



Year 7 Curriculum Information Booklet



Contents

Introduction	..	..	..	..	..	3
Our Curriculum Values	..	..	..	..	..	4
Structure and Options	..	..	..	..	..	5
Homework	..	..	..	..	..	6

Subject overviews

English	..	..	..	..	..	7
Mathematics	..	..	..	..	..	9
Science	..	..	..	..	..	11
History	..	..	..	..	..	13
Geography	..	..	..	..	..	15
Religious Studies	..	..	..	..	..	17
MFL (Year 7 Mandarin)	..	..	..	..	..	19
Music	..	..	..	..	..	20
Art	..	..	..	..	..	22
Design & Technology	..	..	..	..	..	24
Physical Education	..	..	..	..	..	26
Computing	28
Citizenship	29

Enrichment

University, Careers, and Enrichment	31
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Introduction

At Prince Albert High, the curriculum in each subject area is designed backwards from university study, through A-Level, GCSE and down to Key Stage 3.

Academic and knowledge rich - Our children study an academic curriculum with a three-year Key Stage 3. We believe this provides our students with a solid foundation for further education empowering them to follow the career path of their choice and giving them a real chance to go to and succeed at university or pathways. The key learning is carefully codified and structured over time allowing students to master content that they can continue to develop beyond their time at PA High. We have committed extra curriculum time to the academic core of English, mathematics and science. Students study 5 hours of each of these subjects every week in KS3. Students also have 2 hours of humanities in every year group at Key Stage 3. This allows our children to experience success in these subjects quickly and at a very high level. For lower attaining students, we provide additional hours of English so that they can catch up at a faster rate. This reading recovery programme accelerates students reading quickly with a focus on phonics, decode, comprehension, synthesis and summary.

Mastery 'alive' curriculum - Our curriculum is planned 'backwards' from KS5 in each subject and includes a thorough base of content as well as the learning habits. We want our students to have a choice to attend the best universities or pathways in the country, so we plan back from this aim with our primary colleagues from PACT to build a curriculum offer that enhances student experience. Each subject discipline aims for students to develop base knowledge before they move on to the next phase of study. This is planned as a narrative structured over time. At each point the knowledge, conceptual understanding and learning habits that need to be mastered in order to move on are clearly defined in our schemes of learning. Our teachers have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the students' broader development within the subject.

Our curriculum is also alive as it is representative of the world we live in. We want our children to be proud of their identities, so we have built a representative curriculum that allows them to see their heritage celebrated. We pride ourselves on academics and teach children both conceptual and procedural learning of great minds from all walks of life.

Habits of success - We believe in a wholesome educational experience and pay as much attention to enrichment, character development and habits of success as we do academics. Our children visit universities (at least) once a year, have a broad and balanced enrichment programme and also spend time in the community to build wider networks. Our PSHE curriculum, our enrichment plan and our access and exposure programme is also mapped backwards from KS5. All of these are designed with the Gatsby Benchmarks in mind. We believe that 'Habits of Success' are practicable. Our habits of success empower our students to grow alongside academics in order to nourish their character.

Our curriculum – in each subject – provides opportunities for reading. Non-fiction texts elevate the curriculum content of medium-term plans and are intrinsically woven to provide a breadth of reading sources. Lessons and extra-curricular opportunities allow for debate to be practiced. Additionally, the mapping backwards from KS5 means that children are actively taught how to take Cornell notes, how to plan and execute interleaved practice, how to fact-check and form other habits of success – habits that we think make great learners.

Our Curriculum Values

Our Purpose

To ensure that when students leave PA High, they do so with real options: to go to best universities and pathways and succeed there.

Our curriculum pillars:

1. High Quality Teaching: Teachers are experts with an excellent understanding of the intellectual journey they are taking their students on and have mastery in effective teaching skills.
2. Mastery 'alive' Curriculum: Our curriculum design enables students to make rapid progress and develop a framework of knowledge and understanding in each subject area that provides a solid foundation for further study.
3. Habits of Success: Students develop the characteristics that support their academic achievement, create thoughtful citizens and allow them to make reflective choices over their personal lives. Students understand the opportunities that a school and university education will afford. Students develop their passions and interests through an in-day enrichment programme.

At Prince Albert High, the curriculum in each subject area is designed backwards from university study, through A-Level, GCSE and down to Key Stage 3.

Our children study a traditional curriculum with an academic focus with a three year Key Stage 3. We believe this provides our students with a solid foundation for further education, empowering them to follow the career path of their choice and giving them a real chance to go to and succeed at university. A curriculum full of powerful knowledge is a hugely powerful tool of social justice, aiming to create socially mobile young people by giving them the opportunities to pursue careers they are passionate about.

We privilege language. We recognise that the success of our mission rests on our students' ability to become proficient and fluent readers and speakers. By providing opportunities for students to listen, make sense of, share and then challenge concepts we actively teach and encourage dialogue. Through this we also build on the art of debate by learning how to concede or sharpen our thinking. We explicitly teach subject-specific vocabulary and 'the language of opportunity' to enrich pupils' knowledge and understanding of the world. This allows our children to quickly develop a level of articulacy which enhances their confidence.

Our curriculum is alive as it is representative of the world we live in. We pride ourselves on academics and teach children both conceptual and procedural learning of great minds from all walks of life.

Structure and Options

Key Stage 3 Curriculum:

In years 7 to 9, we offer a rich and varied curriculum, designed to prepare students fully for GCSEs, A Levels and university.

Subject	Hours per week
English	5 (7 if on RR programme)
Maths	5
Science	5
RE	1
History	2
Geography	2
Mandarin	1
Art	1
Music	1
Design and Technology	1
Computing	1
Physical Education	2
Personal Development/Citizenship	1

Key Stage 4 Curriculum:

Our students will study the following English Baccalaureate (EBacc) subjects at Key Stage 4:

Subject	Hours per week
English	5
Maths	4
Science	5
RE	2
History/Geography	3
Modern Foreign Language	3
Computing	
Art	3
PE	3
Music	3
Design and Technology	3
Physical Education	2 (all students)
Personal Development	1

We discuss individual curriculum pathways with students and their parents particularly in year 9 and year 11, as students prepare for the transition to Key Stage 4 and Key Stage 5.

Key Stage 5 Curriculum:

We will open our sixth form in 2026 after our 2021 founder students complete GCSEs and will offer A-level courses across a range of academic subjects.

Homework

Homework at Prince Albert High School is never a tick-box activity, but instead is always a carefully-considered and valuable opportunity for learning. All homework tasks are planned with pupils' assessments in mind, and great care is taken to ensure that pupils are given regular and rigorous opportunities to consolidate the knowledge needed for their assessments and practice the skills required in their exams. Additionally, the tasks have been designed to be challenging enough for all learners to make progress and are a mechanism through which students are exposed to academic texts, equipped with a toolkit for revision, and encouraged to rehearse the core knowledge needed to be successful.

Homework is also an opportunity for pupils to be exposed to a wider range of texts and ideas than can be covered in the classroom. The rich understanding of a subject that this thorough approach takes will equip them with the knowledge and cultural capital they need to sit at the 'top tables' in their university and career goals.

In order to meet these criteria, over the course of the term the homework tasks will have met the objectives outlined below:

- Give students the opportunity to rehearse the subject-specific vocabulary and residual knowledge that has been delivered within lessons.
- Give exposure to non-fiction representative texts, which will enhance the knowledge gained by students within the topic. This exposure should be captured through Cornell Note-taking.
- Give students opportunity to practice a specific revision strategy in order to strengthen their revision toolkit. For example, self-quizzing using a knowledge organiser.
- Immersion in STEM.

English

Subject Aim

Through studying English, pupils will develop their confidence to speak, read and write fluently so that they can effectively communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. By developing a passion and appreciation for reading for pleasure and information, we want pupils to appreciate our rich and varied literary heritage so that they acquire a wide vocabulary and develop culturally, emotionally, intellectually, socially and spiritually. Additionally, pupils should be able to analyse language, structure and form of whole texts, including a variety of forms, and articulate themselves academically in well-structured critical essays, considering context and writer's intentions. Alongside this, pupils will enhance their understanding of grammar and knowledge of linguistic conventions so that they can analyse as well as manipulate conventions to suit audience, purpose and text-type.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<i>How has Shakespeare presented the love potion?</i>	<ul style="list-style-type: none"> • Life in Elizabethan England and Shakespeare's life • Elizabeth family relationships • The role of the love potion • The form of a play • Narrative of <i>A Midsummer Night's Dream</i> • Life in Ancient Athens • Essay and writing skills
Spring 1 & 2	<i>"It has never been easy being a teenager, but young people today face more challenges than they have ever done before."</i> <i>Write a speech for your school assembly, stating whether or not you agree with this view.</i>	<ul style="list-style-type: none"> • Classical rhetoric and its impact within today's society • Use of Ethos, pathos and logos • Persuasive speeches • Oracy • The form of speeches • Language analysis • Speech writing skills with form, audience and purpose
Summer 1 & 2	<i>How does Dickens explore the relationship between family, money and social class in 'Great Expectations'?</i>	<ul style="list-style-type: none"> • Life in Victorian England and Victorian Crime • The form of a novel • Narrative of <i>Great Expectations</i> • Pip– character development and vocabulary to describe him • Knowledge of following characters and how they interact with; Pip, Magwitch, Miss Havisham and Estella • Essay and writing skills

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils will also undertake extended writing tasks where pupils analytical skills, vocabulary, grammar and punctuation skills are assessed. In GCSE study, pupils will be entered for two GCSEs: the AQA Literature Specification and AQA Language specification. In Literature, pupils will study and be assessed on Macbeth, The Strange Case of Jekyll and Hyde, An Inspector Calls, Conflict and Power poetry and a collection of previously unseen poetry.

Mathematics

Subject Aim

Through studying Mathematics students learn to be logical, analytical problem solvers thereby fostering resilience and independent thinking. Students will be guided in exploration of increasingly complex, rich mathematical concepts and be supported through explicit modelling of key language and notations to enable them to articulate their mathematical thinking and communicate their methods accurately.

Through the use of real-life mathematical examples, students will develop an appreciation for the importance of Mathematics in everyday life and the power and versatility of the subject.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1	<p><i>To secure key numeracy skills and understand types of basic number. (Number)</i></p> <p><i>To explore properties of 2D and 3D shapes. (Geometry)</i></p>	<ul style="list-style-type: none"> • 3x2 digit multiplication and division. • Negative numbers and the four operations. • Order of operations. • Prime numbers up to 100. • Divisibility checks. • Factors and multiples. • HCF and LCM. • Naming polygons. • Properties of triangles and quadrilaterals. • Naming 3D shapes. • Identifying faces, edges and vertices. • Nets of shapes. • Plans and elevations.
Autumn 2	<p><i>To be introduced to fractions and decimals. (Number)</i></p>	<ul style="list-style-type: none"> • Simple fractions of quantities. • Calculating with fractions. • Understanding place value. • Rounding to decimal places. • Ordering decimals. • Multiplication and division with decimals. • Estimation
Spring 1	<p><i>To develop angle reasoning skills. (Geometry)</i></p> <p><i>To be introduced to percentages. (Number)</i></p> <p><i>To understand metric units and develop angle application. (Geometry)</i></p>	<ul style="list-style-type: none"> • Naming, measuring and drawing angles. • Angles on a straight line, in quadrilaterals and triangles. • Angles in parallel lines. • Triangle proofs. • Solving problems involving polygons. • Naming, measuring and drawing angles. • Angles on a straight line, in quadrilaterals and triangles. • Angles in parallel lines. • Triangle proofs. • Solving problems involving polygons. • Converting between metric and imperial units. • Measuring simple bearings. • Drawing and measuring bearings.

<p>Spring 2</p>	<p><i>To be introduced to simple algebra. (Algebra)</i></p> <p><i>To be able to work with non-integers and proportion problems. (Number)</i></p> <p><i>To be able to manipulate and solve problems involving algebra. (Algebra)</i></p>	<ul style="list-style-type: none"> • Simplifying simple algebra. • Expanding and simplifying single brackets. • Factorising. • Substituting negative numbers into algebraic expressions. • Substitution into complex formula. • Expanding double brackets. • Converting between fractions, decimals and percentages. • Ordering fractions, decimals and percentages. • Simplifying ratios. • Calculating with ratios. • Calculating with proportion recipes. • Solving problems involving proportion. • Exchange rates. • Solving simple equations. • Using formula inversely. • Solving equations, involving unknowns on both sides. • Forming and solving equations from statements.
<p>Summer 1</p>	<p><i>Discovering types of number. (Number)</i></p> <p><i>Exploring space in the second dimension, third dimension and shape manipulation. (Geometry)</i></p>	<ul style="list-style-type: none"> • Finding simple squares, cubes and roots. • Calculating indices and roots. • Finding area and perimeter of triangles, rectangles and basic quadrilaterals. • Calculating area of circumference of a circle given the radius. • Completing tessellations. • Identifying lines of symmetry. • Carrying out simple enlargements. • Carrying out simple transformations on axes. • Calculating volumes in simple cases.
<p>Summer 2</p>	<p><i>An introduction to probability. (Probability)</i></p> <p><i>To be able to apply algebra. (Algebra)</i></p>	<ul style="list-style-type: none"> • Sum of probabilities is 1. • Relative frequency. • Finding missing probabilities. • Finding terms in a linear sequence. • Finding the nth term. • Knowing where terms are within a sequence. • Recognising non-linear number sequences. • Using co-ordinates in four quadrants. • Calculating midpoints of a point. • Constructing simple linear graphs.

Assessment Details

In addition to extended problem-solving questions with real-life contexts to enable them to identify and apply appropriate mathematical methods, students will undertake regular topic tests and termly assessments consisting of three papers: mental maths, calculator and non-calculator. In GCSE study, we will follow Edexcel Specification 1MA1 at the Higher or Foundation tier of entry.

Science

Subject Aim

We aim to improve opportunities for all young people regardless of background. In Science, this means pupils developing a comprehensive and connected understanding of the big picture of Science and ensuring that young people leave school with enough scientific capital to inform their decision making throughout their life, to understand their impact on the environment, and to know how to be and stay healthy. Many excellent career pathways lie in the field of Science, and our pupils will use their thorough and rigorous education of Chemistry, Physics, and Biology to access these pathways should they choose to.

To do this we will ensure pupils build up a body of key knowledge, concepts and practical skills over time and these will be interleaved throughout a 7-year curriculum to ensure success. Pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1	<i>How can we investigate the world scientifically?</i> <i>How are plants and animals constructed? (Biology)</i>	<ul style="list-style-type: none"> • Testing variables fairly • Planning, conducting, and evaluating an experiment • Collecting data and drawing conclusions from it • Organic and inorganic matter • Use of microscopes and magnification
Autumn 2	<i>How do forces predict motion? (Physics)</i> <i>How does the human body work? (Biology)</i>	<ul style="list-style-type: none"> • Types of force, and how they are balanced and unbalanced • Friction and falling objects • The skeletal system • Joints and muscles • Gas exchange, breathing, and respiration • The circulatory system
Spring 1	<i>How do organisms reproduce? (Biology)</i> <i>What is matter? (Chemistry)</i> <i>How do we see? (Physics)</i>	<ul style="list-style-type: none"> • Adolescence • Animal and plant reproductive systems • Menstruation, fertilisation, and gestation • Flowers, pollination, seed dispersal, and germination • States of matter, state changes • Particle model, dissolving, and diffusion • Gas pressure • Reflection and refraction • How eyes and cameras see things
Spring 2	<i>What are elements? (Chemistry)</i> <i>What is the Earth made from? (Physics)</i>	<ul style="list-style-type: none"> • Elements, atoms, and compounds • How to write a chemical formula • The earth's atmosphere • Sedimentary, igneous, and metamorphic rocks; and the rock cycle

		<ul style="list-style-type: none"> • The carbon cycle and Climate change • Recycling
Summer 1	<p><i>What is the difference between an acid and an alkali? (Chemistry)</i></p> <p><i>How and why do chemicals react? (Chemistry)</i></p>	<ul style="list-style-type: none"> • Acids, alkalis, and measuring pH • Neutralisation • Chemical reactions • Combustion and burning fuels • Decomposition
Summer 2	<p><i>How do we hear? (Physics)</i></p> <p><i>What's in space? (Physics)</i></p>	<ul style="list-style-type: none"> • The structure of the ear • Soundwaves • Ultrasound and echoes • Our solar system and its planets and moons • How orbit affects night and day, and the seasons

Assessment Details

In addition to regular knowledge quizzes and multiple choice style questions pupils will also undertake regular short answer questions in relation to key science practicals. Pupils will also answer a range of GCSE-style questions in regular 'topic tests' designed to highlight their strengths and areas where further teaching and revision is needed.

In GCSE study, we will follow the AQA Specification offering both separate science or combined science pathways.

History

Subject Aim

In year 7 history, we will ensure pupils know and understand history as a coherent, chronological narrative and an understanding of how Britain has influenced and *been influenced* by the wider world. Pupils understanding of international historical events will also develop, as we seek to ensure our students of History understand not only significant events in this country but important moments around the globe. Pupils will also begin to understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance. Alongside this, pupils will critically analyse methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been made.

Year 7 Termly Overview

Term	Key questions/concepts	Key subject knowledge
Autumn 1 & 2	The Norman Conquest <i>The development of state and society in Norman England 1066-1087</i>	<ul style="list-style-type: none"> • What England was like before the Norman invaded. • Contenders to the throne. • Battle of Stamford Bridge • Battle of Hastings • Bayeux Tapestry • William's methods of control; Feudal System, Domesday Book and castles. • William's reputation as monarch • How England changed under Norman rule.
Spring 1 & 2	The Medieval World <i>The development of the Church, state and society in the medieval period, 1087-1509.</i>	<ul style="list-style-type: none"> • Life as a medieval peasant in England and in the eastern world. • Importance of religion. • Role of the church in medieval England. • Thomas Beckett investigation; power struggle between the Crown and the Church • The Black Death; how it became a pandemic and the impact of this. • Peasants Revolt, why this happened and consequences of this. • Medieval justice and punishments. • Crusades, purpose and consequences. • Saladin and Richard I as leaders of the Third Crusade.
Summer 1 & 2	Early Modern Period <i>The development of the Church, state and society, 1509-1745</i>	<ul style="list-style-type: none"> • Henry VII. • Henry VIII.

		<ul style="list-style-type: none"> • Religious changes under Henry VIII; break with Rome. • Mary I. • Relationship between Mary I and Elizabeth. • Elizabeth I becoming queen, religious issues and changes to England under her reign. • Life as an ordinary person in Elizabethan England, focus on Black Tudors. • Spanish Armada, causes and consequences. • James I, end of the Tudor reign. • English Civil War, short and long term causes and key battles. • Ottoman Empire, power consolidation. • Changes in power and position of the empire, under different rulers. • Decline of the Ottoman Empire and eventual collapse.
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Assessment Details

In line with the GCSE specification, pupils will answer adapted GCSE style questions during each term, in the form of a end of unit summative assessment. At GCSE level, pupils will be entered for the AQA GCSE in History.

Each assessment will include both source based and essay questions; skills we will build upon in lessons. In addition to regular knowledge quizzes and multiple choice style questions pupils will also write paragraphs and essays in response to key enquiry questions, focusing on each specific time period.

Geography

Subject Aim

PAHS Geographers will be critical, creative and curious. They seek to not only understand their local area and the wider world, but also are able to propose their own solutions to create a better future for all. Through studying geography, students will develop a deep understanding of how both physical and human geographical processes work. Through geographical theories and models, our pupils will develop an appreciation for the wider context of the world and contemporary issues, alongside the disciplinary knowledge and skills that will enable them to investigate the world and make justifiable predictions about how this is likely to change in the future.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<p><i>Why do tectonic hazards occur and what is their impact?</i></p> <p><i>How has Japan successfully managed their tectonic hazards?</i></p>	<ul style="list-style-type: none"> • Location of continents • Continental drift theory and evidence • Plate tectonics theory • Different plate boundaries: convergent, divergent and transform • Tectonic hazards: earthquakes and volcanic eruptions • Social, economic and environmental impacts of tectonic hazards • Management strategies: protection, planning and prediction • Evaluation of the effectiveness of these strategies in Japan
Spring 1 & 2	<p><i>What does development look like on a global scale?</i></p> <p><i>Why is Haiti the least economically developed in the Western Hemisphere?</i></p>	<ul style="list-style-type: none"> • Development indicators • Sectors of the economy: primary, secondary, tertiary and quaternary • How quality of life changes as a country develops • Examples and characteristics of high-income countries, low-income countries and newly-emerging economies • Causes of uneven development in Haiti: tectonic hazards, tropical storms, colonial legacy, weak governance, global trade networks
Summer 1 & 2	<p><i>Why do weather and climate patterns vary around the world?</i></p> <p><i>What are the opportunities and challenges to development in the Thar desert?</i></p>	<ul style="list-style-type: none"> • How the global climate has changed over time from the Ice Age onwards • How climate and weather patterns vary around the world • The global biomes: hot desert, cold environment, tropical rainforest, savannah, deciduous forest • The global atmospheric model • Characteristics of hot deserts

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils will also complete longer answer questions that require them to describe, explain and evaluate geographical phenomena and issues. In GCSE study, pupils will be entered for the AQA Geography Specification. Pupils will study and be assessed on human geography, physical geography, fieldwork, which in year 7 will be a microclimate study.

Religious Studies

Subject Aim

Students will gain a deep understanding of the fundamental religious beliefs, the historical context of major world religions and engage with philosophical and ethical debates. Students will begin to consider their own responses to religious ideas and how these are put into practice in the world around them.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<i>Introduction to world's major religions</i> <i>What is spirituality?</i>	<ul style="list-style-type: none"> • The six major world religions – Hinduism, Judaism, Buddhism, Christianity, Islam and Sikhism • History of each of the six world religions • One key teaching of each of the six world religions • Understand what spirituality is and the difference between spirituality and religion • Understand what 'worship' means and the different types of worship • The importance of belief and faith for people • Understand what pilgrimage is and why people go on religion pilgrimage • Explore reasons why people celebrate religion
Spring 1 & 2	<i>What is authority?</i> <i>How should we respond to suffering?</i>	<ul style="list-style-type: none"> • Understand the importance of authority and what religious authority is • The qualities needed by religious leaders • God's influence on religious leaders in Christianity • Why the Bible is an important source of authority in Christianity • Jesus as a religious leader in Christianity • Know what suffering is and how it is caused • Connection between evil and suffering • The concepts of forgiveness and reconciliation • Debates around the problem of evil and suffering proving there is no God • Responses to evil and suffering
Summer 1 & 2	<i>What can we learn from the miracles of Jesus?</i> <i>What does Christianity teach about right and wrong?</i>	<ul style="list-style-type: none"> • What is considered to be a miracle • Jesus' miracles and what they teach Christians: <ul style="list-style-type: none"> ○ Feeding the 5000 ○ Walking on water ○ Jesus heals the leper ○ Lazarus raised from the dead ○ Resurrection of Jesus • Dietrich Bonhoeffer – doing the right thing can be difficult • The 10 commandments • The parable of the wise and foolish builders • The reason why there is wrong in the world – original sin • Why Christians might struggle to live a good Christian life

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils will also complete longer answer questions that require them to explain, analyse and justify religious ideas. In GCSE study, pupils will be entered for the Edexcel Religious Studies Specification. Pupils will study and be assessed on Christian Beliefs and Practices, Islamic Beliefs and Practices, and Philosophy and Ethics.

MFL (Year 7 Mandarin)

Subject Aim

After English, Mandarin is the most commonly spoken Modern Foreign Language in the world. To prepare our pupils for entry into a global world, and to open doors into emerging and emerged modern employers form around the world, we teach our pupils Mandarin Chinese as their MFL. In Year 7, pupils will learn basic conversational phrases, numbers, and characters as well as an introduction to Chinese culture and festivals.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<i>Introductions</i> <i>Chinese characters and culture</i>	<ul style="list-style-type: none"> • Greetings/farewells • Chinese symbols, characters, and phonetic system • Numbers to 100 • Dates • Introducing self – name, age, and birthday (asking different generations their age) • Name and write basic stroke • Write simple characters with correct stroke orders • Cultural understanding of festivals: Mid-Autumn and Christmas • Religions in China
Spring 1 & 2	<i>Family and pets</i> <i>Hobbies</i>	<ul style="list-style-type: none"> • Describe families and pets • Describe Chinese homes • Use simple adjectives to give opinions • Describe hobbies and sports • Days of the week and time phrases • Cultural understanding of zodiac • Cultural understanding of festivals: New Year
Summer 1 & 2	<i>Food and drink</i>	<ul style="list-style-type: none"> • Chinese and Western food • Discuss school meals and menu • Daily routine words • Ordering food in a restaurant • Cultural project

Assessment Details

Pupils will be assessed using “topic tests” throughout the year, ensuring that vocabulary – written and spoken – is consolidated and the pupils are confident in using Mandarin. Formal assessments assess pupils’ written and spoken Mandarin. In Year 10 and Year 11, pupils will be entered for a GCSE in Mandarin with AQA.

Music

Subject Aim

Through studying Music at Prince Albert High School, our pupils will be empowered to develop their musical understanding, enabling them to both create music alone and in ensembles, and become the next generation of musicians and music lovers. Through a combination of curriculum music, instrumental/vocal lessons and ensembles, and educational visits, advanced musicianship, GCSE/A-Level success, and pathways to higher education are accessible and attainable for all our pupils.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<p><i>What makes an ensemble sound good together?</i></p> <p><i>How can a piece of music develop over time?</i></p>	<ul style="list-style-type: none"> • Sing in a large choir • Sing with dynamics • Sing with varied articulation • Sing own part in a 3-/4-part round, holding own part confidently • Sing own part in 2-part performance, holding own part confidently • Use a djembe to create a variety of timbres • Perform in a drumming circle with a strong sense of corporate pulse • Perform and compose in 4/4 • Perform and compose polyrhythmic rhythm cycles, holding own part confidently
Spring 1 & 2	<p><i>What makes a beautiful melody?</i></p> <p><i>Why are tonic and dominant such powerful notes?</i></p>	<ul style="list-style-type: none"> • Read and “speak” treble clef notation, C₄ – F₅ • Read and “speak” rhythmic values and rests, quaver – minim • Perform and compose in 3/4 • Perform and compose short and simple pentatonic melodies featuring balanced phrasing using a piano keyboard • Use tonic and dominant at the ends of phrases to form cadence points
Summer 1 & 2	<p><i>How do chords work?</i></p> <p><i>What makes a good chord sequence?</i></p> <p><i>How do melodies fit with chords?</i></p>	<ul style="list-style-type: none"> • Perform chord sequences on a piano, guitar or ukulele • Strum and comp in a manner which communicates style and intention • Perform and compose songs in a major key • Rehearse and perform in a band with awareness of ensemble balance

Assessment Details

Reflecting the requirements of the GCSE qualification, assessment in Music is led by practical tasks. Pupils will develop their Musical understanding over a series of project-based lessons, and will then perform (as a soloist or in an ensemble) or share an original composition, demonstrating their understanding, skill, and musicianship. Each term will also contain two short assessments where students will be assessed on their growing musical vocabulary, and ability to use that vocabulary to accurately analyse unheard works.

At GCSE level, pupils will be entered for the OCR GCSE in Music.

Art

Subject Aim

Art will empower our students to build confidence, no matter the medium, skill or techniques used. Our pupils will become the next generation of artists, designers and creative minds, developing a voice with which to express their thoughts, feelings, opinions, beliefs and personal experiences. It is fully inclusive, supporting all students to access the knowledge and skills regardless of their starting points and barriers to learning, enabling them to participate in, experiment with, invent and create their own works of Art and Design.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<p><i>What are the Formal Elements of Art & Design?</i></p> <p><i>What is tone?</i></p>	<ul style="list-style-type: none"> • Draw a line • Draw a 2D shape • Draw a 3D shape • Shade from dark to light using pencil, crayon, watercolour and collage. • How to present work in a sketchbook. • How to describe your work. • Understand light source in an image/object. • Understand pressure with a pencil when sketching. • Understand the etching method. • Understand the grid method. • Understand the observation method.
Spring 1 & 2	<p><i>What is portrait?</i></p> <p><i>What is realism and proportion?</i></p>	<ul style="list-style-type: none"> • Understand proportion in an image. • Understand the influence renaissance artist have on the modern world. • Understand proportion in the face. • Understand realism in art and how it is achieved through, tone and proportion. • How to present work in a sketchbook. • How to describe your work and that of others. • Give feedback to yourself and that of peers. • Understand light source in an image/object. • Understand pressure with a pencil when sketching. • Understand the etching method. • Broaden exposure and understanding of mediums – cardboard, acetate and vinyl.
Summer 1 & 2	<p><i>What is popular culture?</i></p> <p><i>How is Art influenced by</i></p>	<ul style="list-style-type: none"> • Understand proportion in an image. • Understand the influence renaissance artist have on the modern world. • Understand proportion in the face. • Understand realism in art and how it is achieved through, tone and proportion. • How to present work in a sketchbook. • How to describe your work and that of others.

	<i>the world around us?</i>	<ul style="list-style-type: none"> • Give feedback to yourself and that of peers. • Understand light source in an image/object. • Understand pressure with a pencil when sketching. • Understand the etching method. • Broaden exposure and understanding of mediums – cardboard, acetate and vinyl.
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Assessment Details

Reflecting the requirements of the GCSE specification, assessment in Art & Design Technology is led by practical skill based tasks and activities. Students will develop their understanding and skills through themed term “projects”. Each lesson students will have multiple opportunities to reattempt the skill being taught. Repetition and rigorous practice will impact the student’s confidence. Each term will contain a written and pencil drawing assessment. We use the AQA GCSE specification at Prince Albert High School.

Design & Technology

Subject Aim

Like Art, DT will grow pupils' abilities to express themselves through designing and creating, no matter the medium used. It is fully inclusive, supporting all students to access the knowledge and skills regardless of their starting points and barriers to learning, enabling them to participate in, experiment with, invent and create their own designs and products.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<i>What is perspective?</i> <i>What is the difference between one point and two point perspective?</i>	<ul style="list-style-type: none"> • Draw a line • Draw a 2D shape • Draw a 3D shape • Shade from dark to light using pencil and pen • How to present work in a sketchbook • How to describe your work • Label a horizon line • Be able to use a ruler • Understand proportion in an image
Spring 1 & 2	<i>What is a design brief?</i> <i>What is sustainability?</i>	<ul style="list-style-type: none"> • Can plan, evaluate and refine ideas and products. • Understand the consumer and target audience and how it impacts the final response. • Be able to describe an artists/designers style • Can create up to 3 different designs, select one to further develop into a final piece.
Summer 1 & 2	<i>What is a healthy diet?</i> <i>Where does our food come from?</i>	<ul style="list-style-type: none"> • Understand the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality. know where and how a variety of ingredients are grown, reared and caught. • Identify good and bad points about a dish. • Consider food hygiene when cooking. • Follow a recipe and alter it to meet the needs of the interned user.

Assessment Details

Graphics & Textiles - Reflecting the requirements of the GCSE specification, assessment in Design Technology is led by practical skill based tasks and activities. Students will develop their understanding and skills through themed terms "projects". Each lesson students will have multiple opportunities to reattempt the skill being taught. For example in Graphics – rendering of an image. In Textiles – felting. Repetition and rigorous practice will impact the student's confidence. Each term will contain a written and pencil drawing assessment.

Food Science - Most of this topic calls for students to retain knowledge on nutrients which will be assessed through mini quizzes and throughout their planning of creating their own dishes. Students will complete mini exam questions around the topic to assess understanding. Concept cartoon analysis will provide an opportunity to assess understanding and subsequent feedback. Students will be given practical feedback opportunities when preparing and making dishes in the food room and a chance to improve their skills based upon direct feedback.

In all our DT pathways, we follow the AQA GCSE specification.

Physical Education

Subject Aim

Prince Albert High School PE pupils will acquire theoretical and performance-based knowledge, developing an understanding of a wide range of sporting activities. They will communicate and collaborate with increasing confidence whilst taking part in activities, and increase their awareness of why it is important to exercise regularly, improve fitness levels and live a healthy lifestyle. Through lessons, and a growing variety of extracurricular activities, all pupils can develop their skill and physical capabilities.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<p><i>What does an effective warm up look like?</i></p> <p><i>How do tactics effect a team's performance?</i></p>	<ul style="list-style-type: none"> • Physical benefits of a warmup • Key components of a cool down • Names and locations of four major muscles and bones. • Types of joints and movement • Develop skills in basketball and football. • Develop analysis of performance in basketball and football. • Leadership of a warmup. • Communicate effectively with peers. • Active involvement in team-based activities.
Spring 1 & 2	<p><i>What powers the body when we exercise?</i></p> <p><i>How do tactics effect an individual performance?</i></p>	<ul style="list-style-type: none"> • Functions of the skeleton provide. • Functions of the cardiorespiratory system. • Different types of blood vessel. • Role of the red blood cells and impact the presence oxygen has on exercise. • Four components of fitness. Cardiovascular endurance, speed, and muscular strength. • Develop skills in table tennis and badminton. • Analysis of performance in table tennis and badminton. • Leadership of coaching in sub sections of a practical lesson.
Summer 1 & 2	<p><i>How does mental preparation impact the execution of sporting activity?</i></p>	<ul style="list-style-type: none"> • Sportsmanship • Reasons for player violence in sport • Components of a balanced diet • Mental preparation techniques • Develop skills in athletics and cricket • Analysis of performance in athletics and cricket

Assessment Details

Pupils will be assessed in Physical Education through seven performance-based activities throughout the year. They will receive a grade for each of their performance activities. Students end of year grade will be calculated with an average taken from their top four performance-based activities. Students will also develop their theoretical understanding of the elements of KS4/5 theory content across three academic assessment checkpoints linked to their cognitive development in KS3. A Physical Education grade will be calculated using performance (75%) and theoretical (25%) content throughout the academic year, and if pupils choose to study at GCSE, they will sit the OCR GCSE in Physical Education.

Computing

Subject Aim

Understanding and use of computers is an essential skill in the modern workforce. Through learning computing, our pupils will gain access to a wide variety of skills including problem solving, programming, digital networking, and the use of basic and advanced hardware and software to perform commonplace and specialised tasks.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1 & 2	<i>Digital literacy</i> <i>Introduction to algorithms</i>	<ul style="list-style-type: none"> • Routines and expectations for using the school IT network • Use of Microsoft Office tools • Algorithms – input, process, and output model for computer systems • Flowcharts and problem-solving • Use of Flowol • E-safety and encryption • PowerPoint Interface
Spring 1 & 2	<i>Programming in Scratch and Python</i>	<ul style="list-style-type: none"> • Introduction to programming • Inputs and loops in Scratch • Drawing simple and complex shapes using Scratch • Graphical to text transition • Syntax and syntax errors • Introduction to Python • Advanced use of Flowol
Summer 1 & 2	<i>Advanced algorithms</i> <i>Networks</i>	<ul style="list-style-type: none"> • Advanced flowcharts and problem-solving • Advanced use of Flowol • How “control” can be applied to different systems • Introduction to networks • Network topologies • Responsible digital citizenship • Online security and protocol • Microbit

Assessment Details

Students will take a variety of topic tests and quizzes in lessons, and will be formally assessed both through written papers, demonstrating their theoretical understanding of hardware and software and their uses, and practical tasks developing and showcasing pupils’ skill and comfort using computer systems. At GCSE level, pupils will be entered for a GCSE in Computer Science and IT with AQA.

Citizenship

Subject Aim

Through studying Citizenship, pupils will develop their knowledge, skills and understanding to prepare them to play a full and active part in society. Students will develop their understanding and knowledge of self in a of range of areas: spiritual, moral, social, cultural, mental and physical. They will develop the skills and attributes they need to keep themselves healthy and safe, and prepared to take their place in society as responsible, well-rounded and well informed active citizens. Additionally, students develop their confidence and ability to debate and make reasoned arguments based on evidence and a range of opinions.

Year 7 Termly Overview

Term	Key questions/ concepts	Key subject knowledge
Autumn 1	<i>Identity</i>	<ul style="list-style-type: none"> • New beginnings • Values – school/personal • Dealing with change • New Friends and acclimatising • New community membership -Houses – founding members
Autumn 2	<i>Relationships</i>	<ul style="list-style-type: none"> • Managing emotions • Types of relationships (non-sexual) • Healthy/unhealthy relationship characteristics • Managing conflict, reconciliations, endings • Roles and responsibilities in familial relationships • Relationships and the distribution of power between parents • Parents’ role in creating a secure home
Spring 1	<i>Online Safety</i>	<ul style="list-style-type: none"> • Opportunities and dangers of an interconnected world • Rights, responsibilities and opportunities online • Safe mobile and internet usage • Digital footprints • Online gambling- loot boxes • Actions to stay safe online
Spring 2	<i>Rights and Responsibilities</i>	<ul style="list-style-type: none"> • ‘To lead is to serve’ value • Role of society • Active citizenship - volunteering • Community life – supportive, inclusive • Volunteering and responsible activity • Roles played by public institutions and voluntary groups in society • Ways in which citizens work together to improve their communities
Summer 1	<i>Enterprise and business</i>	<ul style="list-style-type: none"> • Saving and spending, • Budgeting for household and future • Wages and salary

		<ul style="list-style-type: none"> • Minimum working age • Enterprise skills • Money related social dilemmas
Summer 2	<i>Mental and Physical health</i>	<ul style="list-style-type: none"> • Mental wellbeing and mental health • Physical health • Basic hygiene • First aid • Medical health • Coping strategies

Assessment Details

Students will undertake regular knowledge quizzes and multiple-choice style questions, and the measure of the student knowledge and application will be observed in their attitude and behaviours.

University, Careers, and Enrichment

Alongside our academic curriculum, we run a variety of enrichment sessions for our children. Our students' entitlement to a rich and varied curriculum isn't limited to subjects. We know our students' context means they do not have access to the same wider development opportunities as their peers so our curriculum includes enrichment – academic, sporting, artistic, and personal development. They also formally practice good habits through PSHE, so that they are able to understand, and play an active role in, the world around them.

We build on each students' character and habits and teach them specific habits they need to succeed both at university and in the workplace. Our curricula is planned with the 'top tables' in mind and the practicable habits that our children will have to develop and master. This is crucial to our mission. Discussions, assemblies and presentations by external speakers are planned judiciously because they give each child the language and structure to explore issues relevant to society that they will one day serve.