



Year 7 curriculum

King Edward **VI** Community College

www.kingedwardvi.devon.sch.uk





These are really exciting times to be at KEVICC. We are determined not only to be outstanding in all we do, but also to develop a unique co operative identity that makes being part of the College an engaging and challenging experience for all our students.

Welcome to KEVICC. This is a very special place to learn. Our students are a fantastic mix of personalities, and we value each and every one of them. Our staff are committed to making a real difference to our students' lives, and go that extra mile to make this happen. And our community is richly diverse, encompassing not just Totnes itself, but the wonderful countryside that surrounds it.

We are rightly pleased with, but not fulfilled by, our judgement as a good school. We aspire to be consistently outstanding in all that we do. We want staff and students to be creative in their approaches to learning. And we want to harness the potential of our community to develop a truly unique school, with strong values that prepare children to be happy and successful adults.

This prospectus gives you a taste of what we do. However, it is no substitute for coming to see for yourself. I look forward to meeting you and showing you what a wonderful place this is to learn.

Alan Salt
Principal



English

The study of English is the study of the power of words and the exploration of how they can empower humans to share their thoughts and ideas. Through engaging in literature, and exploring the craft of writing, we can engage with universal human experiences and shape our own powerful voices in society.

Stories, Society & Authorial Intent

Students begin with Aesop's Fables & European fairy tales to explore the idea that stories have a function within wider society.

In-depth study of Animal Farm and Orwell's "big ideas" form an introduction to academic writing conventions whilst exploring authorial intent.

Genre & Craft: The Gothic

Students read "The Woman in Black" and Phillip Pullman's playscript adaptation of Mary Shelley's Frankenstein. An exploration of genre and the Gothic conventions with a focus on the finer details of the writer's craft: language, syntax and structures used in narrative and descriptive writing in order to engage readers.

Language & Influence

The study of Shakespeare's "Julius Caesar" and speeches by African Americans focussed on civil rights & democracy (Martin Luther King Jr, Barack Obama, Amanda Gorman) enable an exploration of rhetoric and persuasion. Students explore the concept of establishing an argument and structuring their writing for impact.



mathematics

Mathematics is the language of pattern, measurement and logical rules, it is the art of interpreting, quantifying and working with error and uncertainty and it is concerned with using imagination, intuition and reasoning to find new ideas and solve puzzling problems. Engaging in mathematical activity is part of what it means to be human.

Cycle One

- Rounding & estimating
- Solving problems with multiplication & division
- Introduction to Pythagoras theorem
- Directed number
- Introduction to algebra
- Assessment & repair
- Mental fractions & percentages

Cycle Two

- Algebra: solving equations
- Solving problems with adding & subtraction
- Area of composite shapes
- Ratio & scale
- Circles, circumference & further perimeter
- Consolidation
- Assessment & repair

Cycle Three

- Reasoning with angles
- Adding & subtraction of fractions
- Sequences & graphs
- Area of circles
- Prime numbers and proof
- Consolidation
- Assessment & repair



history

Without history, a society shares no common memory of where it has been, what its core values are, or what decisions of the past account for present circumstances. Without history, we cannot undertake any sensible inquiry into the political, social, or moral issues in society.

Local History Devon through time

An exploration of the Tudor, Early Modern and Post-War periods in Devon, with a primary focus on housing, health, employment and entertainment. Students develop conceptual understanding of change and continuity through a study of chronology and utilisation of sources.

The Norman Conquest

Students interrogate the reasons why William won the Battle of Hastings as they explore the conceptual foci of cause & consequence. Students explore the changing nature of England under Anglo-Saxon rule through to the rise of Norman England.

Medieval Monarchs The Reformation

The study of medieval monarchs is explored through the king as a figure of power through key events: The Crusades, The Peasants' Revolt & Edward's conquest of Wales. Conceptually, students explore similarity & difference through comparison of different monarchs.



computing

"Computers are incredibly fast, accurate and stupid; humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Cycle 1

Students navigate their new school computer system, the essential applications and develop programming skills using the graphical language "Scratch". Exploration of:

- Outlook email
- Microsoft Teams & Sharepoint
- Excel spreadsheets
- Code branching & coding

Cycle 2

- Digital graphics & creating logos & posters
- Computer components & binary numbers
- Photoshop to develop practical graphic skills including vector and bitmap images
- Input & output devices, processors, memory characters & images.

Cycle 3

- The internet and being a good digital citizen
- Programming skills using BBC Microbits & Lego Robots
- Understanding how web pages are created using HTML
- Keeping a positive digital footprint
- MakeCode programming



geography

“The study of geography is about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.”

Fantastic Earth

Students understand the differences between human & physical geography as they begin to master a wide range of cartographic skills including: interpreting Ordnance Survey maps, using grid references & scale, topographical & other thematic mapping & aerial & satellite photographs.

Hazardous Earth

Students explore the way the earth moves & how this contributes to global hazards through focus on geological timescales, plate tectonics, and glaciation. Africa & Asia, as case studies show how population, urbanisation, international development and human activity rely on effective functioning of natural activities.

Crowded Earth

A study of the growing population & understanding of the factors causing the number to rise. China & Italy provide examples of countries with too many and too few people and issues arising. Patterns of migration and reasons why some are forced to migrate illegally, with migration from Mexico to the USA as case study.



religion, philosophy & ethics

Philosophy, ethics and religious studies challenge students to think about life, humanity, and meaning. Students in these disciplines examine the concepts of truth, morals, values, beliefs, and spirituality.

Dimensions of Religion

Students reflect on their own ideas about religion & what distinguishes a simple belief from a religion. Students explore Ninian Smart's seven Dimensions of Religion:

- Ritual, Material
- Experiential, Mythical
- Philosophical, Ethical
- Social

Treatment of the environment & animals

This cycle of learning explores the ethical issues around our treatment of the environment & animals, and how religious beliefs influence how Christians & Hindus approach their response to them. They will explore creation stories and how they influence religious believers in their actions towards the planet.

Sikhism

This topic explores:

- Origins of the Sikh religion
- The role of the Gurus
- The origins of the Khalsa
- What it means to join the khalsa
- The importance of community within Sikhism
- The concept of sewa



science

Science is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence. "Science is not only a disciple of reason but also one of romance and passion." Stephen Hawking.

Matter, Energy, Cells & Organisms

- States of matter & the particle model
- Changes of state
- Density & calculations
- Diffusion & the particle model
- Energy & conservation, stores & transfers, dissipation & efficiency
- Temperature & heat, conduction & convection
- Microscopes, plant & animal cells, movement in & out of cells, unicellular cells

Forces, Reproduction, Atomic Structure & Periodic Table

- Contact and non-contact forces, Mass & weight, Balanced & unbalanced forces, & stretching, Moments & the principle of moments, Pressure on a solid surface
- Human reproduction, puberty, fertilisation & implantation, foetal development, the menstrual cycle, plant reproduction
- Atoms & elements, compounds, formula, periodic table, metals & non-metals

Photosynthesis & interdependence, Chemical Reactions, Space

- Photosynthesis equation
- Leaf structure, adaptations, Use of glucose, Food chains & webs, Predator prey relationships, Pollinators
- Chemical & physical changes, conservation of mass, acids, alkalis & litmus, making salts, reactivity series
- Days, years & seasons, phases of the moon, eclipses, solar system, gravity on other planets, satellites, beyond the solar system



French & Spanish

You live a new life for every new language you speak. If you know only one language, you live only once - Czech proverb

Introducing Myself

- Greetings & introductions
- Asking "how are you"?
- Saying where you live
- Saying your age & birthday
- Numbers
- Gender of nouns
- Classroom items
- Describing yourself & best friend

Where I Live

- Types of houses & locations
- Opinions & adjectives to describe towns
- Places in the town
- Comparisons
- The weather & activities
- The present tense & conjugation
- Building sentences, opinions & reasons

My School

- Opinions about school
- Description of school
- The school subjects & adjectives to describe them
- Telling the time
- Plans for future study
- The future tense and conjugations
- Describing teachers



art & design

Art is the expression or application of creative skill and imagination, producing works to be appreciated primarily for their beauty, emotional power or to communicate a message. Art, Craft & Design plays a vital role in developing curiosity, creativity and self-expression alongside resilience, confidence and critical thinking skills.

Mark Making

Through artist studies on Caravaggio, cave painting & Van Gogh, Fridha Kahlo, Roy Lichtenstein & Mary Fedden, students explore mark making & responding to the world around them. Technical skills in observational drawing, printmaking & collage are developed alongside critical thinking skills as students begin to understand how context influences art.

Making Sense

The study of colour theory is delivered through painting & drawing as pupils develop in technical skill, using a range of materials and tools. Artist studies of Kandinsky, Turner, Picasso, street artist My Dog Sighs & Yayoi Kusama allow an exploration of abstract painting and representing mood & emotion.

Art & Culture

Students explore the connection between art & culture, reflecting its customs, beliefs and values. Through artist studies of Lucy Arnold, Edward Martinet & Raku Inoue and drawing upon influences of Day of the Dead & African Festima masks, pupils develop observational drawing skills of masks and use of ceramics for sculpture.



PE

Physical Education is the planned, progressive learning through the physical. This involves both 'learning to move', in becoming more physically competent and 'moving to learn': learning through movement, including skills and understandings beyond physical activity, such as co-operating with others.

Cycle 1

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

- Rugby
- Badminton / OAA
- Handball
- Netball / OAA

Cycle 2

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

- Football
- HRE / Basketball
- Hockey
- Badminton / HRE

Cycle 3

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

- Tennis / Striking & Fielding
- Athletics



design & technology

Design and Technology is an inspiring, rigorous and practical subject. It encourages students to learn to think and intervene creatively to solve problems both as individuals and as members of a team. The curriculum links learning with career paths aiming to inspire future architects, chefs, engineers and designers.

Cycle 1

Students study product design & food technology in rotation and complete project based work throughout the year across the year, including:

- CAD / CAM CNC USB
- Islamic inspired lightbox
- Bug hotel design brief
- Textiles ugly doll project
- Practical food technology

Cycle 2

Students study product design & food technology textiles in rotation and complete project based work throughout the year across the year, including:

- CAD / CAM CNC USB
- Islamic inspired lightbox
- Bug hotel design brief
- Textiles ugly doll project
- Practical food technology

Cycle 3

Students study product design & food technology in rotation and complete project based work throughout the year across the year, including:

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RSHE

Relationship, Sex, Health Education provides a statutory curriculum that focuses on strengthening the knowledge, skills, and connections that are essential to keep young people healthy and safe and prepare them for independence.

Health, well-being and relationships

Transition to secondary school, RRS school and British values, Building positive relationships, Connection to others and being part of a community.

How to challenge prejudice, stereotypes and discrimination.

Peer pressure & boundaries.

Relationships & the wider world

Introduction to careers
Raising aspirations
Describing self and strengths
Challenging career stereotypes

Healthy routines – looking after yourself
personal hygiene, How germs are spread – viruses, Diet and exercise , First aid , Puberty
Unwanted contact , FGM.

Relationships & the wider world

How to develop self-worth and self-efficacy
Qualities and behaviours of positive relationships
Influences on beliefs and decisions
Group-think and persuasion
Self-worth and confidence
How to recognise and challenge media stereotypes.
Consent .



drama

Drama is a human need. Throughout time and culture human beings have enacted events in order to understand them or gain power over them. In schools, students and teachers have come to recognise the power and efficacy of drama to simultaneously learn about and create art and culture.

Darkwood Manor

Students will explore a range of drama conventions through the play

- Role Play
- Creating tension
- Proxemics
- Thought Tracking
- Hot Seating
- Body language & Facial Expressions

Storytelling & Physical Theatre

Students develop storytelling with action narration & character narration. Each lesson, a section of the story is explored through:

- Body as prop
- Sound scape
- Essence machines
- Action narration
- Character narration

Macbeth

Students explore the famous story of Macbeth through a range of different drama conventions:

- Vocal skills (pace, volume and pause) to create effect.
- Staging and blocking
- Role play
- Scripted lines
- Multiple pole playing
- Marking-the-moment



dance

Studying cultural education subjects sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined. Wherever children start in life, a high quality cultural education in every school should be a right, not a privilege.

Obstacles

Students learn the basic dance skills and have an awareness of the key areas of Dance: Performance, Choreography and Appreciation. The students will be able to perform basic dance actions & develop simple phrases of movement. They will be able to incorporate different choreographic tools such as: Changes of level and speed.

Graphic scores

Throughout this scheme, students learn the movement components to shape choreography effectively and use notation in their learning journals to document their process. Actions, Space, Dynamics and Relationships will be developed in solo and group work. Students will Perform and develop composition in small groups

Mixing dance styles

Students learn a flavour of different dance styles from around the world looking at culture, history, social and economic factors and how they have shaped dance today. An exploration of: Gumboot Dance, Capoeira, Kathak, Street Dance, Contemporary



music

“Music is a higher revelation than all wisdom and philosophy. Music is the electrical soil in which the spirit lives, thinks and invents.” Beethoven.

Cycle 1

Students will explore elements of music & themes & variations:

- Tone, timbre, pitch
- Melody
- Harmony
- Rhythm
- Texture
- Structure & form
- Dynamics & tempo

Cycle 2

Students explore a range of graphic score artists before making their own as a basis for composition. Through study of Peter and the Wolf, students learn about leitmotifs and how they are used in music to help express personality traits and emotion. We explore this by watching the short musical film Peter and the Wolf by the composer, Prokofiev and we also explore other famous leitmotifs including those by Wagner.

Cycle 3

Following the Ukelele project, Year 7 begin their Musical Futures topic through which students are able to showcase the skills they have learnt throughout the academic year by forming bands and learning repertoire of their choice. Students may also work on a solo project. The many and varied extra-curricular events provide opportunities to perform to an audience.



our enrichment

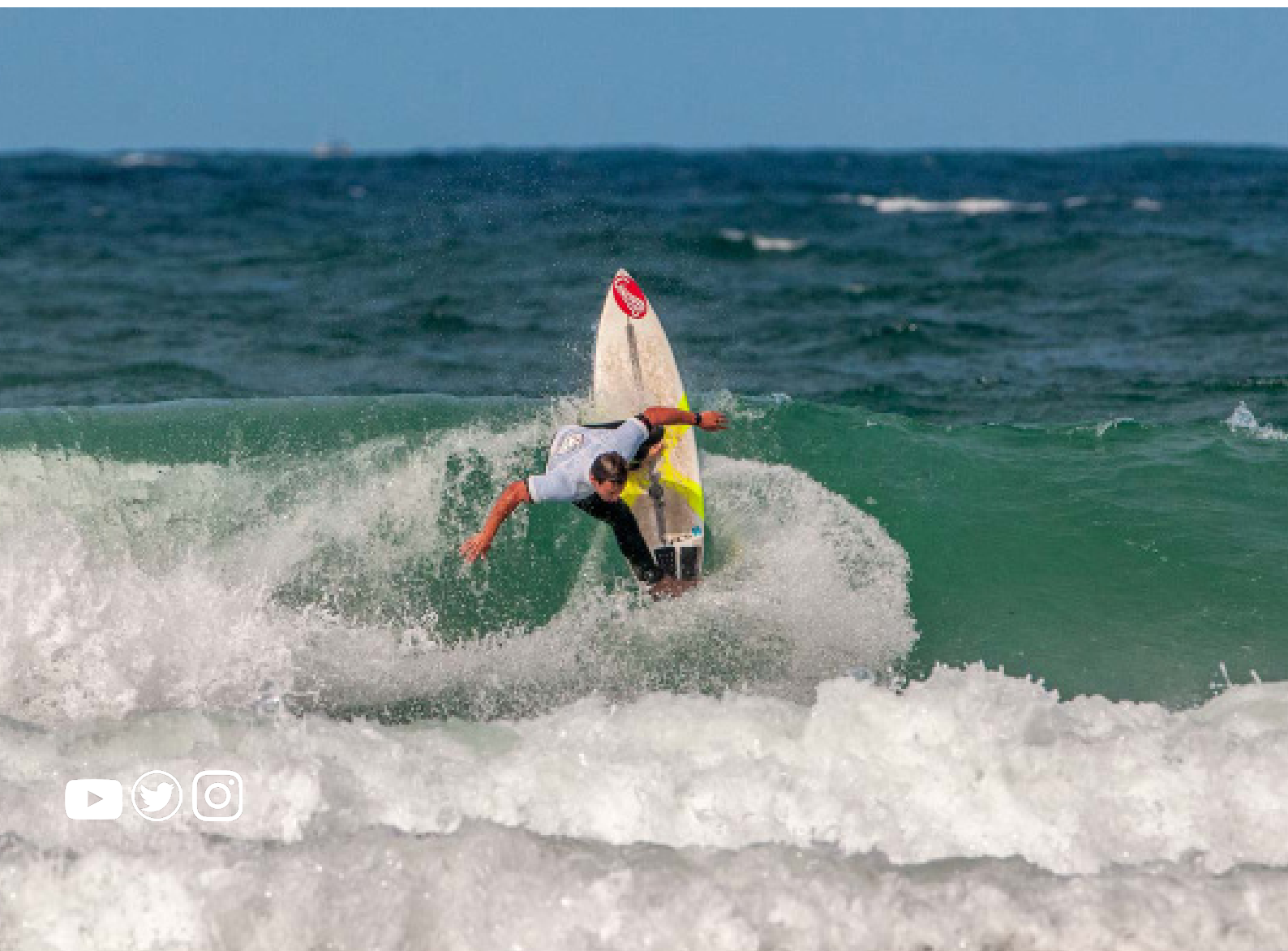
College life is full of opportunities. We encourage all students to get fully involved. Our Enrichment Fair in September is the perfect entry to our rich and colourful community.

The range of clubs on offer to our students at lunch and after school is broad and encompassing. Here at college there are clubs every lunchtime and after school.

We are lucky to be supported by a charitable trust, the Foundation Governors, who support those students who need extra financial help to access enrichment opportunities; for example, funding half of visit costs for all students in receipt of free school meals.

Examples of extra-curricular clubs include: Computer Club, MFL Club, STEM Club, Photography Club, KEVICC Percussion Group, Creative Writing Club, KEVICC Band, Art Club, Streets n Beats DJ Club, Chess Club, Dance, Theatre Tech Club, Ukulele Club, Leaky Cauldron Club, Parkour, Debating Club, Rock Bands Rehearsal, Jamming Station Choir, Gym, Indoor Football, Netball, This Girl Can Club & Sports Leaders.

We are very proud of our Alumni. Students who have been part of our community are: artist Jimmy Cauty, Joe Mount from Metronomy, broadcaster and journalist Mary Nightingale, musician Ben Howard, actress Agnes O'Casey and footballer Kieffer Moore, to name but a few...





www.kingedwardvi.devon.sch.uk



Further information is available on our website, including a list of key contacts at the College
www.kingedwardvi.devon.sch.uk

Find us on **YouTube, Twitter & Instagram**

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