



# Year 7 Overview

Subject	Autumn 1 Theme: Origins Links: Science-cells, Geography-Earth's origins	Autumn 2 Theme: Paranormal Links: Science- skeleton, History- Heaven and Hell	Spring 1 Theme: Inventions Links: science-electricity, History-Black Death and cures	Spring 2 Theme: London Links: History- Life in London	Summer 1 Theme: Africa Links: History- Britain's' Slave trade, Geography-Africa	Summer 2 Theme: Magical Fantasy Links: Science- Interdependence, History- Witchcraft, Art- Surrealism and Metamorphosis
<b>Reading</b> <i>Genre</i>	Poems about Origins (Earthday poems)  Reading Outcome: 3 PEA paragraphs analysing word choices in the poem.  Non Fiction- Autobiographies.  Reading and extracting key information from a selection of known celebrity autobiographies.	Charles Dickens- A Christmas Carol Grimm Fairy Tales (Goosebumps)  Classical Fiction	Non Fiction- Explanation texts  Historical Fiction?  Speaking and Listening focus	Non-Fiction: A range of Texts about London & The Globe Theatre  Play by William Shakespeare Midsummer Night's Dream	Fiction Journey to Jo'Burg, Beverley Naidoo Freedom over me - Picture book	Modern Fiction - Fantastic Beasts - JK Rowling
<b>Writing</b> <i>Purpose &amp; Genre</i>	Outcomes: Poetry - Similes, rule of three, adjectives and exclamation marks  Non Fiction - Outcome: Auto biography- 'All about me' (Research into their family and the roles they play in their own lives)  Mini Outcome- Wordsworth poem- 'Norman Conquest'- History Link	Outcomes: Biography: Charles Dickens Skills: Us comparative connectives, analytical connectives, adjectives, hyphens  Narrative: Discuss structure of the story, explore the theme of each of the ghosts and analyse the effect they have on the other characters and the reader. Create profiles for each Ghost.  Compare with Ghosts in alternative texts.	Outcomes: Factual Speech Plan and deliver an information speech explaining an invention. Skills: Use facts and opinions, modal verbs, anecdotes, semi-colons  Explanation texts Create an explanation text of a modern invention, explaining how it works and the changes it made.  Write at using paragraphs and the text structure of an explanation text.	Outcomes: Persuasion: Article persuading people to visit the Globe Theatre in Medieval England Skills: Use expert voice, rhetorical questions, rule of three, colons  Play scripts – read and enact scenes from the play.  Write an alternative scene, using conventions of a script.  Write a short piece describing Shakespeare, his life and his impact on English Literature.	Outcomes: Diary: Write 3 diary entries about the slaves' experience. Skills: Use personal pronouns, adverbials of time/ place, adjectives, commas  Narrative: Complete a character study and compare implicit and explicit details about that character.  Research Modern Slavery. Create a fact sheet about it.	Outcomes: Narrative: Explore characters, particularly magical beasts. Use descriptive language to describe, and look at Author's intent.  Narrative: Write a spinoff involving one of the characters.  Narrative: Describe settings, and use carefully chosen vocabulary to create atmosphere and suspense.
<b>Maths</b> <i>Detailed and directed planning for stage 7, with key language, pre requisites, teaching ideas and links to resources:</i> <a href="http://www.kangaroo-maths.com/kenny2.php?page=Kschemeks3">http://www.kangaroo-maths.com/kenny2.php?page=Kschemeks3</a>  <i>Click on the 'progression map' link in the top right of each section for key learning objectives from stage 1 up.</i>	<b>Numbers and the number system</b> · Find and test prime numbers · Find common factors of numbers · Find the highest common factor of numbers · Find common multiples of numbers · Solve problems involving the lowest common multiple · Use number patterns to solve problems · Recognise and use triangular numbers · Recognise and use square and cube numbers · Read, write and evaluate powers · Define and find square and cube roots  <b>Calculating</b> · Multiply and divide positive integers and decimals by a power of 10 · Add and subtract numbers up to six-digits using a formal written method · Add and subtract decimals with the same and different number of decimal places · Multiply and divide a number up to four-digits by a one or two-digit number · Multiply and divide a large integer up to four-digits by a decimal of up to 2dp using integer multiplication · Use a formal method to divide a decimal by an integer < 10 · Use a formal method to divide a decimal by an integer greater than 10 · Apply the order of operations to multi-step calculations involving up to four operations and brackets  DF1, DF2, RM6, SP1	<b>Checking, approximating and estimating</b> · Round a number to a specified number of decimal places · Round a number to one significant figure · Estimate calculations by rounding numbers to one significant figure · Explore ways of approximating numbers · Explore ways of checking answers  <b>Counting and comparing</b> · Comparing numbers · Ordering integers and decimals · Ordering fractions · Using comparison symbols in algebraic contexts  <b>Visualising and constructing</b> · Identify line and rotational symmetry in polygons · Understand and use labelling notation for lengths and angles · Use ruler and protractor to construct triangles, and other shapes, from written descriptions · Use ruler and compasses to construct triangles when all three sides known  DF1, DF3, RM1, RM3, RM5, SP3	<b>Investigating properties of shapes</b> · Know the connection between faces, edges and vertices in 3D shapes · Recognise and use nets of 3D shapes · Know and solve problems using the properties and definitions of triangles · Know and solve problems using the properties and definitions of special types of quadrilaterals.  <b>Algebraic proficiency</b> · Know the meaning of expression, term, formula, equation, function · Know and use basic algebraic notation · Simplify an expression by collecting like terms · Manipulate expressions by multiplying over a bracket · Substitute positive numbers into expressions and formulae · Given a function, establish outputs from given inputs and inputs from given outputs  <b>Exploring fractions, decimals and percentages</b> · Write one quantity as a fraction of another · Write a percentage as a fraction · Write a quantity as a percentage of another  DF3, DF4, DF7, RM3, SP4	<b>Proportional reasoning</b> · Describe a comparison of measurements or objects using ratio notation a:b · Simplify a ratio by cancelling common factors · Divide a quantity in two parts in a given part:part ratio · Solve problems involving a ratio a:b · <b>Patterns</b> · Recognise arithmetic progressions · Use a term-to-term rule to generate a linear sequence · Use a term-to-term rule to generate a non-linear sequence  <b>Measuring space</b> · Use a ruler to accurately measure line segments to the nearest millimetre · Use a protractor to accurately measure angles to the nearest degree · Convert between metric units of length · Convert between metric units of mass · Convert between metric units of volume / capacity · Convert between units of time · Convert between units of money  DF2, RM1, RM2, RM4, SP1, SP2	<b>Investigating angles</b> · Recognise and solve problems using vertically opposite angles · Recognise and solve problems using angles at a point and at a point on a line  <b>Calculating fractions, decimals and percentages</b> · Add and subtract proper and improper fractions · Add and subtract mixed numbers · Multiply and divide proper and improper fractions · Multiply and divide mixed numbers · Identify the multiplier for a percentage increase or decrease · Find a percentage of an amount · Use calculators to increase and decrease an amount by a percentage · Compare two quantities using percentages · Calculate the percentage change  <b>Solving equations and inequalities</b> · Solve one, two and three-step equations and inequalities when the solution is a positive integer or fraction · Solve multi-step equations including the use of brackets when the solution is a positive integer or fraction  DF2, DF4, RM3, SP1, SP4	<b>Calculating space</b> · Calculate perimeters of 2D shapes · Use and apply the formula to calculate the area of triangles and trapezia · Use and apply the formula to calculate the volume of cuboids · Find the surface area of cuboids (including cubes)  <b>Mathematical movement</b> · Solve geometrical problems on coordinate axes · Write the equation of a line parallel to the x-axis or the y-axis · Identify and draw the lines $y = x$ and $y = -x$ · Construct and describe reflections in horizontal, vertical and diagonal mirror lines · Describe a translation as a 2D vector · Construct and describe rotations using a given angle, direction and centre of rotation · Solve problems involving rotations, reflections and translations  <b>Presentation of data</b> · Interpret and construct frequency tables · Construct and interpret bar charts · Construct and interpret pie charts · Construct and interpret vertical line charts · Choose appropriate graphs or charts to represent data  <b>Measuring data</b> · Find the mode of set of data · Find the median of a set of data · Calculate the mean from a frequency table

# Year 7 Overview

						<ul style="list-style-type: none"> <li>Find the mode and median from a frequency table</li> <li>Calculate and understand the range as a measure of spread</li> <li>Analyse and compare sets of data, appreciating the limitations of different statistics and averages</li> </ul> <p>DF6, DF7, RM1, RM3, RM7, SP1</p>
<b>Science</b>	<p><b>Cells</b> Explain why multi-cellular organisms need organ systems to keep their cells alive. (Bio/SFLO/CO6)</p> <p>Suggest what kind of tissue or organism a cell is part of, based upon its features. (Bio/SFLO/CO3)</p> <p>Explain how to use a microscope to identify and compare different types of cells. (Bio/SFLO/CO1)</p> <p>Explain how uni-cellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cell. (Bio/SFLO/CO2, 5)</p> <p><b>Particle Model</b> Explain unfamiliar observations about gas pressure in terms of particles. (Chem/PNM1)</p> <p>Explain the properties of solids, liquids and gases based upon the arrangement and movement of their particles. (Chem/PNM1)</p> <p>Explain changes in states in terms of changes to the energy of particles. (Phys/M/PM1)</p> <p>Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion. (Phys/M/PM1)</p>	<p><b>Movement</b> Explain how a physical property of the skeleton relates to its function. (Bio/SFLO/SMS1)</p> <p>Explain why some organs contain muscle tissue. (Bio/SFLO/SMS2)</p> <p>Explain how antagonistic muscles produce movement around a joint. (Bio/SFLO/SMS3)</p> <p>Use a diagram to predict the result of a muscle contraction or relaxation. (Bio/SFLO/SMS2)</p> <p><b>Speed</b> Illustrate a journey with changing speed on a distance-time graph and label changes in motion. (Phys/MF/DM2)</p> <p>Describe how the speed of an object varies when measured by observers who are not moving; or moving relative to the object. (Phys/MF/DM1,3)</p>	<p><b>Voltage &amp; Resistance</b> Draw a circuit diagram to show how voltage can be measured in a simple circuit. (Phys/EE/CE1)</p> <p>Use the idea of energy to explain how voltage and resistance affect the way components work. (Phys/EE/CE2)</p> <p>Given a table of voltage against current to determine the resistance. (Phys/EE/CE2)</p> <p>Use an analogy like water in pipes to explain why part of a circuit has higher resistance. (Phys/EE/CE2)</p> <p><b>Current</b> Describe how current changes in series and parallel circuits when components are changed. (Phys/EE/CE1)</p> <p>Turn circuit diagrams into real series and parallel circuits, and vice versa. (Phys/EE/CE1)</p> <p>Describe what happens when charged objects are placed near to each other touching. (Phys/EE/SE2)</p> <p>Use a sketch to describe how an object charged positively or negatively become charged up. (Phys/EE/SE1)</p> <p><b>Earth Structure</b> Explain why a rock has a particular property based upon how it was formed. (Chem/EA1, 2, 3)</p> <p>Identify the causes of weathering and erosion and described how they occur. (Chem/EA3)</p> <p>Construct a labelled diagram to identify the processes of the rock cycle. (Chem/EA3)</p>	<p><b>Metals and non-metals</b> Describe an oxidation, displacement or metal-acid reaction with a word equation. (Chem/CR2,3)</p> <p>Use particle diagrams to represent oxidation, displacement and metal-acid reactions. (Chem/CR1)</p> <p>Identify an unknown element from its physical and chemical properties. (Chem/PT1)</p> <p>Place an unfamiliar metal into the reactivity series based on information about its reactions. (Chem/M1)</p> <p><b>Variation</b> Explain whether characteristics are inherited, environmental or both. (Bio/GE/ICDG1)</p> <p>Plot bar charts or line graphs to show discontinuous variation data. (Bio/GE/ICDG4)</p> <p>Explain how variation helps a particular species in a changing environment. (Bio/GE/ICDG3)</p> <p>Explain how characteristics of a species are adapted to particular environmental conditions. (Bio/GE/ICDG5)</p>	<p><b>Sound</b> Explain observations where sound is reflected, transmitted or absorbed by different media. (Phys/W/SW2)</p> <p>Explain observations of how sound travels using the idea of a longitudinal wave. (Phys/W/SW3)</p> <p>Describe the amplitude and frequency of a wave from a diagram or oscilloscope picture. (Phys/W/SW1)</p> <p>Use drawings of waves to describe how sound waves change with volume or pitch. (Phys/W/SW4)</p> <p><b>Acids and Alkalis</b> Identify the best indicator to distinguish between solutions of different pH, using data provided. (Chem/CR5)</p> <p>Use data and observations to determine the pH of a solution and explain what this shows. (Chem/CR4)</p> <p>Explain neutralisation reactions are used in a range of situations. (Chem/CR6)</p> <p>Describe a method for how to make a neutral solution from an acid and alkali. (Chem/CR7)</p> <p><b>Energy costs</b> Compare the amounts of energy transferred by different foods and activities. (Phys/E/CFUCDC1)</p> <p>Compare the energy usage and cost of running different home devices. (Phys/E/CFUCDC2,3,4)</p> <p>Explain the advantages and disadvantages of different energy resources. (Phys/E/CFUCDC5)</p> <p>Represent the energy transfers from a renewable or non-renewable resource to an electrical device in the home. (Phys/E/ECT3)</p>	<p><b>Interdependence</b> Describe how a species' population changes as its predator or prey population changes. (Bio/II/RE1,3)</p> <p>Explain effects of environmental changes and toxic materials on a species' population. (Bio/II/RE3)</p> <p>Combine food chains to form a food web. (Bio/II/RE1)</p> <p>Explain issues with human food supplies in terms of insect pollinators. (Bio/II/RE2)</p> <p><b>Human reproduction</b> Explain whether substances are passed from the mother to the foetus or not. (Bio/SFLO/R1)</p> <p>Use a diagram to show stages in development of a foetus from the production of sex cells to birth. (Bio/SFLO/R1)</p> <p>Describe causes of low fertility in male and female reproductive systems. (Bio/SFLO/R1)</p> <p>Identify key events on a diagram of the menstrual cycle. (Bio/SFLO/R1)</p>
<b>History</b>	<p><b>1066 Norman Invasion</b> Who wanted to be king of England? What was the Battle of Stanford Bridge? What were the tactics used by Normans in warfare? How did the Normans keep control? (1)</p>	<p><b>Heaven and Hell</b> Why were people afraid of the church? How did the Church impact on everyday life? Why did Henry VIII battle with the church? (2)</p>	<p><b>Black Death</b> How did it start? How was it spread? How did it affect people? Was there a cure? How did it end? (1)</p>	<p><b>Life in London</b> What was life like in Medieval London? What were the living conditions like? What did people do to entertain themselves during this time? Was life the same in the country? (2)</p>	<p><b>Britain's Slave Trade</b> Why enslave people? Did we really control a third of the World? Who was William Wilberforce? When did the slave trade end? (3)</p>	<p><b>Witchcraft and Disease</b> Why did people fear witchcraft? What did people do to Witches? How did people cure diseases during this time? (2)</p>



# Year 7 Overview

<p><b>Food Tech</b></p>	<p>Students will be working to attain skills and knowledge linked to the National Curriculum. Some skills will be practised throughout the year.</p> <p>1. Health, safety and hygiene in the kitchen will be revisited, students will work on the theory of hygiene and be expected to work to certain hygiene levels with prompting.</p> <p>2. Weighing and measuring accuracy will be an important part of the first two terms work and will enable students to follow recipes and achieve consistent results.</p>	<p>All pupils set themselves a personal target. All pupils should have a clear understanding of H&amp;S in the food room.</p> <p>Pupils know where equipment is kept in the classroom.</p> <p>Pupils identify equipment and label it.</p> <p>All pupils set themselves a personal target.</p> <p>All pupils should have a clear understanding of H&amp;S in the food room.</p> <p>Pupils know where equipment is kept in the classroom.</p> <p>Pupils identify equipment and label it.</p> <p><b>Baked Eggs in Ham &amp; Toast</b> H&amp;S, Hygiene, Preparation of Ingredients, Cracking Eggs, pouring, Spreading, Toasting.</p> <p>All pupils should have an understanding about Salmonella and eggs.</p> <p>Pupils learn how to use the oven safety and crack an egg.</p> <p><b>Bread Sticks with Cheese &amp; Chocolate</b> H&amp;S, Hygiene, Preparation of Ingredients, weighing ingredients, Cracking Eggs, Grating, Rubbing in.</p>				
<p><b>Citizenship</b></p>	<p><b>Democracy 1</b> What is the political system of the UK? What are the key events in parliaments history? Who are the key people in UK Democracy?</p>	<p><b>Citizenship</b> What makes a good Citizen? How can a citizen contribute to the local community? How can a citizen contribute to the world community?</p>	<p><b>Parliament and Voting</b> What is parliament? Who are key people within Parliament? How does the voting and election system work in the UK?</p>	<p><b>Political Parties</b> Who are the main political parties? What are their beliefs? What are the key events in parties' histories? Who are key people in parties' histories How does the current political landscape look?</p>	<p><b>Precious Liberties</b> What are the precious liberties? Why are they important? Which Liberties are most important and why?</p>	<p><b>World Liberties</b> Do citizens have precious liberties everywhere? Are there worldwide examples of citizens who have few liberties? How do UK citizens benefit from Precious Liberties?</p>
<p>PSHE/ SRE</p>	<p><b>Introducing PSHE Education Pg 6</b> What PSHE is all about. About the values of PSHE Ed. How to create a group agreement for everyone to work together in a safe and positive way About changes you are experiencing as a secondary school pupil. Ways to support yourself and other pupils who are new to the school/KS3.</p> <p><b>Identity Pg 110</b> That your identity is affected by a range of factors, including a positive sense of self. That self-esteem can change depending on personal circumstances. About different types of families. That our family relationships affect our wellbeing.</p>	<p><b>Relationships and sex education facts Pg 18</b> That everyone experiences physical changes as they grow up. About ways to manage these changes. How your body develops sexual feeling How these feeling lead to sexual reproduction. How fertilisation leads to pregnancy and birth.</p> <p><b>Relationships and sex education feelings Pg 30</b> How feelings change as we grow and mature. About ways to build confidence to be able to cope with these. Think about whether boy and girls receive equal respect. Consider a range of situations related to gender and stereotypes.</p>	<p><b>Risk and Safety Pg 88</b> What 'risk' can mean. Positive and negative risks. Different attitudes to risk. Learn about how to respond in risky situations. Recognise some ways to keep yourself safe. Consider how good communication can help us reduce risks. Learn about refusal skills. Practice refusal skills. How to prevent bullying from happening The importance of speaking out against bullying.</p> <p><b>Drugs Pg 46</b> A definition of the word drug. Some of the risks involved with taking legal drugs. What influences your perception of drug use and how this can differ from reality. Some key facts about young people's drug use in the UK.</p>	<p><b>Emotional Wellbeing Pg 60</b> To think about your own qualities. To reflect on your personal strength. To appreciate how other people see you. About the meaning of 'being assertive'. The difference between being assertive and being aggressive. To practice assertiveness skills.</p> <p><b>Healthy Lifestyles Pg 78</b> What 'being healthy' can mean. The importance of healthy routines in life. That an appropriate balance between work, leisure and exercise can promote health. To assess your own health profile.</p>	<p><b>Planning for the Future Pg 142</b> That people have multiple roles and responsibilities in society. To think about how different roles help make a group successful. Why positive relationships are helpful when working in groups. About good listening skills. To practice speaking and listening. To identify ways that good listening can help you and other people. To think about the positive things you want in the future. To create steps to help you achieve your goals. How to turn steps into targets.</p>	<p><b>Money and Me Pg 159</b> That managing your money can help you save. How to set up a budget and cope with the unexpected.</p> <p><b>Communities Pg 122</b> Learn about different groups in our communities. Appreciate some of the differences between people. Think about showing respect for other people's feelings.</p>
<p><b>Beliefs and Values</b></p>	<p><b>Beliefs and Values AT1b</b></p>	<p><b>Beliefs and Values AT2a</b></p>	<p><b>Belief in Art AT1c</b></p>	<p><b>Belief in Art AT2e</b></p>	<p><b>Rights and Responsibilities AT1A</b></p>	<p><b>Rights and Responsibilities AT2F</b></p>



# Year 7 Overview

	<p>What do I know so far?          What do we mean by a belief?          What big questions do I want to ask?          What do Christians believe about God?</p>	<p>What do Christians believe God is like?          What does it mean to be a human being?          How do Christians regard the importance of human beings?          How do Buddhists regard the importance of human beings?</p>	<p>What is Spirituality?          What inspires people Spiritually?          How do people express their Spirituality? 2 lessons          How are religious beliefs expressed through Art?          AT1b          AT2c</p>	<p>How can images of Jesus affect people's spiritual lives? 2 lessons          How do Buddhists use images of Buddha?          How do Buddhists represent life through art? 2 lessons          Why is music sometimes important in religion?          AT1h          AT2e</p>	<p>What are Human Rights?          Does everyone have rights?          How did Gandhi work for rights? 2 lessons          AT1a          AT2b</p>	<p>How did Jesus fight injustice? 2 lessons          What is your response to these issues?          AT1E          AT2d</p>
<b>MFL</b>						
<b>PE</b>	<p><b>Co-operation Games</b>          What is 'fair play'?          What makes a 'good sport'          What strategies/tactics work in the games we play?           Some pupils may like to attend Football Club.          AT1/AT6</p>	<p><b>Football/Basketball skills</b>          How can I improve my skills in each game?          What is tactical play?           Some pupils may want to attend Basketball Club.          AT1/AT6</p>	<p><b>Fitness training/ Net skills</b>          Music and movement warm ups.          Why should I try to keep fit and healthy?          How can I take part in physical activity in and outside school?          AT3AT5</p>	<p><b>Volleyball/ Boccia</b>          Try a new sport...are any skills different or the same?          Boccia skills and selecting a team for the inter-homebase school competition.          Practice and play, discuss how we could improve/refine our skills.          AT1/AT2/AT5/AT6</p>	<p><b>Athletics</b>          What events are in an athletics event?          Experience and improve.....Running, Jumping and Throwing activities.          How do we make it fair? Rules, Measuring and Officiating.           Pupils will use these skills in the Sports Day/Afternoon event.          AT2/AT5/AT6</p>	<p><b>Striking and Fielding Games</b>          Batting and bowling skills.          Catching, throwing and fielding.          Kick Rounders, Rounders, Kwik Cricket           Some pupils may like to attend Cricket club and then play for the school team.          AT1AT5/AT6</p>
<b>Learning outside the classroom Horticulture</b>						
<b>Learning outside the classroom Forest Schools</b>						