

# Sydenham School

Curriculum Information for Parents

Autumn Term 2022

Year 7



## Contents

|   |    |
|---|----|
| Assessment Calendar .....                     | 3  |
| Year 7 English Curriculum Guide .....         | 4  |
| Year 7 Maths Curriculum Guide.....            | 5  |
| Year 7 Science Curriculum Guide.....          | 7  |
| Year 7 French Curriculum .....                | 9  |
| Year 7 German Curriculum .....                | 11 |
| Year 7 Spanish Curriculum .....               | 12 |
| Year 7 Latin Curriculum .....                 | 14 |
| Year 7 History Curriculum .....               | 15 |
| Year 7 Geography Curriculum.....              | 16 |
| Year 7 RE Curriculum .....                    | 18 |
| Year 7 PSHE Curriculum .....                  | 20 |
| Year 7 PE Curriculum .....                    | 21 |
| Year 7 Art Curriculum .....                   | 23 |
| Year 7 Drama Curriculum.....                  | 25 |
| Year 7 Dance Curriculum .....                 | 27 |
| Year 7 Music Curriculum.....                  | 28 |
| Year 7 Computer Science Curriculum .....      | 30 |
| Year 7 Design and Technology Curriculum ..... | 31 |

## Assessment Calendar

|                               |                                   |
|-------------------------------|-----------------------------------|
| Year 7 Baseline Tests (CATS)  | Wednesday 21st September          |
| Year 7 Assessment Fortnight 1 | Monday 5th - Friday 16th December |
| Year 7 Parents' Evening       | Wednesday 19th April              |
| Year 7 Assessment Week        | 22 <sup>nd</sup> – 26 May         |

## Year 7 English Curriculum Guide

**Staffing:** Hannah Bornstein, Curriculum Leader English and Media Faculty

**Email:** [h.bornstein@sydenham.lewisham.sch.uk](mailto:h.bornstein@sydenham.lewisham.sch.uk)

### Assessment Overview:

**Autumn Term 1:** Poetry analysis and NGRT

**Autumn Term 2:** Descriptive or narrative writing

**Spring Term 1:** Analysing a key theme or character in response to an extract from the novel

**Spring Term 2:** Descriptive or narrative piece in response to an aspect of the novel

**Summer Term 1:** Performance of a monologue or duologue

**Summer Term 2:** Writing to argue response

### Subject Curriculum Intent:

At KS3, students read and study a range of engaging and significant texts. The curriculum is challenging and engaging, designed to promote a love of reading and writing, and to build upon the knowledge and skills the students have developed at primary school.

### Curriculum Content Overview:

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|---|---|--|
| <b>Autumn Term 1:</b><br>Introduction to Poetry | <b>Spring Term 1:</b><br><i>The Secret Garden</i> | <b>Summer Term 1:</b><br>Introduction to Shakespeare |
| <b>Autumn Term 2:</b><br>Myths and Legends      | <b>Spring Term 2:</b><br><i>The Secret Garden</i> | <b>Summer Term 2:</b><br>Fairy Tales and Feminism    |

### How will your child be assessed in the Autumn Term?

New Group Reading Test (NGRT)

Knowledge checks

Formal assessment

### Autumn Term Assessment Revision Topics (students will be given detailed checklists):

Identifying and analysing 'big ideas' and key concepts

Developing ideas using evidence from the poems

Exploring the effect of poetic methods

Creative writing skills

**What can you do to support your child in English?**

Encourage your child to read for pleasure every day

Discuss with your child the texts they are studying and the writers' wider ideas

Encourage your child to make revision cards for the texts they are studying, focusing on plot, characters, key events, context, methods and messages

**Wider reading and useful websites or activities to support learning:****Autumn 1 – poetry analysis**

- [Understanding poetry - KS3 English - BBC Bitesize](#)
- [English lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

**Autumn 2 – creative writing skills**

- <https://www.bbc.co.uk/bitesize/topics/z3dxvcw>
- [Writing Skills - Creative and narrative writing - BBC Bitesize](#)

## Year 7 Maths Curriculum Guide

|  |   |                                      |
|--|---|--------------------------------------|
| <b>Staffing:</b><br><b>Subject/Faculty Leader: Mark Freakes</b><br><b>Email: m.freakes@sydenham.lewisham.sch.uk</b>  |   |                                      |
| <b>Subject Curriculum Intent:</b> To inspire pupils to think of themselves as Mathematicians. To build on learning from Key Stage 2 and lay a foundation for Key Stage 4. To drive learners to think independently and with a sense of curiosity. To develop mathematical fluency and confidence so they can analyse, make judgements and justify their reasoning. |   |                                      |
| <b>Curriculum Content Overview:</b>  |   |                                      |
| Autumn Term 1: Algebraic Thinking  | Spring Term 1: Applications of Number             | Summer Term 1: Lines and Angles      |
| Autumn Term 2: Place Value and Proportion  | Spring Term 2: Direct Number, Fractional Thinking | Summer Term 2: Reasoning with Number |
| <b>How will your child be assessed in the Autumn Term?</b><br>Test in class  |   |                                      |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b><br>'Knowledge Organisers' for each unit of study detail the precise content  |   |                                      |

**What can you do to support your child in Maths?**

Make sure your child is completing their Homework

They should be aiming for 100% on their Sparx tasks

If they need extra help they can come to Maths Clinic, Wednesday lunchtimes in SL03

**Wider reading and useful web-sites or activities to support learning:**

[Sparx Maths](#)

[Videos and Worksheets – Corbettmaths](#)

## Year 7 Science Curriculum Guide

### Staffing:

7S Miss. S. Pavely

7Y Mrs. M. Rafaa and Mrs. Bakare

7D Mrs. A McDonald

7E Mrs. Bakare

7N Mrs. M. Rafaa and Miss. C Pang

7H Mr. S. Wilson and Mrs. A McDonald

7A Mrs. K Abbs and Mr. S. Wilson

7M Miss. C Pang

Subject/Faculty Leader: Amy Vickers

Email: [a.vickers@sydenham.lewisham.sch.uk](mailto:a.vickers@sydenham.lewisham.sch.uk)

### Subject Curriculum Intent

The importance of Science to our students and how it impacts the world around us is emphasised from the beginning of Key Stage 3, and students can understand the purpose and significance of learning about the subject. Our Science curriculum enables students to use their knowledge and skills to develop a deeper understanding of the mechanisms that explain the world around us. All three disciplines are interlinked and taught to enable students to develop their knowledge of Biology, Chemistry and Physics. In line with the school intent, students develop a sense of their responsibilities and possible actions they should carry out as they learn of the important issues that we face as a society.

Students can link their learning from across the curriculum and feel empowered to learn new, unfamiliar material, solve problems and hypothesise. The science curriculum offers students the chance to become High Performance Learners by building their confidence in vocabulary and numeracy skills which they can independently apply to explain observations and interpret data from contextual situations.

The curriculum is well planned, and lessons are sequenced to build on prior learning. Lessons are taught with enthusiasm by teachers who delve into a deeper understanding of the material to meet the national curriculum and beyond. Teachers have high standards and expect to be ready to learn and work with perseverance. They use practical work, modelling, collaborative learning opportunities alongside a strong focus on deliberate practise and retrieval practise when planning and delivering the material. Students are encouraged to ask questions and postulate ideas and explanations of theory while developing their investigative and problem-solving skills.

**The work completed in year 7 and 8 builds the foundations for completing their GCSE's in Science.**

### Curriculum Content Overview:

We use the Exploring Science course provided by Edexcel.

Students will have access to online resources provided by ActiveLearn.

Autumn Term: Students will be taught the following units on rotation;  
Cells  
Forces  
Mixtures and separation  
Reproduction  
Electricity  
Acids and Alkalis

Spring Term: Students will be taught the following units on rotation;  
Reproduction  
Electricity  
Acids and Alkalis  
Muscles and bone  
Energy  
The particle model

Summer Term: Students will be taught the following units on rotation;  
Muscles and bone  
Energy  
The particle model  
Atoms and Elements  
Ecosystems  
Sound

**How will your child be assessed in the Autumn Term?**

Assessment of the content they have covered up until November.

**Autumn Term Assessment Revision Topics (students will be given detailed checklists):**

Cells

Forces

Mixtures and separation

**What can you do to support your child in Science?**

Make sure your child is completing their Homework

Encourage your child to complete the revision activities on Active Learn and SAM learning.

**Wider reading and useful web-sites or activities to support learning:**

BBC Bitesize KS3 Science - [KS3 Science - BBC Bitesize](#)

ActiveLearn - [ActiveLearn \(pearsonactivelearn.com\)](https://www.pearsonactivelearn.com)

SAM learning - [Homepage - SAM Learning](#)



## Year 7 French Curriculum

|   |   |   |
|---|---|---|
| <b>Staffing: Danielle Walker</b><br><b>Subject/Faculty Leader: Danielle Walker</b><br><b>Email: d.walker@sydenham.lewisham.sch.uk</b>   |   |   |
| <b>Subject Curriculum Intent:</b><br>In French we aim to give students a good understanding of the language, using phonics, giving students the opportunity to manipulate language and help them to grasp the culture of French-speaking countries. We test vocabulary regularly and this will prepare students for independent learning at GCSE  |   |   |
| <b>Curriculum Content Overview:</b>   |   |   |
| <b>Autumn Term 1:</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Spelling/the alphabet</li> <li>• Counting to 21</li> <li>• Saying your age</li> <li>• Birthdays – dates</li> <li>• Talking about hobbies and using opinions</li> <li>• Colours, adjectives</li> <li>• Talking about animals</li> <li>• Talking about your family</li> <li>• Describing where you live</li> <li>• Saying what you eat and drink</li> </ul> | <b>Spring Term 1:</b> <ul style="list-style-type: none"> <li>• Describing your school</li> <li>• Learning about school subjects, timetable</li> <li>• Giving opinions and reasons on subjects and teachers</li> <li>• Using the 12-hour clock in French</li> <li>• Talking about food in the canteen</li> <li>• Comparing schools in other countries</li> </ul> | <b>Summer Term 1:</b> <ul style="list-style-type: none"> <li>• Talking about your town</li> <li>• Giving directions</li> <li>• Talking about where you go using the verb 'aller - to go'</li> <li>• Asking someone to go somewhere</li> <li>• Saying what one can do in town</li> <li>• Facts about France – culture</li> </ul> |
| <b>Autumn Term 2:</b> <ul style="list-style-type: none"> <li>• Talking about your personality, describing yourself</li> <li>• Talking about likes and dislikes</li> <li>• Talking about other people using third person pronouns</li> <li>• Describing a musician</li> </ul>  | <b>Spring Term 2:</b> <ul style="list-style-type: none"> <li>• Talking about hobbies</li> <li>• Sport</li> <li>• Computers and mobiles, technology</li> <li>• Activities using the verb 'faire - to do'</li> <li>• Giving opinions using 'aimer - to like'</li> <li>• Talking about extreme sports</li> <li>• Talking about what other people do</li> </ul>     | <b>Summer Term 2:</b> <ul style="list-style-type: none"> <li>• Talking about holiday destinations</li> <li>• Talking about getting ready to go out</li> <li>• Buying drinks and snacks</li> <li>• Saying what you would like to do using the conditional tense</li> </ul>   |
| <b>How will your child be assessed in the Autumn Term?</b><br>Your child will be assessed on how well they have learnt vocabulary once a week. They will also have a formal assessment in writing and translation.  |   |   |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b><br>We use a website called <a href="https://quizlet.com/">https://quizlet.com/</a> to revise vocabulary.  |   |   |

**What can you do to support your child in French?**

Supporting your child with signing up to Quizlet is very important. This will need to be done within the first two weeks of the academic year. Coming to every lesson with the correct equipment is also integral. Your child will be issued with a vocabulary booklet and this must be brought to lessons. Ensuring your child has this with them will be beneficial. You can also use this to help your child revise the vocabulary.

**Wider reading and useful web-sites or activities to support learning:**

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](http://www.senecalearning.com)

[www.quizlet.com](http://www.quizlet.com)

## Year 7 German Curriculum

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|---|---|---|
| <b>Staffing: Andrea Bauer, Danielle Walker,</b><br><b>Subject/Faculty Leader: Andrea Bauer</b><br><b>Email: a.bauer@sydenham.lewisham.sch.uk</b>  |   |   |
| <b>Subject Curriculum Intent</b><br>In German we aim to give students a good understanding of the language, using phonics, giving students the opportunity to manipulate language and help them to grasp the culture of German speaking countries. We test vocabulary regularly and this will prepare students for independent learning at GCSE   |   |   |
| <b>Curriculum Content Overview:</b> In German we introduce students to the language and culture of German speaking countries. By the end of year 7, students will have a solid foundation for general conversation, translation and writing. We cover many topics that prepare the students for vocabulary at GCSE.   |   |   |
| <b>Autumn Term 1:</b> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Counting to 19</li> <li>• The alphabet</li> <li>• Describing your characteristics</li> <li>• Talking about where you live</li> <li>• Talking about your belongings</li> </ul>  | <b>Spring Term 1:</b> <ul style="list-style-type: none"> <li>• Talking about hobbies and free time</li> <li>• Sport – opinions about sport</li> <li>• Talking about how often you do activities, common frequency phrases.</li> <li>• Talking about technology</li> </ul>   | <b>Summer Term 1:</b> <ul style="list-style-type: none"> <li>• Saying what there is/isn't in a town</li> <li>• Saying what souvenirs you would like to buy at a gift shop</li> <li>• Snacks and drinks</li> <li>• Revision and assessment</li> </ul>  |
| <b>Autumn Term 2:</b> <ul style="list-style-type: none"> <li>• Talking about your family and pets</li> <li>• Talking about 'superpets' using the modal verb 'koennen - to be able to'</li> <li>• Colours and adjectives</li> <li>• Talking about yours and other people's birthdays</li> </ul>  | <b>Spring Term 2:</b> <ul style="list-style-type: none"> <li>• Talking about school subjects, timetable</li> <li>• Describing your teachers and school</li> <li>• Giving opinions and reasons on school topics</li> <li>• Talking about your classroom and facilities in the school</li> <li>• Describing your favourite day of the week</li> </ul> | <b>Summer Term 2:</b> <ul style="list-style-type: none"> <li>• Talking about holiday plans</li> <li>• Recognising and producing the future tense</li> <li>• Researching German speaking places and creating a holiday brochure</li> <li>• Using familiar language in a new context</li> </ul> |
| <b>How will your child be assessed in the Autumn Term?</b><br>They will also complete a formal assessment in writing and translation. Vocabulary tests will occur weekly.   |   |   |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b><br>All topic vocabulary is available to access on the online resource <a href="http://quizlet.com">http://quizlet.com</a>   |   |   |
| <b>What can you do to support your child in German?</b><br>We encourage our students to sign up to quizlet within the first two weeks of joining year 7. Parents can help students to do this. Parents can also help by practising vocabulary with students at home. All students will be issued with a vocabulary booklet and it is integral that this is brought to every lesson. Parents can support by checking all equipment is brought to school. |   |   |
| <b>Wider reading and useful web-sites or activities to support learning:</b><br><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>   |   |   |

## Year 7 Spanish Curriculum

**Staffing: Yolanda Arteaga, Nora Landaluce and Gina Ossa**

**Subject/Faculty Leader: Gina Ossa**

**Email: [g.ossa@sydenham.lewisham.sch.uk](mailto:g.ossa@sydenham.lewisham.sch.uk)**

### Subject Curriculum Intent:

In Spanish, we aim to introduce students to phonics, vocabulary and grammar. With grammar, we want to teach how to truly manipulate and correctly use verbs. In vocabulary, we teach the most frequently used words in the language and by the board of examinations. Phonics aims to allow students to link the writing system with the sounds it represents. With these three pillars, our curriculum aims to impact language development by ensuring a robust foundation of knowledge and prepare them for their GCSE. At the same time, we aim to give students tools to be independent language learners able to set their own targets and develop their Spanish fluency by themselves.

### Curriculum Content Overview:

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• <b>Autumn Term 1:</b></li> <li>• Describing places and location</li> <li>• Saying what someone is like at the moment</li> <li>• Saying what someone is like in general</li> <li>• Saying what people have</li> <li>• Saying what people do</li> <li>• <b>Autumn Term 2:</b></li> <li>• Saying what people do and don't do</li> <li>• Numbers ( 1 to 12) and talking about more than one thing</li> <li>• Saying what there is around you and describing it</li> <li>• Talking about the location of things</li> <li>• Describing a place</li> <li>• Giving and wanting (festive season and family)</li> <li>•</li> </ul> | <p>Spring Term 1:</p> <ul style="list-style-type: none"> <li>• Describing family</li> <li>• Describing some natural wonders of the Spanish-speaking world</li> <li>• Asking and answering questions</li> <li>• Talking about what you do with others (rural life)</li> </ul> <p>Spring Term 2:</p> <ul style="list-style-type: none"> <li>• Talking about what people <b>can</b> do</li> <li>• Contrasting what people <b>must</b>, <b>can</b> and <b>want</b> to do</li> <li>• Places and locations</li> <li>• Saying what people are like today vs in general</li> </ul> | <p>Summer Term 1:</p> <ul style="list-style-type: none"> <li>• Describing activities (travel)</li> <li>• Describing what people do</li> </ul> <p>Describing what people do (technology)</p> <p>Summer Term 2:</p> <ul style="list-style-type: none"> <li>• Describing people and possessions</li> <li>• Describing when and where people go</li> </ul> <p>Describing future plans</p> |
|---|--|---|

### How will your child be assessed in the Autumn Term?

Students will be assessed by a Spelling Bee style vocabulary test. Their teacher will spell a word using the Spanish alphabet, students will write them and their meaning in English in front. In this way Students are assessed on listening, writing and understanding. The assessment will include listening and reading using the vocabulary learnt so far. Children will have several opportunities to practice this type of test in lessons.

### Autumn Term Assessment Revision Topics (students will be given detailed checklists):

Students have been given a complete list of vocabulary that will be included in their next assessment. The assessment will be Vocabulary bases, students will be given reading and listening based on that vocabulary.

### What can you do to support your child in Spanish?

- Check that your child commits fully to their weekly Spanish homework.
- Learning and revising vocabulary will be the only homework your child will receive from Spanish this year.

- The vocabulary list can be found on the Language Guide given to your child at the beginning of the year.
- Encourage your child to join their teacher class on Quizlet and make sure your child spends at least 5 minutes daily revising and learning vocabulary.
- Learn some Spanish, you can either use our class on Quizlet or Duolingo.
- Keep in contact with your child teacher and encourage your child to contact their teacher for support when need it.

**Wider reading and useful web-sites or activities to support learning:**

<https://quizlet.com>

Your child will receive a language guide booklet, on it you will find also the weekly set of words to be learn, and all the information of what will be taught in lessons.

BBC Spanish KS3 <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

## Year 7 Latin Curriculum

|   |  |  |
|---|--|--|
| <b>Staffing:</b> N. Landaluce, Y. Arteaga, A. Bauer<br><b>Subject/Faculty Leader:</b> A. Bauer<br><b>Email:</b> <a href="mailto:a.bauer@sydenham.lewisham.sch.uk">a.bauer@sydenham.lewisham.sch.uk</a>  |  |  |
| <b>Subject Curriculum Intent</b><br>We aim to teach students about the daily life in a Roman city and the basics of the Latin language. We want students to be able to identify and manipulate nouns and verbs in Latin and thereby improve their literacy skills in English. We want students to be curious about how European languages work and how they are interconnected. |  |  |
| <b>Curriculum Content Overview:</b>   |  |  |
| <b>Autumn Term 1:</b><br><i>Topic:</i> Caecilius<br><i>Grammar Focus:</i> parts of speech   | <b>Spring Term 1:</b><br><i>Topic:</i> negotium<br><i>Grammar Focus:</i> Declensions           | <b>Summer Term 1:</b><br><i>Topic:</i> in theatro<br><i>Grammar Focus:</i> Plural of nouns and verbs |
| <b>Autumn Term 2:</b><br><i>Topic:</i> in villa<br><i>Grammar Focus:</i> Nominative and Accusative Case   | <b>Spring Term 2:</b><br><i>Topic:</i> in foro<br><i>Grammar Focus:</i> Present tense singular | <b>Summer Term 2:</b><br><i>Topic:</i> Felix<br><i>Grammar Focus:</i> Perfect and Imperfect Tense    |
| <b>How will your child be assessed in the Autumn Term?</b> <ul style="list-style-type: none"> <li>Each lesson the learning of the previous lessons will be assessed.</li> <li>There will be regular vocabulary tests.</li> </ul>  |  |  |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b> <ul style="list-style-type: none"> <li>All content of the Vocabulary/Grammar booklet of the relevant Stages will be assessed.</li> </ul>  |  |  |
| <b>What can you do to support your child?</b> <ul style="list-style-type: none"> <li>Help your child to learn vocabulary weekly.</li> <li>The Languages Faculty uses Quizlet and students will be supported in using the learning tool in their first Language lessons.</li> </ul>  |  |  |
| <b>Wider reading and useful web-sites or activities to support learning:</b> <ul style="list-style-type: none"> <li>Read or listen to Roman and Greek myths.</li> </ul>   |  |  |

## Year 7 History Curriculum

**Staffing:** Jessica Stoddart, Joe Pengelly, Stuart Pickford, Eleanor George, Rachel Wylie

**Subject/Faculty Leader:** Rachel Wylie

**Email:** [R.Wylie@syndenham.lewisham.sch.uk](mailto:R.Wylie@syndenham.lewisham.sch.uk)

### **Subject Curriculum Intent:**

Our history curriculum aims to provide students with a deep understanding of how the past has shaped the world we live in, equipping them to make sense of the dynamic environment of the twenty-first century.

Our curriculum will explore 'hidden histories' to enable students to explore the diversity of the past. Students learn how to use sources to discover and construct the past, igniting their curiosity. The history curriculum is rooted in subject discipline. The history curriculum empowers students to read, engage with and analyse historical scholarship, understanding that the past is also constructed. They are supported by strong substantive and disciplinary knowledge, enabling them to achieve academically.

Our history curriculum aims to encourage students to develop a chronological framework of British and world history to help them make sense of the knowledge they acquire. Through our history curriculum, students will expand their historical vocabulary and communicate their ideas in discussion, debates and in extended written work, demonstrating depth of historical thinking and argument.

We develop high performance learning by teaching historians to be analytical and critical thinkers, able to articulate the importance of freedom, democracy and the challenges faced to get there.

### **Curriculum Content Overview:**

|   |                                      |   |
|---|--------------------------------------|---|
| Autumn Term 1: The Anglo-Saxons & Norman Conquest | Spring Term 1: Religion and Kingship | Summer Term 1: Female rule in the middle ages |
| Autumn Term 2: African Civilisations              | Spring Term 2: The First Crusades    | Summer Term 2: The Silk Roads                 |

### **How will your child be assessed in the Autumn Term?**

Extended writing – Essay

Knowledge Tests

### **Autumn term Assessment Revision Topics (students will be given detailed checklists):**

Anglo-Saxons base line assessment

Norman Conquest knowledge test and extended writing

### **What can you do to support your child in history?**

- Use your child's knowledge organiser to support quizzing on key historic terms and core knowledge
- Look out for historic documentaries on TV to broaden your child's historic knowledge, for example The She-Wolves Episode 1 presented by Dr. Helen Castor
- Encourage your child to read widely; history is a written subject and reading helps with writing great history. Historic fiction is a good place to start

**Wider reading and useful web-sites or activities to support learning:**

BBC Bitesize KS3 History: [KS3 History - BBC Bitesize](#)

The Black Tudors by Miranda Kaufman

The Silk Roads (Children's version) by Peter Frankopan

Mansa Musa and the Empire of Mali by Jason Watson

## Year 7 Geography Curriculum

**Staffing:** Tom Davidson, Deborah Gostling, George Ranson, Caitlin Dunham, Adam Dallimore-Levinson

**Subject/Faculty Leader:** Tom Davidson

**Email:** [t.davidson@sydenham.lewisham.sch.uk](mailto:t.davidson@sydenham.lewisham.sch.uk)

**Subject Curriculum Intent:**

By the end of Year 7, Sydenham will have studied a broad range of topics that focus on some of geography's most fundamental concepts. Students will explore a range of issues and learn about both the natural world and human society. These issues will also support students to broaden their 'geographic literacy' - the ability to understand the world around us and to consider our place within it.

During Year 7, Sydenham geographers will also develop a range of core geographic skills such as critical thinking, data interpretation and extended writing with a focus on discussing major issues by using real-world examples, facts and figures.

Ultimately, we aim to provide all students with tools that enable them to engage in discussion and thought about our changing world, and their role within it.

**Curriculum Content Overview:**

|   |  |  |
|---|--|--|
| <b>Autumn Term 1:</b> <i>How does our world change over time?</i> | <b>Spring Term 1:</b> <i>Why is the Amazon Rainforest at risk?</i> | <b>Summer Term 1:</b> <i>What does it mean to be a Londoner?</i> |
| <b>Autumn Term 2:</b> <i>How does water shape the UK?</i>         | <b>Spring Term 2:</b> <i>What does 8 billion people look like?</i> | <b>Summer Term 2:</b> <i>How are London and the UK changing?</i> |

**How will your child be assessed in the Autumn Term?**

- Between 5<sup>th</sup> September – 21<sup>st</sup> October, students will be studying the processes that change the surface of Earth. This culminates in a (internal) fieldwork project that students will be assessed on.
- Between 24<sup>th</sup> October – 16<sup>th</sup> December students will be studying rivers and coasts. There will be a written assessment at the end of the unit.

**What can you do to support your child in Geography?**

- Engage with your child around homework and retrieval (revision) of key knowledge. Quizzes and discussion are good ways to encourage students to test their understanding.
- Watch documentaries or films about the natural world. Geography is a broad so anything that focuses on the natural world or how our planet is changing would be relevant.
- Encourage your child to read widely; websites, books and magazines are all great places to learn about current global issues.


**Wider reading and useful websites or activities to support learning:**

- Horrible geography – Anita Ganeri
- No one is too small to make a difference – Greta Thunberg





## Year 7 RE Curriculum

|  |   |  |
|--|---|--|
| <b>Staffing:</b> Abigail Thirunavukarasu,<br><b>Subject/Faculty Leader:</b> Abigail Thirunavukarasu<br><b>Email:</b> <a href="mailto:a.thirunavukarasu@sydenham.lewisham.sch.uk">a.thirunavukarasu@sydenham.lewisham.sch.uk</a>  |   |  |
| <b>Subject Curriculum Intent</b><br><br><p>Throughout the year 7 Religious Education curriculum, we aim to develop integral skills which enable students to understand the society around them and how religion plays a major part within the communities in which they live in.</p> <p>We aim to ensure that students develop key skills such as critical thinking, evaluating, extended writing and interpretation of sources. We believe that this will act as a foundation for their learning within RE and will allow them to flourish as well-informed theologians within Sydenham. Through the study of religion, students are encouraged to think critically, and it provides them with the ability to evaluate logical arguments and present these in a variety of formats.</p> <p>Students will be looking at a range of different religions and topics which will allow them to understand the diverse nature of religion and how it affects individual choice. Through this course it will teach students to empathise with those who hold opposing or different views to their own. Wherever you work or live, religion plays a part in people's lives, by giving students the opportunity to study the subject, we empower them by giving the skills to evaluate and analyse the strengths and weaknesses on critical matters.</p> |   |  |
| <b>Curriculum Content Overview:</b>  |   |  |
| Spring Term 1:<br>Judaism/Christianity<br><br>Spring Term 2: Christianity/Islam  | Spring Term 1:<br>Judaism/Christianity<br><br>Spring Term 2: Christianity/Islam | Summer Term 1: Islam<br><br>Summer Term 2: Golden Rule |
| <b>How will your child be assessed in the Autumn Term?</b><br>End of unit test on Big question, a mix of keywords as well as a long written answer   |   |  |
| <ul style="list-style-type: none"> <li>• <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b></li> <li>• Keywords</li> <li>• Argument of Design</li> <li>• Problem of Evil</li> <li>• Suffering and religion</li> <li>• </li> </ul>  |   |  |
| <b>What can you do to support your child?</b> <ul style="list-style-type: none"> <li>• Engage with retrieval homework.</li> <li>• Quizzes to ensure that students understand vocabulary.</li> <li>• Encourage your child to read widely; as RE is a written subject, reading will help.</li> <li>• Encourage students to engage with news, so that they are exposed to religion in the community</li> </ul>  |   |  |
| <b>Wider reading and useful web-sites or activities to support learning:</b><br><a href="#">KS3 Religious Studies - BBC Bitesize</a>   |   |  |



## Year 7 PSHE Curriculum

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|--|---|---|
| <b>Staffing:</b> H. Virgo-Furrs, F. Nkrumah, Nneka Lawson<br><b>Subject/Faculty Leader:</b> H.Virgo-Furrs<br><b>Email:</b> <a href="mailto:h.virgo-furrs@sydenham.lewisham.sch.uk">h.virgo-furrs@sydenham.lewisham.sch.uk</a>  |   |   |
| <b>Subject Curriculum Intent</b><br><p>The PSHE curriculum intent is to provide a safe environment where our students develop their confidence, sense of responsibility and resilience when faced with challenge. To deliver a curriculum which is accessible to all and that will maximize the outcomes for every child. Our PSHE curriculum equips students with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, nurturing mental and physical health.</p> <p>We further enable through curriculum the development of students' respect, acceptance, and celebration of the diversity of modern society. It helps them to understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. Our students will have a more in-depth understanding of the importance of relationships, health, and well-being, connecting to the wider world and the impact this has on their everyday lives.</p> <p>We develop High Performance Learners by teaching students how to use meta-cognition in a wide range of thinking approaches and transfer knowledge from one circumstance to another. To show concern for society in their ability to empathize with those less fortunate, to show and respect diversity as a key part of our society. To work collaborative to listen to the views of others and show willingness to work in teams.</p> |   |   |
| <b>Curriculum Content Overview:</b>  |   |   |
| Autumn Term 1:<br>Transition and safety<br><br>Autumn Term 2:<br>Democracy   | Spring Term 1: Diversity<br><br>Spring Term 2: Health and Puberty | Summer Term 1:<br>Building Relationships<br>Summer Term 2:<br>Financial decision making |
| <b>How will your child be assessed in the AutumnTerm?</b><br>Class work  |   |   |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b><br><b>No formal assessment</b>   |   |   |
| <b>What can you do to support your child?</b> <ul style="list-style-type: none"> <li>Engage with homework.</li> <li>Quizzes to ensure that students understand vocabulary.</li> <li>Encourage your child to engage in life skills e.g., Road safety and money management</li> <li>Encourage students to engage with news, so that they are exposed to topical social issues in the community</li> </ul>  |   |   |
| <b>Wider reading and useful web-sites or activities to support learning:</b><br><a href="#">KS3 PSHE and Citizenship - BBC Bitesize</a><br><a href="#">KS3 PSHE, Relationships and Sex Education, and Health Education - BBC Teach</a>   |   |   |

## Year 7 PE Curriculum

**Staffing:** Alice Fullilove, Schakara Notice, Cassain Chandler, Holly Redfern

**Subject/Faculty Leader:** Alice Fullilove

**Email:** [A.fullilove@sydenham.lewisham.sch.uk](mailto:A.fullilove@sydenham.lewisham.sch.uk)

### Subject Curriculum Intent:

We aim to develop physical literacy through offering a broad curriculum. Students will embed learning from KS2 and aim to build a foundation leading on to KS4.

We aim to give students a strong practical knowledge base to enable them to be creative, confident and to perform to a high standard.

We also aim to foster a love for sport, with the intent that students will continue to lead a healthy active life.

### Curriculum Content Overview:

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| <b>Autumn Term: Netball</b> <ul style="list-style-type: none"> <li>• Passing</li> <li>• positioning</li> <li>• Footwork and pivoting</li> <li>• Shooting</li> <li>• Introduction to positions</li> <li>• Game play</li> </ul> | <b>Spring Term 1: Gymnastics</b> <ul style="list-style-type: none"> <li>• Locomotion- Partner work</li> <li>• Transference of weight</li> <li>• Balancing- individual and partner work</li> <li>• Rolling</li> <li>• Routine work</li> </ul> | <b>Summer Term 1: Athletics</b> <ul style="list-style-type: none"> <li>• Throwing- Javelin, Discus, Shot Put</li> <li>• Jumping- Long Jump and High Jump</li> <li>• Track- 100m,200m,800m and relay</li> </ul> <b>Summer Term 2: Rounders</b> <ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Positioning</li> <li>• Batting</li> <li>• Fielding</li> <li>• Game play</li> </ul> |
|---|--|--|

### How will your child be assessed in the Autumn Term?

Students are assessed informally every lesson and formally at the end of term. The practical assessment will be using the Head, Heart and Hands criteria.

Students are also assessed on their knowledge of skills, techniques and rules through a Microsoft Form at the end of each term.

### Autumn Term Assessment Revision Topics (students will be given detailed checklists):

Netball

Students will be given knowledge organisers to assist with revision

**What can you do to support your child?**

Encourage your child to attend extra-curricular clubs

Support your child to carry out research into the rules of all sports covered in Year 7

Engage with homework

Encourage your child to take part in a chosen sport outside of school

Encourage your child to watch Sport on TV

**Wider reading and useful web-sites or activities to support learning:**

[BBC Teach- KS3 Physical Education](#)

[Youth Sport Trust](#)

## Year 7 Art Curriculum

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|---|---|--|
| <b>Staffing: Stephanie Bailey, Martin Edwards, Louisa Griffiths, Kate Slipper</b><br><b>Subject/Faculty Leader: Caia Henderson</b><br><b>Email: <a href="mailto:c.henderson@sydenham.lewisham.sch.uk">c.henderson@sydenham.lewisham.sch.uk</a></b>  |   |  |
| <b>Subject Curriculum Intent:</b><br>The KS3 Visual Arts curriculum will build students critical thinking through exciting thematic projects. They will introduce students to the specifics of art materials and techniques to build an understanding of value, form and depth to draw, paint and make what they see accurately and skillfully. Through all of KS3 students will build the foundation skills that will support students during the GCSE course. |   |  |
| <b>Curriculum Content Overview:</b><br>In Visual Arts KS3 Art teaching will build students' knowledge of art techniques including drawing, designing and making. Art history and contextual studies underpin our enquiry question, in supporting students to reflect on and respond to the world around them in creative ways. Students explore themes such as 'Identity' to create a range of two and three dimensional works.                                 |   |  |
| <b>Autumn Term 1:</b><br><u>Portrait Drawing planning:</u><br>The importance of line and tonal variation.<br><u>What's in a portrait?:</u><br>Understanding context, symbolism and meaning in paintings by Frida Kahlo.   | <b>Spring Term 1:</b><br><u>Chinese Dragon</u><br><u>planning:</u> Chinese tradition, symbolism, politics and the art activism of of artist Ai WeiWei.<br>Dragon drawing and designing. | <b>Summer Term 1:</b><br><u>Habitats planning work:</u><br>Colour mixing and painting. Animal drawing.                 |
| <b>Autumn Term 2:</b><br><u>Portrait outcome:</u><br>Tonal portrait drawing drawing.  | <b>Summer Term 2:</b><br><u>Chinese Dragon Mask</u><br><u>outcome:</u><br>Construction and decoration of dragon mask.   | <b>Spring Term 2:</b><br><u>Habitats outcome:</u><br>Shape, cutting and collage using perspective to understand depth. |
| <b>How will your child be assessed in the Autumn Term?</b><br>Students will <u>complete drawings to develop their knowledge of line, shape, proportion and tone.</u>  |   |  |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b><br>Students should complete all retrieval practise homework tasks and use the online tutorial videos to build drawing skills and knowledge.   |   |  |
| <b>What can you do to support your child in Art?</b><br>Provide opportunities and give support for your child to complete homework quietly and use the revision tasks above.<br>Ensure your child has good drawing pencils, a rubber, 30cm ruler and sharpener.   |   |  |
| <b>Wider reading and useful web-sites or activities to support learning:</b><br><a href="#">Tate Kids</a> Try out a wide range of art activities  |   |  |

[TateShots - YouTube](#) Watch short videos about contemporary artists  
[Art & Design lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#) Follow  
online lessons  
[BBC iPlayer - Britains Best Young Artist - Series 1: 8. Portrait](#)



## Year 7 Drama Curriculum

**Staffing: Maylene Catchpole and Sian Morrison**

**Subject/Faculty Leader: Maylene Catchpole**

**Email: m.catchpole@sydenham.lewisham.sch.uk**

### Subject Curriculum Intent:

At Sydenham School the drama curriculum aims to engage and nurture a passion for drama and the arts focusing on exploration, creation and analysis. We at Sydenham look at a range of key dramatic conventions and genres helping students explore a variety of extracts looking at how meaning is created. Work is both practical and analytical giving students the opportunity to perform as well as become theatre critics using key drama vocabulary. Over the course of Year 7 students build their confidence and drama knowledge through a series of collaborative tasks with performance opportunities throughout the learning.

### Curriculum Content Overview:

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| <p><b>Autumn Term 1:</b></p> <p><b>Semiotics</b></p> <ul style="list-style-type: none"> <li>• How meaning in theatre is created and interpreted.</li> <li>• Staging terms</li> <li>• Key dramatic conventions</li> </ul> <p><b>Autumn Term 2:</b></p> <p><b>Melodrama</b></p> <ul style="list-style-type: none"> <li>• Stock characters</li> <li>• Story structure</li> <li>• Exaggeration and gesture</li> <li>• Line learning</li> </ul> | <p><b>Spring Term 1:</b></p> <p><b>Dramatic structures and storytelling</b></p> <ul style="list-style-type: none"> <li>• Linear and non- linear</li> <li>• Narrative and plot</li> <li>• Perspectives and bias</li> <li>• Protagonist</li> </ul> <p><b>Spring Term 2:</b></p> <p><b>Creating Character</b></p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Hot -seating</li> <li>• Forum Theatre</li> </ul> | <p><b>Summer Term 1:</b></p> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Spontaneous</li> <li>• Rehearsed</li> <li>• Character development</li> </ul> <p><b>Summer Term 2:</b></p> <p><b>Script writing</b></p> <ul style="list-style-type: none"> <li>• Character dialogue</li> <li>• Structure and narrative</li> <li>• Climax and anti-climax</li> </ul> |
|--|---|--|

### How will your child be assessed in the Autumn Term?

Students are assessed informally throughout the term and formally every half term. Students are assessed on their collaboration, performance and evaluation skills.

Formal assessments will take place focused on Performance skills in Melodrama and key terms in the form of an online quiz.

### Autumn Term Assessment Revision Topics

Students will be engaged in deliberate practice tasks to support in lesson learning.

### What can you do to support your child in Drama?

- Support your child by asking them about their drama learning
- Encourage your child to practice learning lines at home where appropriate
- Engage with homework tasks via classcharts
- Encourage your child to join extra Curricula or Enrichment Activities open to year 7 students
- Facilitate your child to visit the theatre or watch filmed theatre performances online (The school has a subscription to Digital Theatre plus -see link below)
- Encourage your child to read a wide range of books including play texts (this helps with their imagination and creativity as well as their understanding of genre)

### Wider reading and useful web-sites or activities to support learning:

Digital Theatre [www.edu.digitaltheatreplus.org](http://www.edu.digitaltheatreplus.org)

**BBC bitesize drama** [GCSE Drama - Edexcel - BBC Bitesize](#)

## Year 7 Dance Curriculum

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|--|--|---|
| <b>Staffing: A.Hemstead H Redfern</b><br><b>Subject/Faculty Leader: A.Hemstead /A Akkari</b><br><b>Email: A.Hemstead@sydenham.lewisham.sch.uk</b>  |  |   |
| <b>Subject Curriculum Intent</b><br><br><p>The Dance curriculum covers a diverse range of Dance styles and we aim to develop creative, performance and evaluation skills.</p> <p>We develop group work skills. Students observe each other working and are encouraged to give feedback using Dance vocabulary.</p> <p>We aim to give students a strong practical knowledge base to enable students to achieve academically. Above all we aim to foster a love of Dance, which could lead to the continuation of Dance study at KS4,5 and beyond.</p> |  |   |
| <b>Curriculum Content Overview:</b>  |  |   |
| Autumn Term 1:<br>Actions<br>Autumn Term 2:<br>Ballet  | Spring Term 1:<br>Country and Western<br>Spring Term 2:<br>Contemporary / Fusion | Summer Term 1:<br>Hip Hop<br>Summer Term 2:<br>Thematic Dance |
| <b>How will your child be assessed in the Autumn Term?</b><br>Students are assessed in every lesson informally and formally every half term. Students are assessed on their choreographic, performance and evaluation skills.  |  |   |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b><br>Students will engage in Deliberate Practice based on class work.  |  |   |
| <b>What can you do to support your child in Dance?</b> <ul style="list-style-type: none"> <li>• Support your child to carry out research into the dances studied</li> <li>• Encourage your child to practice class work dances at home</li> <li>• Engage with homework</li> <li>• Encourage your child to join Curriculum Enrichment Activities</li> <li>• Facilitate your child to visit the theatre or watch filmed dance performances</li> </ul>  |  |   |
| <b>Wider reading and useful websites or activities to support learning:</b><br>Students should carry out independent research into the Dance styles studied and deliberate practice of classwork prior to the following lesson to help develop movement memory, accuracy and performance skills.   |  |   |

## Year 7 Music Curriculum

**Staffing:** J. Mathers, A.Akkari

**Subject/Faculty Leader:** MS Akkari

**Email:** a.akkari@sydenham.lewisham.sch.uk

### Subject Curriculum Intent

The KS3 music curriculum will build students' understanding of a wide range of musical styles through an exploration of music from different genres and cultures. The curriculum will introduce students to the skills of listening, performing and composing, building knowledge and understanding of how music communicates. Students will learn how to create and perform music both as individuals and collaboratively, enabling them to learn how to express themselves effectively through the art form.

Students will develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They will learn to listen with increasing discrimination and awareness to inform their practice as musicians. They will be encouraged to use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Through all of KS3 students will build the foundation skills that will support students during the GCSE course.

### Curriculum Content Overview:

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| <b>Autumn Term 1:</b><br><u>Samba Performance</u><br>A whole class ensemble-based performance module developing rhythm and performance skills              | <b>Spring Term 1:</b><br><u>Keyboard Skills</u><br>Developing notation skills through keyboard performance            | <b>Summer Term 1:</b><br><u>Music Technology</u><br>An introduction to using Garageband for composition                     |
| <b>Autumn Term 2:</b><br><u>Christmas Song writing</u><br>Developing vocal skills through singing and a song writing competition across all Year 7 classes | <b>Spring Term 2:</b><br><u>Ukulele Performance</u><br>Developing ensemble skills through singing and playing ukulele | <b>Summer Term 2:</b><br><u>Film Music</u><br>A composition-based project creating a new trailer soundtrack for James Bond. |

### How will your child be assessed in the Autumn Term?

Samba will be assessed through a whole class video performance and a Microsoft Teams multiple choice quiz. There will also be questions on understanding the expectations in Music and how to look after the equipment.

Christmas song writing will be assessed through a group composition project.

### Autumn Term Assessment Revision Topics (students will be given detailed checklists):

Expectations in Music

Samba Instruments

Rhythmic Notation

Song writing

**What can you do to support your child in Music?**

Provide opportunities for your child to listen to music and talk to them about the musical instruments and elements they hear. Ask them to talk to you about how it makes them feel and what it is in the music that does that.

Encourage your child to look into more examples of the music we are studying at this time and to explore how the same or different musical elements are present in each piece.

**Wider reading and useful web-sites or activities to support learning:**

[KS3 Music - BBC Bitesize](#)

Watching concerts in person or on television

## Year 7 Computer Science Curriculum

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|---|---|--|
| <b>Staffing: M. Warner</b><br><b>Subject Leader: M. Warner</b><br><b>Email: <a href="mailto:m.warner@sydenham.lewisham.sch.uk">m.warner@sydenham.lewisham.sch.uk</a></b>  |   |  |
| <b>Subject Curriculum Intent:</b> To develop students as effective digital citizens, computer programmers, computational thinkers, and problem solvers.   |   |  |
| <b>Curriculum Content Overview:</b>   |   |  |
| <b>Autumn Term:</b><br><br>Using computers safely, effectively and responsibly<br>Coding with Kodu  | <b>Spring Term:</b><br><br>Networks<br>Coding with Edublock | <b>Summer Term:</b><br><br>Digital Project |
| <b>How will your child be assessed in the Autumn Term?</b><br>An online multiple-choice test in lesson  |   |  |
| <b>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</b><br>Using computers: File Management, Social Networking, Keeping Data Safe, Using Email, Key Terms<br>Coding with Kodu: interpreting Kodu code, Identifying Kodu Tools, Key Terms  |   |  |
| <b>What can you do to support your child in Computer Science?</b> <ul style="list-style-type: none"><li>• Monitor engagement and completion of classwork in OneNote (online exercise book)</li><li>• Ensure completion of all set homework</li><li>• Encourage independent completion of work missed due to absence</li></ul> |   |  |
| <b>Wider reading and useful websites or activities to support learning:</b><br><a href="#">BBC Bitesize – KS3 Computer Science</a><br><a href="#">W3School.com - Learn to Code</a>  |   |  |

## Year 7 Design and Technology Curriculum

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| <b>Staffing:</b> A.Winters, A.Thompson, C.Forbes, D.Bima<br><b>Faculty Leader:</b> A.Winters<br><b>Email:</b> <a href="mailto:a.winters@sydenham.lewisham.sch.uk">a.winters@sydenham.lewisham.sch.uk</a>   |  |  |
| <b>Subject Curriculum Intent</b><br>Students have the opportunity to discover their interests and talents through creative designing, planning and focused practical activities. They develop an awareness and appreciation of design and designers and what has inspired them. They build confidence and resilience through deliberate practice and solving problems for themselves and clients. They gain knowledge and understanding in how their choices affect themselves, their communities and the wider world.   |  |  |
| <b>Curriculum Content Overview:</b> All Year 7 students will study all three DT subjects outlined below for one term but not necessarily in this order. For example, Autumn: Food. Spring: Product Design. Summer: Textiles.   |  |  |
| <b>Food rotation</b><br>Subject leader: A. Thompson<br>Students in Food Preparation and Nutrition will learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating. Students will: <ul style="list-style-type: none"> <li>Recall and apply the principles of <i>the eat well guide</i> and the 8 tips for healthy eating, to their own diet.</li> <li>Demonstrate a range of food preparation and cooking techniques.</li> <li>Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes.</li> <li>Recall and apply the principles of food safety and hygiene.</li> <li>Identify how and why people make different food and drink choices.</li> </ul> | <b>Product design rotation</b><br>Subject leader: D.Bima<br>Students on Product Design learn how to work safely and effectively with machines and tools to create an electronic and wood game to take home at the end of the project. There are some design activities to stimulate creative design and sketching skills. Learning about the social and environmental impact of products is embedded in the project. | <b>Textiles rotation</b><br>Subject leader: A.Winters<br>Students learn how to design and make a high quality re-usable shopping bag made from sustainable materials and inspired by a theme. Key skills include using the sewing machine safely, independently and accurately, designing patterns and sublimation printing. We consider the impact of our product on the environment. |
| <b>How will your child be assessed?</b> In each DT subject students will be given verbal feedback during lesson time on all practical activities undertaken. Their final product will be formally assessed. They will sit a short end of year theory test, in June, which will contain nine questions, three for each DT subject studied.  |  |  |
| <b>Assessment Revision Topics for end of year test:</b><br><b>Food:</b> Planning and Evaluation, Food Preparation Skills, Food and Nutrition, Food Safety, Food Science, Food Choice and Food Provenance.<br><b>Product Design:</b> Generating design ideas, Making techniques, Product analysis, packaging, sketching<br><b>Textiles:</b> Materials and the environment, Generating Design Ideas, Making techniques.  |  |  |
| <b>What can you do to support your child in DT?</b><br>Talk with them about their projects. Ask them to recall what the project is and describe what they are designing and making. Ask who it is for, what it will do, what it will be made from and why?   |  |  |
| <b>Wider reading and useful web-sites or activities to support learning:</b><br>BBC Bitesize   |  |  |