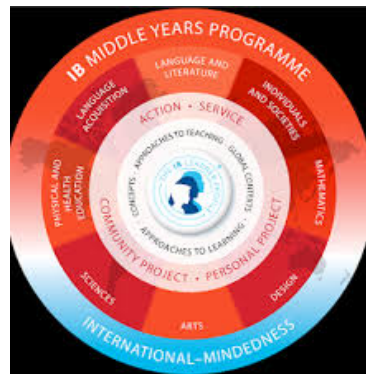




Sir Geoffrey Leigh  
Academy

# Year 7 Curriculum Booklet for Parents

## 2025 - 2026



© International Baccalaureate

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

Dear Parents and Carers,

## **Welcome to the Sir Geoffrey Leigh Academy, where we Open Minds to Success!**

At Sir Geoffrey 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:

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

## **The International Baccalaureate Middle Years Programme**

The Sir Geoffrey 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 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
<b>Language and Literature</b>	Analysing	Organising	Producing Text	Using Language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Interdisciplinary</b>	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
<b>28-32</b>	<b>7</b>	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.
<b>24-27</b>	<b>6</b>	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.
<b>19-23</b>	<b>5</b>	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
<b>15-18</b>	<b>4</b>	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.
<b>10-14</b>	<b>3</b>	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.
<b>6-9</b>	<b>2</b>	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.
<b>1-5</b>	<b>1</b>	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

## Key dates for Year 7 2025 - 26

Module	Date	Event
1	10th September 2025	Year 7 MYP and Tutor Information Evening
	12th September 2025	Year 7 Star Reader Testing
	3rd October 2025	SE/SH SEN Coffee Morning
	10th October 2025	CU/MD SEN Coffee Morning
3	14th January 2026	Year 7 Parents Evening
	2nd February 2026	Year 7 MYP Assessment Week 1
4	6th March 2026	MA/CU SEN Coffee Morning
	13th March 2026	SH/SE SEN Coffee Morning
	30th March 2026	Year 7 Academic Report 1 Sent Home
5	4th May 2026	Year 7 MYP Assessment Week 2
6	10th July 2026	Year 7 Academic Report 2 Sent Home
	June 2026 (TBC)	Year 7 & 8 Sports Day
	14th July 2026	Year 7 - 9 Enrichment Week

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

The Sir Geoffrey 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 Sir Geoffrey Leigh Academy who is 'Respectful', has 'Resilience' and demonstrates 'Responsibility' through the actions they take.

## **Reading and Literacy**

At Sir Geoffrey 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:

### **Sparx Reader**

Sparx Reader is an online reading platform that helps students to practise reading regularly, to set them up for success at secondary school and in life beyond. Students are set weekly homework tasks using the Sparx Reader platform.

### **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 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.

### **IB MYP World Reading Challenge**

This year, Sir Geoffrey 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 Sir Geoffrey 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. Homework is to be uploaded to your child's Google Classroom for each subject, for marking by your child's classroom teacher.

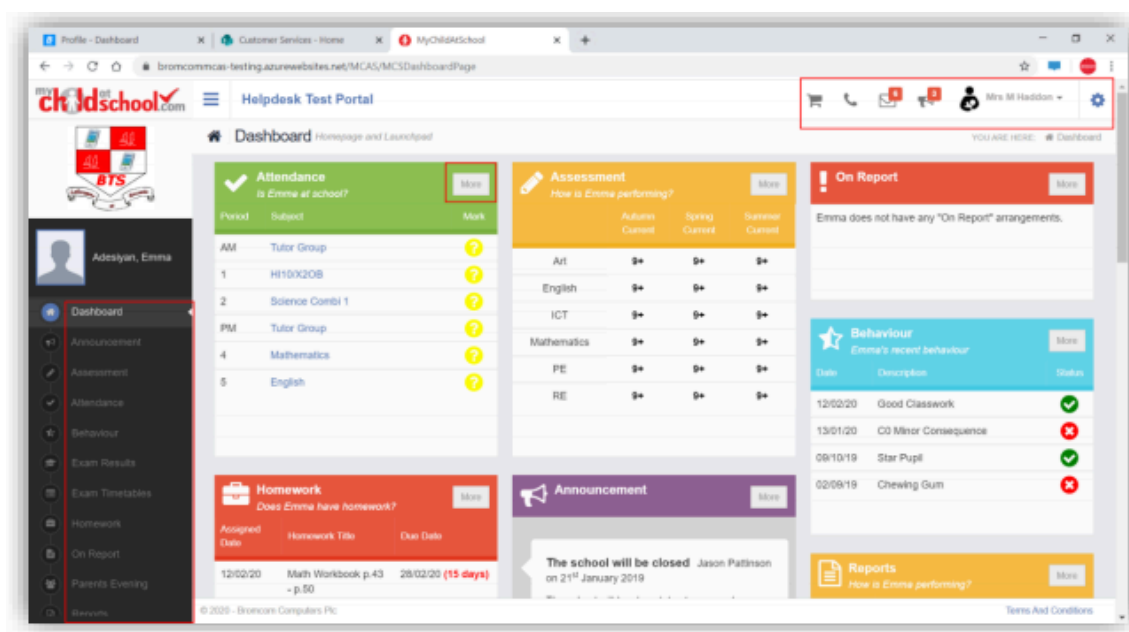
## **Google Classrooms**

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.

## **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



## 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 Sir Geoffrey 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.

## 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 (English)

#### Intent

Our English curriculum is designed to ensure that our students are exposed to a wide variety of literature so that they can see themselves as global citizens and engage with other cultures and perspectives. The intent for Key Stage 3 is also to develop a love of reading – this is mirrored in the choices that have been made for students to study from novel choices to extract focus. The choices aim to give students a range of different texts that will engage them whilst making links to the IB and National Curriculum. We also aim to encourage a passion for writing and the spoken language which will allow our students to access the wider curriculum.

The key objectives of MYP language and literature are analysing, using language, producing text and organising.

#### Implementation

Students are given the opportunity to explore a wide variety of texts, both fiction and non-fiction, which create a culture of challenge and inquiry. Texts and resources are selected to build on prior knowledge at KS2 but also develop their understanding of more challenging concepts ahead of their continued studies at KS4. The IB learner profiles and skills are introduced at KS3 and create a foundation for a seven year learning journey in English should students wish to take the IB Literature and Language course at Post 16. Students have access to The Sir Geoffrey Leigh Academy library and many of the KS3 novel studies are part of the Young Adult reader series to encourage a continued desire to read and explore literature.

#### Impact

Students enjoy the rich variety of texts and the exciting opportunities that we offer at The Sir Geoffrey Leigh Academy, developing social and cultural empathy as well as a love of learning and appreciation of Literature. Students produce good to outstanding work; in which they demonstrate a lot of pride in. The curriculum ensures that students are well-prepared for their GCSEs and beyond.

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

**Mr Eric F. McGarvey** – Director of Learning for English

[eric.mcgarvey@sgla.latrust.org.uk](mailto:eric.mcgarvey@sgla.latrust.org.uk)

**Mrs Nina Adams** – Director of Learning for English

[nina.adams@sgla.latrust.org.uk](mailto:nina.adams@sgla.latrust.org.uk)

**Miss Aimee-Grace Miller** – Co-ordinator of Learning for English

[aimee-grace.miller@sgla.latrust.org.uk](mailto:aimee-grace.miller@sgla.latrust.org.uk)

## A summary of Year 7 content: 2025-26

Students are taught over 3 lessons per week.

Module	Topics covered
1	Harry Potter and the Philosopher's Stone- JK Rowling
2	Harry Potter and the Philosopher's Stone- JK Rowling
	Christmas Holidays
3	Origin Stories
4	Origins of Genre
	Easter Holidays
5	Writing about the World
6	Poetry from around the world

## Assessment

The MYP assesses students on four key abilities:

- Criterion A – Analysing
- Criterion B – Organising
- Criterion C – Producing texts
- Criterion D – Using language

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 MYP grade.

## IB MYP Mathematics

### Introduction

The Sir Geoffrey 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 Mathematics Curriculum please contact either of the following members of the team:

<b>Dr. Ermina Ramic</b> - Director of Learning for Mathematics	ermina.ramic@sgla.latrust.org.uk
<b>Mrs Daniela Furquim Elias</b> - MYP Coordinator	daniela.furquimelias@sgla.latrust.org.uk
<b>Mrs Ravinder Sandhu</b> - Maths Mastery Lead	ravinder.sandhu@sgla.latrust.org.uk

### A summary of Year 7 content: 2025/2026

Students are taught over 3 lessons per week.

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

Module	Topics covered
1	Numbers and number systems: civilisations and human reactions <ul style="list-style-type: none"><li>• Place value</li><li>• Factors and multiples</li><li>• Indices/powers</li><li>• Negative numbers</li><li>• Order of operations</li></ul>
2	Percentages <ul style="list-style-type: none"><li>• Fractions, percentages, decimals</li><li>• Percentage of amount</li><li>• Fraction of amount</li><li>• Percentage increase/decrease</li><li>• Percentage multipliers with calculators</li></ul> Algebra <ul style="list-style-type: none"><li>• Algebraic expressions and equations</li><li>• Collecting like terms</li><li>• Expanding and factorising (single brackets)</li></ul>
3	Algebra <ul style="list-style-type: none"><li>• Forming and solving linear equations</li><li>• Inequalities (introduction, forming and solving)</li><li>• Function machine</li></ul> Geometry <ul style="list-style-type: none"><li>• Classifying angles</li><li>• Angles in parallel angles</li><li>• Classifying triangles</li></ul>

	<ul style="list-style-type: none"> <li>Angles in triangles</li> </ul>
4	Fractions <ul style="list-style-type: none"> <li>Equivalent</li> <li>Addition and subtraction</li> <li>Multiplying and dividing</li> <li>Mixed numbers</li> </ul>
5	Geometry <ul style="list-style-type: none"> <li>Constructing triangles</li> <li>Coordinates</li> </ul> Area, perimeter and volume <ul style="list-style-type: none"> <li>Area of 2D shapes</li> <li>Perimeter of 2D shapes</li> </ul>
6	Area, perimeter and volume <ul style="list-style-type: none"> <li>Volume of prisms</li> <li>Surface area of prism</li> </ul> Transformations <ul style="list-style-type: none"> <li>Translations</li> <li>Rotations</li> <li>Reflections</li> <li>Enlargements</li> </ul>

### Year 7 Assessment

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

Strand	When assessed	How assessed
<b>Strand A</b> 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.
<b>Strand B</b> Investigating patterns	Module 2 Module 5	Involves investigation tasks to identify the patterns and generalise the rules. We encourage students to become risk-takers, inquirers and critical thinkers through investigations.
<b>Strand C</b> Communicating	Module 2 Module 5	This assessment requires students to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.
<b>Strand D</b> Applying mathematics in real life context	Module 3 Module 5	Students are expected to transfer theoretical mathematical knowledge into real-world situations and to apply appropriate problem-solving strategies, drawing valid conclusions and reflecting upon their results.

## Year 7 Resources

Students will have individual google classrooms for their maths lessons, where all resources and information regarding lessons and homework will be shared. It will be important that students are regularly checking these for updates.

<b>Knowledge Organisers</b>  These are created for each unit of the 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 assessments, and this is the minimum homework they will be given to complete in each module.	<b>Homework</b>  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.
---	--

## IB MYP Sciences

The Sir Geoffrey Leigh Academy is proud to have a strong science learning area dedicated to developing our young students into knowledgeable, respectful young people. We aim to enable our students to develop the ability to critically analyse the world around them, as well as apply their new knowledge and skills to real-world scenarios. Through 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 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 Joe Fisher** – Director of Learning for Science: [joseph.fisher@sgla.latrust.org.uk](mailto:joseph.fisher@sgla.latrust.org.uk)

**Ms Kay Sarkaria-Nash** – CoL for KS3 MYP Science: [kay.sarkaria-nash@sgla.latrust.org.uk](mailto:kay.sarkaria-nash@sgla.latrust.org.uk)

### A summary of Year 7 content

Students are taught over 3 lessons per week.

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

Module	Topics covered
1	The Earth
2	Chemical basis of life
	Christmas Holidays
3	Early life of Earth
4	Complex organisms
	Easter Holidays
5	Forces on Earth
6	Earth and beyond



## Year 7 Assessment

The MYP assesses students on four key abilities, outlined in the table below. Each strand - or "Criterion" - 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 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
<b>Strand A</b> Knowledge and understanding	Module 3 Module 6	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.
<b>Strand B</b> Inquiring and designing	Module 1 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.
<b>Strand C</b> Processing and evaluating	Module 1 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.
<b>Strand D</b> Reflecting on the impacts of science	Module 2 Module 4 Module 6	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 have individual classrooms for their specific science teachers, where homework may be set. It will be important that students are regularly checking these for updates. These 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 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.

### 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.

## **IB MYP Individuals and Societies**

At the Sir Geoffrey 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**

#### **Introduction**

In Year 7, students are introduced to the six main religions as well as the links between religion and ethical issues. Learning relates to: religious teenagers; religious buildings; and what makes us good. This is designed to prepare students for Y8 when a deeper examination of religious and ethical perspectives.

#### **The KAS and MYP**

The combined “Kent Agreed Syllabus” and Mid Years Programme concur that religion and belief have shaped history and continue to play a central role in local and global affairs, influencing the lives of our students. High quality RE/Ethics makes a unique and distinctive contribution to developing the knowledge and understanding of how values and beliefs inspire people to action, individually and collectively, helping students to make sense of the world.

Not only does RE/Ethics provide opportunities for individual spiritual, moral, social and cultural development by exploring fundamental questions about human life, but it also prepares students to become active members of their community through participating in civilised debate and reasoned argument on often controversial issues.

This syllabus sets out programmes that provide a coherent understanding of religions and worldviews, preparing our students for life in a global society.

For more information about RE/Ethics in Year 7, please contact

**Mrs Wilkinson** (Coordinator of Learning): [lynne.wilkinson@sgla.latrust.org.uk](mailto:lynne.wilkinson@sgla.latrust.org.uk)

#### **A summary of Year 7 content: 2025/2026**

Year 7 students have 1 hour of RE/Ethics lessons per week.

##### **Module 1 and 2:**

What is good and what is challenging about being a religious teenager?

##### **Module 3 and 4:**

Should we sell religious buildings?

**Module 5 and 6:** Does religion help people to be good?

## **Year 7 Assessment**

Year 7 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 7 Ethics students will be assessed based on the following criteria throughout the year:

- ✓ Criteria A- Knowledge and Understanding
  - i. Use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
- ✓ Criteria B- Investigation
  - i. Explain the choice of the research question
  - ii. follow an action plan to explore a research question
  - iii. collect and record relevant information consistent with the research question
  - iv. reflect on the process and results of the investigation
- ✓ Criteria C- Communication
  - i. I communicated information and ideas in a way that is completely clear
  - ii. Completely organised information and ideas effectively
  - iii. list sources of information in a way that follows the task instructions.
- ✓ Criteria D- Thinking critically
  - i. identify the main points of ideas, events, visual representation or arguments
  - ii. use information to justify an opinion
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. 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.

# History

## Introduction

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 Wood** (Coordinator of Learning): [jean.wood@sgla.latrust.org.uk](mailto:jean.wood@sgla.latrust.org.uk)

## A summary of Year 7 content: 2025/26

Year 7 students have 1 hour of history lessons per week.

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

How did the Roman, Viking and Anglo-Saxon invasions affect England?

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

How did William the Conqueror consolidate his power after the Battle of Hastings?

**Module 3:** The Centrality of Religion in the Medieval World

How important was religion in the lives of Medieval people?

**Module 4:** Challenges to Power in Medieval England

What were the causes and outcomes of challenges to monarchs in Medieval England?

**Module 5:** Tudor England and the Reformation

How did the reformation affect religious beliefs and the power of the monarchy in England?

**Module 6:** The Renaissance and age of discovery

What did the Renaissance affect culture and knowledge and understanding in Europe?

## Year 7 Assessment

Year 7 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 7 history students will be assessed based on the following criteria throughout the year:

✓ **Criteria A- Knowledge and Understanding**

- i. Use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

✓ **Criteria B- Investigation**

- i. Explain the choice of the research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation

✓ **Criteria C- Communication**

- i. I communicated information and ideas in a way that is completely clear
- ii. Completely organized information and ideas effectively
- iii. list sources of information in a way that follows the task instructions.

✓ **Criteria D- Thinking critically**

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. Identify different views and their implications

Module 1= Criteria B and C

Module 2 = Criteria D

Module 3 = Criteria A

Module 4 = Criteria A and D

Module 6 = Criteria B and C

## 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 Department 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

## Introduction

Studying MYP KS3 geography at Sir Geoffrey 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 Farukh** (Coordinator of Learning of Geography): [nazima.farukh@sgla.latrust.org.uk](mailto:nazima.farukh@sgla.latrust.org.uk)

## A summary of Year 7 content: 2025/26

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

Year 7 students have 1 hour of geography lessons a week. Here are the units which are studied in Year 7:

### **Module 1: Around the World**

Inquiry question: How accurate is the depiction of Madagascar in the dreamworks film?

Assessment: Criterion A

### **Module 2: UK and Local Geography**

Inquiry question: How does the UK culture look today?

Assessment: Criterion B and C

### **Module 3: Weather**

Inquiry question: What is weather and climate?

Assessment: Criterion D

### **Module 4: Case Study- Africa**

Inquiry question: What causes the diverse biomes in Africa?

Assessment: Criterion A and D

### **Module 5: Sustainability**

Inquiry question: Is our school sustainable?

Assessment: Criterion B and C

### **Module 6: Rivers**

Inquiry question: Why are rivers important?

## Year 7 Assessment

Year 7 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 7 Geography students will be assessed based on the following criteria throughout the year:

✓ **Criteria A- Knowledge and Understanding**

- i. Use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

✓ **Criteria B- Investigation**

- i. Explain the choice of the research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation

✓ **Criteria C- Communication**

- i. I communicated information and ideas in a way that is completely clear
- ii. Completely organised information and ideas effectively
- iii. list sources of information in a way that follows the task instructions.

✓ **Criteria D- Thinking critically**

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. Identify different views and their implications

## **Year 7 Resources**

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

The Humanities Department 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/geography-ks3-myp/g-7>

### **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 Languages

### French

At Sir Geoffrey Leigh Academy, we are committed to broadening students' 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 any questions or queries, please contact:

Mr T Hurth: Director of Learning for MFL	thomas.hurth@sgla.latrust.org.uk
Miss K Pooley: KS3 MYP MFL Coordinator	karen.pooley@sgla.latrust.org.uk

Students are taught for three hours a week.

Unit 1	<b>Identity and Self:</b> days, months & numbers. Describing yourself, family members, pets, personal descriptions and characteristics.
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in French and identify key information  <b>Strand D (Writing):</b> Students need to produce a paragraph describing themselves and their families
Unit 2	<b>Local and International Places:</b> 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	<b>Strand C (Speaking):</b> To be able to respond verbally to questions related to home & town. <b>Strand D (Writing):</b> Students need to produce a paragraph about town <b>Strand B (Reading):</b> To be able to read a text in French and answer comprehension questions
Unit 3	<b>In &amp; Out of School:</b> 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	<b>Strand B (Reading):</b> To be able to read a text in French and answer comprehension questions  <b>Strand C (Speaking):</b> To be able to respond in French to questions relating to school



	<b>Strand D (Writing):</b> Students need to produce a paragraph about school
Unit 4	<b>Freetime activities:</b> Identifying patterns and connections in verb formations and sentence structure helps me talk about my free time activities.
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in French and identify key information  <b>Strand D (Writing):</b> Students need to produce a paragraph describing their hobbies
Unit 5	<b>Traditions &amp; Cultures:</b> To look at a variety of customs and celebrations across the French speaking world and compare them to our own.
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in French and identify key information  <b>Strand D (Writing):</b> Students need to produce a paragraph talking about a festival from memory

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.**

## Spanish

At Sir Geoffrey Leigh Academy, we are committed to broadening students' 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 any questions or queries, please contact:

Mr T Hurth: Director of Learning for MFL	thomas.hurth@sgla.latrust.org.uk
Miss K Pooley: KS3 MYP MFL Coordinator	karen.pooley@sgla.latrust.org.uk

Students are taught for three hours a week.

Unit 1	<b>Identity and Self:</b> days, months & numbers. Describing yourself, family members, pets, personal descriptions and characteristics.
MYP Assessment	<p><b>Strand A (Listening):</b> To be able to listen to short texts in Spanish and identify key information</p> <p><b>Strand D (Writing):</b> Students need to produce a paragraph describing themselves and their families</p>
Unit 2	<b>Local and International Places:</b> 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	<p><b>Strand C (Speaking):</b> To be able to respond verbally to questions related to home &amp; town.</p> <p><b>Strand D (Writing):</b> Students need to produce a paragraph about town</p> <p><b>Strand B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions</p>
Unit 3	<b>In &amp; Out of School:</b> To be able to identify the time and to tell it. To be able to give opinions on schools subjects and teachers. To talk about school facilities and make comparisons with schools in Spain.
MYP Assessment	<p><b>Strand B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions</p> <p><b>Strand C (Speaking):</b> To be able to respond in Spanish to questions relating to school</p> <p><b>Strand D (Writing):</b> Students need to produce a paragraph about school</p>

Unit 4	<b>Freetime activities:</b> Identifying patterns and connections in verb formations and sentence structure helps me talk about my free time activities.
MYP Assessment	<p><b>Strand A (Listening):</b> To be able to listen to short texts in Spanish and identify key information</p> <p><b>Strand D (Writing):</b> Students need to produce a paragraph describing their hobbies</p>
Unit 5	<b>Traditions &amp; Cultures:</b> To look at a variety of customs and celebrations across the Spanish speaking world and compare them to our own.
MYP Assessment	<p><b>Strand A (Listening):</b> To be able to listen to short texts in Spanish and identify key information</p> <p><b>Strand D (Writing):</b> Students need to produce a paragraph talking about a festival from memory</p>

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 Arts

At Sir Geoffrey 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

Our Drama curriculum philosophy is proud to create and deliver 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.

They 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.

For specific information about the Year 7 Drama curriculum please contact Coordinator of Drama Ms Daisy Hudson on [daisy.hudson@sgla.latrust.org.uk](mailto:daisy.hudson@sgla.latrust.org.uk)

### A summary of Year 7 content: 2025/2026

Students are taught 1 lesson per week.

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

Module	Topics covered
1	Greek Theatre
2	Theatre styles: Pantomime
3	Working with script
4	Introduction To Physical Theatre
5	Trestle Theatre: Working with masks
6	Darkwood Manor

## Year 7 Assessment

The MYP assesses students on four key abilities called strands:

A: Knowledge and Understanding

B: Developing Skills

C: Thinking Creatively

D: Responding

Each strand is assessed on a Trust-wide basis at 2 key points in the year. At the end of the year, we take the best score from each strand and use this to calculate an 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
<b>Strand A</b> Knowledge 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
<b>Strand B</b> Developing Skills	Module 3 Module 6	Final assessment on solo / paired/group filmed performance of devised & scripted piece.  Written assessment using peer review sheets against criteria
<b>Strand C</b> Thinking Creatively	Module 3 Module 6	Final assessment on solo / paired/group filmed performance of devised & scripted piece.  Written assessment using peer review sheets against criteria
<b>Strand D</b> 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 google classrooms from their specific Drama teachers, who will give them the code. Here they will find homework and knowledge organisers. It will be important that students are regularly checking these for updates.

# Art

## Introduction

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 Sir Geoffrey Leigh Academy 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 expectation.

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 web site or do not hesitate to contact either of the following members of the team:

**Rachael Blackledge** – Co-ordinator of Learning for Art

[rachael.blackledge@sgla.latrust.org.uk](mailto:rachael.blackledge@sgla.latrust.org.uk)

## A summary of Year 7 content: 2025/26

Students are taught over 1 lesson per week.

Here is a summary of the topics covered in Year 7. The theme for year 7 is 'Family'.

Module	Topics covered
1	Mark making and control of media, recording from observation and an introduction to the work of other artists [Research + Analysis]
2	Analysis of Picasso's tragedy [Research + 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 Cup drawing/ family
4	Cup family piece resolved Test piece
	Easter Holidays
5	Introduction to Colour theory and effects photography workshops
6	Paul Klee inspired colour piece exploring: light, bright, dull, dark and colour complementaries

## Year 7 Assessment

The MYP assesses students on four key abilities:

- Strand A – Investigation

*An exploration of Art forms : context, purpose , and meaning.*

- Strand B –Developing skills

*The development of control and confidence with a range of practical skills and processes*

- Strand C – Creating Art

*Application of skills that explore ideas*

- Strand D – Evaluation *Own and others work*

The creation of an ‘artists’ response and to demonstrate understanding of context and meaning[analysis]

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 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	Assessment
<b>Strand A Investigation</b>	<b>with specific reference in module 1</b>	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.
<b>Strand B Developing skills</b>	<b>with specific reference in modules 1.2.3.5.6</b>	At the beginning of the Art course students learn the ‘vocabulary’ of art through mark making and then they apply this skill base to observation studies work is assessed in terms of levels of competence , understanding and creativity
<b>Strand C Creating</b>	<b>with specific reference in all modules</b>	Students are asked to consider creating responses to the theme presented for year 7. The theme we explore is Family . Students will explore line, shape, form colour and composition in the development of their own ideas and responses by work from observation [recording ]
<b>Strand D Evaluation</b>	<b>Takes place as work is completed</b>	Evidence of evaluation can be from both analytical and practical work and the work of other artists / practitioners . Students will make a range of evaluative responses throughout the year Including : Picasso’s tragedy ,Paul Klee colour poem. as well as peer and self evaluation

## **Year 7 Resources**

Students will be part of the MYP Year 7 Art Google classroom.

They can join using this code: ybkcup5

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.

Students will also have individual google classrooms where they can see work and communicate with their teachers, see homework and upload it to teachers. It will be important that students are regularly checking these for updates.

Students will create a digital portfolio of work as evidence for assessment.

## **Knowledge Organisers**

These are created for each unit of the MYP course, and are a summary of the topics covered and the homework tasks set. Students are encouraged to use these as a developing resource throughout the year in preparation for their Criterion A assessments.

## **Homework**

Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning.



# Music

## Introduction

The music curriculum is rich in activities that broaden our young students' musical taste by allowing them to study, perform and compose music from all different genres and eras. Students will be able to have their hands on a wide range of instruments to enhance their experience and develop their musical skills. The MYP in terms of music ensures that students are critically examining pieces of music, making them ask questions and explore the process the composer/artist went through when composing. It allows the opportunity for our students to be able to experience and listen to music they generally may have never thought of listening to before. The curriculum allows students to celebrate and experience songs from different cultures and countries and allows our young musicians to express themselves through their own compositions.

In year 7, students will be building on the knowledge and skills they built from KS2. Students will begin by learning about the different fundamentals of what makes a song from scratch. This will be in the form of a mixture of musical theory and also by practically exploring ideas and knowledge. students will learn all about melodies, rhythm, chords and many more important functions in music. Students will be taking part in singing in lessons which will inspire confidence and allow students to express themselves. students will build knowledge on note notation and how to create a 4 bar piece of music. Students are invited to join one of many music co-curricular clubs, they are the following;

- DJ Club (Every Monday)
- Choir (Every Tuesday)
- Music Production (Every Thursday)

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

Mr Macaulay Harrison – Teacher For Music

macaulay.harrison@sgla.latrust.org.uk

## A summary of Year 7 content: 2025/2026

Students are taught 1 hour lessons per week.

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

Module	Topics covered
1	The musical Ingredients (Elements Of Music)
2	The musical Ingredients (Elements Of Music)
3	The musical Ingredients (Elements Of Music)
4	Keyboard Skills
5	Keyboard Skills
6	Keyboard Skills

## Year 8 Assessment

The MYP assesses students on four key abilities:

- Criterion A – Investigating
- Criterion B – Developing

- Criterion C – Creating/Performing
- Strand D – Evaluating

Each strand is assessed on a Trust-wide basis at 2 points in the year; modules 3 and 6. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 7 to show progress in learning.

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A Knowledge and Understanding</b>	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.
<b>Criterion B Developing Skills</b>	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. 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.
<b>Criterion C Thinking Creatively</b>	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.
<b>Criterion D Responding</b>	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 be part of a MYP Year 7 Music Google classroom.

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.

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.

**Knowledge Organisers**

These are created for each unit of the 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.

**Homework**

Homework will be set on a teacher-by-teacher basis, and may be a combination of book work and online learning. Where 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.

# IB MYP Design & Technology

## Introduction

Our Design and Technology department at Sir Geoffrey 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 get to 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 KS2 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.

## Contacts

Director of Learning, Design and Technology: [raina.coules@sgla.latrust.org.uk](mailto:raina.coules@sgla.latrust.org.uk)

Coordinator of Design and Technology: [charlotte.gibson@sgla.latrust.org.uk](mailto:charlotte.gibson@sgla.latrust.org.uk)

## A summary of Year 7 content: 2025/26

Students access Design and Technology in 1 lesson a week.

Year 7 students will experience project based learning and develop an understanding of the iteration in the design cycle, there are two projects over the academic year to allow students to fully embed the new skills and knowledge.

The students rotate throughout the year and here is a summary of topics covered in year 7

Module	Topics covered
1,2,3 & 4	Storybag - A mixed media project that allows students to use their imagination and creativity to manufacture a multiple part product; enhancing their woodwork, digital design (CAD/CAM) and textiles skills.
5 & 6	Healthy Food - An opportunity to establish core cooking skills within the application of healthy picnic foods. Students become kitchen confident.

## Year 7 Assessment

The MYP assesses students on four key abilities:

- Strand A – Inquiring and Analysing
- Strand B – Developing Ideas
- Strand C – Creating the Solution
- Strand D – Evaluating

Assessment will be a combination of set assessed work and holistic assessment from work produced over time. All 4 strands will be assessed twice in the academic year.

Strand	When assessed	How assessed
<b>Strand A</b> Inquiring and Analysing	Module 3	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. Learners will also produce a list of success points that can clearly inform the designing and manufacturing of the solution.
<b>Strand B</b> Developing Ideas	Module 3	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).
<b>Strand C</b> Creating the Solution	Module 5	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.
<b>Strand D</b> Evaluating	Module 5	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**

### **Google Classroom**

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

### **Knowledge Organisers**

These are for use across the MYP year and should be referred to throughout for guidance on methods in approach and technical information that could be useful in each project.

### **Homework**

Home learning will be set by each teacher according to the needs of the student and topics covered in class. This can in many forms and is dependent on what has been covered in class, such as paper based in the sketch book or online on the google classroom. In addition, students should be supporting their learning by using the knowledge organisers to enhance their understanding.

# IB MYP Physical and Health Education

## Introduction

Sir Geoffrey Leigh Academy PE learning area is focussed 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 PE 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 Education Curriculum please contact the following members of the team:

<b>Mr Andrew Pickett</b> - Co-ordinator of Learning for Physical Education	<a href="mailto:andrew.pickett@sgla.latrust.org.uk">andrew.pickett@sgla.latrust.org.uk</a>
--	--

## A summary of Year 7 content:

Students are taught over 2 lessons per week.

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

Module	Unit theme	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 sports 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

The MYP assesses students on four key abilities called strands: Applying knowledge, planning, applying and performing, reflection.

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 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
<b>Strand A</b> Applying knowledge	Module 1 Module 5	Students in year 7 sit an exam at the end of module 1 on components of fitness and fitness testing and also in module 5 on types of training. PE knowledge organisers will contain the information to revise from. Additionally, teachers will incorporate the topics into their lessons.
<b>Strand B</b> Planning	Module 2 Module 4	Throughout the MYP students will plan activities in a range of sports such as: Dance, Gymnastics, Trampolining, Fitness suite and Football. A planning booklet will be completed for each student.
<b>Strand C</b> Applying and performing	All modules	Throughout year 7, students will be assessed performing in a wide range of sports.
<b>Strand D</b> Reflecting	Module 2 Module 6	Throughout the MYP students will reflect on performances in a range of sports such as: Dance, Gymnastics, Trampolining, 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 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.

Google classroom code: **kk2jrqed**

Year 7 PE	<b>kk2jrqed</b>	<b>Knowledge organisers</b>  These are created for each unit of the MYP course for each module, and are a summary of the topics covered,	<b>Homework</b>  Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning. Where
-----------	-----------------	--	--



		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 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 Computing

## Introduction

The Sir Geoffrey Leigh Academy is proud to have a robust computing department dedicated to cultivating our students into knowledgeable and respectful young individuals. We believe that the computing curriculum provides students with powerful tools to comprehend and impact the world. The field of computing is experiencing significant global growth and is emerging as one of the main industries worldwide. Our goal in the Computing Department is to foster a passion for technology as a creative challenge while developing the essential skills required in this rapidly expanding field.

For specific information about the year 7 computing curriculum please contact any of the following members of the team.

<b>Mr David Mills</b>	david.mills@sgla.latrust.org.uk
<b>Mr Anthony Matthews</b>	anthony.matthews@sgla.latrust.org.uk
<b>Mr Kayode Dada</b>	kayode.dada@sgla.latrust.org.uk

## Content Summary

Students are taught over one lesson per week. Here is a summary of the topics covered in Year 7.

<b>Module</b>	<b>Topics Covered</b>
1	<b>E-Safety</b> The E-Safety topic covers cyberbullying and focuses on how to stay safe, get help and report online threats. The project covers passwords and security, Social media, cyberbullying, phishing, pharming, trojans, worms and viruses.
2	
3	<b>Algorithms &amp; Programming</b> The students will develop an understanding of computational thinking and how to apply it to problem-solving. They will then develop a program (in Scratch) to solve a problem. This will be presented as an MYP project.
4	
5	<b>Web Development &amp; Computing Skills</b> The students will learn about web development using prior learning carried out in modules 1 & 2. In this project, you will learn how to design and build a website using appropriate tools. How to publish them to the internet and the risks involved.
6	

## Assessment

The MYP assesses students on four key abilities called strands: Inquiring and Analyzing, Developing Ideas, Creating a Solution and Evaluating. 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 MYP grade. This is then carried forward and used to set a target for the end of Year 8.

Strand	Assessed When	Assessment Method
<b>Strand A</b> Inquiring & Analyzing	Module 1 Module 3	Assessed via both the E-Safety and the Algorithms & Programming projects.
<b>Strand B</b> Developing Ideas	Module 1 Module 3	Assessed via both the E-Safety and the Algorithms & Programming projects.
<b>Strand C</b> Creating a Solution	Module 2 Module 4	Assessed via both the E-Safety and the Algorithms & Programming projects.
<b>Strand D</b> Evaluation	Module 2 Module 4	Assessed via both the E-Safety and the Algorithms & Programming projects.

## Resources

Students will have individual Google Classrooms for their specific computing teacher, where all classwork & homework will be set. It will be important that students are regularly checking these for updates.

<b>Knowledge Organisers</b>  These are created for each project and are a summary of the topics covered and additional material to assist with homework tasks.	<b>Home Learning</b>  Home learning tasks will normally be set weekly. These will take the form of either bookwork or online learning. Where a task isn't set, students are expected to take responsibility for their learning by revising using the knowledge organisers and to ensure they fully understand the content being taught in class.
--	--