

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

| Year 7 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|--------------|--|--|--|---|--|---|--|
| | | TERM 1A Recording Landscape | TERM 1B Expressive use of colour | TERM 2A Perspective & Architecture | TERM 2B Perspective & architecture | TERM 3A Ancient cultures | TERM 3B Ancient cultures |
| Art & Design | KNOWLEDGE DOMAIN | Students explore mark making to capture and describe aspects of the landscape. They make clear contextual links to Van Gogh and Impressionist artists. Experiment with mixed media and print making techniques. Students begin to learn about art history in context from 17th-19th Century | Students explore the principles of colour theory, making links to Expressionist and Impressionist artists & techniques. They investigate expressive use of colour through experimental workshops and selective use of colour | Students undertake a series of workshops to learn basic principles of point and aerial perspective. Students explore Renaissance Artists and great architects including famous landmarks and styles. Students compose and create their own work | Students develop and apply their knowledge of artists and architects to develop their own personal response. | Learning outcomes: Students explore the period spanning ancient Egyptian, Greek and Roman Art and Culture. They explore pattern, motif and decoration within the context of ancient artefacts. Students use their historical and critical understanding to design and make a ceramic artefact. They consider form, function and decoration when designing and making their final piece | Students explore how to create and extend decorative techniques to develop and extend their understanding of ceramics. |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Exploration of composition. Van Gogh's sketchbooks. Explanation of FG, MG, BG. Observational drawing techniques. Experimentation with line and mark making. Focus on pattern, texture and repetition. Mixed media workshops Print making workshops: mono, poly block. Art history exploring 17-19 th century style and periods. | Exploration of colour theory and painting techniques Colour and contextual links. Colour to capture aspects of landscape (e.g., water, skies, and trees). Colour to express mood, atmosphere, ambiance. Explore and experiment with painting techniques to extend colour theory. Elements of landscape composition referring to the work of Edgar Payne. | Point perspective workshops. Explore famous architects. Aerial perspective workshops. Make contextual links to how perspective devices have been used by artists to convey depth, distance, form and dimension | Design your own work based on the principles of point and aerial perspective. Link style and development of building design to critical and contextual investigation into artists and architects. Refine and synthesize the application of point perspective, tone to create dimension and detail. | Exploration the time period of ancient cultures and the significant historical period to include Egyptian, Greek and Roman art forms. Learn about Ancient art forms and cultures, how they used art to depict stories and record historical events. Explore mummification, sarcophagi, canopic jars, hieroglyphics and Egyptian Gods. | Explore the meaning behind pattern, symbol and decoration in ancient cultures. Decorative skills, high and low relief techniques to create decorative freezes on jars. |

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Computing | KNOWLEDGE DOMAIN | Social Network E-safety <ul style="list-style-type: none"> Identify the different types of risks when using the internet and networked computers. Define what the term malware means. identify and describe some types of malware. Identify different issues they could face and how to prevent these. | Global Village HTML, Webpages <ul style="list-style-type: none"> Explain what the world wide web is and the difference between that and the Internet. Create a variety of web pages – with paragraphs, headings, images and style. | Internet of Things Hardware and Safety <ul style="list-style-type: none"> Understanding of physical components of the computer. An understanding of storage devices available and how they compare. A basic understanding of some of the roles of the OS. The history and progression of technology. An understanding of what smart devices and embedded systems are | Bits and Bytes Data Representation <ul style="list-style-type: none"> Explain what binary is and why computers use it. Identify and explain the differences between Unicode and ASCII. Convert between the units of measurements and understand how much each is worth. | Hello World Algorithms and programming. <ul style="list-style-type: none"> Algorithms can be understood and defined. Instructions can be clearly written to solve problems. Conditions can be described and written. Repetition is understood and used in algorithms. The process and reason for debugging is understood. Real life connections can be made to algorithms. Variables are understood and used correctly. | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> Researching Image editing Video editing Basic IT skills - Office suite skills; Sharing files using the cloud | <ul style="list-style-type: none"> Coding Interface design Creation of web pages with paragraphs, headings, images, links and style. | <ul style="list-style-type: none"> Research Designing products Evaluation | <ul style="list-style-type: none"> Using new number systems Performing mathematical calculations Problem solving | <ul style="list-style-type: none"> Decomposition Abstraction Algorithmic thinking Pattern Recognition Concise writing | |

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Drama | KNOWLEDGE DOMAIN | Introduction to characterisation | Number 29 – Exploring characters | Live Theatre Evaluation | Evacuees | Evacuees | Bullying |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Creating characters using voice, movement & facial expressions.</p> <p>Devising</p> <p>Still image</p> <p>Basic drama conventions e.g., facing the audience, freezing at the end of a performance.</p> | <p>Creating characters – background, communicating this through voice, movement & facial expressions.</p> <p>Devising mini scenes. Performing. Evaluating.</p> | <p>Watch and evaluate a professional production.</p> <p>Introduction to professional live theatre.</p> <p>Analyse how effective the actors/designers' decisions are in bringing the play to life.</p> | <p>How to create a character based on evidence/historical events.</p> <p>WW2/Evacuee overview – facts/diary entries/student research/Goodnight Mister Tom.</p> <p>Introduction to Drama techniques: Thought tracking & Mime.</p> <ul style="list-style-type: none"> • Devising • Performing • Evaluating | <p>How to create a character based on evidence/historical events.</p> <p>WW2/Evacuee overview – facts/diary entries/student research/Goodnight Mister Tom.</p> <p>Introduction to Drama techniques: Thought tracking & Mime.</p> <ul style="list-style-type: none"> • Devising • Performing • Evaluating | <p>Introducing Theatre In Education to explore the theme of bullying.</p> <p>Introduction to techniques:</p> <ul style="list-style-type: none"> • Angel/Devil • Narration • Flashback/Flash forward <p>This topic also supports the PSHE programme</p> |

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B | |
| Languages - French | KNOWLEDGE DOMAIN | <p>Tout sur moi</p> <ul style="list-style-type: none"> Greetings Asking and saying how you are Asking and giving your name Describing where you are from and where you live Describing which languages you speak Numbers – months/ dates/phone numbers/ age/ birthday <p>Grammar Focus</p> <ul style="list-style-type: none"> Nouns (singular and plural) and articles The present tense of avoir Adjectives In + countries: au/en 'In' + Countries: au/en C'est, il est, c'est quoi? | <p>Toi et ta famille</p> <ul style="list-style-type: none"> Description of yourself Giving opinions on school subjects Description of family members and friends Home and family life: compare yourself now with how you used to be? <p>Grammar Focus</p> <ul style="list-style-type: none"> Etre Avoir Adjective agreement adjectival agreements – e.g. grand(e) Possessive Adjectives – mon/ ma/ mes Comparisons using plus and moins | <p>Autour de moi</p> <ul style="list-style-type: none"> Talking about school and where you live Talking about leisure activities and personal possessions Description of animals/pets Description of a visit to the zoo <p>Grammar Focus</p> <ul style="list-style-type: none"> The present tense of regular -er verbs The present tense of irregular verbs (aller/faire/avoir/être) Adjective agreement and position of colour adjectives Noun plurals and adjectives The perfect tense: j'ai visité and j'ai vu Je voudrais + noun, j'avais + c'était | <p>A Table</p> <ul style="list-style-type: none"> Say what you eat and drink at different mealtimes Give opinions on food and drinks Say where you like to eat out and order food in a café Use quantities and understand recipes Talk about food specialities and art <p>Grammar Focus</p> <ul style="list-style-type: none"> Partitive articles: du/de la/des/de l' The present tense of manger and boire Négatives : ne...pas and ne...jamais Pouvoir + infinitive Opinions + infinitive phrases Je voudrais + noun + infinitive Il faut + noun + infinitive | <p>Mon Quartier</p> <ul style="list-style-type: none"> Describe a town Say what you can do at different places Ask for and give directions Arrange to go out and where to meet <p>Grammar Focus</p> <ul style="list-style-type: none"> Il y a un/une/des il n'y a pas de/d'... Position of adjectives Prepositions The imperative Vouloir/Pouvoir + imperative | <p>Ça, c'est mon truc</p> <ul style="list-style-type: none"> Talk about clothes and give opinions on styles Talk about the weather and what you wear for different occasions Say when/how often you do different activities Discuss weekend activities Talk about music preferences and national events <p>Grammar Focus</p> <ul style="list-style-type: none"> Revision of er verbs The present tense of faire Present tense of reflexive verbs Possessive adjectives: son/sa/ses | |
| | <p>Students will be introduced to French phonics. Key phonemes will be introduced systematically and revisited throughout the course of the year.</p> | | | | | | | |
| | | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills | <ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills | <ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills | <ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skill | <ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills | <ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills |

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| Year 7: Love and War | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|----------------------|--|---|--|---|---|---|---|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| English | KNOWLEDGE DOMAIN | War with Troy | The Novel (<i>Private Peaceful</i> and <i>The Iron Woman</i>) | Non-fiction Communication: Our World | Marvellous Myths and Literary Legends | A Lovely Day Out <i>Wider reading for pleasure – 'The London Eye Mystery'</i> | A Midsummer Night's Dream |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>To use effective creative writing techniques in a piece of fictional writing.</p> <p>To accurately use paragraphs and sentencing.</p> <p>To accurately use a range of punctuation.</p> | <p>To read, understand and make inferences about a text, using quotations to support ideas.</p> <p>To analyse the writer's use of language and its effect.</p> <p>To comment on the author's ideas, linked to relevant contextual information.</p> | <p>To use effective persuasive writing techniques in a piece of non-fiction writing.</p> <p>To effectively write for formal purposes and audiences.</p> <p>To accurately use paragraphs and sentencing.</p> <p>To accurately use of a range of interesting punctuation.</p> | <p>To read, understand and make inferences about a literary text, using quotations to support ideas.</p> <p>To analyse the writer's use of language and its effect.</p> <p>To comment on the author's ideas, linked to relevant contextual information.</p> | <p>To read, understand and make inferences about a non-fiction text, using quotations to support ideas.</p> <p>To analyse the writer's use of language and its effect.</p> <p>To comment on the author's audience, purpose and how this affects the writer's decisions.</p> | <p>This unit covers aspects of reading and writing skills detailed in the last five units, and it provides opportunities to refine these skills.</p> <p>To develop confident skills in oracy, communicating with clarity, fluency and intonation.</p> |

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| | | TERM 1A Places We Call Home | TERM 1B Places We Call Home (continued) Sustainability | TERM 2A Sustainability | TERM2B Physical Processes | TERM 3A Physical Processes (Continued) China and Kenya | TERM 3B China Kenya |
| Humanities - Geography | KNOWLEDGE DOMAIN | <p>What is Geography?</p> <p>How is the world divided into biomes?</p> <p>How have plants and animals adapted to fit their environment?</p> <p>Which human and physical features can you find in the UK?</p> <p>What does it mean to be British?</p> <p>How can I find places on a global and local scale?</p> | <p>Why did my local area grow? How did Saffron Walden grow?</p> <p>What factors were important in causing Saffron Walden to grow?</p> <p>What does it mean to be sustainable?</p> <p>How do we impact the physical environment?</p> <p>What are the main causes and history of climate change?</p> | <p>What are the global and local effects of climate change?</p> <p>What are the stresses on Water?</p> <p>What are the stresses on food?</p> <p>What are the stresses on Energy?</p> <p>How does these challenges materialise in the Middle East?</p> <p>How can we use these principles to create sustainable communities?</p> | <p>What is the water cycle?</p> <p>What are erosion, transportation, and deposition?</p> <p>What is the difference between erosion and weathering?</p> <p>How does beach material change in shape along the coastline?</p> <p>What is the rock cycle?</p> <p>What is soil and why is it important?</p> <p>How do we impact natural landscapes?</p> | <p>How to write up a geographical investigation</p> <p>Presenting primary data collected on fieldwork</p> <p>How is Kenya different and similar to China?</p> <p>To what extent are the human and physical landscapes similar?</p> <p>What does it mean to be British?</p> <p>What forms and changes a country's culture?</p> | <p>Can different cultures mix?</p> <p>How can physical and human Geography influence the culture of a country?</p> <p>How is Kenya different and similar to China?</p> <p>To what extent are the human and physical landscapes similar?</p> |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES | <p>Map Skills</p> <p>Location of continents, countries, and cities</p> | <p>Graph Skills</p> <p>Line and scatter graphs</p> <p>Literacy Skills</p> | <p>Graph Skills</p> <p>Line and scatter graphs</p> <p>Literacy Skills</p> | <p>Investigative Skills</p> <p>Planning and undertaking a fieldwork</p> | <p>Graph Skills</p> <p>Drawing and analysing climate graphs.</p> | <p>Graph Skills</p> <p>Drawing and analysing climate graphs.</p> |

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| | <p>TAUGHT THIS HALF TERM</p> | <p>Map symbols, direction, grid references, scale, and longitude/latitude, using an Atlas</p> <p><u>Other</u></p> <p>Photo analysis</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p>To be able to evaluate which factors were more important in the growth of Saffron Walden.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> | <p>Understanding of key terminology.</p> <p>Answering a 'to what extent' question and being able to justify an argument.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> <p><u>Debating Skills</u></p> <p>Appreciation of different stakeholders</p> | <p>Understanding of key terminology.</p> <p>Answering a 'to what extent' question and being able to justify an argument.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> <p><u>Debating Skills</u></p> <p>Appreciation of different stakeholders</p> | <p>investigation (infiltration study).</p> <p>Testing a hypothesis, data collection, data presentation, data analysis.</p> <p><u>Graph Skills</u></p> <p>Reading Soil Triangular Graphs</p> <p>Drawing and analysing histograms</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> <p>Collaborative group work.</p> <p><u>Annotation Skills</u></p> <p>Drawing diagrams with annotations.</p> <p>.</p> | <p><u>Comparative Skills</u></p> <p>To be able to make comparisons between contrasting countries and regions.</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> | <p><u>Comparative Skills</u></p> <p>To be able to make comparisons between contrasting countries and regions.</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> |
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|--------------------|--|--|--|---|--|---|--|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B | |
| Languages - German | KNOWLEDGE DOMAIN | <p>Hallo!</p> <ul style="list-style-type: none"> Basic introductions and greetings. Numbers and the alphabet Colours, basic items, opinions. Dates and seasons <p>Grammar Focus</p> <ul style="list-style-type: none"> Introduce concept of genders in German Definite and indefinite articles in the nominative and accusative. Present tense verbs: heißen, sein, haben, wohnen in various forms. Starting to give opinions. | <p>das ist meine Welt</p> <ul style="list-style-type: none"> pets and animals family members adjectives describing personality and appearance colours body parts <p>Grammar Focus</p> <ul style="list-style-type: none"> Using some more verbs with ich/du/er/sie/es: sein to be How to use adjectives after nouns Possessive adjectives my/your/his/her Making longer sentences with simple conjunctions Intensifiers How to make nouns plural | <p>Meine Freizeit</p> <ul style="list-style-type: none"> sports hobbies that are not classified as sports music genres opinion words <p>Grammar Focus</p> <ul style="list-style-type: none"> Using inversion or the “verb second” rule Present tense regular verbs Present tense irregular verbs Use of gern and nicht gern | <p>In der Schule</p> <ul style="list-style-type: none"> School subjects Telling the time with the 12-hour clock More opinions Talking about teachers and school life Describing our school Talking about extra-curricular clubs <p>Grammar Focus</p> <ul style="list-style-type: none"> More work on word order with different time expressions Using weil to justify opinions Starting to look at the modal verbs with man kann/darf | <p>Mahlzeit</p> <ul style="list-style-type: none"> Fruit and vegetables Breakfast items Meals and other food Opinions to do with food Ordering food out and reading menus Healthy eating Regional and national specialities <p>Grammar Focus</p> <ul style="list-style-type: none"> Using ‘ich möchte’ + infinitive Impersonal structures using ‘schmecken’ Building on modal verbs work from module 4 Using the present tense with a wider range of verbs | <p>Die Welt des Lesens</p> <ul style="list-style-type: none"> Reading habits Talking about what we have read and done recently Looking at famous German speaking authors Looking at German fairy stories <p>Grammar Focus</p> <ul style="list-style-type: none"> Introducing the past tense Recognising the imperfect tense with haben/sein Looking at longer texts | |
| | <p>Students will be introduced to German phonics. Key phonemes will be introduced systematically and revisited throughout the course of the year.</p> | | | | | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring German culture and Germany as a country Dictionary skills | <ul style="list-style-type: none"> Speaking Writing Listening Reading Manipulating verb forms into the third person – spotting patterns in grammar and understanding grammar systems in a second language | <ul style="list-style-type: none"> Speaking Writing Listening Reading Giving opinions further consolidation of question formation | <ul style="list-style-type: none"> Speaking Writing Listening Reading Interviewing others – forming questions and answering them, recording other’s answers. | <ul style="list-style-type: none"> Speaking Writing Listening Reading Understanding some authentic materials (café menus) | <ul style="list-style-type: none"> Speaking Writing Listening Reading for gist with extended texts Introducing creative writing in a second language | |

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| | | TERM 1A 7 weeks = 10 lessons | TERM 1B 7 weeks = 10 lessons | TERM 2A (5.5 weeks = 6-8 lessons) | TERM 2B 6 weeks – 9 lessons | TERM 3A 6 weeks – 9 lessons | TERM 3B 6 weeks – 9 lessons |
| Humanities - History | KNOWLEDGE DOMAIN | <p>1. How much can we know about Boudica? (3)</p> <p>2. How can we learn about the experience and contribution of black people in Britain from the evidence they left behind? Romans (1)</p> <p>3. How did the Anglo - Saxons change England? (2)</p> <p>4. Why did William win the Battle of Hastings? (4)</p> <p>HW – 'The Wonders of Baghdad' to run alongside teaching during the Anglo-Saxon Unit</p> | <p>5. In what ways did the Norman conquest change England? (4)</p> <p>6. Why did people in Medieval England build such glorious cathedrals? (2)</p> <p>7. Why was Henry II whipped? (2)</p> <p>HW project What was life like for different people in the Middle Ages? (Diversity) To run alongside lessons this half term</p> | <p>8. What makes a successful medieval monarch? Case study on Edward III (1)</p> <p>9. How did the barons challenge the powers of medieval monarchs in the period 1199-1399? (3)</p> <p>10. Why would China in 1300 be such an interesting place to visit? (2-3)</p> <p>HW- How united was the United Kingdom by 1745? Focus: Wales. To run alongside lessons this half term</p> | <p>11. How far did the Black Death cause the Peasants' Revolt? (4+1)</p> <p>12. Why are medieval wars worth remembering? (2)</p> <p>13. Why did the Wars of the Roses lead to the bloodiest battle on English soil? (2)</p> <p>HW- the Mali Empire in Africa and Suleiman the Magnificent. To run alongside lessons over this half term</p> | <p>14. What were Martin Luther's ideas and how did they 'go viral'? (2)</p> <p>15. How far and how fast did religion change under the Tudors? (4)</p> <p>16. End of year review</p> <p>HW - How can we learn about the experience and contribution of black people in Tudor Britain from the evidence they left behind? To run alongside lessons this half term</p> | <p>17. What was more important in changing the government of England, 1649 or 1688? (4)</p> <p>18. How united was the United Kingdom by 1745? (2)</p> <p>HW - How united was the United Kingdom by 1745? Focus: Scotland and Ireland. To run alongside lessons this half term</p> |

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| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | 1. Change and continuity 2. Evidential thinking 3. Causation | 4. Change and significance 5. Historical enquiry 6. Causation | 7. Historical enquiry 8. Change and continuity 9. Historical enquiry | 10. Causation 11. Change and significance 12. Causation | 13. Causation 14. Change and continuity 15. All concepts | 16. Change and significance 17. Historical enquiry |
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| Maths | KNOWLEDGE DOMAIN | Number Algebra | Algebra Number | Number, Ratio Geometry Algebra | Number, Ratio Geometry Algebra | Number, Ratio Algebra Geometry | Geometry Number |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Sequences Algebraic notation Equality and equivalence | Place value (including multi-base arithmetic) Fractions, decimals and percentages | Addition and subtraction (including perimeter) Multiplication and division (including area) | Equations and directed number Add and subtract fractions (including algebraic fractions) | Construct and measure angles Angles at a point and in polygons | Prime numbers and proof |

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Music | KNOWLEDGE DOMAIN | Rhythm & Melody. | The Instruments of the Orchestra. | World Music. | Early Music. Neumes & Dance | Fanfare. Graphic Scores. | Animals & Music |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Understanding the key concepts of rhythm & melody.</p> <p>Pentatonic: learning a piece 'Ariba'</p> <p>Singing; aurals and a pentatonic class song.</p> <p>Learning key vocab from the musical elements; MAD T SHIRTS</p> <p>Learning basic music theory.</p> | <p>BBC Ten Pieces; the study of set orchestra works</p> <p>Singing: Y7 set song</p> <p>A focus on instrumentation, articulation and sonority.</p> <p>Devised class performances</p> <p>Continuation of aural and theory.</p> | <p>The study of Gamelan Music from Indonesia. Cross curr.</p> <p>Class performance and compositions.</p> <p>A focus on texture, sonority and melody</p> <p>West African Drumming</p> <p>Drumming techniques</p> <p>Development of rhythmic and performance skills</p> <p>Singing</p> <p>Context of music Improvisation.</p> | <p>Learning about early music and the beginnings of notation. Cross Curr.</p> <p>Learning about early dance forms.</p> <p>A focus on melody, structure and form</p> <p>Class performance of dance music. Early music composition using notation.</p> <p>Class singing of an early song.</p> | <p>Learning about Fanfares.</p> <p>Class listening and appraising.</p> <p>Class composition task.</p> <p>Focus: Melody. Accompaniment. Orchestration Techniques. Tempo. Specific Instrument names</p> | <p>Music as communication – the portrayal of ideas, character and characteristics through listening and composing.</p> <p>Selecting and developing compositional ideas.</p> <p>Analytical listening, exploring structure and development.</p> <p>Performance in groups.</p> |

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|---------|--|---|--|---|---|--|--|
| | | TERM 1A/1B/2A/2B | TERM 1A/1B/2A/2B | TERM 1A/1B/2A/2B | TERM 3A+3B | TERM 1,2 or 3 | TERM 3A or B |
| Core PE | KNOWLEDGE DOMAIN | Fitness | Games | Gymnastics/ Trampoline | Athletics | Racket Sports | Striking and fielding |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Understand safe warm-ups and cool downs.</p> <p>Understand the effects exercise has on the body.</p> <p>Be able to take and record pulse and know what happens to their pulse when exercising.</p> <p>Introduction to fitness tests.</p> | <p>Learning basic skills – Dribbling, passing, catching, shooting and use in game situations.</p> <p>Learning basic principles and rules of the game.</p> <p>Understand basic positions of the team and have an understanding of attack and defence.</p> | <p>Understand safety procedures for trampolining.</p> <p>Perform basic skills - straight bounce, aerial shapes, seat/back/front landings.</p> <p>Start to learn basic twists and initial rotations e.g., half twist into and out of front drop, seat to front drop.</p> <p>Perform a 6-8 bounce routine</p> | <p>Understand safety procedures for each event.</p> <p>Understand safe warm-ups and cool downs.</p> <p>Learn correct sequence and have knowledge of basic techniques and rules of the event</p> | <p>Learn and perform basic fielding skills – throwing, catching, long barrier.</p> <p>Understand correct throwing action, under and overarm.</p> <p>Learn and perform basic bowling and batting techniques.</p> <p>Knowledge of fielding positions and understand rules and scoring.</p> | <p>Learn and perform basic fielding skills – throwing, catching, long barrier.</p> <p>Understand correct throwing action, under and overarm.</p> <p>Learn and perform basic bowling and batting techniques.</p> <p>Knowledge of fielding positions and understand rules and scoring.</p> |

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| Year 7 | Students are taught PSHE on rotation. Please see the subject areas below: | | | | | |
|--------|---|--|--|--|---|--|
| | WELLBEING | CAREERS | RELATIONSHIP SEX EDUCATION | HEALTHY LIVING | SMSC | EXTERNAL INPUT |
| PSHE | <p>Mindfulness course</p> <p>INTRO: Baseline KS1-2 Knowledge test L1: What is Mindfulness? An overview of the different elements of Mindfulness and how these can help you in day-to-day life. L2: Worry is a habit. Introduce students to the 'worry bucket' and how we can help to let our worries go. Who can they talk to at school if they need support. The habit of worrying and how we can break the habit. Introduction to 'worry time'. L3. A toolkit for helping with worry Introduce class to Rumination and Catastrophising – our mind tells stories. As a class we practically work through meditations, breathing exercises, gratitude diaries, sleep routines and other positive ways to help with worry.</p> | <p>L1: Baseline assessment Logging into Unifrog Unifrog Personality Profile - review outcomes Explore careers highlighted by Personality Profile using Careers Library L2: Exploring Unifrog: 'dream job' and 'treasure hunt' L3: Unifrog 'Interests' quiz - review outcomes Online salary calculator (finance education) L4: Introduction to careers terminology Work-related skills and Unifrog Competencies</p> <p>L5: Using Unifrog Competencies Tool to record competency using CAR approach L6: Using Unifrog Activities tool L7: LMI – range of jobs available within one organisation (NHS) L8: Additional lesson on Phishing as required</p> | <p>INTRO: Baseline KS1-2 Knowledge test L1: CONSENT An overview of what consent is and how it will be the golden thread throughout all the RSE studied at SWCHS L2: RESPECTFUL RELATIONSHIPS That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. L3: FAMILIES To identify the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. L4: MARRIAGE & CIVIL PARTNERSHIPS To understand what marriage is, including their legal status. To acknowledge that there are different types of committed, stable relationships.</p> | <p>L1: HEALTHY EATING To identify what a healthy diet is To understand how to maintain healthy eating To consider the links between a poor diet and health risks, including tooth decay and cancer L2: PERSONAL HYGIENE To know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. To understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. L3: PUBERTY/MENSTRUATION key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health.</p> | <p>1: CULTURAL: BRITISH VALUES To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to other people, including people in positions of authority and show due tolerance of other people's beliefs. L2 and 3: SOCIAL EQUALITY To recognise how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). To know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> | <p>On The Level - Road safety</p> <p>The Prime Agency - Mental Health</p> <p>TICBOX - LGBTQ+ othering and language</p> |

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| | <p>L.4 The importance of being in the present moment. Being on auto pilot. How can we bring ourselves into the present moment. FOFBOC meditation. Noticing how our bodies and our minds feel. L5: The Importance of Gratitude and kindness How gratitude and kindness is scientifically proven to make us happier. Video clip on the science of happiness. Writing a letter to someone that you are grateful to. Class discussion. L6: Worry Buses What are our worry buses? Choosing which buses, we get on. Visualisation and meditation. Our safe space bus stop. L7: The eating meditation and evaluation This lesson focuses on being present when we eat. Practical meditation. Gratitude for our bodies and the food we eat. What have we learnt. Key takeaways.</p> | | <p>L5: FRIENDSHIPS To recognise how friendships make us feel happy and secure, and how people choose and make friends. To identify the characteristics of positive and healthy friendships including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict and reconciliation. This includes different (non-sexual) types of relationship. L6: BULLYING To identify different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. L7: KINDNESS To recognise kindness and understand the importance of <u>practising being kind</u> in all <u>our</u> relationships</p> | <p>L4 and 5: ALCOHOL, TOBACCO, VAPING To recognise the physical risks associated with alcohol consumption and consider what constitutes low risk alcohol consumption in adulthood. To identify facts about the harms from smoking tobacco and vaping and explore the benefits of quitting and how to access support to do so. L6: SLEEP and EXERCISE The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. L7: FIRST AID Understand basic treatment for common injuries. Learn life-saving skills, including how to administer CPR.15 Know the purpose of defibrillators and when one might be needed.</p> | <p>L4:MORAL: ONLINE BEHAVIOUR To consider online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. To understand the importance of not providing material to others that they would not want shared further and not to share personal material which is sent to them. To reflect on the impact of viewing harmful content. L5: SPIRITUAL: NEASDEN MANDIR To identify the key features of the Mandir To understand the key Hindu beliefs To consider how life is for a British Hindu L6: HAVING A VOICE Democracy and elections L7: THE WIDER WORLD To understand how we as individuals connected to the wider role</p> | |
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| Year 7 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|------------------|---|---|--|--|--|---|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Humanities - RPE | <p>KNOWLEDGE DOMAIN</p> <p>Substantive Disciplinary Personal</p> <p>WORLDVIEWS</p> <p>Theology Lens (T) Philosophy Lens (p) Historical and Social Sciences Lens (HSc)</p> | <p>Introduction – What is the intent of RPE? (What have students studied before? What do they believe will be studied at SWCHS? Which aims are most important?) Baseline of a written explanation.</p> <p>What are the lenses used in RPE? What is a worldview?</p> <p>Hinduism- How do Hindu beliefs on the Divine impact actions towards animals? Religion, Philosophy, Ethics, History, Non-Religious Worldviews What is the Divine? (God/s) (T) What is the Atman? (T) Reincarnation- how does the belief of Atman give value to animals? (P, HSc) How do Hindus treat animals? (HSc) Are cows holy? (T) What are wider views on vegetarianism? (HSc)</p> | <p>Complete Hindu scheme</p> <p>Assessment: Written assessment (keywords, explain and describe beliefs, evaluate Hindu and other beliefs about vegetarianism)</p> | <p>Buddhism- What does a good life look like for a Buddhist? Religion, Philosophy, Ethics What did the Buddha discover? (P, HSc) What are the 4 Noble truths? (T, P) What is the Eightfold Path? (P, HSc) How do we live a good life? (P) How is a good life practised by Buddhists? (T) Buddhist Art (P) Buddhist practices e.g. martial arts (HSc)</p> | <p>Complete Buddhist scheme</p> <p>Assessment: Creative project "What makes a good life?". Students can produce a song, poem, piece of art, animation or other form to represent what makes and a written assessment</p> | <p>Sikhi- How does Sikhi support social justice? Religion, Ethics, Sociology What does social justice mean? (T, P, HSc) What is the caste system? (T) Who is Guru Nanak? (T) Who are the Gurus? (T) What is the Khalsa? (T, HSc) What are the 5 Ks? Should the 5ks be allowed in the UK? (T, HSc) How does the Gurdwara encourage social justice? (P, HSc) What is the role of Sikhi in the community? (P, HSc)</p> | <p>Complete Sikhi scheme</p> <p>Assessment: Written assessment question "How might a Sikh live a good life?"</p> |
| | <p>ENGAGE ENQUIRE EXPLORE EVALUATE EXPRESS</p> | <p>Literacy Understanding of key terminology Interpretation of teachings Understanding of influence of religion Reflection Discussion Connect beliefs to actions Explaining Examine different practices Evaluation of viewpoints</p> | <p>Literacy Explaining Analysis and comparison Application Reflection Present reasoned arguments Interpretation of teachings Understanding of influence of religion Interpretation of evidence Reflection Collaboration Analysis of arguments Presentation</p> | <p>Literacy Research Reflection understanding of influence of religion Collaboration Evaluation of viewpoints Analysis of arguments Compare and contrast ways</p> | | | |

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| Year 7 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|---------|------------------|--|--|---|---|---|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Science | KNOWLEDGE DOMAIN | Discovering science- Health and safety, drawing scientific diagrams, planning and conducting an investigation including control, dependent and independent variables. Analysing results, including evaluating accuracy and reliability, and drawing graphs. | Organisms 1 (cont.)- Using a microscope to observe cells. Specialised cells, unicellular organisms. Movement of substances in and out of cells through diffusion. | Genes 1- Genetic and environmental variation, continuous and discontinuous variation. Adolescence, reproductive systems, fertilisation. Implantation, the developing foetus, twins and IVF. The menstrual cycle. | N/A | Ecosystems 1- Ecosystems, habitats, communities, populations and niches. | Ecosystems 1 (cont.)- Food chains and food webs, bioaccumulation. Competition and adaptation. Flowers, pollination, fertilisation, germination, fruit formation and seed dispersal. |
| | BIOLOGY | Organisms 1- The skeleton, joints and muscles. Levels of organisation, plant and animal cells | | | | | |
| | CHEMISTRY | Matter 1 – The particle model, states of matter, changes of state Properties of solids, liquids, gases. Diffusion, elements and compounds. | Matter 1 (cont) – Pure substances and mixtures, solubility, solutions, separating techniques (filtration, evaporation, chromatography, distillation) | N/A | Reactions 1 – The periodic table, Chemical reactions and signs of a chemical reaction, acids and alkalis, indicators, making salts, naming salts, writing word equations | Reactions – 1 (Cont) metals and acids, rate investigation. | Space 1 – The night sky The Solar system The Earth The moon and changing ideas |
| PHYSICS | N/A | Forces and Electromagnets 1 – Drawing and interpreting distance-time graphs, calculating speed, calculating | Forces and Electromagnets 1 – Telling the difference between weight and mass and calculating weight. Drawing and | Energy and Waves 1 – Using food and fuels tests to identify energy values, pros and cons of different energy sources used in generating electricity, | Energy and Waves 1 – Sound waves and wave speed, how amplitude relates to loudness in a sound wave, how frequency relates to pitch in a sound wave, | N/A | |

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| | | | acceleration. Naming forces and finding resultant force. | interpreting speed-time graphs. Defining current, potential difference and resistance. Using circuit symbols and setting up circuits | calculating and defining power, law of conservation of energy and how energy can be wasted as heat | the structure of the ear. Opaque, translucent and transparent materials, the | |
| SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Graph drawing Recording of results Identification of variables Use of practical equipment How to use equipment safely</p> <p>Write down a question that can be answered scientifically. Identify control variables in an investigation. Comparing results to others.</p> <p>Write in a style appropriate for purpose and audience Use scientific vocabulary accurately Give evidence to back up points</p> <p>Identify risks and benefits of a course of action Identify groups that are affected by a discovery or invention Identify how they might be affected</p> <p>State what to do if you use data that someone else collected</p> <p>Choose data from a graph to do calculations</p> | <p>Investigation planning Write-ups of investigations</p> <p>Obtain and record a clearly focused image of a microscopic object</p> <p>Planning investigations. Determining Accuracy and precision. Recording results</p> <p>Heat a measured volume of water until almost boiling, having selected and used appropriate equipment</p> | <p>Investigation planning Write-ups of investigations</p> <p>Find out at regular intervals the temperature of water being heated and tabulate observations to reveal the pattern</p> <p>Separate ingredients from mixtures using appropriate techniques such as evaporation, filtration, chromatography and magnets</p> <p>Measure the speed of a moving object using appropriate equipment</p> <p>Build electrical circuits using various components and measure current and voltage using an ammeter and voltmeter</p> | <p>Investigation planning Write-ups of investigations</p> <p>Measure changes in the pH of solutions using indicators</p> <p>Observe and investigate a range of chemical reactions using equipment appropriately</p> | <p>Investigation planning Write-ups of investigations</p> | <p>Investigation planning Write-ups of investigations</p> <p>Carry out practical procedures using instructions without guidance and in a calm fashion with due regard to the safety of others</p> | |

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|--|--|---|---------|-------------|---------|-------------|---------|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| <p>TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEYEM ACROSS ALL THREE TERMS</p> | | | | | | | |
| <p>Project: Freestanding Clock</p> <p>Context: Students are tasked to design, model and manufacture a functional clock in the style of a iconic design movement.</p> | | | | | | | |
| Technology – Product Design | KNOWLEDGE DOMAIN | <ul style="list-style-type: none"> • Understand the concept of different design movements. • Understand the basic principles of iteration in the cycle of developing designs. • Understand the importance of PPE & safe working practice when undertaking practical work. • Understand the working properties of MDF, Acrylic, Aluminium • Understand the importance of inspiration and how to use it to produce creative design. • Understand workshop & personal safety procedures when undertaking practical work. • Use measurements to accurately mark out on materials. • Understand how to create both 2D & 3D drawing techniques. • Have an awareness of specific terminology linked to the subject/project. • Understand how to calculate the area of rectangles, the volume of cuboids and material usage based on areas. | | | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> • To accurately measure and mark out on materials. • Extracting inspiration from the work of past designers to influence the initial stages of creating design concepts. • How to use hand tools such as coping saw, file, abrasive paper • Safely operate powered machinery • Independent research skills • Successfully apply graphical techniques to drawing work. • Undertake independent research. • Apply subject specific terminology to design work. • Apply mathematical calculations based on areas and volumes of rectangles and cuboids. | | | | | |

| Year 7 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|-----------------------|--|--|---------|-------------|---------|-------------|---------|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| | | <p>TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEM ACROSS ALL THREE TERMS</p> | | | | | |
| | | <p>Project: Fruit inspired batik project</p> <p>Context: Greater Anglia Rail have asked you to design a range of travel card wallets using the theme of 'Fruit' for inspiration. Your designs must appeal to 10–14-year-olds. Produce a sample of one of your designs to present to the client.</p> | | | | | |
| Technology - Textiles | KNOWLEDGE DOMAIN | <ul style="list-style-type: none"> Understand how to render/tonal blend colours using colouring pencils. Be able to draw from observation using different art media – graphite pencil, colouring pencils, and collage. Understand how to create repeat textile print designs using their artwork. Select and use specialist tools and equipment safely. Be able to select appropriate fabrics and components for their own designs (evidenced in annotation) Understand how to complete a range of sewn and decorative textile techniques and be able to identify how these can be applied to different textiles/fashion projects. Know how to complete batik (a dye resist method of printing using hot wax) accurately and safely. Have an awareness of specific terminology linked to the subject/project. | | | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> Ability to present research creatively to reflect the theme (Fruit inspired mood board) Be able to demonstrate a range of drawing techniques using different art media. Understand how to design in response to a design brief for a client and target market. Ability to deploy a range of drawing techniques to communicate initial ideas and final designs. Understand the basic principles of how to use a sewing machine to demonstrate a range of textile techniques - creating a closed seam, an open seam and applying a fastening (extension for well above grade) Be able to demonstrate their knowledge by successfully completing a batik sample and the final fabric piece for their travel wallet. To apply subject specific terminology accurately and correctly. | | | | | |

| Year 7 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | | | |
|---|--|---|---------|-------------|---------|-------------|---------|--|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B | | |
| | | TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEM ACROSS ALL THREE TERMS | | | | | | | |
| | | <p>Project: Introduction to Food</p> <p>Context: In order to prepare students for independent living in the future they are introduced to working safely, hygienically and professionally in the kitchen. A wide range of specialist skills are introduced as is working with a range of kitchen equipment.</p> | | | | | | | |
| Technology – Food Preparation & Nutrition | KNOWLEDGE DOMAIN | <ul style="list-style-type: none"> • To understand core food safety and hygiene and safe working practice. • Names and use of a range of hand and electrical equipment. • How to undertake sensory analysis techniques. • How to critically evaluate a finished dish and be able to suggest relevant modifications and changes. • To understand how to work safely with a range of kitchen equipment. • Have an awareness of specific terminology linked to the subject/project. | | | | | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> • Practical skills: - knife skills/safe use of the hob and oven/vegetable and fruit preparation/ shaping and forming/breadmaking/assembling dishes. • To be able to accurately weigh and measure a range of ingredients. • To be able to work safely and effectively with a range of kitchen equipment. • To be able to suggest relevant adjectives that could describe the sensory qualities of a dish. • Undertake independent research. • To apply subject specific terminology accurately and correctly. | | | | | | | |

| Year 7 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|---|--|--|---------|-------------|---------|-------------|---------|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEM ACROSS ALL THREE TERMS | | | | | | | |
| Project: Headphone Wrap | | | | | | | |
| Context: Students are making a functional product associated with solving the issue of storing headphones safely when not in use. They will experience creating concepts form raw inspiration and go through the motions of iterative design development to create the outcome. They will learn core, fundamental design considerations that link directly to the experiences faced in industrial design. Part of this will be the use of CAD/CAM and Graphical communication techniques. | | | | | | | |
| Technology – Graphics | KNOWLEDGE DOMAIN | <ul style="list-style-type: none"> • How CAD/CAM impacts manufacturing trends and demands in society. • Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users and other interested groups. • Understand the basic principles of iteration in the cycle of developing designs. • Awareness of using CAD/CAM to design & manufacture highly accurate end outcomes. • Have an awareness of specific terminology linked to the subject/project. • How CAD/CAM impacts manufacturing trends and demands in society. • Awareness of different graphical communication techniques. • The different methods of using CAD software for developing and presenting final ideas. | | | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> • Applying the basic principles of using CAD Software to successfully create a functional outcome. • Using a design specification to ensure final outcomes are successful against set criteria. • Create both 3D and 2D technical drawing techniques (isometric, oblique & orthographic projection). • Apply line weighting & tonal blending to effectively present design work. • Experience using CAM machinery (laser cutter) and how it operates. • To apply subject specific terminology accurately and correctly. | | | | | |

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| Year 7 | | | | | | |
|------------------|---|--|-------------|---------------|---|---|
| | Sport | Music | English | Humanities | Drama | Others |
| Extra-Curricular | Basketball Football Rugby Hockey Trampolineing Netball Fitness Sue Raven Dance Club (External) Step-into Dance | <p>Junior/Intermediate Ensembles:- these are open to performers that are working between grades 1 & 5 – students must contact the Music Department before attending</p> <p>Junior/Intermediate Ensembles: Intermediate Strings Intermediate Concert Band Junior Jazz Band Show Choir Lower School Choir</p> <p>Senior Ensembles - once a performer has reached grade 5 - – students must contact the Music Department before attending Senior Strings Senior Concert Band Jazz Band Symphony Orchestra Show Choir Chamber Choir</p> <p>Smaller Ensembles -these tend to be directed by members of the peripatetic team and can vary year on year. The Rhythm Corporation Pure Sax Classical Guitar Ensemble Wind Ensemble Brass Ensemble</p> | Poetry Club | Politics Club | Lower School Drama Club (External) LAMDA Acting (External) SWCHS Musical Theatre Group (External) | Agricultural Science Unit – Lunch and after school Lower School Drama Club Chess Club Jigsaw Club Diversity Allies LGBTQ+ Allies |