



# Southend High School for Girls

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## Learning in Year 7

# **Our Connected Curriculum**



# The Year 7 Curriculum and Learning Journey

The Trivium of ‘Grammar, Dialectic and Rhetoric’, formed the basis of a classical education from ancient Greece up to Shakespeare’s time at school and beyond. In the 21st Century, it remains a powerful framework for formulating ideas about learning, pedagogy and the curriculum. At Southend High School for Girls these ideals, set out and achieved through the ‘Trivium for the 21st Century,’ underpin our core purpose and values as articulated in our curriculum intent and school motto:

*‘So enter that daily thou mayest become more learned and thoughtful.*

*So depart that thou mayest become more useful to thy country and mankind.’*

The Trivium is the philosophy and methodology that forms the bedrock of our curriculum and the three ways of the Trivium, Grammar, Dialectic and Rhetoric, inform our pedagogical approach. The Trivium embodies the pursuit of wisdom from a knowledge rich foundational curriculum; It combines hard work to foster learning.

The Trivium is ‘tailor made’ for bright, high attaining students. Its three pathways support the movement from knowledge gains, to integration of knowledge and on to the skilled use of knowledge, developing ‘*swashbuckling, philosopher kids*’ who are rich in cultural literacy.

*Know more, remember more, do more.*



## SHSG TRIVIUM

GRAMMAR      DIALECTIC      RHETORIC

*“Preparing young people for the future  
with lessons from the past”*

### RHETORIC ~ communication

- Strong emphasis on structured speech events to share & debate ideas with others
- Opportunities to perform to make things & to showcase the products of learning
- Opportunities to contribute to the discourse about the values shared in the school & the wider community
- Oracy & literacy
- Connecting ideas and applying them across subjects

### DIALECTIC ~ enquiry and exploration

- Opportunities to debate, question & challenge
- Opportunities for hands on authentic experience & experimentation
- Opportunities for enquiry, analysis, critical evaluation & problem solving
- Developing understanding

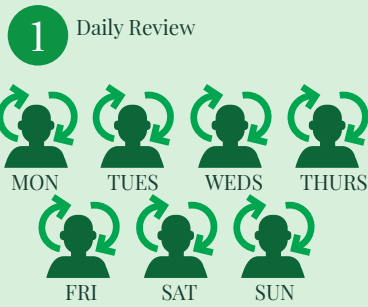
### GRAMMAR ~ knowledge and skills

- Direct transmission of knowledge & explicit teacher instruction
- Retention & recall: teaching from memory, learning by heart, low stakes testing; knowledge for its own sake & practice
- Connecting ideas
- Explicit teaching to build cultural capital; explicit teaching of subject specific terminology & the skills of reading texts.



# How we teach, how you learn

## REVIEWING MATERIAL



**10** Weekly & monthly review



Daily, weekly and monthly review is important in helping to resurface prior learning especially when new learning is going to be introduced.

## QUESTIONING

**3** Ask questions



Ask students more questions in more depth;  
ask how students worked things out;  
check for understanding and misconceptions.

**6** Check for student understanding



## SEQUENCING CONCEPTS & MODELLING

**2**

Present new material using small steps



**4**

Provide models



**8**

Provide scaffolding for difficult tasks



Breakdown concepts and procedures into small steps which can be practised.  
Provide models and worked examples to reduce cognitive overload.  
Provide scaffolding to develop expertise which is then gradually withdrawn.

## STAGES OF PRACTICE

**5**

Guide student practice



**7**

Obtain a high success rate



**9**

Independent practice



High success rate in questioning and practice is important.  
Rosenshine suggests that the optimum is 80%.  
Independent, monitored practice where teachers make time for students to practise independently, providing targeted feedback is the ideal.

# MATHEMATICS

## TERM 1

### Units

- Number and the Number System
- Indices and Surds
- Algebraic Manipulation
- Area and Perimeter
- Fractions
- Solving Equations

### Assessment

- Applications and Mastery 1
- Topic tests

## TERM 2

### Units

- Angles
- Presenting Data
- Estimation and Approximation
- Standard Form

### Assessment

- Applications and Mastery 2
- Topic tests

## TERM 3

### Units

- Probability
- Substitution and Linear
- Graphs
- Ratio and Proportion

### Assessment

- PUP examinations
- Topic tests

# ENGLISH

## TERM 1

### Topic 1

- A Monster Calls by Patrick Ness

### Assessment

- Developing speech creative writing assessment
- Grandma mini-essay
- First full story creative writing assessment

## TERM 2

### Topic 2

- Dystopian Fiction anthology

### Assessment

- Dystopian fiction mini-essay
- Dystopian story opening creative writing assessment
- PUP exam

## TERM 3

### Topic 3

- One World Many Stories anthology

### Assessment

- Quick assessment consolidation activities in creative writing and reading comprehension

# PHYSICS

## TERM 1

### Topics

- Introduction to Science and Physics
- Forces: Speed & Gravity

### Assessment

- Sep: Baseline assessment
- Mixed-marked topic based and diagnostic assessments
- Dec: Cumulative assessment

## TERM 2

### Topics

- Energy: Energy Stores & Transfers
- Waves: Sound & Light

### Assessment

- Mixed-marked topic based and diagnostic assessments

## TERM 3

### Topics

- Electromagnetism: Voltage, Resistance & Current
- Energy: Energy Costs

### Assessment

- Key Stage 3 Exams (teacher marked)

# CHEMISTRY

## TERM 1

### Topics

- Introduction into Chemistry
- Matter

### Assessment

- Topic-based diagnostic assessments
- Self-marked cumulative assessment

## TERM 2

### Topics

- Reactions

### Assessment

- Topic-based diagnostic assessments
- Teacher-marked cumulative assessment

## TERM 3

### Topics

- Earth

### Assessment

- Topic-based diagnostic assessments
- PUP Exam

# BIOLOGY

## TERM 1

### Topics

- Introduction to Science
- Introduction to Biology
- Organisms: Cells, Musculoskeletal system, Drugs

### Assessment

- Topic-based diagnostic assessments
- Self-marked cumulative assessment

## TERM 2

### Topics

- Genes: Variation, Reproduction

### Assessment

- Topic-based diagnostic assessments
- Teacher-marked cumulative assessment

## TERM 3

### Topics

- Ecosystems: Plants and Food Webs

### Assessment

- Topic-based diagnostic assessments
- PUP Exam

# FRENCH

## TERM 1

### Topic 1

#### Me, my family and my friends

- Introductions: questions and answers
- Personal information: age, nationality, birthday
- Pets
- Likes and dislikes
- Reasons
- Descriptions of pets
- Family members
- Description of family members/ famous people

### Assessment

- Vocabulary learning assessments
- Reading and listening assessments – peer assessed.
- Speaking assessment in class

## TERM 2

### Topic 2

#### School life

- School subjects
- Opinions about school subjects
- Teachers
- School equipment and rules
- The school day
- The school building
- Times
- Meals
- School uniform

### Assessment

- Vocabulary learning assessments
- Listening and reading assessment
- Translation into English
- PUP assessing reading comprehension, writing in French and translation into French

## TERM 3

### Topic 3

#### Free time and hobbies

- Sports
- Activities
- Weather
- Opinions
- What other people do
- Mobile and computer technology
- Television
- Music
- Films
- Books

### Assessment

- Vocab learning assessments
- Listening assessment (peer marked)
- Speaking assessment checked by teacher

# GERMAN

## TERM 1

### Topic 1

#### Family and Home

##### Content

Greetings, name, age, birthday, alphabet, numbers, days of week and months, countries, character and physical descriptions, family members, pets, colours, favourite things.

##### Grammar

Gender of nouns

- Definite and indefinite articles
- Accusative case
- Present tense of regular verbs
- Giving opinions
- Connectives
- Irregular verbs haben and sein
- Qualifiers and intensifiers
- Dative case with prepositions

##### Assessment

Translate short passages into English and short sentences into German.

Listening and reading skills

- about family and oneself.

Speaking about family in a

- short presentation or answering a series of questions.

## TERM 2

### Topic 2

#### Hobbies and Free Time

##### Content

Sports, hobbies and pastimes, expressions of time, collecting things, use of technology, online activities.

##### Grammar

- Regular verbs
- Irregular verbs
- Adverbs gern/nicht gern
- Separable verbs
- Word order
- Modal verb können
- Future expressions of time

##### Assessment

- Listening, reading and translation, expressing likes and dislikes and justifying ideas. Conjugation of present tense verbs.

## TERM 3

### Topic 3

#### School

##### Content

Differences between the German and British school systems, school subjects, school building, stationery, different types of school, describing teaching staff, telling the time (analogue, digital and 24hr clock), school day and timings, classroom furniture, school rules, after school clubs, plans for next year.

##### Grammar

- Justifying opinions using weil
- Dative case
- Modal verbs
- Future tense

##### Assessment

- PUP examination

# SPANISH

## TERM 1

### Topic 1

#### All About Me

##### Content

Greetings, name, age, birthday, alphabet, numbers, days of week and months, countries, character and physical descriptions, family members, pets, colours, favourite things.

##### Grammar

- Gender of nouns
- Definite and indefinite articles
- Present tense of regular verbs
- Giving opinions
- Connectives
- Irregular verbs SER & TENER

##### Assessment

- Translate a Spanish conversation into English
- Listening and reading skills about family and oneself
- Speaking about the important people in our lives in a short presentation

## TERM 2

### Topic 2

#### School and Free time

##### Content

Sports, hobbies and pastimes, expressions of time, use of technology, online activities.

Differences between the Spanish and British school systems, school subjects, school building, telling the time (analogue, digital and 24hr clock), school day and timings.

##### Grammar

- Regular verbs
- Irregular verbs SER & TENER
- Hay
- Indefinite articles
- Writing negative sentences
- Word order
- Giving opinions
- Using time expressions and time frequencies
- Justifying opinions using
- Sequencers
- Irregular verbs in the present tense.

##### Assessment

- Listening, reading and translation into Spanish and English about how others express likes and dislikes and justification of ideas

## TERM 3

### Topic 3

#### At Home and in Town

##### Content

Different kinds of housing, Ordinals, rooms in a house, places in town and local area. Giving opinions about our local area. Saying what we like to do in town. Order a snack in a café. Making plans for the weekend.

##### Grammar

- The verb Hay
- The verb IR
- Indefinite articles
- The near future tense
- The verb Estar
- Using two verbs together
- Qualifiers and intensifiers

##### Assessment

- PUP exam

# GEOGRAPHY

TERM 1	TERM 2	TERM 3
<p><b>Topic 1</b></p> <ul style="list-style-type: none"> <li>UK Rural &amp; Urban Geography</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Decision-making justification piece of extended writing on early settlements.</li> <li>Creative poetry to consolidate understanding of rural/urban landscapes.</li> <li>Presentation skills; creating and presenting content on the UK.</li> <li>Map skills assessment with focus on OS maps</li> </ul>	<p><b>Topic 2</b></p> <ul style="list-style-type: none"> <li>Africa with focus on Ethiopia</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Map skills; latitude and longitude.</li> <li>Creative project work on Ethiopia; requires extended writing, research skills, data presentation and analysis and creative artwork.</li> </ul>	<p><b>Topic 3</b></p> <ul style="list-style-type: none"> <li>Biodiversity</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Research fact-files.</li> <li>Skills check on climate graphs.</li> <li>Creative piece on types of rainfall comic strip</li> <li>PUP Exam</li> </ul>

## HISTORY: History: the Ancient World and the Middle Ages

TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> <li>The Body in the Bog</li> <li>The Roman Empire</li> <li>The Vikings and Saxons</li> <li>The Norman Conquest and consolidation of power</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Two PLEE paragraphs</li> <li>One knowledge-based summative assessment at the end of term</li> </ul>	<ul style="list-style-type: none"> <li>Medieval Monarchs (Matilda, Henry, Eleanor of Aquitaine, John)</li> <li>Medieval religion</li> <li>Medieval Kingship (Richard and John)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Two PLEE paragraphs</li> <li>One knowledge based summative assessment at the end of term PUP exam</li> </ul>	<ul style="list-style-type: none"> <li>Black Death and its impact</li> <li>The Peasants' Revolt</li> <li>The Mugal Empire</li> <li>Tokugawain Japan</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>One PLEE paragraph</li> <li>One knowledge-based summative assessment</li> <li>PUP</li> </ul>

## RELIGIOUS STUDIES

TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> <li>Intro to RS</li> <li>Existence of God</li> <li>Christmas/Incarnation</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Evidence of religion</li> <li>Design Argument</li> <li>Cosmological Argument</li> <li>Religious experience</li> <li>End Unit assessment on God</li> <li>Christmas essay</li> </ul>	<ul style="list-style-type: none"> <li>Islam</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Muhammed</li> <li>Allah evaluation</li> <li>Zakat evaluation</li> <li>Values – Ahmed</li> <li>PUP exam</li> </ul>	<ul style="list-style-type: none"> <li>Easter</li> <li>Life and Work of Jesus</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Easter</li> <li>Jesus the ordinary man</li> <li>Impact of Jesus</li> </ul>



# CLASSICAL STUDIES

## TERM 1

### Topic 1

- Introduction to Ancient Greek and Greek Civilisation

### Assessment

- Short knowledge tests
- Assessed debate

## TERM 2

### Topic 2

- Introduction to Latin and Roman civilisation

### Assessment

- Short knowledge tests
- Assessed debate

## TERM 3

### Topic 3

- Introduction to Philosophy

### Assessment

- Project on concept of a utopia.

## PE

### TERM 1

### Activities:

- Multi-sports, netball cross country, football and gymnastics

### Assessment

- **'Head, Heart and Hands'** assessment model
- **'Head'** – thinking and decision-making skills, identifying weaknesses
- **'Heart'** – effort, commitment, leadership, resilience
- **'Hands'** – physical skills applied to the activity

### TERM 2

### Activities:

- Gymnastics, football, dance, athletics

### Assessment

- **'Head, Heart and Hands'** assessment model
- **'Head'** – thinking and decision-making skills, identifying weaknesses
- **'Heart'** – effort, commitment, leadership, resilience
- **'Hands'** – physical skills applied to the activity

### TERM 3

### Activities:

- Athletics, striking and fielding, tennis

### Assessment

- **'Head, Heart and Hands'** assessment model
- **'Head'** – thinking and decision-making skills, identifying weaknesses
- **'Heart'** – effort, commitment, leadership, resilience
- **'Hands'** – physical skills applied to the activity

## DRAMA

### TERM 1

### Topic 1

- Introducing Drama precepts and characteristics
- Physical Theatre *performance style*

### Assessment

- Creating Drama using body and space
- Evaluating own and other performance
- Vocabulary tests

### TERM 2

### Topic 2

- Speaking in Public - *Posture and breath*
- Reciting poetry - *Creating and performing*

### Assessment

- Speech writing and presenting
- Poetry recital
- PUP exam

### TERM 3

### Topic 3

- Treasure Island – *in text and performance*
- The play to stage process
- Costume design

### Assessment Performing

- Acted scene

### Responding

- Reviewing performance
- Vocabulary tests

# MUSIC

## TERM 1

### Topic 1

- The Elements of Music

### Assessment

- Rhythmic performance
- Melody writing composition
- Vocabulary tests

## TERM 2

### Topic 2

- Programme Music
- Instruments of the Orchestra

### Assessment

- Programme music composition
- Graphic score notation
- PUP exam

## TERM 3

### Topic 3

- Theme and Variations

### Assessment

- Theme and Variations composition
- Vocabulary tests

# ART

## TERM 1

### Topic 1

- The Six Elements of Art

### Assessment

- Pencil drawing of a teddy bear
- Colour wheel/colour mixing exercises
- Van Gogh transcription

## TERM 2

### Topic 2

- Colour and Emotion
- Impressionism

### Assessment

- Independent research
- Limited colour palette
- PUP exam pencil drawing – from observation

## TERM 3

### Topic 3

- Patterns in nature
- Henri Rousseau

### Assessments

- Painting using colour mixing and blending
- Printing with polystyrene
- Creating a tile from clay

# YEAR 7 FOOD SAFETY (as part of life skills)

### Learning

- Clean
- Cook
- Chill
- Separate

### Practical

- Water Based: pasta salad (boil)
- Fat Based: shaped patties (pan fry)
- Dry heat: bread (bake)

# DESIGN TECHNOLOGY

## HALF TERM 1

### Area of Focus

- Sustainability

### Assessment

- Life cycle analysis
- Materials notes

## HALF TERM 2-3

### Area of Focus

- Design Process

### Assessment

- Research: Product analysis
- Design: Final Design

## HALF TERM 4-6

### Area of Focus

- Manufacturing skills

### Assessment

- Practical: wood
- Practical: Textile
- Practical: Graphic
- Evaluation: product

# COMPUTER SCIENCE

## TERM 1

### Topics

- Introduction to Computer Science /network / office 365/ teams
- Baseline assessment
- Programming essentials in Scratch: part I
- Bebras computational thinking competition

### Assessment

- Topic-based diagnostic assessments
- Self-marked cumulative assessment

## TERM 2

### Topics

- Programming essentials in Scratch: part II

### Assessment

- Topic-based diagnostic assessments
- Teacher-marked cumulative assessment

## TERM 3

### Topics

- Networks: from semaphores to the Internet Assessment

### Assessment

- Self-marked cumulative assessment
- PUP Exam

## LIFE SKILLS

### HEALTH and WELLBEING (Half term 1 & 4)

### Topics

- Healthy Living
- Food Groups
- Food Labels
- The consequences of not living healthily
- Energy drinks
- Active Lifestyles
- Smoking
- Drugs
- Mental Health
- Anger Management
- Puberty\*
- Periods\*
- FGM\*

### LIVING in the WIDER WORLD (Half term 2 & 5)

### Topics

- Aspirations
- Self Esteem
- Needs vs Wants
- Racism
- Staying Cyber Safe
- Ethical Choices
- Money Management
- Savings and interests
- Financial products
- Financial transactions

### RELATIONSHIPS (Half term 3 & 6)

### Topics

- Friendships\*
- Families and marriage\*
- Teenage love\*
- Bullying vs Banter\*
- Cyberbullying\*
- Safe relationships\*
- Personal Identity\*



• *Safe*

• *Happy*

• *Successful*