EXHALL GRANGE SPECIALIST SCHOOL
Be your best self

Year 7 Curriculum

Study Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Drawing Drawing, application of tone, general shading techniques.	Clay work Transferring an image to clay, rolling cutting and joining techniques.	Recycled Art Translating a design into a finished artwork, joining techniques, finishing. Artist study Tony Cragg	Introduction to carving Inuit artwork, soap carving, carving techniques, undercuts.	The Living World Ernst Heackel and David Doubilet art inspired by the natural world.	Rural Landscapes Van Gogh, landscape painting
Computing	Impact of technology – Collaborating online respectfully Using computers to present information to a specific audience.	Networks from semaphores to the Internet Protocols and hardware Wired and wireless networks	Using media – Gaining support for a cause Using appropriate software Copyright Using computers for research	Programming essentials in Scratch – part I Sequences and variables Selection and operators Problem solving	Programming essentials in Scratch – part II Planning and designing programming solutions to problems.	Modelling data – Spreadsheets Understanding spreadsheets Issues with collecting data Turning data into information
English	The Viewer by Shaun Tan Roald Dahl – Boy – Autobiography (Author Study)	Poetry Childhood Memories Anthology Pre and Post 1900	Introduction to Shakespeare	Non Fiction Writers' Viewpoints and Perspectives Adventurers and Explorers	Charles Dickens – study of extracts (Author Study)	Study of a Novel Private Peaceful Michael Morpurgo KS3 Year 7 AQA Paper 1 Examination Revision
Food	Food & Science Knife skills,Measuring skills,Food hygiene and safety	Using the cooker safely Eat well guide, Measuring skills, Understanding ingredients, Food hygiene and safety	Using the cooker safely Sensory evaluation, Understanding ingredients, Use of electrical equipment	Sensory evaluation Use of electrical equipment, Food & Science, Food hygiene and safety	Seasonality Food Provenance, Food hygiene and safety, Food wastage	British Food Culture and Etiquettes
Modern Foreign Languages	Greeting Alphabet Numbers Ages	Birthday Classroom objects and colours instructions	Hobbies Likes / dislikes Food	Animals and Family	House, local environment and weather	Descriptions (physical and personality)
Mathematics	Number Times tables, Bidmas, Place value, Short/long multiplication, Add and subtract, Square numbers,Cube numbers Negative numbers on scales	Algebra Simplifying, Recognise next number in a sequence, Substitute numbers into expressions	Fractions, decimals, percentages, ratio	Statistics Draw / Interpret charts and diagrams	Measures Tell time using analogue and digital clocks, Read scales with variety of divisions, Identify standard metric units	Geometry Perimeter of 2D shape lines of symmetry Name 2D and 3D shapes

Geography	What is Geography? Physical and Human Geography Our Place in the World The British Isles. Review seven continents and five oceans.	Rivers and Flooding Describe journey of a river, from source to sea. UK and wider world rivers. How rivers affect physical features, flooding.	Water Cycle How water reaches our rivers. Our water supply.	Glaciers Describe what and where glaciers are, how they affect physical features (erosion, transportation and deposition). Climate change.	Rocks Three main types of rock. Rock cycle, erosion and weathering.	Africa Recap continents. The countries within Africa. Africa's history. Physical features and climate. Biomes.
History	What is history?: Historical skills, Chronology, Time Lines, Types of Evidence. The Romans: Invasion, Army, Boudicca, Everyday Life, Towns	Saxons, Vikings and Normans: Why the Saxons/Vikings came to Britain, What they Changed, The 1066 Crisis, The Norman Conquest, What the Normans Changed, Controlling Britain.	Medieval Kings: William II: Murder or Accident?, Stephen Vs. Matilda: The Anarchy, Henry II: King Vs. Church, Richard I: The Crusades, King John: The Magna Carta, Edward I: Scotland & Wales	Medieval Life: Life as a Peasant, Villages and Towns, Law and Order, Entertainment, Religion and the Church.	Medieval Life Part 2: Medieval Medicine, The Black Death, The Peasants Revolt.	The Islamic World: The Birth of the Islamic World, Inventions of the Islamic World, Religious Tolerance, Religious Conflict (The Crusades Revisited), The Dark Ages or the Golden Ages?
PE	Multi Skills, Fitness and Games	Gymnastics and Movement	Games and Fitness	Dance, Movement and Fitness	Athletics and Fitness	Striking and Fielding Activities
Swimming	Front crawl, Back stroke, Breast stroke, push and gliding	Front crawl, Back stroke, breast stroke, push and gliding	Front crawl, Back Stroke, Breast stroke,	Front crawl, Back Stroke, Breast stroke,	Front crawl, back stroke, breast stroke, Life saving language, huddle position, treading water, wading through water	Front crawl, back stroke, breast Stroke, Life saving language – huddle position, treading water, wading through water
PSHE	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships, Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Citizenship	Citizenship – what it is all about, Rights and Responsibilities.	Rights and Responsibilities	British Values	British Values	How the law protects animals.	How the law protects animals
RE	Who am I? (Expressing) Personal identity Fact and opinion Building on learning from KS2 about the way in which belonging to a community can shape a worldview and the way in which different people find meaning in the world around them.	What is the big story in the Bible? (Believing) Examining core concepts and beliefs associated with a Christian worldview. Building on learning about Christian worldviews at	Who was Moses and why was he important? (Expressing) Combining the historical with the religious, it asks pupils to consider the impact of History and sources of authority on Christians today.	What is so radical about Jesus? (Believing) Explores in detail Christian beliefs about humanity and the relationship between human beings and God. It emphasises the diversity of ways in which Christians interpret key sources of authority and act in the world.	Should we sell religious buildings to feed the homeless? (Expressing) Exploring places of worship through a study of Christianity, Islam and one other religion, and asks pupils to consider the purpose of a place of worship	What does it mean to believe in Rules? (Living) Pupils examine some of the core concepts and beliefs associated with a Hindu or Muslim worldview, and the ways in which different Hindus or Muslim express them in their lives.
Science	Cells Working scientifically.	Sound Particles & their behaviour.	Light Structure & function of body systems.	Forces Elements, atoms, compounds.	Reproduction.	Space. STEM Space Project Enrichment visit: National Space Centre
Resistant Materials	Introduction to the different materials. Introduction to designing Key rack fobs. Development of materials knowledge	Introduction to workshop safety. Using tools and machinery. Manufacturing Key rack and fobs. Development of practical skills	Torch Project Introduction to Electronic components. Development of Basic component knowledge	Using components in a circuit supported soldering, manufacture of torch. Development of Soldering technique	Development of design skills Desk Tidy project Research QS and Product analysis skills	Introduction to CAD/CAM manufacture of desk tidy Use of 2D design tools to profile bitmap and raster and cut features

Subject ART

"If I could say it in words there would be no reason to paint." Edward Hopper

Year 7	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Knowledge and Skills	Drawing Explore the use of line and pattern in the creation of tonal work To experience a wide range of media, tools and techniques and experiment with materials, images and ideas. Modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary.	Clay work Develop colour mixing particularly the making of tertiary flesh tones. Use tonal qualities of colour to create form, light and shadow in painting a face. Understand the proportions of a face and using guidelines to draw a portrait effectively. Record from observation both real and pictorial in drawing and painting a portrait. Understand the properties of clay. Appreciate the use of colour, light and contrast by artists to express mood or emotion in their work. Understand the many different forms portraiture can take. Use torches to create dramatic lighting effects, emphasising expression.	Art using recycled materials Look at using found and recyclable materials to create unique artwork. Explore a range of observational drawing and painting techniques. Use digital photography as a tool to record and document my work. Appreciate and understand the work of artists who take inspiration from similar everyday objects. (Tony Cragg). Work both individually and collaboratively. To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary. Use direct observation, books, photographs and the Internet to inform my work.	Introduction to carving Learn about Inuit soapstone carvings. Develop an understanding of some techniques, tools and carving materials. Understand that the birds and animals in Inuit sculpture have their own special character and they will aim to achieve that in a soap carving.	The living world Produce a project title page concentrating on and understanding the importance of composition, lettering styles and presentation. Experiment with different mediums. Modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary.	Rural landscapes Understand and be able to express words, feelings through marks. Understand and recognise the work of Van Gogh and the style in which he worked. To be able to experiment with different media to recreate a piece of Van Gogh work. To be able to create mark making and understand the different representations when using a variety of media.
Key Assessments	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment
Important literacy and numeracy developed this year	**Literacy:** Understand a range of artistic terms, record observations. **Numeracy:** Measurement and proportion.					
Wider Skills	Creativity, Confidence, Problem Solving, Perseverance, Focus, Non Verbal Communication, Receiving Constructive Feedback, Collaboration, Dedication.					
How you can help your child at home	Encourage them to draw and paint at home. Take them to galleries and public spaces where artworks are located.					

Subject: Computing

"Computing is not about computers anymore. It's about living." Nicholas Negroponte

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Impact of Technology Recognise a respectful email Construct an effective email and send it to the correct recipients. Describe how to communicate with peers online. Plan effective presentations for a given audience. Describe cyberbullying. Explain the effects of cyberbullying. Plan effective presentations for a given audience. Describe cyberbullying. Explain the effects of cyberbullying. Check who you are talking to online.	Networks Define what a computer network is and explain how data is transmitted between computers across networks. Define 'protocol' and provide examples of non-networking protocols. List examples of the hardware necessary for connecting devices to networks. Compare wired to wireless connections and list examples of specific technologies currently used to implement such connections. Define 'bandwidth', using the appropriate units for measuring the rate at which data is transmitted, and discuss familiar examples where bandwidth is important.	Using Media Select the most appropriate software to use to complete a task Identify the key features of a word processor. Apply the key features of a word processor to format a document Evaluate formatting techniques to understand why we format documents. Select appropriate images for a given context. Apply appropriate formatting techniques. Demonstrate an understanding of licensing issues involving online content by applying appropriate. Creative Commons licences. Demonstrate the ability to credit the original source of an image.	Programming Essentials Compare how humans and computers understand instructions (understand and carry out). Define a sequence as instructions performed in order, with each executed in turn. Predict the outcome of a simple sequence. Modify a sequence. Define a variable as a name that refers to data being stored by the computer. Recognise that computers follow the control flow of input/ process/output. Predict the outcome of a simple sequence that includes variables. Trace the values of variables within a sequence. Make a sequence that includes a variable.	Programming Essentials Define a subroutine as a group of instructions that will run when called by the main program or other subroutines. Define decomposition as breaking a problem down into smaller, more manageable sub problems. Identify how subroutines can be used for decomposition. Identify where condition-controlled iteration can be used in a program. Implement condition-controlled iteration in a program. Evaluate which type of iteration is required in a program. Define a list as a collection of related elements that are referred to by a single name. Describe the need for lists Identify when lists can be used in a program.	Modelling Data Compare how humans and computers understand instructions (understand and carry out). Define a sequence as instructions. performed in order, with each executed in turn. Predict the outcome of a simple sequence. Modify a sequence. Define a variable as a name that refers to data being stored by the computer. Recognise that computers follow the control flow of input/process/ output. Predict the outcome of a simple sequence that includes variables. Trace the values of variables within a sequence. Make a sequence that includes a variable. Define a condition as an expression that will be evaluated as either true or identify that selection uses conditions to control the flow of a sequence.
Key Assessments	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment
Important literacy and numeracy developed this year	**Literacy:** Mastery of Tier 2 and Tier 3 Vocabulary, interpreting and writing instructions **Numeracy:** Chronological steps, interpreting data.					
Wider Skills	Makes pupils aware of the opportunities and limitations of living in a digital world and using them safely and effectively. Allows pupils to understand the core principles of information and computation, how digital systems work and how to put this knowledge to use through programming or product creation. Be equipped to use technology to create programmes, systems and a range of content. Become digitally confident and be able to use computers to express themselves and develop their ideas.					
How you can help your child at home	Guide use of technology at home for online learning platforms such as Seneca and Quizlet, and for productive tasks such as online research. Discuss current issues related to technology to encourage further interest. Encourage students to practice programming and skills learned in class at home. For additional activities go to https://www.thenational.academy/ or BBC Bitesize.					

Subject: English

"The reading of all good books is like a conversation with the finest minds of past centuries." Descartes

Year 7 Theme: Growing up, relationships, discovery and adversity.	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Knowledge and Skills	Baseline Reading and Writing. The Viewer – y6-7 transition text: Developing Visual Literacy. Sequence of plots. Annotation, learning to find quotations. Inferring meaning. Developing analytical skills. Boy- Roald Dahl (Author Study) Author and contextual studies and linking to texts. Further developing analytical skills. Structure of writing. Features of autobiographical writing. Drama Script. Travel Brochure.	Childhood Memories Anthology Pre and Post 1900 Figurative language understanding, finding and using. Exploring poetic techniques and their impact on the reader. Annotation, working with a quote. Developing analytical skills. Opinions and discussion about interpretations.	Introduction to Shakespeare Contextual understanding and links. Speaking and Listening; Interview skills. Presenting findings and reading plays, drama. Understanding plot and sequence, how to decode this in Shakespeare .	Non Fiction Writers' Viewpoints and Perspectives Adventurers and Explorers Purpose of texts. Understanding, appreciating and empathising with a writer's viewpoint and argument. Developing pupils' viewpoints and perspectives . Interpretations and opinions. Non-fiction writing methods; both using and identifying.	Charles Dickens – study of Dickens's Characters:- Oliver, Miss Haversham, Scrooge (Author Study) Contextual understanding and links. Appreciating the writer's craft. Self-research and further developing analytical skills. Identifying purposes of texts.	Study of a Novel Private Peaceful Michael Morpurgo Full novel study. How plot is built throughout a story. Literary methods and techniques. Annotation, working with a quote. Key analysis skills. Contextual understanding and links.
Key assessments	How does the writer create suspense in the extract? Newspaper article Autobiographical account	Compare the poems Letter Writing	Analyse a sonnet Time Travel Brochure Describe a trip to the Globe Theatre	How does the writer use language to present the Pyramids Complaint letter	How does Carol Ann Duffy use language in the poem to present Miss Haversham's emotions? Describe a day in the life of a child chimney sweeper. Write a speech arguing your views on a statement.	How does the writer use language to describe the day The Colonel visited the town? Write a description suggested by the image.
Important literacy and numeracy developed this year	**Literacy:** A sustained focus on Reading for Pleasure through fortnightly library lessons, Accelerated Reader and Bookbuzz , a reading programme from BookTrust. Selected pupils participate in our paired reading programme. Pupils are encouraged to proof-read, edit and draft their work. Emphasis is placed on the acquisition and accurate use and spelling of of Tier 2 and Tier 3 vocabulary. **Numeracy**: Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.					
Wider Skills	Forming opinions, listening to and empathising with other people's viewpoints and perspectives . Moral questioning. Speaking and listening. Confidence in presenting and contributing to group discussions. Academic resilience in producing extended pieces of writing. Pupils are encouraged to question and evaluate life experiences and understanding of the world around them.					
How you can help your child at home	Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. https://senecalearning.com/en-GB/ Accelerated Reader can be accessed via our school website https://ukhosted55.renlearn.co.uk/1918494/ to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer's use of methods to have an intended impact on the reader for a specific purpose. Visiting the theatre					

Subject Food Technology

"A good cook is like a sorceress who dispenses happiness" Elsa Schiaporelli

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Food and Science Identify hazards that occur in a kitchen Describe how to reduce hazards Explain how to prepare for a practical with consideration to personal safety. Demonstrate knife safety Use a sharp knife, demonstrating either the claw or bridge technique Demonstrate how to use the cooker safely Explain the link between food and science.	Using the cooker safely Be able to use the cooker safely to produce different food products. Use a sharp knife, demonstrating either the claw or bridge technique Be able to measure dry and liquid ingredients accurately. Identify the names of nutrients and their function. Form and shape a range of sweet and savoury food products including bread.	Using the cooker safely Demonstrate how to use the electrical equipment safely including food processor. Explain how to use a knife safely on a range of food ingredients. To know how to use different coloured chopping boards. Food science – experimental work in making different cupcakes with sugars.	Sensory Evaluation Safe use of electrical equipment; food processor and hand whisk Describe sensory characteristics using the correct sensory descriptors. Understanding different cultural foods from around the world. Use of different coloured chopping boards.	Seasonality Food Provenance, Food hygiene and safety, Food wastage Give a definition of food provenance and research what foods grow in what season. Visiting school polytunnel and growing herbs to be used in practical work. Explain what organic farming is and consider the advantages and disadvantages. Use of seasonal ingredients in practical work. Celebrating British food culture and etiquettes.	British Food Culture and Etiquettes Celebrating British food culture and etiquettes. Explain food wastage and ways of reducing. Explore how the Eatwell Guide help with food choice. Review of practical skills developed. Investigation task looking at enzymic browning.
Key Assessments	Practical assessment. Peer assessments. Spelling tests of keywords. End of half term assessment on application of safety.	Practical assessment. Peer assessments. End of half term assessment on knife safety.	Practical assessment. Peer assessments. Postcards of learning outcomes. End of half term assessment on cooker safety.	Practical assessment. Peer assessments. End of half term assessment keywords and definitions.	Practical assessment. Peer assessments. End of half term assessment on seasonal ingredients	Practical assessment. Peer assessments. End of half term assessment on topics covered over academic year.
Important literacy and numeracy developed this year	**Literacy:** Using descriptive, sensory specific adjectives as part of the sensory analysis process. **Numeracy:** Measurement of ingredients. Ratio of ingredients in a range of recipes. Fractions and equivalents when weighing, measuring or substituting ingredients.					
Wider Skills	Science: Understanding the functional and chemical properties of ingredients and linking to food production. To know about mechanical raising agents, for example; with shortening and aeration in recipes. Geography: To know where foods are grown and when/how they are harvested. PE: Understanding the Eatwell Guide and how to implement it into everyday life. To know about energy balance and how to implement it. Art and Design: To know how to present food and understand an array of different presentation techniques. To know how art can influence food presentation and how to manipulate the ingredients to do so. History: Looking at the history of British food from Victorian times to current fusion foods.					
How you can help your child at home	Looking at recipes which are cooked in school and discussing how they could be adapted/ improved. Looking at recipes in books/magazines/online. www.bbcgoodfood.co.uk Discussing ingredients used in home cooked foods and the preparation techniques. Helping to prepare ingredients towards a recipe to support with cooking at home. Watching cooking shows to help consolidate learning.					

Subject: MFL

"One language sets you in a corridor for life. Two languages opens every door along the way." Frank Smith

Year 7	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Knowledge and Skills	Greeting Alphabet Numbers Ages To learn basic facts about France and some French speaking countries. To greet people, give your name and say how you are feeling. To use the French alphabet. To count 31. To say how old you are.	Birthday Classroom objects and colours instructions To name the months of the year. To say when your birthday is. To name items in your school bag. To use un, une, des and le, la, les. To name colours. To use il y a. To name items in your classroom.	Hobbies Likes / dislikes Food To talk about hobbies. To say what you like and dislike. To give basic reasons for opinions. To se et and mais. To know French food items.	Animals family To name animals. To say what pets you have To use a French dictionary To name family members To use mon, ma ,mes To begin to describe other people (name, age)	House Local environment Weather To describe where you live – type of home and where To use grand and petit To talk about nationalities and countries To talk about the weather	Descriptions (physical and personality) To be able to describe your hair and eyes (correct adjectival agreement) To be able to describe personality and recognise masculine and feminine forms To use the verb être to describe other people and to use avoir to describe their hair and eyes
Key Assessments	Reading and writing	Speaking and listening	Reading and writing	Speaking and listening	Reading and Writing	Speaking and listening
Important literacy and numeracy developed this year	**Literacy**: Knowledge of grammatical terms, spelling. **Numeracy:** Counting, simple adding and subtracting.					
Wider Skills	Knowledge and appreciation of another culture and country's customs and traditions.					
How you can help your child at home	Use linguascope at home.					

Subject: Maths

"Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country." David Hilbert

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Number Recall Times tables Bidmas Place value Multiply numbers by single digit Add and subtract numbers with up to 4 digits Square numbers Cube numbers Negative numbers on scales 4 rules with negatives Short division Factors Long multiplication and division Rounding Prime numbers Multiply and divide by powers of 10	Algebra Simplifying Recognise next number in a sequence Substitute numbers into expressions plot coordinates in all 4 quadrants Give next value in sequence and describe how sequence built up Solve linear equation involving one operation Collect like terms Multiply terms Solve linear equations involving more than one operation Draw linear graph from table of values	Fractions, Decimals, Percentages and Ratio Shade in fraction of shape and identify fraction shaded Add and subtract fractions with same denominator Recognise equivalent fractions Cancel fractions Find a fraction of an integer Identify equivalent fractions, percentages, decimals for ¼, ½, ¾, tenths and fifths Add fractions with different denominators Order and compare fractions Find % of quantity Simplify a ratio Compare prices to find best buy	Statistics Data Cycle Draw charts and diagrams Interpret charts and diagrams Measures of average Plot coordinates Work out frequency from frequency table Probability scale Conversion graphs Calculate probability List outcomes of 2 events Correlation Speed, distance, time	Measures Tell time using analogue and digital clocks Read scales with variety of divisions Identify standard metric units Measure and draw line accurately Round decimal numbers to 1,2,3 places Use four operations with decimals Convert from one metric unit to another Convert metric to imperial given conversion	Geometry Perimeter of 2D shape lines of symmetry Name 2D and 3D shapes Circle terminology Draw circle ; given radius/d Nets of 3D shapes Area of rectangle Rotational symmetry Measure and draw angles and lines Use fact angles at a point angles on a straight line Angles in triangles Angles in quadrilateral Area of triangle Reflection in a mirror line Volume of a cuboid Angles in parallel lines Area of parallelogram Area of trapezium Area and circumference of circles Translation Rotation Enlargement
Key Assessments	End of topic assessments Baseline Assessment Y7	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments
Important literacy and numeracy developed this year	**Literacy:** Key Words / vocabulary, comprehension, reading, writing explanations and comparisons. **Key vocabulary.** Literacy in mathematics means developing a pupil's structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings. **Numeracy:** Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance.					
How you can help your child at home	Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.					

Subject: Geography

"This is the story of our changing planet and what we can do to help it thrive." David Attenborough

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Introduction to Geography Our Place in The World Understand that Geography is the study of the Earth and is divided into physical and human geography. Know the difference between the British Isles, Great Britain and the UK Name the country and county they live in. Name some important physical and human features of the UK. Locate the UK on a globe and using an atlas Locate each nation's capital city on a map.	Rivers Explain key features of a river. Know where the Thames rises and which sea it flows into. What floods are and what causes them. What can be done to prevent flooding. Find rivers on a map of the UK. Draw and label a sketch map. Extract facts from text decide and give reasons.	The Water Cycle Know how the water cycle works. Outline the steps in providing a water supply. Draw and label a diagram of the water cycle. Write a news report. Summarise the steps in which rainwater is converted to tap water.	Glaciers Know what an ice age is . Know what glaciers are (ice sheet and mountain glacier), how they form and where they are. Understand the process of erosion, transportation and deposition. List items, explain and justify with a reason. Write a blog describing a place during the ice age Interpret a satellite image.	Rocks Know that rocks are made of minerals. Name three rock groups. Know how the rock cycle works. Know that rock is broken down by weathering. Draw diagrams. Identify similarities and differences. Compare and interpret photos.	Africa That Africa is shaped by its colonial history. That African countries share many characteristics in terms of human geography. That Africa has a variety of physical features. That Africa can be divided into four main biomes. Explore a map of Africa to become familiar with its countries. Interpret tables of data. Interpret photos. Suggest reasons.
Key Assessments	Label a map of the UK	Answer questions from a text about rivers	Label a diagram of the water cycle	Decide whether statements are true/false	Use given words to complete a cloze procedure	Make a PowerPoint presentation about a chosen biome.
Important literacy and numeracy developed this year	**Literacy:** Increase geographical vocabulary, extract facts from text to answer questions, write a report, blog and summary. **Numeracy:** Distance in km, rainfall in mm, time in mya (millions of years ago), interpret tables of data.					
Wider Skills	Links to Maths and Science.					

Subject: History

"History never repeats itself, but it rhymes." Mark Twain

Year 7	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	***Spring Term 2***	***Summer Term 1***	**Summer Term 2**
Knowledge and Skills	What is history?/ The Romans When the Romans invaded and why. How the Roman Army was structured and trained. Why people such as Boudicca rebelled. Aspects of everyday Roman life (Towns, Education, Gladiators). Understand timelines. Understand chronology. Understand how to use different types of evidence. Assess the reliability of evidence.	Saxons, Vikings and Normans Why and when the Saxons, Vikings and Normans invaded and what they changed. What caused the 1066 Crisis and how the Normans achieved victory. How the Normans changed and controlled Britain. Start to explain cause and consequence. Start to analyse historical sources.	Medieval Kings The key challenges faced by each monarch from William II to Edward I. How England changed politically, legally and in its relationship with the Church. Start to make historical comparisons. Start to understand the chronology of medieval English Kings.	Medieval Life Everyday life of peasants. How they made a living. Their understanding of law. How medieval people were entertained. Their relationship with the Church. The role of women in Medieval times. Start to understand different historical environments. How to use sources to understand historical environments. Explain different interpretations of history.	Medieval Life Part 2 How medieval people understood and treated illnesses. Medieval reactions to and understanding of the Black Death. Why the peasants revolted. Myths and Legends of medieval times. Continue to understand different historical environments. Explain a historical environment through writing.	The Islamic World The importance of the Silk Roads and Marco Polo. How the Islamic world came to be. The Golden Age of Islam, including inventions and religious tolerance. How Islam interacted with Medieval Europe. The Civilisations of Africa, with a focus on the Mali Empire. Write about difference and similarity. Compare and understand crossover between parallel periods of history.
Key Assessments	A factual knowledge assessment on Roman history.	Assessment of general knowledge through a quiz.	A poster project regarding one Medieval King that pupils have studied.	An interpretation and source question about life as a peasant.	An essay-style question about the Black Death and Peasants' Revolt.	A presentation project regarding history outside of Europe.
Important literacy and numeracy developed this year	**Literacy:** Pupils will learn the written skills of history, using evidence in writing and explaining the significance of evidence. They will start to understand how to explain causation and make comparisons. **Numeracy:** Pupils will understand chronology and how to work out the century of a given year. They will start to understand how different events fit into the chronology of British history.					
Wider Skills	Pupils will have a context and an appreciation of the various cultures and events that have shaped modern Britain and the world. They will learn the importance of different perspectives and viewpoints.					
How you can help your child at home	Encourage your child to read historical books such as Horrible Histories as part of their regular wider reading. Encourage them to use BBC Bitesize to learn and revise history. Share family history with your child.					

Subject: Physical Education

"Persistence can change failure into extraordinary achievement" Marv Levy

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Multi Skills and Games Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. passing, receiving, outwitting defenders and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. Pupils will be able to perform and develop an understanding of the following skills: Throwing, Catching, Movement , Finding space, shooting and small sided conditioned games. Teamwork, cooperation, independence, leadership, listening and resilience. Starting to develop a basic knowledge and understanding of attacking and defensive strategies. Starting to develop an understanding of basic rules, basic fouls and basic awareness of different roles in a team. Understanding how to use equipment safely.	Gymnastics Pupils will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques and routines. Accurate replication of skills showing control and fluency will be assessed. Pupils will be able to perform and develop an understanding of the following skills: Locomotion, Balances (individual, paired and group), Movement	Games Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. passing, receiving, outwitting defenders and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. Pupils will be able to perform and develop an understanding of the following skills: Ball familiarisation, Throwing, Passing, Shooting, Moving	Dance Pupils will develop the skills and use creativity to develop a fluent dance sequence. Pupils will learn to select and develop a range of compositional principles of their own. To perform a dance sequence showing an understanding of style, artistic intention and accompaniment. Body language, concept & movement will be developed through compositional ideas. Demonstrate high quality performances, techniques and sequences. Pupils will be able to perform and develop an understanding of the following skills: Using steps, Gestures, Formations, Body shapes	Athletes and Fitness Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further experience at jumping events, aiming for height/ distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed. Pupils will be able to perform and develop an understanding of the following skills: Develop sprint and pace running Developing throwing techniques in; Javelin, Shot Put Discuss Throw Hammer throw.	Striking and Fielding Games Pupils will learn to use basic principles of play when selecting and applying tactics to produce a successful outcome. Pupils will develop the skills necessary to outwit opponents. Batting, bowling will be developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. Pupils will be able to perform and develop an understanding of the following skills: Ball familiarisation, Throwing, Catching, Batting, Striking
Key Assessments	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.
Important literacy and numeracy developed this year	**Literacy:** Developed literacy by giving written feedback to others in the group and written feedback on the lesson. **Numeracy:** Developed numeracy by counting points, scores and times. Also by measuring accuracy and recording times.					
Wider Skills	Pupils will have an context and an appreciation of the various sporting events that have shaped modern Britain and the world. They will learn the importance of different perspectives and viewpoints with regards to sport and physical activity.					
How you can help your child at home	Encourage your child to undertake sport and physical activity outside of school. Look at joining different sports clubs in your local area. Access internet, including YouTube to take part in different activities (Yoga, Pilates, Home workout's). Encourage healthy eating, and active lifestyle.					

Subject: Swimming

"Don't be afraid of failure. It is the way we succeed." LeBron James

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Swimming – Front Crawl, Back Stroke, Breast Stroke, push and gliding. Pupils will develop knowledge of Body action, Leg action, Arm action, Breathing and Timing which will help develop performance of different swimming strokes.	Swimming – Front crawl, Back stroke, Breast Stroke, push and gliding. Pupils will develop knowledge of Body action, Leg action, Arm action, Breathing and Timing which will help develop performance of different swimming strokes.	Swimming – Front crawl, Back Stroke, Breast Stroke, push and gliding. Pupils will develop knowledge of Body action, Leg action, Arm action, Breathing and Timing which will help develop performance of different swimming strokes.	Swimming – Front crawl, Back Stroke, Breast Stroke, push and gliding. Pupils will develop knowledge of Body action, Leg action, Arm action, Breathing and Timing which will help develop performance of different swimming strokes.	Swimming – Front Crawl, Back Stroke, Breast Stroke. Life saving language – huddle position, treading water, wading through water Pupils will develop knowledge of Body action, Leg action, Arm action, Breathing and Timing which will help develop performance of different swimming strokes. Pupils will develop knowledge of different life saving techniques.	Swimming – Front Crawl, Back Stroke, Breast Stroke. Life saving language – huddle position, treading water, wading through water Pupils will develop knowledge of Body action, Leg action, Arm action, Breathing and Timing which will help develop performance of different swimming strokes. Pupils to develop knowledge of different life saving techniques
Key Assessments	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.
Important literacy and numeracy developed this year	**Literacy:** Pupils will developing understanding activity and sport related language throughout the year. **Numeracy:** Pupils will develop an understanding of how to count points, scores and times in a wide range of activities throughout the year.					
Wider Skills	Team-work skills.					
How you can help your child at home	Extra-curricular clubs YouTube – (PE with Joe Wicks) Netflex Encourage to undertake physical activity – attending swimming lessons, or swimming sessions.					

Subject: PSHE

'Be the change you want to see in the world.' Mahatma Gandhi

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and skills	Transition and safety Learn how to identify, express and manage emotions in a constructive way. Learn how to manage the challenges of moving to a new school. Learn how to establish and manage friendships. Learn how to improve study skills. Learn how to identify personal strengths and areas for development. Understand personal safety strategies and travel safety, e.g. road, rail and water. Learn how to respond in an emergency situation.	Developing key skills and aspirations Learn how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. Learn about a broad range of careers and the abilities and qualities required for different careers. Learn about equality of opportunity and how to challenge stereotypes, broaden their horizons and how to identify future career aspirations.	Diversity Learn about identity, rights and responsibilities and about living in a diverse society. Learn how to challenge prejudice, stereotypes and discrimination. Recognise the signs and effects of all types of bullying, including online. Learn how to respond to bullying of any kind, including online.	Health and Puberty Learn how to make healthy lifestyle choices including diet, dental health, physical activity and sleep. Learn how to manage influences relating to caffeine, smoking and Alcohol. Learn how to manage physical and emotional changes during puberty and about personal hygiene. Learn how to recognise and respond to inappropriate and unwanted contact.	Building Relationships Learn how to develop self-worth and self-efficacy about qualities and behaviours relating to different types of positive relationships. Learn how to recognise unhealthy relationships and how to recognise and challenge media stereotypes. Learn how to evaluate expectations for romantic relationships and about consent, and how to seek and assertively communicate.	Financial Decision Making Learn how to make safe financial choices about ethical and unethical business practices and consumerism about spending, saving and budgeting.
Key Assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments
Important literacy and numeracy developed this year	**Literacy:** Reading of texts/ poems/ scenarios, Written responses. Looking at appropriate language for different situations. **Numeracy:** Money skills					
Wider Skills	Resilience, Independent learning, Group work and Empathy.					
How you can help your child at home	Encourage them to talk about what they have been learning about. Encourage them to ask any questions they may have. Involve them in decisions around lifestyle and diet. Encourage them to take some responsibility for their own money e.g. a bank account or a prepaid card.					

Subject: Citizenship

"Citizenship education can transform society; more thoughtful and engaged citizens lead to a stronger and more just society." Ali Berry

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	What is citizenship? What is active citizenship How can we participate in school and the wider community	What are rules and why do we need them? What rights and responsibilities do we have? How do rights and responsibilities change as we get older?	British Values What does it mean to be British? (Include the Royal family and Union Jack) What festivals and customs are traditionally celebrated in Britain?	British Values What is British culture – included, pastimes, food etc What famous landmarks make up Britain?	How the law protects animals. What laws are in place to protect pets? How are charities and pressure groups involved in animal welfare and protection?	How the law protects animals. What different views are there on animal welfare issues? What are some global concerns to do with animal welfare and what can we do about them?
Key Assessments		End of topic assessments		End of topic assessments		End of topic assessments
Important literacy and numeracy developed this year	**Literacy:** Tier 2 and 3 vocabulary, speaking and listening in debates and discussions **Numeracy:** Understanding chronology through ordering key dates in history and government policies and legislation. Understanding data.					
Wider Skills	General knowledge, know what is happening in their local area, nationally and globally.					
How you can help your child at home	Watch and discuss relevant news items locally, nationally and globally.					

Subject : RE

"It's one thing saying you've got the best god, but saying it's the only real one is a bit of cheek, in my opinion." Terry Pratchett

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Who am I? To understand the difference between fact and belief. To be able to express their own beliefs and listen to the views of others. To be able to define the key terms for the topic. To have a basic understanding of the makeup of British society in the 21st Century.	What is the big story in the Bible? To develop and understanding of the overall message of Christianity as presented in the Bible. To recognise that people within the same society can have different views. Religions / views studied: Christianity Judaism Atheist.	Who was Moses and why was he important? To develop an understanding of religious history. To be able to identify key religious and historical figures in Jewish and Christian history. Religions / views studied: Christianity Judaism Atheist.	What is so radical about Jesus? To understand that Jesus was a historical figure. To reflect on the actions of Jesus as a spiritual figure. Identify the things that are important in their own lives and compare these to religious beliefs. To consider how Jesus' actions would be interpreted in modern society.	Should we sell religious buildings to feed the homeless? To be able to research and reflect. To consider religions place within society. To develop an awareness of different religions and how they worship in the UK. Religions / views studied Christianity Islam Sikhism.	What does it mean to believe in rules? To develop their own beliefs and values. Explain how actions affect others and how our upbringing impacts on our beliefs and actions. Show an understanding of the term 'morals'.
Key Assessments	"All about me" written piece.	End of topic assessment – News article	End of topic assessment – multiple choice.	Pupils to look at what makes a leader important and how Jesus is considered important. Stained Glass window project.	End of topic assessment – GCSE style question with writing frame.	Class debate
Important literacy and numeracy developed this year	**Literacy:** Writing in full paragraphs and using writing frames to help organise written work. Opportunities for group work and paired work to enhance skills. **Numeracy:** Times and dates in RE context					
Wider Skills	Pupils will draw on a variety of skills including reasoning, research and resilience whilst building cross curricular skills with English, History, Geography and Art.					
How you can help your child at home	https://www.natre.org.uk/resources BBC bite sized – BBC RE					

Subject: Science

"The science of today is the technology of tomorrow." Edward Teller

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Cells Ask scientific questions. Plan a scientific investigation, including variables. Record and analyse scientific data. Use a microscope. Identify features of animal, plant and specialised cells. Describe unicellular organisms.	Sound Describe the three states of matter using particle theory. Describe and explain changes of state. Describe diffusion and gas pressure. Describe features of sound waves. Explain how the ear detects sound. Describe uses of ultrasound.	Light Describe tissues and organ systems. Describe the breathing process. Explain how the skeletal and muscular systems work. Describe reflection and refraction. Compare the eye to cameras. Explain how we see colours.	Forces Define atoms, elements and compounds. Use simple chemical formulae. Describe how to measure forces. Describe squashing and stretching forces. Describe the effects of friction. Describe the effects of non-contact forces. Explain balanced and unbalanced forces.	Reproduction Describe the changes that occur during adolescence. Identify the parts and functions of the male and female reproductive systems. Describe the processes of fertilisation, gestation and birth. Describe the menstrual cycle. Identify the parts and functions of a flower. Describe pollination, fertilisation and seed dispersal in plants.	Space Describe objects observed in the night sky. Name and compare objects within our solar system. Explain daily and seasonal changes on earth. Describe the phases of the moon. Investigate the effect of meteorite impacts.
Key Assessments	Baseline assessment (KS2) Cells topic assessment. Writing a set of instructions for using a microscope; "Specialised cells" – 6 mark question.	Particles topic assessment. Sound topic assessment. "States of matter" 6 mark question.	Body systems topic assessment. Light topic assessment. "The eye and the camera" 6 mark question.	Elements, atoms & compounds topic assessment. Forces topic assessment. Squashing and stretching" 6 mark question. Calculating means; Presenting data as a scatter graph; Drawing a line of best fit.	Reproduction topic assessment. "Menstrual cycle" 6 mark question.	Space topic assessment. "What is in the universe?" reading comprehension.
Important literacy and numeracy developed this year	**Literacy:** Start to use of scientific vocabulary and definitions throughout written work. Label diagrams with help. Be able to write a simple scientific statement to explain findings and demonstrate understanding of the topic. **Numeracy:** Calculate means from data. Present data in simple charts with given axes and assistance. Make simple calculations with support.					
Wider Skills	Use the correct apparatus to follow a method with help. State a simple conclusion from a scientific observation. State any difficulties encountered carrying out this method. Describe simple observations made during an experiment. Follow safety procedures.					
How you can help your child at home	Support with encouraging home learning tasks set on www.kerboodle.com – pupils have their login details in their planner.					

Subject: Resistant Materials

"If you can dream it, you can do it." Walt Disney

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills Knowledge of materials and ingredients KU To Master Practical Skills MP To Design and Evaluate D&E Take Inspiration from other sources INSP	Key Fob Resistant Materials and workshop safety To understand and know the range of resistant materials. To understand the different properties of a range of resistant materials . KU To understand and demonstrate good workshop safety practice. MP	Key Fob Manufacturing techniques To select from and use specialist tools, techniques, processes, equipment and machinery precisely for a range of resistant materials.KU, MP Including: using hand tools for cutting, finishing. Machinery to include pillar drill, band facer and guillotine.	Torch Project design process To use research and exploration, to identify and understand user needs. D&E To identify and solve their own design. D&E To develop specifications to inform the design of innovative, functional, appealing products. D&E To use oral and digital presentations and computer-based tools. D&E To analyse the work of past and present professionals and others. INSP Produce a Questionnaire. Existing ideas analysis. Electronic component research.	Torch Project Electronic circuits Manufacturing techniques Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. KU, MP To select from and use a wider, more complex range of materials, and components, taking into account their properties. KU, MP To understand how more advanced electrical and electronic systems can be powered and used in their products. KU, MP To review basic inputs and outputs in a system.	Desk Tidy design Process To use research and exploration, such as the study of different cultures, to identify and understand user needs. D&E To identify and solve their own design problems. D&E To develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. D&E To use a variety of approaches to generate creative ideas and avoid stereotypical responses . INSP To develop and communicate design ideas using annotated sketches, 3-D, oral and digital presentations and computer-based tools.D&E, MP Analyse the work of past and present professionals and others to develop and broaden their understanding. INSP Produce a Questionnaire. Existing ideas analysis.	Desk Tidy Manufacturing skills including CAD/CAM To select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. KU, MP Including: Hand tools for cutting, finishing and CAD/ CAM for decoration. To select from and use a wider, more complex range of materials, taking into account their properties. KU, MP
Key Assessments	Knowledge of materials Tools Knowledge	Practical accuracy and confidence, final outcome	Questionnaire Existing Ideas analysis Specification	Practical accuracy and confidence, final outcome	Questionnaire Existing ideas analysis Use of 2D Design	Use od 2d Design and laser cutter, Practical accuracy, final outcome
Important literacy and numeracy developed this year	**Literacy:** Pupils will mainly develop their subject knowledge and understanding of keywords in order to appreciate aesthetic and physical properties as well as technical principles. In addition pupils will need to develop evaluative and descriptive skills in order to review their own and others work and justify opinions. **Numeracy:** Pupils will need to develop elements of accuracy and measure in work including units of measure, estimation, sizing, ratio, % and scaling work. Students will use graphical techniques and spreadsheets in their research activities.					
Wider Skills	Pupils will develop skills in research and design as well as their ICT skills in Excel, 2D Design and PowerPoint. They will learn to review their own work and the work of others and consider sustainability and the understanding of trademark, registered design, patent and copyright.					
How you can help your child at home	You can encourage your child by supporting them in their personal study. There a number of websites listed below that support further study in the subject but more importantly by praising their practical work that they bring home you will help develop their self worth and confidence. It is hoped you will see their growing ability and range of skills develop in the products they bring home usually towards the end of each term. Web sites: https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/subjects/zfr9wmn https://www.stem.org.uk/gcse-design-and-technology-resources https://www.theschoolrun.com/best-design-and-technology-home-schooling-resources https://design-technology.org/					