

## Year 7 Subject Information

<b>Subject:</b>	<b>Art and Design</b>
<b>Main topics covered during Year 7</b>	<p>The Art Elements –“Tools of the trade”- Leaves project – Covers drawing skills and the Art Elements; shape, form, line, tone, texture and composition.</p> <p>Analysis of the elements that make a good drawing.</p> <p>Colour/Printing Project – Focuses on pattern, colour and printing skills. Students are asked to consider how pattern and colour are used in a variety of Art work including William Morris, Paul Klee, Matisse and Rothko.</p> <p>Fish project – Watercolour painting, Colour pencil rendering and Clay modelling.</p> <p>Jungle project – Henri Rousseau/ drawing/painting and composition.</p> <p>The art language/artist analysis/evaluating own and work of others in every project.</p>
<b>How are students grouped?</b>	Students are streamed in Design Technology and Art and Design subjects according to their achievement in the first half term. Art and Design achievement assessment is based on students’ drawing ability.
<b>Home learning plans</b>	<p>Home learning will be set twice every half term with small collecting homework tasks given as required. Drawing homework is the focus in term 1 and Artist Analysis will be the focus in term 2. Term 3 will be a mix of drawing tasks and analysis homework.</p> <p>Students are encouraged to join us in the Art department at lunchtime if they would like to complete home learning in the school day and use facilities/resources.</p> <p>Information regarding home learning can be found on Moodle <a href="https://vle.trinity.cumbria.sch.uk/">https://vle.trinity.cumbria.sch.uk/</a></p>
<b>Main knowledge, understanding and skills to develop</b>	<p>Understanding the art elements: Line, Tone, Texture, Pattern, Colour, Shape and Form.</p> <p>To analyse artists’ use of media, art elements, ideas and intentions.</p> <p>To write about their own work and that of others analysing and evaluating key words.</p> <p>To improve and extend a range of practical skills including; drawing, painting, printmaking, 3D modelling, collage, colour mixing.</p> <p>To make progress based on peer assessment and next step feedback provided by your Art teacher. (Teacher’s feedback and assessment can be found at the back of student’s sketchbooks.)</p> <p>Students are taught to use materials and equipment safely.</p>

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<b>Subject:</b>	<b>Craft, Design &amp; Technology (CDT)</b>
<b>Main topics covered during Year 7</b>	<p>During this year students work on a series of design and workshop assignments to help develop their Design &amp; Technology capability.</p> <ul style="list-style-type: none"> <li>• <b>Introductory Project</b> – designing and making an ID tag, learning to design through analysing and modelling, introduction to the safe use of workshop equipment and machinery.</li> <li>• <b>Computer Aided Design (CAD) - introduction to CAD</b> - designing a personal logo using our departmental CAD/CAM software.</li> <li>• <b>Pencil Holder</b> - using the skills and knowledge from the previous projects to design a pencil holder. Students work within a team and focus on producing four identical designs which their team has developed.</li> <li>• <b>Mood/Night Light</b> - Introduction to electronics and soldering a PCB. This combines with using hand tools and CAD/CAM to design and make a Lighting unit which greets a mood effect. Students will learn how to design using software that will power the laser cutter.</li> </ul>
<b>How are students grouped?</b>	<p>Students are grouped initially as mixed ability sets. They are placed into sets based on their performance in the Introductory Project. These sets are compiled from assessments made in CDT, HE and Art.</p>
<b>Home learning plans</b>	<p><b>Introductory Project.</b> A review of how to use tools and equipment safely.</p> <p><b>Computer Aided Design.</b> Further develop skills in using 2D Design software by downloading and using a <b>Free</b> copy from Trinity's Moodle site.</p> <p><b>Pencil Holder.</b> Write out a plan for making a DT project. Design a Trinity souvenir; provide a developed idea for a product which celebrates and promotes Trinity School.</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a> a useful and student friendly site which is interactive.</p> <p><b>Trinity Moodle Site:</b> There is supportive advice and content for each design assignment. Students should access this when working through assignments.</p> <p>On this site a student version of 2D Design can be downloaded, this is the CAD/CAM software which is used by all year groups. Simply follow the on-line instructions - make sure that the program and licence files are downloaded.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p>Be able to analyse a design and explain advantages and disadvantages. Produce design ideas which are relevant to a design brief. Write out the sequence of carrying out a practical activity. Know how to use machines safely. Recognise tools and explain how to use them. Be able to identify materials</p> <p>Identify hazards and explain how to use machines and equipment safely.</p> <p>Be prepared to work independently and within a team.</p>

## Year 7 Subject Information

<b>Subject:</b>	<b>English</b>
<b>Main topics covered during Year 7</b>	<p>All classes will cover the following:</p> <p><b>Reading:</b> Poetry, Prose, Drama and Non-Fiction Units will be covered through the year, using a range of texts and resources both modern and from the English Literary Heritage.</p> <p><b>Writing:</b> Fiction and Non-Fiction writing units are taught throughout the year, with a focus on the different types of writing such as newspaper articles and letters.</p> <p><b>Speaking and Listening:</b> There is a 'stand alone' unit focusing on Speaking and Listening, as well as a wide range of activities which occur throughout all the other work completed through the year.</p>
<b>How are students grouped?</b>	<p>Students are taught in mixed ability form groups for the first half term. Following a series of assessments such as: Reading Age, writing tasks completed in lessons and a reading response, this information is put together with Key Stage 2 Levels. Students are then set following October half term into 10 different groups. Sets may be reviewed at key points in the year based on students' progress. However, movement within the groups is kept to a minimum as students are able to access all levels of achievement from all sets.</p>
<b>Home learning plans</b>	<p>Each week students are set a 'Spelling Homework' which is tested and recorded the following week. There are also Unit specific homework tasks which are set by the class teacher on an individual basis.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p><b>Reading Assessment Focus</b>          Understand, describe, select or retrieve information from texts using quotation;          Deduce, infer or interpret information from texts;          Identify and comment on the structure and organisation of texts;          Explain and comment on writers' use of language;          Identify and comment on writers purposes and overall effect on the reader;          Relate texts to their social, cultural and historical traditions.</p> <p><b>Writing Assessment Focus</b>          Vary sentences for purpose and effect;          Write with technical accuracy of punctuation;          Organise whole texts effectively, sequencing and structuring information, ideas and events;          Construct paragraphs and use cohesion within and between paragraphs;          Write imaginative and interesting texts;          Produce texts which are appropriate to task and reader;          Select appropriate and effective vocabulary;          Use correct spelling.</p> <p><b>Speaking and Listening:</b>          Talking in a purposeful and imaginative way; listening and responding to others in group discussions; creating and sustaining different roles and scenarios; understand the range and uses of spoken language.</p>

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<b>Subject:</b>	<b>Food Technology</b>												
<b>Main topics covered during Year 7</b>	<p>Basic Skills Assessment – Fruit Salad and Rock Buns.            Safety in the Kitchen.            Safe Use of the Cooker.            Food Hygiene.            Healthy Eating.            Design Task – Scones.</p>												
<b>How are students grouped?</b>	<p>An initial skills assessment is made during the first 4 weeks and this produces a baseline National Curriculum Level assessment. Students are then grouped in line with this level. These groups will be reviewed at the end of the school year to see if any changes need to be made for Year 8.</p>												
<b>Home learning plans</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Safety</td> <td style="width: 50%;">Weeks 1 and 5</td> </tr> <tr> <td>Food Hygiene</td> <td>Weeks 9 and 25</td> </tr> <tr> <td>Research Task</td> <td>Weeks 16 and 29</td> </tr> <tr> <td>Specification</td> <td>Weeks 18 and 31</td> </tr> <tr> <td>Evaluation</td> <td>Weeks 19 and 32</td> </tr> <tr> <td>Healthy Eating</td> <td>Weeks 22 and 26</td> </tr> </table>	Safety	Weeks 1 and 5	Food Hygiene	Weeks 9 and 25	Research Task	Weeks 16 and 29	Specification	Weeks 18 and 31	Evaluation	Weeks 19 and 32	Healthy Eating	Weeks 22 and 26
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<b>Main knowledge, understanding and skills to develop</b>	<p>Know how to work safely and hygienically.            Develop basic practical skills – weighing, cutting, chopping, rubbing in etc and how to adapt and change recipes.            Carry out research and use this to design a range of annotated design ideas.            Trial and evaluate ideas through peer and self assessment.            Have a basic understanding of the importance of a ‘balanced diet’ and the ‘Eat Well Plate’.</p>												

## Year 7 Subject Information

<b>Subject:</b>	<b>Geography</b>
<b>Main topics covered during Year 7</b>	<p>The Year 7 Geography course is divided into the following units:</p> <ul style="list-style-type: none"> <li>• Our Living World – The Solway Firth/ Carlisle mapwork.</li> <li>• Atlas skills/ Carlisle mapwork.</li> <li>• Geographical Information Systems/ Carlisle mapwork.</li> <li>• Settlement/ Carlisle mapwork.</li> <li>• Carlisle and our Home Region/Carlisle mapwork.</li> <li>• Examination/ Carlisle mapwork.</li> </ul>
<b>How are students grouped?</b>	Students initially are taught in form groups, although there will be streaming as the year develops in conjunction with other subjects through staff discussion.
<b>Home learning plans</b>	All students are given home learning tasks where they are given two weeks to complete the tasks.
<b>Main knowledge, understanding and skills to develop</b>	<ul style="list-style-type: none"> <li>• To gain a good knowledge of places around Carlisle.</li> <li>• To be able to locate places at a variety of scales including regional, national and international.</li> <li>• To be able to use an increasingly wide geographical vocabulary.</li> <li>• To be able to name and explain different geographical features.</li> <li>• To be able to use a map and an atlas to extract relevant information.</li> <li>• Through Geography, to develop their Literacy skills.</li> <li>• To be able to learn through talking about geographical patterns and features.</li> </ul>

## Year 7 Subject Information

<b>Subject:</b>	<b>History</b>
<b>Main topics covered during Year 7</b>	<p>The Middle Ages 1066-1500.</p> <p>The Battle of Hastings and the Norman Conquest.</p> <p>The Crusades.</p> <p>Medieval Kings (especially King John).</p> <p>Life in the Village and Town Life.</p> <p>The Black Death.</p> <p>The Peasants' Revolt.</p>
<b>How are students grouped?</b>	<p>Students are currently being taught as form groups.</p>
<b>Home learning plans</b>	<p>Term 1 - A project on Medieval Castles and a second one on the Medieval Church.</p> <p>Term 2 - A project on English Kings in the Middle Ages.</p> <p>Term 3 - A project on Wales/Ireland /Scotland in the Middle Ages.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p>Using sources – Comprehension, comparison and evaluation of reliability.</p> <p>Causation – why events happen in history.</p> <p>Change – what changes took place and who was affected.</p> <p>Interpretations – understanding there are different views about history and how these views come about.</p> <p>Communication skills – describing and explaining in paragraphs.</p>

## Year 7 Subject Information

<b>Subject:</b>	<b>ICT</b>
<b>Main topics covered during Year 7</b>	<ul style="list-style-type: none"> <li>• Spreadsheets.</li> <li>• E-Safety.</li> <li>• Cyber-bullying.</li> <li>• Website Design.</li> <li>• Digital Image Editing.</li> <li>• Research Skills.</li> <li>• Programming.</li> <li>• Modelling using spreadsheets.</li> </ul>
<b>How are students grouped?</b>	Students are in mixed ability classes until after October half term. During November 2013 they will put in sets based on ability.
<b>Home learning plans</b>	Homework details are available on the school Moodle site and home learning page which will be updated regularly by class teachers.
<b>Main knowledge, understanding and skills to develop</b>	<ul style="list-style-type: none"> <li>• Provide definitions and be able to use and explain key terminology eg cyber bullying.</li> <li>• Recognise and explain causes, consequences and impacts of information and apply skills they have developed to different situations and problems.</li> <li>• Design and Create spreadsheets, leaflets, booklets etc.</li> <li>• Identify different data types.</li> <li>• Be able to use relevant software eg use formulae in Microsoft Excel spreadsheets.</li> <li>• Apply own knowledge and experiences of ICT to different tasks eg use of apps.</li> <li>• Be able to create and edit digital images.</li> <li>• Create spreadsheets to solve problems.</li> <li>• Be able to use the internet to research information ensuring reliability and accuracy.</li> <li>• Create simple programs in response to given scenarios.</li> </ul>

## Year 7 Subject Information

<b>Subject:</b>	<b>L2L</b>
<b>Main topics covered during Year 7</b>	<ul style="list-style-type: none"> <li>• Learner KEQS (Knowledge, Experiences, Qualities and Skills).</li> <li>• Readiness for Learning.</li> <li>• The Attributes of great learners (The 5Rs Resilience, Reasoning, Responsibility, Reflective, Resourceful).</li> <li>• The roles in great teams (The 5 Cs Coordinator, Charter, Classifier, Clarifier, Creator).</li> <li>• Thinking Skills.</li> <li>• Peer and Self Assessment.</li> <li>• Improving memory.</li> <li>• The 5Ws and a H.</li> </ul>
<b>How are students grouped?</b>	<p>Students are grouped as forms at first and then are streamed alongside DT and Art groups.</p>
<b>Home learning plans</b>	<p>Home Learning is often research and enquiry based and is given as when a learning cycle demands it.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p>Reasoning.          Reflectiveness.          Responsibility.          Resourcefulness.          Resilience.          Attributes of great learners and learning.          Setting goals.          Assessing self and others.          Working from success criteria.          Presentation skills.</p>



## Year 7 Subject Information

<b>Subject:</b>	<b>Mathematics</b>
<b>Main topics covered during Year 7</b>	We will study Number and Algebra, Geometry and Measures and Data Handling.
<b>How are students grouped?</b>	After a short settling in and consolidation period, students are set on ability across the year on entry to year 7: there are 10 groups.
<b>Home learning plans</b>	Maths homework is set regularly by the class teacher. Pupils should expect to get a 30 minute homework at least once a fortnight. Maths is not part of the home learning timetable.
<b>Main knowledge, understanding and skills to develop</b>	<p>Students practice written and mental calculations throughout the year involving decimals, fractions and percentages.</p> <p>We will look at the role of place value, powers and roots, sequences, ratios and primes.</p> <p>In algebra we study the basics of algebra, the use of variables and solving equations in context.</p> <p>We will identify regular polygons, explore transformations of these shapes and examine their area and perimeter and other properties.</p> <p>In Data Handling we will look at different methods of representing and analysing data, perform experiments and compare distributions.</p>

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<b>Subject:</b>	<b>Modern Foreign Languages - French and Italian</b>
<b>Main topics covered during Year 7</b>	<p>The areas of experience covered in Year 7 are:</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Family</li> <li>• School</li> <li>• Free time</li> <li>• House and home</li> <li>• Town</li> </ul>
<b>How are students grouped?</b>	<p>Groups are set by ability. Students have a reading, listening and writing exam before half term and a Modular assessment on all four skills in December. Their performance in these assessments along with their class/homework and progress in class lead to each student being placed in the correct group.</p>
<b>Home learning plans</b>	<p>Home learning projects are put onto Moodle and students choose one per half term to produce. The guidance and deadlines are on the MFL home learning page. There is also access to the language support booklet which allows parents and students to clarify any language they do not understand.</p> <p>One learning homework plus one writing/reading/listening/speaking homework will last 20 minutes approximately and will be given once per week.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p>The four main areas of Modern Language study apply to all year groups:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul> <p>Students develop their use of the language moving from word level to complex sentences which include reference to a past or future tense. Students are encouraged to give personal responses and opinions in their work. They will have access to a variety of structures which they can effectively use in their work. Listening and reading skills develop through identifying main points/detail recognising tense change and using the context to understand unfamiliar language.</p> <p>Students will be using the basic and more complex grammar structures to manipulate the language on a regular basis. They will also have access to authentic materials and cultural reference throughout the year incorporating film and poetry.</p>

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<b>Subject:</b>	<b>Music</b>
<b>Main topics covered during Year 7</b>	<p>Through a variety of practical and theoretical activities students learn about music notation, performance, composition and develop skills in singing and keyboard.</p> <p>Topics include: Marches, Waltzes, Baroque music, Classical music, Romantic music and Film music.</p>
<b>How are students grouped?</b>	Students are currently taught in mixed ability form groups but later in the academic year they will be streamed with Geography, RS and History.
<b>Home learning plans</b>	<p>Students receive one homework project each half term. Students are given details of this in class and the information is also on the school website.</p> <p>Homeworks involve research and then sharing of this information either as a presentation or a word search with questions.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p>Music notation – pitches and rhythm.</p> <p>Keyboard skills.</p> <p>Composition skills.</p> <p>Performance skills.</p> <p>Context of the music.</p> <p>Key musical language.</p>

## Year 7 Subject Information

<b>Subject:</b>	<b>Physical Education</b>
<b>Main topics covered during Year 7</b>	<p>Games activities:</p> <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Basketball</li> <li>• Badminton</li> <li>• Netball</li> <li>• Hockey</li> <li>• Swimming</li> <li>• Gymnastics</li> <li>• Athletics</li> <li>• Cricket/Rounders</li> <li>• Short Tennis/Tennis</li> </ul>
<b>How are students grouped?</b>	<p>Mixed ability for first six lessons enabling us to make a baseline assessment.</p> <p>Students are then put into ability groups, these groups are then reviewed.</p>
<b>Home learning plans</b>	<p>Homework is not set BUT we do expect students to:          Develop skills/fitness outside of lessons where possible.          Take up opportunities to join extracurricular clubs.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p>Develop knowledge and understating of topics listed above through work in lessons, extra – curricular activities, watching/reading. Develop the ability to work with others in group situations, giving help and advice.</p> <p>Pack kit the night before the lesson.</p> <p>Bring Full/correct Trinity kit for all lessons.</p> <p>Give off your best in all activities.</p> <p>Take advantage of opportunities on offer through extra-curricular clubs, activities and teams.</p> <p><b>Remember</b>    Healthy Body = Healthy Mind.                                   Attitude and Effort = Achievement.</p>

## Year 7 Subject Information

<b>Subject:</b>	<b>Religious Studies</b>
<b>Main topics covered during Year 7</b>	<ul style="list-style-type: none"> <li>• <b>Who are we?</b> (Religions in Britain).</li> <li>• <b>How can that be right?</b> (Justice and Injustice).</li> <li>• <b>The world's Best Selling Book</b> (Study of the Bible).</li> <li>• <b>The Truth is out there.</b> (Concepts of God).</li> </ul>
<b>How are students grouped?</b>	Students are taught in mixed ability form groups although there will be streaming as the year develops in conjunction with other subjects through staff discussion. There are four groups for each half year group.
<b>Home learning plans</b>	Home learning is set every half term. Students have two weeks to complete the tasks from a choice of learning styles. All home learning should take at least two hours to complete. All tasks are available on the home learning page of the Moodle website.
<b>Main knowledge, understanding and skills to develop</b>	<p>The two main RS skills are for students to be <b>Informed</b> and <b>Reflective</b>.</p> <p>They should have <b>knowledge and understanding</b> about the religious and non-religious responses to the big questions of life and how these are seen in everyday life.</p> <p>Students should <b>reflect</b> on and express their own views while thinking about the beliefs and values of others.</p> <p><i>'Pupils should not just learn about religion but also about themselves from religion.'</i></p>

## Year 7 Subject Information

<b>Subject:</b>	<b>Science</b>
<b>Main topics covered during Year 7</b>	Understanding organisms – includes cells, tissues, organs and systems. Understanding the environment – includes food webs, decay and adaptations. Particles – includes elements, mixtures and compounds and their chemical reactions. Chemical resources – includes metals, rocks and their uses. Energy and Forces – includes the types of electromagnetic radiation, energy and forces. Energy resources – includes speed, work and space.
<b>How are students grouped?</b>	Students are set using a baseline test in September and reset approximately every 6 weeks using data from topic tests and teacher assessed information.
<b>Home learning plans</b>	Students are set regular homework – this may be learning, research, reading or a written homework designed to consolidate or extend learning in class. Longer homework tasks may be set over number of weeks. Students in shared groups will have work set by each of the teachers on a rotating basis.
<b>Main knowledge, understanding and skills to develop</b>	Knowledge and understanding of key facts from topics listed above. Application of knowledge. Evaluation of experimental technique. Analysis of data. Maths skills.

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<b>Subject:</b>	<b>Textiles Technology</b>
<b>Main topics covered during Year 7</b>	<p>Basic Skills Assessment – Design and Make Bunting.            Safety in the Textiles Room.            Correct Use of Sewing Machine.            Design Work.            Research – mood boards.            Product Design Ideas.            Working with Fabric Crayons.            Hand Embroidery.            Machine Quilting.            Design Task – Cushion Project.</p>
<b>How are students grouped?</b>	<p>An initial skills assessment is made during the first 4 weeks and this produces a baseline National Curriculum Level assessment. Students are then grouped in line with this level. These groups will be reviewed at the end of the school year to see if any changes need to be made for Year 8.</p>
<b>Home learning plans</b>	<p>Celebrations mood board.            Plan for making storyboard.            Embroidery practical research.            Learn the parts of the sewing machine via Moodle.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p>How to work safely with equipment in Textiles.            Develop basic practical skills, cutting, pinning, tacking, sewing etc and how to adapt and change design ideas.            Carry out research, analyse and use to produce a range of suitable ideas which answer the task.            How to work effectively with fabric crayons and embellish fabric with hand embroidery.</p>