throw rounders ball from varying distances, demonstrate the correct batting technique, bowl to a partner, engage in a full game knowing 5+ rules, perform a successful long barrier in isolated drills. Tennis; demonstrate the correct grip for forehand and backhand, return the ball to a partner (over the net) using forehand and backhand, use these skills to play for points, underarm serve from varying distances. Athletics; use the correct throwing technique in 1-3 events, provide coaching points in at least 2 events, use a stopwatch to judge own pacing for long-distance, explain the ideal body position for take-off in high jump.
Key assessments	<ul style="list-style-type: none"> Netball Badminton Dance 	<ul style="list-style-type: none"> Basketball Trampolining 	<ul style="list-style-type: none"> Rounders Tennis

Range of expected Key Stage 3 levels for Year 7 PE

Autumn term Emerging – 2B	Spring Term Emerging – 2B	Summer Term Emerging – 2B
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Science Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> cells, tissues, organs and systems sexual reproduction in animals mixtures and separation acids and alkalis energy 	<ul style="list-style-type: none"> muscles and bones acids and alkalis the particle model current electricity 	<ul style="list-style-type: none"> ecosystems atoms, elements and compounds forces sound
Students will be able to....	<ul style="list-style-type: none"> Use appropriate techniques, apparatus and materials during field and laboratory work. Understand health and safety rules. Understand how scientific methods and theories develop. Ask questions and develop a line of enquiry based on the real world Make and test predictions Make effective notes and organise them effectively Use flow charts to present sequences. Use conventions and symbols when communicating science Understand number, size and scale and the quantitative relationship between units Use estimations and explain when they should be used. Use ratios to compare experimental results 	<ul style="list-style-type: none"> identify key points from text, pictures, charts and graphs read and draw bar charts and plot line graphs present observations using appropriate methods including tables and graphs understand how scientists use language to measure and compare convert between metres and nanometres calculate volumes using simple formulae use physical models to help explain phenomena and explain why models are used plan a fair test 	<ul style="list-style-type: none"> present and interpret observations and data, identify patterns and draw conclusions understand and use chemical terms understand the difference between quantitative and qualitative data understand the use of tables, line graphs, scatter graphs, pie charts and bar charts Understand the SI system <p>** Please note that classes may cover topics in a slightly different order to each other during each term.</p>
Key assessments	<ul style="list-style-type: none"> Levelled topic tests every three weeks 	<ul style="list-style-type: none"> Levelled topic tests every three weeks 	<ul style="list-style-type: none"> Levelled topic tests every three weeks End of year exam

Range of expected Key Stage 3 levels for Year 7 Science

Autumn term	Spring Term	Summer Term
Emerging – 1A	1B - 2B	1A – 2A

Spanish Year 7 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> • Introduce themselves. • Understand instructions. • Say what colour something is. • Say what subjects they study. • Count up to 20. • Look and listen for cognates and clues to help them understand authentic texts. • Use key Spanish sounds (ll, ñ, j). 	<ul style="list-style-type: none"> • Talk and write about their teachers and school subjects and give their opinions of them. • Talk and write about their family and pets. • Recognise numbers up to 100. • Look up new words and be able to understand whether nouns are masculine or feminine. 	<ul style="list-style-type: none"> • Hold a conversation about themselves and their family. • Understand a wide range of questions. • Use their ICT skills to describe their home and their bedroom. • Use infinitives after opinions.
Students will be able to...	<ul style="list-style-type: none"> • Hold a short spontaneous conversation. • Speak and write using a range of connectives and intensifiers. • Use adjectives, articles and negatives correctly. • Use key verbs in the 1st person. • Apply basic Spanish phonics to help with pronunciation. • Understand short spoken texts. • Give basic opinions and justifications. 	<ul style="list-style-type: none"> • Use a range of negative phrases. • Use a range of verbs in the present tense (1st & 3rd person). • Write more independently in short paragraphs. • Give more detailed descriptions using a range of intensifiers. • Understand longer spoken texts. • Make inferences from familiar and unfamiliar language to understand a text. 	<ul style="list-style-type: none"> • Write more extended paragraphs. • Hold a longer spontaneous conversation about the full range of topics they have covered this year. • Understand longer spoken passages with information about a range of topics. • Distinguish between an infinitive and a verb in the present tense.
Key assessments	<ul style="list-style-type: none"> • Baseline assessment: reading & writing skills 	<ul style="list-style-type: none"> • Grammar assessment 	<ul style="list-style-type: none"> • General conversation assessment

Range of expected Key Stage 3 levels for Year 7 Spanish

Autumn term Emerging – 1C	Spring Term 1C - 1B	Summer Term 1B - 1A
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