

## CORE

English	<p><b>An introduction to narrative writing</b> covering narrative concepts such as:</p> <ul style="list-style-type: none"> <li><i>Structuring narratives</i></li> <li><i>Character archetypes</i></li> <li><i>classical texts for character arcs</i></li> </ul>	<p><b>An introduction to narrative writing</b> will also cover covering types of narratives such as:</p> <ul style="list-style-type: none"> <li><i>Re-birth</i></li> <li><i>Rags to Riches</i></li> <li><i>Voyage and Return</i></li> <li><i>Overcoming the monster</i></li> <li><i>The Quest</i></li> </ul>
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Mathematics	<p><b>Number Properties</b>, focusing on:</p> <ul style="list-style-type: none"> <li><i>Square and cube numbers</i></li> <li><i>Factors, multiples and primes</i></li> <li><i>Product of primes</i></li> <li><i>Highest Common Factors and Lowest Common Multiples</i></li> <li><i>Rounding, bounds and Estimation</i></li> </ul>	<p><b>Expressions and sequences</b> focusing on:</p> <ul style="list-style-type: none"> <li><i>Substitution</i></li> <li><i>Collecting like terms</i></li> <li><i>Expanding brackets</i></li> <li><i>Sequences and the nth term</i></li> </ul>
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Science	<p><b>Structure &amp; functions of the body system</b> The unit begins with looking at <i>what is in food</i> followed by <i>the digestive system and bacteria in the digestive system</i>. It also looks at other key functions of the body including: <i>The lungs, Breathing, the skeleton and Joints and muscles</i>.</p> <p><b>Periodic table.</b> This will introduce key knowledge areas that include: <i>The periodic table, properties of metals, properties of non-metals and elements</i>.</p> <p><b>Energy.</b> In this module, the following key topics will be explored: <i>Energy changes, conservation of energy, thermal radiation, elastic potential energy, renewable and non-renewable energy</i>.</p>	
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History	<p>The Year 7 Spring term addresses the following key questions in History:</p> <ul style="list-style-type: none"> <li><i>How far did the normans change England?</i></li> <li><i>Why could no one ignore the power of the church?</i></li> <li><i>Why did Henry and Becket's quarrel turn bitter and fatal?</i></li> <li><i>Did towns free people?</i></li> <li><i>Was King John truly the "worst King of England"?</i></li> </ul>	
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Geography	<p>The first half of the Spring term looks at <b>Population</b> and the key question, <b>can we solve the problem of overpopulation?</b></p> <ul style="list-style-type: none"> <li><i>Population change</i></li> <li><i>Population distribution and settlement factors</i></li> <li><i>Migration</i></li> <li><i>Urbanisation</i></li> </ul>	<p>In the second half of the Spring term, pupils work on a unit entitled <b>Economy Vs Environment - Are we risking our natural world in order to make money?</b> They will explore knowledge areas that include:</p> <ul style="list-style-type: none"> <li><i>Rainforests</i></li> <li><i>Antarctica</i></li> <li><i>Tourism</i></li> <li><i>Hydrocarbons</i></li> </ul>
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## WORLD

Spanish	<p><b>Family and Friends</b> is our topic for the Spring term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <ul style="list-style-type: none"> <li><i>Family members</i></li> <li><i>Pets and animals</i></li> <li><i>Descriptions</i></li> <li><i>Personality</i></li> </ul>	<p><b>Grammatical and linguistic focus.</b> In exploring this topic, pupils will learn the following key knowledge:</p> <ul style="list-style-type: none"> <li><i>Introduction to possessive pronouns</i></li> <li><i>Common regular/irregular verbs</i></li> <li><i>Present tense of 'ser'</i></li> <li><i>Adjectival agreements</i></li> <li><i>Adverbs of frequency</i></li> <li><i>Qualifiers</i></li> </ul>
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French	<p><b>School</b> is our topic for the Spring term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <ul style="list-style-type: none"> <li><i>School subjects</i></li> <li><i>Clothes and uniform</i></li> <li><i>School Day</i></li> <li><i>Seasons/holidays</i></li> <li><i>Days of the week</i></li> <li><i>School facilities</i></li> </ul>	<p><b>Grammatical and linguistic focus.</b> In exploring this topic, pupils will learn the following key knowledge:</p> <ul style="list-style-type: none"> <li><i>Basic adjectival agreements</i></li> <li><i>Qualifiers</i></li> <li><i>Present tense er' verbs</i></li> <li><i>Basic opinions</i></li> <li><i>Key connectives</i></li> </ul>
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<b>Religious Studies</b>	<b>Unit 7.2 Wise words Key question :</b> Where can we look for wisdom today? This unit looks at a variety of religious and non-religious wise words and teachings and then moves to look at some sources of wisdom and authority from the Torah, Bible and Qur'an.
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To provide extended time to develop, plan, create, and evaluate projects in the technical disciplines, these subjects are delivered on a rotation basis and consequently, will be taught in different sequences. We have, however, outlined the first projects taken in each discipline below to give an overview of the content that will be covered during Year 7.

**TECHNICAL**

<b>Design Technology</b>	<p><b>Materials Unit:</b> Pupils will learn about materials, specifically timbers and plastics and their sources, characteristics and applications. They will learn about where different joints and fabrication methods are used and they will apply their understanding and skills in producing a trinket box in plywood and acrylic.</p> <p><b>CAD unit:</b> Pupils will learn about the advantages and disadvantages of using CAD and will learn how to use the tools to produce a file for a laser-cut clock. Students will undertake creative designing and will then draw up their designs using 2D Design software.</p> <p><b>Sustainable textiles unit:</b> Pupils will learn about the 6 R's of sustainability and sewing techniques to design and produce a sustainable and reusable bag. Students will develop a logo design to be block printed on to the bag.</p>	<p><b>Biomimicry Unit:</b> Pupils will learn about bio-mimicry and where it is used in the real world. They will also learn how to design from nature as a source of inspiration in the design of a LED lamp. The product life cycle is also taught within this unit, so students can assess a product's impact on the environment, considering different stages of a product's life.</p> <p><b>Food A:</b> Pupils will learn about healthy diets, the balance of different nutrients required and develop an understanding of some of the factors that affect food choice. They will learn some basic cooking skills alongside understanding how to work safely and hygienically in the kitchen.</p>
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<b>Computer Science</b>	<p><b>Programming using Scratch</b> - key knowledge includes:  <i>Introduction to programming and sequencing</i>  <i>Sequence and variables</i>  <i>Selection</i>  <i>Operators</i>  <i>Count-controlled iteration</i></p>	<p><b>Developing for the web</b> Key knowledge includes:  <i>Website building blocks</i>  <i>Taking shortcuts</i>  <i>Searching the web</i>  <i>Navigating the web</i></p>
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<b>Food Technology</b>	<p>As part of a rotation within the DT curriculum, children will carry out a Food Technology at some stage in the academic year. This will ensure they can:  <i>understand and apply the principles of nutrition and health</i>  <i>become competent in a range of cooking techniques</i>  <i>understand the source, seasonality and characteristics of a broad range of ingredients</i></p>
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<b>Art</b>	<p><b>After finishing Still Life</b> - looking at the following knowledge and skill areas:  <i>Mastering biro cross hatching techniques</i>  <i>Exploring surface texture and tone</i></p>	<p><b>Pupils move on to look at Perspective:</b>          This work has a focus on 15th Century - present and includes the work of Leonid Afremov.          Pupils will work on the following knowledge and skill areas:  <i>Mastering the illusion of depth</i>  <i>Exploring 3D shapes with one point perspective</i>  <i>Exploring 3D lettering with one point and two point perspective</i></p>
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**PERFORMANCE**

<b>Physical Education</b>	<p>PE groups participate in different sports and activities on a rotation. Year 7 sports will involve a range of activities that include: football, cross country, netball, dance, table tennis, rounders, cricket and Athletics.          The key focus of skills across these disciplines include:  <i>Accurate replication</i>  <i>Outwitting Opponents</i>  <i>Food &amp; Nutrition</i>  <i>Performing at max levels</i>  <i>Striking and fielding</i></p>
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<b>Music</b>	<p>The rotation of topics in year means that pupils will study either <b>'The Elements of Music'</b> or <b>'Melody'</b>. <b>Elements of Music</b> builds in further practical work to introduce children to composition and performance. The key aspects are being able to listen between and within the elements of music in greater depth showing increasing understanding.</p>	<p>For the <b>'Understanding Melody'</b> unit, key knowledge includes:  <i>Notes on a Keyboard</i>  <i>Music notation</i>  <i>C major Scale.</i>  <i>learn to play melodies at the keyboard</i>  <i>Pupils will compose a melody, make recordings and edit their work using music technology.</i></p>
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