

Year 7 Curriculum Maps

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Year 7 Art	In Year 6 the National Curriculum outlines learning opportunities such as creating sketch books, completing observational drawings, using a range of techniques and media including pencil, charcoal, paint and sculpture (e.g. clay). Students should have also learnt about great artists and designers. In Year 7 you will learn how to: make effective use of composition in your work; build upon knowledge of colour mixing; learn the formal elements and develop observational drawing skills; develop knowledge and use of mixed media and clay.
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1	2	3	4	5	6	7	8
Knowledge	ASK sheet: ‘Introduction to Art’. Students will undertake an illuminated letter looking at composition and colour before moving onto tonal qualities and how these can be achieved. Students will then look at colour theory and watercolours by undertaking a colour wheel.			ASK sheet: ‘Still Life’. Students will draw a range of items such as bottles from still life looking on how to make them 3D by ellipses and tone added. Students will look at the work of Picasso and Cubism before using their drawings of still life to create a Cubist inspired painting.			
Skills	Expression – Adding own ideas and hobbies to illuminated letter to express themselves. Numeracy – Using a ruler to draw tone charts, dividing up a colour wheel.			Solve Problems – Drawing from observation, planning compositions and looking at ellipses and reflections. Independence – Using unfamiliar materials and techniques through charcoal and collage to experiment with.			
Attitudes	Creativity – Students to use imagery and colours that reflect them, the illuminated letter should be personal.			Commitment – Students may not have worked from direct observation before so will need to look at the objects, draw what they can see and persevere if the task is difficult.			
Homework	1) Complete Illuminated letter. 2) Draw a personal object from home.			1) Draw a metallic object from home, add tone. 2) Fill a glass with water, draw glass and reflections.			

	9	10	11	12	13	14	15	16
Knowledge	ASK sheet: 'Still Life'							ASK sheet: 'Monsters'
Skills	Enquiry – To undertake research on Picasso and Cubism to inform their work. Literacy – To write about Picasso and Cubism to inform their artwork.							Enquiry – Planning compositions on deep sea creatures and insects.
Attitudes	Curiosity – Having an interest in historical artists and art movements. Creativity – Considering layout of imagery and compositions when undertaking design ideas for a final artwork. Commitment – Ensuring the final artwork is completed to a high standard ready for exhibition.							Commitment – To continue to record ideas visually when working from detailed images.
Homework	3) Research into Picasso and Cubism. 4) Copy an artwork by Picasso. 5) Complete a Cubist still life collage at home.							1) To undertake a title page for Monsters.

17	18	19	20	21	22	23	24
Knowledge	ASK sheet: ‘ Monsters’. Students will build upon colour understanding and composition to look at deep sea creatures and insects. Microbo and Monsters Inc will be looked at for artist understanding before creating their own monster in clay.						
Skills	Enquiry – To undertake research on Microbo and Pixar to inform their work. Literacy – To write about Microbo and Pixar/animation techniques to inform their artwork. Teamwork – Supporting partners in the clay room when completing your clay monster.						
Attitudes	Curiosity – Having an interest in contemporary artists and art movements. Creativity – Considering layout of imagery and compositions when undertaking design ideas for a final 3D monster. Commitment – Ensuring the final clay monster is completed to a high standard ready for exhibition.						
Homework	2) Research into Microbo and bring in printed images. 3) Film review write up on Pixar and Monsters Inc. 4) Photograph Playdoh and print images. 5) Draw own monster in Microbo style.						

25	26	27	28	29	30	31	32
Knowledge	ASK sheet: ‘Monsters’	ASK sheet: ‘Cultural Patterns’. Students will look at patterns in other cultures such as Indian, African and Native American patterns and how they differ and what they are used for. Students will design their own patterns before looking at pattern repeat and batik.					
Skills	As above for ‘Monsters’	Enquiry – By looking at different patterns and cultures should see differences and similarities in motifs. Solve Problems – Look at composition and how to build up patterns.					
Attitudes	As above for ‘Monsters’	Curiosity – To research and ask questions and show interest about different cultures. Creativity – To develop own ideas on pattern based on what has been looked at in class and at home.					
Homework	As above for ‘Monsters’	1) Take photographs of patterns around the home. 2) Add patterns to a 3D drawn object. 3) Research into patterns relating to one culture (see suggestions on PP)					
33	34	35	36	37	38	39	
Knowledge	ASK sheet: ‘Cultural Patterns’						
Skills	Expression – Create own patterns and experiment with use of colour to show culture, heritage and mood. Teamwork – To work in groups to plan and create large batik based on pattern.						
Attitudes	Consistency – To ensure work is of a high standard, patterns are crisp and defined despite range of materials used. Cooperation – effectively work with others to plan and support own learning culminating in a large batik.						
Homework	4)To create pattern collage using collected papers/wrappers. 5) Tessellated patterns. 6) Ensure batik is completed, may need to attend lunch/afterschool session as a group.						

Year 7 DT

In Year 7 students will have one DT lesson a fortnight. Groups rotate each term to learn about a different material area. By the end of the year they will have been taught by 3 different DT teachers. In each area of DT, students will produce physical products. They will work through a class booklet throughout the year, teachers will mark booklets against the A.S.K assessments. Practical work can be taken home once completed.

1	2	3	4	5	6	7	8
Hygiene and Safety. Fruit fusion. Students will learn about hygiene and safety in a food room along with washing up. They will also make a Fruit Fusion dish.				Take 5. The unit content covers: 5 practical make activities, Cous Cous, Fruit Scones, Fruit Muffins, Savory Rice, Scone Base Pizza Students develop Knife skills, Health & Safety, healthy eating awareness, independence, measuring using scales and jugs, timing of recipes, use of equipment. Safe use of ovens.			
Attitude Cooperation, consistency, commitment				Attitude Cooperation, consistency, commitment			
Skills health and safety, presentation, ingredients				Skills culinary skill, ingredients, evaluation, presentation			
Knowledge Principles of nutrition and health				Knowledge Principles of nutrition and health			
Health and Safety. Dinky Decorations. Students will learn about health and safety in a DT room and make a wooden Dinky decoration. They will use a pillar drill and hand saws.				Light. This project introduces students to simple electronic theory as well as 3D drawing techniques. They will create a design for their light, make a circuit and shape and decorate the casing			
Attitude Curiosity, cooperation, consistency, creativity, commitment				Attitude creativity, curiosity, commitment			
Skills Craftsmanship, difficulty, presentation, health & safety				Skills Craftsmanship, drawing, SPaG, communication			
Knowledge Health and safety				Knowledge design through sketching and modelling			
Health and Safety. Dinky Decorations. Students will learn about health and safety in a DT room and make a wooden Dinky decoration. They will use a pillar drill and hand saws.				Book Ends. Students will learn about different materials and processes. They will continue to develop their design and make skills and manufacture personalised Book Ends			
Attitude Curiosity, cooperation, consistency, creativity, commitment				Attitude cooperation, creativity, commitment, consistency			
Skills Craftsmanship, difficulty, presentation, health & safety				Skills craftsmanship, materials, processes, health & safety			
Knowledge Health and safety				Knowledge Innovation through iterative design			

9	10	11	12	13	14	15	16
Take 5 project continues					GROUPS ROTATE - Take 5 project commences		
Light continues					GROUPS ROTATE – Light commences		
Book end project continues					GROUPS ROTATE – Book Ends commences		

17	18	19	20	21	22	23	24
Take 5: The unit content covers: Hygiene / washing up activities.6 practical make activities, Fruit salad, Cous Cous, Fruit Scones, Fruit Muffins, Savory Rice, Scone Base Pizza Students develop Knife skills, Health & Safety, healthy eating awareness, independence, measuring using scales and jugs, timing of recipes, use of equipment. Safe use of ovens.							
Light. This project introduces students to simple electronic theory as well as 3D drawing techniques. They will create a design for their light, make a circuit and shape and decorate the casing							
Book Ends. Students will learn about different materials and processes. They will continue to develop their design and make skills and manufacture personalised Book Ends						Cards. Exploring different card making techniques. Die cut and embossing machine, stamps, stencils, printing and pop up cards.	
						Attitude creativity, consistency, cooperation	
						Skills drawing, SPaG, difficulty, presentation	

25	26	27	28	29	30	31	32
Take 5 project continues		GROUPS ROTATE Take 5: The unit content covers: Hygiene / washing up activities.6 practical make activities, Fruit salad, Cous Cous, Fruit Scones, Fruit Muffins, Savory Rice, Scone Base Pizza Students develop Knife skills, Health & Safety, healthy eating awareness, independence, measuring using scales and jugs, timing of recipes, use of equipment. Safe use of ovens.					
Bookmark. Students will be introduced to 2D Design and use it to draw a bookmark. It will then be cut on the laser cutter.		GROUPS ROTATE Light. This project introduces students to simple electronic theory as well as 3D drawing techniques. They will create a design for their light, make a circuit and shape and decorate the casing					
Cards continues		GROUPS ROTATE Book Ends. Students will learn about different materials and processes. They will continue to develop their design and make skills and manufacture personalised Book Ends					

33	34	35	36	37	38	39
Take 5 project continues						
Light continues					Bookmark Students will be introduced to 2D Design and use it to draw a bookmark. It will then be cut on the laser cutter.	
Book Ends project continues			Cards Exploring different card making techniques. Die cut and embossing machine, stamps, stencils, printing and pop up cards.			

Year 7 Drama

Drama in year 7 focuses on key skills linked to Tensile. Students will learn a variety of key 'drama skills' such as still image, mime, narration, thought tracking and physical theatre. Students will devise their own work based upon several stimuli and will be expected to perform in group and pair-based work.

1	2	3	4	5	6	7	8
INTRODUCTION TO DRAMA SKILLS "A focus on key skills needed to create performances" Key Terms: Still Image, Mime, Improvisation, Role-Play, Narration, Levels							ANTI-BULLYING
<i>What is Drama?</i>	<i>Still Image 1</i>	<i>Still Image 2</i>	<i>Mime</i>	<i>Improvisation</i>	Practical Assessment in lesson time.		<i>Marcus' Story</i>
Teamwork Enquiry Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Expression	Teamwork Enquiry Numeracy Solving Problems Independence Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression
HOMEWORK: Sign Drama Contract	HOMEWORK: Why not try to extend your learning by doing one of the additional Home Learning Tasks found on the school website. Share it with your teacher.				Learn any lines or remember your props/costume for your assessment		
9	10	11	12	13	14	15	16
ANTI-BULLYING "To be able to understand others and use Drama to explore other people's perspective" Key Terms: Hot Seating, Thought Tracking, Marking the Moment, Narration, Still Image, Cross-Cutting						SILENT MOVIES	
<i>The Coat</i>	<i>The Dilemma</i>	<i>The Victim</i>	<i>The Resolution</i>	Practical Assessment in lesson time.		Exaggeration	Mime
Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression
HOMEWORK: Why not try to extend your learning by doing one of the additional Home Learning Tasks found on the school website. Share it with your teacher.							
17	18	19	20	21	22	23	24
Silent Movies "Understanding Principles of dramatic mediums used to devise, develop & perform in a Silent Movie" Key Terms: Exaggeration, Mime, Comedy, stock characters, still image, placard, melodrama							
Stock Characters 1	Stock Characters 2	Techniques 1	Techniques 2	Comedy 1	Comedy 2	Planning	Devising
Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression
HOMEWORK: Watch & analyse a Silent Movie						HOMEWORK: Create a placard	

25		26		27		28		29		30		31		32	
SILENT MOVIES								ESCAPE TO SPACE							
Rehearsing		Rehearsing		Practical Assessment in lesson time. Performing & Reflecting				Practical Assessment in lesson time. Performing & Reflecting		What happened?		Audition Time		Build the Spaceship	
Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	
				HOMEWORK: Learn any lines or remember your props/costume for your assessment				HOMEWORK: Why not try to extend your learning by doing one of the additional Home Learning Tasks found on the school website. Share it with your teacher.							
33		34		35		36		37		38		39			
ESCAPE TO SPACE										MURDER MYSTERY		REFLECTION WEEK			
“Escape a disaster on earth and explore how you solve problems and understand other people through a scenario based project” Key Terms: Thought Tracking, Narration, Split-stage, Physical Theatre, Staging and Set Design.										“Top secret police work”					
Escape to Space!		Meet an Alien!		Land on a planet		Practical Assessment				Can you solve the crime?		How have you succeeded this year?			
Teamwork Enquiry Solving Problems Literacy Expression		Teamwork Enquiry Solving Problems Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression		Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression			
HOMEWORK: Why not try to extend your learning by doing one of the additional Home Learning Tasks found on the school website. Share it with your teacher.						HOMEWORK: Learn Lines for final performance of year 7				HOMEWORK: Complete your detective booklet		Homework: Try and see some theatre over the holidays!			

Year 7 English

Curriculum aims: *This year you will build on the reading and writing skills you developed at Key Stage 2; you will read and explore a range of texts across time, including novels, poetry and plays; you will learn how to construct a PEARL paragraph to analyse a text; you will practise your writing skills across a range of forms and genres, including fiction and non-fiction; you will be introduced to film and media studies (option subjects available to you in Year 9) and you will practise the skill of memorising short texts. Approximately every two weeks you will complete an 'Exciting Writing' task, writing across a range of forms for different purposes and audiences.*

1	2	3	4	5	6	7	8
Autumn 1: 'Wonder' Transition unit							
A range of fun and creative reading and writing activities inspired by the shared summer reading text 'Wonder'; an introduction to 'Exciting Writing'.		Keywords: character / setting / narrative / perspective / language					
		Attitudes and Skills: Enquiry, Literacy and Expression					
			Exciting Writing 1		Exciting Writing 2	Key Assessment 1: Writing task - narrative or descriptive writing inspired by a character or text	
Weekly homework: Each week students are expected to read independently, to record their reading and complete an activity in their reading journal.							
9	10	11	12	13	14	15	16
Autumn 2 Travelling Through Texts with opportunity for novel study (exploration of texts across time, concluding with a novel study - suggested text 'A Christmas Carol').							Spring 1
Keywords: timeline / genre / author / writer / reader / methods							
Attitudes and Skills: Expression and Independence							
	Exciting Writing 3		Exciting Writing 4		Exciting Writing 5	KA 2: reading task - close analysis of an unseen extract from set text	

17		18		19		20		21		22		23		24	
An Introduction to film and media studies (an exploration of how film-makers use a range of methods to create meaning)										Spring 2: Shocking Shakespeare (a study of the life and times					
Keywords: conventions / cinematography / camera angle / mise-en-scene / diegetic sound / storyboard										Keywords: Context / Renaissance / Elizabethan / Jacobean / playwright					
Attitudes and Skills: Enquiry, Literacy and Expression										Attitudes and Skills: Enquiry and Expression					
	Exciting Writing 6			KA 3: Reading task – analysing a key scene from set film							Exciting Writing 7				
25		26		27		28		29		30		31		32	
Shakespeare, key plays, characters and extracts				Summer 1: Journeys - poetry anthology/performance poetry (a creative study of a selection of poems)											
				Keywords: poet / poetic devices / language / form / structure											
				Attitudes and Skills: Problem Solving and Expression											
Exciting Writing 8	KA: writing task – describe a trip to Shakespeare’s Globe Theatre from the POV of an Elizabethan.				Exciting Writing 9					KA 4: reading task – poetry performance and reflective critical analysis					
33		34		35		36		37		38		39			
Summer 2: Journeys – travel writing (reading and writing across the travel writing genre, culminating in a team project to design and promote a dream holiday resort)															
Keywords: non-fiction / travelogue / memoir / blog / advertising / marketing / brochure / persuasion															
Attitudes and Skills: Teamwork, Literacy and Expression															
	Exciting Writing 10			Exciting Writing 121					KA 5: team task – formal presentation of project						

Year 7 Geography

In Year 6 you will have learnt how to... describe the world around you and some map skills. This year you will learn about the world around you in more detail. You will learn the continents, oceans, and information about each place. You will learn about the population of the world and how and why it has grown. You will learn about resources such as fossil fuels and the impact that humans are having on the planet including climate change. You will also learn about the weather, how we measure it and how different habitats develop in different locations. Year 7 begins the preparation for GCSES covering some subjects related to the GCSE content. Lessons also develop new skills such as graph drawing and map skills as well as enquiry development.

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1	2	3	4	5	6	7	8	9
Knowledge: Unit 1: Where are we? Where do we live?- Local / Regional / Global map scales, where is MK and what is the UK like? Continents and Oceans including team presentation and peer assessment of work. Map skills- scale, direction, grid references, contours, route planning Key Vocabulary: continents, oceans, maps, relief, grid references, scale, distance Skills: Map reading skills (Grid references, scale, measuring distance and OS Map analysis), Numeracy in map work, literacy in presentation reports, teamwork in the presentations, enquiry in the country fact files, independence in the research tasks. Attitudes: Curiosity, commitment, consistency, creativity, cooperation Assessment: Knowledge Check 1 on Week 4/5, peer and self assessment of participation and presentation of a continent working within a small team. ASK Tracker used to set targets/ assess , Knowledge Check 2 on Lesson 22 – Week 8/9, testing knowledge from all lessons with an end of topic assessment Homework: research on the different continents, map skills tasks, moodle booklet								
10	11	12	13	14	15	16	17	18
Knowledge: Unit 2: Population World Population growth, Birth rates and Death rates, Population Pyramids, Migration, Refugees / economic migrants, Country study- China Key Vocabulary: population, density, distribution, migration, births, deaths Skills: Numeracy in map and graph work, literacy in refugee diaries, teamwork and expression in role plays, enquiry, independence in the research tasks. Attitudes: Creativity, co-operation, consistency, commitment. Assessment: Knowledge Check on lesson 7 extended writing task this will be teacher and self assessed using ASK Tracker. Knowledge check 2 completed week 17/18 on entire topic using skills such as graph interpretation this will be teacher assessed. Homework: Moodle booklet, watching documentaries to supplement knowledge.								
19	20	21	22	23	24	25		
Knowledge: Unit 3: Resources and Climate change Energy sources- renewable and non- renewable, The greenhouse effect and its impact, Solutions to climate change- local/ regional/ global, Glaciers and Antarctica Key Vocabulary: renewable, non renewable, climate, greenhouse effect, impacts, solutions, glaciers Skills: Numeracy in map and graph work, literacy and teamwork and expression in presentations/ speeches, enquiry and independence in the research tasks. Attitudes: Creativity, co-operation, consistency, commitment. Assessment: Knowledge Check 5 on Lesson 3/4 looking at the different energy sources (Peer assessment and reference to ASK Tracker: Knowledge Section), Knowledge check 2- DME exercise incorporating ideas from across entire topic this will be teacher assessed Homework: Moodle booklet, watching documentaries to supplement knowledge.								

26	27	28	29	30	31	32
Knowledge: Unit 4: Weather and Climate What is weather and how do we measure it? Microclimates and school based enquiry, Different types of weather and where it occurs, Extreme weather in the UK and globally. Keywords:						
Skills: Numeracy in graph presentation and interpretation, enquiry in microclimate study, independence in research tasks, enquiry in research tasks, independence in speeches/ stakeholder talks						
Attitudes: Creativity, co-operation, consistency, commitment.						
Assessment: Knowledge Check on Lesson 4 enquiry based project (teacher and peer assessment and reference to ASK Tracker: Knowledge Section) Knowledge check on Extreme weather news article- teacher assessed						
Homework: Weather diary, enquiry write up, moodle booklet						

33	34	35	36	37	38	39
Knowledge: Unit 5: Ecosystems Global ecosystems are where they are found in relation to climate, animal and plant adaptations, rainforest and other options to investigate Keywords: biome, adaptation, ecosystem, climate						
Skills: Numeracy in graph presentation and interpretation, enquiry and independence in ecosystem research, creative skills in final assessed work						
Attitudes: Creativity, co-operation, consistency, commitment.						
Assessment: Knowledge Check on Lesson 3 looking at creating a new animal for an ecosystem (teacher and peer assessment and reference to ASK Tracker: Knowledge Section) Knowledge check on final lesson using the Ecosystem in a box/ poster presentations						
Homework: research for animal and ecosystem, moodle booklet						

Year 7 History		Establishing key historical skills and chronology; focusing on events that have shaped Britain as it is today... This builds on knowledge of ancient and British history from KS2 and introduces key historical skills that some students may have encountered at primary school.					
1	2	3	4	5	6	7	8
ASK sheet: What is History? A time travel adventure Baseline Assessment: completion of work booklet Homework: learning key terms				ASK sheet: Dig it! A cross-curricular (Music) study of ancient history Assessment: end of unit assessment; knowledge recall, interpretations, extended writing Homework: completing tasks in work booklet			
TENSILE: ENQUIRY ASK: Curiosity/Enquiry/chronology/significance/sources/interpretations				TENSILE: ENQUIRY ASK: Curiosity/Enquiry/chronology/significance/sources/interpretations			
9	10	11	12	13	14	15	16
		ASK sheet: Journey through time – establishing a chronology: Middle Ages, Renaissance, Industrial, Modern Assessment: end of unit assessment; knowledge recall, interpretations, extended writing Homework: completing tasks in work booklet					
		TENSILE: Enquiry ASK: Commitment/Enquiry/chronology/significance/sources/interpretations					
17	18	19	20	21	22	23	24
ASK sheet: Why was the Church so powerful in history? Medieval religion, monasticism, Beckett, Reformation, secularism Assessment: end of unit assessment; knowledge recall, interpretations, extended writing Homework: completing tasks in work booklet							
TENSILE: Enquiry ASK: Commitment/Enquiry/chronology/significance/sources/interpretations							
25	26	27	28	29	30	31	32
ASK sheet: Power & the People 1066-1649. Hastings, Magna Carta, Peasants' Revolt, Civil War Assessment: end of unit assessment; knowledge recall, interpretations, extended writing Homework: completing tasks in work booklet							
TENSILE: Enquiry ASK: Commitment/Enquiry/chronology/significance/sources/interpretations							
33	34	35	36	37	38	39	40
ASK sheet: How has crime and punishment changed in England? Including Y7 Murder Mystery Connective Learning Project (Drama, Maths, MFL, History) Assessment: end of unit assessment; knowledge recall, interpretations, extended writing Homework: completing tasks in work booklet							
TENSILE: Enquiry/Solving Problems/Teamwork ASK: Curiosity/chronology/significance/sources/interpretations							

Year 7 ICT

In Year 6 you will have learnt how to use programming skills to give instructions to a computer. In year 7 we build on programming skills using Small Basic. Other areas include basic ICT skills, spreadsheets, databases and a project. In year 7, students will learn the basics of these skills ready for year 8 to build on each area further.

1	2	3	4	5	6	7	8
Basic Skills Unit: The knowledge covered in this unit involves understanding good and bad filenames, knowing what format of printing is best. Students will understand the importance of following copyright laws. Students will learn how to find copyright free images on the internet. Understanding the terms header, footer, copyright, filename, folder structure, password.							
Basic Skills Unit: This will cover skills such as setting up file structures, setting secure passwords, using Moodle, formatting images in Word and using Tables. It will involve how to use headers and footers as well as how to check documents before printing.							
			HWK File Names Task		Topic Hwk quiz	HWK Revision Sheet	Baseline Exam completed on the computer
9	10	11	12	13	14	15	16
Spreadsheet Unit: This unit involves learning about the following key terms; cell, column row, SUM function, graph, sort, filter, If statement.							Database –
Spreadsheet Unit: This unit involves learning skills such as how to incorporate formulas into a spreadsheet, creating graphs from existing data and looking at functions such as SUM and IF. This unit also includes how to sort and filter data for specific needs.							
HWK Fill in Gaps	HWK Shopping Lists		HWK Homework Quiz 2		HWK quiz 3	End of Topic assessment. Knowledge and Skills	HWK fill in the Gaps
17	18	19	20	21	22	23	24
Database Unit: This unit involves learning about the following key terms; database, field, record, table, data types, currency, autonumber, comparison symbols.							Programming
Database Unit: This unit covers using a database to find information using a variety of different types of queries, creating reports from the data and creating forms to aid data entry.							
	HWK Database Users		HWK Database Worksheet		HWK Revision for Assessment	End of Topic assessment. Knowledge and Skills	
25	26	27	28	29	30	31	32
Programming Unit: This unit involves learning about the following key terms; stepwise refinement, flowchart, variable, comparison logic, If statement, for loop.							
Programming Unit: This unit involves learning how to use Small basic to solve problems. This uses techniques such as variables, if statements and for loops. Students also learn how to break down problems into instructions and how to create planning documents such as stepwise refinement and flowcharts.							
	HWK Robot Instructions		HWK Tea Flowchart		HWK Programming Quiz		End of Topic assessment. Knowledge and Skills

33	34	35	36	37	38	39
Interactive Display for Bletchley Park: This unit involves learning about what code cracking is and what a Caesar Cipher is.						
Interactive Display for Bletchley Park: This unit involves learning about how to use a Caesar Cipher. Students will use skills to create an interactive display aimed at a specific audience.						
HWK Revision using revision guide			HWK research of Bletchley Park			

Year 7 Lifeskills

Lifeskills is a new subject for students at our school. Students in Year 7 will learn how to become more self-aware, to understand feelings and manage your emotions. They will learn to build and maintain relationships with friends, to develop new friendships and learning techniques to develop resilience. They will take part in the decision-making activities within their communities. Students will develop an understanding of risk in both positive and negative terms and that individuals need to manage risk to themselves and others in a range of situations They will explore different kinds of rights and obligations and how these affect both individuals and communities. Further detail can be located in Unit overview sheets which begin each unit of work and will be stuck into exercise books at the beginning of topics, including the ASK trackers.

ME This Unit encourages the development of various life skills. The aim is to promote the understanding of how we change and adapt to the resultant emotions. Emphasis is on developing the idea of self- worth and staying safe, that our actions can have a bigger impact than we intended.

Assessment: N/A

AS (not K) - Expression, Solving problems, Commitment.

SELF AWARENESS

Books Issued Agreement	My Feelings	Does It Matter?	Communication	Emotional Brain	Stressy	Self Awareness	Respect

SELF AWARENES

This unit encourages the development of student's personal character strengths and values. The aim is to promote the understanding of what these strengths and values are, explore and recognise the positive qualities and potential they may already have within themselves and promote thinking about how to develop their character. They will investigate different qualities such as self-awareness, respect kindness and integrity and learn how to become the best version of themselves! They will also reflect on their areas for development encouraging their personal growth.

Assessment : Reflective Poster

AS (not K): Expression, Solving problems, Commitment

GRANGE ENDERS This unit will encourage you to develop personal character strengths and values. The aim is to promote the understanding of what these strengths and values are, explore and recognise the positive qualities and potential they you may already have within yourself and promote thinking about how to develop your character. You will investigate different qualities such as self-awareness, respect, kindness, and integrity and learn how to become the best version of you! You will reflect on what your areas for development are encouraging your personal growth.

Integrity	Build Resilience	Courage	Kindness	Wisdom	New Situations	Dilemmas	Teamwork

GRANGE ENDERS This unit will encourage you to develop personal character strengths and values. The aim is to promote the understanding of what these strengths and values are, explore and recognise the positive qualities and potential they you may already have within yourself and promote thinking about how to develop your character. You will investigate different qualities such as self-awareness, respect, kindness, and integrity and learn how to become the best version of you! You will reflect on what your areas for development are encouraging your personal growth. Assessment: Survival Guides AS (not K): Expression, Solving problems, Commitment,Literacy.							
Conflict	Responsibility	Journey	Are We There Yet	Changes Part 1	Changes Part 2		
		Assessment					

HEALTHY LIVING Students are encouraged to identify elements of risk in relation to travel and transport, the dangers of smoking and substance abuse and to develop ‘tools’/strategies to deal with it. Students are expected to actively engage, express views and make positive contributions. See ASK and MOODLE Assessment – Multiple choice test. AS (not K) - Expression, Solving problems							
Puberty	FGM Breast Ironing	Alcohol & Law Simon/Girls	Alcohol Impact	Smoking	Smoking Laws	Teeth	Cancer

HEALTHY LIVING							
Cancer Sunburn	Railway Journeys	Safe Journeys	Cybercrime Part 1	Cybercrime Part 2			

Year 7 Maths

In Year 6 you will have learnt how to do formal calculations methods of addition, subtraction, multiplication and division. Times tables including 12 x 12. ratio and proportion. Decimal and fraction calculations. Year 7 continues your mathematical development.

1	2	3	4	5	6	7	8
ASK Sheet: Autumn: Unit 1: 1) Principles of number 2) Order of operations 3) Fractions, decimals and percentages							
End of topic assessment to be completed once content covered Key focus of units 1) Recap of formal calculations methods including negatives 2) Confident use of BIDMAS 3) Convert between FDP					Test content: Basic Maths and Unit 1		
9	10	11	12	13	14	15	16
ASK Sheet: Autumn: Unit 2: 1) Angles 2) Measures 3) Representing data 4) Coordinates 5) 'Design a Zoo' project							
End of topic assessment to be completed once content covered Key Focus of units 1) Understand and use angle rules 2) Convert between metric and imperial units 3) Draw diagrams to represent data 4) Plot 4 quadrant coordinates 5) Use logic to solve problems and to express your solution clearly						TENSILE Assessment: Design a Zoo	
17	18	19	20	21	22	23	24
ASK Sheet: Autumn: Unit 3: 1) Shape 2) Introducing Probability 3) Ratio and Proportion				ASK Sheet: Spring – Unit 4: 1) Introducing Algebra 2) Data Sets 3) Factors and Multiples			
End of topic assessment to be completed once content covered Key Focus of units 1) Congruency 2) Represent a probability as a fraction 3) Solve ratio problems			Test content: Unit 2 and Unit 3	End of topic assessment to be completed once content covered Key Focus of units 1) Expand single brackets 2) Use and interpret a Venn diagram 3) Find LCM and HCF 4) Application of money concepts			
25	26	27	28	29	30	31	32
4) Party Planning Project		ASK sheet: Summer – Unit 5: 1) Sequences 2) Significant Figures 3) Using a Calculator 4) Perimeters					
	TENSILE Assessment: Party Planning	End of topic assessment to be completed once content covered Key Focus of units 1) n^{th} term of a linear sequence 2) Round to a significant figure 3) Confident use a scientific calculator (CASIO) 4) Solve perimeter problems					
33	34	35	36	37	38	39	40
ASK sheet: Summer – Unit 6: Area 2) Plans and Elevations 3) Scale Drawings 4) Murder Mystery Project							
End of topic Assessment to be completed once content covered Key Focus of units 1) Area of quadrilaterals 2) Plans and Elevation of 3D shapes 3) Use and interpret scale drawings 4) Solve cross-curricular problems.			End of Year test: Content from all units		TENSILE Assessment: 'Murder Mystery'		

Year 7 French

In Year 6 students will have had an introduction to MFL.

In Year 7, students will learn about French culture as well as topics relating to self and family, holiday, school and leisure. They will also learn about essential grammar and conjugation.

By the end of Year 7 they should be able to read and understand text about the topics covered including some present, past and future. They should be able to write short paragraphs and speak in sentences including present and future.

1	2	3	4	5	6	7	8
Greetings and basic information	Talking about likes and dislikes Using regular –er verbs (je, tu, il/elle)	Talking about your survival kit, essential items in your bag. Using avoir (je, tu, il/elle)	Describing yourself Understanding adjective agreement (singular)	Talking about other people Understanding adjective agreement (plural)	Describing a musician Using the present tense (je, tu, il/elle)	Revision of vocabulary and preparation for the end of Module test	Reviewing test
Ongoing formative assessment to gauge baseline knowledge of French	Ongoing formative assessment					Summative assessment End of Module test	
Demonstrating respect towards foreign language and others in the classroom when they speak French. Practising pronunciation and making efforts to repeat properly. Using French for basic classroom language.	Developing awareness of sentence structure and verb patterns, conjugation. Being able to make short sentences. Listening/reading/writing/speaking		Manipulating words and adjectives to make accurate phrases. Being able to make short sentences and include adjective. Listening/reading/writing/speaking		Listening/reading/writing/speaking	Adapting knowledge to specific tasks. Manipulating language to write several sentences. Listening/reading/writing/speaking	Reflecting on own achievement and thinking about how to improve performance. Listening/reading/writing/speaking

Choice of homework from Homework Menu: one piece to be completed every week

Online learning opportunities:

<https://classroom.thenational.academy/lessons/describing-a-thing-or-a-person-part-14-c8v62t>
<https://classroom.thenational.academy/lessons/describing-a-thing-or-a-person-part-24-64t30c>
<https://classroom.thenational.academy/lessons/describing-a-thing-or-a-person-part-34-71jk4r>
<https://classroom.thenational.academy/lessons/describing-a-thing-or-a-person-part-44-6mtkad>
<https://classroom.thenational.academy/lessons/saying-what-people-have-part-12-68vpcc>
<https://classroom.thenational.academy/lessons/saying-what-people-have-part-22-74r30c>
<https://classroom.thenational.academy/lessons/describing-what-people-have-part-12-61hp2e>
<https://classroom.thenational.academy/lessons/describing-what-people-have-part-22-74u66d>
<https://classroom.thenational.academy/lessons/describing-people-part-12-61ipat>
<https://classroom.thenational.academy/lessons/describing-people-part-22-6gvk2t>
<https://classroom.thenational.academy/lessons/describing-things-and-people-part-12-ccvk8r>
<https://classroom.thenational.academy/lessons/describing-things-and-people-part-22-6mtk8t>

[illegible]

17	18	19	20	21	22	23	24
Talking about which sport you play Using jouer à	Talking about activities Using the verb faire	Saying what you like doing Using aimer + infinitive	Describing what other people do Using ils/elles	Revision End of Module test review	Talking about your town/village Using il y a.../il n'y a pas de ...	Giving directions Understanding when to use tu and vous	Talking about where you go Using à+ the definite article
Ongoing formative assessment				End of module test	Ongoing formative assessment		
Learning how to adapt a preposition depending on the gender of a noun. Listening/reading/writing/speaking	Using an irregular verb followed by partitive article. Listening/reading/writing/speaking	Making sentences using 2 verbs following each other. Listening/reading/writing/speaking	Using plural pronouns when conjugating verbs. Listening/reading/writing/speaking	Identifying gaps in knowledge and completing revision to fill these gaps. Listening/reading/writing/speaking	Using various structure to describe a location. Listening/reading/writing/speaking	Developing awareness of different registers. Listening/reading/writing/speaking	Revisiting preposition in different context. Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week							
Online learning opportunities: https://classroom.thenational.academy/lessons/saying-where-people-go-16-6ct3er https://classroom.thenational.academy/lessons/saying-where-people-go-part-26-6rt30d https://classroom.thenational.academy/lessons/saying-where-people-go-36-6rwk4r https://classroom.thenational.academy/lessons/saying-where-people-go-46-68rk6c https://classroom.thenational.academy/lessons/saying-where-people-go-56-cthk6d https://classroom.thenational.academy/lessons/saying-where-people-go-66-6wtk2e https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=town https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=sports1 https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=sports2							

25	26	27	28	29	30	31	32
Asking someone to go somewhere Using je veux/tu veux + infinitive	Saying what you can do in town Using on peut+ infinitive	Revision End of module test review	Cultural knowledge: Easter in France Facts about France	Talking about holidays Using nous to say “we”	Talking about getting ready to go out Using reflexive verbs (singular)	Buying drinks and snacks Using higher numbers	Talking about holiday plans Using the near future tense
Ongoing formative assessment		End of module test	Ongoing formative assessment				
Using irregular verb vouloir followed by common infinitives to expand sentences. Listening/reading/writing/speaking	Using irregular verb pouvoir followed by common infinitives to expand sentences. Listening/reading/writing/speaking	Identifying gaps in knowledge and completing revision to fill these gaps. Listening/reading/writing/speaking	Developing understanding and tolerance of other cultural practices. Listening/reading/writing/speaking	Using first person plural. Listening/reading/writing/speaking	Learning about different type of verb and how to use them. Listening/reading/writing/speaking	Using transactional language and numbers. Listening/reading/writing/speaking	Conjugating verbs in different tense. Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week							
Online learning opportunities: https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=tens https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=snacks https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=shops https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=easter https://classroom.thenational.academy/lessons/expressing-future-intentions-part-14-65h64d https://classroom.thenational.academy/lessons/expressing-future-intentions-part-24-crrk2d https://classroom.thenational.academy/lessons/expressing-future-intentions-part-34-ccwk2e https://classroom.thenational.academy/lessons/expressing-future-intentions-part-44-c8w66t							

33	34	35	36	37	38	39
Saying what you would like to do Using je voudrais+ infinitive	Revision End of module test Review of end of module test	Talking about animals Project based learning	Writing a poem Describing a painting	End of Year assessment	Cross-curricular project (Mystery)	End of year quiz French games
	End of module test	Ongoing formative assessment		End of year test	Ongoing formative assessment	
Using conditional tense in first person. Listening/reading/writing/speaking	Identifying gaps in knowledge and completing revision to fill these gaps. Listening/reading/writing/speaking	Developing independent skills. Listening/reading/writing/speaking	Developing creative skills and opinion. Listening/reading/writing/speaking	Identifying gaps in knowledge and completing revision to fill these gaps. Listening/reading/writing/speaking	Developing investigation and deduction skills. Listening/reading/writing/speaking	Team work/ resilience/ Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week						
Online learning opportunities: https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=pets https://classroom.thenational.academy/lessons/saying-what-you-want-to-do-and-musthave-to-do-part-12-6mrkge https://classroom.thenational.academy/lessons/saying-what-you-want-to-do-and-musthave-to-do-part-22-74t34c https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=physical https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=personality https://mymodernmet.com/famous-french-painters/ https://www.talkinfrench.com/french-poems-english-translations/ https://www.nga.gov/collection/paintings/french-painting-17th-and-18th-centuries.html						

<p>Year 7 German</p>	<p>In Year 6 students will have had an introduction to MFL. In Year 7, students will learn about German culture and geography as well as topics relating to self and family, school, leisure, where you live. They will also learn about essential grammar and conjugation. By the end of Year 7 they should be able to read and understand text about the topics covered including some present, past and future. They should be able to write short paragraphs and speak in sentences including present and future.</p>
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[illegible]

9	10	11	12	13	14	15	16
Saying which days you have different subjects Giving your opinion	Talking about the school timetable Telling the time	Talking about what you eat and drink at break Checking verb endings	Describing what you wear to school Revising einen, eine, ein	Learning about school life in German-speaking countries Understanding a longer text	Revision End of module test Review	Cultural knowledge	Talking about brothers and sisters Using the pronouns er and sie
Ongoing formative assessment					End of module test	Ongoing formative assessment	
Expression in longer sentences including opinion	Numeracy	Developing awareness of sentence structure and verb patterns, conjugation. Being able to make short sentences. Listening/reading/writing/speaking	Developing awareness of genders of nouns. Being able to make short sentences and having a short conversation. Numeracy. Listening/reading/writing/speaking	Developing understanding and tolerance of other cultural practices. Listening/reading/writing/speaking	Adapting knowledge to specific tasks. Manipulating language to write several sentences. Reflecting on own achievement and thinking about how to improve performance. Listening/reading/writing/speaking	Developing understanding and tolerance of other cultural practices. Listening/reading/writing/speaking	Manipulating words and adjectives to make accurate phrases. Being able to make short sentences and include adjective. Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week							
Online Learning Opportunities: https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zvytwty https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zrgs2sg							

17	18	19	20	21	22	23	24
Talking about pets Using the plural form of nouns	Giving information about family members Using possessive adjectives mein and dein	Describing people's appearance Using adjectives with nouns	Talking about people's characteristics Making sentences more interesting	Understanding an email and writing a reply Finding out the meaning of new words	Revision End of module test review	Talking about sports Using gern to show what you like doing	Talking about what you do in your free time Using the present tense of regular and irregular verbs
Ongoing formative assessment					End of module test	Ongoing formative assessment	
Developing awareness of genders of nouns. Being able to make short sentences and having a short conversation. Numeracy. Listening/reading/writing/speaking	Understanding possessive adjectives and genders of nouns	Manipulating words and adjectives to make accurate phrases. Being able to make short sentences and include adjective. Listening/reading/writing/speaking		Literacy and expression in longer sentences	Adapting knowledge to specific tasks. Manipulating language to write several sentences. Reflecting on own achievement and thinking about how to improve performance. Listening/reading/writing/speaking	expression	Developing awareness of sentence structure and verb patterns, conjugation. Being able to make short sentences. Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week							
Online Learning Opportunities: https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zn747h https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zfnmkmn							

25	26	27	28	29	30	31	32
Talking about your favourite things Using sein and ihr	Saying how often you do things Learning how to write a letter to a pen friend	Arranging to go out and when to meet Using möchten du..? with an infinitive	Understanding information about an adventure sports centre Using man kann to say what activities there are	Revision End of module test review	Saying where you live Learning to read long words	Describing your home Using es gibt to say what there is	Describing what you do at home Using irregular verbs
Ongoing formative assessment				End of module test	Ongoing formative assessment		
Expression of opinion	Listening/reading/writing/speaking	Developing conversation skills, using questions and answers		Adapting knowledge to specific tasks. Manipulating language to write several sentences. Reflecting on own achievement and thinking about how to improve performance. Listening/reading/writing/speaking	Listening/reading/writing/speaking		Grammar skills. Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week							
Online Learning Opportunities: https://classroom.thenational.academy/lessons/asking-and-answering-questions-about-things-you-do-out-of-school-part-12-c4u3cc https://classroom.thenational.academy/lessons/asking-and-answering-questions-about-things-you-do-out-of-school-part-22-6wu68t https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z4cyxyc							

33	34	35	36	37	38	39
Describing your room Understanding that the verb has to be the second idea	Saying what is in your room Using prepositions to describe where things are	Describing where you live Listening for different types of information	Revision End of module test Review	Cultural knowledge: German towns Transports food and drinks	Cross curricular project: Murder mystery	End of Year test
Ongoing formative assessment			End of module test	Ongoing formative assessment		End of year test
Grammar. Listening/reading/writing/speaking	Using prepositions to say where things are. Listening/reading/writing/speaking	Listening/reading/writing/speaking	Adapting knowledge to specific tasks. Manipulating language to write several sentences. Reflecting on own achievement and thinking about how to improve performance. Listening/reading/writing/speaking	Developing understanding and tolerance of other cultural practices. Listening/reading/writing/speaking	Problem solving skills.	Adapting knowledge to specific tasks. Manipulating language to write several sentences. Reflecting on own achievement and thinking about how to improve performance. Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week						
Online Learning Opportunities: https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zjwscw https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z7q9y9q						

<h1>Year 7 Spanish</h1>	<p><i>In Year 6 students will have had an introduction to MFL.</i></p> <p><i>In Year 7, students will learn about Spanish culture as well as about topics relating to self and family, holiday, school and leisure. They will also learn about essential grammar and conjugation.</i></p> <p><i>By the end of Year 7 they should be able to read and understand text about the topics covered including some present, past and future. They should be able to write short paragraphs and speak in sentences including present and future.</i></p>	
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1	2	3	4	5	6	7	8
Setting expectations Gauging baseline level	Introducing yourself Getting used to Spanish pronunciation	Counting up to 15 Using the verb tener to give your age	Counting up to 31 Saying when your birthday is	Learning the Spanish alphabet Using the indefinite article un/una	revision	End of Module Test Review	Talking about your school subjects Using the –ar verb estudiar
<i>Ongoing formative assessment</i>						<i>End of Module test</i>	
<i>Demonstrating respect towards foreign language and others in the classroom when they speak Spanish. Practising pronunciation and making efforts to repeat properly. Using Spanish for basic classroom language.</i>	<i>Developing awareness of sentence structure and verb patterns, conjugation Being able to make short sentences Numeracy expression Listening/reading/writing/speaking</i>		<i>Developing awareness of genders of nouns Being able to make short sentences and having a short conversation numeracy Listening/reading/writing/speaking</i>		Identifying gaps in knowledge and completing revision to fill these gaps <i>Listening/reading/writing/speaking</i>	<i>Adapting knowledge to specific tasks Manipulating language to write several sentences Reflecting on own achievement and thinking about how to improve performance Listening/reading/writing/speaking</i>	<i>Developing awareness of sentence structure and verb patterns, conjugation Being able to make short sentences Listening/reading/writing/speaking</i>
<i>Choice of homework from Homework Menu: one piece to be completed every week</i>							

[illegible]

17	18	19	20	21	22	23	24
Counting up to 100 Talking about your family	Talking about your pets Making colours agree with noun	Talking about your appearance and character Using the verb ser	Talking about eyes and hair Using adjectives after nouns	Revision End of module test review	Talking about where you live Recognising all forms of vivir	Describing where you live Using the verb estar for locations	Talking about the rooms in your home Recognising all forms of –ar and –er verbs
Ongoing formative assessment				End of Module test	Ongoing formative assessment		
Listening/reading/writing/speaking	Understanding adjective agreements Listening/reading/writing/speaking	Using an irregular verb Listening/reading/writing/speaking	Understanding word order and adjective agreement Listening/reading/writing/speaking	Identifying gaps in knowledge and completing revision to fill these gaps Listening/reading/writing/speaking Adapting knowledge to specific tasks Manipulating language to write several sentences Reflecting on own achievement and thinking about how to improve performance	Using a regular verb to with all personal pronouns Listening/reading/writing/speaking	Using an irregular verb to describe location Listening/reading/writing/speaking	Recognising and using regular verbs with all personal pronouns Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week							

33	34	35	36	37	38	39
Revision End of module test review	Saying what your town is like Building longer sentences using porque and pero	Asking about places in town Using hay to say what there is	End of Year test	Designing and creating a town in Spanish groups	Cross-curricular: Mystery project	Finding out about Spanish festivals Playing Spanish games
End of Module test	Ongoing formative assessment		End of Year test	Ongoing formative assessment		
Identifying gaps in knowledge and completing revision to fill these gaps Listening/reading/writing/speaking	Expressing oneself in longer sentences and justifying using connective Listening/reading/writing/speaking	Listening/reading/writing/speaking	Adapting knowledge to specific tasks Manipulating language to write several sentences Listening/reading/writing/speaking Reflecting on own achievement and thinking about how to improve performance Listening/reading/writing/speaking	Developing understanding and tolerance of other cultures Listening/reading/writing/speaking	Problem solving skills	Developing understanding and tolerance of other cultural practices Listening/reading/writing/speaking
Choice of homework from Homework Menu: one piece to be completed every week						

Year 7 Music		The music curriculum aims to provide opportunities for students to develop performing, composing and appraising skills through a variety of genres. Students will perform on keyboard, ukulele and percussion.									
1	2	3	4	5	6	7	8				
Students will develop an understanding of rhythm and melodic notation, learning to read music at the keyboard, developing performing skills in pairs and whole class through keyboard based lessons											
KEY VOCABULARY: tempo, duration, pitch, stave, treble clef notation, note and rest values											
ASSESSMENT: Regular testing on music reading skills and understanding of note names and values, self-evaluation and peer-to-peer feedback											
ATTITUDES AND SKILLS: finger dexterity, fine motor skills, confidence, perseverance, reading stave notation											
HOMEWORK: revision of elements of music and treble clef stave notation (see back of Learning Passport)											
9	10	11	12	13	14	15	16				
Students will be introduced to Garage Band, a sequence software package, to record and manipulate tracks from a variety of performance pieces.											
KEY VOCABULARY: tempo, duration, pitch, stave, treble clef notation, note and rest values, texture, timbre, track, dynamics.											
ASSESSMENT: Regular testing on music reading skills and understanding of note names and values, self-evaluation and peer-to-peer feedback.											
ATTITUDES AND SKILLS: finger dexterity, fine motor skills, confidence, perseverance, reading stave notation, experimenting with timbre and tempo											
HOMEWORK: revision of elements of music and treble clef stave notation (see back of Learning Passport)											
17	18	19	20	21	22	23	24				
Students will develop an understanding of ground bass through the use of keyboards, develop music IT skills using Mac computers and begin to compose musical ideas over a ground bass.					Students will have an introduction to Gamelan music. through playing genuine Indonesian instruments, external led workshops and other practical work students will learn about and experience music from another culture. Concert at the end of the workshops.						
KEY VOCABULARY: elements of music pitch, duration, tempo, texture, timbre, dynamics, structure, silence (see back of Learning Passport), ground bass, repetition, sequence, melody, bass line, chord					KEY VOCABULARY: Indonesia, Java, Bali, Gamelan, Slendro, pelog, kendang, gong, gambang, gender, boning, texture, tempo, pitch, rhythm, repetition, ostinato						
ASSESSMENT: continuous assessment of performing and composing skills, self-evaluation and peer-to-peer feedback.					ASSESSMENT: continuous assessment of performing and Composing skills, self-evaluation and peer-to-peer feedback.						
ATTITUDES AND SKILLS: supportive team work, creativity, confidence, performance skills, IT skills					ATTITUDES AND SKILLS: team work, listening skills, following a conductor, communication, perseverance.						
25	26	27	28	29	30	31	32				
Students will have an introduction to Gamelan music. through playing genuine Indonesian instruments, external led workshops and other practical work students will learn about and experience music from another culture. Concert at the end of the workshops.			Students will receive instruments of the orchestra workshops and be able to identify and understand how sound is produced, how it varies using different materials, identify major and minor tonalities and be able perform a simple piece using both tonalities.								
KEY VOCABULARY: Indonesia, Java, Bali, Gamelan, Slendro, pelog, kendang, gong, gambang, gender, boning, texture, tempo, pitch, rhythm, repetition, ostinato			KEY VOCABULARY: all features of instruments of the orchestra, elements of music, major, minor, tonality								
ASSESSMENT: continuous assessment of performing and Composing skills, self-evaluation and peer-to-peer feedback.			ASSESSMENT: completed fact files and keyboard performances will be assessed by teacher and peers								
ATTITUDES AND SKILLS: team work, listening skills, following a conductor, communication, perseverance.			ATTITUDES AND SKILLS: listening skills, understanding materials and construction								
33	34	35	36	37	38	39					
Students will receive and introduction to the ukulele and be able to identify the key parts to the instrument, learning how tuning works, learn to play four chords and accompany self and others singing.											
KEY VOCABULARY: tuning, pegs, neck, body, fret board, major, minor, tonality, elements of music											
ASSESSMENT: ukulele performances will be assessed by teacher and peers											
ATTITUDES AND SKILLS: listening skills, confidence, perseverance, finger dexterity, fine motor skills, interpreting ukulele tablature											

Year 7 PE

In primary school you will have learnt how to effectively... demonstrate **'physical literacy'** the **motivation, confidence, knowledge and understanding** to value and take responsibility for physical activities for life. This includes physical competencies such as **walking, running, jumping, hopping, turning, skipping, throwing, catching, hitting and kicking.**

1	2	3	4	5	6	7	8
HHS Decision Making and Empathy – BBB Going 4 Gold							
Assessment: Decision Making and Empathy ASK							
Attitude: Consistency; Skill: Independence							
Homework: Be physically active for 30 minutes per week outside of lesson time.							
9	10	11	12	13	14	15	16
HHS Preparedness and Teamwork – BBB Team Building							
Assessment: Preparedness and Teamwork ASK							
Attitude: Cooperation; Skill: Teamwork							
Homework: Be physically active for 30 minutes per week outside of lesson time.							
17	18	19	20	21	22	23	24
HHS Heart Rate and Nutrition – BBB Dance					HHS Commitment and Motivation – BBB Couch 2 5K		
Assessment: Heart Rate and Nutrition ASK					Assessment: Commitment and Motivation ASK		
Attitude: Curiosity; Skill: Expression					Attitude: Commitment; Skill: Numeracy		
Homework: Be physically active for 30 minutes per week outside of lesson time.					Homework: Be physically active for 30 minutes per week		
25	26	27	28	29	30	31	32
	HHS Effort and Expression – BBB Creative Games						
	Assessment: Effort and Expression ASK						
	Attitude: Creativity; Skill: Solving Problems						
outside of lesson time.	Homework: Be physically active for 30 minutes per week outside of lesson time.						
33	34	35	36	37	38	39	
	HHS Activity Levels and Resilience – BBB Alternative Fitness						
	Assessment: Activity Levels ad Resilience ASK						
	Attitude: Commitment; Skill: Enquiry						
	Homework: Be physically active for 30 minutes per week outside of lesson time.						

Notes:- All students will study the same content but timings will vary dependant on facility availability. Standardisation dates will also vary but will occur three times throughout the academic year. Sports/activities will be selected considering the strengths of the class teacher, facility available and composition of the group.

Year 7 RPE

Year 7 Religion, Philosophy and Ethics (RPE) this year will aim to introduce the three key elements of the curriculum: Religion, Philosophy and Ethics. As we move through the year students will study several different religions, but will also study some philosophical and ethical topics, introducing them to the wider content of this curriculum. During year 7, the topics studied will help them to develop their understanding of some of the six main world religions, which will be continued into year 8.

1	2	3	4	5	6	7	8
Introduction to RPE- What is Religion, Philosophy and Ethics? Students will learn about how we can think in different ways, this includes religious, but also philosophically and ethically. This topic will teach students how to relate these ideas to the wider world. Key words: Religion, Philosophy, Ethics							
	Baseline assessment to gauge their background Knowledge of RE.						
Attitude: Commitment Skills: RELATE.							
HWK will be set and a copy placed on the VLE. Investigation key knowledge of the six main religions.							
9	10	11	12	13	14	15	16
Judaism – This topic will help Students learn about some of the key events in Judaism. They will understand who some of the key leaders were and how they helped develop Judaism and some of the key practices that are still followed today. Key words: Torah, Passover, Moses, Abraham							Ethics of the Environment
						Knowledge Assessment	
Attitude: Cooperation – linking into the teamwork skill Skills: Students will develop a range of skills including, teamwork, exploration, and reflection.							
HWK will be set on the VLE							
17	18	19	20	21	22	23	24
Ethics of the Environment – This is a short topic where students will begin to explore ethical decision making.		Christianity – Students will learn about some of the key teachings and beliefs in Christianity. Key words: Bible, denomination, trinity, baptism, worship					
		Attitude: Curiosity, commitment Skills: Exploration, Relate, Literacy					
		HWK will be set on the VLE					
25	26	27	28	29	30	31	32
Christianity		Moral Stories – How stories can help teach morals. Students will learn what moral stories are and how there were used in the past to help teach. They will then create their own moral story. Key words: morals, stories, parables			Hinduism – Students will learn about the key beliefs and practices for Hinduism. Key words: Brahma, Trimurti, reincarnation, samsara, moksha, karma		
	Assessment						
		Attitude: Creativity Skills: Expression, Literacy			Attitude: Curiosity Skills: Literacy, exploration, Relation		
33	34	35	36	37	38	39	
Hinduism				World religions – this is an opportunity for students to learn about some of the other world religions that are followed around the world.			
			Assessment				
				Attitude: Curiosity Skills: Enquiry			

Year 7 Science

Curriculum Aims: 1) Enthuse and inspire students by linking science to culture and everyday experience. 2) Engage students with science through personalising localising and making science relevant and meaningful. 2): Develop foundation knowledge and begin to apply this to unfamiliar situations. 3) Develop practical skills, graphical and data analysis skills, scientific numeracy and literacy. 5) Embed the UN 'sustainable development goals' as a SOW driver.

1	2	3	4	5	6	7	8
Topic 7.1 Can you think like a scientist? Context: SDG 8 Work and Economic Growth Knowledge: Key science transferable skills and competencies. Prior learning: assumes only basic skills				Topic 7.2 Mixing, Dissolving and Separating Context: SDG 6 Clean water and sanitation. Knowledge: Atoms, elements, Compounds, dissolving, separation techniques Prior learning: Solids, liquids and gases & separating mixtures (filtering, sieving and evaporating)			
Attitudes and Skills (TENSILE) Teamwork and Enquiry				Attitudes and Skills (TENSILE) Solving problems, independence			
Assess: End certificate of competence.				Assess: 1 assessed mid unit task. End of topic test			

9 Y7 form tutor eve	10	11	12	13	14 Y7 project	15	Xmas	16	17	18
Topic 7.3 Explaining Forces and effects Context: SDG 9 industry, innovation and infrastructure Knowledge: forces and movement, resistances, pressure Prior learning: Gravity, friction, air and water resistance, magnets.				Topic 7.4 Cells –The building blocks of life. Context: SDG 4 and 5 gender equality and Quality education Knowledge: types of cells, organisation in the body, reproduction and puberty Prior learning: describe the life process of reproduction in some plants and animals						
Attitudes and Skills (TENSILE) Numeracy, independence				Attitudes and Skills (TENSILE) Expression, Enquiry						
Assess: 1 assessed mid unit task. End of topic test				Assess: 1 assessed mid unit task. End of topic test						

19	20	21	22	23	24	25	26
Topic 7.5 – Explaining Physical Changes Context: SDG 11 Sustainable cities and communities Knowledge: Particle theory explanation of changes of state, diffusion and dens Prior learning: temperature, evaporation and condensation, characteristics of different states				Topic 7.6 – Energy Transfers and sound Context: SDG 7 Affordable and Clean energy Knowledge: Energy transfers, Heat, temperature, work, Fuels and sound Prior learning: how sounds are made; relationships of pitch and volume			
Attitudes and Skills (TENSILE) Teamwork and Numeracy				Attitudes and Skills (TENSILE) Solving problems and numeracy			
Assess: 1 assessed mid unit task. End of topic test				Assess: 1 assessed mid unit task. End of topic test			

27	28	29	30	31	32	33 34
Topic 7.7 – Eating, Drinking and Breathing. Context: SDG 1&2 No poverty, Zero hunger Knowledge: Diet, good groups, digestion and enzymes, gas exchange systems Prior learning: ways in which nutrients are transported within animals; name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems,				Topic 7.8 – Elements, Compounds and Reactions Context: SDG 12 Responsible production and consumption Knowledge: Particle theory explanation of changes of state, diffusion and density Prior learning: temperature, evaporation and condensation, characteristics of different states		
Attitudes and Skills (TENSILE) Literacy and Expression				Attitudes and Skills (TENSILE) Literacy and Independence		
Assess: 1 assessed mid unit task. End of topic test				Assess: 1 assessed mid unit task. End of topic test		

34	35	36	37	38	39
End of Year Revision Exams		Y7 End of year Project Attitudes and Skills ALL TENSILE embedded in investigative project work			