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## Curriculum Overview Year 7

Dear Parents/Carers,

**At Hurworth it is our aim to provide a broad, balanced and challenging curriculum that ignites students' love of learning and successfully unlocks the true potential of each individual.** We believe that students are empowered by what they know and that, if immersed in a knowledge-rich curriculum, they are more likely to become the best versions of themselves.

In this letter, you will find an overview of the work that your child will be studying during this half term. We've included key details on what they will be looking at in each subject, homework tasks, how they'll be assessed, as well as opportunities for you to support your child's education by doing additional research on new topics or using departmental Read and Watch lists to further encourage their curiosity and enthusiasm to learn. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 7, students study the following subjects:

**English, Maths, Science, Spanish, Design and Technology, History, Geography, Religious Studies, Music, Art, Computing, Physical Education and PSHCE.**

The information for each subject is categorised as follows:

- **Topics taught:** This is an overview of the topics Year 7 will be covering this half term.
- **Learning Outcomes:** This explains what areas students will be looking at, and the skills they will be developing during the half term.
- **Homework:** This provides an outline of when students will be receiving homework for each subject.
- **Assessment:** This explains how students will be assessed on their understanding of this topic.
- **How I can support my child:** This gives suggestions of how you can offer your child support, as well as ways students can explore this area in more detail if they wish.

Further information for all subjects can be found on our school website, including our yearly learning journeys and links to departmental Read and Watch lists.

## Art

<b>Topics Taught:</b>	The Formal Elements of Art												
<b>Learning Outcomes:</b>	<p>To know, describe and identify the formal elements of art.</p> <p>To improve observational drawing skills through an understanding of the formal elements.</p> <p>Understand a variety of drawing techniques to support developing observational skills.</p>												
<b>Homework:</b>	<p><u>Lesson 3</u> – Create a Still Life arrangement of 3 – objects. Create a continuous line drawing of your still life looking closely at the objects that you are drawing and considering pressure to create light and dark areas.</p> <p>Extension – Create an opposite hand or blind drawing of the same arrangement.</p> <p><u>Lesson 5</u> – Find a painting by the following three famous artists and label the formal elements of Art, except composition. Please describe the composition of each piece of work under each painting.</p> <ol style="list-style-type: none"> <li>1. Van Gogh</li> <li>2. Frida Kahlo</li> <li>3. Yayoi Kusama</li> </ol> <p>Composition: how the parts of the image relate to each other to create a whole. This includes the placement of objects in the picture and their relationship to each other. Describe what you see.</p> <p><u>Lesson 7</u> – Spelling Test</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Hatching</td> <td style="width: 50%;">Cross hatching</td> </tr> <tr> <td>Stippling</td> <td>Scribbling</td> </tr> <tr> <td>Scumbling</td> <td>Line</td> </tr> <tr> <td>Shape</td> <td>Tone</td> </tr> <tr> <td>Texture</td> <td>Composition</td> </tr> <tr> <td>Colour</td> <td></td> </tr> </table> <p><u>Lesson 9</u> – Drawing Ellipses Watch the video by Mead McLean - <a href="https://www.youtube.com/watch?v=veFoSggzvRo">https://www.youtube.com/watch?v=veFoSggzvRo</a> Rewatch and recreate his techniques after each section. Once you are familiar with each stage recreate 3 times each to help develop your skills.</p>	Hatching	Cross hatching	Stippling	Scribbling	Scumbling	Line	Shape	Tone	Texture	Composition	Colour	
Hatching	Cross hatching												
Stippling	Scribbling												
Scumbling	Line												
Shape	Tone												
Texture	Composition												
Colour													
<b>Assessment:</b>	Baseline assessment, Homework tasks and classroom assessment to monitor observational drawing skills.												
<b>How I can support my child:</b>	Encourage your child to practice their drawing skills at home. Discuss how the drawing can be improved. Is the shape and size of their drawing correct? Resilience and self-evaluation are key to developing observational drawings.												

	Your child can watch YouTube videos that explain and demonstrate tonal application that link to the skills we are learning in lessons.
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### Computing

<b>Topics Taught:</b>	Digital Literacy.
<b>Learning Outcomes:</b>	How to create a strong password. Online communication. Office skills.
<b>Homework:</b>	Create a visual aid to demonstrate the “three random words” technique when creating passwords.
<b>Assessment:</b>	Multiple-choice on-screen assessment.
<b>How I can support my child:</b>	Ensure that students are familiar with how to login into school email (Outlook) via the school website.

## Design Technology

**Students will study DT & Engineering for half the year and Food Technology for the other.**

<b>Topics Taught:</b>	<u>DT/Engineering</u> Isometric Drawing/Wall Mirror/Night Light.
<b>Learning Outcomes:</b>	<p><u>Isometric Drawing</u> To reinforce students' understanding of the difference between 2D and 3D design.</p> <p>To make students aware there is a range of 3D drawing techniques that can be used to present ideas.</p> <p>To introduce students to isometric drawing.</p> <p><u>Wall Mirror</u> To introduce students to a range of materials, tools, equipment and machinery.</p> <p>To teach students how to use existing products to design. To develop students' ability to design in 2D.</p> <p>To teach students how to evaluate their work and what they have learnt.</p> <p><u>Night Light</u> To introduce students to the basic principles of electricity – current, voltage etc.</p> <p>To develop students' understanding of how developments in electronics can impact everyday life.</p> <p>To introduce students to a range of basic components and the soldering process.</p>
<b>Homework:</b>	A range of quizzes to be completed using Microsoft Forms via Teams.
<b>Assessment:</b>	Four 'Key Tasks' which assess students' ability to design, make and evaluate, in addition to their technical understanding of the topics covered.
<b>How I can support my child:</b>	Discuss your child's homework tasks and help them with any issues that they find.

<b>Topics Taught:</b>	<u>Food Technology</u> Health and Safety
<b>Learning Outcomes:</b>	<p>To introduce students to good safety and hygiene practice in the food rooms.</p> <p>To teach students how to weigh ingredients and use different parts of the cooker safely to prepare and cook dishes.</p> <p>To develop students' ability to work independently and as part of a team.</p>

<b>Homework:</b>	A range of quizzes to be completed using Microsoft Forms via Teams.
<b>Assessment:</b>	Four 'Key Tasks' which assess students' ability to design, make and evaluate, in addition to their technical understanding of the topics covered.
<b>How I can support my child:</b>	Encourage your child to cook at home.

### English

<b>Topics Taught:</b>	Origins of Literature – Greek, Roman and more recent mythology.
<b>Learning Outcomes:</b>	An understanding of a wide selection of myths with explicit teaching of allusions that will be encountered at various stages throughout KS3, KS4 and beyond. Examples include Zeus, Prometheus, Pandora, Midas, Icarus and Medusa. Students will develop their reading skills including how to deconstruct, analyse and write critically about texts, using a wide range of apt evidence. Development of writing and grammar skills with opportunities to challenge and improve their writing styles and techniques.
<b>Homework:</b>	One hour of reading will be set for English per week using the online programme Reading Plus. Students will log-in and complete the reading and vocabulary tasks, working at their own pace and suitable time slots.
<b>Assessment:</b>	Origins of Literature end of half term writing assessment. Weekly spelling and vocabulary checks.
<b>How I can support my child:</b>	Utilise the Origins of Literature Knowledge Organiser to support understanding of key vocabulary, themes and key knowledge within the unit. Support with reading: student's library book and via Reading Plus.

## Geography

<b>Topics Taught:</b>	Geographical Skills
<b>Learning Outcomes:</b>	<p>Introduction to key concepts that underpin all Geography lessons (physical &amp; human Geography, cause effect &amp; response, case studies, development).</p> <p>Begin to explore place, space and scale through skills required to read a map; continents, latitude &amp; longitude, compass direction, map symbols, grid references, relief and scale.</p> <p>Develop some ability to link these skills such as measuring the distance between two symbols.</p> <p>Begin to understand the range of data presentation within Geography; looking at graph completion along with interpretation.</p>
<b>Homework:</b>	<p>Key words</p> <p>Seneca Quiz on Mapping</p> <p>Inspire research tasks</p>
<b>Assessment:</b>	<p>Baseline assessment after introductory lessons.</p> <p>Spelling test on key words set for homework.</p> <p>End of unit assessment.</p>
<b>How I can support my child:</b>	<p>Encourage students to access the read and watch lists.</p> <p>Encourage students to complete the optional additional challenge homework.</p> <p>Encourage students to plan a walk/trip looking at Ordnance Survey maps.</p>

## History

<b>Topics Taught:</b>	<p>What is History? A historical skills unit.</p> <p>The impact that the Roman invasion had on Britain and the northeast of England.</p>
<b>Learning Outcomes:</b>	<p>Build upon understanding the chronology of key periods, events and people. Increasing confidence with evidence, and its uses – including key terms.</p> <p>Understand how to carry out historical enquiries and testing of hypotheses. Examine similarity and differences across periods of history and make links between and across arches of time. Show understanding of different interpretations.</p> <p>Develop skills of extended writing with clear focus on constructing and sustaining a line of argument and writing accounts.</p> <p>Develop the ability to apply knowledge to specific questions.</p> <p>Develop skills of source analysis with particular focus on the usefulness and purpose of sources, as well as beginning to look at interpretations.</p> <p>Develop understanding of second order concepts within topics, such as cause and consequence, change and continuity, similarity and difference, significance and the 5Rs.</p> <p>Identify features and main events across the Roman period to the Middle Ages.</p>
<b>Homework:</b>	Research, Key words, The key paragraphs
<b>Assessment:</b>	Baseline assessment (including; interpretations of evidence) homework quiz, Skeletons historical enquiry.
<b>How I can support my child:</b>	Check and test key word spellings, encourage use of read and watch list.

## Maths

<p><b>Topics Taught:</b></p>	<p>Transition activities</p> <p>Presenting &amp; interpreting data</p> <p>Algebraic expressions</p> <p>Fractions</p>
<p><b>Learning Outcomes:</b></p>	<p>Students build upon their knowledge of mathematics from their Key Stage 2 studies by facing ever more complex problems and learning the strategies needed to solve them.</p> <p>Year 7 will begin with a transition task which is used to determine how fluent students are with the key skills they have already acquired.</p> <p>Building upon core methods, the development of fluency, reasoning and problem solving is structured into every topic area; students will have the opportunity to solve problems in most lessons.</p> <p>The demand on clear written methods and good number skills stays from primary school but there is an ever-increasing use of calculators to help solve problems and greater introduction of algebra throughout the year into all topics.</p> <p>We recognise that not all students are ready for secondary level work. Our differentiated curriculum allows students to bridge the gap between KS2 and KS3.</p>
<p><b>Homework:</b></p>	<p>Compulsory homework is set weekly on Sparx giving students further practise of work covered in class as well as revisiting areas from earlier in the curriculum; these tasks will take up to one hour. There are extra tasks if your child would like to develop further and achieve additional green clicks on ClassCharts. Your child needs to use their homework book to write bookwork codes, workings and answers. Homework is tailored to your child's ability level.</p> <p>The deadline for all homework is <u>Wednesday</u> for every student. Emails are sent automatically to parents/guardians.</p>
<p><b>Assessment:</b></p>	<p>Baseline Assessment, weekly homework tasks and assessments towards the end of each half term.</p>
<p><b>How I can support my child:</b></p>	<p>Encourage and support your child to complete their homework tasks to the best of their ability, this may involve watching help videos, making notes and having multiple attempts at a question.</p>



## Music

<b>Topics Taught:</b>	<u>Baseline Unit</u> A 'getting to know you' unit to assess the student's current knowledge of music, aural awareness and basic composition and performance skills.
<b>Learning Outcomes:</b>	To identify a student's current knowledge of music and aspirations based on past experiences.  To introduce the elements of music and the impact that this has on the mood of a piece of music.  To give all students the opportunity to create their own piece of mood music to match a given scenario using suitable instruments and resources.
<b>Homework:</b>	Music inspirational quotes.  instruments of the orchestra.
<b>Assessment:</b>	3 assessments completed during the lesson:  Current knowledge (completed individually)  Aural awareness (completed individually)  Composition and performance work (completed in pairs/small groups)
<b>How I can support my child:</b>	Listening to a variety of live or recorded pieces of music to watch how players perform and how mood is created.  Participation in any live musical event e.g.: choir/orchestra.

## Physical Education

<b>Topics Taught:</b>	Football  Handball  Netball
<b>Learning Outcomes:</b>	<u>Football</u> - Develop basic skills of passing and receiving, dribbling, turning, shooting and heading to participate in small-sided games. To gain an understanding of the basic laws of the game.  <u>Handball</u> – Develop basic skills of passing, dribbling and shooting, to participate in small-sided games. To gain an understanding of the basic laws of the game.  <u>Netball</u> - Develop basic skills of passing and receiving, footwork and marking to participate in small-sided games. To gain an understanding of the positions in Netball and the basic laws of the game.
<b>Homework:</b>	Students are encouraged to participate in up to an extra 30 minutes of physical activity in their own time each week. This could

	be as simple as going for a family walk, going on a bike ride or playing Football in the park. Where possible, students should email evidence of this to the PE Department. This could be in the form of photos, a screen shot of daily steps, results on websites from a competition.
<b>Assessment:</b>	Students are assessed against the Non-Negotiable Knowledge for each sporting activity. Students are then awarded a criterion of Secured, Developing or Emerging in line with the whole school system, against the Non-Negotiable Knowledge.
<b>How I can support my child:</b>	<p>Check understanding of rules / laws of the game and scoring systems.</p> <p>Encourage watching live sporting events.</p> <p>Encourage the reading of sport articles.</p> <p>Promote physical activity at home.</p> <p>Participate in physical activities with your child.</p>

### PSHCE

<b>What is PSHCE?</b>	<p>PSHCE stands for Personal, Social, Health and Citizenship Education.</p> <p>Our PSHCE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving students opportunities to develop their understanding of democracy and justice, rights, responsibilities, identities, and diversity.</p> <p>To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHCE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.</p>
<b>Learning Outcomes:</b>	<p>We use a spiral curriculum in PSHCE. This means that students revisit the same key themes of Being Me, Relationships, Risk, Health, Diversity and the Wider World in an age and stage appropriate way each year.</p> <p>This half term students will be looking at the theme 'Being Me'. You can find out more about our PSHCE curriculum learning journey on the school website.</p>
<b>Assessment:</b>	Students complete a baseline assessment at the start of each topic. This shows the teacher what their current understanding of an issue is. At the end of the topic, the students revisit this baseline and demonstrate what they have learnt and more importantly explain how they can use what they have learnt.
<b>How I can support my child:</b>	We know it can be difficult to have conversations about PSHCE topics with your child. To support you, we have Safe Media lists on

	<p>our school website. These lists are suggestions of clips you could watch with your child to prompt discussion. We also signpost a range of services and organisations which can help.</p> <p>If you need any further support or have any questions, then please get in touch with your child's Head of Year.</p>
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### Religious Studies

<b>Topics Taught:</b>	This half term we begin our journey to understand the key concepts of religious communities- rites, values, laws and stories. We do this through our project called the Island where we will meet a group of people who are shipwrecked on an island and must build their community to survive.
<b>Learning Outcomes:</b>	Identify 4 key concepts which underpin religion- birth rites, laws, records, division within groups.
<b>Homework:</b>	Homework focusses on key vocabulary. Students are given a set of words to learn and are tested the following lesson. Students will receive a small quiz book which they will complete this (and other short quizzes) in throughout the year. They will bring this home with them every week.
<b>Assessment:</b>	Students complete assessed questions once every half term. We use an assessment strategy which focusses on reducing cognitive leading to support students who feel anxious about assessments.
<b>How I can support my child:</b>	Help to quiz them on their key vocabulary and check their Quiz book each week to see how they are doing. Some weeks they will be asked to get the book signed as proof that they have shared their work with you.

### Science

<b>Topics Taught:</b>	<p>Science Lab Licence</p> <p>Cells, tissues, organs and systems</p>
<b>Learning Outcomes:</b>	<p>How do we stay safe in the Science lab?</p> <p>What do hazard symbols tell us?</p> <p>What equipment is used in the Science lab?</p> <p>How do we produce scientific drawings of lab equipment?</p> <p>How do we light a Bunsen burner?</p> <p>How do we use a Bunsen burner safely?</p> <p>How do we follow a scientific method?</p> <p>How do we write a concise method?</p> <p>How do we plan a practical investigation?</p> <p>What is the difference between living and non-living things?</p>

	<p>How do the organs of the human both help us to function?</p> <p>How does the heart work?</p> <p>How do we carry out a heart dissection?</p>
<b>Homework:</b>	<p>Lab Safety Poster</p> <p>Identifying dangers in the lab</p> <p>Lab theory test</p>
<b>Assessment:</b>	<p>Introduction to Science Assessment</p> <p>Cells, tissues, organs and systems End of Unit assessment</p>
<b>How I can support my child:</b>	<p>Discuss your child's Homework tasks and help them with any issues that they find.</p> <p>Ask for a description of the learning outcomes covered within science lessons.</p>

### Spanish

<b>Topics Taught:</b>	Stage 1 (see Learning Journey on school website)
<b>Learning Outcomes:</b>	<p>To be able to confidently communicate and understand information from others.</p> <p>How are you? And you?</p> <p>What is your personality?</p> <p>What is your name? How do you spell it?</p> <p>Where are you from? What is your nationality?</p> <p>How old are you?</p> <p>When is your birthday?</p> <p>What do you look like?</p>
<b>Homework:</b>	Vocabulary practice published on ClassCharts every two weeks.
<b>Assessment:</b>	Reading/Listening/Speaking/Writing
<b>How I can support my child:</b>	Encourage him/her to engage with the homework tasks.

## Important Dates

As Year 7 students embark upon their journey with us at Hurworth School, we felt it would be of benefit to parents/carers to be aware of important dates that have been scheduled into our school calendar. This includes dates of exams and progress review dates, when parents/carers should expect information to be published regarding their child's progress and progress review evenings, which are an opportunity for parents/carers to meet class teachers and discuss the progress of their child.

<b>Date</b>	<b>Event</b>
Wednesday 27 <sup>th</sup> September	Year 7 Welcome Evening
Week beginning Monday 11 <sup>th</sup> December	Progress review information published - Autumn
Week beginning Monday 12 <sup>th</sup> February	Core Exams
Week beginning Monday 15 <sup>th</sup> April	Progress review information published - Spring
Thursday 18 <sup>th</sup> April	Year 7 Parents Evening
Week beginning Monday 2 <sup>nd</sup> July	Progress review information published - Summer

**Please note: your child's Head of Year will be in contact with you throughout the academic year should this be necessary. Please do not hesitate to contact them should you have any queries or concerns regarding your child.**