



Curriculum Document Year 7 Spring Term

<p><u>Mathematics</u> Sets 1-5:</p> <ul style="list-style-type: none">• Introduction to algebra• Simplifying expressions• Substitution• Solving equations• Straight line graphs• Sequences• Triangles and quadrilaterals• Area and perimeter• Circles• 3d shapes, volume, surface area• Converting units• Measuring angles• Angle properties• Angle in polygons• Parallel lines <p>Sets 3, 4 and 5 as above but also:</p> <ul style="list-style-type: none">• Function Machines• Coordinates <p>Set 4 and 5 as above but also:</p> <ul style="list-style-type: none">• Converting units• Measuring and reading scales <p><u>Science</u> HT3 B2a: Body systems C2a: Acids and Alkalis. P2a: Circuits Spring term assessment</p> <p>HT4 B2a: Body systems C2a: Acids and Alkalis. P2a: Circuits</p> <p><u>Geography</u> Africa: A Continent Of Contrasts? <ul style="list-style-type: none">• Where is Africa?</p>	<p><u>English</u> Back Packing Around the Globe</p> <ul style="list-style-type: none">• Folk tales• Poetry analysis• Non-fiction writing- review, inform, persuade, advise, inform and argue• Descriptive writing• Source analysis• Non-fiction writing• Comparison of text• Writing poems• Analysis of Blogs, Vlogs, adventurers• Explorer analysis <p><u>Computing</u> How computers work? Content covered, including knowledge and skills:</p> <ul style="list-style-type: none">• Inputs and outputs• Components in a computer• Hardware• Software• RAM• CPU• User interfaces• Binary• Operating systems <p><u>Career opportunities:</u></p> <ul style="list-style-type: none">• Programming• IT engineer• Gamer• Teacher <p>This unit offers students an insight into what is a computer allowing them to learn about input, and output devices that make up the computer as well as binary conversion.</p> <p><u>History</u> What was the Tudor Reformation? <ul style="list-style-type: none">• What is the difference between Catholics and Protestants</p>	<p><u>Character Development</u></p> <p><u>ATM & SMSC</u> Dreams and Goals</p> <ul style="list-style-type: none">• Identifying dreams and goals• Steps to achievement• Managing set-backs• Motivation and rewards• Self-monitoring/ Self-evaluation <p>Healthy Me</p> <ul style="list-style-type: none">• Physical and emotional health• Taking responsibility for health• Substances and their effect• Nutrition• Vaccinations• Sleep hygiene
---	---	--



Curriculum Document Year 7 Spring Term

<ul style="list-style-type: none">• What is the quality of life like there?• Contrasting environments• Climate <p>Crumbling Coastlines</p> <ul style="list-style-type: none">• What is a coastline?• Landforms• Formations• Examples in the UK <p>Technology - Food</p> <p>Theory:</p> <ul style="list-style-type: none">• Introduction to the food room & FPN (this covers health and safety and hygiene rules of the food room (kitchen), Food provenance – Fruits & vegetables, , and Nutritional knowledge related to the Eat well guide, physical & working properties of various ingredients• Importance of hydration• Food functions, Cake making methods,• Build-up of practical skills from one recipe to the next• Nutritional knowledge related to the Eat well guide, physical & working properties of various ingredients physical & working properties of various ingredients• Build-up of practical skills from one recipe to the next• What is sensory analysis and can I use this to analyse ready made products? <p>Practical & Skills:</p> <ul style="list-style-type: none">• Knife & cutting skills (Bridge hold & claw grip to create a fruit fusion / Fruit Salad)• How to measure and weigh• Using small equipment• Rubbing in method• Assessment: self and peer assessment from dishes made and teacher assessment on particular pages within the work booklet• Knife skills and use of the hob• making a dough• Creaming method• Bread making skills (bread rolls),	<ul style="list-style-type: none">• What was Henry VIII like and what kind of church did he create• Edward VI's church• Lady Jane Grey• Mary's church• Elizabeth's church <p>How has the nature of Crime and punishment changed?</p> <ul style="list-style-type: none">• Punishment under the Normans• Role of the Church• Gun Powder Plot• Witch hunts• Victorian slums• Bow street runners <p>PE</p> <p>Boys' PE:</p> <ul style="list-style-type: none">• Sport Ed (FB) - students are placed into groups and provided a role that they will undertake. They will run drills and play Football games to earn points for their team• Handball - students will practice the basic and advanced skills required for Handball• Rugby - students will practice the basic skills required for Rugby• Fitness - students will understand how to work out safely using varying training methods whilst learning about the muscles• Dodgeball - students will learn the varying tactics to be successful in Dodgeball <p>Girls' PE:</p> <p>Trampoline/Gym - students will get the chance to create routines either on Gym mats or on the Trampoline</p> <ul style="list-style-type: none">• Non traditional - students will get to undertake less traditional based sports such as Volleyball and Benchball• Fitness - students will understand how to work out safely using varying training methods whilst learning about the muscles• Dance - students will create Dance routines and finish pre-set routines to ultimately perform in front of their peers• Netball - students will practice the basic skills required for Netball <p>Drama</p> <p>Silent Movies:</p>	
---	--	--



Curriculum Document Year 7 Spring Term

<ul style="list-style-type: none">• Pizza shaping & topping skills. <p><u>Art</u> We intend that students learn how to analyse an artist’s artwork; to understand Subject, Element, Media and Intention. Students will create transcriptions (recreations) of artist’s work to understand them better. Students will need to understand about colour theory; at this stage primary, secondary and tertiary. Students will use their already developed drawing skills to draw a cupcake. They will then use their knowledge of colour mixing to apply colour pencil to half of their drawing. They will then explore using watercolours and how to mix these and use them; learning about new techniques.</p>	<ul style="list-style-type: none">• Exploring style of theatre.• Use of non-verbal communication• Use of exaggeration and placards• Charlie Chaplin as an actor- aims and audience response <p>It was Terrifying:</p> <ul style="list-style-type: none">• Naturalistic acting• Exploring themes of bullying- cause and consequence• Responding to stimulus- poem• Creating juxtaposition• Writing monologues <p><u>Music</u></p> <ul style="list-style-type: none">• Take part in school concerts and shows• Learn various instrumental techniques• Learn about music theory and improvisation• Learn some keyboard skills <p><u>RS</u> How are Muslims Supported by Five Pillars? How religion can be seen in day-to-day life as well as special occasions. Was Jesus Man or God? Considering what makes religion inspirational as well as why people can be skeptical.</p> <p><u>Languages – French</u> Free time: - Hobbies and Sports</p> <ul style="list-style-type: none">• Culture: Francophone countries, sports played in France• Talking about weather and seasons• Sports that you play – Using “jouer” (to play) + à• Activities that you do – Using the verb “faire” (to do)• What you like doing – Using “aimer” (to like) + infinitive• Listening and reading skills - Discovering sports in French-speaking countries, using cognates and context• Speaking skill – Creating an interview with a celebrity, forming and answering questions. <p>School</p> <ul style="list-style-type: none">• Culture: Famous French historical people, schools in France, food eaten at school• Telling the time• What you think of your school subjects and why – Likes and	
---	---	--



Curriculum Document Year 7 Spring Term

	<p>dislikes using “er” verbs</p> <ul style="list-style-type: none">• What you wear to school – Using adjectives after nouns• Talking about your school day - New “er” verbs• Listening and reading skills - Learning about a typical French school, reading and listening for gist• Writing skills - Saying what there is and is not in your school, agreeing and disagreeing <p>Languages – Spanish</p> <p>Free time – Hobbies and sports</p> <ul style="list-style-type: none">• Culture: Famous Spanish sports personalities, dancers, singers• Saying what you like to do – Giving opinions + infinitive• What you do in your spare time – Using “ar” verbs in the present tense• Weather – Using “cuando”(when)• What sports you do – Using “hacer” (to do) and “jugar” (to play)• Reading skill - Reading about different hobbies, understanding more challenging texts• Speaking skill – Taking part in a longer conversation, using question words <p>School</p> <ul style="list-style-type: none">• Culture: Schools in Spain• What subjects you study – Using “ar” verbs• Giving opinions about school subjects – Using opinion + definite article• Describing your school. – Using the words for “a / some / the”• Talking about break time – Using “er / ir” verbs• Listening skill - Understanding details about school, using prediction as a listening strategy• Writing skill - Writing a longer text about your school, checking written work is accurate	
--	--	--