

YEAR 7 – SPRING TERM	
Subject Skills	Subject Knowledge
ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Read, understand and respond to texts. Developing a personal response. Use textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Show understanding of the relationship between texts and the contexts in which they were written. Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organise information and ideas, using structural and grammatical features to support coherence and cohesion and texts • Present in a formal setting • Listen and respond appropriately to spoken language • Use spoken standard English appropriately 	<p>Detectives and Poetry from other cultures and traditions – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • A selection of short stories by authors including Roald Dahl, Sir Arthur Conan Doyle and Agatha Christie • A selection of both contemporary poetry and from our literary heritage • How historical and social context influences a writer • How a writer creates character and plot • How a writer creates tension, suspends belief and leads the reader on • The detective genre and its associated spin-offs, in a variety of media • How to present an argument to a group, to answer questions posed by an audience, and how to prepare and participate in a debate • The details of, and poetry based upon, a real-life murder mystery • How figurative language creates specific effects • How readers can be persuaded by advertisers, for many different purposes • Contextual non-fiction texts and letters • The slave trade and its long-term impact on contemporary and modern-day society • Equality issues in today's society • The impact of the Vietnam War • How people from other cultures express their identities • How spoken language is different to written language and how to adapt it to audience and purpose • How accent and dialect are important cultural factors
MATHS	
<p>Addition and Subtraction – throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Use formal methods of addition with integers and decimals • Solve problems in the context of perimeter, money and frequency trees and tables • Solve problems in the context of perimeter, money and frequency trees and tables <p>Multiplication and division - throughout the term pupils will have the opportunity</p>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Addition and Subtraction - strategies for adding/subtracting any number • Multiplication and division - strategies for multiplying/dividing any number;

<p>to develop the following skills:</p> <ul style="list-style-type: none"> • Multiplying by 10, 100 and 1000; unit conversions • Formal methods of multiplication and division • HCF and LCM • Areas of triangles, rectangles and parallelograms • Finding the mean • Finding fractions and percentages of amounts • Solving two-step equations (with and without a calculator) • Order of operations <p>Negative Numbers - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Ordering directed numbers with and without context • Revisit four operations to include directed number • Using a calculator with directed number • Order of operations <p>Adding and subtracting fractions - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Representing tenths and hundredths on diagrams and number lines • Adding/subtracting fractions with a common denominator, including with answers above one • Revisit equivalent fractions • Adding and subtracting fractions with simple different denominators e.g. quarters/eighths, thirds/sixths • Mixed questions e.g. $34+0.2$ 	<p>understand and use Highest Common Factors and Lowest Common Multiples</p> <ul style="list-style-type: none"> • Negative Numbers - strategies for ordering and calculating with negative numbers • Adding and subtracting fractions - strategies for adding/subtracting complex fractions; how to calculate with mixed decimals and fractions
<p>SCIENCE</p>	
<p>Working scientifically – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision • Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. 	<p>Properties of Materials (and reversible changes) - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • How some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Solids, liquids and gases and decide how mixtures might be separated, including through filtering, sieving and evaporating • Comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

<ul style="list-style-type: none"> • Use test results to make predictions to set up further comparative and fair tests • Use simple models to describe scientific ideas • Identify scientific evidence that has been used to support or refute ideas or arguments 	<ul style="list-style-type: none"> • How dissolving, mixing and changes of state are reversible changes • Absorbency of materials <p>Living things and their habitats - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Life processes and reproduction of plants: Germination, Growth, Fertilisation, Seed production, Seed dispersion
AMBITION	
<p>An Introduction to Strategies for Safety & Wellbeing – pupils will have the opportunity to develop the Protective Behaviour Approach (focussing on mental health):</p> <ul style="list-style-type: none"> • It is an approach on self-empowerment with an emphasis on personal safety (physical, emotional and mental) • It encourages people to be more in touch with how they feel, be able to identify and ‘early warning signs’ that are personal to them, explore their support networks and develop strategies to help them feel safer. This has been shown to raise self-esteem and confidence • It helps build resilience, improve communication around talking about concerns and helps concentration and engagement in learning. 	<p>An Introduction to Strategies for Safety & Wellbeing – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Issues surrounding safety, mental health and wellbeing and how to access sources of support • rights and responsibilities as pupils • concept of safety: what feels safe/unsafe and how to recognise this and early warning signs • connections between feelings and thoughts • friendships and the characteristics of a good friend • internal and external support networks for pupils and how to identify what may be appropriate • our feelings and how to understand and manage these coping and help-seeking strategies
ART TECHNOLOGY	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Use watercolour paints to create bright and bold solid colour • Accurately use acrylic paints • Produce accurate and detailed line drawings • Use tools and equipment with confidence when working with wood • Apply a good quality finish to the finished product • Cut, shape and smooth materials with accuracy and pride • Use tools and equipment, showing accuracy and precision • Evaluate what is a success and what needs to be improved 	<p>Japanese Culture – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How Japanese culture has inspired certain art pieces and designs • Isometric 3D drawing • The properties of materials when making
COMPUTING	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Apply some computational thinking techniques e.g. decomposition and abstraction 	<p>Python Programming – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Text-based programming language ‘Python’ and understand the need for care and precision of syntax and typography in giving instructions

<ul style="list-style-type: none"> • Use basic techniques to produce efficient and effective coding solutions understanding the need for care and precision of syntax • Develop simple ICT-based models to explore patterns and relationships, and make predictions about the consequences of their decisions e.g. effects of changing data variables in a model • Use simple electronic circuits incorporating inputs and outputs • Test and evaluate work showing understanding of the product context and limitations • Communicate and exchange information and ideas with others, collaborating to develop and improve work • Use ICT safely and responsibly and know how to report concerns in and out of school 	<ul style="list-style-type: none"> • Sequences of instructions as well as how to write or debug a short program • How a computer recognizes variables and what type of data makes a variable • How a program decides which commands to run depending on whether certain things (conditions) are true or false • Variables, user input, calculations and any advanced feature <p>BBC Micro: Bit - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to control various component on the Micro: Bit • Inputs, outputs and other external devices <p>Digital literacy – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Cyberbullying - the difference between being a passive bystander versus a brave up stander in cyberbullying situations • Creators rights - responsibilities as creators and users of creative work
FOOD SCIENCE	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks • Use knowledge of ingredients to adapt recipes • Prepare some simple recipes including healthy salads • Evaluate their ideas and products against their own design criteria • The safe use of a knife 	<p>Introduction to Food – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to work safely and hygienically with food • The names of some basic equipment • A healthy diet using the Eatwell Guide
FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Pick out the main points and some detail in a short passage that is spoken slowly and clearly • Write down high frequency verbs when spoken clearly • Use sentences independently to describe people, places, things and action • Use formal and informal modes of address • Pronounce known language well and can read unknown words aloud applying phonics knowledge • Use a bi-lingual dictionary to look up nouns, adjectives and verbs • Use simple connectives, qualifiers, adverbs of frequency, numbers and time expressions and simple negatives • Demonstrate a vocabulary base and phrases related to people, places, things and simple actions 	<p>Daily Life - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Responding to invitations • Expressing opinions • How to order drinks and snacks in a café and ask about, and understand prices • How to talk about their daily routine • How to talk about their school life giving details of their timetable, opinions of subjects etc <p>Grammar - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Reinforcement of au, à la, à l', aux • Reflexive verbs (1st, 2nd, 3rd person singular) • Question forms • High frequency adverbs • Intensifiers and connectives
HUMANITIES	

<p>Geography - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Locate and understand key physical and human characteristics of Africa & Asia • Locate cities, countries and regions of Africa & Asia on physical and political maps • Understand the contrasts in levels of international development and how to measure development using a range of development indicators • Understand how physical processes affect the environment and impact of people living nearby • Understand geographical similarities and links between places through the study of human and physical geography of a region within Asia <p>History - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Make links within and across periods and explain connections. • Describe the characteristic features of past societies and periods. • Examine and begin to analyse the causes and consequences of events and changes • Begin to explain, different historical interpretations of events, people and changes. • Select and combine information from historical sources • Select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations 	<p>Geography - Settlement & World Population – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Factors affecting population and its distribution • Comparing and contrasting various regions of the world • Population density • Measures taken to control population growth <p>History - Beyond 1066 to the Middle Ages – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The Feudal system • The Black Death • The Peasants Revolt • The development and role of the church in Medieval Britain
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Performing - play as part of a group; perform extended pieces from memory; use some of the elements of music to add variety to my work • Composing - improvise rhythms and melodies; compose for different occasions sing a variety of structures; compose using melody, rhythm and chords • Listening & Appraising - use musical language to identify different features; describe, compare and evaluate using KS3 vocabulary 	<p>Jazz Music – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Specific Jazz Instrumentation • How to form chords • How to identify notes in a blues scales (using notation or aurally) <p>Concert Preparations - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Strategies for how to produce an effective performance • Management of performance anxiety • Evaluating and comparing performances – including knowing the correct terminology (10 musical elements) expanding to include these at a higher level and to suggest effective improvements
PE	
<p>Gymnastics - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Perform a variety of balances 	<p>Gymnastics - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Why a warm up is important

<ul style="list-style-type: none"> • Perform a variety of rolls • Create a basic floor routine with help <p>Volleyball - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Perform a volley on your own and with a partner • Perform a volley in a game situation • Throw the ball over the net to serve <p>Netball – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the footwork rule • Demonstrate the chest pass with some control • Catch a ball • Be able to get free when being marked <p>Rugby - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Demonstrate a tag tackle in a game • Pass the ball backwards to a teammate • Catch a pass from a team mate • Run with the ball in 2 hands <p>OAA - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Complete a basic orienteering course • Plan a basic course with help • Identify markers in front of me on the map 	<ul style="list-style-type: none"> • What a ‘balance’ is • Different types of rolls <p>Volleyball - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • how a game of volleyball works and how it is scored <p>Netball - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • What footwork means • How a game of netball works <p>Rugby - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Which way you run and which way you pass • How a game of tag rugby works <p>OAA - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • What orienteering is • The names of some symbols on a map
<p>PSHE</p>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Recognising their personal strength and how this affects their self-confidence and self-esteem • Building relationships • Practise the skills of communication and negotiation • Reflect on difference and what it means to individual people • Listening skills • Practise speaking and listening to others • Create steps to achieve goals • Turn steps into targets • How to set up a budget and cope with the unexpected 	<p>Identity & Communities – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Their identity and how it is affected by a range of factors, including a positive sense of self • Self-esteem and that it can change depending on personal circumstances • Different types of families • How family relationships affect our wellbeing • The roles and responsibilities of parents, carers and children in families • How relationship skills can be built • Being assertive • How prejudice might be challenged • The multiple roles and responsibilities in society • Why positive relationships are helpful when working in groups <p>Planning for the future – pupils will have the opportunity to develop their knowledge</p>

	<p>about:</p> <ul style="list-style-type: none"> • The positive things they want to achieve in the future • Managing their money and savings • The role of banks and building societies
<p>RE</p>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Ask questions in response to the learning • Research, gather and select relevant information, using a range of sources • Use key religious vocabulary with accuracy in my written work and orally • Express personal opinions in response to the learning • Contribute positively in group or whole class discussion by responding and adding to the views of others • Organise and present work using a range of different styles • Understand the impact a belief or practice can have on followers • Show empathy in response to the learning • Express clear views about why religions and practices are so important • Reflect and make links to own experiences and beliefs • Describe why a sense of belonging is so important to different faiths 	<p>The impact of Charity – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Their own ideas about what charity means to them, their own involvement and its importance locally and globally • The impact of charity in a LEDC (Ghana) and reflect on child labour and the conflict in Syria • A key historic Holocaust saviour - Nicholas Winton • The positive impact people can have on others • The impact of 'good deeds' and that there are different levels of charity that should all be as important as each other no matter how small