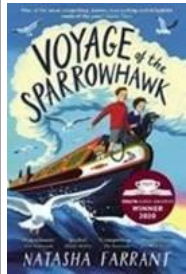




Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Novel –Adventure Story</b></p> <p>The class will read and study Voyage of the Sparrowhawk by Natasha Farrant, an adventure story set in the aftermath of WWI. The novel explores themes of loss, loyalty and friendship. We will concentrate on comprehension and research skills,</p>	<p><b>Voyage of the Sparrowhawk continued</b></p> <p>The children will produce a variety of written compositional tasks to tie in with the plot of Voyage of the Sparrowhawk.</p> <p>SPAG</p> <p>They will practice writing for different</p>	<p><b>Poetry on the themes of nature / seasons / new beginnings</b></p> <p>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.</p> <p>Students will identify different poetic devices and</p>	<p><b>Writing from different cultures</b></p> <p>Non-Fiction: Autobiography</p> <p>The class will read and study extracts from autobiographies and books about other cultures.</p>	<p><b>Shakespeare Play</b></p> <p>Students will read an abridged adaptation of Shakespeare’s A Midsummer Night’s Dream.</p> <p>Pupils will study the plots and characters, they will identify themes within the play such as love and friendship, magic</p>	<p><b>A Midsummer Night’s Dream continued</b></p> <p>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</p>

persuasive and 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.

purposes and in formats such as; persuasive writing, formal and informal letter, writing from differing perspectives, diary writing, cv writing, newspaper reports and summaries.

annotate poems. They will write their own poems about nature.

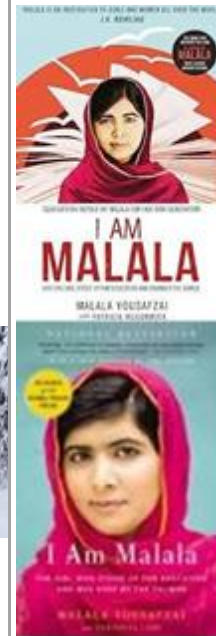


SPAG

Revise rhyme, rhythm and syllables.



Introduce poetic techniques such as sibilance, imagery, alliteration, simile, onomatopoeia, plosives,



SPAG

Pupils will develop their descriptive writing skills through use of powerful vocabulary and considering all the senses. The children will work on producing

and mischief, dreams and confusion, order and disorder etc.



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

Shakespeare in the modern curriculum.






Pupils to make shoebox theatres and film some of their own adaptations using model figures or puppets.

Short Stories

Pupils will read and compare short

			<p>assonance, consonance, metaphors and personification.</p>	<p>autobiographical writing of their own with a focus on enhancing their editorial skills.</p>	<p>direction and scene changes.</p>	<p>stories on a similar theme. They will learn about context, characterisation, setting and plot.</p> <p>They will plan and compose their own short stories.</p>
<b>Maths</b>	<p><b>Number</b></p> <p>Write numbers in figures, convert between fractions &amp; 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</p>	<p><b>Fractions</b></p> <p>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,</p>	<p><b>Algebra</b></p> <p>Recognise like terms. Add and subtract terms to simplify expressions. Substitution and solving equations. Measure Estimate metric lengths &amp; heights. Convert between metric units for length.</p>	<p><b>Geometry</b></p> <p>Recognise parallel, perpendicular and equal length lines. Recognise quadrilaterals by their properties. Find the area of rectangles, parallelograms, triangles and trapeziums. Use Pythagoras to</p>	<p><b>Fractions, decimals and percentages</b></p> <p>Compare and order fractions, decimals and percentages. Calculate percentage of an amount. Ratio Understand and use ratio notation. Find equivalent ratios. Simplify ratios</p>	<p><b>Probability</b></p> <p>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><b>Statistics</b></p>

	size and use the four operations with negative numbers.	understand powers and use the order of operations rule.	Calculate perimeters Use analogue clocks. Convert between 24hour and 12-hour clocks.	calculate diagonal lengths.	Share in a ratio	Use Venn Diagrams and other graphs and charts to sort and analyse data
<b>Science</b>	Lab safety and skills  Introduction to Forces	Forces continued  Mixtures and Separation  Introduction to Cells	Cells continued  Particles	Energy  Introduction to Acid and Alkalis	Continuation of Acid and Alkalis  Animal Reproduction	Electricity
<b>Art</b>	 <p>Focus – <b>Design and make</b></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</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</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</p>	

	<p>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>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>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>
--	---	---	--

<b>Geography</b>	<p><b>Natural resources</b></p> <p>The students will study the importance of the world’s natural resources and how their importance as a resource by</p>	<p><b>Natural resources continued</b></p> <p>How does the hydrosphere provide natural resources?</p> <p>Why is the world so dependent on oil resources?</p>	<p><b>Weather and Climate</b></p> <p>The students will learn about the worlds weather systems through the following questions:</p>	<p><b>Weather and Climate continued</b></p> <p>Read weather charts and synoptic symbols</p> <p>Study the climate of the UK</p>	<p><b>Dynamic Asia</b></p> <p>In this unit, the students will learn about the physical and human geography of Asia.</p>	<p><b>Asia continued</b></p> <p>The students will:</p> <p>Study the main causes of flooding in Bangladesh and responses.</p>
------------------	--	---	--	--	---	--

	<p>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>How does the biosphere provide natural resources?</p>	<p>What natural resources can be used to generate electricity?</p> <p>How can we use natural resources sustainably?</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>Study how climate varies across the world</p> <p>What is weather and climate? Review</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>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>
<b>History</b>	World War I	World War I	The UK Through Time	The UK Through Time	The UK Through Time	The UK Through Time

	<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?</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>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>Norman Conquest 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 Bayeux Tapestry a reliable source?</p>	<p>Pupils will look at the society, economy and culture of the time; feudalism, religion in daily life, farming and trade.</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 Wars of the Roses</p> <p>Class to look at the power struggles of the War of the</p>	<p>Henry VII</p> <p>How did he restore stability to the country?</p> <p>Henry VIII 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>Investigate the experiences of soldiers. Looking at primary sources.</p> <p>How did WWI change medicine?</p>	<p>Who was Harry Farr?</p> <p>Was the Treaty of Versailles fair?</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 and Medieval England. Children to evaluate the importance of historical sources and their reliability.</p>	<p>Medieval Life</p> <p>The development of Church, state and society in Medieval Britain.</p> <p>Why was the Medieval Church so important? Did life get better in Medieval times?</p>	<p>Roses and the effects on the Country.</p> <p>Who were the princes in the tower, and what do pupils think happened to them?</p> <p>Who was Richard III</p>	<p>Elizabeth I</p> <p>Was this a 'Golden Age' for Britain?</p>
--	---	--	---	---	--	--



PSHE	<p>Being Me in My World</p> <p>Big Question: How do I fit into the world I live in?</p> <p>Who am I? Self-identity</p> <p>My influences Peer pressure and belonging</p> <p>My online identity What are the consequences of what I say and do online?</p>	<p>Celebrating Differences</p> <p>Big Question: Do we need to feel 'the same as' to belong? Challenging prejudice and discrimination</p> <p>Challenging stereotypes</p> <p>Discrimination in schools</p> <p>Bullying</p>	<p>Dreams and Goals</p> <p>Big Question: Can my choices affect my dreams and goals?</p> <p>Identifying dreams and goals</p> <p>Steps to achievement</p> <p>Managing setbacks</p> <p>How responsible and irresponsible choices can affect our dreams and goals</p>	<p>Healthy Me</p> <p>Big Question: To what extent am I responsible for my mental and physical health?</p> <p>Physical and emotional health</p> <p>How to recognise and deal with anxiety and stress</p> <p>Taking responsibility for health and sleep</p> <p>Substances and their effects</p> <p>Nutrition</p>	<p>Relationships</p> <p>Big Question: What can make a relationship healthy or unhealthy?</p> <p>Positive qualities of healthy relationships</p> <p>Changing supportive relationships</p> <p>Getting on and falling out</p> <p>External factors in relationships</p>	<p>Changing Me</p> <p>Big Question: How do I feel about becoming an adult?</p> <p>My changing body</p> <p>Puberty</p> <p>Having a baby Types of relationships</p> <p>Image and self-esteem</p> <p>Changing feelings</p>
RE	World religions	<p>Religious Festivals</p> <p>Why do we have religious festivals?</p>	Buddhism	Buddhism	Hinduism	Hinduism

	<p>Focus on the six main world religions and learn about their: Beliefs</p> <p>Pilgrimages</p> <p>Places of worship</p> <p>Religious Leaders</p>	<p>What do religious festivals have in common?</p> <p>Ramadan and Eid</p> <p>Lent and Ash Wednesday</p> <p>Wesak and Buddhism</p> <p>Ganesh Chaturthi</p> <p>Hanukkah and Christmas</p>	<p>Who was Siddhartha Gautama?</p> <p>Buddhists beliefs and how they worship.</p> <p>Pupils to compare with other World religions.</p> <p>How and where Buddhists worship</p>	<p>The path to Enlightenment, Buddhist symbolism, The core beliefs based around the Noble Truths and the Eightfold Pathway.</p>	<p>An introduction to Hinduism and the core beliefs</p> <p>Brahman and the Trimurti</p> <p>Hindu Temples, worship and festivals.</p>	<p>Explore Hindu concepts of Karma, Reincarnation and Moksha.</p>
--	--	---	---	---	--	---

PE	Football	Hockey	Tag Rugby	Netball	Tennis	Athletics
	Focusing on specific techniques including passing, dribbling and shooting.	Making sure that the students know how to hold the stick correctly and the rules within hockey.	Starting off by getting to grips with a rugby ball and how to hold it.	Learning about the different passes in netball.	Making sure that the students know how to underarm serve.	Starting with learning throwing techniques.
	Learning the different types of passes while improving their own techniques.	Highlight different types of passes in hockey like a push pass.	Learning passing technique and practising passing between each other.	How to perform a chest pass, bounce pass and a shoulder pass.	Practising our forehand technique in pairs.	Specifically at Javelin, shotput and discus.
	How to receive the ball so that you are ready for the next movement.	How to receive the ball and dribbling technique. Looking at the importance of close control.	Learning about the rules like passing backwards and offside.	Looking at how to receive the ball correctly. Timing your runs and passes.	Being able to keep a rally going using our forehand	Practising other events like long jump and standing long jump.
	Close control of the football while		Looking at how a teams formation needs to line up.	Going over the general rules of netball, like	Learning the correct technique for backhand shots.	Making sure to know the correct techniques.

	<p>practising dribbling.</p> <p>Combining the passing and dribbling techniques together to form game related sequences.</p> <p>Learning different shooting techniques and practising to improve</p> <p>Small sided games to put passing, dribbling and shooting in practice while adding a</p>	<p>Practice passing and moving to create space.</p> <p>Learning tackling techniques and the rules of tackling.</p> <p>Practise jab tackle and looking at what a stick tackle is.</p> <p>Practising shooting techniques and combining with passing and dribbling.</p> <p>Looking at how to beat a defender in attack vs defence.</p>	<p>The importance of timing runs to stay onside</p> <p>Practising with 2 against 1 and 3 against 2.</p> <p>Looking into potential different passes like a pop pass.</p> <p>Making sure that we tag players correctly and know the rules.</p>	<p>footwork and blocking.</p> <p>How to anticipate a pass while landing and pivoting.</p> <p>Learning about the different positions on a netball court.</p> <p>What the positions are allowed to do.</p> <p>How to create space on the court with movement.</p>	<p>Practising this in pairs and implementing into rallies.</p> <p>Practising some target practise and being able to hit certain areas on the court.</p> <p>Using these skills to play more competitive matches and rallies.</p> <p>Developing this into games to encourage team work.</p>	<p>Running events including; 100m, 200m, 800m and relay races.</p> <p>Making sure that all students know rules and are comfortable going into sports day.</p> 
--	--	---	--	---	---	--

competitive element.

the importance of communication and good teamwork.

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



Small sided games to implement what has been learnt.

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



How to attack effectively, using skills like a dummy.

Identifying space on the pitch and knowing when to pass left or right.

Working together as a team in interhouse matches.



Practising shooting techniques from within the dee.

Combining these skills into matches against other schools.



Carousel	DT Printing	Sailing	Fitness	Food	Film	Coding
	<p>Pupils to explore different ways of Printing.</p> <p>Potato printing. Designing and building repeating patterns. Compare printing with a variety of vegetables.</p> <p>Printing with foam, experimenting with imprints and printing reverse images using printing inks and a roller</p>	<p>Sailors will learn to rig the boats and to know the names of all the different parts.</p> <p>They will learn how to work cooperatively, helping each other out when needed. They will understand the importance of safety whilst sailing and how to look after themselves and each other. They will learn how to sail the boat efficiently, how to change direction,</p>	<p>Pupils will develop <b>netball</b> skills including:</p> <p>A variety of passes</p> <p>Ball drills</p> <p>Accuracy</p> <p>Strategic thinking</p> <p>Teamwork.</p> <p>High-five games</p> <p>Beginners' <b>yoga</b>:</p> <p>Develop controlled breathing techniques.</p> <p>Improve flexibility</p> <p>Strengthen core muscle groups.</p>	<p>Pupils will develop their knowledge and understanding of ingredients and healthy eating.</p> <p>Pupils will develop their knowledge food provenance.</p> <p>Pupils will acquire and demonstrate food preparation and cooking techniques.</p> <p>Pupils will acquire and demonstrate the principles of food hygiene and safety.</p> <p>Pupils will develop their knowledge of</p>	<p>Pupils will understand the key production concept of film form. They will study cinematography, editing, sound and mise en scene using clips from age appropriate films. The students will then create their own short productions in small groups to demonstrate their understanding. This will prepare them for the GCSE Film Studies course.</p>	<p>Pupils will use MakeCode and Microbits to develop their understanding of algorithms and coding.</p>

	<p>Printing with natural shapes such as flowers and leaves.</p> <p>Printing with rubber stamps and inks. Printing and building shapes with string.</p> <p>Wooden block printing on fabric.</p>	<p>capsizing safely and getting back into the boat afterwards.</p> <p>Most importantly of all they will spend the afternoon outside in the fresh air, gain a huge amount of confidence and have fun!</p>	<p>Develop good balance.</p> <p>The pupils will become competent in: Downward Dog</p> <p>Balasana</p> <p>Shavasana</p> <p>Tree Pose</p> <p>Seated Forward Fold.</p> <p>Warrior</p> <p>Chair Pose</p>	<p>consumer food and drink choice.</p> <p>Pupils will apply their knowledge to make informed choices.</p> <p>Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.</p> <p>Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create high quality dishes for a wide range of people.</p> <p>Pupils will evaluate and test their ideas</p>		
--	--	--	--	---	--	--

				and the work of others.		
--	--	--	--	----------------------------	--	--