

Ark Pioneer Academy

Year 7
Curriculum Information Booklet
2022 - 23



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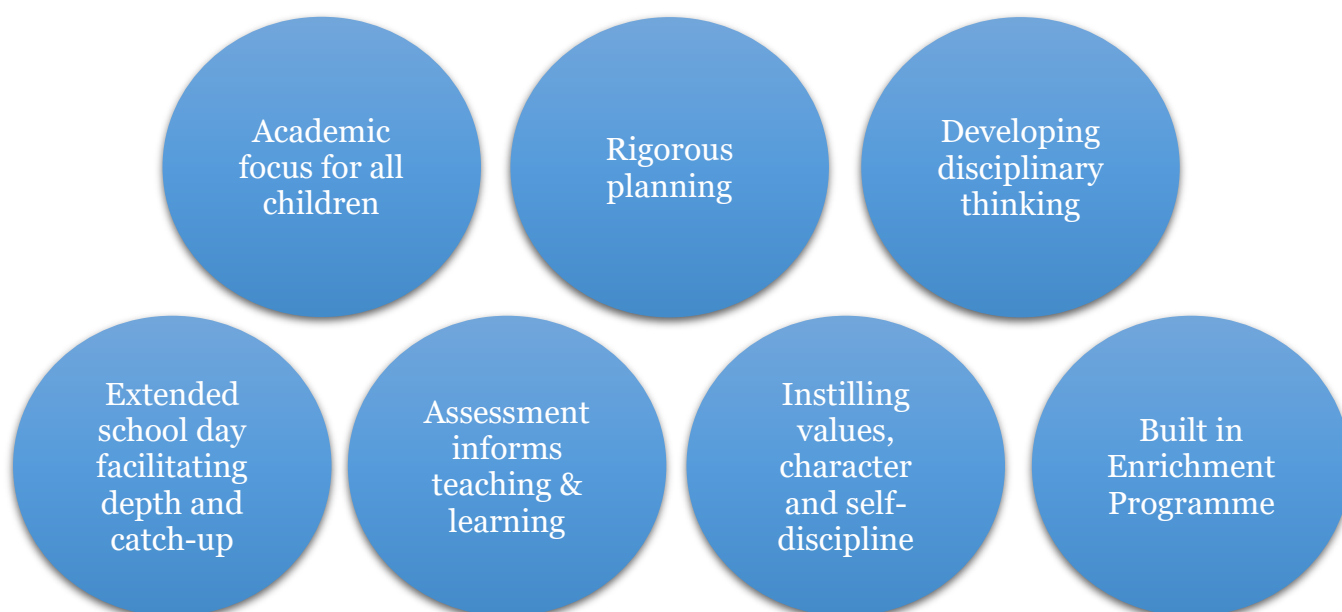


Introduction

At Ark Pioneer, the curriculum in each subject area is designed backwards from university study, through A-Level, GCSE and down to Key Stage 3. Our subject leaders have created a rigorous curriculum in every subject that promotes curiosity and develops a depth of understanding.

All subject areas aim to prepare our pupils for future study within this discipline, leaving no doors closed to pupils as they narrow their choices later in their education.

Our Curriculum Values

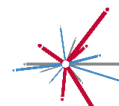


Academic focus for all children

At Ark Pioneer, pupils study a traditional curriculum, with an academic focus from Key Stage 3 through to our Sixth Form offer. In years 7 to 9, we offer a rich and varied curriculum, designed to prepare pupils fully for GCSEs and the ‘step-up’ to Key Stage 4. We have a strong focus on English, mathematics and science, with high allocations for these three core subjects (see table below). Each pupil also spends significant studying the humanities and French.

However, our pupils also experience a range of practical and expressive subjects including design technology, art, music, drama and PE every week. Computing skills are taught through a range of subjects, built into our Values & Character programme and individual pillar days and enhanced by our Digital Strategy, ensuring our pupils are responsible, competent, confident and creative users of information and communication technology.

This balanced curriculum diet ensures they develop into rounded individuals, with a range of strengths and talents.



Rigorous planning through a 7 year journey

Our curriculum is planned 'backwards' from university study in each subject and includes a thorough base of content. At each point the knowledge, conceptual understanding and skills that need to be mastered in order to move on are clearly defined in our curriculum maps, medium term plans and at a pupil level, in subject knowledge organisers and supporting classroom resources.

Our teachers have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the pupils' broader development within the subject from Key Stage 3 onwards.

Developing disciplinary thinking

Each subject curriculum promotes disciplinary thinking and explores the big ideas underpinning that discipline. Teachers develop a depth of understanding in each pupil, ensuring they are well prepared for future study, leaving no doors closed to pupils as they narrow their choices later in their education.

Extended school day facilitating depth and catch-up

We are lucky to have an extended school day which facilitates exploring core subjects in depth and catch-up in particular in reading, English and maths. We commit extra curriculum time to English and mathematics in every year group and train all teachers to be confident teachers of reading. This allows our pupils to quickly develop literacy and numeracy skills to a very high level, including improving their reading age, all of which increases their chances of being successful across every subject.

Pupils who enter at below average levels of attainment and pupils with additional learning needs are supported to catch up, so they can access, and be successful in, our curriculum. This includes interventions in lessons as well as EAL, homework and academic support outside of school targeted at pupils who need it most.

Assessment informs teaching & learning

We use assessment to support us in teaching our curriculum and of course to support pupils' reflection on their learning. Regular 'low-stakes' assessments such as quizzes, allow us to identify misconceptions or gaps and to plan appropriate immediate interventions such as re-teaching specific content or addressing issues with individual pupils or groups. Pupils can also learn from these experiences, identifying their mistakes and correcting and improving their work so they can do better next time.

Challenging and fair end of year tests allow us to grade pupils and indicate where they are in relation to national expectations for their age group. Parents receive a report with a grade at the end of each year.

Both forms of assessment inform our improvement of curriculum planning and inform any training needed.

Instilling values, character and self-discipline in every child

We devote significant time to instilling our school community values and to building on each pupil's character and habits to support their academic and personal development. Through our Values and Character Programme our pupils reflect on personal development and relationships, consider what it means to be a British citizen and explore national and global issues.

Pupils are taught specific skills they need to succeed both at university and in the workplace. This includes developing key dispositions such as debating (which they do every week when discussing news items) and presenting (in form and through specific opportunities eg Pupil

Council) as well as embedding useful learning habits such as practice, repetition and recall through ‘copy, cover, check’.

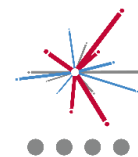


All of this is intertwined with teaching the value of *self-discipline* and developing a sense of responsibility in all of our pupils, supporting them to grow into thoughtful and engaged members of society, acting responsibly and making good decisions.

Built in Enrichment Programme

We are proud that our extended school day allows us to offer two sessions of enrichment for pupils in every year group. Every pupil is exposed to a variety of interests whether sports, arts or academic and has the chance to develop passions that will give them enjoyment throughout their lives. This starts in year 7 with a rotation through lots of enrichments to give them a taster of new interests and push them outside their comfort zone. The enrichment schedule for each term will be shared in the parent update and pupils can see it on their form board.

In addition, we subsidise instrumental lessons for all pupils and offer opportunities for our choir, band and instrumentalists to rehearse and perform regularly. Please ask Ms Barnes if you wish to take up an instrument j.barnes@arkpioneer.org

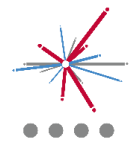


**Ark Pioneer
Academy**

Pupils play sports at lunchtime and our teams practice and compete regularly in local and network fixtures after school. Club schedule for each term will be shared in the parent update and pupils can see it on their form board.

Our pupils are encouraged to take part in school events and competitions from UK Maths Trust, to ‘bake-offs’ to photography through the year – ensuring aspirations for every child stretch well beyond the base curriculum offer. We share opportunities with parents in the weekly parent bulletin and with pupils in form time.

Subject weighting and pupil groups








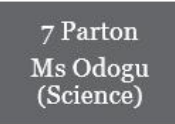

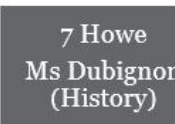





Key Stage 3

The weighting of subjects through each week and number of pupil groups is shown here:

Subject	Periods	Groups	Subject	Periods	Groups
English	6	7	PE	2	6
Maths	5	6	Art	2	7
Science	4	6	Design & Technology	1	6
History	3	6	Music	1	6
Geography	3	6	Drama	1	6
French	3	6	Enrichment	2	8
Religious Education	1	6	Values & Character programme	2.5 (8:30-9am each morning)	6

All pupils belong to a homegroup, named after a role model who has modelled our school values amidst many challenges. Each homegroup's tutor is the main parental link and delivers our Values & Character programme to pupils each morning, taught in their form base.

Year 7 Team

				
7 Angelou Ms Ofusu-Gymera (English)	7 Robinson Mr Mbofana (Science)	7 Mukai Ms Kamal (Maths)	Co-tutor 7 Ms Clarke (Science)	Co-tutor 7 Mr Scammel (DT & Art)
				
7 Parton Ms Odogu (Science)	7 Farah Mr Mullahy (English)	7 Howe Ms Dubignon (History)	Co-tutor 7 Mr Medland (Music)	Miss Harris Head of Year 7 (Geography)
				

For most subjects, pupils are taught in mixed ability teaching groups; we believe this is the right balance to ensure every child genuinely develops a growth mindset. We work hard to ensure every child in these groups is motivated to achieve their potential and challenged and supported to do so. Pupils learn in subject specialist spaces or department corridors.



In English, we have a seventh, smaller group in which we offer tailored support to those furthest behind in their reading age and writing capability. This is supplemented by further reading interventions appropriate to the child's reading age (including phonics, Lexia and guided reading). Pupils know they are in this group to support their reading and literacy development and this is framed as a very positive opportunity for every pupil.

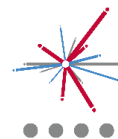
In maths and science, we have a streamed grouping in year 7 and 8, ensuring pupils follow precisely the right curriculum based on their prior attainment. This supports accelerated progress and success in GCSE curricula in these subjects. Pupil groups for maths and science are named after noteworthy scientists and mathematicians rather than numbered; we would never refer to any specific group number. Pupils are all exposed to a curriculum that allows them to be successful at GCSE and will study similar units and enquiry questions to their peers, regardless of group.

It is so important to mention that though we do have this grouping structure to support pupil progress, we never communicate set numbers or discuss grouping with pupils, other than reiterating that the group they are in ensures they are challenged to achieve their potential and that we are working to ensure every child does well enough in GCSE to have real options and choices for their future. This is important for parents to be aware of and reinforce the same messaging. We know this will ensure every child maintains the growth mindset they need to succeed.

Homework

At Ark Pioneer, we believe that homework is crucial to success at school. Effective homework consolidates and secures learning and builds independence and self-discipline. Homework is recorded clearly in the planner by pupils, written in during the lesson when the homework is set. Form tutors will issue pupils with a homework timetable that sets out clearly the days each week subjects can set homework.

It is our expectation that all homework is completed to deadline and to the expected high standard. On the due date, homework will be checked at the beginning of the lesson and pupils leave the work visible on their desk.



Subject Aim

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

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>What kind of character is Bill Sykes?</i>	<ul style="list-style-type: none"> • Life in Victorian England and Victorian Crime • The form of a novel • Narrative of <i>Oliver Twist</i> • Bill Sykes – character development and vocabulary to describe him • Knowledge of following characters and how they interact with Bill Sykes: Fagin, Artful Dodge, Oliver • Essay and writing skills
Spring	<i>Is the love potion good or bad?</i>	<ul style="list-style-type: none"> • Life in Elizabethan England and Shakespeare's life • Elizabeth family relationships • The role of the love potion • The form of a play • Narrative of <i>A Midsummer Night's Dream</i> • Life in Ancient Athens • Essay and writing skills
Summer	<i>How do poets create meaning in descriptions?</i>	<ul style="list-style-type: none"> • Structure and use of metaphor • Poetic forms • Lives of Blake and Tennyson • 'The Tyger' by William Blake • 'The Eagle' by Alfred Lord Tennyson • Essay and writing skills

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils will also undertake extended writing tasks where pupils' analytical skills, vocabulary, grammar and punctuation skills are assessed. In GCSE study, pupils will be entered for 2 GCSEs: the AQA Literature Specification and AQA Language specification. In Literature, pupils will study and be assessed on Macbeth, A Christmas Carol, An Inspector Calls, Conflict and Power poetry and Unseen poetry.

Mathematics



Subject Aim

Mathematics teaches students to be logical, analytical, problem solvers which fosters resilience, independent thinking and a growth mindset – all skills required to become lifelong learners in any chosen profession.

By exploring mathematical concepts and explicitly modelling key language and notations students will be supported and encouraged to articulate their mathematical thinking and communicate their methods accurately.

The regular use of cross curricular connections will develop students' thirst for knowledge, curiosity and appreciation of the power and versatility of mathematics.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>Why is mathematics a universal language?</i>	<ul style="list-style-type: none"> Place value Axioms and arrays (multiplication) Factors and multiples Order of operations (BIDMAS)
Autumn 2	<i>Why is zero neither negative nor positive? What does algebra look like in the real world?</i>	<ul style="list-style-type: none"> Positive and negative numbers Expressions, equations and inequalities
Spring 1	<i>What are the key features of 2D geometry?</i>	<ul style="list-style-type: none"> Angles Classifying 2D shapes Constructing triangles and quadrilaterals
Spring 2	<i>What is the Cartesian plane?</i>	<ul style="list-style-type: none"> Coordinates Area of 2D shapes Transforming 2D figures
Summer 1	<i>Why were fractions introduced in mathematics?</i>	<ul style="list-style-type: none"> Prime factor decomposition Conceptualising and comparing fractions Manipulating and calculating with fractions
Summer 2	<i>How do we model proportional relationships?</i>	<ul style="list-style-type: none"> Ratio Percentages

Assessment Details

In addition to regular multiple choice style questions students will also undertake extended problem-solving questions with real-life contexts to enable them to identify and apply appropriate mathematical methods. In GCSE study, we will follow Edexcel Specification 1MA1 at the Higher or Foundation tier of entry.



Subject Aim

We aim to improve opportunities for all young people regardless of background. In science, this means pupils developing a comprehensive and connected understanding of the big picture of science and ensuring that young people leave school with enough science capital to inform their decision making throughout their life, to understand their impact on the environment and how to be and stay healthy.

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

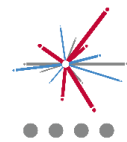
Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>How do cells make up complex living organisms?</i> <i>How do particles behave?</i>	<ul style="list-style-type: none"> • Cell Structure & Specialised Cells • Using Microscopes • Particle model- solids, liquids and gases • State changes • Diffusion
Autumn 2	<i>How do forces predict motion?</i> <i>How do different organisms reproduce?</i>	<ul style="list-style-type: none"> • Types of forces • Resultant forces • Density • Sexual and asexual reproduction • Puberty & The Menstrual cycle • Embryo development & Plant reproduction
Spring 1	<i>How does chemical structure determine the properties of a material?</i> <i>What part do forces play in Space?</i>	<ul style="list-style-type: none"> • Atoms, elements and compounds • Conservation of mass • Chemical formulae • Weight & Gravitational force • Solar System
Spring 2	<i>How do organisms interact in an ecosystem?</i> <i>How is energy conserved?</i>	<ul style="list-style-type: none"> • Ecosystems • Feeding Relationships & Competition • Biotic & Abiotic Factors • Types of energy • Energy Transfers & Efficiency
Summer 1	<i>How can mixture be separated?</i>	<ul style="list-style-type: none"> • Solvents, Solutes and Solutions • Filtration, Distillation & Chromatography
Summer 2	<i>How electricity transfers energy?</i>	<ul style="list-style-type: none"> • Circuits symbols • Current, potential difference and resistance • Series V Parallel circuits

Assessment Details

In addition to regular knowledge quizzes and multiple choice style questions pupils will also undertake regular short answer questions in relation to key science practicals.

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



History

Subject Aim

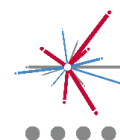
In history, pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	1 World views in 1000AD <i>What drove Baghdad's thirst for knowledge in the years 762-1000?</i> <i>What light can one saint's story shed on western Christian worlds?</i>	<ul style="list-style-type: none"> • The Byzantine Empire in 1050 • Islamic civilisations • Western Christian world
	2 Contested power, contested land <i>How disruptive were the Normans in England?</i> <i>Why did Alexios' empire survive?</i> <i>What can the life of Eleanor of Aquitaine reveal to us about the medieval world?</i> <i>Why did the barons keep rebelling against their English rulers?</i>	<ul style="list-style-type: none"> • Norman England to 1087 • C12th Sicily • Byzantine Empire (Alexios and First Crusade) • Eleanor of Aquitaine • The Third Crusade • Barons challenge English monarchy
Spring	3 Empires: expansion and collapse <i>What does the story of Mansa Musa reveal about Medieval Africa?</i> <i>How did one village respond to the Black Death?</i>	<ul style="list-style-type: none"> • Edward I's expansion in Wales and Scotland • Mali expansion • The Black Death
	4 Stability and instability <i>What do the Wars of the Roses reveal about power and instability in fifteenth-century England?</i> <i>What kind of change was the Renaissance?</i>	<ul style="list-style-type: none"> • Late medieval kingship (Wars of the Roses) • Science & art (Renaissance)
Summer	5 Revolutions in religion <i>What changed in the village of Morebath from 1519 to 1574?</i>	<ul style="list-style-type: none"> • Reformation in Germany • The Break with Rome • Reformation and resistance (Morebath)
	6 Silver and Gold <i>How have historians overcome the challenges involved in studying the Inkas?</i> <i>Why was the world 'opening up' to Elizabeth I and her people?</i> <i>How are historians uncovering the lives of African Tudors?</i>	<ul style="list-style-type: none"> • The Inkas • Elizabethan England and wider world • African Tudors • Mediterranean in 1600

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils also write paragraphs and essays in response to the enquiry questions. At GCSE, pupils will follow the Edexcel specification, studying British and world medieval, early modern and modern history.



Subject Aim

Geography at Pioneer will empower our students to:

- Make sense of the world, beyond their local surroundings and everyday experience.
- Engage in the 'big conversations' – the significant matters of our time.
- Prepare young people for lives as active citizens.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>Where am I? Geography and me</i>	<ul style="list-style-type: none"> • What does it mean to be a geographer? • Why are maps important? • Physical and human geography of the UK. • Have people always lived in the UK? • What is my personal geography?
Autumn 2	<i>Our Planet – What is planet earth?</i>	<ul style="list-style-type: none"> • What is planet earth? • What is underneath earth's surface? • Why is water so important to earth? • What makes a country a country?
Spring 1	<i>How and why do we trade?</i>	<ul style="list-style-type: none"> • What resources do we trade? • Why do we trade? • What is the relationship between globalisation and trading? • What are the impacts of trade in low income and high income countries?
Spring 2	<i>What are the biomes of the world?</i>	<ul style="list-style-type: none"> • What are biomes? • How are biomes distributed? • Where are tropical rainforests? • Why are some species endangered on tropical islands?
Summer 1	<i>What are the fantastic landscapes of the UK?</i>	<ul style="list-style-type: none"> • Relief maps • Tectonics • Geology • glaciers
Summer 2	<i>Why are coasts controversial? How has London Changed?</i>	<ul style="list-style-type: none"> • Coastal processes • Coastal landforms • Controversial coasts: stakeholder conflict • Origins of London • Roman Londinium • Factors affecting quality of life in London • History and urban change in the Isle of Dogs

Assessment Details

Students will undertake knowledge quizzes, multiple choice questions (MCQs) and answer geographical enquiry questions through extended writing tasks designed to show the knowledge or skills learned in lessons. Each term there will be a 'termly formative' where students will complete a MCQ and an extended writing task. This enables us to identify students strengths and areas for re-teach in order to develop pupil knowledge. At the end of the year, there will be a Summer Assessment covering the year's content.



Subject Aim

Through studying French in Year 7, pupils will be able to communicate in spoken and written French, with a grammatical focus on giving and justifying opinions. They will know and understand the grammatical and phonetic differences between English and French. Pupils will also be introduced to some of the cultural differences between France, French-speaking countries and the United Kingdom.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>Qui est dans ta famille?</i> Who is in your family?	<ul style="list-style-type: none"> Introduce yourself, introduce other people, and understand introductions from others. Explain who is in your family and know the French for the family nouns (mum, dad, brother etc). Describe the personality of yourself and family members.
Autumn 2	<i>Comment suis-je?</i> What am I like?	<ul style="list-style-type: none"> Construct comparisons in French and use them to compare different people's personalities. Describe the physical appearance of yourself and family members. Encounter the subjunctive mood and use it to describe contrasts within people's personalities.
Spring 1	<i>Que fais-tu au collège?</i> What do you do at school?	<ul style="list-style-type: none"> Explain which subjects you study at school and give justified opinions on those subjects and their teachers. Contrast your experience of primary school and secondary school using the imperfect tense. Develop opinions by including justifications and opinions using preceding direct object.
Spring 2	<i>Que aimes-tu faire pendant ton temps libre?</i> What do you like to do during your free time?	<ul style="list-style-type: none"> Explain which sports you play and why, with reference to justified opinions and personality traits. Explain how often you play different sports, in which season you play different sports, and which sports you used to play when you were younger.
Summer 1	<i>Où habites-tu?</i> Where do you live?	<ul style="list-style-type: none"> Explain where you and others live, giving information on type of building, landscape/settlement types, the locations of nearby cities and the points of the compass. Know the major cities in France. Give justified opinions on places, including explaining what attractions they have and what one can do there.
Summer 2	<i>Comment construit-on les verbes au présent?</i> How do you build present tense verbs?	<ul style="list-style-type: none"> Understand what infinitive verbs are in English and in French. Know how to conjugate regular ER, IR and RE verbs in the present tense. Understand the concept of irregular verbs and be able to conjugate avoir, etre, aller and faire in the present tense.

Assessment Details

Pupils will be assessed in their communication and understanding of French across four skills; reading, writing, speaking and listening. They will also be assessed on their knowledge of vocabulary, grammatical structures and their translation skills. At GCSE, French is assessed at Higher and Foundation tier with three written exams (writing, reading and listening) and a short speaking exam. Each exam is equally weighted.

Religion and Philosophy



Subject Aim

Through studying Religion and Philosophy pupils will develop in confidence and knowledge of their own beliefs and values to be able to eloquently express and debate them. Pupils will also build their knowledge of the nature, significance and impact of world religions in contributing to a cohesive and compassionate society. Finally, through studying societal issues with consideration of the modern and ancient philosophy, pupils will be able to come to well-reasoned conclusions and sound judgement on ethical and moral debates.

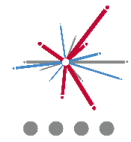
Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>What does God expect?</i>	<ul style="list-style-type: none"> • The story of creation • After ‘The Fall’ • Abraham, Isaac, Jacob and his sons
Autumn 1	<i>Why does God command violence in the Old Testament?</i>	<ul style="list-style-type: none"> • Moses, the burning bush and founding of the 10 commandments • The 10 plagues and the exodus • The parables of David vs. Goliath, David and Bathsheba and Eljia
Spring 1	<i>What did Jesus teach us?</i>	<ul style="list-style-type: none"> • The early life and temptations of Jesus • The miracles of Jesus and his message for outcasts, forgiveness and love • The parables of the Good Samaritan and Parodical Son
Spring 2	<i>Through his life in Jerusalem what message did Jesus give?</i>	<ul style="list-style-type: none"> • The message of Jesus in the cleansing of the temple and in the Last Supper • The death and resurrection of Jesus • Pentecost and the travels and letters of Paul
Summer 1	<i>What does it mean to be Jewish?</i>	<ul style="list-style-type: none"> • Jewish festivals, celebrations and ceremony • Jewish mourning and afterlife • The value of human life according to Judaism
Summer 2	<i>How have Jews responded to contemporary challenges to their faith?</i>	<ul style="list-style-type: none"> • The persecution of the Jewish people in modern and Medieval Europe • Response to the Holocaust by European nations and Jewish communities • Modern day Zionism and antisemitism

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions pupils will also undertake regular short answer questions that will ask them to form a paragraph response to or take a position on a topical issue. In GCSE study, we will follow AQA Religious Studies Specification A with a focus on *Christianity* and *Islam* alongside four additional themes, *Life and Death*, *Relationships*, *Human Rights*, and *Crime and Punishment*.

Music



Subject Aim

In many ways learning music is much like learning a language. For pupils, learning how to understand music, read music or play an instrument can change the brain and impact other areas of learning. Through Music, pupils will develop creativity, character and confidence. They will increase their understanding of a variety of styles, music theory and history; increasing their cultural capital.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>What is pulse and rhythm?</i>	<ul style="list-style-type: none">• Rhythm notation and polyrhythms• Maintaining a pulse• Tempo and meter• Unison, bar and bar-lines• Ostinato
Spring	<i>How do we create a melody?</i>	<ul style="list-style-type: none">• The pentatonic scale, major scale, clefs and notation• Stave, step, leap and bar• Dynamics from <i>pp</i> to <i>ff</i>
Summer	<i>What is harmony?</i>	<ul style="list-style-type: none">• Minor scale• Degrees of the major scale, semitones, tones, chords• Time signatures, syncopation, off-beat and rests• Texture, melody and accompaniment

Assessment Details

Pupils will be assessed on practical work, such as performances and compositions. Theory-based assessments will take place as listening exams, on a termly basis. Pupils will also be assessed on their compositional understanding and skills.



Subject Aim

Studying Drama allows students to build a variety of skills and attributes that are essential for the working world; developing empathy and understanding in their personal lives, as well as a depth of knowledge and appreciation of theatre, as an art form. Students will develop their confidence, team-working skills, public speaking skills and creativity. Through studying drama, students will be able to problem-solve, tackle issues in the community and world around them through role-play and learn about key theatre practitioners and playwrights; both classical and contemporary.

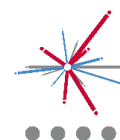
Year 7 Termly Overview

Term	Enquiry Questions	Key subject knowledge
Autumn	<p><i>How can an actor create tension and suspense for an audience?</i></p> <p><i>What impact does the use of stage space have on an audience?</i></p>	<ul style="list-style-type: none"> • The 5 S's to create suspense (slow, sudden, still, silent, soundscape) • The elements of creating a successful still image • Physical and vocal skills used in a role-play to create a character: tone, pitch, pace, pause, inflection, accent, volume, facial expression, gesture, posture, movement and body language. • Know the different stage types and understand the pros and cons of each types: proscenium arch, theatre in the round, traverse, thrust. • Different moods and atmospheres that an audience can experience • Audience response
Spring	<p><i>How can movement be used to tell a story?</i></p> <p><i>What is a stock character?</i></p>	<ul style="list-style-type: none"> • Understand how mime and movement can be used to communicate a story to an audience • Vocal skills - revisited • Physical skills – revisited • Exaggeration • Understand physical theatre as a broad style of theatre • Learn the different techniques associated with physical theatre – choral movement, motif, repetition, slow motion, mirroring, people as props • Abstract movement • Know the different types of stimuli and how these can be used to create ideas for a performance • Conventions of Commedia Dell'arte
Summer	<p><i>What is character motivation?</i></p> <p><i>How does history influence a playwright?</i></p>	<ul style="list-style-type: none"> • Character motivation • Be able to identify character motivation at different points in the play. • Rehearsal techniques e.g. role on the wall/hot-seating, including how and why they are used by an actor/director • Stage directions – how and why they are used effectively • Understanding what is meant by the social and historical context of a play. • Know how to identify the social and historical context

Assessment Details

Pupils will complete regular practical assessments, focusing on the use of voice, movement and space in performance, creation of character and the use of theatre styles and conventions, both through devised and script-based work. They will also complete multiple-choice style questions assessing their key knowledge of the subject. In GCSE, we follow the WJEC Eduqas specification.

Physical Education



Subject Aim

Through Physical Education students will develop a desire to partake in regular physical activity. They will be equipped with the constant opportunity to develop motor competency, backed by a curriculum offer that allows pupils to master skills. The route of physical education allows pupils to gain an insight into the necessity of physical activity and the invaluable impact it has on an individual's physical, social and emotional wellbeing.

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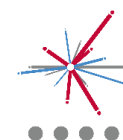
Term	Enquiry Question	Key subject knowledge
Autumn 1	Why are warmups and cool downs completed?	Practical - Multiskills: <ul style="list-style-type: none"> Fundamental skills and fine motor skills Theory – Warm ups/Cool Downs: <ul style="list-style-type: none"> The three main stages of a warm ups and cool downs and the physiological reasoning
Autumn 2	Which muscles allow for sporting movements?	Practical – Invasion Games: <ul style="list-style-type: none"> A range of techniques/skills within varying game contexts Tactical awareness Theory – Muscular System <ul style="list-style-type: none"> 11 key muscles
Spring 1	What are the main bones that make sporting movements possible?	Practical - Fitness: <ul style="list-style-type: none"> Physical, social and emotion health Performing at maximal intensity Theory – Skeletal System <ul style="list-style-type: none"> Key bones in the human body. Functions of the skeletal system.
Spring 2	What components of fitness are used within a sport?	Practical – Net Games: <ul style="list-style-type: none"> Shots, tactics and disguise Theory – Components of Fitness <ul style="list-style-type: none"> Names and definitions of the 10 components of fitness. Application of components to sporting examples.
Summer 1	What methods of training can be used to develop fitness?	Practical – Striking & Fielding: <ul style="list-style-type: none"> Batting, Bowling and feeling skills used to outwit an opponent Theory – Methods of Training: <ul style="list-style-type: none"> The methods used to develop components of fitness
Summer 2	Why are principles of training of vital importance?	Practical - Athletics: <ul style="list-style-type: none"> Conform to athletics safety rules Use fundamentals skills within athletic events Theory – Principles of Training: <ul style="list-style-type: none"> The principles applied to allow for successfully training

Assessment Details

Theory: In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions that will ask them to form a paragraph response to a theory topic question.

Practical: Pupils will be assessed in their ability to perform skills within competitive situations, taking into account pupil's ability to perform with accuracy/disguise and precision. The curriculum map for KS3 Physical Education is built around five key disciplinary competencies; Performance, Tactics and Strategies, Analysis of Performance, Leadership and a Healthy Active Lifestyle. Everything within KS3 PE will be taught and assessed against the five key disciplinary competencies.

In GCSE study, we will follow OCR (9-1) Specification.



Subject Aim

Through studying Design and Technology pupils will experience an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, particularly in sustainability and the environment.

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Autumn 1	Can we design to protect?	<ul style="list-style-type: none"> Identifying design opportunities. Designing to a brief and specification. Responding to client feedback. Iterative design.
Autumn 2	How can we reduce and rethink design to save materials and energy?	<ul style="list-style-type: none"> Identifying sustainable materials. Material properties and characteristics. Drawing and modelling techniques.
Spring 1	Can we play in the past?	<ul style="list-style-type: none"> Understanding properties of materials. Measuring and marking out onto timber and boards. Developing skills with hand tools and basic machinery. Finishing methods for timber and boards.
Spring 2	Is packaging always a good idea?	<ul style="list-style-type: none"> Products that last and planned obsolescence. Making quality products. Pattern design. Image making in textile. Machine sewing and embellishments.
Summer 1	What is renewable travel?	<ul style="list-style-type: none"> Types of energy. Computer aided design. 3D modelling. Iterative design. Forces.
Summer 2	How can the elements change travel?	<ul style="list-style-type: none"> Computer aided design. 3D modelling. Presenting design ideas. Properties of materials. How to respond to feedback from a client.

Assessment Details

Students will receive regular feedback based on diagnostic assessment on a variety of topics. Multiple choice questioning, short answer written questions and design work during KS3 will prepare students for the rigor of KS4 Design & Technology. The GCSE will be assessed through a NEA (Non-examined assessment/coursework) and an exam.



Subject Aim

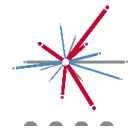
In Year 7 Art students are equipped with the important skills and foundational concepts that will allow them to flourish throughout the key stage. There is a strong focus on drawing and painting intended to build confidence. Experimentation with mixed-media and sculptural materials is also an important feature of the year. The content of the course is informed by both Art history and contemporary practise.

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Autumn 1	How does Formalism as a critical position underpin abstract practise?	<ul style="list-style-type: none"> • Observational drawing and experimental mark-making • The formal elements in Art • Klimt, symbolism and pattern • Analysis with a descriptive focus
Autumn 2	How can ideas emerge through a process of experimentation?	<ul style="list-style-type: none"> • Using music to understand and access abstraction • Colour theory and gradients • Matisse, shape, and collage • Milhazes and composition
Spring 1	How do artists' ideas evolve gradually through daily practise?	<ul style="list-style-type: none"> • Dreher, Morandi, Richter, Carnegie – working in series • Working from observation • Siskind and abstract photography
Spring 2	How can materials and processes affect the direction of a project?	<ul style="list-style-type: none"> • Mondrian and Picasso - visual distillation • Achieving abstraction and observing its effects • Scaling up and evolving work through experimentation
Summer 1	How have artists interpreted the figure within and beyond the Western tradition?	<ul style="list-style-type: none"> • Easter Island Moai and Cycladic Figurines • Demoiselles D'Avignon - research and discussion • Self-portraiture • Subtractive sculpture – soap and floristry foam
Summer 2	What impact do materials have on figurative sculpture?	<ul style="list-style-type: none"> • Additive sculpture - plasticine and clay • Schulnik, - atmosphere and tone • Cheng - mythology and AI ecosystems • Upritchard - narrative and reference

Assessment Details

Year 7 students are assessed twice a term. Assessments and feedback are primarily designed to guide each student's development as an artist. They also prepare students to meet the GCSE Assessment Objectives in Year 10. The majority of assessed tasks are either practical, analytical or more open-ended. In the last term of the year students complete a multiple-choice exam that represents a small portion of their final grade.



University, Careers & Enrichment

We are committed to ensuring every Ark Pioneer pupil has high aspirations for themselves. We will inspire them to think more deeply and more broadly about the world around them and the opportunities it presents. A key part of this will be ensuring each pupil understands the impact that school and further education can have on their future life.

University & Careers

We want every pupil to do well enough to go to university or pursue the career of their choice. To support this, we will ensure that alongside setting high expectations for academic progress, we will focus on building the habits and skills most desired by employers and universities.

As part of our tutor and assemblies programme, and within the curriculum for each subject, we will teach the key learning dispositions needed to succeed at university and in the workplace. Pupils will learn to be independent and organised. We will teach them how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public. In addition to this, we will guarantee access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university or career pathway after school. During assemblies and tutor time, we will introduce and discuss further study, career options and aspirational role models. Guest speakers will share their career insights with pupils.

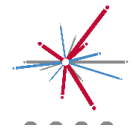
All of our pupils will visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This will give them a comprehensive understanding of a range of careers and the qualifications, skills and experiences they need in order to pursue them.

Enrichment

We will run a variety of enrichment sessions for our pupils, giving them the chance to develop interests and passions that will give them enjoyment throughout their lives.

Every pupil at Ark Pioneer will take part in two enrichment activities per week, built into our extended school day. Pupils will be able to choose from activities ranging from cooking, debating and drama to coding, football and singing in our school choir.

In addition to this, our pupils will be invited to take part in music and sports enrichments over lunch time through the week. Our school sports teams will train after school and our musicians and singers will have the opportunity to take part in the Ark network choir (Spark) and orchestra (Fusion) in addition to school based music enrichments. We will offer subsidised instrumental lessons for all pupils, which will take place through the school day.



Values & Character Development

Our values

Our values define how we work together as a community in Ark Pioneer. They are a framework to guide our interactions and communications, to recognise and reinforce the behaviours we want to see in our community and to embed our ambitious vision.

Our values set out the way in which we approach our work as professionals in education. All of our staff will understand the importance, relevance and impact of each value through our induction and training programme.

We will teach pupils explicitly about our values through assemblies and the tutor programme and our pillar days. They will set the bar for pupils as they grow into young adults, ready for life beyond school.

Building strong character traits

At Ark Pioneer, we will build on each child's character and habits to support both their academic and personal development. Our character programme will teach pupils about nine personal attributes: *Curiosity, Honesty, Altruism, Reflectiveness, Adaptability, Courage, Tenacity, Empathy and Responsibility* through concrete examples.

We will develop pupils' understanding of these key character traits throughout their life at Ark Pioneer academy and across the curriculum, including through our enrichment programme. We believe this will enable our pupils to be both successful learners and active participants within their communities and wider societies.