

Year 7 English

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Sherlock Holmes</p> <p>Assessment task:</p> <p>Explore and comment on how Dr Roylott is presented.</p> <p>Key vocabulary:</p> <p>Explain; analyse; protagonist; hierarchy; antagonist; genre; mystery; clues; motive</p>	<p><u>Half Term 1</u></p> <p>Unit title: Gothic fiction</p> <p>Assessment task:</p> <p>Write a description of a gothic setting using a stimulus</p> <p>Key vocabulary:</p> <p>Gothic; metaphor; personification; alliteration; simile; zoomorphism; adjectives; verbs</p>	<p><u>Half Term 1</u></p> <p>Unit title: Poetry of character and voice</p> <p>Assessment task:</p> <p>Compare the way two poems present a shared theme</p> <p>Key vocabulary:</p> <p>Caesura; enjambment; lexis; rhyme; rhythm; tone; mood; attitude</p>
<p><u>Half Term 2</u></p> <p>Unit title: Introduction to Shakespeare</p> <p>Assessment task:</p> <p>How does Shakespeare present a theme or character?</p> <p>Key vocabulary:</p> <p>Play; stage directions; lighting; dramatic irony; symbolism; evaluate; contextual reference</p>	<p><u>Half Term 2</u></p> <p>Unit title: Social campaign</p> <p>Assessment task:</p> <p>Write an article arguing against teenage stereotypes</p> <p>Key vocabulary:</p> <p>Stereotype; rhetorical questions; triplets; adjectives; short sentences; statistics; alliteration; audience; purpose; context</p>	<p><u>Half Term 2</u></p> <p>Unit title: Victorian collection</p> <p>Assessment task:</p> <p>Explore and comment on how a character is presented in a certain extract</p> <p>Key vocabulary:</p> <p>Prejudice; discrimination; sexism; class system; covertly; overtly; oppression</p>

Year 7 Maths

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1 – Solving Worded Problems</u></p> <p>Consolidation – Number bonds Convert units Money +/- Measurement</p> <p>Core – Place value (including decimals) Add and subtract (including decimals) Estimation Perimeter Word problems</p> <p>Higher – Different counting systems or bases Generalisation Upper and lower bounds</p>	<p><u>Half Term 1 - Geometry</u></p> <p>Consolidation – Lengths and units Parallel and perpendicular Work with angles Division and the mean</p> <p>Core – Draw, measure and name acute and obtuse angles Find unknown angles (straight lines, at a point, vertically opposite) Properties of triangles and quadrilaterals</p> <p>Higher – Tessellating triangles and quadrilaterals Tangram investigations Rigid shapes</p>	<p><u>Half Term 1 – Application of Algebra</u></p> <p>Consolidation – Areas of rectangles and triangles Number patterns Algebraic notation Triangle and quadrilateral properties</p> <p>Core – Order of operations Substitution Simplify algebraic expressions Solve word problems with expressions Sequences</p> <p>Higher – Four fours Patterns and generalising Algebraic mean questions</p>
<p><u>Half Term 2 – Explain and Investigate</u></p> <p>Consolidation – Mental strategies Multiplication facts Multiplication strategies Solve number problems</p> <p>Core – Factors, HCF, multiples, LCM Multiply and divide (including decimals) Area of rectangle and triangle Calculate the mean</p> <p>Higher – Shikaku puzzles Different counting systems or bases Alternative methods of multiplication Generalisation</p>	<p><u>Half Term 2 - Fractions</u></p> <p>Consolidation – Equal parts Factors and multiples Tenths and hundredths Fractional areas</p> <p>Core – Equivalent fractions Compare and order fractions and decimals Change mixed numbers to improper fractions Fraction of a quantity Multiply and divide fractions</p> <p>Higher – Terminating and recurring decimals Fractions of tangrams Shape block challenges</p>	<p><u>Half Term 2 - Percentages</u></p> <p>Consolidation – Decimals and problem solving Fractions of shapes Equivalence Order of operations</p> <p>Core – Construct and interpret statistical diagrams Convert between percentages, vulgar fractions and decimals Percentage of a quantity Find the whole, given the part and the percentage</p> <p>Higher – Comparing and converting between representations Applications of percentages</p>

Year 7 Science

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Atoms, elements and compounds Forces</p> <p>Spatial focus Understanding atoms, elements and compounds. Understanding Forces and their impact.</p> <p>Enquiry Question How are atoms, elements and compounds different? How do forces effect and impact on our everyday lives.</p> <p>Concepts/synoptic links: Elements, making compounds, compound formulae and conservation of mass 1. Balanced forces, Resultant forces, Effects of forces, Friction, Air and water resistance, Non-contact forces and Hooke's Law</p>	<p><u>Half Term 1</u></p> <p>Unit title: Chemical Reactions Gas exchange</p> <p>Spatial focus Chemical reactions, word and symbol equations, displacement reactions and catalyst. Leaf structure, stomata, lung structure and lung capacity.</p> <p>Enquiry Question Why are chemical reactions so important? What is the importance of cellular respiration?</p> <p>Concepts/synoptic links: Rearrangement of atoms, representing chemical reactions, comparing reactions and oxidation and reduction. Plant structures in different environments. The impact of smoking, asthma and exercise on human gas exchange system.</p>	<p><u>Half Term 1</u></p> <p>Unit title: Waves Earth Atmosphere and materials.</p> <p>Spatial focus Transverse and longitudinal waves, the wave equation, water waves, speed of sound, echoes and auditory range. Making polymers, testing polymers, ceramics and composites and presenting products.</p> <p>Enquiry Question How are waves used around us? Why are polymers, ceramics and composites so important in everyday life?</p> <p>Concepts/synoptic links: Calculating waves speed, interpreting data and comparing different types of waves. Earth as a source of limited resources and the efficacy of recycling and properties of different materials.</p>
<p><u>Half Term 2</u></p> <p>Unit title: Inside cells Electricity/magnetism.</p> <p>Spatial focus Structure of animal and plant cells, specialized cells and organisation of organisms. Magnetic field, electromagnets, static electricity, current electricity, potential difference.</p> <p>Enquiry Question Why are animal and plant cells different? How to every day materials link to magnetism?</p> <p>Concepts/synoptic links: Diffusion, sub-cellular structure and cell division. Comparing materials and effects, conductors and insulators, series and parallel circuits.</p>	<p><u>Half Term 2</u></p> <p>Unit title: States of matter, Nutrition and Kinetics,</p> <p>Spatial focus Solids, liquids and gases, particle model, energy change and gas pressure. Human diet, energy requirements, energy in food and unbalanced diets. Changing states of matter, conservation of mass, diffusion, Brownian motion.</p> <p>Enquiry Question How do the different properties of solids, liquids and gases affect their densities? Why are balanced diets important?</p> <p>Concepts/synoptic links: Internal energy, energy transfers and particle motion. Consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. Conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving.</p>	<p><u>Half Term 2</u></p> <p>Unit title: Environment Space Physics</p> <p>Spatial focus Natural Selection, food Chains and accumulation, food Webs, flower Structure and pollination. Solar system, the moon, gravity and mass and comparing gravity and mass in our solar system.</p> <p>Enquiry Question How do the relationships within our ecosystems vary? How do day lengths vary?</p> <p>Concepts/synoptic links: Understanding the relationships within ecosystems and how organisms affect and are affected by their environment. Understanding the relationship between planets, weight and gravitational strength.</p>

Year 7 Art

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Hide!</p> <p>Focus Lettering styles and illustration</p> <p>Enquiry How are colour and shape used in Art and Design. How can you use these elements to camouflage letters and shapes?</p> <p>Concepts/themes links: Letters, spacing, graphic design, ascenders and descenders, shape, line, pattern, tone.</p>	<p><u>Half Term 1</u></p> <p>Unit title: Hide!</p> <p>Focus Patterns and colour.</p> <p>Enquiry In what other examples has pattern and colour been used for camouflage? What methods can be used to make a repeat pattern.</p> <p>Concepts/themes links: Patterns, Dazzle ships</p>	<p><u>Half Term 2</u></p> <p>Unit title: Architecture</p> <p>Focus 3 Dimensional construction</p> <p>Enquiry What building methods can be used to make a structure? How does light effect the look and feel of a building/space?</p> <p>Concepts/themes links: Form, balance, weight, angles, light, dark.</p>
<p><u>Half Term 2</u></p> <p>Unit title: Hide!</p> <p>Focus Camouflage in the animal kingdom.</p> <p>Enquiry What theories are used to explain how we see and experience colour? How are colour and shape used in the animal kingdom? How can these elements be used to camouflage letters and shapes?</p> <p>Concepts/themes links: Colour theories.</p>	<p><u>Half Term 2</u></p> <p>Unit title: Architecture</p> <p>Focus Favelas</p> <p>Enquiry How is perspective used to convey space? Technical drawing skills</p> <p>Concepts/themes links: Proportion, shapes, lines, perspective.</p>	<p><u>Half Term 2</u></p> <p>Unit title: Architecture</p> <p>Focus Constructing a township/favela</p> <p>Enquiry What impacts people's standards of living? Why does inequality exist? How can Art and architecture help to improve people's living conditions, health and happiness.</p> <p>Concepts/themes links: Space, privacy, communal living, social mobility, health and happiness in one's environment.</p>

Year 7 Design and Technology

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1 – TEXTILES</u></p> <p>Unit title: Cultural Cushions</p> <p>Spatial focus Research skills, designing for specific target market. Sewing machine skills, decorative textiles techniques.</p> <p>Enquiry Question How can research be used to aid design development for specific target markets?</p> <p>Concepts/synoptic links: Design brief, criteria, client profile, research, design development, textile technique.</p>	<p><u>Half Term 1 – FOOD</u></p> <p>Unit title: Introduction into Food Preparation & Nutrition</p> <p>Spatial focus Health and safety, basic knife skills, using the grill, using the oven, using the senses, making a white sauce and exploring cake making methods.</p> <p>Enquiry Question How can recipes be adapted to increase the nutritional content?</p> <p>Concepts/synoptic links Healthy eating and lifestyle choices, design specifications and criteria for success.</p>	<p><u>Half Term 1 - GRAPHICS</u></p> <p>Unit title: Pop up cards</p> <p>Spatial focus Health and safety, research skills, designing for specific target market. Drawing tools, techniques and materials.</p> <p>Enquiry Question How can research be used to aid design development for specific target markets?</p> <p>Concepts/synoptic links: Design brief, criteria, client profile, research, design development, design technique.</p>
<p><u>Half Term 2– TEXTILES</u></p> <p>Unit title: Cultural Cushions</p> <p>Spatial focus Accurate construction of Cultural Cushion using textiles techniques: tie dye, batik, applique, stenciling, hand embroidery & sewing machine skills.</p> <p>Enquiry Question Can I identify and plan the correct order of making</p> <p>Concepts/synoptic links: Measuring, accuracy, quality control, evaluation</p>	<p><u>Half Term 2 – FOOD</u></p> <p>Unit title: Introduction into Food Preparation & Nutrition.</p> <p>Spatial focus Accurate knife skills, safe use of a hand held blender, cutting into uniform shapes and sizes.</p> <p>Enquiry Question What constitutes a healthy balanced diet?</p> <p>Concepts Healthy eating, vegetarianism, dietary requirements and shaping and forming.</p>	<p><u>Half Term 2</u></p> <p>Unit title: Pop up cards</p> <p>Spatial focus Accurate construction of Cityscape Icons pop-up paper and cards engineering, using drawing tools, techniques and materials.</p> <p>Enquiry Question How can I identify steps to plan the making of my product in the correct order?</p> <p>Concepts/synoptic links: Measuring, accuracy, quality control, sustainability, evaluation.</p>

Year 7 Drama

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Basic Drama Skills</p> <p>Content: Gain a basic understanding of key Drama skills, using Hurricane Katrina as a stimulus.</p> <p>Assessment: Written evaluation Practical performance using freeze frames</p>	<p><u>Half Term 1</u></p> <p>Unit title: Stacey Brown</p> <p>Content: Examining how time and different interpretations of a scene can be used to explore a topic.</p> <p>Assessment: Use cross-cutting to explore Stacey's life Evaluate the use of cross-cutting</p>	<p><u>Half Term 1</u></p> <p>Unit title: Romeo and Juliet</p> <p>Content: Using scripts and bringing Shakespeare into the 21st Century</p> <p>Assessment: Performing from a script</p>
<p><u>Half Term 2</u></p> <p>Unit title: Greek Theatre - Antigone</p> <p>Content: Learning about Greek Theatre and the play Antigone. Continuing to work on basic skills</p> <p>Assessment: Write and perform a piece as a Greek Chorus</p>	<p><u>Half Term 2</u></p> <p>Unit title: The Plague</p> <p>Content: Begin to understand how we can use stereotypes in drama and how to create an atmosphere</p> <p>Assessment: Use narration to build an atmosphere in a performance</p>	<p><u>Half Term 2</u></p> <p>Unit title: Ghost stories</p> <p>Content: Working in groups to learn how to create, write and perform a ghost story</p> <p>Assessment: Final ghost story performance</p>

Year 7 Geography

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Introduction to UK Geography</p> <p>Spatial focus</p> <p>UK Geography (focus on London, Bermondsey, Lake District)</p> <p>Enquiry Question</p> <p>What is human and physical geography? What does regeneration mean and how can it benefit an urban area? Why did the UK vote to leave the EU?</p> <p>Concepts/synoptic links:</p> <p>Human/physical geography, compass directions, urban/rural, urban land use models, regeneration, tourism</p>	<p><u>Half Term 1</u></p> <p>Unit title: Amazing Places</p> <p>Spatial focus</p> <p>Svalbard, Death Valley, Antarctica, Las Vegas, Bhutan, Tropical Rainforests (Amazon)</p> <p>Enquiry Question</p> <p>What are some of the amazing places around the world? What are they like? How do different places develop? What challenges do different places around the world face?</p> <p>Concepts/synoptic links:</p> <p>Development indicators, climate change, sustainability, flora and fauna survival and adaptation, urban challenges</p>	<p><u>Half Term 1</u></p> <p>Unit title: Africa</p> <p>Spatial focus</p> <p>Africa</p> <p>Enquiry Question</p> <p>What is Africa's place in the modern day world? What is the perception of Africa around the world? What are the human and physical features of different parts of Africa? What is the future like for African countries?</p> <p>Concepts/synoptic links:</p> <p>Physical geography of Africa, deserts, human aspects of geography, urban challenges in Africa, economic future of key African countries</p>
<p><u>Half Term 2</u></p> <p>Unit title: Geographical Skills</p> <p>Spatial focus</p> <p>World Maps, UK</p> <p>Enquiry Question</p> <p>What are maps and how do we use them? What are 4 and 6 figure grid references? How do we use maps? E.g. measuring distance and scale, choropleth maps</p> <p>Concepts/synoptic links:</p> <p>Latitude/longitude, grid references, choropleth maps, relief, distance, scale</p>	<p><u>Half Term 2</u></p> <p>Unit title: Climate Change</p> <p>Spatial focus</p> <p>Global, UK focus, low lying island countries (e.g. Maldives), polar regions</p> <p>Enquiry Question</p> <p>What are the natural and human causes of climate change? What are the impacts of climate? Why does climate change matter? How can we mitigate against climate change?</p> <p>Concepts/synoptic links:</p> <p>Climate change, renewable energy, enhanced climate change, carbon offsetting</p>	<p><u>Half Term 2</u></p> <p>Unit title: The Coastal Zone</p> <p>Spatial focus</p> <p>UK coastal area – Norfolk and Dorset</p> <p>Enquiry Question</p> <p>What are the process that impact the coastal areas? How do these affect humans?</p> <p>Concepts/synoptic links:</p> <p>Coastal change and erosion, coastline management</p>

Year 7 History

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Introduction to year 7 history</p> <p>Time period: 5th - 8th Century</p> <p>Enquiry Question How do historians find out about the past?</p> <p>Key skills: Source analysis</p>	<p><u>Half Term 1</u></p> <p>Unit title: The City of London</p> <p>Time period: 2st - 21st Century</p> <p>Enquiry Question: When did the City of London see its biggest change?</p> <p>Key skills: Change and Continuity</p>	<p><u>Half Term 1</u></p> <p>Unit title: Treason</p> <p>Time period: 17th Century</p> <p>Enquiry Question: Did the Gunpowder Plotters really want to kill the King?</p> <p>Key skills: Source Analysis</p>
<p><u>Half Term 2</u></p> <p>Unit title: Medieval Monarchs</p> <p>Time period: 12th - 14th Century</p> <p>Enquiry Question: How powerful were Medieval kings?</p> <p>Key skills: Similarity and Difference</p>	<p><u>Half Term 2</u></p> <p>Unit title: The Tudors</p> <p>Time period: 15th - 17th Century</p> <p>Enquiry Question: Why did Britain go on a religious rollercoaster?</p> <p>Key skills: Cause and Consequence</p>	<p><u>Half Term 2</u></p> <p>Unit title: Treason</p> <p>Time period: 17th Century</p> <p>Enquiry Question: Does Cromwell deserve his nickname?</p> <p>Key skills: Interpretations</p>



Year 7 Modern Foreign Language

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1: Introductions</u></p> <p>Language: Phonics & Pronunciation Introducing yourself Numbers 1-31 Months & Birthday</p> <p>Grammar: Basic connectives Present tense</p>	<p><u>Half Term 3: School</u></p> <p>Language: Classroom items School subjects & facilities Describing teachers Snacks</p> <p>Grammar: Opinions and justifications Qualifiers with adjectives</p>	<p><u>Half Term 5: Local Area (1)</u></p> <p>Language: Places around town Weather Arranging to go out Making and declining invitations</p> <p>Grammar: The verbs 'go' and 'do' The verb 'want'</p>
<p><u>Half Term 2: Family</u></p> <p>Language: Colours Describing hair and eyes Countries & nationalities Family members & pets</p> <p>Grammar: Adjective agreement Verbs 'be' and 'have'</p>	<p><u>Half Term 4: House and Home</u></p> <p>Language: Types of house Areas to live in Rooms in the house Furniture</p> <p>Grammar: Present tense Prepositions</p>	<p><u>Half Term 6: Local Area (2)</u></p> <p>Language: Free-time activities Asking for and giving directions Eating out Shopping</p> <p>Grammar: Imperative Near future tense</p>

Year 7 Music

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit title: Transition Unit</p> <p>Content: Singing <i>Musical Futures</i> - Classroom work shopping</p> <p>Skills: Developing pulse Part singing Developing group performance and improvisation</p>	<p><u>Half Term 1</u></p> <p>Unit title: Keyboard Skills</p> <p>Content: IT based keyboard lessons</p> <p>Skills: Pitch notation – treble and bass clef Developing instrumental skills – posture, hand position, fingering Playing with two hands Basic chords</p>	<p><u>Half Term 1</u></p> <p>Unit title: Film Music</p> <p>Content: Introduction to music IT - <i>Logic sequencing software</i> Composing music to a given film clip</p> <p>Skills: Sequencing – live input of sounds, samples, basic effects Compositional devices</p>
<p><u>Half Term 2</u></p> <p>Unit title: World Rhythms</p> <p>Content: African drumming & Singing Indonesian Gamelan Samba</p> <p>Skills: Rhythm notation Developing ensemble performance skills</p>	<p><u>Half Term 2</u></p> <p>Unit title: Descriptive Music</p> <p>Content: Programme music Conveying mood and narrative Instruments of the orchestra</p> <p>Skills: Aural recognition of instruments The effect of musical devices e.g. discord, resolution, major / minor, chromaticism Composing leitmotif</p>	<p><u>Half Term 2</u></p> <p>Unit title: Jazz Improvisation</p> <p>Content: Context and musical conventions in Blues and Jazz</p> <p>Skills: Developing improvisation skills Developing ensemble rehearsal and performance skills 12 bar blues Scales: Pentatonic, Blues, Dorian mode</p>

Year 7 Society and Ethics Beliefs

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Theme: What is Religion?</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> What has religion to do with me? How does religion affect our world? How is religion portrayed in the media? What does religion mean for other people? Does religion matter anymore? <p>Key Words: Islam, Monotheism, Hinduism, Judaism, Sikhism, Christianity</p>	<p><u>Half Term 1</u></p> <p>Theme: What is Citizenship?</p> <p>Enquiry Questions/Studies:</p> <ul style="list-style-type: none"> Wants, Needs and Rights What is Fairness? What are Human Rights? The Participation of children in our world How do we balance conflicting human rights? <p>Key Words: Declaration, Fairness, United Nations, education, refugees</p>	<p><u>Half Term 1</u></p> <p>Theme: What is the best guidance?</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> Do non-religious rules provide good guidance? What are our human rights? Do religious leaders provide good guidance? How important are religious leaders? How important are non-religious leaders? <p>Key Words: Guidance, Human Rights, freedoms, conscience, liberty</p>
<p><u>Half Term 2</u></p> <p>Theme: What is God like?</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> Can God be described? How is God represented in Art? How does Hinduism understand God? How does Islam understand God? How does Christianity understand God? What is the Christian Trinity? Is God the same for everyone? <p>Key words: Omniscient, Transcendent, Immanent, Omnipotent, Braham, Tawhid</p>	<p><u>Half Term 2</u></p> <p>Theme: Young People and the Law</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> How does the law affect me? Why do young people commit crimes? Gangs What happens when young offenders are caught? What happens at Youth Court? Crime Prevention Youth Behind Bars <p>Key words: Magistrates, rehabilitation, consequences, reprimand</p>	<p><u>Half Term 2</u></p> <p>Theme: Do We Have a Responsibility Towards Others?</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> What is social responsibility? Is climate change really happening? Should charity begin at home Can poverty be eradicated <p>Key Words: environment, climate change, social responsibility, charity, poverty</p>