

# CITIZENSHIP STUDIES

YEAR 7

Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
Identities and diversity in UK society: In this unit we explore what it means to be a British citizen in terms of identity, the effects of migration, contributing to community spirit/cohesion and volunteering.	Democracy and government: In this unit we start by identifying decisions made locally and the role of councillors, MP's and their link to the PM. We link MPs to political parties and manifestos and practice our campaigning skills by presenting our own ideas in a group. We define the term democracy as opposed to a dictatorship and research examples across the globe as well as the role of the Queen as the monarch.	Law and legal system: In this unit we study the criminal justice system. We examine the role of the police, rights of the citizen and how the youth justice operates in contrast to adults. We also explore the age of criminal responsibility and specific laws. We also explore the age of criminal responsibility and specific laws. These themes are linked in the case study of Jamie Bulger. These themes are linked in the case study of Jamie Bulger.	Rights and responsibilities: In this unit we define the term "rights" and outline our responsibilities according to the law. We cover the 9 protected characteristics from the Equality Act 2010. We also explore how rights can be advocated and the role of pressure groups in voicing the opinions of society. We study the case studies of Martin Luther King and the Suffragette and Malala as advocates of major changes in the rights of citizens in society. We study the case studies of Martin Luther King and the Suffragette and Malala as advocates of major changes in the rights of citizens in society.	The UK and its relations with the wider world: In this unit we look further afield at the UN and explore the definitions of equality and justice. In order to demonstrate ability to exercise citizenship skills, processes and methods we explore several case studies ranging across the globe; for example Fairtrade initiatives and its aim to eradicate inequalities across the world. We link these to the role of pressure groups and advocating rights and responsibilities.	The economy, finance and money: In this unit we examine wages, taxes, government spending and allocation of public funding, budgeting and managing risk.
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>

# ENGLISH

YEAR 7

## Autumn term

## Spring term

## Summer term

### Half term 1

### Half term 2

### Half term 1

### Half term 2

### Half term 1

### Half term 2

The Boy in the Striped Pyjamas by John Boyne

- Historical context
- Book covers analysis
- Theme of clothes and status
- Theme of clothes and uniform
- Understanding character
  - Theme of fear
  - What would you ask Shmuel? (Hot Seat scenario)
- Religion and individuality

Introduction to English: Storytelling. Develop descriptive and narrative techniques

- Structuring a story
- Using language for effect
- Accurate writing (SPaG)
- National Poetry Day writing
- Empowered Poetry competition

Poems Through the Ages Experience different styles and techniques through reading and writing a range of poems

- Read, watch and listen to a range of poetry
- Poetic techniques (Language, form and structure)
- Haiku poems
- Metaphor poetry
- Literary contexts (E.g. Poet Laureate, WW1 poets, the Romantics, performance poetry)
- Comparison of two poems
- Marvellous Manchester

Sunflower Poetry Project Similes and adjectives (Finding adjectives and similes. Students write their own similes. Purpose of similes and adjectives. Improving sentences using similes and adjectives. Writing own similes and adjectives based on picture stimuli. Quiz) + Reading Out Loud (Spot the similes. Reading out loud practice. Critiquing clips of poetry. Performing poetry. Summary card – three things learnt during the lesson)

Introduction to Shakespeare- Who is William Shakespeare? + Conduct research into England in the 16th and 17th Century

Creative Writing The Tempest- Supernatural elements + Prospero character map + Theme of power in the development of Prospero's character Create a monster, like Caliban from The Tempest + Topic of parents in Shakespeare plays A Midsummer Nights Dream- Act 1, Scene 1 + Narrative structure + Conflict

Travel Writing Experience a range of non-fiction and transactional texts as well as an introduction to Shakespeare via The Tempest. Write for a specific task/ tone, audience and purpose.

- Genre conventions from blogs and brochures to memoirs
- Identify tone, audience and purpose
- Structural and presentational devices
- Rhetorical language devices
- Writing to describe
- Writing to persuade
- Persuasive articles
  - Travel blogs
  - Blog writing
  - Review writing

CP1 ASSESSMENT

CP2 MID YEAR EXAMINATIONS

CP3 ASSESSMENT

CP4 ASSESSMENT

CP5 ASSESSMENT

END OF YEAR EXAMINATIONS

# MATHS

# YEAR 7

Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
<p>Order and work with negative numbers</p> <p>Add and subtract using standard written methods</p> <p>Use estimation to check answers</p> <p>Measure length according to metric.</p> <p>Convert measurements between metric units</p> <p>Use estimation to check answers</p> <p>Calculate the area of shapes</p> <p>Use letters for unknown values</p> <p>Write and simplify an expression</p> <p>Collect like terms and simplify an expression</p> <p>Write a formula using words and symbols</p> <p>Write a formula using a subject &amp; expression</p>	<ul style="list-style-type: none"> <li>•Fractions</li> <li>•Convert decimals to fraction</li> <li>•Convert fractions to decimals</li> <li>•Convert percentages into fractions/decimals and vice versa g)</li> <li>•Calculate Percentages</li> <li>•Convert between fractions, decimals &amp; percentages using mental methods</li> <li>•Identify different angles, parallel lines and perpendicular lines</li> <li>•Accurately measure, name and draw angles in degrees</li> <li>•Name measured angles</li> <li>•Calculate missing angles using angle facts</li> <li>•Identify opposite angles on intersecting lines</li> </ul>	<ul style="list-style-type: none"> <li>•Use a formula to complete a table</li> <li>•Plot straight line graphs to show a connection between two sets of numbers</li> <li>•Complete and plot a graph with real life results</li> <li>•Carry out operations according to BIDMAS rule</li> <li>•Use fractions like brackets</li> <li>•Use multiples as a pair of factors when multiplying or dividing mentally</li> </ul>	<ul style="list-style-type: none"> <li>•Draw the transformation and lines of symmetry: reflection in a mirror line</li> <li>•Draw the transformation: rotation of an object into an image from the centre of rotation</li> <li>•Describe the transformation: translation</li> <li>•Simplify expression by multiplication &amp; division</li> <li>•Solving simple equations by using inverse operations to solve equations</li> <li>•Construct a triangle using a protractor and ruler by ASA and SAS</li> </ul>	<p>Calculate the volume of a 3D shape in cubic centimetres</p> <p>Sequences</p> <p>Ratios and proportions</p> <p>Probability</p>	<p>Probability, Ratios and Proportions, Area and surface areas of different shapes, areas of compound shapes</p>
CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

# SCIENCE

Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

# YEAR 7

<p>1.Organisms Movement - Explore how the skeletal system and muscular system in a chicken wing work together to cause movement. Cells - Identify the principal features of a cheek cell and describe their functions. 2.Ecosystems Interdependence - Use a model to investigate the impact of changes in a population of one organism on others in the ecosystem. Plant reproduction - Use models to evaluate the features of various types of seed dispersal.</p>	<p>3.Genes Variation - Graph data relating to variation and explain how it may lead to the survival of a species. Human reproduction - Relate advice to pregnant women to ideas about transfer of substances to the embryo. 4.Matter Particle model - Relate the features of the particle model to the properties of materials in different states. Separating mixtures - Devise ways to separate mixtures, based on their properties.</p>	<p>5.Reactions Metals and non-metals - Use experimental results to suggest an order of reactivity of various metals. Acids and alkalis - Devise an enquiry to compare how well indigestion remedies work. 6.Earth Earth structure - Model the processes that are responsible for rock formation and link these to the rock features. Universe - Relate observations of changing day length to an appropriate model of the solar system.</p>	<p>7.Forces Speed - Investigate variables that affect the speed of a toy car rolling down a slope. Gravity - Explain the way in which an astronaut's weight varies on a journey to the moon. 8.Electromagnets Voltage and resistance - Compare the voltage drop across resistors connected in series in a circuit. Current - Compare and explain current flow in different parts of a parallel circuit.</p>	<p>9.Energy Energy costs - Compare the running costs of fluorescent and filament light bulbs. Energy transfer - Explain the energy transfers in a hand-crank torch.</p>	<p>10.Waves Sound - Relate changes in the shape of an oscilloscope trace to changes in pitch and volume. Light - Use ray diagrams to model how light passes through lenses and transparent materials.</p>
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>

# HISTORY

Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

# YEAR 7

<p>What is History? Assessment objectives for History</p> <p>The Romans What have the Romans done for us? Who were Romulus and Remus Why is Pompeii so useful to Historians? How important were roman roads? How was Rome governed? The Roman Army Roman tactics What can we learn from historical artefacts? Roman Mosaic How the invasion of Britain by the Romans changed our country</p> <p>Introduction to Norman conquest 1066</p>	<ul style="list-style-type: none"> <li>•What was life like in England before 1066?</li> <li>•What was the battle of Stamford Bridge?</li> <li>•Why did William, Duke of Normandy, win the Battle of Hastings?</li> <li>•What problems did William face once he won the Battle of Hastings?</li> <li>•What were the stages of the Battle of Hastings?</li> <li>•Harrying of the North</li> <li>•How did feudalism help William to control England?</li> <li>•Castle Design (Stone Keep castles)</li> <li>•How did William use the Domesday book to control England?</li> <li>•The Domesday Survey</li> <li>•How far did the Normans change England?</li> <li>•What was Britain like as the Normans invaded?</li> </ul>	<p>The Crusades</p> <ul style="list-style-type: none"> <li>•What was life like in the Islamic World?</li> <li>•Why did Jerusalem become an area of conflict in the Middle Ages?</li> <li>•Why did Christians go on Crusades?</li> <li>•What happened in the Crusades?</li> <li>•What happened between Saladin the Merciful and Richard the Lionheart?</li> <li>•How did Europe benefit from the Crusades?</li> </ul> <p>Development of Power 1500-1750 Tudors</p> <ul style="list-style-type: none"> <li>•Was Henry VII a successful king?</li> <li>•Faith or Finances- Why did Henry close the monasteries?</li> </ul>	<p>Development of Power</p> <p>Does Mary I deserve to be called 'Bloody Mary'?</p> <ul style="list-style-type: none"> <li>•What was daily life like during Elizabeth's reign?</li> </ul> <p>Why did the Armada fail?</p> <p>Introduction to the English Civil War</p> <p>Cavaliers vs Roundheads</p> <ul style="list-style-type: none"> <li>•Life in Medieval Britain</li> <li>•Why would many people prefer to live in a town rather than a village?</li> </ul> <p>Advantages and disadvantages of entertainment/fun in the 21st Century</p> <ul style="list-style-type: none"> <li>•Medieval and modern hospitals</li> </ul> <p>Introduction to the Black Death</p>	<p>Wars at home and abroad 1377-1485 + Medieval Society 1307-1377</p> <p>Key concept: change and continuity</p> <ul style="list-style-type: none"> <li>•Why was the Black Death so devastating?</li> <li>•To what extent did the Black Death change medieval society?</li> <li>•Peasants Revolt</li> <li>•What happened at the Hundred Years' War?</li> <li>•Why did England and France start a 100 year war?</li> <li>•Joan or Arc: Saint, Witch or warrior? (source analysis)</li> <li>•War of the Roses</li> <li>•Why were there so many wars in the Middle Ages?</li> </ul>	<p>Industrial Revolution</p> <ul style="list-style-type: none"> <li>•Was Great Britain great for everyone?</li> <li>•How revolutionary was the Industrial Revolution?</li> <li>•Why did the Industrial Revolution happen?</li> <li>•Industrial cities- The big Smoke: was the city life all fun and games?</li> <li>•Railways- What impact did the railway have on ordinary people?</li> <li>•Child Labour</li> <li>•Factory Act</li> <li>•Workhouses- The Nineteenth Century</li> </ul> <p>needy: Where do they go?</p> <ul style="list-style-type: none"> <li>•Workhouses- The Nineteenth Century: poor, or worthless scroungers</li> </ul> <p>source analysis</p> <ul style="list-style-type: none"> <li>•Life in the Workhouse</li> </ul> <p>Assessment</p>
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>

## COMPUTING

Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

# YEAR 7

<p>Getting started with Computing, covering the basics and how to stay safe online and how the computing system works            What the internet is used for and what is meant by digital wellbeing            All about vector graphics, what its used for, how its stored and what the main features consist of            What are bitmap graphics and what they consist off?            What are spreadsheets, the main elements            Understand what the Boolean operators are and how they are used on spreadsheets            How to formulate and create your own graphs and charts            What goal seek is and how it can be identified</p>	<p>Know and understand the key concepts and principles of computing            Understand Moore's Law and how computer technology has developed and changed over time            Understand the importance of aesthetics when presenting information and have an awareness of factors that can inhibit this            Present knowledge about computing using word-processing and presentation software            Analyse problems in computational terms            Select appropriate text and images for use in presentations            Plan creative solutions to problems            Design presentations to convey information effectively</p>	<p>Understand the concepts of sequencing, selection and iteration            Develop working programs in Scratch            Analyse problems in computational terms            Analyse the requirements of a program            Identify the processes needed to solve a problem            Plan creative solutions to problems            Design programs in Scratch to solve specific problems            Develop confident and responsible use of modern information technologies            Use Scratch confidently solve a range of problems</p>	<p>Know about and understand the function of a range of input and output devices            Know about and understand different types of memory and storage and their use</p>	<p>Understand a range of basic programming constructs in Python            Know how to print to the screen, perform calculations, take inputs and store them in suitably named variables            Apply knowledge and understanding of the key concepts and principles of Computing            Develop working programs in Python to solve specific problems</p>	<p>Analyse problems in computational terms            Analyse the requirements of a program            Identify the processes needed to solve a problem            Plan creative solutions to problems            Design programs in Python to solve specific problems            Develop confident and responsible use of modern information technologies            Use Python confidently to write simple programs</p>
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>

# ART

Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

# YEAR 7

<p>Students are introduced to the Formal Elements of Art LINE, SHAPE, FORM, TEXTURE, COLOUR, VALUE, SPACE.</p> <p>They produce various artworks such as paintings, drawings and collage, and practice using a variety of media - watercolour paints, gouache, pencils, crayons, feltpens, markers.</p>	<p>Continuing the study of Formal Elements, students will learn the basics of COLOUR theory, including the study of colour wheel, primary, secondary, and tertiary colours, as well as tints, shades, and colour blending skills.</p>	<p>Continuing the theory of The Elements of Art and COMPOSITION, students will learn the art of COLLAGE as well as the key elements of Landscape. Demonstrating their knowledge of Mixed Media Art, students will produce an original artwork(collage).</p>	<p>Students explore the art of Islamic world, they learn how the inner dimensions of Islamic religion can be translated into an art form as well as its unique connection with mathematics, logic, symmetry and balance. Students will learn how to construct basic Islamic geometric patterns with a compass and a ruler.</p>	<p>Students will explore the ideas, origins, purpose and influence of POP art through the study of various artists. Students will complete the term by creating an original artwork inspired by contemporary POP artist Romero Britto while applying the formal elements of art taught in the previous lessons of this academic year.</p>	<p>Students will practise observation-drawing of still-life objects. They will practice to control pencil pressure, create value gradation, practice different shading techniques, as well as to manipulate with value to achieve the illusion of depth (3D effect)</p>
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>

## RELIGIOUS STUDIES

# YEAR 7

Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
<p>CHRISTIANITY</p> <ul style="list-style-type: none"> <li>-The Trinity</li> <li>-The Church</li> <li>-The Bible</li> <li>-Jesus</li> <li>-Messiah</li> <li>-Incarnation</li> </ul>	<p>The Birth of Jesus</p> <ul style="list-style-type: none"> <li>-The visit of The Magi</li> <li>-Christmas</li> <li>-Easter</li> <li>-Salvation</li> <li>-Jesus in Islam</li> </ul>	<p>HINDUISM</p> <ul style="list-style-type: none"> <li>-Introduction and Origins</li> <li>-Hindu Holy Texts</li> <li>-Holy places of worship</li> <li>-Gods and Goddesses</li> </ul>	<p>Rites of Passage Puja</p> <p>Cycle of Reincarnation</p> <p>Hindu Festivals; Holi and indu food laws</p>	<p>SIKHISM</p> <ul style="list-style-type: none"> <li>-Introduction and Origins</li> <li>-Guru Nanak</li> <li>-Guru Gobind Singh and the Khalsa</li> <li>-Guru Granth Sahib</li> <li>-The five K's</li> <li>-The Gurdwara</li> </ul>	<p>The Nishan Sahib</p> <p>Christianity Recap</p> <p>Hinduism Recap</p> <p>Sikhism Recap</p>
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>

# URDU

YEAR 7	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	Introduction to the Urdu Alphabet -Application of Urdu letters -Zabr, Zer and Pesh -Writing Practise -How to write Roman English of Urdu Words -Madd and Tashdeed -Hamza	Numbers -Nouns and Feminine and Masculine tenses -Letter Positioning's -Reading Task about Self Identification -Comprehension Task -Identification and Application of Specialist vocabulary. -Phonics of Urdu letters	Structure of sentences Comprehension; School life Dubai Shopping Centre Role-play Means of transport	Speaking (comprehension) -Listening Task -Journey to the Airport -Doctor Occupation	Pakistan Season and Weather Comprehension task Writing test Urdu Numbers	Revision of Autumn half term 1 Revision of Autumn half term 2 Revision of Spring half term 1 Revision of Spring term 2 Revision of Summer term 1
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>	

# PSHE

YEAR 7	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	In this first term of Health and Wellbeing we will build a basic understanding of health: harmful behaviours and habits and how to look after our health, with an introduction to CPR.	In this second term of Health and Wellbeing the focus will be on wellbeing. We will explore concepts of wellbeing, mindfulness and resilience. We will also look at how we spend our time online and managing our emotions.	In this first half term of Relationships, we will look at navigating our relationships with friends, family and peers. We will explore concepts of consent, bullying and self-esteem when being online.	In this second term of Relationships, we look at navigating our relationship within adolescence. We will explore themes peer pressure, rivalry and emotional literacy.	In this first term of Living in the Real World, we will explore career paths and build our skills for success such as ambition, self-confidence and listening/presenting skills: to help us in the world of education and work.	In this second term of Living in the Real World, we will look build upon our financials knowledge and understanding. We will learn about opening our first bank account, the economy, Bank of England and risk.
<b>CP1 ASSESSMENT</b>	<b>CP2 MID YEAR EXAMINATIONS</b>	<b>CP3 ASSESSMENT</b>	<b>CP4 ASSESSMENT</b>	<b>CP5 ASSESSMENT</b>	<b>END OF YEAR EXAMINATIONS</b>	