



The Unicorn School

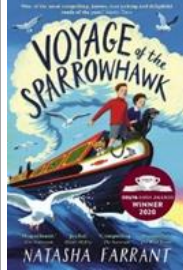
Long Term Planning KS3

Year 7



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Novel –Adventure Story The class will read and study Voyage of the Sparrowhawk by Natasha Farrant, an adventure story set in the aftermath of WWI. The novel explores themes of loss, loyalty and friendship. We will concentrate on comprehension and research skills, persuasive and	Voyage of the Sparrowhawk continued The children will produce a variety of written compositional tasks to tie in with the plot of Voyage of the Sparrowhawk. SPAG They will practice writing for different purposes and in formats such as; persuasive writing, formal and informal letter, writing from differing perspectives, diary writing, cv writing	Poetry on the themes of nature / seasons / new beginnings Pupils will look at a variety of poets and their work, and be able to identify poetic forms such as kennings, haiku, sonnets, mnemonic doggerel, etc. Students will identify different poetic devices and annotate poems. They will write their own poems about nature. 	Writing from different cultures Non-Fiction: Autobiography The class will read and study extracts from autobiographies and books about other cultures.	Shakespeare Play Students will read an abridged adaptation of Shakespeare's A Midsummer Night's Dream. Pupils will study the plots and characters, they will identify themes within the play such as love and friendship, magic and mischief, dreams and confusion, order and disorder etc.	A Midsummer Night's Dream continued The class will develop their debating skills by considering the merits of using Shakespearean or modern language when studying Shakespeare and discussing the relevance of Shakespeare in the modern curriculum.  Pupils to make shoebox theatres and film some of

creative writing.



SPAG

There will be an emphasis on learning new vocabulary, writing dialogue and selecting powerful adjectives. Revision of nouns, pronouns, verbs, adverbs, adjectives, conjunctions and developing punctuation skills.

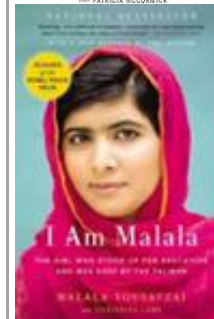
newspaper reports and summaries.

SPAG

Revise rhyme, rhythm and syllables. Introduce poetic techniques such as sibilance, imagery, alliteration, simile, onomatopoeia, plosives, assonance, consonance, metaphors and personification.



TEEN EDITION RETOLD BY MALALA FOR HER OWN GENERATION
I AM MALALA
HOW ONE GIRL STOOD UP FOR EDUCATION AND CHANGED THE WORLD
MALALA YOUSAFZAI
WITH PATRICIA MCCORMICK



SPAG

Pupils will develop their descriptive writing skills through use of powerful vocabulary and considering all the senses. The children will work on producing autobiographical writing of their own with a focus on enhancing their editorial skills.



The class will write their own play scripts in the modern vernacular.

SPAG

Children will understand the structure and layout of a playscript including dialogue, stage direction and scene changes.

their own adaptations using model figures or puppets.

Short Stories

Pupils will read and compare short stories on a similar theme. They will learn about context, characterisation, setting and plot. They will plan and compose their own short stories.




Maths	<p>Number Write numbers in figures, convert between fractions & decimals, use inequality symbols to order and compare decimals and round to any given number of decimal places. Negative numbers Place negative numbers in order of size and use the four operations with negative numbers.</p>	<p>Fractions Recognise that 1 whole is made up of a number of equal parts, simplify and find equivalent fractions, convert between mixed numbers and improper fractions, find fractions of amounts and solve fraction problems. Indices Use index notation, understand powers and use the order of operations rule.</p>	<p>Algebra Recognise like terms. Add and subtract terms to simplify expressions. Substitution and solving equations. Measure Estimate metric lengths & heights. Convert between metric units for length. Calculate perimeters Use analogue clocks. Convert between 24-hour and 12-hour clocks.</p>	<p>Geometry Recognise parallel, perpendicular and equal length lines. Recognise quadrilaterals by their properties. Find the area of rectangles, parallelograms, triangles and trapeziums. Use Pythagoras to calculate diagonal lengths.</p>	<p>Fractions, decimals and percentages. Compare and order fractions, decimals and percentages. Calculate percentage of an amount. Ratio Understand and use ratio notation. Find equivalent ratios. Simplify ratios Share in a ratio</p>	<p>Probability Use the language of probability and the probability scale. Use a probability scale from 0 to 1. Calculate more complex probabilities. Record data from a simple experiment.</p> <p>Statistics Use Venn Diagrams and other graphs and charts to sort and analyse data.</p>
Science	<p>Lab Safety and Skills This is about identifying and using scientific equipment, the scientific method and carrying out</p>	<p>Mixtures and Separation Students learn about solutions, suspensions and colloids. They will consider how hot and cold can affect</p>	<p>Particles Students learn about the properties of solids, liquids and gases and relate these to the particle theory of matter. Students will investigate how</p>	<p>Energy We study the types of energy stores and energy transfers. We investigate the energy content in food and consolidate the idea of fair testing in</p>	<p>Animal Reproduction Students learn about the physiology of male and female reproductive organs, the process of fertilisation and</p>	<p>Science Project Students are set a "big question" and given freedom to produce an interpretation / answer to the question. The</p>

	<p>investigations safely and independently.</p> <p>Forces</p> <p>We learn about non-contact and contact forces and the three effects they can have on objects. We consider the force of gravity and its effect in the solar system, distinguishing between weight (a force) and mass.</p>	<p>the solubility of a substance. Finally we look at how mixtures can be separated using filtration, distillation, and chromatography.</p> <p>Cells</p> <p>Students learn about the structures of plant and animal cells. They learn about how to model scientific ideas (e.g. cells) and consider the function of each part in the model. Finally, students learn about how organisms are organised into tissues, organs and organ systems.</p>	<p>diffusion is caused by Brownian motion and we continue to use models and experiments to explain scientific concepts.</p>	<p>investigations. Students also consider how fossil fuels are formed as well as how other energy resources work, e.g. solar energy and hydroelectric energy. We discuss ideas and evidence for climate change and consider how we make choices about using different energy resources.</p> <p>Acids and Alkalis.</p> <p>Students find out about acidic and alkaline substances, the pH scale and what makes a good indicator. Students take on the role of a research technician to investigate 'the best indigestion remedy' and consider how we</p>	<p>implantation. We further consider the needs of pregnancy and how the placenta works. We finish the topic with details about the physical changes that happen during puberty, as well as an outline of the menstrual cycle. We do not consider the role of hormones yet.</p>	<p>project is a fusion between philosophy and science and we incorporate an educational visit to a place of scientific interest, such as the London Science Museum.</p> <p>Current Electricity.</p> <p>Students learn to build circuits, representing them in careful diagrams using standard symbols. We use an analogy to understand the concept of current electricity and what happens to the current in series and parallel circuits.</p>

				show reactions in word equations.		
Geography	<p>Natural resources</p> <p>The students will study the importance of the world's natural resources and how their importance as a resource by exploring the following questions:</p> <p>How do we use our planet as a natural resource?</p> <p>What are the Earth's spheres?</p> <p>What are rocks and how are they a natural resource?</p> <p>Why are soils the root of life?</p>	<p>Natural resources continued</p> <p>How does the hydrosphere provide natural resources?</p> <p>Why is the world so dependent on oil resources?</p> <p>What natural resources can be used to generate electricity?</p> <p>How can we use natural resources sustainably?</p> 	<p>Weather and Climate</p> <p>The students will learn about the worlds weather systems through the following questions:</p> <p>How do we measure weather?</p> <p>How can weather data be recorded and presented?</p> <p>What are clouds and why does it rain?</p> <p>What are air pressure and anticyclones?</p> <p>What are depressions and how do they affect our weather?</p>	<p>Weather and Climate continued</p> <p>Read weather charts and synoptic symbols</p> <p>Study the climate of the UK</p> <p>Study how climate varies across the world</p> <p>What is weather and climate? Review</p> 	<p>Dynamic Asia</p> <p>In this unit, the students will learn about the physical and human geography of Asia.</p> <p>How Asia is a continent of dynamic change</p> <p>The changing relationship between Asia and the rest of the world</p> <p>Study the monsoon climate</p>	<p>Asia continued</p> <p>The students will:</p> <p>Study the main causes of flooding in Bangladesh and responses.</p> <p>Study the distribution of biomes in Asia</p> <p>Study the population distribution of Asia</p> <p>Study the reasons people move from rural areas to Bangalore</p> 

	How does the biosphere provide natural resources?					
History	World War I	World War I continued	The UK Through Time	The UK Through Time	The UK Through Time	The Tudors
	<p>What were the causes of WWI?</p> <p>Study themes of imperialism, militarism, nationalism and alliances.</p> <p>How were young men encouraged to join up? How effective is propaganda?</p> <p>What weapons were used in the WWI?</p> <p>What was life like in the trenches? Investigate the experiences of soldiers. Looking at primary sources.</p>	<p>Why did soldiers from the Empire fight for Britain?</p> <p>How did the First World War influence the changing role of women?</p> <p>What was life like on the home front?</p> <p>How did 'Poppy Day' start?</p> <p>How did countries try to avoid future wars?</p> <p>Who was Harry Farr?</p> <p>Was the Treaty of Versailles fair?</p>	<p>Study key chronological events in British history from the Stone Age to the Anglo Saxons.</p> <p>When did the Britain become an island?</p> <p>Who were the Picts and the Celts?</p> <p>What did the Romans and Vikings bring to Britain?</p> <p>Who was Alfred the Great and was he great?</p> <p>Anglo-Saxon and Normal Life</p> <p>What were the Anglo-Saxon chronicles?</p> <p>How can we find out about Anglo-Saxon</p>	<p>Norman Conquest</p> <p>Study the events of 1066.</p> <p>Pupils to evaluate the claims to the throne of Edward the Confessor's possible successors.</p> <p>How much change did the Norman Conquest bring to Britain?</p> <p>Is the Bayeaux Tapestry a reliable source?</p> <p>Medieval Life</p> <p>The development of Church, state and society in Medieval Britain.</p>	<p>What was the Black Death and what was its social and economic impact.</p> <p>Who was Empress Matilda and what was The Anarchy?</p> <p>The Plantagenets and Tudors</p> <p>The Wars of the Roses</p> <p>Class to look at the power struggles of the War of the Roses and the effects on the Country.</p> <p>Who were the princes in the tower, and what do pupils think</p>	<p>Henry VII</p> <p>How did he restore stability to the country?</p> <p>Henry VIII</p> <p>What were the causes of the reformation and how did it affect life in Britain?</p> <p>Who was Lady Jane Grey?</p> <p>Mary I</p> <p>Why was she nicknamed 'Bloody Mary' and does she deserve the title?</p> <p>Elizabeth I</p> <p>Was this a 'Golden Age' for Britain?</p> <p>Tudor Life</p>

	How did WWI change medicine?		and Medieval England. Children to evaluate the importance of historical sources and their reliability.	Why was the Medieval Church so important? Did life get better in Medieval times? Pupils will look at the society, economy and culture of the time; feudalism, religion in daily life, farming and trade.	happened to them? Who was Richard III	What was life like in Tudor times?
PSHE	Being Me in My World Big Question: How do I fit into the world I live in? Who am I? Self-identity My influences Peer pressure and belonging My online identity What are the consequences of what I say and do online?	Celebrating Differences Big Question: Do we need to feel 'the same as' to belong? Challenging prejudice and discrimination Challenging stereotypes Discrimination in schools Bullying	Dreams and Goals Big Question: Can my choices affect my dreams and goals? Identifying dreams and goals Steps to achievement Managing setbacks How responsible and irresponsible choices can affect our dreams and goals	Healthy Me Big Question: To what extent am I responsible for my mental and physical health? Physical and emotional health How to recognise and deal with anxiety and stress Taking responsibility for health and sleep Substances and their effects Nutrition	Relationships Big Question: What can make a relationship healthy or unhealthy? Positive qualities of healthy relationships Changing supportive relationships Getting on and falling out External factors in relationships	Changing Me Big Question: How do I feel about becoming an adult? My changing body Puberty Having a baby Types of relationships Image and self-esteem Changing feelings

				Medicines and immunisations	Assertiveness in relationships	
RE	World religions Focus on the six main world religions and learn about their: Beliefs in God Pilgrimages Places of worship Religious leaders	Religious Festivals Why do we have religious festivals? What do religious festivals have in common? Ramadan and Eid Lent and Ash Wednesday Wesak and Buddhism Ganesh Chaturthi Hanukkah	Christianity Christian denominations The Trinity Ten Commandments	Christianity Jesus' Life Advent Nativity	Sikhism Guru Nanak Who were the Gurus? 5k's	Sikhism Sikhism in Britain The Golden Temple Diwali
Digital Skills	Advanced Excel skills: basic formulas, graphs, and charts. E-safety: creating strong passwords, two-factor authentication.		Introduction to coding with Microsoft Make Code. Continuation of Immersive Reader & Dictate. E-safety: digital citizenship, understanding copyrights and digital property.		Project management with Microsoft Planner. Continued use of Microsoft Teams for collaboration. E-safety: recognizing online advertising, dealing with unwanted contact.	
Performing Arts	 <u>Glockenspiels and following graphic scores</u>		 <u>Shakespeare</u>		 <u>Class Band</u>	

	<p>In the Autumn Term, year 7 will be learning to play the glockenspiel including composition, following a graphic score and creating a performance for Christmas.</p>	<p>In the Spring Term, Key Stage 3 will be looking at popular works of Shakespeare and examining plotlines, characters and staging to help bring Shakespeare's unique and timeless language to life.</p>	<p>In the Summer Term, Key Stage 3 will be creating a class band, working on popular songs played on keyboards, ukuleles and percussion to create a class performance.</p>
Art	<p>Focus – Design and make</p> <p>This term brings together lots of new skills for year 7 as we imagine that we have been commissioned by a toy company to design and make their next "Jack in the Box"</p> <p>Using a box net, pattern and design will need to be considered as the students create magical patterns that wind their way around a box which will hold their bouncy creation.</p> <p>The 'Jack' will involve more technical skills as they create a fun character out of textiles and mixed media.</p> <p>These creations will be supported by mood boards to document their individual designs and thought processes.</p> 	<p>Focus - Drawing and mark making skills</p> <p>Year 7 will discover the importance of mark making as they discover how to use line and pattern to gain texture and detail. Drawing skills will be further developed as they understand the importance of light and shade and practice techniques to improve their shading abilities.</p> <p>The importance of mark making will be further discovered as they experiment with gaining texture through a range of mediums and materials including watercolor and etching into metal.</p>  <p>Artist study - Picasso.</p> <p>Mark making is further explored through looking at Picasso's expressive faces.</p>	<p>Focus – Sculpture</p> <p>We will explore 3-Dimensional art through sculpture.</p> <p>Building on their knowledge and drawings of Picasso's faces year 7 consider our emotions and how they are often visible through our expressions, we will look at how emotions have been used in sculpture through history to create interesting works of art. After discovering how we can capture many emotions in our drawings we will apply our knowledge to create fun emotion mugs using clay.</p> 

PE

Football

Focusing on specific techniques including passing, dribbling and shooting.

Learning how to play as a team and practising for school fixtures/interhouse games



Hockey

How to work together as a team in interhouse matches and school fixtures.



Tag Rugby

Working together as a team in interhouse matches.



Netball

Combining these skills into matches against other schools.



Tennis

Using these skills to play more competitive matches and rallies.

Developing this into games to encourage team work.



Athletics

Making sure that all students know rules and are comfortable going into sports day

