



THORNTON

**CURRICULUM
INFORMATION
2024 / 2025**

YEAR 7

CURRICULUM INFORMATION

This booklet is designed to familiarise you with the content and assessment procedures of each course offered to your daughter in Year 7. Every subject is covered in detail; we have specified termly content in many subjects, so that parents can have a better understanding of the topics being studied at a particular time. However, this should be treated only as a guide, as length of terms varies, as does the pace of lessons.

Students at this level should be completing approximately one and a half hours of homework each evening. This will enable your daughter to consolidate her knowledge, to practise skills and cover the requirement of the curriculum.

Your daughter should record the homework set for each subject and when it is due. Please ensure that you check and sign the homework diary each week. We hope that the homework diary can be an immediate medium of communication between home and school for parents, teaching staff and form tutors.

We hope that you will find this booklet useful.

Curriculum Information

Year 7

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Subject: Art, Craft & Design

Students from Years 7 to 9 are taught and assessed with four Progression Objectives in mind. These objectives are in line with NSEAD (The National Society for Education in Art & Design). The four Progression Objectives are:

- Generating Ideas – skills of designing and developing ideas
- Making – skills of making Art, Craft & Design
- Evaluating – skills of judgement and evaluation
- Knowledge – knowledge about art processes and their context

These four Objectives ensure continuity and progression for each student as they develop creatively in preparation for GCSE.

Aims:

The Art, Craft & Design syllabus aims to provide a firm foundation of knowledge and understanding that will be refined and developed in successive years, giving students the skills and confidence to reach their individual and unique creative potential. Opportunities for independent learning, individual and group work, and visits to museums and galleries are structured into the schemes of work.

Students will be taught to:

- understand visual and tactile elements, including line, colour, tone, texture, pattern, form, shape and space, and how these elements can be combined and used for different purposes.
- develop control of materials and techniques and build confidence in manipulative skills.
- record from experience, imagination and first hand observation.
- collect visual and other information to help develop ideas and extend their knowledge and understanding research the roles and purposes of artists, craftspeople and designers working in different times and cultures.

During the year students will cover the following curriculum areas:

1. Elements of Art

Exploring the elements of Art, as defined above; how they can be combined and organised for different purposes. Building manipulative skills and developing hand/eye co-ordination.

2. Painting and Drawing Skills

Applying and extending the range of materials and processes, including drawing and painting, and refining control of tools and techniques.

3. Historical / Contextual Studies

A study of the work of an artist or Art Movement applying taught methods and approaches, skills and techniques in an investigative manner.

Comparing these ideas, methods and approaches in their own and other's work, making connections, and expressing informed opinion.

Experimentation with a variety of media and techniques.

Assessment:

Verbal and written feedback in portfolios (digital and/or physical).

Half Termly Progress reports

Subject: Computing

Computing covers the areas of Computer Science (CS), Information Technology (IT) and Digital Literacy (DL).

Aims:

For students to:

- understand how computer systems work
- develop skills in programming that can be applied in problem-solving contexts
- build quality digital artefacts using a range of software
- develop an understanding of social, legal and ethical issues related to computing
- become effective, safe and discerning users of a range of computing systems, to understand their place in a digital world

Course Content:

- How computer systems work: the study of hardware and software; the impact of technology and an investigation into historical figures who have shaped the field of Computing; computer networks and the Internet
- Programming and problem-solving: block-based languages (Scratch); web design using HTML/CSS
- Digital artefacts using a range of software: spreadsheets and graphics programs (to provide assets for web design).
- Legal, social, environmental aspects: interwoven into project scenarios.
- Effective, safe and discerning users of a range of computing systems: eSafety and the Impact of Technology

Delivery and Assessment

- Carried out primarily through Firefly (the School's Learning Platform) and One Drive to support remote access.
- Formative assessment during lessons through observation of progress on school network
- Summative assessment through Firefly tasks, Unit Tests, Interim Exam (January) and End of Year Exam (May)

Subject: Design and Technology

10-week Course

Aims

We wish to encourage students to:

- Identify, investigate and outline design possibilities
- Design and make prototypes that are fit for purpose
- Analyse and evaluate
- Demonstrate and apply knowledge and understanding of relevant specialist techniques and processes

Course Content

- Safe working practice- the design of a graphical safety rules poster.
- The design and manufacture of a textile drawstring bag, decorated using spray-dyeing or tie dye with additional embellishment techniques and CAD/CAM cut heat transfer vinyl. May include an additional pocket.

To include:

- Exploration of a brief.
- Investigation.
- Creative surface designing from a source.
- Understanding of templates markings
- Properties of materials structure/grain line and classification.
- Step by step process diagram.
- Design of a title page.
- Illustration and writing up of processes used.
- Testing and Evaluation of product.

The following processes and relevant tools:

- Understanding pattern templates and grain line of textile materials.
- Pinning and cutting textile materials.
- Use of straight stitch/zig zag machine stitch for joining/neatening and embellishment purposes.
- Spray dye technique, paint pen and colour awareness.
- Use of purchased or manufactured components for embellishment – sequins, buttons, beads, ribbon, pom poms, rosettes.

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- Uses of recycled textile items.
- CAD/CAM - use of Cricut machine for vinyl cutting.
- Joining methods – bonding, hand or machine stitching of seams.
- Use of iron for seam pressing/forming casing channel.
- Threading drawstring through casing channel to form gathers.

Theory work relevant to practical work is studied.

General design exercises may include:

- CAD Drawing of completed design.
- Placemat for a child.
- Lunch box.
- School Uniform.
- Litter bin for a child.
- Subject sign.
- Paper sculpture – flowers/fish/animals.
- Repeat patterns – Wrapping paper design.
- Graphical presentation drawing – One Point Perspective – Lettering.

Projects may vary from year to year depending on student ability and group sizes.

Alternative project titles include:

The design and manufacture of:

- A Sleep Mask.
- A Textile Pencil Pot.
- Felt jewellery – involving modelling, use of bonding and surface decoration techniques.
- Hair Accessories – Alice band, hair slide ornament.

Assessment

Homework is assessed via the Firefly online platform.

Class work is assessed at different stages throughout the course.

An overall assessment of work is undertaken at the end of each of the two half terms in which Design and Technology is timetabled.

Subject: Drama

Drama is part of the Arts Rotation, so students will complete 10 weeks of creative and exciting Drama lessons, to really enthuse them in this subject.

The Drama course for Year 7 will not only teach students the foundations of Drama and performance, but will also provide them with vital communication skills, which will help aid them in their transition into Senior school. The schemes of work will help to build students' confidence, as well as helping them to develop their public speaking skills; their ability to work with others; their understanding of the importance of eye contact and reading others' emotions, as well as allowing them to play and use their imaginations.

Drama lessons will provide students with the opportunity to create devised and scripted performances, understanding how to create their own pieces, based up on a stimulus, as well as how to take a text from 'page to stage'. Students will also learn what makes a performance successful and how to analyse and evaluate their own performances, as well as the work of others. Lessons will be delivered in a workshop style, allowing students the chance to learn through exploration and to challenge themselves throughout.

Students will develop the following areas of performance:

- Voice (projection and diction)
- Eye contact (understanding how to use this in a performance)
- Proxemics (positioning on stage and showing relationships and status)
- Facial expressions
- Gestures

Students will also have the opportunity to explore different styles of theatre, including realism and physical theatre, whilst building up a strong understanding of the conventions of theatre and different dramatic devices, including the following:

- Still images
- Thought tracks
- Animated freezes
- Cross-cutting
- Soundscapes
- Mime
- Slow motion
- Narration

The Core Curriculum

Subject: English

Aims:

Through an integrated programme of Speaking and Listening, Reading and Writing, we encourage students to communicate effectively in speech and writing, to listen with understanding and to become enthusiastic, responsive and knowledgeable readers.

To develop effective skills in Speaking and Listening, students are encouraged to:

- use the vocabulary and grammar of standard English
- formulate, clarify and express their ideas
- adapt their speech to a widening range of circumstances and demands
- Listen, understand and respond appropriately to others.

This is achieved through various class activities:

- reading aloud
- whole class discussion
- role-play
- drama activities
- group and pair work

and, on occasions, these may be recorded.

To develop as effective readers, students are helped to:

- understand and respond to the texts they read
- read, analyse and evaluate a wide range of texts.

The use of the Library is encouraged, with one lesson each week being set aside for a Library visit. Students are given opportunities to read extensively for their own interest and pleasure, and for information. Over the course of their Library lessons, students will undertake a range of Reading Challenges, designed to foster a breadth of experience and to support them in becoming resilient readers.

To develop as effective writers, students are helped to:

- develop ideas and communicate meaning to a reader
- use a wide-ranging vocabulary and an effective style
- organise and structure sentences grammatically.
- use a wide-ranging vocabulary and an effective style
- organise and structure sentences grammatically.

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Writing tasks include:

- writing in response to a wide range of stimuli, including stories, plays and poems, as well as their own interests and experiences
- simple description and narrative
- functional writing such as giving instructions and explanations or writing personal letters
- imaginative writing including stories, poems, drama scripts and diaries.

Students are given opportunities, in both spoken and written work to:

- explore, develop and explain ideas
- share ideas, insights and opinions
- report and describe events and observations.

Drafting and proof-reading is encouraged and a high standard of presentation is expected. There are opportunities for work to be produced electronically.

Students' work is assessed regularly. Staff comments on work are always positive, but areas for improvement are identified:

- spelling errors are underlined and must be corrected by the student
- mistakes in English are circled, and again must be corrected
- punctuation is corrected by staff and common areas for development are dealt with in class.
- punctuation is corrected by staff and common weaknesses are dealt with in class.

Corrections are always to be completed before the next piece of work is started.

Students will be given clear success criteria for assessed tasks, so that they know how their work will be marked and what is expected of them. They will have the opportunity to look at the work of other students, sometimes giving their own written feedback, in order to become fully-conversant with mark criteria. Developing these skills during Key Stage Three provides a useful foundation for the demands of GCSE study.

Work in English is text-based and allows:

- a creative response
- the exploration of ideas and themes which arise naturally from the study of the text(s)
- the teaching of skills.

The texts invite an imaginative response to a range of tasks and students also develop their understanding of characterisation, plot and setting.

The teaching and consolidation of language skills is embedded throughout the units.

Michaelmas Term

1. Students read a prose text and undertake a range of creative work in response to it. They are encouraged to extend their appreciation of plot and structure, characterisation, and use of dialogue. Essay skills will be developed, with responses to their set novel increasing gradually in length and complexity.
2. Students will learn how to write journalistically.
3. Comprehension exercises and appropriate vocabulary extension work will be set regularly.
4. Weekly spelling tests will be given.

Lent Term

1. Students study a range of poetic forms and develop their use of literary terminology. A range of creative work is set, linked to the poems studied.
2. Students begin their study of *Twelfth Night*. They will develop their analytical skills and the expectations of formal essay writing, as well as taking an active approach to Shakespeare through drama.
3. Comprehension exercises and appropriate vocabulary extension work will be set regularly.
4. Weekly spelling tests will be given.

Trinity Term

1. Students will continue their study of *Twelfth Night*.
2. Students will study rhetoric in speech and writing in a thematic unit of non-fiction. They will explore and create texts intended for a range of audiences and purposes.
3. Comprehension exercises and appropriate vocabulary extension work will be set regularly.
4. Weekly spelling tests will be given.
5. Students will sit English Language examinations for Reading and Writing.

Subject: English for Speakers of other Languages

Students attending this School reflect the universality of the Congregation of Jesus and Mary. Many of the girls come from Spain and Mexico for one year. They follow the normal school curriculum corresponding to their age and have their studies convalidated for re-entry into their appropriate schools. For several years, girls from Hong Kong have joined this School at various ages and continued up to, and including, Year 11, thus taking GCSE examinations in a variety of subjects. In addition to these groups of Spanish and Cantonese speaking students, we welcome students from China, France, Germany, Greece, Japan, Ukraine, Russia, South Korea, Nepal and Thailand.

Aims:

The aims of this department at Thornton College are:

- to help the students from overseas to develop their ability to communicate in English both orally and in writing;
- to encourage an awareness of other cultures and customs and to respect the differences;
- to support the students within the curriculum.

Course Content:

Most girls, for whom English is a second language, come for a short Induction Course prior to the beginning of the Academic Year. During this time they are given a Placement Test. This gives the staff an indication of their level of English.

In Year 7 study lessons are time-tabled against foreign languages. These girls have four, forty minute lessons per week. During these lessons girls follow an appropriate Cambridge English examination course.

ESOL lessons are delivered at four different levels; KET, PET, FCE and CAE. The lessons are differentiated and aimed at individual ability.

The girls follow the Cambridge ESOL courses according to their ability. The majority take the "Preliminary English Test", while an able student may take the "First Certificate in English".

Subject: Geography

Aims:

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on students' own experiences to investigate places at all scales, from the personal to the global.

“Geography is the subject which holds the key to our future.” Michael Palin

Course Content

Michaelmas Term

- What is Geography? (Understanding of basic processes, skills and key information.)
- Earth's natural resources.

Lent Term

- What is an economy and how does it help people develop?
- Weather and climate.

Trinity Term

- The Geography of Russia
- Rivers

Assessment:

- Regular testing.
- Quizzes, homework, end of unit assessments and in-class exam style questions.

Subject: History

Aims:

To acquire knowledge, skills and understanding by:

- using dates and subject specific vocabulary
- analysing ideas, beliefs and attitudes
- organising and reporting information
- using historical evidence

Course Content: England and the wider world in the medieval period (1066 – c.1500)

Michaelmas Term

- The Norman conquest of England
- Religion in the medieval world

Lent Term

- The Crusades and their impact
- Magna Carta and the emergence of parliament

Trinity Term

- The Black Death and the Peasants' Revolt
- Henry VIII's break with Rome

Assessment:

- End of unit in class assessments
- Homework and class projects
- Formal assessment in line with the whole school

Learning Development

The Learning Development Department offers support for individual students either on a regular or occasional basis as the need arises. The Learning Coordinator works closely with pastoral staff, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

All students have access to:

- Advice on using effective study skills and strategies for efficient learning including help with time management and organisation. Advice and guidance regarding referrals to outside agencies and reasonable adjustments.
- Screening to help identify difficulties where applicable
- Gathering information in preparation for GCSE Access Arrangements to ensure there is evidence to apply for the appropriate provision of examination access arrangements.

Mrs A Woodruff

Subject: Mathematics

Aims:

To learn, enjoy and progress through Mathematics.

To foster a resilience in problem solving.

To develop reasoning, justifying, generalising and functional skills.

Course Content

Michaelmas Term

- Analysing and displaying data
 - Mode, median and range
 - Displaying data
 - Grouping data
 - Averages and comparing data
 - Line graphs and more bar charts
- Number skills
 - Mental maths
 - The four rules: addition, subtraction, multiplication and division
 - Money and time
 - Negative numbers
 - Factors, multiples and primes
 - Square numbers
- Expressions, functions and formulae
 - Functions
 - Simplifying expressions
 - Writing expressions
 - Substituting into formulae
 - Writing formulae
- Decimals and measures
 - Decimals and rounding
 - Length, mass and capacity
 - Scales and measure
 - Working with decimals (including mentally)
 - Perimeter and area
 - Units of measure

Lent Term

- Fractions and percentages
 - Comparing fractions
 - Simplifying fractions
 - Calculating with fractions
 - Fractions and decimals
 - Understanding percentages
 - Percentages of amounts

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- Probability
 - The language of probability
 - Calculating probability
 - Experimental probability
 - Expected outcomes
- Ratio and proportion
 - Direct proportion
 - Writing ratios
 - Using ratios
 - Ratios, proportions and fractions
 - Proportions and percentages

Trinity Term

- Lines and Angles
 - Measuring and drawing angles
 - Lines, angles and triangles
 - Drawing triangles accurately
 - Calculating angles
 - Angles in a triangle
 - Quadrilaterals
- Sequences and graphs
 - Sequences
 - Pattern sequences
 - Coordinates and mid-points
 - Straight-line graphs
 - Position to term rules
- Transformations
 - Congruency and enlargements
 - Symmetry
 - Reflection
 - Rotation
 - Translations and combined transformations

Assessment

- Unit assessments (which may be set as homework, as open book tasks or short class tests)
- Formal assessments in line with the whole school

Subject: Modern Foreign Languages

Aims:

To gain cultural awareness as well as an awareness of the importance of studying foreign languages.

Subject: French

Aims for our students:

- To develop the ability to use French effectively for practical communication;
- To develop a sound basis of skills, language and attitudes to study;
- To be challenged through having high, yet achievable expectations;
- To understand concepts and conventions;
- To be active students;
- To be engaged and motivated;
- To work with others;
- To be independent students;
- To be reflective students.

Course Content

- **Topics and vocabulary:** Meeting people/school objects/the alphabet/numbers/dates/classroom language/colours/family/pets/describing yourself and others/where you live/your home/the time
- **Functions and Skills:** Formulating questions, using the dictionary, giving an opinion, picking out key words in listening activities, using the infinitive, learning vocabulary
- **Grammar:** Indefinite articles, possessive adjectives, prepositions, gender, plurals, regular and irregular verbs in the present tense, adjectival agreements, negatives, pronouns, regular and irregular verbs in the perfect tense.

Assessment

- Vocabulary and verb tests;
- Continuous assessment of reading, writing, listening and speaking skills.
- Formal assessments in line with the whole school.

Subject: Spanish

Aims: Spanish offers opportunities for students:

- To become increasingly familiar with the sounds, written form, and grammar of a modern foreign language
- To use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing
- To develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent students and users of Spanish
- To use Spanish as the principal means of communication within the classroom, and beyond it where opportunities exist
- To increase their cultural awareness by learning about Spanish-speaking countries and their peoples, and by working with materials from those countries
- To form a sound basis for further study in Key Stage 4 and beyond.

Creativity in language learning

As students' independence increases, they can be encouraged to become more creative in their use of language and in the way they work, using language for their own purposes rather than merely to practise skills.

Examples of creativity in learning Spanish include:

- Replacing words or phrases in sentences with other words or phrases of students' own choosing
- Adding extra details or ideas to what they say or write, e.g., in role plays or letters
- Adapting or composing songs, poems, and rhymes
- 'Brainstorming' ideas, as a whole class or in small groups, around a topic or aspect of language, e.g., listing as many adjectives as possible before describing their favourite actor or actress
- Using a variety of media, including ICT, to express themselves in Spanish
- Expressing or presenting things differently, e.g., using information from a holiday brochure as a stimulus for writing a holiday diary or postcard
- Creating spoken and written presentations, sketches and role plays that draw on previously learnt language.

Creativity in language learning

As students' independence increases, they can be encouraged to become more creative in their use of language and in the way they work, using language for their own purposes rather than merely to practise skills.

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Course Content:

Michaelmas Term

Topics and Vocabulary: introducing yourself, numbers 1-31, Spanish speaking countries, alphabet, classroom vocabulary, school subjects.

Grammar: introduction of masculine and feminine nouns, indefinite and definite articles, negatives, singular and plural, accents (both written and spoken), imperative, present tense, possessive, formulating questions and answers, agreements of nouns and adjectives, regular and irregular verbs in the present

Lent Term

Topics and Vocabulary: Activities in lessons, teachers, opinions and reasons, snacks, talking about family, pets

Grammar: formulating opinions (both positive and negative), agreements of nouns and adjectives

Trinity Term

Topics and Vocabulary: Appearance, character, “tener and ser”, further descriptions

Grammar: agreements of nouns and adjectives and “tener”, “ser”, reflexive verbs, reflexive pronouns. verb to go (ir + a), imperative (both formal and informal), prepositions of places, introduction to the future, introduction to the past tense (preterite).

Assessment

- Vocabulary and grammar tests
- End of unit assessments
- Continuous assessment of all four skills,
- Homework, and classroom projects
- Formal assessments in line with the whole school.

Subject: Music

Aims:

Music in Year 7 is based on practical work. The aim is to involve every child in a range of classroom musical activities including:

- Listening to and appraising a wide range of music from popular styles, world music and western classical music. The emphasis is on 'active' listening with students being required to complete written answers, analysing aspects of the piece to which they are listening as well as listening to and appraising their peers' music-making.
- Performing a range of musical material for individual, group and classroom performance. This includes singing, percussion, keyboards and playing their own instruments.
- Composing in a number of styles. Through composition workshops the students learn to put musical theory into practice. From their understanding of simple musical structures, the students learn to include details of style, texture and instrumentation composing on live instruments as well as Music Software programmes such as GarageBand and Sibelius.

Course Content

Michaelmas Term

Unit 1 & 2 Rhythm and Pulse

- Through a variety of class activities students will develop their understanding of Rhythm and Pulse.
- Students will begin to recognise different rhythmic patterns in a variety of time signatures and be able to clap them.
- Students will apply their knowledge and understanding of rhythm and pulse to composition activities using classroom percussion and their voices and be able to relate these to staff notation.
- Students will sing repertoire in a variety of time signatures and will learn to recognise them aurally.

Lent Term

Unit 3 Rap, Rhythm and Riff

- Through looking at poetry, students will discover how the rhythm of words can fit into a specific pulse.
- Students will listen to a variety of music using spoken word and analyse the use of rap, rhythm and riff.
- Students will create compositions based on the London Underground, poetry and finally their own rap composition using GarageBand.

Unit 4 Ostinato and the Pentatonic Scale

- Students will demonstrate their understanding of Ostinato and the Pentatonic scale through their introduction to Minimalist Music by Philip Glass and Steve Reich and will take part in composing activities using these techniques.
- Students will compose a composition in ternary form using live instruments, and elements of the Minimalist style such as ostinatos, the pentatonic scale and phase-shifting.
- Class performance of Stand by Me using live instruments.

Trinity Term

Unit 5 Discovering Music from around the World

- Students will explore the way the Gamelan is embedded in Indonesian culture.
- Students will explore the melodies and rhythmic patterns of Indonesian music.
- Students will listen to and analyse the different elements of the style and how the different instruments come together to make a Gamelan.
- Through listening to Samba and African Drumming, students will learn to aurally identify the instruments used in Latin American and African music and the different sections within the styles.
- Students will learn about the rhythmic patterns and the rhythmic devices used in these styles.
- The class will perform as a whole group.

Assessment

Students are assessed verbally during the composition process and given written feedback and targets for each piece of work. Both the teacher and their peers give feedback and positive criticism of their performances or compositions. All tasks given allow students to be creative and care is taken in group work to vary the dynamics and ability of the students working together. Students are encouraged to use self-assessment at the end of a unit of work when they complete a self-assessment form which allows them to reflect on what they have achieved. Performances and compositions are recorded to enable both the teacher and student to reflect upon their work.

Subject: PHSEE

Our PHSEE course covers the following areas in each year, with emphasis on progression;

- Self-awareness
- Health
- RSE (Relationships and Sex Education)
- Social/Moral
- Environment
- Economic
- Skills
- Careers (see additional information)

In addition, we incorporate the Thornton Keys Skills Award, which offers accreditation for evidence of skills other than the purely academic. We believe that students should receive recognition for their efforts, talents, abilities and service in all spheres of life.

The Key Skills challenges are built into the Programme of Study by the tutor. There is no exam in PHSEE but each student is expected to keep an organised folder of information sheets on the aforementioned topics and this will be checked on a regular basis.

The Thornton Key Skills Award

The Thornton Key Skills scheme starts from the position that all young people need to succeed in order to sustain their self-belief and self-image. We also believe that everyone can succeed at their own appropriate level, not in everything, but in many areas of human activity and that by capturing the opportunity for young people to succeed, we can continue to motivate them and “switch them on” to further learning and achievement. The programme sees the need to be generous in the interpretation of what it is to be able and intelligent and to recognise in the method of approach to teaching and learning, a wide variety of learning styles and the need to respond appropriately as teachers. This Award tests ability in the wider key skills as well as Working with Others, Problem Solving and Improving Own Learning and leads to a Certificate of Personal Effectiveness, which is completed in Year 10.

Aims:

The following are the general objectives, which we aim to achieve through PHSEE:

- to promote an understanding of society and the way in which it is governed and organised;
- to encourage a responsible attitude to money and personal possessions;
- to promote a healthy lifestyle and an awareness of safe and responsible behaviour;

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- to encourage best use of time and abilities in relation to schoolwork and future career;
- to examine environmental and conservation issues and personal strategies for responsible involvement;
- to help students develop meaningful relationships with others based on mutual respect and understanding;
- to enable each student to achieve a greater understanding of self, personal strengths and weaknesses, issues involved in growing up and the importance of personal responsibility;
- to introduce students to the responsibilities involved in family relationships, marriage and parenting;
- to develop community links, where possible, and to develop interest in economic and industrial affairs;
- to encourage the development of successful study skills;
- to provide an opportunity for people of the same age to share common experience and to learn from each other.

Key Stage 3: Year 7			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
Health and Wellbeing	<p>My identity and skills Emotional Health Healthy and safe Students will learn:</p> <ul style="list-style-type: none"> -the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) <p>Students should:</p> <ul style="list-style-type: none"> -recognise the importance of taking increased responsibility for their own personal hygiene -begin to recognise their personal strengths and how this affects their self-- confidence and self-esteem 	<p>Healthy Lifestyle Healthy and safe Students will learn:</p> <ul style="list-style-type: none"> -the benefits of physical activity and exercise and the importance of sleep -to recognise and manage what influences their choices about exercise -the importance of balance between work, leisure and exercise <p>Students should:</p> <ul style="list-style-type: none"> -be able to plan for a 'healthy week' 	<p>Healthy Eating Healthy and safe Students will learn:</p> <ul style="list-style-type: none"> what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) <p>Students should:</p> <ul style="list-style-type: none"> -consider what might influence their decisions about eating a balanced diet <p>Risk Taking Healthy and safe Students will learn:</p> <ul style="list-style-type: none"> -about ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations sg -a knowledge of basic first aid and life--- saving skills -about the positive and negative roles played by drugs in society (including alcohol) <p>Students should:</p> <ul style="list-style-type: none"> -begin to understand risk within the context of personal safety, sg especially accident prevention and road safety

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Key Stage 3: Year 7			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
Relationships	<p>Changing relationships Healthy and safe Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> -the skills and develop the knowledge required to manage the transition to, and 	<p>Working with others Emotional Health Values Citizenship/British Values – participation</p> <p>Students will learn:</p> <ul style="list-style-type: none"> -that relationships can cause strong 	<p>Different types of relationships Emotional Health Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> -about different types of relationships, including those within families,
	<p>the expectations of, secondary education -to recognise, clarify and if necessary challenge their own core values and how their values influence their choices -to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate SG</p> <p>Students should:</p> <ul style="list-style-type: none"> -consider the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) -recognise peer pressure and have strategies to manage both <p>ICT Safety Healthy and safe Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> -the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) <p>Students should:</p> <ul style="list-style-type: none"> -be able to explain how they could work towards being safe online 	<p>feelings and emotions (including sexual attraction) -the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships Students should:</p> <ul style="list-style-type: none"> -further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise -further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness -explore the range of positive qualities people bring to relationships 	<p>friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) -the nature and importance of marriage, civil partnerships and other stable, long--- term relationships for family life and bringing up children Students should:</p> <ul style="list-style-type: none"> -prepare a set of partnership/wedding vows <p>Fact or fantasy? Emotional Health Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> -that different people have different relationships by critiquing for example television soap operas <p>Students should:</p> <ul style="list-style-type: none"> -begin to understand that the media portrayal of relationships may not reflect real life -begin to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting')

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Key Stage 3: Year 7			
Core Theme	Michaelmas Term	Lent Term	Trinity Term
Living in the Wider World	<p>Being the best I can be Emotional Health Citizenship/British Values – rights and responsibilities Values</p> <p>Students will learn: -about the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) -the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities -about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination</p> <p>Students should: -recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes</p>	<p>Enterprise and Me Emotional Health Citizenship/British Values – participation Values</p> <p>Students will learn: -the benefits of being ambitious and enterprising in all aspects of life</p> <p>Students should: -about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit</p>	<p>Me and my Aspirations Emotional Health Citizenship/British Values – participation</p> <p>Students will learn: -about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skill</p> <p>Students should: -be able to describe their preferred learning style</p>

Assessments take place before, during and after each topic. These may take the form of verbal, student, peer or teacher assessments, depending on the topic.

RSE

If you would like more information about the content of the RSE course, please feel free to contact Mrs Lewis or check the school website. This curriculum content complies with statutory requirements and is in keeping with best practice outlined by the PSHE Association and the recommendations of the Catholic Diocese of Northampton.

Subject: Careers

The Careers lessons encourage students to understand themselves, know where to look for useful information and plan for the future. It is felt that self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in Careers, learning and the world of work.

- Changes including students' recent transition from primary to secondary school
- Introductory session to careers resources / websites and who can help
- Signposts – linking careers choices to subjects in school
- Kudos – discover new ideas, understand which careers best suit you and find out how what you are learning links to future opportunities
- Personal qualities and characteristics e.g. willingness to learn and achievements both in and out of school
- Study skills – planning study, homework, revision and management of time
- Young Enterprise £10 Challenge

Subject: Physical Education

Aims:

1. To learn to work together safely
2. To understand care and safe use of equipment
3. To learn basic skills in movement
4. To learn to work collaboratively
5. To learn basic terminology of both the muscular and skeletal system and how exercise affects your body
6. To learn the rules of team games
7. To improve their tactical awareness in a team
8. To perform skills effectively in an increasingly competitive situation
9. To develop decision making skills
10. To develop communication skills and confidence

Course Content

Michaelmas Term

Swimming
Dance
Hockey/Netball/Football

Lent Term

Gymnastics
Athletics
Hockey/Netball/Football

Trinity Term

Swimming
Athletics
Cricket/Rounders/Tennis

Games Afternoon

All games will be taught on a Monday afternoon in conjunction with Year 8. This will allow for fixtures to be played whether in the afternoon or at the end of the school day. Some fixtures will continue to take place at the end of the school day on other days. U12A & B teams will be fielded in all sports, with some C Teams.

Assessment

In each unit the students are assessed on their ability to follow instructions and their awareness of others in terms of safety and co-operation.

Skills progress, understanding and knowledge is also assessed half-termly and form/house and inter-school matches supply a competitive platform to assess the ability by comparison.

Subject: Religious Education

Thornton College, as a Catholic School, places Religious Education as a core subject at the heart of the curriculum. Our school Mission Statement is the basis for all we do in the RE Department.

“To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ’s Gospel.”

Aims:

1. To promote a knowledge and understanding of Christianity and its relevance to life in the twenty first century.
2. To encourage the students to question, reflect, wonder and think deeply about the mystery of life, using their own experiences as well as those of others.
3. To assist in the students’ spiritual and moral development and so encourage a growth in faith and commitment.
4. To help the students develop a meaningful, satisfactory relationship with others of any faith or race, based on love understanding and respect.
5. To support the students in their personal search for meaning and to help them develop the skill of articulating their own beliefs.
6. To help the students determine their own place in the community and understand the responsibilities this entails.
7. To ensure that the students, regardless of ability level, develop, knowing that they are respected and valued as people and knowing that what they say or do matters to other people.
8. To help the students develop a positive attitude of enquiry towards religion by experiencing its many facets such as language, worship and festivals.
9. To help the students gain knowledge about various aspects of religion, thus preparing them for life in today’s multi-cultural society and leading them to a greater understanding of the diversity of the global community.
10. To give an impartial introduction to some of the world’s major religions.
11. To make the schemes of work relevant and interesting to the students, so enabling all students to gain from the course and to recognise their own personal progress.
12. To monitor constantly the effectiveness of the programme.

Course Content:

Year 7 will be following the new Curriculum Directory which has been implemented by the diocese. They will be following the Source to Summit programme. Between now and September 2025 the Year 8 and 9 schemes will also be adopted in order to follow the same programme of study.

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This course is designed to provide a firm basis upon which future knowledge and understanding in Religious Education can stand.

Michaelmas Term

Creation and Covenant:

- How do we know about God?
- How should we read the Bible?
- What does Genesis 1 teach about creation?
- What does Genesis 2 teach about creation?
- What are the scientific theories about creation?
- What do Catholics believe about scientific theories about creation?
- What makes humans different to the rest of creation?
- What is our responsibility to others?
- What is our responsibility to the world?
- What is the role of prayer?
- *Ethical Option: What can we do to protect creation?*
- *Artistic Expression Option: Can art help Catholics understand creation?*
- *Lived Religion Option: What can we learn from Sister Dorothy Stang?*
- Assessment

Prophecy and Promise:

- How do you navigate the Bible?
- Why is the Bible read in translation?
- How is the Bible a library of books?
- What connects the Hebrew Bible and the Old Testament?
- Why is the Old Testament important for Catholics?
- What does it mean that scripture is inspired?
- What is sacred scripture and sacred tradition?
- How are scripture, tradition and the magisterium connected?
- How do Catholics use scripture in Mass?
- How is scripture used in the Rosary?
- *Artistic Expression Option: How does the Book of Kells reflect the meaning of scripture?*
- *Lived Religion Option: What are Biblical idioms?*
- Assessment

Lent Term

Galilee to Jerusalem

- What is Incarnation?
- Who is Jesus, the Son of God?
- What did Arius teach about Jesus?
- Who is Jesus, the Son of Man?
- Who is Jesus, the Christ, and Son of David?
- Who is Jesus, the Lord?
- What is the Trinity?
- How does Catholic worship reflect belief in the Trinity?
- How is Jesus the perfect human being?
- *Ethical Option: can businesses act selflessly?*
- *Artistic Expression Option: What can Catholics learn from Rublev's Trinity?*
- *Lived Religion Option: who was Father Mychal Judge?*
- Assessment

Desert to Garden:

- What is the Paschal Mystery?
- What are the sacraments of the Church?
- Why was the Last Supper so important?
- What is the Eucharist?
- Why are there many names for the Eucharist?
- How is Jesus present in the Eucharist?
- Why is the Mass called a sacrifice?
- Why is the structure of the Mass important?
- How do Catholics carry Jesus into the world?
- What do different Christians believe about the Eucharist?
- *Ethical Option: How can we respond to world hunger?*
- *Artistic Expression Option: What can art teach us about the Eucharist?*
- *Lived Religion Option: How do processions of the Blessed Sacrament honour Jesus?*
- Assessment

Trinity Term

To the Ends of the Earth:

- Who was St Luke?
- Who is the Holy Spirit?
- What role did the Holy Spirit play in Jesus' life?
- What is the story of Pentecost?
- Why is Pentecost important?
- What does the Church teach about the Holy Spirit?
- What is the Church?
- What is the Sacrament of Confirmation?
- Why is the Sacrament of Confirmation important?
- *Ethical Option: How should we live?*
- *Artistic Expression Option: How is Pentecost shown through art?*
- *Lived Religion Option: How is Pentecost celebrated in different countries?*
- Assessment

Dialogue and Encounter

- How have councils been important in the Church?
- What happened at the Council of Jerusalem?
- Why are there so many Christian denominations?
- What is Ecumenism?
- Islam: Who is Muhammad?
- Islam: What are the five pillars of Islam?
- Islam: Why is shahada important?
- Islam: Why is prayer important – Salat?
- Islam: Why is giving to others important – Zakat?
- Islam: Fasting – Sawm
- Islam: Pilgrimage – Hajj
- Assessment

Assessment:

- Regular informal quizzes and key term tests.
- End of unit assessments, which will include extended written pieces.

Subject: Science – Year 7

The course followed by students in Year 7 has three goals:

1. For students to learn age-appropriate scientific knowledge.
2. For students to learn that scientific knowledge is tested with experiments, and to learn thirty processes and skills that are used when doing experiments.
3. To develop an enthusiasm for and enjoyment of science, and to feel like they can identify themselves as scientists in the future.

The course follows the Collins Education Key Stage 3 course. These are based on the National Curriculum for Science. Students work through foundation units in Biology, Chemistry and Physics. These units are excellent preparation for further study at GCSE level. Students sit levelled examinations at the end of each unit of study.

In Year 7 students will study the following units:

- **Unit 1 – Cells**
- **Unit 2 – Reproduction**
- **Unit 3 – Digestion**
- **Unit 4 – Particle Model – Mixing Dissolving and Separating**
- **Unit 5 – Mixtures**
- **Unit 6 – Elements and Compounds**
- **Unit 7 – Forces**
- **Unit 8 – Space Physics**
- **Unit 9 - Electricity**

In addition to the scientific knowledge learned during content-driven lessons, students will also follow a bespoke practical scheme of work, which is devised by the science department at Thornton. Student's complete lessons which aim to teach specific aspects of the scientific method. These are then assessed via practical examinations, where students are required to carry out practical techniques on their own.

We also believe that enrichment of science is key in driving students to become interested in the subject. A small number of lessons are devoted to extended projects and enrichment activities. Examples of these including DNA extraction and STEM-related group tasks.

The table below shows an outline of the content covered in each unit:

Curriculum Information for Parents: Year 7 2024/2025

	Core Content Outline
Unit 1 & 2 – Cells & Reproduction	<ul style="list-style-type: none"> • Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope • The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts • The similarities and differences between plant and animal cells • The role of diffusion in the movement of materials in and between cells • The structural adaptations of some unicellular organisms • The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. • The structure and functions of the human skeleton, to include support, protection, movement and making blood cells • Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles • The function of muscles and examples of antagonistic muscles. • Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.
Unit 3 – Digestion	<ul style="list-style-type: none"> • Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. • Calculations of energy requirements in a healthy daily diet • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) • The importance of bacteria in the human digestive system
Unit 4 & 5 – Particle Model and Mixtures	<ul style="list-style-type: none"> • The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure • Changes of state in terms of the particle model. • The concept of a pure substance • Mixtures, including dissolving • Diffusion in terms of the particle model • Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography • The identification of pure substances.

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<p>Unit 6 – Elements, Compounds and Reactions</p>	<ul style="list-style-type: none"> • A simple (Dalton) atomic model • Differences between atoms, elements and compounds • Chemical symbols and formulae for elements and compounds • Conservation of mass changes of state and chemical reactions. • The varying physical and chemical properties of different elements • The principles underpinning the Mendeleev Periodic Table • The Periodic Table: periods and groups; metals and non-metals • How patterns in reactions can be predicted with reference to the Periodic Table • The chemical properties of metal and non-metal oxides with respect to acidity.
<p>Unit 7 – Forces and their Effects</p>	<ul style="list-style-type: none"> • Forces as pushes or pulls, arising from the interaction between two objects • Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces • Moment as the turning effect of a force • Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water • Forces measured in newtons, measurements of stretch or compression as force is changed • Force-extension linear relation; Hooke’s Law as a special case • Work done and energy changes on deformation
<p>Unit 8 & 9 – Space & Electricity</p>	<ul style="list-style-type: none"> • Change depending on direction of force and its size. <ul style="list-style-type: none"> • Gravity force, weight = mass x gravitational field strength (g), on Earth $g=10 \text{ N/kg}$, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only) • Our Sun as a star, other stars in our galaxy, other galaxies • The seasons and the Earth’s tilt, day length at different times of year, in different hemispheres • The light year as a unit of astronomical distance • Change depending on direction of force and its size. • Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge • Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current • Differences in resistance between conducting and insulating components (quantitative).

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| | <ul style="list-style-type: none">• Separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects• The idea of electric field, forces acting across the space between objects not in contact.• Magnetic poles, attraction and repulsion• Magnetic fields by plotting with compass, representation by field lines• Earth's magnetism, compass and navigation• The magnetic effect of a current, electromagnets, D.C. motors (principles only). |
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