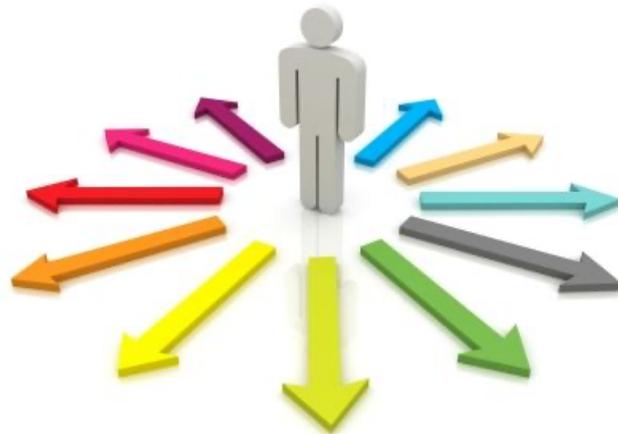




Small Heath
Leadership Academy

Year 7

Curriculum Guide



**Information for students, parents and
carers**



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Introduction

The Academy's vision is underpinned by three core elements: **character**, **educational excellence** and **community service**.

The aim of this document is to provide you with an overview of the Year 7 curriculum for your child.

Our curriculum has been designed following the key principals of providing:

- **Strong** foundation for further learning and any chosen career path.
- **Traditional** learning to best equip our students with the knowledge and skills they need.
- **Ambition** so that all students aspire to achieve their best.
- **Rigorous** curriculum that offers breadth and depth in developing knowledge and skills.

Through our curriculum, we aim to promote our core values of STAR which are:

- Service
- Teamwork
- Ambition
- Respect



SERVICE

Being a responsible citizen
in our community



TEAMWORK

Working together
for excellence



AMBITION

Aspiring to be
our best



RESPECT

Treating others as we
wish to be treated



Small Heath Leadership Academy Curriculum Offer and Overview

Curriculum Intent

Educational Excellence

- We aim to secure exceptional standards of educational achievement and prepare students well for their next stage in education, employment or training.
- We aim to improve the life chances of young people in areas regardless of social and economic background.
- We deliver a knowledge-based rich and academically rigorous curriculum that has the highest ambition for all. We want our students to be able to access top universities such as Oxford, Harvard and Yale. We want our students to be able to access high level apprenticeships and pursue any career of their choice.
- We place a strong emphasis on the English Baccalaureate. We recognise that studying a language enables our students to compete for the top jobs on a global platform.
- We aim to promote challenge for our students by including GCSE Computer Science and Single Sciences for our most able.
- We aim to promote equality by encouraging students to take up STEM subjects and provide extra-curricular provision to promote a love of learning.
- Academic GCSEs don't preclude our students from studying a whole host of creative and vocational subjects Post-16 and or pursuing any career of their choice.
- We aim to ensure fantastic outcomes and progress to FE/HE.

Character Education

- We promote the development and nurturing of young leaders.
- We give students a practical and more successful understanding of their rights and responsibilities in society.
- We promote the physical, emotional and social wellbeing of students.
- We promote democracy and leadership with the implementation of our Academy Leaders, Academy Mentors and Academy Council Programmes.
- We encourage creativity, social and cultural capital through Art, Drama and English as three examples.
- We promote technical learning through Textiles, Computer Science, and Creative iMedia.
- We promote the development of resilience and challenge.
- We use the Learning Pit as a tool to develop soft skills and student character.

Community Service

- We aspire to shape students into active British citizens, with a sense of responsibility for their actions.
- We aspire for our students to contribute positively to their local and wider community.
- We raise awareness of key events including Black History Month, Mental Health Awareness Week and Holocaust Memorial Day as examples.
- We promote Anti-Bullying Week as an opportunity to raise awareness and eliminate bullying.
- Our Pastoral Leaders are dedicated to running Community Projects for each year group to take ownership of such as Whole Academy Recycling and charitable work.
- We raise funds for charities through events such as MacMillan Coffee Morning
- Our Student Leader system aspires to develop leaders to act as Academy Prefects, elected Academy Council members, Mentors and Bully Buddy Leaders.



Curriculum Overview

Core Curriculum Offer

All students will study English Language, English Literature, Mathematics and Science (our most able will study Single Science)

English Language	English Literature	Mathematics	Single or Combined Science

English Baccalaureate Offer

All students will study Geography and History. We ensure that we cover the national curriculum by the end of key stage 3. All students will study at least one language.

Geography	History	Languages



Technical and Creative Offer

All students will study Design Technology, Art, Music and Computer Science

Design Technology	Art	Music	Computer Science
			

Personal, Social, Health, Spiritual and Cultural Education including Citizenship Offer

All students will study P.E, PSHSCE and Religious Studies.

Physical Education	PSHCE	Religious Studies
		

Outside the Classroom

We also promote student character, development and cultural capital through our:

- 1) Form Time Programme
- 2) Academy Assemblies
- 3) Academy Council Opportunities
- 4) STAR Diploma
- 5) STAR Reader Programme
- 6) Charity Projects throughout the Year
- 7) Workshops led by External Agencies
- 8) Mentoring
- 9) Extra-Curricular Clubs
- 10) Whole Academy Initiatives

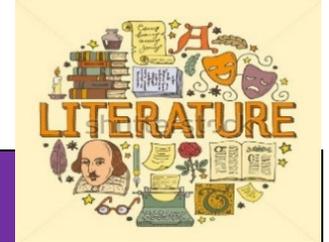


Curriculum Overview

The next pages will provide an overview of the key content and skills that will be covered for each subject area in the Academy. The subjects are:

- 1) English Language and Literature
- 2) Mathematics
- 3) Science
- 4) Geography
- 5) History
- 6) French
- 7) Spanish
- 8) PSHCSE
- 9) Computer Science
- 10) Art
- 11) Design Technology
- 12) Music
- 13) Physical Education
- 14) Religious Studies

- 15)



English Language and English Literature

Curriculum Intent

The study of English is essential, not only in terms of helping individuals make sense of who they are, how to relate to others and access the rich literary world around us, but also in learning how to communicate successfully with the world. English Literature teaches a great deal about life, history and society and fosters tolerance and understanding, which is a vital part of a balanced education. Reading, spoken language and writing are the cornerstones of success and we aim to equip our students with the skills to read with understanding, critically, confidently and for pleasure; to be articulate in their spoken language; and to write effectively with style and accuracy for a wide range of purposes and audiences.

Overview of Topics

English Language	English Literature
<ul style="list-style-type: none"> • Introduction to How Writers Use Language and Structure to Create Meaning. • Introduction to Extended Writing and Essays. • A Range of Creative Writing Tasks, Including Poetry with an Increasing Focus on Impact on Reader. • Non-Fiction Texts: Writers’ Perspectives Comparing Writers’ Ideas. • Using Language and Structure for Effect. • Formal Debate Based on Subject Matter of Non-Fiction Texts. 	<ul style="list-style-type: none"> • Myths and Legends: Beowulf and Greek Myths. • A Thematic Study of Poetry to Complement Myths and Legends. • The Young Adult Novel: Noughts and Crosses. • Poetry: Discrimination and Identity. • Shakespeare: The Tempest

SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen);
- Our students learn about the development of political thought in the Britain through key texts that explore the values that comprise our nation.
- Learning about human rights agenda through cross curricular opportunities in English.

How are students assessed?

We aspire to assess their debating, analytical and creative writing skills. We assess their ability to present arguments and effectively compare and analyse literary texts. Students will be supported through regular formative class assessment throughout the academic year to identify how students can make consistently good progress and then complete an end of year exam to summatively assess the progress across the year as a whole.

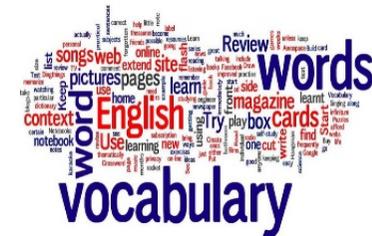
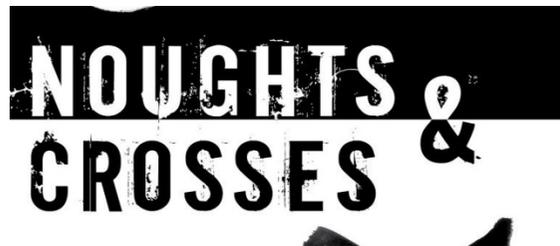




English Language and English Literature

What skills and leadership opportunities will students acquire?

- Opportunities in lessons for students to: take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Opportunities to reflect on the leadership skills of pioneers, thinkers, leaders and experts in the subject.
- Opportunities beyond lessons to become a subject ambassador; provide support during school open evenings and subject events; represent the school in subject-related events such as debates.

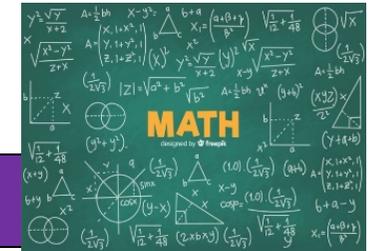


Websites and Independent Study Resources

English Language	English Literature
https://www.bbc.co.uk/bitesize/subjects/z3kw2hv	https://www.bbc.co.uk/bitesize/subjects/z3kw2hv
https://www.teachitenglish.co.uk/	https://www.youtube.com/user/mrbruff
https://www.twinkl.co.uk/resources/keys-tage3-ks3/keystage3-ks3-english/keystage3-ks3-english-ks3	
https://www.senecalearning.com/	
https://www.youtube.com/user/mrbruff	

We encourage all students to participate in the STAR Reader Programme with many exciting competitions throughout the academic year.





Mathematics

Curriculum Intent

Mathematics is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. Our aim is to enable students to build a secure framework of mathematical reasoning, which they can use and apply with confidence. Our Maths curriculum allows students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. They acquire, select and apply mathematical techniques to solve problems and reason mathematically, making deductions and inferences, and drawing conclusions. We set challenging targets in conjunction with high expectations for all students; targets which we hope to achieve through a variety of teaching and learning practices to engage and motivate students.

Overview of Topics

Number and Rates	Algebra	Statistics	Geometry
<ul style="list-style-type: none"> Place Value, Negative Numbers, Addition and Subtraction, Rounding, Powers and Roots, Perimeter Multiplication, Division, Problem Solving with Multiplication and Division, Factors and Multiples, Area. Equivalent Fractions, Adding and Subtracting Fractions, Mixed and Improper Fractions, Fractions of a quantity. Writing and Simplifying Ratios, Sharing Ratio, FDP Equivalence, Finding Percentages, Multiplying and Dividing Fractions. 	<ul style="list-style-type: none"> Directed Numbers and Order of Operations Writing, Simplifying Expressions and Substitution Solving Equations Sequences 	<ul style="list-style-type: none"> Using the mean average 	<ul style="list-style-type: none"> Drawing, measuring and labelling angles, Finding unknown angles Properties of 2D shapes and coordinates, Similar shapes

How are students assessed?

Students will have formative class assessment throughout the academic year. Mini assessments based on topics taught will be given every fortnight. Half-term assessments and end of term assessments will test students' cumulative understanding based on fluency, reasoning and problem solving.

SMSC and British Values

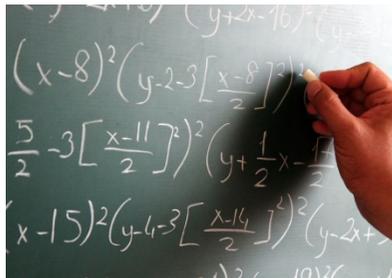
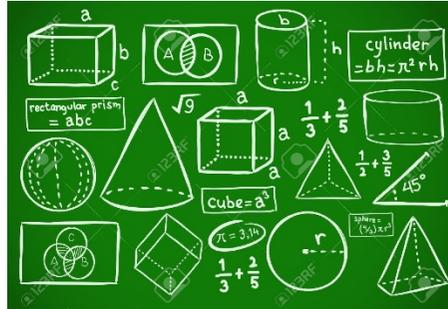
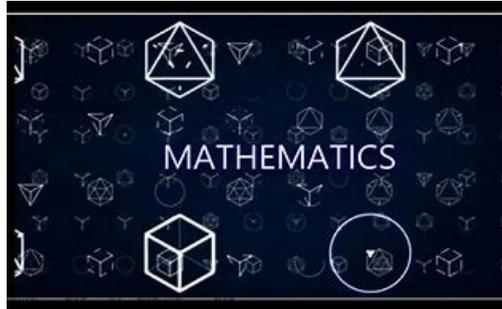
- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- We cover important themes such as tax, profits, personal finance etc.
- We teach students about the use of statistics particularly in the context of newspaper articles and news stories.
- We teach students about bias and ensuring objectivity in data collection methods.
- We aspire for all students to understand that learning Mathematics is a life skill.



Mathematics

What skills and leadership opportunities will students acquire?

- Opportunities in lessons for students to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.
- Our students tutor and support each other in readiness for upcoming assessments and examinations.



Websites and Independent Study Resources

- BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/zghs34j>
 Corbett Maths <https://corbettmaths.com/>
 Hegarty Maths <https://hegartymaths.com/>
 Just Maths www.justmaths.co.uk
 Mr Barton Maths www.mrbartonmaths.com
 Twinkl <https://www.twinkl.co.uk/resource/ks3-maths-revision-mats-pack-t3-m-4778>





Science

Curriculum Intent

The aim of our Science curriculum is to enable students to understand, enjoy and marvel at the world around them, through enquiry-based lessons that challenge their thinking. We aim to encourage our students to develop a positive and practical approach to Science. We also seek to develop key scientific skills, combine knowledge with practical application and establish cross-curricular links, where appropriate. We build understanding of the 'Big Ideas' in Science that are relevant to students' lives during and beyond. Science is a core GCSE subject as well as an essential requirement for most Science-based career routes. All students will study key aspects of Biology, Chemistry and Physics, but students taking Separate Sciences will follow a more in-depth and intensive programme of study. Through the study of Science, students will develop the following skills: communication, prediction, analysis, evaluation and problem solving.

Overview of Topics

- 7A Cells, tissues, organs and organ systems
- 7E Mixtures and separation
- 7F Acids and alkalis
- 7B Sexual reproduction in animals
- 7I Energy
- 7J Current electricity
- 7C Muscles and bones
- 7G The particle model
- 7K Forces
- 7D Ecosystems
- 7H Atoms, elements and compounds
- 7L Sounds
- 8A Food and nutrition
- 8E Combustion
- 8I Fluids



SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- Learning about different beliefs and values. For example, with evolution, we teach students that there are different views but all views must be respected.
- In Science, we explore organ transplantation and we consider the ethics and cultural and religious perspectives.
- We teach about global topics including climate change.
- We teach students about healthy lifestyles including nutrition. We also teach about health relationships including family planning.
- Students are taught about key historical scientists.
- Students are taught about ethics when considering specific scientific practices such as GM crops for example.

How are students assessed?

Students will undertake formative class assessment throughout the academic year and five summative half termly assessments. Students will be assessed on their ability to evaluate practical experiments, conduct scientific analysis. Students will also be assessed on their ability to construct graphs and charts, to interpret data and make scientific inferences.



Science

What skills and leadership opportunities will students acquire?

- Leadership responsibilities in class and during events such as British Science Week
- In Science, we have lead technicians during practical experiments
- Subject Ambassador Opportunities



Websites and Independent Study Resources

<https://www.savemyexams.co.uk/>
<https://www.freesciencelessons.co.uk/>
<http://www.biologyinfo.co.uk/>
<http://www.chemistryinfo.co.uk/>
<http://www.physicsinfo.co.uk/>





Geography

Curriculum Intent

Whilst studying Geography, students will learn about current global affairs as well as future global prospects. Geography allows students to develop skills including the ability to discuss and debate large-scale problems (e.g. global warming, poverty, pollution, water shortages and natural hazards). Geography teaches students about environmental responsibility. Students also learn to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Through Geography, students develop an understanding of the global political issues that occur between countries, cultures, cities and their hinterlands, and between regions within countries.

Overview of Topics

- Map Skills
- Physical and Human Landscapes of the UK
- Ecosystems
- Settlements
- Urban Issues
- Geographical Enquiry

How are students assessed?

Students will have formative class assessments throughout the academic year. Students are assessed in Geography on their ability to read maps and analyse data. A compulsory aspect of assessment involves geographical enquiry where students are expected to collect data in a field environment in order to investigate a geographical hypothesis. Students will also be assessed on their ability to evaluate geographical contexts.

What skills and leadership opportunities will students acquire?

- Fieldwork opportunities
- Students learn about different countries, continents and cultures.
- Students will learn how to read maps
- Students will learn about globalisation
- Student learn about how development varies between countries
- Students learn about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed

SMSC and British Values

- We cover important SMSC themes such as contraception, health and wellbeing and the importance of education in our Geography topics.
- Students explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments).
- Comparing cultural factors such as family sizes, religions, traditions, and governing styles for example; China, Nigeria and Brazil.
- We teach about global topics, interconnected, interdependence between countries.
- We aspire for all students to understand that learning Geography is a life skill which will support their interpretation, appreciation, and participation in a multi-cultural society.
- Students will learn about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers). Students will learn how rights of employees contradict based upon the country in which an employer is based.

Websites and Independent Study Resources

- <https://www.bbc.co.uk/bitesize/subjects/zkw76sg>
- <https://www.ordnancesurvey.co.uk/mapzone/>
- <http://www.rgs.org/HomePage.htm>
- <http://www.nationalgeographic.com>
- <http://www.coolgeography.co.uk>
- <https://www.gcsepod.com>



History

Curriculum Intent

History provides students with an understanding of different people, cultures and the events that have helped to shape the world as it is today. History covers a wide range of time periods, societies and concepts. Students will learn to deal confidently with chronology, change and continuity across time, and the idea of historical significance. They will develop critical analysis skills, learning to assess sources and infer meaning. History provides our students with the skills that are needed to distinguish between fact and opinion, the ability to structure an argument, and knowledge of how to present their ideas in different formats. Understanding past events and people and their significance give students a better insight into the world around them. We believe in the importance of not just learning history, but also learning from history.

Overview of Topics

- Victorian Small Heath
- The Home Front
- The Windrush
- Asian immigration
- The Romans in Britain
- Who should be king 1066?
- Norman invasion
- How did the Normans keep control?
- The struggle between Church and crown
- The 'Bloody' Tudors
- Challenging times for Stuarts

How are students assessed?

Students will formative class assessment throughout the academic year covering a wide range of historical skills: enquiry, cause and consequence, interpretations, inference and the usefulness of sources.

What skills and leadership opportunities will students acquire?

- Students learn about local, national and international history.
- Students will learn about the significance of world historical events such as the Roman Empire', 'Magna Carta', The Black Death', 'The English Civil War' and more.
- Through historical topics, students will gain an awareness of important topics such as: democracy, freedom and equality
- Enrichment Week Activities

SMSC and British Values

- Learning about different cultures and practices.
- Students explore social and moral dilemmas linked with historical events that have occurred across the world.
- History unpicks key topics including freedom, slavery, equality, discrimination, human rights and more.
- We teach about global topics and interdependence between the historical periods.
- We teach about the diversity of History across the world.
- In History, we promote an environment in the classroom where everyone feels confident to express themselves.
- Students involved in teamwork tasks develop respect and service skills.
- The students in the medicine unit study look at all three areas and how the government tries to promote a healthy lifestyle.

Websites and Independent Study Resources

BBC Bitesize History

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

Active History www.activehistory.co.uk

Johndclare.net www.johndclare.net



French

Curriculum Intent

The study of Languages helps to develop students' cultural awareness, teaches them the fundamentals of communicating effectively in a foreign language, and equips them with the skills they need to progress to a global marketplace. Students will learn how to convey vital information about themselves, their families and their lives, and will also master essential phrases, such as how to ask for directions, order food and organise social engagements. Pronunciation and grammar will be key components of the course, ensuring students are able to communicate through both spoken and written mediums. As a department, we are committed to making language learning a positive, enjoyable experience through a variety of teaching and learning activities.

Overview of Topics

My life	In school	My free time	Family life	In town
<ul style="list-style-type: none"> Greetings Age Describing yourself and others Family members 	<ul style="list-style-type: none"> School subjects School uniform School day in France and in England Christmas in France 	<ul style="list-style-type: none"> Weather Sports Activities you do Likes and dislikes 	<ul style="list-style-type: none"> Pets Describe your family Describe where you live Breakfast 	<ul style="list-style-type: none"> Places in town Inviting someone out Ordering in a café Plans for a special weekend

SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- We cover important SMSC themes such as food and nutrition in our Language topics.
- Learning about different cultures and practices.
- Comparing cultural factors such as food and education in France to the British context.
- We teach about global topics, interconnected, interdependence between countries.
- We teach about the diversity of Languages across the world.
- We aspire for all students to understand that learning a language is a life skill which will support their interpretation and participation in a multi-cultural society.

How are students assessed?

Students will undertake formative class assessments throughout the academic year in the four key skills (Reading, Writing, Speaking and Listening).

What skills and leadership opportunities will students acquire?

- There are opportunities for students in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- There are opportunities beyond lessons for students to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

Websites and Independent Study Resources

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658/teaching-resources>

<https://www.memrise.com/course/52220/aqa-gcse-french-vocabulary/>

<https://revisionworld.com/gcse-revision/french>



Spanish

Curriculum Intent

Students will learn how to convey vital information about themselves, their families and their lives, and will also master essential phrases, such as how to ask for directions, order food and organise social engagements. Pronunciation and grammar will be key components of the course, ensuring students are able to communicate through both spoken and written mediums. Students will also learn a variety of valuable transferrable skills whilst undertaking a Language, such as communication, problem-solving, creativity, ICT, literacy, numeracy and performance skills. As a Department, we are committed to making language learning a positive, enjoyable experience through a variety of teaching and learning activities.

Overview of Topics

My life	My free time	My school	My family and friends	My city
<ul style="list-style-type: none"> Greetings Describing yourself and others Family members and pets 	<ul style="list-style-type: none"> Weather Sports Leisure Activities Christmas in Spain 	<ul style="list-style-type: none"> School subjects School day in Spain and in England 	<ul style="list-style-type: none"> Describing family members Describe where you live 	<ul style="list-style-type: none"> Places in town Ordering in a café Plans for a special weekend

How are students assessed?

Students will undertake formative class assessments throughout the academic year in the four key skills (Reading, Writing, Speaking and Listening).

What skills and leadership opportunities will students acquire?

- There are opportunities for students in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- There are opportunities beyond lessons for students to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

SMSC and British Values

- Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen).
- We cover important SMSC themes such as food and nutrition in our Language topics.
- Learning about different cultures and practices.
- Comparing cultural factors such as food and education in Spain to the British context.
- We teach about global topics, interconnected, interdependence between countries.
- We teach about the diversity of Languages across the world.
- We aspire for all students to understand that learning a language is a life skill which will support their interpretation and participation in a multi-cultural society.

Websites and Independent Study Resources

- www.linguascope.com
- www.languagesonline.org.uk
- www.studyspanish.com



PSHSCE

Curriculum Intent

For the purpose of this document we will refer to this subject as PSHSCE. PSHSCE which incorporates spiritual, moral, social and cultural education (SMSC) as well as Relationship and Sex Education (RSE) and British Values (BV) is a core part of the Small Heath Leadership Academy curriculum. We want students to become reflective citizens. We want our students to gain knowledge of democracy, wellbeing, relationship, living in the wider world, and develop the ability to construct and engage in well balanced arguments. The PSHSCE curriculum forms part of the Academy vision that all students should experience a broad, balanced and academically rich curriculum. Our key values include: diversity, empathy, respect, tolerance and celebrating differences. We are confident that our PSHSCE curriculum contributes to students’ academic learning and personal growth. We also aim to use PSHSCE as a tool to contribute to students’ acquisition of cultural capital.

Overview of Topics

- 1) Health and Wellbeing
- 2) Living in the Wider World
- 3) Relationships
- 4) Citizenship
- 5) Legislation and Citizen Rights
- 6) Online Safety
- 7) Families
- 8) Legislation to protect citizens
- 9) Personal Development and positive well-being

How are students assessed?

Students will have formative class assessment throughout the academic year. They are assessed on their understanding of legislation such as the Equality Act and being able to interpret and evaluate social contexts.

SMSC and British Values

- Students explore social and moral dilemmas linked to key philosophical ideas and debates. For example, students will learn about family planning, mental health and wellbeing.
- PSHSCE teaches tolerance of those with and belief and individual liberty.
- PSHSCE promotes individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- In PSHSCE, we promote an environment in the classroom where everyone feels confident to express themselves.
- Students involved in team work tasks develop respect and service skills.

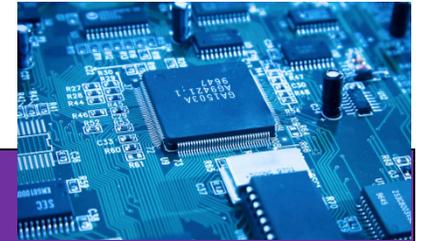
What skills and leadership opportunities will students acquire?

- Opportunities in lessons for students to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.
- Enrichment Week Activities.

Websites and Independent Study Resources

<https://www.bbc.co.uk/bitesize/subjects/ztv9j6>

<https://www.citizensadvice.org.uk/law-and-courts/civil-rights/young-people-s-rights/>



Computer Science

Curriculum Intent

Our curriculum for computing aims to ensure that all students can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. We aim to ensure that students can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We aim for all students to be able to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. Essentially we want all of our students to be responsible, competent, confident and creative users of information and communication technology.

Overview of Topics

- Data representation
- Algorithms
- Programming techniques
- Collecting, presenting and interpreting data
- Systems architecture
- Network security and user interfaces.

How are students assessed?

Students will have formative class assessment throughout the academic year. They are assessed on their understanding of the topics listed above which forms the fundamental knowledge required for studying Computer Science in key stage 4.

What skills and leadership opportunities will students acquire?

- Report Writing
- Use of software
- Group work
- Presentations
- Students Ambassador Opportunities

SMSC and British Values

- We promote the rule of law via copyright and data protection laws and intellectual property.
- We promote an environment in the classroom where everyone feels confident to express themselves

Websites and Independent Study Resources

<https://www.khanacademy.org/>
<https://www.codecademy.com>
<https://hourofcode.com/uk/learn>



Art

Curriculum Intent

Students will develop a working knowledge of the materials, practices and technology of art, craft and design, along with the skills to investigate, analyse and experiment using practical and imaginative dexterity to express their ideas, feelings and meanings. They will also develop an understanding of the language, functions and place of art in history and in society. The specific practical skills students will develop include a broad range of drawing, painting, printmaking and 3D techniques such as ceramics. Art encourages students to develop an adventurous and enquiring approach to the subject and acquire the skills to express themselves through a range of artistic mediums. Students will develop an understanding of both historical and contemporary art and design and be able to produce a personal response to a range of ideas and starting points.

Overview of Topics

- Tonal Bar/Tonal Sphere/Mark Making and Tone
- Gridding Up Method Tone + Accuracy
- Artist Link- Lucy McLauchlan
- Press-Printing
- Ink Painting
- Artist Link- Andy Warhol, Roy Lichtenstein
- Colour Wheel
- Artist Link - Mark Hearld
- Watercolour + Oil Pastel Resist
- Mixed Media Large Scale Group Project
- Mark Hearld Ceramic Piece

How are students assessed?

Students will receive formative class assessment throughout the academic year. Students are tested on their ability to draw, use painting and colouring techniques and be creative and imaginative with their projects.

What skills and leadership opportunities will students acquire?

- Students have the opportunities in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Students have the opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.

SMSC and British Values

- Art teaches tolerance of those with different faiths and beliefs, freedom of speech, individual liberty.
- Art promotes individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- In Creative Arts, we promote an environment in the classroom where everyone feels confident to express themselves.
- Students involved in team work tasks develop respect and service skills.
- Students are given the opportunity to evaluate their own personal strengths and areas for development and to use this to inform goal setting.
- Students are given the opportunity to recognise their personal strengths and how this affects their self-confidence and self-esteem.
- Creative Arts encourage the consideration of similarities, differences and diversity among different race, culture, ability, disability, sex, gender identity, age & sexual orientation, impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals & communities.

Websites and Independent Study Resources

- <http://www.art2day.co.uk/>
- <http://www.studentartguide.com>
- <http://www.bbc.co.uk/education/subjects/z6hs34j>
- <http://www.artscouncil.org.uk/>
- <http://www.art2day.co.uk/>
- <http://www.studentartguide.com>



Music

Curriculum Intent

Our curriculum aim to expose students to a wide range of musical genre. We aim to offer all students the opportunity to perform, compose and listen to a wide range of musical influences. Our curriculum also aims to develop vocal and/or instrumental fluency, accuracy and expressiveness. We aspire for students to understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. We aim to use technology to allow students to appreciate and understand a wide range of musical contexts and styles.

Overview of Topics

- Elements of Music
- Instruments of the Orchestra
- Minimal Music
- Song Writing and Singing
- Samba
- Musical Fusion

How are students assessed?

Students are assessed by their musical performances, recording and in class assessments. Students will have the opportunity to show their understanding of a wide range of musical genres and showcase their talents throughout the academic year.

What skills and leadership opportunities will students acquire?

- Students will have the opportunity to perform solo or in groups.
- Students will learn how to use instruments and appropriate technology in order to perform Music.
- Students have opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.
- Enrichment Week Activities.
- Student can perform at Academy events such as Open Evenings and Parent's Evening.

SMSC and British Values

- We teach students to respect cultural diversity and musical genres.
- We teach students the historical significance of specific musical genres and the subsequent cultural associations.
- We teach students to respect and show tolerance to other performers.
- We promote tolerance, freedom of speech, expression.
- We promote diversity and respect of Music across the world.

Websites and Independent Study Resources

- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- <https://www.youthmusic.org.uk/opportunities>
- <https://www.mfy.org.uk/about/our-work/>
- <https://www.a-y-m.org.uk/youth-music-opportunities-board/>
- <https://www.makingmusic.org.uk/beneficiary-type/young-people>



Design Technology

Curriculum Intent

Our curriculum focuses on developing practical skills in textiles and food, allowing students to learn about industry standards and manufacture products with high quality outcomes. Students learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication. Students get to grips with using current technologies and consider the impact of future technological developments. Incorporating CAD and CAM into the curriculum. Students will use their creativity and imagination to design and make prototypes that solve problems, considering their own and others' needs.

Overview of Topics

Food Technology	Textiles
Health and safety in the kitchen Safe food storage Practical skills - claw grip and bridge hold Theory linking to organic, sustainable, and fair trade Seasonality linking to ingredients The importance of healthy eating Theory linked to Eatwell guide Practical skills associated with cheese scones Theory linked shortening and rubbing in and Eatwell Guide Practical skills associated with Ragu. Theory types of vegetable and vegetable storage. Practical linking to seasonal vegetables- stir fry Practical linking to meat- koftas Research, design and make task – designing and making to answer brief.	Health and safety in the textiles room Designing for clients Key practical skills in textiles Looking at artists/ designers/ makers Initial research: photos, drawings, internet Experimenting with core foundation textiles Initial designs Cutting out, Making Templates Stitching accurately Final piece 1 Final design Development Design analysis Pattern making, Cutting out, Stitching accurately

SMSC and British Values

- In Textiles, students learn about different cultures and practices and how this links specifically to the design of products and also to food preparation.
- Students explore social and moral dilemmas linking to design problems and briefs.
- Textiles unpicks key topics including freedom, equality, discrimination, human rights and more as these can link in with design solutions.
- Textiles teaches tolerance of those with different faiths and beliefs, freedom of speech, individual liberty. In food students are taught how different faiths, will have different beliefs in relation to food choice. In textiles these links in with choices of fabrics, materials, equipment and processes used as well as overall design of products.
- We teach about the diversity of DT- textiles across the world.

How are students assessed?

Students will receive formative class assessment throughout the academic year. Students will be awarded grades from 1-4, throughout each module students will have their research, design, making and evaluative skills assessed, as well as theory which is embedded into practical.





Design Technology

What skills and leadership opportunities will students acquire?

- Students have opportunities in lessons to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Students have opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.
- Academy Bake Off - in Summer Term.
- Opportunities to take part in competitions nationally- Tunnock tea cake challenge, product in a tin, festival of quilts.
- Enrichment Week Activities.



Websites and Independent Study Resources

<https://hearttohome.wordpress.com/2015/02/23/50-british-textile-designers-websites-for-inspiration/>
<http://www.textileshotline.co.uk/>
www.62group.org.uk
<https://www.foodafactoflife.org.uk/>
<https://www.bbcgoodfood.com/seasonal-calendar/all>
<https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

BBC
goodfood



Physical Education

Curriculum Intent

The Academy's Physical Education (PE) programme encourages all students to participate in sports for the benefit of their physical and mental health and aims to provide a wide variety of activities to appeal to everyone. PE improves students' physical fitness, flexibility, dexterity and endurance, and educates them about the importance of health and well-being. Students are encouraged to work hard to develop their skills, which in turn helps to build their self-confidence as they become more adept at different types of sport.

Overview of Topics

Students will develop their motor skills across a range of activities including games (team and individual), fitness, athletics, dance and gymnastics. Each unit of work will have six guided learning hours.

How are students assessed?

Students will be awarded grade from 1-4 based on their performance (skills, tactics, creativity and fitness). Students will have formative class assessment throughout the academic year. Students are also encouraged to attend extra-curricular clubs to further improve their physical, social and mental well-being. Outstanding effort and performance will be rewarded with points and post cards.

SMSC and British Values

- We teach students about healthy lifestyles including nutrition.
- Physical education allows students to recognise their personal strengths and how this affects their self-confidence and self-esteem.
- Physical Education covers the characteristics of mental and emotional health and strategies for managing it.
- Physical Education covers the importance of and ways of taking increased responsibility for their own physical health and personal hygiene.
- Students will learn the benefits of physical activity and exercise and the importance of sleep.
- Students will learn the importance of, and strategies for, maintaining a balance between work, leisure and exercise.
- Students will learn what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting).
- Students will learn different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work.

What skills and leadership opportunities will students acquire?

- There are opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities through the academic year.
- Sports leaders Award / Cricket activators award provide formal leadership qualifications.
- Students gain leadership experience through supporting sports partnership competitions.

Websites and Independent Study Resources

<https://www.bbc.co.uk/education/subjects/z34k7ty>

<https://my.dynamic-learning.co.uk/>

<https://www.doddlelearn.co.uk/>

<https://www.cambridgenationals>



Religious Studies

Curriculum Intent

Religious Studies aims to promote religious understanding and appreciation of people from all backgrounds, beliefs and cultures. Religious Studies equips students to meet the circumstances of living in modern society, and become good citizens. It promotes a sympathetic understanding of religions, including both those that are locally represented and those which have been formative in the lives of people in the history of the world. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Through Religious Studies, students gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Overview of Topics

- Journey of Life
- Sikhism
- Judaism
- Planet Earth

How are students assessed?

Students will have formative class assessments throughout the academic year covering a wide range of skills. Students are assessed on their ability to analyse and evaluate aspects of religion and belief, including their significance and influence. Students will be tested on their knowledge and understanding of religion and beliefs including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs.

SMSC and British Values

- Students learn about different cultures and practices.
- Students explore social and moral dilemmas linked to key philosophical ideas and debates. For example, students will learn about family planning, abortion, atheism and more.
- Students unpick key topics including freedom, slavery, equality, discrimination, human rights and more.
- Religious Studies teaches tolerance of those with different faiths and beliefs, freedom of speech, individual liberty.
- Religious Studies promotes individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- We teach about the diversity of religion across the world.
- We promote an environment in the classroom where everyone feels confident to express themselves.

What skills and leadership opportunities will students acquire?

- There are opportunities in lessons for students to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays.
- Opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities throughout the academic year.
- Enrichment Week Activities

Websites and Independent Study Resources

- www.aqa.org.uk
- <http://request.org.uk/>
- <https://www.god.tv>
- bbc.co.uk/religion/religions/islam
- <http://www.bbc.co.uk/religion/religions/christianity/>



Key Staff for Year 7

Pastoral	
Pastoral Leader	Ms O'Keefe
Senior Leadership Team Link	Mr Wilshaw
Academic Directors of Learning	
English	Mr Issam
Mathematics	Mr Ellahi
Science	Ms Hanif
Geography	Mr Landini
History	Mr Hemphill
Computer Science	Mr Bunce
Modern Foreign Languages	Ms Ligouri
Religious Studies	Ms Yousaf
Creative Arts	Mrs Brookin
Physical Education	Mr Farmer



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