

**Subject area**  **Department**   
**HoD**  **HOD email**   
**Department staff**

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**Year group**   **Subject name**   
**Periods/week**  **Qualification**   
**Weblink**

#### Overview

#### Units studied

#### Assessment

#### Other info

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**Subject area** Art/Technology **Department** Art/Technology

**HoD** Miss H Evans **HOD email** hevans@airedaleacademy.com

**Department staff** H Evans, N Amos, C Stanley and H O'Neil

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**Year group** 7 **Subject name** Technology

Core

**Periods/week** 1 **Qualification** None

**Weblink** None

### Overview

Students in Year 7 follow a broad curriculum in Design & Technology with opportunities to enjoy and make progress in key aspects of the subject: research, design, plan, make and evaluate. Year 7 students are introduced to Product Design units in the workshop and establish a range of skills in the Food Technology suite.

### Units studied

Product Design 1: Pencil Box.

Pupils design and make a pine pencil box using a combination of traditional hand skills and modern CAD/CAM facilities.

Food Technology 1: Introduction.

Pupils are introduced to a range of skills and good practice through practical activities including rock buns, fruit crumble and healthy eating wraps.

Product Design 2: Key ring.

Pupils research, design and make an acrylic torch keyring.

### Assessment

Pupils will be assessed through a series of PPE's

### Other info

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### Overview

Thematic based dance classes based on topics studied in discover. Students will develop their knowledge of performance and choreographic skills through practical dance lessons. Great opportunity for students to work together to improve their self-esteem, confidence and creativity

### Units studied

1A Introduction to dance - Baseline testing, Key skills, expectations. Introducing action, space, dynamic and relationships.

1B Superheroes - Different powers, dynamics,

2A I Wanna Be A... - Using a stimulus, create own choreography by developing a motif.

2B Sport & Dance – Using a stimulus to create own choreography based on sporting activities.

3A Performance – possible links to the annual ‘Move It’ showcase.

3B Choreography – links the expectations of GCSE dance.

Extension Schemes of Work

Musical Theatre - Singing , dancing, acting. Staging of a theatre.  
Links to progression into other courses at KS4 & 5

### Assessment

Half Termly - Through videoed/ live performances, log books and pupil progression diaries

### Other info

- Lots of extra curriculum activities on offer.
  - Opportunities for live performances and theatre trips.
  - Whole school productions and visitor workshops.
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**Subject area** Drama **Department** Drama

**HoD** Mr R Billings **HOD email** rbillings@airedaleacademy.com

**Department staff** R Billings, J Matthews and A Chapman

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**Year group** 7 **Subject name** Drama

Core

**Periods/week** 1 **Qualification** None

**Weblink** None

### Overview

Drama is a practical based course, focusing on the performance skills which students will need in order to progress in this subject area. Students will study a range of practical based and process based (SMSC) topics.

Each of the following units will rely heavily on the students being able to use a range of Explorative Strategies and Drama Medium.

Explorative strategies include:

- Still image
- Thought-tracking
- Narrating
- Hot-seating
- Role play
- Cross-cutting
- Forum theatre
- Marking the moment

The drama medium includes:

- The use of costume
- The use of masks and/or make-up
- The use of sound and/or music
- The use of lighting
- The use of space and/or levels
- The use of set and/or props
- The use of movement, mime and gesture
- The use of voice
- The use of spoken language

### Units studied

Units Studied

Storytelling (Baseline Assessment) – Practical

Desert Island – Practical

Anti-Bullying – Process

Silent Movies – Practical

Granddad's Will – Process

Greek Theatre – Practical

- Still image
- Thought-tracking
- Narrating
- Hot-seating
- Role play
- Cross-cutting
- Forum theatre
- Marking the moment

The drama medium

- The use of costume
- The use of masks and/or make-up
- The use of sound and/or music
- The use of lighting
- The use of space and/or levels
- The use of set and/or props
- The use of movement, mime and gesture
- The use of voice
- The use of spoken language

Musical theatre – Integrating dance, music and drama to create a performance. There are further progression routes in musical theatre at Airedale Academy. Students will also have the advantage of working in or watching a whole school performance.

Theatre Performance - Students produce work that is shown to peers/parents and in some cases a paying audience

### **Assessment**

Each topic last half a term and the students are assessed at the end of each topic. This is in the form of practical assessment including video evidence (internal use only) and a progress log book kept by the students.

### **Other info**

Students will have the opportunity to attend many different extra-curricular activities. This will include the weekly drama club and the whole school productions.

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**Periods/week**  **Qualification**   
**Weblink**

### Overview

Year 7 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening.

### Units studied

Autumn Term 1 – The Island Project (writing to persuade)

This topic includes a range of writing formats and purposes to assess and develop writing skills and grammar. There is also a speaking and listening assessment to allow students to practise speaking and listening skills for different purposes.

Autumn Term 2 – ‘A Christmas Carol’

This text allows students to explore themes and analyse language choices in an historical text, a key skill needing to be developed for GCSE Literature. The scheme includes exploration of historical context and the impact of the time on the text.

Spring Term – ‘Buddy’ or ‘Holes’

Classes will study one of the two modern texts, allowing them to understand narrative structure, key choices in narratives selected for effect and to complete a range of writing tasks related to the texts, such as diary writing and transactional writing tasks, such as leaflet and review writing.

Summer Term 1 – Descriptive Writing

Students will creatively explore and produce descriptive writing, developing their understanding of how to use language for effect and to build reader engagement. The scheme explores grammar and specific language choices and techniques to develop the students’ control and understanding of how the English language can be used.

Summer Term 2 – ‘Growing Up’ poetry

This scheme of work allows students to know and understand social and emotional issues as well as exploring poetic devices and techniques. As well as analysis of language, transactional writing tasks, such as report writing and article writing will be explored using poetry as a stimulus.

### Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

All classes will be given the opportunity to complete a ‘Big Write’ each week, using learning from recent lessons to inform and develop skills in extended writing. This is marked and assessed by their teacher.

Each term, students will be assessed using a formal PPE. This will include both a reading comprehension and writing task, which will be assessed and moderated in department. These grades will be communicated to parents formally.

### Other info

Year 7 students will have one lesson a week in English for Accelerated Reading. This will include independent reading time, assessment using the Accelerated Reading programme on school computers, guided reading sessions and one-to-one reading with their teacher within the lesson. Progress in reading and understanding is monitored and tested using the Accelerated Reading programme to check and manage progress by the class teacher.

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**Year group**   **Subject name**   
**Periods/week**  **Qualification**   
**Weblink**

#### Overview

Students will experience learning in 4 skill areas of Listening, Reading, Speaking and Writing. They will also experience translation, transcription, extended listening and reading authentic texts. We will aim to inspire further learning and a love of French culture, film and literature  
Students also look at the geography, culture and customs of France and other French speaking countries.

#### Units studied

Units Studied

Term 1:

Salut- greetings and introducing myself

Ma Famille- family members and descriptions

Term 2:

L'école- school life and studies

Kirikou- A French animation film

Term 3

La Musique et la Poésie- French culture

GCSE Preparation

#### Assessment

Students will be assessed formally during the calendared Assessment dates on the Academy calendar. They will also receive ongoing assessment in class throughout the year. Assessments will cover listening, speaking, reading and writing.

#### Other info

**Subject area**  **Department**   
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**Year group**   **Subject name**   
**Periods/week**  **Qualification**   
**Weblink**

### Overview

Geography enables students to study the world around them at a local, regional and national scale. It includes both human and physical aspects as well as considering environmental issues.

### Units studied

Term 1 - Geographical Enquiry and Skills. In this unit, students will develop OS map skills including grid references, scale and map symbols. They will also learn about the geography of the UK

Term 1 - Migration – This unit focusses on current changes across South America, and African countries such as Kenya. Students will look at why and where people are migrating to and opportunities and issues this creates. Pupils will look at Rio De Janeiro in Brazil and the opportunities and challenges that exist.

Term 2 – Extreme Weather – Pupils will begin by looking at extreme weather events that have hit the UK over recent years and the issues that it has created. We will then travel to North America where we will look at the causes and effects of hurricanes and tornadoes.

Term 3 - Coastal Environments - In this unit, students will study the formation of coastal landforms and how we can protect the UK coastline from erosion and flooding. Pupils will focus this section of the topic on the Holderness Coastline.

Term Two: People Everywhere. In this unit, students will learn about how world population has grown and where people have settled in the world and reasons for this. They will also study how land is used in a city.

Term 3: Coastal Environments. In this unit, students will study the formation of coastal landforms and how we can protect the UK coastline from erosion and flooding.

### Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

### Other info

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**Subject area**  **Department**

**HoD**  **HOD email**

**Department staff**

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**Year group**  **Subject name**

**Periods/week**  **Qualification**

**Weblink**

### Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

### Units studied

Term One:

The Norman Conquest; students investigate the struggle for power before 1066 and discover the result and impact of the Battle of Hastings.

Term Two:

Life in Medieval Britain; students discover how different people lived in Medieval Britain and consider the impact of the Black Death.

Term Three:

Medical development during the Renaissance; students will research how different key people and factors influenced the development of medicine.

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

### Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

### Other info

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<b>Subject area</b>	IT	<b>Department</b>	IT
<b>HoD</b>	Mrs L Robinson	<b>HOD email</b>	lrobinson@airedaleacademy.com
<b>Department staff</b>	L Robinson, S Dakin and J Coleyshaw		

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<b>Year group</b>	7	<b>Subject name</b>	IT & Computing
	Core		
<b>Periods/week</b>	1	<b>Qualification</b>	None
<b>Weblink</b>	None		

### Overview

The IT and Computing Framework breaks down the program of study into three strands. These three strands are

1. Digital Literacy
2. Information Communication Technology
3. Computing

### Units studied

The course

In year 7 the course is split in to six different projects, two each term.

**Project 1:**Upskilling and initial assessment

This project involves an introduction to the subject and good practices such as having a strong password, and using sensible file names and folders. A baseline test will also be taken.

**Project 2:** Internet Safety

This project involves students learning how to stay safe on the internet and how to keep any personal details safe. They will also learn how to use the security settings on social networking sites such as blocking people and reporting abuse. They will create an educational advertisement that will help people of all ages stay safe when using the internet.

**Project 3:** Computing Fundamentals

This project involves the students learning all about the inner workings of their PCs. They will learn how each component functions in the PC and what role it plays in making a PC work. They will learn about Operating Systems and other important software in use on every PC.

**Project 4:**Searching the internet

This project involves learning how to search the internet more effectively. Students will learn how to check if sites are reliable and what keywords, phrases and logical operators can be used to make searching more effective.

**Project 5:** Spreadsheets

This project involves the students learning how to use Microsoft Excel. They will learn how to enter data and format the data in a professional way. They will also create formulas and functions to make even the hardest task seem easy and learn how to present the data in the form of graphs and charts.

**Project 6:** Office skills

This project gives students the opportunity to learn how to use the Microsoft Office suite. Students will use different pieces of software such as PowerPoint, Publisher etc depending on the task given and which piece is most suitable.

**Assessment**

Formal assessment every half term.

**Other info**

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**Subject area**  **Department**   
**HoD**  **HOD email**   
**Department staff**

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**Year group**   **Subject name**   
**Periods/week**  **Qualification**   
**Weblink**

### Overview

During year 7 pupils will be taught topics from the four main areas of mathematics; number, algebra, shape, shape and measure and handling data.

### Units studied

#### Term 1

- Integers, powers and roots
- Sequences, functions and graphs
- Geometrical reasoning: lines, angles and shape
- Construction and loci
- Probability
- Ratio and proportion
- Equations, formulae, identities and expressions
- Measures and mensuration; area

#### Term 2

- Sequences, functions and graphs
- Mental calculations and checking
- Written calculations and checking
- Transformations and coordinates
- Processing and representing data; interpreting and discussing results
- Equations, formulae, identities and expressions

#### Term 3

- Fractions, decimals and percentages
- Measures and mensuration
- Equations, formulae, identities and expressions
- Sequences, functions and graphs: using ICT
- Calculations and checking
- Geometrical reasoning and mensuration
- Measures and mensuration: volume
- Statistical enquiry

### Assessment

#### All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

-Students are expected to take PRIDE in their work. We will expect to see:

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students responding to feedback

-Should students want to undertake independent study they can access the following websites:

[www.mymaths.co.uk](http://www.mymaths.co.uk)

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

They can get their individual logins/passwords from their class teacher.

### **Other info**

-Students should be prepared to complete weekly homework to inform their independent learning.

-Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX-83GT Plus).

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**Year group**  **Subject name**   
  
**Periods/week**  **Qualification**   
**Weblink**

### Overview

#### Overview

Music lessons at Airedale Academy are highly practical and the Music Curriculum aims to increase students' self-confidence, creativity and sense of achievement. Students explore music through the key skills of performing, composing and listening, and our music technology suite and recording facilities allow all pupils to access Music Technology. There is a thriving extra-curricular calendar and numerous concerts and events throughout the year, including Airedale Music Festival.

### Units studied

#### Units Studied

Unit 1 – Just Play - This exciting new scheme of work follows the Musical Futures concept of letting students 'Just Play'. Within 7 weeks each student will be able to sing, play piano, ukulele and guitar with confidence through practical workshops and carousels on each instrument.

Unit 2 – Stomp - The project is based around the use of rhythms in music from the Baroque period to modern day. Existing patterns are to be performed by students on various instruments and these will form the basis of composition tasks. The focus is on practical creative work, notation reading, ensemble skills and understanding of musical vocabulary.

Unit 3 – Soundation (Technology 1) This unit is the first technology unit in KS3 and uses composing, listening and performing skills. During this unit students will explore how dance music is created through the use of pre-recorded loops (drum, bass and synth loops). Students will learn how to use sequencing multi-track software, effects and MIDI.

Unit 4 – Music from China During this unit students' will explore how the pentatonic scale can be used to create a composition in a Chinese style. A variety of listening and appraising, research and presentation activities will be used to build familiarity and recognition of the style of music.

Unit 5 – Just Play 2 – The 2nd instalment of Just Play focuses on more difficult chords, full chords on instruments and riffs. The class will again work in a carousel and will focus on songs with longer chord progressions.

Unit 6 – Rap - In the final topic of year 7 students will learn how to rap in-time to a beat, count beats, understand time signature, perform and compose a loop.

### Assessment

Students will be assessed against their PLC criteria at the end of each topic. Each topic has an equivalent year 8 topic in which they should aim to improve.

### Other info

At Airedale we have a thriving extra-curricular programme that will further students development in music. Students can attend singing, before/after school practise, rock band and new for 2017 elite singers.

In addition students can take extra-lessons on a variety of instruments.

**Subject area** PE **Department** PE  
**HoD** Mrs K Ball/Mr R Singleton **HOD email** kball@airedaleacademy.com/rsingleton@  
**Department staff** K Ball, R Singleton, E Ward, A Dean and B Coleman

**Year group** 7 **Subject name** PE  
Core  
**Periods/week** 2 **Qualification** None  
**Weblink** None

### Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

### Units studied

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance – trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

### Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 3 Curriculum. Students have to achieve all targets various sporting areas. Attitude to learning grades are also given to students in line with the school policy.

### Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment Opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered. Airedale Academy is proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

**Subject area** Science **Department** Science

**HoD** Mr S Miller **HOD email** smiller@airedaleacademy.com

**Department staff** S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope

**Year group** 7 **Subject name** Science

Core

**Periods/week** 3 **Qualification** None

**Weblink** None

### Overview

Students are introduced to the fundamental principles of Science, which will allow them to build up knowledge and skills to be used in future years.

### Units studied

Each half-term will have two units that need to be studied:

Autumn-1Autumn-2Spring-1Spring-2Summer-1Summer-2

CellsSolids, liquids and gasesReproductionSpacePeriodic TableEcology

ForcesEnergyElectricityAcids and alkalisVariationRates of Reaction

Biology units to study:

Cells and organ systems (Structure, specialisation, microscopes and endocrine & nervous system)

Reproduction (sexual, contraception, hormones, menstrual cycle and IVF)

Variation (Natural selection, evolution, extinction and fossils)

Ecology (interdependence, food chains, food webs, predator-prey, sampling techniques and pollution)

Chemistry units to study:

Periodic Table (atoms and elements, compounds, symbols, atomic structure, electronic configuration, metals and non-metals, reactions & word equations and bonding basics)

Solids, liquids gases (particles, boiling/melting points changing states, state symbols, diffusion and osmosis)

Acids and alkalis (basics and making salts)

Rates of Reactions (Rates of reactions and reversible reactions)

Physics units to study:

Energy (Types and transfers, laws, efficiency, renewable/non-renewable and specific heat capacity)

Electricity (symbols, current, charge, voltage, resistance, series & parallel, mains electricity, power stations and the National Grid)

Forces (Arrow diagrams, contact/non-contact, density, gravity, resultant, work done and Newton's 1st & 3rd law)

Space Physics (Solar system, planets, stars and The Big Bang)

### Assessment

Students will complete mini-in-class tests after each topic called 'PiXL classroom tests', which will be assessed as part of our mastery system. Students can be awarded the following grades:

Mastering (Highest)

Established  
Secure  
Developing  
Foundation

Students will also be regularly assessed in line with the academy's assessment schedule.

#### Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mrs Sanderson for more details.

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**Department staff**

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**Periods/week**  **Qualification**   
**Weblink**

#### Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

#### Units studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

#### Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also be assessed by their teacher throughout the course of the year on how well they participate in the debates and discussions and also their written work.

#### Other info

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