



BOWER PARK
ACADEMY

YEAR
7



CURRICULUM YEARBOOK

STUDENT CONTENT

Core Subjects

English

Maths

Science

Other Subjects

Art

Computer Science

Design and Technology

Drama

Geography

History

MFL: French

Music

PE

CPSHE

Religious Studies

Curriculum Overview

“Stories make you think and dream; books make you want to ask questions”

Michael Morpurgo

English is an integral part of being able to communicate, interact and operate in our personal surroundings. It is a life skill that provides us with the ability to articulate our thoughts, feelings and opinions about the world in which we live, and is vital in allowing us to contribute as a successful member of society. Alongside being an invaluable skill, English is also a tool that can be used to unlock our imaginations and provide us with a platform to explore, express and investigate limitless ideas about each and every subject imaginable!

At Bower Park, we expose our students to texts that cover the human experience, including the themes of love, loss, friendship, guilt, family and morality, to aid students in accessing and interacting with ideas and themes not only in the present, but in the past and future too. In Year 7, students will embark on a journey of creativity. They learn to craft their own creative writing before developing a new, analytical vocabulary that enables them to voice an opinion on a range of writers – from Morpurgo to Shakespeare - to foster and nurture their early passion for further study in this subject.

What we study

In Year 7, students start with the study of creative writing. They are taught how to plan, structure and engage with a visual stimulus, using their new ‘writers’ toolkit’. Following this, they move from a writing to a reading lens to analyse the effect of the writers’ toolkit on the reader through the study of a war novel. Next, our students delve further into the past and explore ancient Greek myths and their moral implications in our modern world. In all reading studies, learners are exposed to the world and times of the author to build their cultural capital.

In the spring term, we embark on a study of ‘The Rabbits’ - a graphic novel that depicts the colonisation of Australia, in order to challenge their new, analytical skills using a different reader’s perspective on the metaphorical meanings in the text. Through this diverse fiction, we encourage our students to build empathy and an awareness of different cultures and their rich histories.

To end the year, we return to the canon and study Shakespeare’s ‘The Tempest’. This begins our Shakespeare pathway and prepares students with a foundation of theatre, vocabulary and contextual knowledge which will support their further study in years 8 and 10.

What our students will learn

By the end of Year 7, our aim is for students to move from identifying and recognising, to having the confidence and understanding to use and apply their newly-found knowledge across the curriculum. They will explore:

- Using language, structure and writers' methods in creative writing to enhance their creative voice
- The context and reality of the First World War, and attitudes towards it
- Developing inference skills and different perspectives using graphic novels
- Exploring connotations of language, images and colour
- Elizabethan/Jacobean values and the impact of colonisation on the modern world

How this learning prepares for next year

The Year 7 curriculum provides the foundation knowledge for our students to develop a deeper understanding of the English language. Students will also build on their contextual knowledge and their understanding of different writer's perspectives through further study of texts written in the 17th and 20th centuries, texts focusing on colonisation, non-fiction writing and modern controversy.

Homework

In Year 7, we set weekly homework tasks via Edulink, designed to build on previous, or prepare for future, classroom learning through practising eight new spellings every week. In addition, students have one library lesson every fortnight, and they are expected to continue their independent reading outside the classroom and engage with our reading challenges.

SMSC opportunities



Through the course of the Year 7 curriculum, students will discover a sense of enjoyment and curiosity about themselves, others and the world around them.

Through the study of novels and plays, students will gain an understanding of the consequences of human behaviour and actions. Finally, students will gain an understanding and appreciation of different cultures, as well as embrace and develop an understanding of their own British values.



Curriculum Overview

“Pure mathematics is, in its way, the poetry of logical ideas”

Albert Einstein

Our maths curriculum aims to develop students’ mathematical confidence, allowing them to solve a range of complex problems and critically analyse the world around us. We seek to expose them to the importance of mathematics in the real world and to the skills that they can transfer across the wider curriculum. Mathematics fosters reasoning and problem solving, leading to mastery and logical thinking, which builds students into well rounded and aspirational citizens of the future.

What we study

To build on students’ primary knowledge, at the start of Year 7 we revisit skills in number and introduce our new cohort to algebraic concepts for the first time, through investigative learning tailored towards developing the foundations for future mastery across Key Stage 3. This is followed by a study of place value, proportion and applications of number, where we challenge students by making links to geometric concepts, such as gradient and rational and irrational numbers. This allows us to set a benchmark for their early fluency skills and expose students to new application tasks.

Following this, our spring term curriculum introduces students to the strands of directed number and fractional thinking. Within directed number, students are given the opportunity to develop the skills of substitution and simplifying expressions. Next, we move our students to fractional thinking; this consolidates their previous understanding of fractions and allows students to apply these skills to new contexts, including area and perimeter.

We end year 7 with the study of geometry, which is underpinned by the earlier work on number and proportion. In the summer term, students focus on lines and angles, and learn how to identify angles in parallel lines and polygons. In addition, students are challenged to apply their knowledge of number to reasoning problems. This unit provides an opportunity to investigate the laws of probability, where students learn about probability in relation to the real world, including card games, dice and entertainment shows.

What our students will learn

Through studying the Year 7 curriculum, our aim is for students to move from basic fluency to complex problem solving and mathematical reasoning by studying these topics. In a mastery-based learning style, they study:

- Simplifying expressions and applying operations in algebra
- Rounding to decimal places and significant figures in place value
- Finding the area and perimeter of shapes using number skills
- Operating with negatives in directed number
- Applying knowledge of fractions to solve real-life problems

How this learning prepares for next year

The study of sequences in Year 7 prepares students for learning about the Cartesian plane in Year 8. In addition, the study of algebraic notation will enable students to access formal algebraic techniques, such as expanding brackets, later in the key stage. The study of proportion in Year 7 is compounded later in the key stage, through the exploration of direct and inverse proportion, as well as sharing into ratios.

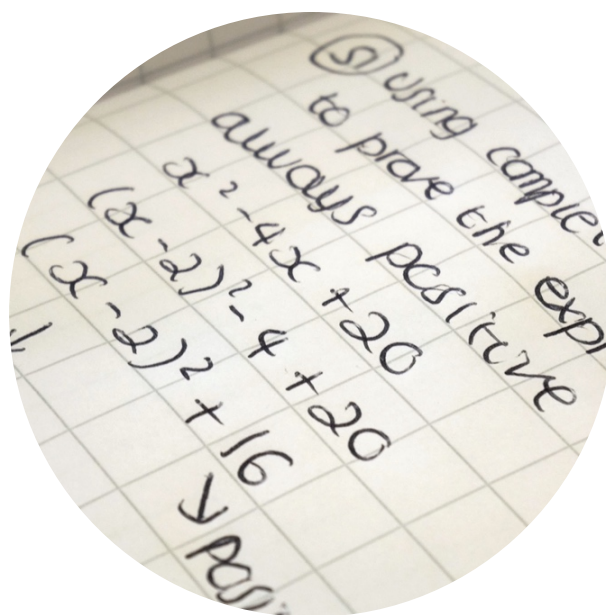
Homework

In this core subject, we set homework weekly through the online platform of Sparx Maths. Sparx is an excellent platform for supporting students' independent work, because it provides them with video tutorials (to enhance classroom teaching) and gives them immediate feedback on their work, to allow them to track their progress. Teachers will monitor test results and use common misconceptions to inform future planning of lessons.

SMSC opportunities

In maths lessons, students have the opportunity to debate and discuss their ideas in an environment grounded in mutual respect. There are constantly chances for pupils to reason and explain their thinking in a way which teaches them to deliberate logically and respectfully.

We want our students to understand the social and historical implications of maths, which is why we look at real-world applications in topics such as probability (investigating bias) and statistics (looking at misrepresentation of data), as well as in geometry, when we investigate constructions, which involve the same methods used by ancient Greek mathematicians thousands of years ago.



Curriculum Overview

**“The scientist is not the man who provides the real answers,
he is the one who asks the real questions”**

Claude Levi-Strauss

Our vision is to deliver a strong knowledge-based curriculum, providing an opportunity for students to discover the excitement of the sciences and the phenomena surrounding the subject. It will aim to instil a desire for practical discovery, while fostering the inquisitive nature of students.

We aim to develop an understanding of the nature, processes and methods of science, through various types of scientific enquiries that help our students to answer scientific questions about the world around them, triggering their curiosity about the impact of science in their daily lives.

What we study

Students will begin their secondary school science curriculum with an introduction to science, which covers safety within a science laboratory, the names and uses of laboratory apparatus, how scientific reports are written and how we record data using graphs and tables. In this unit, students get the opportunity to practise their lab safety skills by participating in scientific investigations. This is followed by a study of adaptations, variation and classification, where we explore how to classify living organisms and their adaptations to the environment in which they live.

Following this, our spring term curriculum introduces the concepts of chemistry through the study of solids, liquids and gases. Students explore what causes state changes, pressure and separating substances. In this topic, students enjoy the ‘collapsing can’ experiment when exploring the dangers of falling air pressure. Next, students are taught to identify common acids and alkali and their reactions. They also have an opportunity to use different indicators to explore chemical reactions.

Finally, our summer term teaching covers cells and reproduction. Students discover the building blocks of life and what they consist of, as well as how our reproductive organs work and how new life forms.

This is followed by our final exploration of energy, where students learn about different energy types, transfers and uses of insulation. This is an enjoyable topic to end the year, where our students apply their practical and graph skills learned in the autumn term.

What our students will learn

By the end of the year, students will be able to:

- Work in a lab setting and use specialised equipment with confidence
- State health and safety rules and hazards
- Interpret, describe and explain scientific graphs and data
- Use and apply a bank of scientific terminology across the three disciplines of biology, chemistry and physics
- Transfer their scientific knowledge across the curriculum and to real-life examples

For our Year 7 curriculum, we have carefully considered prior learning from key stage 2 to ensure there is a continuation of learning to help with the transition to key stage 3.

Students are asked to have topical debates related to the units above including 'is it wrong to keep animals in zoos?', 'is climate change and non-renewable energy really a problem?' and 'are designed babies wrong?'

The year 7 science curriculum is designed to introduce basic concepts and provide students with a foundation of knowledge across biology, chemistry and physics. All learning is planned with experiencing science at the heart, through a range of practical work. Additionally, this also improves skills such as communication, organisation, data handling and the use of specific scientific equipment.

How this learning prepares for next year

The Year 7 curriculum provides the foundation knowledge for our students to develop a deeper understanding of science. This knowledge will be referred to and built upon throughout all other year groups, eventually taking them into GCSE science.

Homework

In science, we set year 7 homework fortnightly. Homework is designed to practise the skills and knowledge learnt within lessons. This can include learning key facts, practising questions related to work or researching future lessons to support what is taught in class. We also create opportunities for students to read more widely around our curriculum topics to complement their science capital.



SMSC opportunities

In science lessons, students have the opportunity to work collaboratively, following guidance as a team or as a leader. Students will be exposed to real-world science, both historical and current. There are opportunities to share opinions and consider a range of viewpoints on sensitive topics like abortion. They also explore a range of current affairs and have opportunities to debate topics like climate change and non-renewable energy.



Curriculum Overview

“A true artist is not one who is inspired, but one who inspires others”

Salvador Dali

Our vision is to enrich the quality of our artists' creative experiences, and to inspire, inform, stimulate and challenge all students in art and design. We want our year 7 students to aspire to become innovators, and experiment, invent and create their own thoughtful works of art. This is achieved through developing students' core technical drawing skills, teaching them how to draw using the formal elements of art. We aim for students to be able to form an opinion on art and an appreciation of artists and artistic techniques from a range of art movements.

What we study

Throughout the year, students build a portfolio of work based on the following three themes: *Mechanical Objects*, *Decay* and *Order/Disorder*.

Each theme develops specific skills and techniques, such as observational drawing, mark-making, painting, sculpture and a range of other art, craft and design practices. Students build on their knowledge using the formal elements of art to contextualise their understanding of the work explored.



In the autumn term, using mechanical objects such as household cutlery and old car parts, students will focus on observational drawing techniques and drawing from still life. Students will study colour theory and learn about the work of Leonardo da Vinci and how he has shaped modern-day technology.

In spring, the theme of Decay inspires students to use a range of mixed-media forms based on their dreams, the surrealism art movement and the work of contemporary photographer Mat Collishaw. Students will learn about the techniques and processes of using clay to create a plate based on their eating habits.

In summer, the study of Order/Disorder improves students' ability to work in colour, examine the Futurism art movement and create their own thaumatrope, zoetrope and flip book. Students will study the work of Eadweard Muybridge and his work in motion from the 1800s to develop an understanding of the genre of animation in art and design.

What our students will learn

Art and design at Bower Park Academy offers students the opportunity to develop their creativity by using a range of skills in a wide variety of contexts. We aim to inspire and challenge our Year 7 students, equipping them with the knowledge and skills to experiment and express their own ideas with confidence. In line with the National Curriculum for art and design, students will

- produce a portfolio of creative work, exploring their ideas, provoking thought and recording their experiences by using a range of materials;
- experiment in drawing, painting, sculpture and other art, craft and design techniques;
- research the creative works of others, using the language of art, craft and design;
- create purposeful and meaningful outcomes based upon their research and development of ideas;
- know about great artists, craft makers and designers, and understand the historical and cultural development and significance of their art forms in modern society.

Homework

In art, homework is set to further extend students' understanding of artists and art movements throughout history and to prepare them for future art lessons. Homework will include photography tasks, artist research and critiques of work. Art homework is set once a fortnight. Students are encouraged to reference BBC Bitesize when working independently, to support their studies.

SMSC opportunities

In Year 7 art, we aim to challenge students' opinions and enrich their views on historical and contemporary art, so that they may better understand its significant place in our society.

Students can watch **Sky Arts** on a weekly basis; programmes such as Portrait Artist of the Year, Landscape Artist of the Year and documentaries on artists and designers can be tremendously helpful when developing ideas for their own outcomes. The art department has an extensive range of literature, and artists' books are available for all students to use to support their studies.



Curriculum Overview

“The computer was born to solve problems that did not exist before”

Bill Gates

The digital world is a massive part of our, and, more importantly, our children’s lives. To help prepare them for the future world of work, we aim to develop our students’ digital literacy skills for use in school, their personal life and potential future pathways.

Education is an important medium for ensuring online safety and utilising technology for positive uses. Our knowledge-rich computing curriculum is, therefore, balanced with opportunities for students to experience how they can use technology creatively to enhance their everyday lives.

What we study

In Year 7, our students will experience a broad curriculum that offers them a taste of media, ICT and computer science, using computational, creative and real-life contexts. The autumn term starts with the study of e-safety to ensure our students are able to use school and home technology safely, confidently and responsibly. Within this unit, our students learn about data protection laws and e-waste, in order to develop a wider awareness of ways that technology use can shape the world in which we live.

In the spring term, students study computer modelling. This allows them to use financial modelling to explore how to budget successfully, with opportunities to work individually and in groups.

To end the year, students learn how to create a website. This is initially done by writing the code in html, before using an Adobe web-editing tool, Dreamweaver, to experience different ways of creating a website alongside an introduction to programming.

By the end of the year, students will be armed with a range of knowledge to be able to access school and home software to encourage independent learning. They will also develop a number of skills which are relevant to their social communications, by understanding how to interact safely and sensibly when using social media, as well as developing an understanding of how use financial models.



What our students will learn

Through our Year 7 curriculum, pupils will:

- develop a strong awareness of their responsibilities as online citizens
- research and share their understanding of e-safety, e-waste and cyberbullying
- develop a basic understanding of spreadsheet models and databases to store, search and sort data
- analyse data to make future predictions

Homework

In Year 7, homework is set to consolidate classroom learning and to provide opportunities for students to embed skills taught. Homework will also be used develop students' subject-specific vocabulary via retrieval practice self-marking quizzes.

How this learning prepares for next year

By the end of the year, our aim is for students to be fully confident and digitally literate when interacting online. They should be able to independently identify and successfully use a range of packages that have been designed to complete specific tasks, such as Excel for modelling and Publisher for creating a poster.

SMSC opportunities

Through real-life case studies, students will consider issues surrounding the misuse and access right to personal data. In addition, as part of the computing curriculum, students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community. As students develop their skills in a range of software, they are challenged to work in groups to find solutions, whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of tasks given. In addition, students are encouraged to develop their team-working skills through collaborative work and research.



Curriculum Overview

“When you have exhausted all possibilities, remember this – you haven’t”

Thomas Edison

Design and technology aims to develop creativity and imagination, and to design and make products that solve real and relevant problems within a variety of contexts, considering students’ own and others’ needs, wants and values. Through our subject, students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they also develop a critical understanding of the impact of products on daily life and the wider world.

Design and Technology uses knowledge, skill and understanding from a wide range of sources, including science and mathematics. Students will explore these across different areas through our carousel curriculum on: resistant materials, food technology, graphic product and product design

What we study

Year 7 is an exciting time for students as they are introduced to the world of design and technology through four different specialist areas. Every student will study one specialist area per term as a minimum expectation.

In resistant materials, students learn about the resources of natural timbers and their properties. With a large focus on safety in the workshop, students are also introduced to hand-based tools such as tenon saws, try squares and bench planes to make personally designed trinket box that is taken home at the end of the academic year. Students will follow a project-based approach, which is underpinned by the stages of the design cycle that mimic the real-world design industry. It is an excellent opportunity for students to learn and apply skills in gathering research and analysing information.

In food technology, our course begins with a high emphasis on safety rules in our specialist kitchen. Students are introduced to the Eatwell guide to understand how to create a balanced diet and how to adapt meals to make them healthier. Our students will explore a range of cooking techniques which include baking and frying. They will make salad and cakes from scratch, and also start to learn about food science and chemical reactions in food.



Graphics product is an opportunity for students to study paper-based materials, their sources and properties. Through this project, our students will apply their knowledge of basic geometry, nets and colour theory to produce a Key Stage 3 learning aid. Learning about the differences between renewable and non-renewable sources of energy enables our students to develop an understanding of the impact of technology on the planet.

To build on their existing drawing skills and knowledge of geometry from Key Stage 2, our students learn how to visually communicate their design ideas in product design. In this unit, students gain more of an understanding of the design cycle and the iterative process. This project is hands-on with a focus on traditional design to challenge our students to refine their ideas and evaluate their product based on client needs and preferences in order for our students to make informed choices throughout.

What our students will learn

By the end of the year, it is intended that Year 7 students will have a deeper understanding of and ability to:

- Use ingredients and specialist equipment
- Analyse and modify recipes
- Gather relevant research and data
- Communicate ideas visually using a range of basic drawing and rendering techniques
- Work safely in specialist rooms with a range of basic tools
- Reflect critically on their own outcomes and the work of others.

How this learning prepares for next year

Having a deepened ability to work with basic tools and machines in a range of specialist rooms, students can explore other material areas and design contexts further. In Year 8, students will be learning and reflecting on the real-world industry when it comes to manufacturing, where they will be able to engage in more challenging processes to enhance their skills in making and creativity.

Homework

Homework will be set every fortnight to prepare students for the coming lessons and/or to consolidate their lessons in classes. This will be a balanced mix of research-based work and drawing skills.

SMSC opportunities

Students will have the opportunity to work with different ingredients and various cuisines, allowing them to experience different cultures in the process. Students will learn and reflect on how their designs, and the products they make or cook, will have an impact on the people and the world around them. Students will understand the key role nutrition plays in people's health, beliefs and preferences. They will study the impacts of deforestation, global warming and the use of finite natural resources for energy.



Curriculum Overview

“All the world’s a stage, And all the men and women merely players”

William Shakespeare

At Bower Park Academy, we pride ourselves on providing a comprehensive, classical and contemporary curriculum to instil the demands of the GSCE. We aim to cultivate a love of the arts through a variety of thought-provoking and imaginative work, encouraging both students’ creativity and reflection.

With a strong focus on oracy, every student has one drama lesson per week during Years 7 to 9 through our curriculum, which is underpinned by the three strands of the GCSE; devising, performing and evaluating live theatre.

What we study

The skills and knowledge covered in the Year 7 drama curriculum is, for many students, unique to secondary school. Our aim is to equip students with fundamental skills that are integral to discovering and exploring drama throughout Key Stage 3.

In the autumn term, we introduce students to explorative strategies and performance skills. These are applied to our second unit, Greek myths and legends. Here, students use explorative strategies to devise new drama and bring these scripts to life.



Following this, students will read and explore Judith Johnson’s ‘Scary Play’. Through this unit, they will apply new knowledge of key performance skills, including facial expressions, body language, space and levels.



In the summer term, students will be exploring Roald Dahl’s ‘Charlie and the Chocolate Factory’. They are introduced to key concepts, such as improvisation, the structure of a play and back story. Students are assessed on devising a scene from the play in collaboration with their peers.

What our students will learn

By the end of the year, our students will:

- Know, recognise and deploy key essential dramatic strategies, including narration, thought-tracking and physical theatre
- Be confident in performing to a live audience
- Develop self-evaluative skills to critique their own performance and improve future performances
- Use a range of stimuli to inspire and create performances

How this learning prepares for next year

The building blocks introduced in Year 7 equip students with the vital substantive and disciplinary knowledge required to explore fundamental performance skills in greater depth, whilst tackling stimuli that are richer, more complex and pertinent to today's society. Students will transfer their audience-awareness skills and performance skills, including body language, facial expressions and interaction with other performers to Year 8, where they will apply this knowledge to new stimuli including 'The Hunger Games' and '100'.

Homework

In drama, homework is set for key stage students once per half-term. The homework is designed to develop students' cultural capital of the theatre, play texts and theatre practitioners. Students will be asked to read set text, watch live theatre (accessed online through Teams) and learn key lines for their classroom performances.



SMSC opportunities

The Year 7 curriculum provides students with opportunities to share and listen to the opinions of others.

Students will explore and debate a range of topics and issues affecting young people, and they will develop imagination and creativity through the development and performance of dramatic pieces. Through the Greek Myths and Legends scheme of learning, students will explore different moral dilemmas and relate these to today's society.



Curriculum Overview

“Geography is a subject which holds the key to our future”

Michael Palin

Geography is, in its simplest form, a desire for humans to interact, describe and understand the world around us. As the world shifts and evolves at an increasing pace, so too must its inhabitants. It is, therefore, the intention of our geography curriculum to inspire and inform young global citizens. In the service of equipping our students with the knowledge and skills to encounter and experience our diverse planet, we will enable them to see the world with a sense of awe and wonder, unlock the ability to ask geographical questions and give students the knowledge and skills to answer them.

What we study

In Year 7, our students will study a range of human, physical and cultural units that connect their journey through our diverse world. Through a study of ‘Fantastic Places’, students will appreciate spatial relationships between different geographic places at a variety of scales, and place specific information across a range of continents from Antarctica to South America.

Students will develop their ability to apply geographical skills through our map skills unit, where they will develop their geographical skills, including grid references, scale, relief and Ordnance Survey map symbols.

Students will broaden their knowledge of the interacting physical and human world through an appreciation of the complex physical processes that occur within the Earth’s hydrosphere, understanding geomorphic processes through the study of ‘Rivers’. Here, we consider the way rivers shape the landscape, but also how humans can impact and manage river processes. Our ‘Africa’ unit will enhance students’ knowledge of the continent’s human and physical geography. Our final unit is on ‘Biomes and Ecosystems’, where students will be given the opportunity to attend a field trip to Kew Gardens to further enhance their learning on the topic. The final unit covers ‘Natural Resources’ and introduces students to linking knowledge across units. Students learn the sources and uses of fossil fuels, the importance of renewables and the impact on the planet.



By the end of Year 7, students have a clear idea of the difference between human and physical geographies and some of the interactions that exist at a range of spatial scales. Students understand a range of geographical units and can demonstrate interactions between them.

What our students will learn

By the end of the academic year students will:

- have a good understanding of the world around us
- have a sense of how there are differences between places and at different scales
- be able to identify physical landforms and explain the processes involved
- be able to write to explain causality and use it to begin applying knowledge to different contexts.

How this learning prepares for next year

Students will begin deepening their knowledge of the diverse world by investigating gaps in development across the world. They will address misconceptions through an understanding of global population challenges and extreme migration, as well as developing the three core concepts of sustainability, vulnerability and capacity.



Homework

In Year 7, homework is set to enhance our students' independence, resilience and curiosity. It enables students to revisit areas of the curriculum, making links to other units, other places and the lives of people. Writing in a particular style, students learn to recall and retain prior knowledge. Homework activities help knowledge recall. Homework will be a variety of projects and tasks.

SMSC opportunities

Geography is linked to the study of real people in real places, meaning that it constantly links and develops students' spirituality and morality. For example, when looking at the study of a population and places, students are given an appreciation of the world around them. In particular, the study of 'Fantastic Places' allows them to reflect and share on their own experiences of the world.



Curriculum Overview

“Study the past if you would define the future”

Confucius

We believe that a high-quality history education will help students gain an overview and depth of knowledge of political, social and religious history on both a national and international scale. We want students to be curious about the past, understand the complexity and diversity of past societies, develop a sense of identity and understand the challenges of their time. Our students see themselves, their cultures and those of their peers reflected in our programme of study. They will become enthused, will be challenged and will feel invested in their study of the past 1000 years.

We believe that history develops students' knowledge and skills to ask questions, weigh evidence and develop critical perspectives and judgements. It enables them to see beyond their own experiences and develop empathy, tolerance and an appreciation for diversity in all its forms. We want students to know how history as a discipline works, and model this in their own studies, research and visits to historical environments.

What we study

Many students arrive at secondary school with a passion for history and sense of awe that we seek to harness in our Year 7 curriculum. Therefore, throughout Key Stage 3, we cover a broad period of history with a strong focus on the discovery of new knowledge through the study of some of the big stories from the past.

Year 7 history begins with students gaining an understanding of chronology and other key terms and concepts, in order that they develop their historical skills and are then able to apply these to historical mysteries and begin to build an idea of historiography. For example, in our early study of Roman Britain, students will develop the skill of source inference and analysis. As part of this study, students will have a quick tour of several ancient civilisations, before embarking on their first depth study of England before 1066. Following this, students will study the problems facing England during the succession crisis of 1066 and will be able to use their historical knowledge to select their strongest candidate for the throne, which leads to an examination of how the new king of England was able to consolidate the control of his new kingdom.

In our spring study of Norman England, students will gain an understanding of how the Normans were able to gain control of England and how the Saxons attempted to resist this. Students are encouraged to develop their historical explanations before we move on to look at society in mediaeval England with a focus on medicine, the Black Death and the resulting social upheaval caused by the Peasants' Revolt.

The year ends with a focus on early modern Britain. Our students cover the key themes of kingship of power, and the importance that religion played in shaping the nation, to prepare them for understanding the rise of Parliament in Year 8.

What our students will learn

By the end of the year, our aim is for students to have a solid understanding of the key causes, events and consequences of:

- The succession crisis of 1066
- The Norman Conquest
- The Black Death and Peasant's Revolt
- Early modern monarchy

In addition, we will develop students' historical skills in:

- Evidential thinking, cause and consequence
- Change and continuity
- Similarity and difference
- Significance
- Interpretations



How this learning prepares for next year

The year 7 curriculum equips students with key historical skills and creates historical thinkers who are ready to tackle more sophisticated enquiries. Through the study of engaging and pivotal historical moments, we provide students with a knowledge of the key themes of monarchy and control, challenges to authority and social change, which will be a foundation for deeper learning in future study.

Homework

The history department sets homework tasks that develop the research and presentation skills of the student. Homework is set in a way that allows the students to use their strengths to create a piece of work that enriches the topics being taught in the classroom. Amongst other tasks, students are given the opportunity to build their own castles, to research a battle of their choice and to create a presentation on an important woman from history, of their own choosing.

SMSC opportunities

In history lessons, students are encouraged to develop their understanding of British values through the study of other societies, and also to challenge stereotypes and create tolerance for other cultures. We seek to interrogate the past and introduce students to 'hidden' voices, enabling students to understand both the past and the present in an empathetic and respectful manner.



Curriculum Overview

“To learn a language is to have one more window from which to look at the world”

Chinese Proverb

Our aim in the modern foreign languages department is for all pupils to develop an understanding of French in a variety of contexts and increase their knowledge of vocabulary and structures, transferable language learning skills, the ability to communicate effectively in the target language and cultural awareness of France. The knowledge and skills they develop will enhance their understanding and application for further language studies, as well as using French in any appropriate settings.

What we study

Year 7 establishes the core foundations for language learning at Bower Park Academy, ensuring that students can introduce themselves and describe both themselves and members of their family, along with where they live and their experience of school. We build students' confidence, particularly in the first term, with a focus on key phonics in French, using memorable actions and images. Students then use this confidence to comprehend, decode and create language involving basic description, regular and irregular verb conjugation, present, past and future tenses, opinions, negatives, questions and adverbs. We use a variety of authentic resources and topic material to support pupils in developing these language skills, alongside developing and securing knowledge of French grammar.

What our students will learn

By the end of the year, our students will have an understanding and grasp of grammar and vocabulary that allows them to:

- Engage in conversations where they can communicate essential information about themselves.
- Decode language and spot patterns.
- Understand and communicate in all four skills: listening, reading, speaking and writing.
- Acquire vocabulary from six different contexts, including friends/family, school, home life, hobbies and the local area.
- Enjoy exploring other cultures.

How this learning prepares for next year

Having acquired grammatical knowledge of the present and future tenses in first person address, students will have a sound linguistic base on which to build in Year 8. We have ensured that the Year 7 grammatical knowledge and vocabulary is deepened, revisited and recycled throughout Year 8, so that it is memorised, practised, and applied by students. Students will learn how to build on their spoken and written responses by learning how to form and use the past tense, and will increase their repertoire of sequencing vocabulary, giving opinions and reasons, and connecting their ideas using conjunctions.



Homework

In Year 7, homework is set fortnightly. It is set to consolidate classroom learning and to provide opportunities for students to embed skills taught. Homework will also be used to develop students' specific vocabulary through retrieval tasks like quizzes or vocabulary tests.



SMSC opportunities

We will look at similarities and differences between France, French-speaking countries and the UK, and there are opportunities to consider healthy living through our authentic and real-life topic material. Additionally, we develop independent learning habits, such as using reference materials successfully, reciprocity and resilience.



Curriculum Overview

“Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything”

Plato

Music is a universal language which actively encourages self-confidence, creativity, self-expression and collaboration. Our aim is for all students to have the opportunity to perform, compose and appraise music.

Students will study music from a variety of different cultures and eras, which develops a positive attitude towards diverse cultures, notions and ideas, and helps to contextualise music and the trends associated with it. There is an emphasis on learning through three key strands: composing, performing, and appraising, and, from the beginning of Year 7, students will have the opportunity to perform in groups and on their own, and to use their learned skills to compose their own music.

At Bower Park Academy, we also strive for students to have the opportunity to learn a musical instrument, make music with others, learn to sing and progress to the next level of excellence.

What we study

In the autumn term, Year 7 students will learn about the ‘Elements of Music’ through three main strands: performance, composition and appraisal. Students will learn the notes on the treble clef stave and how to find them. This will underpin all performance learning for the rest of Key Stages 3 and 4. Students will study how to translate their understanding of the treble clef stave to practical keyboard performances and finding notes on the piano.



In the spring term, students study different timbres of instruments, as well as the effects that they have on the audience of a film, and how moods and atmospheres are successfully created by changes in the musical elements.

In the summer term, students will expand on the musical knowledge that they have developed throughout the year by using the ‘Elements of Music’ to compose a composition based on the West End show ‘STOMP’. They will utilise motor skills to present an understanding of rhythm, metre, pulse, dynamics, and articulation.

What our students will learn

By the end of Year 7, students will:

- Sing a range of music from different genres in harmony, using varying dynamics and tempos and using good technique.
- Develop an understanding of metre, pulse, dynamics, timbre, and articulation.
- Talk about music using traditional means of analysis.
- Compose their own music using knowledge of the 'Elements of Music'
- Develop fine motor skills and awareness of keyboard geography.
- Read basic notation on the treble clef stave.
- Play chords, and to add the root note of these chords as a bass note.



How this learning prepares for next year

The knowledge learned in Year 7 creates a foundation that students will build upon for the rest of Key Stage 3. In Year 8, students are expected to read music using the notation that they learn in Year 7, as well as expanding their knowledge through additionally learning how to read from the bass clef. Students will also extend their knowledge of chords by adding accidentals and beginning to play chords in time with more complex melodies and rhythms. Students are also given the opportunity to apply their learning from Year 7 to a wider range of instruments, such as the drums and the bass guitar.

Homework

In music, homework is set for Key Stage 3 students once per half-term. The homework is designed to develop students' cultural capital of musical compositions, composers and the cultural impact that music has upon others. Students will be asked to listen to compositions, watch live performances (accessed online through Teams) and research key composers to build on their classroom knowledge.



SMSC opportunities

The music curriculum allows students to grow in confidence through solo and ensemble performance. Furthermore, it allows them to explore their individuality and self-expression in a creative manner, through composing their own music. Additionally, students will learn how music can influence a listener's emotions, and will be able to use this to create their own compositions. Students get the opportunity to work in groups with their peers and learn to work effectively as a team.



Curriculum Overview

“For each individual, sport is a possible source for inner improvement”

Pierre de Coubertin, founder of the modern Olympic Games

Our physical education curriculum provides all students with new opportunities to find a sport they will enjoy. They will gain key knowledge of fundamental skills and basic rules of sports to build confidence, teamwork and communication skills within a variety of sports. We encourage our students to develop a passion for sport, or a passion to follow a healthy active lifestyle with physical activity at the heart. We believe physical education has a strong place within the curriculum and should be used as a tool to help develop students into well rounded successful members of our community. Through the core values of fairness and inclusion within games, the curriculum supports year 7s on their journey to becoming well-rounded young adults.

What we study

To start Year 7 and support the transition to secondary school, we begin with a focus on communication, teamwork and developing gross skills, to help students settle into Key Stage 3 physical education.

Following this, we start our ten-sport curriculum. Over the autumn and spring terms, all students will take part in netball, rugby, table tennis, badminton, dance and fitness.

Netball and rugby are invasion games. These sports focus on ball familiarisation and basic attacking and defending techniques. Through our racket sports, badminton and table tennis, we explore basic shots and serves to improve students’ coordination skills. In the teaching of movement and replication, our dance lessons challenge students to be more creative, through their application of structure and choreographic devices. In health and fitness, we look at fitness testing and cardiovascular training methods to help improve performance and fitness.

In the summer months, we move to an outdoor curriculum and challenge students to excel in athletics events, including sprinting, long-distance running, throws and jumps. We continue to develop students’ teamwork and communication skills through cricket, rounders and handball.

Our curriculum develops students practically and theoretically. We expect students to demonstrate key teaching points, but also to understand the knowledge behind each action. Many of the skills learnt are transferable across the curriculum, such as throwing and catching, spatial awareness and control, which arise in many sports and allow us to create building blocks to success across many condition games.



What our students will learn

Physical education at Bower Park Academy offers students the opportunity to develop their practical knowledge, theoretical knowledge and a wide range of life skills in a wide variety of situations. We aim to inspire our year 7 students to face challenging situations and concepts and become confident in their approach to new things. In line with the National Curriculum for Physical Education, students will;

Practically demonstrate:

- A range of skills and understand rules and concepts of invasion, net and wall and striking and fielding games.
- Development of athletics techniques and analysis of performance.
- Creativity within movement and replication to perform a range of dance techniques.
- Improvement of health and fitness to achieve their very best.

Focus on the following theoretical aspects of:

- Anatomy and physiology: muscular system
- Physical training: Components of fitness, training methods, fitness testing
- Socio-cultural influences: the physical benefits of taking part in physical exercise.

Develop key life skills such as:

- Communication
- Leadership
- Teamwork
- Problem solving
- Creativity
- Empathy
- Confidence



How this learning prepares for next year

Our Year 7 curriculum prepares students to be successful by teaching key fundamentals that are vital to success in sports. Next year, students will take this knowledge even further, perfecting their technique and becoming consistent, to build a competitive nature with an eye for tactical play.

Homework

Prior to assessments, revision sheets are sent to students to support their independent revision. We encourage all students to participate in one of our clubs, which are hosted daily.

SMSC opportunities

Communication and oracy skills, such as speaking and listening, will develop through cooperation and working together within team games, but also through theoretical learning. Students will be pushed to think hard on key teaching points and gain reflective skills to improve their own work. They will always be encouraged to adhere to the rules and regulations of the game or activity, in order to develop a good sense of fair play, along with a sense of sportsmanship. Students will have opportunities to develop social skills through teamwork, officiating and analysis of their own and others' performances.



Curriculum Overview

“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela

What we study

In CPSHE, our vision is to develop our students into being confident, respectful, safe and informed young people who value each other and the world. We want to ensure that all students are equipped to make the right choices in their individual lives and become valued members of the community. We pride ourselves in promoting a safe, secure and honest environment for students to learn and discuss topical and personal issues in a safe setting, encouraging them to be the best they can be in every aspect of their lives.

Underpinned by the statutory Relationships, Sex and Health Education Guidance (DfE, 2020), our CPSHE curriculum is collaboratively planned to meet statutory expectations and to also address issues personalised to our cohorts' needs. We use a thematic model which is spiralled from Year 7 to 11, building on students' knowledge, skills and understanding. Our curriculum is guided by the PSHE Associations recommendation, centred around the themes of:

- Health and well-being
- Living in the wider world
- Relationships



What our students will learn

In Year 7, our students begin their learning with a transition into secondary school study. The topic is timed to ensure that students are supported during their first half-term to make new friendships, manage their homework and resolve conflict. In addition, students learn about time management, diet and exercise and road safety, as they familiarise themselves with the new independence that secondary school brings.

Following this, we encourage students to think about their long-term goals as they explore a careers unit of work which challenges them to think about their future, reflect on their personal qualities, develop knowledge on how to research careers information and how to set personal targets, with an aspirational mindset.

In early spring, we revisit the theme of 'self' within a range of contexts, including self in the community and self within friendship groups. Within this scheme of work, students are encouraged to consider what attributes make a relationship healthy and how we all impact on each other's wellbeing. Students explore the different emotions they may encounter in friendship groups and how to manage these emotions, both positive and negative, online and offline and where to seek help and support, should they need it.

Family, marriage and parenting follows this topic and builds upon students' knowledge of healthy relationships within the family unit. We explore the range of roles within family and marriage, legislation around marriage and factors that affect an adult relationship. Students are taught about their rights as a young person and, as a result, they will develop an awareness of factors that can make a relationship unhealthy.

At the end of Year 7, students return to the study of health and wellbeing to reinforce their understanding of healthy routines, relationships linked to puberty and unwanted contact, including female genital mutilation. In addition, students' new learning is centred on the topic of drugs, alcohol and tobacco, the consequences and risks they pose. To end the term, we explore the world of politics, including the structures of Parliament, left and right-wing thinking, the importance of democracy and making an informed viewpoint.

How this learning prepares for next year

The Year 7 curriculum is structured to prepare students for the transition to secondary school and to support their social and emotional learning. Our core themes are built upon in Year 8, when students will further their study of the topics of health and wellbeing, relationships and living in the wider world, in an age-related way.

Homework

In Year 7, we set half-termly homework tasks designed to enrich classroom learning and to retain and enhance levels of skills and knowledge. These include:

- Spelling and application of keywords
- Posters and leaflets
- Researching tasks

SMSC opportunities

Through discussing a variety of real-life situations and challenging topics, students are encouraged to develop their independent values, whilst considering the perspectives of others, and their role in the wider community.

Tutor Time and Assemblies

Weekly, in tutor time, we discuss current affairs and the link between new stories and our British values of democracy, individual liberty, the rule of law, mutual respect and tolerance.

In addition, tutor time complements a range of CPSHE themes, including:

- mental health awareness
- anti-bullying
- kindness and friendships
- gambling

Assemblies are also centred around our thought for the week and the pastoral calendar, covering key topics of resilience, empathy, equality, tolerance, kindness and diversity, as well as celebrating key historical events such as Armistice Day and the Holocaust, to develop students' SMSC and enhance their foundation skills for our CPSHE curriculum.



Curriculum Overview

“Schooling deprived of religious insights is wretched education”

Russell Kirk

Our vision is to equip students with the cultural, social, moral and spiritual knowledge that will prepare them for life experiences.

Over 90% of people in the world have a religion, and, whether you are religious or not, many social and cultural celebrations have a religious connection. It is, therefore, important to understand beliefs and practices of the various world religions.

What we study

In Year 7, our religious education curriculum aims to provide students with knowledge of the Abrahamic religions and how they are connected. Over the year, we study the three Abrahamic religions. In the autumn term, we explore the Jewish belief and practices, to build a foundation of knowledge to enable students to make links between religions. Following this, we analyse how faith is applied to people's way of life. With a focus on Judaism, students learn how the religion started, its founders, their ceremonies and the impact of the Ten Commandments.

In the spring term, we study Islamic beliefs and practices, including Muslim views about God and the Five Pillars of Islam. Throughout this study, we challenge students to make a comparison between this religion and Judaism, to ensure that they can appreciate the similarities and differences between both religions to deepen their understanding of the multi-faith world in which we live.



In the summer term, through our study of Christianity, students build on their Key Stage 2 knowledge with a focus on the Holy Trinity, the incarnation and salvation of Jesus and the different interpretations of the creation story. By studying the early life of Jesus, we prepare students for the study of Jesus' teachings and miracles in Year 8.



What our students will learn

By the end of the year, students will know about:

- Jewish beliefs
- How Jews live their lives, which will include the Jewish rites of passage
- Islamic beliefs
- How Muslims live their lives
- Christian beliefs
- The life of Jesus

In Year 7, students will also learn key skills, such as how to:

- Outline, explain and evaluate religious beliefs and practices
- Develop religious literacy through writing, discussion and debate
- Share and justify opinion and beliefs, and be considerate of others



Homework

In RE, homework is set to further extend students' understanding of religious issues and to prepare students for future RE lessons. Most homework is pre-unit reading, which is presented in the classroom.

SMSC opportunities

The Year 7 curriculum looks at key religious beliefs with a focus on Abrahamic faiths. Throughout religious education, students will investigate how society impacts on religion and how religion impacts on society and cultural developments. Students will develop an understanding of their own personal belief system and why they have these beliefs, and demonstrate respect and tolerance of other belief systems.





BOWER PARK

ACADEMY