



<b>Science</b>	<ul style="list-style-type: none"><li>• Seasonal Changes</li><li>• Forces and Magnets</li></ul>	<ul style="list-style-type: none"><li>• States of Matter</li><li>• Animals and Humans</li></ul>	<ul style="list-style-type: none"><li>• Electricity</li><li>• Earth and Space</li></ul>
<b>Geography Year 7</b>	<p>Students studying Geography at Key Stage 3 will follow the 2014 National Curriculum. Units of work studied will progress students learning so that they will:</p> <ul style="list-style-type: none"><li>• extend their knowledge of the world’s major countries and their physical and human features.</li><li>• extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on the America’s, Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</li><li>• understand physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li><li>• human geography relating to: population and urbanisation</li><li>• understand how human and physical processes interact to influence, and change landscapes, environments and the climate</li><li>• build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li><li>• interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li></ul>		

- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- complete fieldwork tasks to understand how geographical processes impact on their local area

Students studying Geography will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will undertake a mixture of written, oral and practical activities.

Students in **Year 7 (2017-2018)** will study the following topics in Geography:

### **Baseline assessment at the beginning of year 7**

#### ***Where we live – The Making of Great Britain (Term - Autumn 1 and Autumn 2)***

A combined Geography and History topic where students learn about the geography of the United Kingdom and the British people. Students will learn about the names and locations of key places (Nations, Capital Cities, Major town and cities, Significant rivers and mountain ranges).

Students will learn about who the British people are and begin to think about the concept of Britishness.

Students will identify the roles and achievements of import people (past and present) and consider vocabulary such as democracy and monarchy.

#### ***Weather and Climate (Term - Spring 2)***

Students will study different types of weather, learning how to identify weather types, measure weather and understand the different effects of weather. Students will begin by looking at local and national weather trends, before looking at worldwide weather and extreme weather conditions. Students will learn how weather creates

different climatic zone across the planet.

***Explorers: Polar Regions (Term - Summer 1)***

A combined Geography and History topic which enables students to learn about the location and climate conditions of the Earth's Polar Regions. Students will investigate the physical processes which occur within the Polar Regions, what animal and plant life occurs there and learn about any specific adaptations which life there needs to exist. Student will learn about human exploration of the Polar Regions, including people of historical significance. Students will look at the differences between exploration in the past and present day. Students will identify current issues which affect the habitat and people of the Polar Regions.

**History Year 7**

**Students studying History at Key Stage 3 will follow the 2014 National Curriculum. Units of work studied will progress students learning so that they will:**

- know and understand the history of the United Kingdom, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance

- understand the methods of historical enquiry, including how evidence to make historical claims
- gain historical perspective by understanding the connections between local, regional, national and international history

Students studying History will be encouraged to undertake independent research, use Primary and Secondary sources of information, handle artefacts and undertake investigations outside of the classroom. Students will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will undertake a mixture of written, oral and practical activities.

Students in **Year 7 (2017-2018)** will study the following topics in History:

**Baseline assessment at the beginning of year 7**

***Where we live – The Making of Great Britain (Term – Autumn 1 and Autumn 2)***

A combined Geography and History topic where students learn about the geography of the United Kingdom and the British people. Students will learn about the names and locations of key places (Nations, Capital Cities, Major town and cities, Significant rivers and mountain ranges).

Students will learn about who the British people are and begin to think about the concept of Britishness.

Students will identify the roles and achievements of import people (past and present) and consider vocabulary such as democracy and monarchy.

### ***Invaders and Settlers (Term - Spring 1)***

In this topic students will look at how and why Britain has been invaded in the past and by whom. Understand why different peoples have invaded Britain and why some settled here. Research how people defended themselves from threat of invasion – in depth study into castles. Investigate how people lived long ago and compare and contrast with how we live today. Look at significant events and people from the past.

### ***Explorers: Polar Regions (Term - Summer 1)***

A combined Geography and History topic which enables students to learn about the location and climate conditions of the Earth's Polar Regions. Students will investigate the physical processes which occur within the Polar Regions, what animal and plant life occurs there and learn about any specific adaptations which life there needs to exist. Student will learn about human exploration of the Polar Regions, including people of historical significance. Students will look at the differences between exploration in the past and present day. Students will identify current issues which affect the habitat and people of the Polar Regions.

### ***Times of Change – The Tudors (Term – Summer 2)***

Looking at life in Great Britain during the reign of the Tudor Monarchs. This topic encourages students investigate a chronological timeline of events that shaped our country and the wider world. Students will learn about events from the past by looking at various sources of historical information. Students will develop an understanding of Tudor life for rich and poor, significant events, war and invasion, the development of

	technologies and exploration.		
<b>Technology</b> (an 8 week rotation of the following subjects: Resistant Materials, Textiles, Food and Lifeskills)	<b>Resistant materials:</b> Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end product that has been made using increasingly independent skills and hand tools. <ul style="list-style-type: none"> <li>• Creating a toy racing car from wood.</li> </ul> <b>Textiles:</b> <ul style="list-style-type: none"> <li>• Making Seasonal textiles</li> <li>• Using skills such as pinning, tacking, pressing and using electric sewing machine.</li> </ul> <b>Food:</b> <ul style="list-style-type: none"> <li>• Basic hygiene and safety</li> </ul> Making the following dishes: <ul style="list-style-type: none"> <li>• Hot drink introduction to room.</li> <li>• Flap jack, Jam tarts, Cheese straws, Macaroni cheese, Cookies, Fairy cakes, Rock cakes.</li> </ul> <b>Personal Social Development:</b> <ul style="list-style-type: none"> <li>• Road Safety,</li> <li>• Going to the shops,</li> <li>• Making a hot drink and snack,</li> <li>• Visiting a local café for a drink.</li> <li>• The importance of exercise and using the telephone.</li> </ul>		
<b>PE</b>	<ul style="list-style-type: none"> <li>• Health and safety in PE.</li> <li>• Cooperation games: Parachute, BOCCIA, New age Kurling, Shuttle runs, Blindfold/goal-ball etc.</li> <li>• Basic ball skills: Football, Netball, Basketball, Hockey.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic ball skills: Football, Netball, Basketball, Hockey.</li> <li>• Dance.</li> <li>• Gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic ball skills: Football, Netball, Basketball, Hockey.</li> </ul>
<b>Music Year 7</b>	<b><u>Unit 1: Musical Dimensions</u></b> <ul style="list-style-type: none"> <li>• Develop awareness of the key musical dimensions of Pitch, Rhythm, Dynamics, Harmony, Melody, Tempo, Structure and Texture, Silence and Timbre.</li> <li>• Learn simple music notation and to follow music aware of</li> </ul>	<b><u>Unit 3: Keyboard and Fast Fingers</u></b> <ul style="list-style-type: none"> <li>• Study Keyboard techniques and how to sight read basic songs.</li> <li>• Develop practical skills and learn the pentatonic and octave and basic popular chords as a</li> </ul>	<b><u>Unit 5: Graphic Scores</u></b> <ul style="list-style-type: none"> <li>• Develop an understanding of selecting symbols and images to represent sounds.</li> <li>• Creating graphic scores using symbols for notation and dynamics.</li> </ul>





	<p>are in different religions as well as why they are important and how they make use of symbolism.</p>	<p>of David -Kingship- Judaism -</p> <ul style="list-style-type: none"> <li>• The Wheel of Life – Suffering Buddhism</li> </ul> <p><b>Unit 4: Beliefs students will review</b>  their own belief system and examine the central beliefs in Christianity with the Easter story and resurrection of Jesus Christ.</p>	<p>central place of the founder of Sikh religion Guru Nanak. The miraculous nature of his revelation is contrasted with the story of Jesus Christ in the Christian story of Easter.</p> <p>Students are encouraged to investigate links between the similarity in the teachings of Charity and kindness in Christianity and the message and teachings central to Sikhism such as Sewa. (The universal concept, which involves performing an act of kindness without expectation of reward for the benefit of others.).</p>																																																				
<b>PDLR</b>	<ul style="list-style-type: none"> <li>• Settling in</li> <li>• Focus on feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• Keeping safe in school</li> </ul>	<ul style="list-style-type: none"> <li>• In someone else's shoes</li> <li>• People and their work</li> </ul>																																																				
<b>Computing</b>	<p>Given that our students struggle to learn key skills in silo's, we have integrated computing across the curriculum, but you can find the key elements as to how this will be incorporated HERE</p>																																																						
<b>Maths for Life</b>	<table border="1"> <thead> <tr> <th></th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> <th>Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Time</td> <td>Money</td> <td>Time</td> <td>Money</td> <td>Time</td> <td>Money</td> </tr> <tr> <td>Week 2</td> <td>Time</td> <td>Money</td> <td>Time</td> <td>Money</td> <td>Time</td> <td>Money</td> </tr> <tr> <td>Week 3</td> <td>Time</td> <td>Money</td> <td>Time</td> <td>Money</td> <td>Time</td> <td>Money</td> </tr> <tr> <td>Week 4</td> <td>Time</td> <td>Money</td> <td>Measure</td> <td>Position and direction</td> <td>Measure</td> <td>Position and direction</td> </tr> <tr> <td>Week 5</td> <td>Time</td> <td>Money</td> <td>Measure</td> <td>Position and direction</td> <td>Measure</td> <td>Position and direction</td> </tr> <tr> <td>Week 6</td> <td>Time</td> <td>Money</td> <td>Measure</td> <td>Position and direction</td> <td>Measure</td> <td>Position and direction</td> </tr> </tbody> </table>							Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Week 1	Time	Money	Time	Money	Time	Money	Week 2	Time	Money	Time	Money	Time	Money	Week 3	Time	Money	Time	Money	Time	Money	Week 4	Time	Money	Measure	Position and direction	Measure	Position and direction	Week 5	Time	Money	Measure	Position and direction	Measure	Position and direction	Week 6	Time	Money	Measure	Position and direction	Measure	Position and direction
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