

# Year 7

<p>English</p>	<p><b>These units and language skills are delivered across a whole academic year</b></p> <p><b>READING</b>            Novels will be read as main texts in English lessons and studied throughout the year. Writing activities are often closely connected to the texts studied.</p> <p>Texts for year 6 are as indicated below. Several of the titles will be covered by each child during the school year. Each child will read and study at least one text from each category</p> <p>Novels will be allocated as is appropriate for each of the ability groups operating in English</p> <p><b>Breadwinner</b>  <b>by Deborah Ellis</b></p> <p><b>Holes</b>  <b>by Louis Sachar</b></p> <p><b>The Boy in the Striped Pyjamas</b>  <b>by John Boyne</b></p>	<p><b>WRITING- Spelling, Punctuation and Grammar</b>            This will include the teaching and subsequent and appropriate use of:            Punctuation full stops, capital letters, commas, question marks, exclamation marks, apostrophes. speech marks (direct and reported), brackets and ellipses.            Word classes-            Nouns, proper, common, abstract and collective            Verbs including modal verbs            Verb tenses            Adverbs including: movement, place and time            Phrases including : noun phrases, verb phrases, adjectival phrases and articles.            Clauses- phrases, main and subordinate.            Embedded clauses and semi colons to link clauses            Hyphens to avoid ambiguity            Conjunctions and connectives            Prefixes and suffixes</p> <p><b>“DETECTIVE” PROJECT</b></p> <p><b>The Ballad of Charlotte Dymond</b>  <b>by</b></p>	<p><b>TEXT TYPES</b>  <b>Written and spoken outcomes</b>            These will include:            Instructional            Descriptive            Diary entry            Recount            Leaflet            Play script            Discursive            Biography            Autobiography            Persuasive/ argument            Letters            Poetry.</p> <p>Role play            Drama</p> <p><b>PERSUASIVE WRITING</b></p> <p><b>Holes</b>  <b>by Louis Sachar</b></p>

# Year 7

	<p><b>Room 13</b> by Robert Swindells</p> <p><b>Bumface</b> by Morris Gleitzman</p>	<p>followed by</p> <p><b>The Speckled Band -Sherlock Holmes</b> By Sir Arthur Conan Doyle</p> <p><b>Victorian project</b></p>	<p><b>Millions</b> by Frank Cottrell Boyce</p>
<p>Maths</p>	<p><b>Autumn Term</b></p> <p><b>NUMBER- Whole Number and Decimals-</b> Place value, decimals Multiplication and division by 10, 100 and 1000 Negative numbers Multiplication and division integers- calculation methods</p> <p><b>GEOMETRY- Measures, Perimeter and Area</b> Length Metric measure Conversion Perimeter area of a rectangle, triangle and parallogram</p> <p><b>ALGEBRA- Expressions and</b></p>	<p><b>Spring Term</b></p> <p><b>NUMBER- Whole Numbers and Calculations</b> Rounding Order of operations Multiplication and Division by power of 10 Multiplication and division Calculator methods</p> <p><b>STATISTICS -</b> Bar charts Pie charts Line graphs Mode, median and range Mean Frequency tables Interpretation Collecting data Comparing data</p> <p><b>GEOMETRY AND MEASURE -</b></p>	<p><b>Summer Term</b></p> <p><b>ALGEBRA - Sequences</b> Sequences and rules Term to term rules Position in a sequence</p> <p><b>NUMBER - Decimal Calculations</b> Mental methods – decimals Written methods of multiplying decimals Written methods of dividing decimals Interpreting calculator display</p> <p><b>CASE STUDY - Electricity in the House</b></p> <p><b>RATIO AND PROPORTION –</b> Proportion and direction Ratio Ratio and proportion % increase and decrease</p> <p><b>STATISTICS AND PROBABILITY-</b></p>

# Year 7

	<p><b>Formulae</b> Simplifying and substituting Expressions Collecting like terms Indices Formulae</p> <p><b>CASE STUDY - Dairy Farming</b></p> <p><b>NUMBER- Fractions, Decimals and Percentages</b> Equivalent fraction Multiplication and division of fractions Decimals and fractions Percentages of amounts</p> <p><b>GEOMETRY- Measures, Angles and 2D Shapes</b> Measuring angles Drawing angles Angles in a triangle Properties of a triangle Properties of quadrilaterals Properties of polygons</p> <p><b>ALGEBRA – Graphs</b> Co-ordinates Plotting straight line graphs Real life graphs Time series graphs</p> <p><b>CASE STUDY – Recycling and Energy</b></p>	<p><b>Transformations and Symmetry</b> Reflectional symmetry Rotation Rotational symmetry Translation Tessellations</p> <p><b>CASE STUDY –Rangoli</b></p> <p><b>ALGEBRA</b> Multiplication and division terms Balancing Simple equations Two step equations</p> <p><b>NUMBER - Factors and Multiples</b> Factors and multiples Square numbers Square roots Prime numbers LCM and HCF</p> <p><b>GEOMETRY AND MEASURE – Construction and 3D Shapes</b> Constructing triangles Scale drawing Properties of 3D shapes Isometric drawing Nets of 3D shapes Surface area Volume</p> <p><b>CASE STUDY – Labyrinths and Mazes</b></p>	<p>Probability Probability scale Outcomes Theoretical v experimental probability Sets</p> <p><b>CASE STUDY- The School Fair</b></p> <p><b>REAL LIFE MATHS – Everyday Maths</b></p> <p>Swimming Gala Diving pool Diving competition Café Invitations event</p>
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# Year 7

<p>Science</p>	<p><b>These units are delivered over the whole academic year</b></p> <p><b>ECOSYSTEMS</b></p> <p><b>Ecosystems and the factors that affect them. This includes the impact of human activity and the importance of biodiversity.</b></p> <p>Why humans explore our planet Adaptations of organisms to their environments The effect of environmental changes on organisms The flow of energy through food chains</p> <p><b>CELLS, TISSUES, ORGANS AND SYSTEMS</b></p> <p><b>Develop previous knowledge to develop understanding of organ systems</b></p> <p>What makes an organism? Plant and animal organs Looking at tissues/ microscope skills Differences between plant and animal cells Organ Systems</p>	<p><b>MIXTURES AND SEPARATION</b></p> <p><b>Basic knowledge of the states of matter, mixtures and separation methods of sieving and filtration are explored.</b></p> <p>Laboratory safety Solutions and solubility Heating/ evaporating Boiling and boiling points Distillation Chromatography</p> <p><b>ACIDS AND ALKALIS</b></p> <p><b>What are acids and alkalis? Looking at neutralisation reactions and some of their uses.</b></p> <p>Safety and risk reduction in the use of chemicals at home and the school laboratory Use of indicators to determine whether a liquid is an acid or an alkali Introduction to pH scale How equations can be used to model chemical reactions Introduction of the term “base”</p>	<p><b>ENERGY</b></p> <p><b>Introduces the idea that stores of energy are needed to make most things happen</b></p> <p>Food as a source of energy Storage and transference of energy in different ways Fuels Renewable energy resources Issues relating to human use of energy/ advantages and disadvantages</p> <p><b>CURRENT ELECTRICITY</b></p> <p><b>Measurement of current and how it behaves in various circuits.</b></p> <p>Safety in the use of electricity How the idea of current electricity was developed Adding bubs to circuits and using ammeters to measure current Introduce the idea of resistance Different types of circuit Introduction to voltmeters Ring mains Advantages and disadvantages of the use of electricity</p>
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# Year 7

## MUSCLES AND BONES

**This covers three important organ systems: the gas exchange, circulatory and locomotive systems.**

Gas exchange system and looking at the role of muscles in ventilation  
Circulatory system and the content and function of blood  
Bones and their various functions  
Joints muscles together to enable movement and the control of this by the nervous system.  
The effect of drugs on muscles and the nervous system.

## SEXUAL REPRODUCTION IN ANIMALS

**Taught in the context of efforts made by zoos to prevent endangered species becoming extinct**

The human male and female reproductive system  
How sexual intercourse leads to the formation of an embryo  
Gestation and birth  
How a baby grows and develops into a child and the matures through puberty to adulthood

## THE PARTICLE MODEL

**The different properties of solids, liquids and gases**

Looking at the different properties of solids, liquids, gases in terms of shape, volume and compressibility  
Introduces the particle theory of matter  
Brownian motion  
The particle theory to explain diffusion in different situations  
Explanations and applications of gas pressure

## ATOMS, ELEMENTS AND COMPOUNDS

**This unit expands on the “Particle Model” unit of work.**

Review of chemical and physical changes  
Introduces basic definitions of atoms, molecules, elements, compounds and mixtures.  
The periodic table  
Formation of compounds and naming simple compounds  
Reviews chemical reactions  
Extends and further develops the idea of word equations.

## SOUND

**How sounds are made, transmitted and detected.**

Looks at some of the ways sounds are made or used by animals  
How sound is produced, links to pitch and frequency  
Sound passing via vibrations and the speed of sound in different materials  
Detecting sound with ears and microphones  
Sound insulators  
Echolocation and sonar  
Comparing sound waves

## FORCES

**Revision of previous study of forces. Expanding knowledge and understanding of friction, gravity and springs.**

Forces-pushing and pulling  
Change of speed and direction  
The difference between mass and weight  
Friction and lubrication  
Pressure as a measure of force  
The effects of balanced and unbalanced forces on moving and stationary objects

# Year 7

<p>History &amp; Geog,(Humanities)</p>	<p>Autumn Term</p> <p><b>GEOGRAPHY</b></p> <p><b>ORDINANCE SURVEY SKILLS</b></p> <p><b>Developing map skills</b> Learning how to use ordinance Survey maps (OS). Using a compass to assist finding location and using this skill in map work.</p> <p><b>HISTORY</b></p> <p><b>The Development of Church, State and Society in Medieval Britain 1066 – 1509.</b> The Norman Conquest and feudal system The struggle between the Church and the Crown, death of Thomas Beckett Magna Carta and the emergence of Parliament.</p>	<p>Spring Term</p> <p><b>GEOGRAPHY</b></p> <p><b>ZAMBIA</b></p> <p><b>Learning about the country in which we have a “Global Partnership” with Rokana school in Kitwe in the Zambian Copperbelt.</b></p> <p>Using atlas and map skills to identify the main geographical features of Zambia. Comparing similarities and differences within and between the two countries. Link with Rokana using internet/ web cam/</p> <p><b>HISTORY</b></p> <p><b>The Development of Church, State and Society in Medieval Britain 1066 – 1509.</b> Medieval Life including the Black Death and its social and economic impact on society. The Peasants Revolt The Wars of the Roses and the Battle of Bosworth Field</p>	<p>Summer Term</p> <p><b>GEOGRAPHY</b></p> <p><b>POPULATION</b></p> <p>Studying where people live. Why do people live where they do?  Why do people move from place to place? Population statistics.</p> <p><b>HISTORY</b></p> <p><b>Local History Study</b> Castles- The development of castles and how they changed over time. A study of Prudhoe Castle</p>
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# Year 7

<p>R.E.</p>	<p><b>Autumn Term</b></p> <p><b>CHRISTIANITY – GOD</b></p> <p><b>Learn that Christians believe in the Trinity and understand that this belief encourages Christians to think and act in certain ways.</b></p> <p>Read extracts from the Bible re God is Fire and God is Light- investigate and interpretation of what this means. Caring for others, caring for the environment. Reading and retelling stories of God in people's lives. Response to fame. Nicky Cruz – story of a reformed lifestyle.</p>	<p><b>Spring Term</b></p> <p><b>ISLAM – GOD AND OTHER FAITHS</b></p> <p><b>Learn that Muslims believe that Allah is indivisible, eternal, and the creator and that he cares for his creation.</b></p> <p>Understand that Muslims subscribe to other important beliefs. The importance of the Qur'an to Muslims The 99 beautiful names of Allah Islamic festivals</p> <p><b>ISLAM – WORSHIP AND COMMUNITIES</b></p> <p>The Mosque and home as places of worship</p> <p>The "Five Pillars of Islam" and how they shape community spirit.</p> <p>Main divisions of Islam- Sunni, Shia and Sufi.</p> <p>Visit a Mosque</p>	<p><b>Summer Term</b></p> <p><b>CHRISTIANITY- CHRISTIANITY IN THE NORTH</b></p> <p><b>Recognise the importance of northern influences on the Spread of Christianity.</b></p> <p>Study the life stories of the key northern saints: Cudan, Bede, Oswald, Columba and Hild.</p> <p>Consider the importance of pilgrimage in religion.</p>
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# Year 7

<p>Citizenship</p>	<p>Autumn Term</p> <p><b>TROUBLE FOR DANNY</b></p> <p>Learning about the law, and justice system. This work is based on a text” Trouble for Danny”</p> <p><b>SHOW RACISM THE RED CARD</b></p> <p>This has professional sportsmen and women working with the children followed by a series of lessons based on exploring equality and anti racism.</p>	<p>Term Spring</p> <p><b>TOBACCO AND ALCOHOL</b></p> <p>Healthy Living- Drugs Education</p> <p><b>PERSONAL FINANCE</b></p> <p>Money skills – a project looking at managing money and banking.</p>	<p>Summer Term</p> <p><b>CLASS NOVEL</b> “Abomination”</p> <p>Personal and social education- theme equality and anti - discrimination</p> <p><b>PERSONAL SAFETY</b></p> <p>Emotional Health and Well Being</p>
<p>Modern Languages - French</p>	<p>Autumn Term</p> <p><b>LE LOOK DE A a Z:</b></p> <p><b>Learning how to read, write and talk about fashion and clothing.</b> Naming clothes and accessories. Revision of colour vocabulary. Describing type and style of clothes.</p>	<p>Spring Term</p> <p><b>BON JOURNEE:</b></p> <p><b>Daily routines and activities</b> Waking up, getting up, and getting ready, Going to school Eating, Helping at home Homework and bed times.</p>	<p>Summer Term</p> <p><b>ON SORTE:</b></p> <p><b>Socialising and Leisure Time</b> Talking and writing leisure time, hobbies, weekends. Arranging to meet up with friends or family. Making excuses.</p>

# Year 7

	<p>Offering opinions on own choice of clothes and to others. Giving reasons for opinions How to buy clothes in French. Planning a fashion show and commentating on this.</p> <p><b>TELE OU CINEMA :</b></p> <p><b>Learning and applying vocabulary and grammar related to styles of television programmes and film genre.</b> Reading and using television and film programme schedules. Revision of date/ time. Likes/ dislikes and reasons for these. Regular ER,IR and RE verbs present and perfect tenses</p> <p><b>LES CHORISTES:</b></p> <p><b>Media topic</b> Watching a French film” and reviewing this. Characterisation, description and opinion.</p>	<p>Use of present, perfect past and immediate future tenses, reflexive verbs Using vocabulary, phrases, sentences and paragraphs to write and speak about a school or ideal day.</p> <p><b>JOURS DE FETE</b></p> <p><b>Festivals and anniversaries in the French cultural calendar</b> Looking at and exploring similarities and differences between our countries.</p>	<p>Revising some previous units of work “Bon Appetit”, Tele ou Cinema and “Le Weekend a Dieppe. arrange to meet up at a given time and place for something to eat and other activities. Use of Immediate future and perfect tenses.</p>
<p>Music</p>	<p>Autumn Term</p> <p><b>NIGHT AND DAY</b></p> <p><b>Exploring sounds and the elements of music.</b></p>	<p>Spring Term</p> <p><b>AFRICAN MUSIC</b></p> <p><b>Exploring polyrhythms</b></p>	<p>Summer Term</p> <p><b>VOICE WORKS</b></p> <p><b>Exploring vocal textures and singing.</b></p>

# Year 7

	<p><b>CHRISTMAS AROUND THE WORLD</b></p>	<p><b>LADDERS</b></p> <p><b>Exploring scales</b></p>	
<p>Art and Technology</p>	<p><b>ART AND TECHNOLOGY ARE THE UNITS THAT WILL BE TAUGHT THAT THEY WILL BE DELIVERED IN</b></p> <p><b>ART AND DESIGN– CAROUSEL 1</b></p> <p><b>PICASSO AND CREATIVE CUBISM</b> To create a cubist picture using a variety of topical starting points in the style of Pablo Picasso. Watch a DVD of the artist's life and influence as the father of modern art. Create a written response to his achievements.</p> <p><b>RILEY AND OPTICAL ART</b> To create a series of line pictures in the style of Bridget Riley. Use lino- printing to create an art work. To “Hot Seat” the artist through an extensive piece of written research on her.</p>	<p><b>TAUGHT IN A CAROUSEL OF UNITS ACROSS ARE SHOWN HERE IN EACH OF THE THREE ART AND TECHNOLOGY.</b></p> <p><b>TECHNOLOGY RESISTANT MATERIALS – CAROUSEL 1</b></p> <p><b>PRODUCT DESIGN</b> What is a designer? Planning a product. What is a specification? Following a design brief. Designing for a client.</p>	<p><b>THE ACADEMIC YEAR. COLUMNS IN THE ORDER</b></p> <p><b>TECHNOLOGY- FOOD AND FABRICS CAROUSEL 1</b></p> <p><b>FABRICS AND FIBRES</b> Learning about natural fibres. Tie dye Making a cushion cover using cotton fabrics.</p>

# Year 7

	<p><b>ART – CAROUSEL 2</b> <b>SCULPTURE AND THE HUMAN FORM</b> To draw and build a wire frame in the form of a human being. Using mod-roc and wire sculpture use all knowledge of proportion and shape creating a figure.</p> <p><b>KLIMT AND GLITTERING COLLAGE</b> In the style of Gustav Klimt, design a small bowl and picture in his unique glittering way. To create a fish mobile using a variety of collage materials and draw in a range of coloured/ size of pencils, monochrome fish. Research packaging designs and create a designed packaged object using a viewfinder method.</p> <p><b>PACKAGING AND POTTERY</b> In the style of Gustav Klimt, design a small bowl and picture in his unique glittering way. To create a fish mobile using a variety of collage materials and draw in a range of coloured/ size of pencils, monochrome fish.</p>	<p><b>TECHNOLOGY RESISTANT MATERIALS – CAROUSEL 2</b></p> <p><b>PRACTICAL SKILLS</b></p> <p>Health and Safety in the workshop</p> <p>Cutting out using a Hegner saw.</p> <p>Providing a high quality finish.</p> <p>Evaluating a product.</p>	<p><b>TECHNOLOGY- FOOD AND FABRICS CAROUSEL 2</b></p> <p><b>FOOD TECHNOLOGY – BASIC SKILLS 3</b></p> <p>Skills in preparing and cooking.</p> <p>Baking skills – rubbing in, using thawed pastry, preparing fruit for cooking.</p> <p>Tutti fruity crumble, cheesy scones, sausage rolls.</p>
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# Year 7

<p>Physical Education</p>	<p>Across all 4 Year Groups units of work are delivered in blocks of up to 8 weeks duration.</p> <p><b>PE</b> Hockey and Badminton</p> <p><b>GAMES Boys</b> Football Rugby</p> <p><b>Girls</b> Netball Rugby</p>	<p>These are delivered across term boundaries.</p> <p><b>PE</b> Fitness and Athletics</p> <p><b>GAMES Boys</b> Rugby Basketball</p> <p><b>Girls</b> Football Gymnastics</p>	<p>Some activities are seasonal and the school tries to take maximum advantage of weather conditions, etc.</p> <p><b>PE</b> Athletics and Tennis</p> <p><b>GAMES Boys</b> Cricket Rounders</p> <p><b>Girls</b> Cricket Rounders</p>
<p>Computing</p>	<p>Autumn Term</p> <p><b>E SAFETY</b></p> <p>Who can see your information? Knowing about the latest Web2.0 technologies and uploading photos. What does the law say?</p> <p><b>PHOTOGRAPHY 1</b></p> <p>How to take a perfect photograph. Camera shots and techniques.</p>	<p>Spring Term</p> <p><b>PHOTOGRAPHY 2</b></p> <p><b>COMPUTERS</b></p> <p>IT hardware- taking apart computers and learning about how the components work. Links to mathematics –binary</p>	<p>Summer Term</p> <p><b>SCRATCH</b></p> <p>Games based programming in the most popular programming software - SCRATCH.</p>