



Year 7 Curriculum Booklet for Parents 2022-23



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Organisation 2018

‘Opening Minds to Success’ through The International Baccalaureate Middle Years Programme

Dear Parents and Carers,

Welcome to The Leigh Academy, where we Open Minds to Success!

At The Leigh Academy, we recognise the importance of providing students with a balanced education, one that is both academically rigorous to ensure the best outcomes for all our students but also provides our young people with all the tools required to become forward thinking and empathetic citizens in today's ever changing world.

To ensure an exceptional breadth and depth of learning, our Key Stage 3 curriculum provides a full three years of exploration and development of a wide range of topics, knowledge and skills, underpinned by the International Baccalaureate Middle Years Programme (IB MYP) and linked with our award winning Healthy Minds lessons.

This booklet contains valuable information about the curriculum your child will be studying whilst with us in Year 7 and provides an overview of our extensive and forward-thinking IB MYP programme. You will also see key information on assessment, literacy, numeracy, My Child At School (MCAS), Healthy Minds and the co-curriculum.

The Academy Day and IB MYP curriculum:

For Year 7 students, each academy day begins at 8.30am with a Tutor session. These sessions are carefully crafted to ensure all students have access to pastoral care and include a variety of activities including details on upcoming events, reciprocal reading, careers and study skills.

The academy day is comprised of five lessons (apart from Wednesday when we have four) with subjects across our IB MYP curriculum as follows:

Subject	Number of lessons per week
Language and Literature	3
Mathematics	3
Sciences	3
Individuals and Societies	3
Language Acquisition	2
Arts	3
Design	4
Physical and Health Education	3

The International Baccalaureate Middle Years Programme

The Leigh Academy is proud to be accredited as an IB World School (IBWS). Our IB philosophy means Year 7 students are encouraged to become independent learners, who can discover links between subjects and the real world in line with our academy motto 'Opening Minds to Success'. The [IB continuum of programmes](#) are designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind. Our curriculum provides a solid, consistent framework and the flexibility to tailor students' education according to their culture and context.

IB programmes enable teachers to develop resilient, self-motivated young people who have the knowledge, skills, and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.

The IB MYP Learner Profile Attributes are embedded in everything we do across our curriculum. As an IB MYP learner we want our our students to be able to say they are:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

As well as building disciplinary knowledge, understanding and skills, the MYP builds students' capacity to think and act in interdisciplinary ways. This is achieved through the explicit development of **Approaches to Learning** skills in the following areas:

- **Communication**

- * Interactive skills
- * Language skills

- **Social**

- * Collaboration

- **Self Management**

- * Organisation skills

- **Affective skills**

- * Mindfulness
- * Perseverance
- * Emotional management
- * Resilience

- **Reflection skills**

- **Research**

- * Information literacy skills
- * Media literacy skills

- **Thinking**

- * Critical thinking skills
- * Creative thinking skills
- * Transfer skills

Service as Action

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own and acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

Assessment in Year 7

Each of the 8 subject groups is divided into four assessment criterion (A,B,C and D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme.

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

IB MYP General Grade Descriptors:

Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected. Achievement levels for the four criteria are added together creating a total number out of 32. Using the IB MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below.

Sum of Criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Each criterion is assessed on a Trust-wide basis at two points in the year. At the end of the year, we take the best score from each strand and use this to calculate an IB MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

The Leigh Academy Year 7 IB MYP Assessment Overview:

Language and Literature (English)

Criterion A	Criterion B	Criterion C	Criterion D
Analysis	Organisation	Producing Text	Using Language

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Oliver Twist Assessment: B, C, D	Topic: Oliver Twist Assessment: A	Topic: School With Wings Assessment: B, C, D	Topic: Poetry - School Days Assessment: A	Topic: Childhood throughout the Ages Assessment: B,C, D	Topic: Teacher Choice Assessment: A, B, C, D

Mathematics

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge & Understanding	Investigating Patterns	Communication	Real - Life Application

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topics: Place Value, Arithmetics, Axions & Arrays, and Decimals. Criterion: A	Topics: Negative Numbers, Factors, Multiples and Primes. Criterion: B, C	Topics: Expressions and angles Criterion: D	Topic: Classifying triangles, constructing triangles and quadrilaterals and coordinates Criterion: A	Topics: Coordinates, area and perimeter, Transformation and prime factors Criterion: A,B,C,D	Topic: Fractions

Sciences

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Inquiry and design	Processing and evaluating	Reflecting on the impacts of science

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Cells, body systems and reproduction Assessments: D	Topic: Particle theory Assessments: A, B	Topic: Forces and Motion Assessments: C	Topic: Atoms, elements & compounds Assessments: D	Topic: Chemical Reactions Assessments: A, B, C	Topic: Magnetism Assessments: No assessment

Individuals and Societies - History

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and Understanding	Investigating	Communicating	Thinking Critically

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Anglo-Saxons , Vikings and Contenders to the throne and Battle of Hastings Assessment: B & C	Topic: How did William extend his control over England? Assessment: A	Topic: The Crusades Assessment: D	Topic: The Balance of Power in Medieval England. Assessment: No formal assessment	Topic: Religious changes in the Tudor Period. Assessment: A & D (English Reformation and religious changes)	Topic: The Renaissance Assessment: B & C (English Reformation and religious changes)

Individuals and Societies - Geography

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and understanding	Research	Communication	Critical thinking

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: My place in this world Assessment: A	Topic: Sustainability Assessment: B & C	Topic: Population Assessment: D	Topic: Biomes (Physical) Assessment: B & C	Topic: Biomes (Human) Assessment: A & D	Topic: Weather and climate Assessment: D

Individuals and Societies - Ethics

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and Understanding	Investigating	Communicating	Thinking Critically

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: What is the importance of the Abrahamic Covenants? Assessment: C	Topic: What are the 10 Commandments? Assessment: A & D	Topic: What different ways do we use animals? Assessment: B	Topic: Should we eat meat? Assessment: C	Topic: How do humans use animals? Assessment: A & D	Topic: How should we use our wealth? Assessment: B

Language Acquisition - French

Criterion A	Criterion B	Criterion C	Criterion D
Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Identity and Relationships, My Family Assessment: A & B	Topic: Identity and Relationships, Who am I? Assessment: C & D	Topic: Local and International Places Assessment: C	Topic: In and out of school, Different School Systems Assessment: A & B	Topic: Freetime activities Assessment: C & D	Topic: Traditions in Different Cultures Assessment: A & B

Language Acquisition - Spanish

Criterion A	Criterion B	Criterion C	Criterion D
Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Identity and Relationships, My Family Assessment: A & B	Topic: Identity and Relationships, Who am I ? Assessment: C & D	Topic: In and out of school, Different School Systems Assessment: C	Topic: Local and international places Assessment: A & B	Topic: In and out of school, After School Activities Assessment: D	Topic: Traditions in Different Cultures Assessment: C & D

Physical and Health Education (P.E.)

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Module 1	Module 2 / 3	Module 2 / 3	Module 4	Module 5	Module 6
Topic: Demonstrating personal improvement Assessment: A	Topic: Performing in aesthetic activities Assessment: B & D	Topic: Developing skills and techniques in winter sports Assessment: C	Topic: Participating in problem solving activities Assessment: C	Topic: Range of tactics and strategies Assessment: B & D	Topic: Developing skills and techniques in summer sports Assessment: A & C

Design (DT)

Criterion A	Criterion B	Criterion C	Criterion D
Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Mix media storybag Assessment: A & C	Topic: Mix media storybag Assessment: A & C	Topic: Metal exploration - habitats Assessment: B & D	Topic: Metal exploration - habitats Assessment: B & D	Topic: Picnic food Assessment: A & B	Topic: Picnic food Assessment: C & D

Design (Computing)

Criterion A	Criterion B	Criterion C	Criterion D
Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Introduction to computers and online safety Assessment: A, B, C, D	Topic: History of Computers Assessment: A, B, C, D	Topic: Future Technologies Assessment: A, C	Topic: Robots Assessment: A, C, D	Topic: Algorithms Assessment: A & B	Topic: Scratch Project Assessment: A, B, C, D

The Arts: Visual Art

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Developing skills	Thinking creatively	Responding

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic: Family : mark making + introduction to artists' practice</p> <p>Assessment: A,B</p>	<p>Topic: family : colour Blue and Picasso analysis</p> <p>The tragedy Applied mark making in observational drawing</p> <p>Assessment: A,B, C, D</p>	<p>Topic: Family : Brushmark exercises and further investigation of artist's practice</p> <p>Application of mark making in observational painting 'cup family '</p> <p>Assessment: A,B,C,D</p>	<p>Topic: Family : Colour theory and colour relationships / photography in response to Bridget Riley</p> <p>Intro to graphic design: Stefan Sagmeister</p> <p>Assessment: A,B, C, D</p>	<p>Topic: Family : Group Art work analysis</p> <p>Looking content , context, process, mood and reaction</p> <p>Assessment: A</p>	<p>Topic: Family family still life painting using colour in response to Paul Klee's Einst dem Grau der Nacht enttaucht</p> <p>Assessment:A B, C, D</p>

The Arts: Music

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Developing skills	Thinking creatively	Responding

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic: Musical Stories</p> <p>Assessment: A & D</p>	<p>Topic: Musical Stories</p> <p>Assessment: A, B, C, D</p>	<p>Topic: Musical Stories</p> <p>Assessment: A, B, C, D</p>	<p>Topic: Pop through the decades</p> <p>Assessment: A & D</p>	<p>Topic: Pop through the decades</p> <p>Assessment: A, B, C, D</p>	<p>Topic: Pop through the decades</p> <p>Assessment: A, B, C, D</p>

The Arts: Drama

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Developing skills	Thinking creatively	Responding

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Introduction to Drama Skills Assessment: A,B,D	Topic: Greek Theatre Assessment: A, B, D	Topic: Voice Through Radio Assessment: A,B,C,D	Topic: Introduction to physical theatre Assessment: A, B,C, D	Topic: Buggy Malone Assessment: A,B,C	Topic: Devising (Jo) Assessment: A, B, C, D

Key assessment and reporting dates for Year 7 2022-23:

Wednesday 14th September: Year 7 Information Evening

End of Module 4: Report published with AES score and Interim IB MYP grade

Wednesday 28th June: Year 7 Parent-Teacher afternoon / evening

End of Module 6: Report published with AES score and EoY IB MYP grade

Healthy Minds and The RSE (Relationships and Sex Education) curriculum

The Leigh Academy has led the way in Healthy Minds since 2014 and we are the first school in the country to be awarded the 'Healthy Minds Award' for 'Outstanding Commitment to Personal Development and Student Well-Being'.

In Year 7 students will learn about many things related to Personal, Social and Health Education (PSHE) as well as the new Relationship and Sex Education (RSE) curriculum. All students in Year 7 are taught one hour of Healthy Minds each week which cover a range of topics. Students are not only taught the key characteristics of 'Resilience' but also have the opportunity to cover mindfulness and practice techniques that can reduce their stress whilst keeping themselves focused and calm.

Students in Year 7 will also be taught how the media influences our decision making and how we need to be aware of how companies and businesses can subconsciously cause students to purchase their products. E-safety and the dangers of social media are covered with examples of how media platforms can cause unnecessary upset but can also be used proactively and positively.

Finally, students will start to discuss how 'relationships' are a crucial factor when both at school and at home. Learning to be tolerant, inclusive and be respectful of other gender, race, culture, religion and sexuality are all topics that are respectfully discussed and debated.

Overall, Healthy Minds is a fantastic opportunity for students to express their own opinions but also learn how values, morals and integrity play an essential role in becoming a Year 7 student at The Leigh Academy who is 'Respectful', has 'Resilience' and demonstrates 'Responsibility' through the actions they take.

Reading and Literacy

At The Leigh Academy, we recognise the importance of strong literacy skills, not just so your child can be successful in their examinations, but as a tool for success throughout the entirety of their lives. We offer a variety of activities in order to support your child in developing their literacy and reading skills:

Reciprocal Reading and Reading Age testing

Reciprocal reading is a strategy designed to provide all students with the tools they require to be able to read and understand texts from each of their key stages. Reciprocal reading uses four main processes; prediction, clarification, questioning and summarising designed to aid your child to access texts independently. In tutor time, students will have access to a range of fiction and non-fiction texts from a variety of writers and cultures to ensure a comprehensive view of the world around them.

To ensure your child is making progress with their literacy and reading skills, students are tested via the Star Reader online tests, twice a year. Following each testing cycle, you will be provided with your child's reading age, and some strategies to help your child at home.

Reading for Pleasure

Resource Centre

Our library is well stocked with books for every ability and age, by a range of authors, and our Learning Resources Administrator is always on hand to make suggestions regarding reading choices. Each student has access to the library once a week as part of English lessons, so there is always an opportunity to discover a new love of reading.

IB MYP World Reading Challenge

This year, The Leigh Academy launches its Key Stage 3 reading challenge, whereby students are challenged to read texts from the seven continents. Students who complete the challenge will have their names added to a prize draw - the more times your child completes the challenge, the more likely they are to have their name drawn as the winner of the challenge. Students will also be allocated tokens towards the new annual Literacy College Award, ensuring a sense of achievement for the whole winning college.

Literacy Reward Points

Our new literacy reward points ensure that your child can be rewarded for taking part in their own literacy development and students will be recognised in college assemblies in each module.

Numeracy

The importance of good numeracy skills is not to be underestimated, and at The Leigh Academy, we understand the need for students to gain mastery over core skills as early as possible in their secondary school education and as such, have the following to compliment your child's in school learning.



Sparx Maths

Sparx Maths is vital in supporting your child with developing their numeracy skills. It is a software that teachers will be using to give a weekly homework to the students and it contains booster packs covering all the core skills at Key Stage three. Your child will be explained on how to create their own designated login and password when they begin their Mathematics journey with us

Homework

We recognise the importance of homework and the role it plays in the development of knowledge and skills. Homework is not set for homework's sake, but is linked to the topics being studied in each subject during Year 7, through the provision of Knowledge Organisers and through teacher set tasks. At the beginning of each module, your child will be given a Knowledge Organiser full of tasks to be completed at home, to complement their in-school learning. Homework is to be uploaded to your child's Google Classroom for each subject, for marking by your child's classroom teacher.

Google Classrooms

To complement in-school learning, your child will be given an individual username and password to access subject specific, tutor and college Google Classrooms. Should there be a need for students to be taught at home, lessons will take place using the Google Classroom and Google Meet platforms. Please ensure that your child has all the Google codes for the Google Classrooms and has joined each of them - these can be found on your child's timetable which you can view on MCAS.

Knowledge Organisers

Each module your child will be given a Knowledge Organiser for each subject they study. In Module 1, students will be given a paper copy but in future modules they will be in electronic form via Google Classrooms. The Knowledge Organisers complement in-class learning, and contain a variety of information, terminology and research tasks that are pertinent to the topic they are studying in a particular module. The tasks are designed to assist your child in becoming knowledgeable, inquiring and communicative learners who are able to work independently. The tasks are also designed to ensure that your child accesses a breadth and depth of knowledge and skills to assist their development within the classroom. Knowledge organisers form an important part of your child's homework routine and should be referred to regularly.

My Child At School (MCAS)

MCAS is a comprehensive online resource that allows you, as a parent or carer, to view your child's academic progress, in real time. You will have access to the following:

- Access to real-time Attendance, Assessment and Behavioural data
- An insight to parents on their child's schoolwork (homework topics etc.)
- Communication facilities to improve contact between parents and schools
- Instant access to Published Reports and Letters
- Option to purchase Items, join Clubs or book Trips

The screenshot displays the My Child At School (MCAS) dashboard for a parent named Mrs M Haddon. The dashboard is divided into several sections:

- Attendance:** A table showing attendance records for Emma. The columns are Period, Subject, and Mark. The data is as follows:

Period	Subject	Mark
AM	Tutor Group	?
1	HI10X208	?
2	Science Combi 1	?
PM	Tutor Group	?
4	Mathematics	?
5	English	?
- Assessment:** A table showing Emma's performance in various subjects. The columns are Subject, Autumn Current, Spring Current, and Summer Current. The data is as follows:

Subject	Autumn Current	Spring Current	Summer Current
Art	3+	3+	3+
English	3+	3+	3+
ICT	3+	3+	3+
Mathematics	3+	3+	3+
PE	3+	3+	3+
RE	3+	3+	3+
- On Report:** A message stating: "Emma does not have any 'On Report' arrangements."
- Homework:** A table showing homework assignments. The columns are Assigned Date, Homework Title, and Due Date. The data is as follows:

Assigned Date	Homework Title	Due Date
12/02/20	Math Workbook p.43 - p.50	28/02/20 (15 days)
- Announcement:** A message stating: "The school will be closed on 21st January 2019" by Jason Pattinson.
- Behaviour:** A table showing Emma's recent behaviour. The columns are Date, Description, and Status. The data is as follows:

Date	Description	Status
12/02/20	Good Classwork	✓
13/01/20	CO Minor Consequence	✗
09/10/19	Star Pupil	✓
02/09/19	Chewing Gum	✗

The Year 7 co-curriculum offer

The co-curriculum consists of all the experiences our students can access beyond the taught curriculum. This can be before school, after school, during break or lunch, or a school trip. At The Leigh Academy in our capacity as an IB World School, we recognise the importance of building cultural capital and giving students the opportunity to bring their learning to life. Our aim is for every student in Year 7 to get involved with at least one co-curricular activity throughout the year whether that be attending an after school club, or being part of a school trip relevant to their learning.

The Year 7 co-curricular activities in Module 1 after school (3.15pm - 4.15pm) are as follows, and all updates as we move through the academic year will be shared with you via MCAS.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Challenge Club MD 2.01 Ms Neilson	Football Team practice LE0.01		Music Club LE1.16 Mr Harrison	Unity AT 0.01 Mr Burton
Science Club MD 0.02 Ms Ragavaloo	Girls Football Club GOALS Miss Marshall			
Trampolining LE 0.01 Miss Keveth	Dance Club DA 1.03 Miss Keveth			
Boys Football Club GOALS Mr Fryer	Drama Club DR 1.01			
	Diversity Club CU0.06 Mr Lecky			
	Maths Catch Up Club MD2.02 Mrs Elias			

Subject Curriculum Information

In the following pages, information is given about each of the areas within the IB MYP curriculum that your child will study through Year 7.

IB MYP Language and Literature

Our English curriculum has been designed to provide continuity and progression between key stages. At Key Stage 3 we follow the IB Middle Years Programme (MYP) alongside the National Curriculum. The IB MYP allows us to introduce students to ideas and concepts that are new with a focus on inquiry and exploration. The texts that we study from Year 7 onwards are designed to provide a solid basis for study at GCSE and beyond. We include a wide range of literary texts to teach the skills of analysis and evaluation and provide our students with the opportunity to explore and develop their voices as critical and creative writers.

Our curriculum has been organised to offer our students the opportunity to explore texts that they may not ordinarily choose to read outside of the classroom. Knowledge and skills have been sequenced to build in challenge and planning is designed to enable students to make connections between what they have studied, what they are studying at a given point and what they will study in the future.

Lessons seek to enable our students to gain new knowledge and build on what they have learnt previously, and are organised to enable students to make connections between texts, themes, ideas and contexts and to return to key ideas to deepen their understanding and knowledge. We provide opportunities for students to develop using their knowledge and skills in written and verbal form.

For specific information about the Year 7 English Curriculum please contact either of the members of the team detailed below.

Ms McFarlane-Farmani – Director of Learning for English

fiona.mcfarlanefarmani@leighacademy.org.uk

Ms Rebecca Voller – Coordinator of Learning for KS3 IB MYP English

rebecca.voller@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module	Topics covered
1	Oliver Twist
2	Oliver Twist
	Christmas Holidays
3	The School With Wings
4	School Days - Poetry
	Easter Holidays
5	Childhood Through the Ages
6	Teachers Choice - Novel Study

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Analysing	Modules 2, 4 & 6	Students are given the opportunity to produce critical essays that allow them to explore extracts of texts in detail. They will also respond to assessments that look at the whole text and explore themes and ideas across texts alongside the contexts within which they are written.
Criterion B Organising	Modules 1, 3, 5 & 6	Students are given opportunities to produce personal and critical writing and demonstrate their skills in structuring and organising their ideas and opinions in a logical and coherent way. Assessments include personal writing tasks alongside formal essay writing and speaking and listening tasks.
Criterion C Producing Texts	Modules 1, 3, 5 & 6.	Students have the opportunity to create their own written responses developing and exploring approaches to writing and using appropriate literary techniques. They have the opportunity to produce personal and imaginative responses for a range of purposes and audiences.
Criterion D Using Language	Modules 1,3,5 & 6	Students are provided with the opportunity to demonstrate their ability to use appropriate, varied and ambitious vocabulary for a range of purposes. They are assessed on their ability to use language in written and verbal forms.

Year 7 Resources

Students are expected to join a Google classroom run by their English teacher(s), where homework will be set. It is important that students are regularly checking the classroom for updates.

All students have access to the library at breaks and lunch - students will also have a library lesson every fortnight where they are encouraged to explore and read a range of fiction and non-fiction texts.

Accelerated Reader is promoted across Year 7 providing students with the opportunity to become enthusiastic and critical readers.

IB MYP Mathematics

The Leigh Academy is proud to have a strong Mathematics learning area dedicated to developing our young students into knowledgeable, respectful young people. We believe that mathematics curriculum equips students with a powerful set of tools to understand and change the world. Mathematics breaks down cultural and international barriers and is a global language, essential in everyday life and all aspects of employment. We want the Mathematics Learning Area to nurture a love of mathematics as a creative challenge while developing the skills of logical reasoning, sophisticated problem solving and the ability to think in abstract ways.

For specific information about the Year 7 maths curriculum please contact either of the members of the team detailed below.

Mrs Dina Grozdanic – Director of Learning for maths
almedina.grozdanic@leighacademy.org.uk

Mrs Ravinder Sandhu – Coordinator of Learning and Maths Mastery Lead
ravinder.sandhi@leighacademy.org.uk

A summary of Year 7 content: 2022/2023

Students are taught over 3 lessons per week.

Here is a summary of the topics covered in Year 7.

Module	Topics covered
1	Making generalisation about the number system: the grammar of written calculations (place value, axioms and arrays, factors and multiples, order of operations)
2	Making generalisations about the number system : how positive and negative numbers impact on our understanding of change (positive and negative numbers, expressions, equations and inequalities)
3	Algebraic expressions and equations
4	The Cartesian Plane (coordinates, area and perimeter of 2D shapes, transforming 2D figures)
5	Spatial reasoning
6	Fractions

Year 7 Assessment

The IB MYP assesses students on four key abilities called strands: Knowledge and understanding, investigating patterns, communication and applying mathematics in real life context.

Each strand is assessed on a Trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an IB MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

Strand	When assessed	How assessed
Criterion A Knowledge and understanding	Module 1 Module 4 Module 5	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, teachers will assess students' knowledge through various mini tests/homework tasks/quizzes.
Criterion B Investigating patterns	Module 2 Module 5	Involves the completion of real life problem solving questions, where students experience excitement and satisfaction of mathematical discovery. We encourage students to become risk-takers, inquirers and critical thinkers through investigations they do.
Criterion C Communicating	Module 2 Module 5	This is assessed alongside Strand B (the same questions) and requires students to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.
Criterion D Applying mathematics in real life context	Module 3 Module 5	Encourages students to answer a question or solve a real-world mathematical problem, such as what to consider when buying a house (how many square metres, area of composite shapes, cost, etc). Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Year 7 Resources

Students will have individual classrooms for their specific mathematics teachers, where homework may be set. It will be important that students are regularly checking these for updates.

Google classroom codes:

Please refer to your child's google classroom code located in MCAS

Knowledge Organisers

These are created for each unit of the IB MYP course for each module, and are a summary of the topics covered, including homework tasks after each unit. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments, and this is the minimum homework they will be given to complete in each module.

Homework

Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning. Homework is set weekly on SPARX and your child will be explained how to do this by their teacher.

In a case that homework is not set, students are expected to take responsibility to conduct revision using the knowledge organisers and to ensure they fully understand the content being taught, as well as complete the homework tasks after each unit in knowledge organisers.

IB MYP Sciences

The Leigh Academy is proud to have a strong science learning area dedicated to developing our young students into knowledgeable, respectful young people. Our aim is to enable our students to develop the ability to critically analyse the world around them, as well as applying their new knowledge and skills to real world scenarios. Through the use of investigative skills and observation, they should develop an understanding of how science shapes our world and their responsibility for improving the world around them.

The science IB MYP curriculum, which we follow from Year 7 through to Year 9, is the ideal vehicle for developing thoughtful and enquiring minds. The MYP allows for a rigorous, yet creative approach to learning that will enable students to ask questions of the world around them, as well as answering them, and to develop into researchers who are aware of the importance of critical analysis of the information around them.

For specific information about the Year 7 science curriculum please contact either of the following members of the team:

Mr Craig Goddard – Director of Learning for Science craig.goddard@leighacademy.org.uk

Ms Suzanne Collins – Coordinator of Learning for KS3 MYP Science
suzanne.collins@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module	Topics covered
1	Unit 1: Cells, structure & function of body systems & reproduction (Biology)
2	Unit 2: Elements, atoms & compounds (Chemistry)
	Christmas Holidays
3	Unit 3: Forces (Physics)
4	Unit 4: Acids & alkalis & reactions part 1 (Chemistry)
	Easter Holidays
5	Unit 4: Acids & alkalis & reactions part 2 (Chemistry)
6	Unit 5: Light & sound (Physics)

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Knowing and understanding	Module 2 Module 5	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, students will complete mini 'End-of-topic' assessments at the end of each topic.
Criterion B Inquiring and designing	Module 2 Module 5	Involves the completion of practical-based activities, where students design their own practical investigations. We assess their ability to think scientifically and apply knowledge of scientific concepts to formulate and test hypotheses. Students will gain experience of this skill throughout the year as they complete mini investigations or carry out observations.
Criterion C Processing and evaluating	Module 3 Module 5	This is assessed alongside Strand B and requires students to analyse data, identify trends and formulate conclusions. It develops the ability to critically evaluate their work with regards to the reliability of their data and methods. Students suggest how to improve on their work through changes to their method and consider future questions of interest.
Criterion D Reflecting on the impacts of science	Module 1 Module 4	Requires students to answer a question or solve a real-world scientific problem, such as considering the ethical implications of using embryonic stem cells in research and medicine. Students are required to conduct independent research (with guidance) to find suitable information to inform their work, and come to an overall conclusion.

Year 7 Resources

Students will be part of the IB MYP Year 7 Science Google classrooms set up by their teachers. This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as Knowledge Organisers. Homework and lesson resources will all be posted in the Google Classrooms and It will be important that students are regularly checking these for updates.

IB MYP Individuals and Societies

At The Leigh Academy and within the IB MYP framework, Individuals and Societies is the name given to what we traditionally refer to as humanities subjects. Individuals and Societies include the following components: Ethics, History and Geography.

Ethics

In Year 7, students are introduced to the six main religions as well as the links between religion and ethical issues. Debates relating to animals and the rich and poor people of the UK are explored. This is designed to prepare students for Year 8 when a deeper examination of religious and ethical perspectives in relation to prejudice, suffering and the planet takes place.

For more information about Ethics in Year 7, please contact

Mrs Wilkinson Coordinator of Learning: lynne.wilkinson@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module 1 and 2: What beliefs shape the six main religious communities?

Module 3 and 4: How do humans use animals?

Module 5 and 6: Is it possible to close the gap between rich and poor?

Year 7 Assessment:

Criterion	When assessed	How assessed
Criterion A Knowledge and understanding	Module 2 Module 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
Criterion B Investigating	Module 3 Module 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
Criterion C Communicating	Module 3 Module 5	Communicate information and ideas in a way that is completely clear Complete and organise information and ideas effectively List sources of information in a way that follows the task instructions.
Criterion D Thinking Critically	Module 1 Module 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

Year 7 Resources

Students will have individual Google Classrooms, where homework may be set. It will be important that students are regularly checking these for updates from their teacher. The Humanities Learning Area has created a website to support student learning in Ethics. Here you will find resources and instructions on how to complete work if you are working from home but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/ethics/ethics-ks3-myp/ethics-year-7>

History

Year 7 students will study the story of Britain - From Pre-1066 Anglo-Saxon England under attack from Viking raiders, to the Norman conquest and consolidation of power over the vanquished population, then on to the challenges for power from the Monarch, Church, Barons and People. The penultimate module of study sees the Tudors create a powerful monarchy but face countless crises. The year ends with a survey of the accomplishments and impacts of the Renaissance in Europe and England, preparing students for Year 8 and the execution of The King.

*Students will know that **conflict and change can lead to systems developing within society that create a sense of identity within a specific time period.***

For more information about history in Year 7, please contact

Ms Jean Wood - Coordinator of Learning jean.wood@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module 1: The Anglo Saxon and Viking Age ending with the Norman Invasion.

Module 2: The consolidation of Norman power, including the Feudal System and development of castles.

Module 3: The Centrality of Religion in the Medieval World

Module 4: Challenges to Power in Medieval England

Module 5: Tudor England and the Reformation

Module 6: The Renaissance and age of discovery

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Knowing and Understanding	Module 2 Module 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
Criterion B Investigating	Module 3 Module 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
Criterion C Communicating	Module 3 Module 5	I communicated information and ideas in a way that is completely clear Completely organised information and ideas effectively List sources of information in a way that follows the task instructions.
Criterion D Thinking critically	Module 1 Module 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

Year 7 Resources

Students will have individual Google Classrooms, where homework may be set. It will be important that students are regularly checking these for updates from their teacher.

The Humanities Learning Area has created a website to support student learning in history. Here you will find resources and instructions on how to complete work if you are working from home but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/history/hi-ks3-year-7>

Geography

Studying IB MYP geography at The Leigh Academy gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how Geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

For more information about Geography in Year 7, please contact

Ms Nazima Farukh Coordinator of Learning for Key Stage 3 Geography:

nazima.farukh@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

The content is based on both human and physical geography and covers both UK and international modules.

Module 1: Map Skills and UK Geography

Module 2: Fieldwork

Module 3: Middle East and development

Module 4: Biomes

Module 5: Tropical rainforests

Module 6: Weather and climate

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Knowing and understanding	Module 2 Module 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
Criterion B Investigation	Module 3 Module 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
Criterion C Communication	Module 3 Module 5	I communicated information and ideas in a way that is completely clear Completely organised information and ideas effectively List sources of information in a way that follows the task instructions.
Criterion D Thinking critically	Module 1 Module 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

Year 7 Resources

Students will have individual Google Classrooms for their specific geography teachers, where homework will be set. It will be important that students are regularly checking these for updates from their geography teacher.

The Humanities Learning Area has created a website to support student learning in geography. Here you will find links to resources that are used in geography lessons and for revision. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/geography/g-geography-ks3-myp/g-7>

Other useful websites

<https://www.bbc.co.uk/bitesize/topics/zm38q6f>

<https://www.rgs.org/schools/teaching-resources/quick-and-easy-fieldwork-ideas/>

<https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/5>

<https://www.bbc.co.uk/bitesize/guides/zh2p34j/revision/1>

<https://www.bbc.co.uk/bitesize/topics/zx38q6f>

IB MYP Language - French

At The Leigh Academy, we are committed to broadening pupils' understanding of the world and developing the skills and confidence to nurture 'World Citizens' who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; developing a love of languages, nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges.

For specific information about the Year 7 French curriculum please contact either of the following members of the team:

Mr Thomas Hurth – Director of Learning for MFL thomas.hurth@leighacademy.org.uk

Mrs Karen Pooley – Coordinator of Learning for KS3 MFL
karen.pooley@leighacademy.org.uk

Year 7 2022/23

Students are taught for two hours a week.

Unit 1	Identity and Self: days, months & numbers. Describing yourself, family members, pets, personal descriptions and characteristics.
MYP Assessment	Criterion A (Communicating spoken and visual text): To be able to listen to short texts in French and identify key information Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph describing themselves and their families
Unit 2	Local and International Places: To describe where you live, where others live and where you would like to live. Rooms of the house & furniture, describing your bedroom, places in the town. Making comparisons with English and French towns.
MYP Assessment	Criterion C (Communication): To be able to respond verbally to questions related to home & town. Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph about town Criterion B (Comprehending spoken and visual text): To be able to read a text in French and answer comprehension questions
Unit 3	In & Out of School: To be able to identify the time and to tell it. To be able to give opinions on school subjects and teachers. To talk about school facilities and make comparisons with schools in France.
MYP Assessment	Criterion B (Comprehending spoken and visual text): To be able to read a text in French and answer comprehension questions

	<p>Criterion C (Communication): To be able to respond in French to questions relating to school</p> <p>Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph about school</p>
Unit 4	<p>Traditions & Cultures: To look at a variety of customs and celebrations across the French speaking world and compare them to our own.</p>
MYP Assessment	<p>Criterion A (Communicating spoken and visual text): To be able to listen to short texts in French and identify key information</p> <p>Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph talking about a festival from memory</p>

Google Classroom / Resources

Please refer to your child's Google Classroom available on MCAS.

The school has a **language nut** subscription which students can use at home for additional support. All students have the username and password written in their planners.

Other recommended websites for revision are **BBC Bitesize, Duolingo and Quizlet.**

IB MYP Language - Spanish

At The Leigh Academy, we are committed to broadening pupils' understanding of the world and developing the skills and confidence to nurture 'World Citizens' who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; developing a love of languages, nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges.

For specific information about the Year 7 Spanish curriculum please contact either of the following members of the team:

Mr Thomas Hurth – Director of Learning for MFL thomas.hurth@leighacademy.org.uk

Mrs Karen Pooley – Coordinator of Learning for KS3 MFL
karen.pooley@leighacademy.org.uk

Year 7 2022/23

Students are taught for two hours a week.

Unit 1	Identity and Self: days, months & numbers. Describing yourself, family members, pets, personal descriptions and characteristics.
MYP Assessment	Criterion A (Communicating spoken and visual text): To be able to listen to short texts in Spanish and identify key information Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph describing themselves and their families
Unit 2	Local and International Places: To describe where you live, where others live and where you would like to live. Rooms of the house & furniture, describing your bedroom, places in the town. Making comparisons with English and Spanish towns.
MYP Assessment	Criterion C (Communication): To be able to respond verbally to questions related to home & town. Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph about town Criterion B (Comprehending spoken and visual text): To be able to read a text in Spanish and answer comprehension questions
Unit 3	In & Out of School: To be able to identify the time and to tell it. To be able to give opinions on school subjects and teachers. To talk about school facilities and make comparisons with schools in Spain.
MYP Assessment	Criterion B (Comprehending spoken and visual text): To be able to read a text in Spanish and answer comprehension questions

	<p>Criterion C (Communication): To be able to respond in Spanish to questions relating to school</p> <p>Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph about school</p>
Unit 4	<p>Traditions & Cultures: To look at a variety of customs and celebrations across the Spanish speaking world and compare them to our own.</p>
MYP Assessment	<p>Criterion A (Communicating spoken and visual text): To be able to listen to short texts in Spanish and identify key information</p> <p>Criterion D (Using language in spoken and/or written form): Students need to produce a paragraph talking about a festival from memory</p>

Google Classroom / Resources

Please refer to your child's Google Classroom available on MCAS.

The academy has a **language nut** subscription which students can use at home for additional support. All students have the username and password written in their planners.

Other recommended websites for revision are **BBC Bitesize, Duolingo and Quizlet.**

IB MYP Arts

At The Leigh Academy and within the IB MYP framework, Arts is the name given to what we traditionally refer to as drama, music and Art.

Drama

Drama delivers a curriculum which ensures all children master the powerful knowledge necessary to think hard, make informed decisions and actively engage in the origins, development and modern interpretations of drama. This will enable them to achieve outstanding individual results both academically and in their personal development as individuals.

Students will learn the intricacies of how a person communicates, why they express themselves and what influences their life choices and opinions. The intent of the curriculum is to create perceptive and instinctive individuals armed with knowledge, empathy and resilience to succeed in life. By following the IB Middle Years Programme (MYP) framework we aim to develop inquiring, knowledgeable and caring young people who are motivated to succeed; we strive to develop students who will build a better world through intercultural understanding and respect.

Our curriculum aims to expose students to both a breadth and depth of ideas, techniques and concepts, which will help embed the powerful knowledge they need for a potential career in the Performing Arts. Students are introduced to all key techniques in Year 7 which is vital to their success in the subject at KS4 and 5. They will study these techniques and concepts in increasing complexity for the seven years of their drama education.

For specific information about the Year 7 drama curriculum please contact

Mrs Helen Wilson – Co-ordinator of Learning for drama helen.wilson@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module	Topics covered
1	Performance through radio
2	Acting on TV and Film
3	Shakespeare : A midsummer's Night Dream
4	Introduction to Physical Theatre
5	Script work - Bugsy Malone
6	Devising your own play

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Knowing and understanding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to check knowledge and understanding. Written assessment using peer review sheets against criteria
Criterion B Developing Skills	Module 3 Module 6	Final assessment on solo / paired/group filmed performance of Shakespeare and devised piece. Written assessment using peer review sheets against criteria
Criterion C Thinking Creatively	Module 3 Module 6	Final assessment on solo / paired/group filmed performance Shakespeare and devised piece. Written assessment using peer review sheets against criteria
Criterion D Responding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to learn how to interpret and articulate criteria. Written assessment using peer review sheets against criteria

Year 7 Resources

Students will have individual classrooms for their specific drama teachers, where homework will be set. It will be important that students are regularly checking these for updates.

Art

It is our aim over Key Stage 3 to develop control and confidence in the handling of a range of media and processes so that our students can make creative decisions and respond effectively to the world around them. Analysis of the ideas and practices of other artists and designers will enrich and enhance their own work. Therefore a large component of our study is contextual as well as practical. We aim to support students in their learning and understanding and challenge them to become independent learners, prepared to take a risk or two with their work, but also be prepared to review and refine outcomes.

The Art IB MYP curriculum programme at The Leigh is designed to explore Fine art, Graphic design and Photographic practices and the guidance given opens up opportunities for higher level learning at GCSE. Students are challenged with big ideas and expectations. All work is also matched to the National Curriculum structure and expectations. We aim to both explore and record and also to express and evoke. Ideas underpin all the work asked of students. We teach specific and discrete skills in order that students can apply these to express themselves creatively.

For specific information about the Year 7 art curriculum there is information on the website or do not hesitate to contact either of the following members of the team:

Christine Britton – Co-ordinator of Learning for Art christine.britton@leighacademy.org.uk

Rachael Blackledge – Co-ordinator of Learning for KS3 IB MYP Art

rachael.blackledge@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module	Topics covered
1	Mark making and control of media, recording from observation and an introduction to the work of other artists [research and analysis]
2	Analysis of Picasso's tragedy [research and analysis] and introduction to new media [mark making/paint]
	Christmas Holidays
3	Development of ideas and application of skills in symbolic or representative still life piece
4	Cup family piece resolved. Test piece
	Easter Holidays
5	In depth analysis of Picasso's 'Family of Saltimbanques' test piece
6	Introduction to colour theory and effects

Year 7 Assessment

Criterion	When assessed	Assessment
Criterion A Knowing and Understanding	Specific reference in module 1	There will be short fact-finding and analysis tasks at the beginning of the course culminating in an in-depth artist's analysis which will look at the HOW: technique and process as well as WHY: Ideas and influences and the effect and impact if the works explored: Mood.
Criterion B Developing Skills	Specific reference in modules 1.2.3.5.6	At the beginning of the Art course, students learn the 'vocabulary' of art through mark-making and then apply this skill base to observation studies. Work is assessed in terms of levels of competence, understanding and creativity
Criterion C Thinking Creatively	Specific reference in all modules	Students are asked to consider creating responses to the theme presented for Year 7 and the theme we explore is Family. Students will explore line, shape, form colour and composition in the development of their own ideas and responses.
Criterion D Responding	Specific reference in all modules	Responses can be both analytical and practical. Students will make a range of responses throughout the year. Short focused tasks that will lead to more substantial and polished outcomes are integral to our curriculum.

Year 7 Resources

Students have Google Classrooms with their class teachers where they can see resources, communicate with staff, see homework and upload it for marking and feedback.. It will be important that students are regularly checking these for updates.

The Google Classroom also will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as Knowledge Organisers.

Music

The Leigh Academy is passionate and dedicated to developing music potential in our young students. Our aim is to enable our students to develop the ability to appreciate all art forms of music, create and perform many styles and genres of music.

Through the use of listening, developing composition and performance skills, and showing awareness of each style/genre they should develop an awareness of how music is constructed and influences those around us.

The music IB MYP curriculum, which we follow from Year 7 through to Year 8, is ideal for developing thoughtful and enquiring minds. The IB MYP allows for a rigorous, yet creative, approach to learning that will enable students to ask questions of the world around them, as well as answering them, and to develop into researchers who are aware of the importance of critical analysis of the information around them.

For specific information about the Year 7 Music Curriculum please contact:

Mr Macaulay Harrison – Teacher of Music macaulay.harrison@leighacademy.org.uk

A summary of Year 7 content 2022/2023

Students are taught 1 lesson per week.

Here is a summary of the topics covered in Year 7.

Module	Topics covered
1	Unit 3: Making Arrangements (Melody, Harmony and Rhythm)
2	Unit 3: Making Arrangements (Melody, Harmony and Rhythm)
	Christmas Holidays
3	Unit 3: Making Arrangements (Melody, Harmony and Rhythm)
4	Unit 4: Feelin' Blue (Blues and Jazz)
	Easter Holidays
5	Unit 4: Feelin' Blue (Blues and Jazz)
6	Unit 4: Feelin' Blue (Blues and Jazz)

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Knowing and Understanding	Module 1 Module 4	Students will take part in keyword tests with a larger end of unit test which tests their understanding of these words. They will also complete work booklets showing understanding of what the three principles are and the theory behind them including chords, scales and keys.
Criterion B Developing Skills	Module 3 Module 6	Students will complete skills audits and determine areas of strengths and weaknesses. They will be in pairs and will be given a part to play that makes up the harmony or melody of the music. As part of this they will identify the notes and chords of the key. Students will learn to progress to play a melody and a bassline or a melody with chords. Students will learn to play Pop, Blues and Jazz songs with chords and basslines and critically choose which accompanying patterns suit the song. They will then present their composition and submit an audio recording, screenshots and annotations of final compositions and work in progress. They will review and evaluate their skills progress throughout.
Criterion C Thinking Creatively	Module 3 Module 6	Students will keep a Process Journal (PJ) with their ideas and developments during the creative process including the use of musical elements to create expression and interest. The PJ will show decisions they have made and how these fit with the purpose of the musical work. This will include updates of when changes have been made and how and why things have been developed.
Criterion D Responding	Module 2 Module 5	Students will take part in listening tasks evaluating how melody, harmony and rhythm are used in a variety of styles and genres and how musical elements and techniques enhance compositions. There will be an emphasis on ensembles and how they combine these three elements to create music. They will then complete their work booklet.

Year 7 Resources

Students will have individual classrooms for their music teacher, where homework may be set. It will be important that students are regularly checking these for updates. This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers.

Knowledge Organisers

These are created for each unit of the IB MYP course, and are a summary of the topics covered. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments.

IB MYP Design

At The Leigh Academy and within the IB MYP framework, Design is the name given to what we traditionally refer to as Design and Technology and Computing.

Design and Technology

Our Design and Technology Learning Area at The Leigh Academy offers an innovative and unique approach to understanding design in Britain as well as opening minds to the wider world. We pride ourselves on the technical manufacturing knowledge our students gain and have a passion for inspiring the younger generation to engage successfully within education.

We offer our Year 7 cohort a wide range of design and manufacturing experiences that involve problem solving, design challenges, creative idea generation and independent working techniques. Students work from a set brief and investigate the needs of a client or problem. From this point they develop solutions to real world scenarios using iterative design development in the cycle of the design. As such, students sample what it is actually like to work in the Design, Engineering or Food sectors.

For Year 7 we offer a transition into secondary education that brings together the core learning from Key Stage 2 education and design creativity. We offer an exciting, engaging curriculum which fosters independent learning and develops enthusiastic problem solvers, culminating in the learners becoming critical thinkers who can adapt to different situations.

For specific information about the Year 7 Design and Technology curriculum please contact

Mrs Raina Coules - Director of Learning for Design and Technology

raina.coules@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module	Topics covered
1	Biomimicry investigation and design development - Rainforest inspired, deforestation and habitat loss.
2	Manufacturing of a glider or a toy that can be flat packed and posted which is inspired by the research covered in Module 1.
3	Independent materials mini project involving research and design
4	Independent materials mini project involving manufacture and evaluation
5	Portfolio project
6	Portfolio project

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Inquiring and Analysing	Module 1 & 5	This involves gathering research to inform an ongoing project, the learner may investigate how a problem could be solved or how they could meet the brief requirements. Successful research in strand A will be represented as what the learner has discovered and how they might use the information to inform their ideas.
Criterion B Developing Ideas	Module 2 & 5	The students will be assessed on the range of design ideas developed within the project and how well the designs link to research gathered for strains A. Design work should be communicated clearly, this can be achieved through drawing style, labelling and describing the ideas (annotation). Learners will also produce a specification that can clearly inform the manufacturing of the solution.
Criterion C Creating the Solution	Module 3 & 6	Students will be assessed on their ability to create a plan of manufacture or follow the plan for manufacture and create a working solution. This can be developed from the student and or teacher implemented but the learner will need to demonstrate technical ability when making the solution and this will be evident through the end product produced. Finally learners should demonstrate an ability to reflect on what has been successful and what could be improved, this is evidenced through sketchbook manufacturing notes and discussion.
Criterion D Evaluating	Module 4 & 6	Evaluation is important for students to engage in throughout their project as well as at the finale. This involves the learner being reflective and constructive in their approach to analysing. It can be completed by self evaluating, peer feedback and tests to see if the development of the idea and the solution can work as intended.

Year 7 Resources

Please refer to your child's individual Google Classroom for lesson specific resources.

Computing

The Leigh Academy is proud to have a strong Computing Learning Area dedicated to developing our young students into knowledgeable, respectful young people. We believe that the Computing aspect of the Design curriculum equips students with a powerful set of tools to understand and change the world. Computing is one of the subjects that has the largest global growth and is becoming one of the main industries in the world. We want the Computing Learning Area to nurture a love of Information and Communication Technology (ICT) and Computer Science as a creative challenge while developing the skills needed in this forever growing subject.

Contact:

Coordinator of Computing: manjinder.hayre@leighacademy.org.uk

Summary of Year 7 curriculum content 2022 - 2023

Module	Topics covered
1	Introduction to Computers and Online safety - Cyberbullying focus with additional introduction into the topics of sexting.
2	History of Computers - Looking at the development of computers with reference to world war 2.
3	Future technology - Looking at developments of technology like AI (Augmented Reality), Virtual Reality, Haptic feedback, self-driving cars, Quantum Computers among others.
4	Robotics - Looking at development in Robots as an IB MYP project.
5	Algorithms - Developing computational thinking techniques such as pattern recognition, abstraction, algorithmic thinking and decomposition.
6	Scratch - Implementation of computer concepts and the creation of games - IB MYP project.

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Inquiring and Analysing	Every module	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, teachers will assess students' knowledge through various mini tests/homework tasks/quizzes. Will also be examined in the two IB MYP project assignments
Criterion B Developing ideas	Module 1, 2, 5, 6	Assessed during the two IB MYP project assignments one in the Robots scheme of work and the other in the Scratch scheme of work
Criterion C Creating a Solution	Module 1, 2, 3, 4, 6	Assessed during the two IB MYP project assignments one in the Robots scheme of work and the other in the Scratch scheme of work
Criterion D Evaluating	Module 1, 2, 4, 6	Assessed during the two IB MYP project assignments one in the Robots scheme of work and the other in the Scratch scheme of work

Year 7 Resources

Students have individual Google Classrooms for their specific Computing teachers where homework will be set alongside lesson resources. It is important that students are regularly checking these for updates.

IB MYP Physical and Health Education

The Leigh Academy Physical and Health Education Learning Area is focused on equipping students with the skills and knowledge to perform in a wide range of sporting activities where they will also learn how to communicate in teams, how to lead and how to make good strategic decisions. In addition to the practical activities, students will gain valuable knowledge in health and fitness which will enable them to make informed decisions in terms of diet and exercise choices throughout their lives. The Learning Area also offers a wide range of extra curricular clubs in a variety of sports, as well as many local, European and World wide educational sports trips throughout the year.

For specific information about the Year 7 Physical and Health Education curriculum please contact the following members of the team:

Mr Andrew Pickett - Coordinator of Learning for Physical Education	andrew.pickett@leighacademy.org.uk
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Summary of Year 7 curriculum content 2022 - 2023

Module	Unit theme	IB MYP assessments
1	Demonstrating personal improvement	Assessment on - components of fitness and fitness testing.
2	Performing in aesthetic activities	
3	Developing skills, techniques and roles (winter sports)	
4	Participate in problem solving activities	
5	Developing skills, techniques and roles (summer sports)	Assessment on - Training types
6	Range of tactics and strategies	

Practical activities covered across all classes during Year 7:

Cross Country, football, handball, table tennis, athletics, softball or rounders, cricket, fitness suite, trampolining, dance, gymnastics, rugby, softball

Year 7 Assessment

Criterion	When assessed	How assessed
Criterion A Knowing and understanding	Module 1 Module 5	Students in Year 7 complete an assessment at the end of module 1 on components of fitness and fitness testing and in module 5 on types of training. Knowledge Organisers will contain the information to revise. Additionally, teachers will incorporate the topics into their lessons.
Criterion B Planning for performance	Module 2 Module 4	Throughout the IB MYP students will plan activities in a range of sports such as: Dance, Gymnastics, Trampoline, Fitness suite and Football. A planning booklet will be completed for each student.
Criterion C Applying and performing	All modules	Throughout Year 7, students will be assessed performing in a wide range of sports.
Criterion D Reflecting and improving performance	Module 2 Module 6	Throughout the IB MYP students will reflect on performances in a range of sports such as: Dance, Gymnastics, Trampoline, Fitness suite and Football. A reflection booklet will be completed for each student.

Year 7 Resources

Students will have access to a year 7 PE Google classroom, where IB MYP revision tasks may be set and important information will be shared, such as PE timetables and extra curricular club details. It will be important that students are regularly checking this classroom for updates. The Google classroom code: **725msg2**