YEAR 7 – SUMMER TERM	
Subject Skills	**Subject Knowledge**
ENGLISH	
The following are the explicit skills assessed for English Literature at GCSE, which apply to our curriculum at KS3: 1. To study a whole play by Shakespeare - unabridged 2. To analyse an unseen extract from the play and respond to a question under timed conditions e.g. 'How Shakespeare presents…' (character(s)/ theme in the extract) 3. To respond to (an unknown) question on the whole play under timed conditions 4.To learn important quotations from memory 5. To integrate knowledge of context within a response 6. To structure a coherent response **The following are the explicit skills assessed for English Language at GCSE, which apply to our curriculum at KS3:** **(Reading)** 1. To evaluate the effects of language and structure in an unseen passage under timed conditions 2. To evaluate the success of a writer in achieving purpose/intention e.g. evaluating setting, ideas, events 3. To read x2 extended challenging UNSEEN non-fiction texts and compare the viewpoints and opinions of writers and HOW these views are presented 4.To read x 2 extended, challenging UNSEEN non-fiction texts and find similarities , opening with an inference statement **(Writing)** 1.To write an unprepared imaginative piece under timed conditions	Throughout the term, pupils will have the opportunity to develop their knowledge about travel writing and Macbeth by William Shakespeare: **<u>Travel writing</u>:** • A selection of travel writing by both contemporary authors including Bill Bryson, and from our literary heritage, including William Wordsworth • How figurative language creates specific effects • How readers can be persuaded by writers, for many different purposes • The conventions of travel writing and how to write their own pieces • How to evaluate and analyse a piece of travel writing and how far it achieves its purpose • The language of travel brochures and their effect on the reader • How various agencies promote regions/cities/countries and their methods of doing so **<u>Macbeth</u>:** • A Shakespeare play in performance • How historical and social context influences a writer • How a writer creates character and plot and how they are presented to the audience • How a writer creates tension, suspends belief and leads the audience on • How dialogue is different to written language • Different techniques to memorise quotations • Context of Elizabethan and Jacobean England and how this impacted upon Shakespeare's writing of the play

2.To coherently structure a written piece with conscious effect 3.To coherently structure either an unprepared speech, report, article, review or letter under timed conditions 4.To use a wide range of vocabulary for conscious effect 5.To use a range of figurative devices for conscious effect 6.To vary paragraphs for conscious effect and to help shape meaning 7.To vary sentences for conscious effect and to help shape meaning 8.To adapt tone and register appropriate for task and purpose	
MATHS	
Algebra – pupils will have the opportunity to develop the following skills: ● Form expressions from situations describes in words. ● Substitute numerical values into formulae and expressions, including scientific formulae. (including examples with negatives) ● Simplify and manipulate algebraic expressions to maintain equivalence by collecting like terms. ● Use algebraic methods to solve simple linear equations in one variable where the unknown appears on one side of the equation. ● Generate terms of a sequence from either a term-to-term or a position to-term rule. ● Recognise arithmetic sequences and find the nth term. **Geometry** – Lines & angles – pupils will have the opportunity to develop the following skills: ● Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric. ● Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies ● Use a protractor to measure and draw angles. ● Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. ● Understand and use alternate and corresponding angles on parallel	**Algebra** –pupils will have the opportunity to develop their knowledge about: ● how a letter represents a variable. ● the difference between an expression, equation, formula, term, function and identity ● interpreting algebraic notation ● coefficients written as fractions rather than as decimals ● brackets

lines. ● Derive and use the sum of angles in a triangle and a quadrilateral. ● Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons ● Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies ● Use a protractor to measure and draw angles. ● Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. ● Understand and use alternate and corresponding angles on parallel lines. ● Derive and use the sum of angles in a triangle and a quadrilateral. ● Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons	
SCIENCE	
Working scientifically – pupils will have the opportunity to develop the following skills: • Accuracy, precision, repeatability and reproducibility • Understand that scientific theories develop as earlier explanations are modified to take account of new evidence and ideas • Evaluate risks in practical work • Ask questions and develop a line of enquiry based on observations of the real world • Make a prediction or hypothesis using scientific knowledge and understanding • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables • Apply sampling techniques • Present observations and data using appropriate methods, including tables and graphs	**Human Systems and Health** – pupils will have the opportunity to develop their knowledge about: • Describe the structure and functions of the human skeleton, to include support, protection, movement and making blood cells • Study biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles • Describe the function of muscles and examples of antagonistic muscles. • Analyse the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed • Undertake calculations of energy requirements in a healthy daily diet • Consider the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • Study the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)

• Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • Use SI units (e.g., m, cm, mm) and chemical symbols & formula	• Describe the importance of bacteria in the human digestive system • Explain the structure and functions of the gas exchange system in humans, including adaptations to function • Recognise the mechanism of breathing as moving air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume • Analyse the impact of exercise, asthma and smoking on the human gas exchange system **Earth's Atmosphere and Rock Cycle** • Describe the composition and structure of the Earth • Study the rock cycle and the formation of igneous, sedimentary and metamorphic rocks • Identify the Earth as a source of limited resources and the efficacy of recycling • Consider the composition of the atmosphere and importance of the carbon cycle • Link the production of carbon dioxide by human activity and the impact on climate.
AMBITION	
Throughout the term pupils will have the opportunity to develop the following skills: • Describe different ways of looking at people's careers and how they develop • Identify different kinds of work and why people's satisfaction with their working lives varies • Describe the organisation and structure of different types of business • Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing • Explain how you have benefited as a learner from career related learning activities and experiences	**Jobs, Careers & Occupations** – pupils will have the opportunity to develop their knowledge about: • Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you • Employment laws • Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you

• Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	
ART TECHNOLOGY	
Throughout the term pupils will have the opportunity to develop the following skills: • Accurately and neatly use watercolour paints to create bright and bold solid colour • Accurately use colouring pencils, blending and shading neatly • Describe and mix tints and shades • Draw accurately from observation using shape and form • Draw accurately from observation using tone and texture • Draw a portrait, using accurate proportion and adding accurate detail • Draw accurately using various media, adding tone and texture. • Produce a 3-D form • Produce accurate and detailed line drawings	**Portrait** – pupils will have the opportunity to develop their knowledge about: • Evaluate my own work, visually adapting and refining work to improve it • Recognise and use key characteristics of different artists' work and art movements • Research an artist and produce a detailed information page about them, analysing their work using technical and subject specific language
COMPUTING	
Throughout the term pupils will have the opportunity to develop the following skills: • Use 2D packages to model ideas. • Select appropriately from specialist tools, techniques, processes and equipment. • Use simple electronic circuits incorporating inputs and outputs. • Test and evaluate work showing understanding of the product context and limitations. • Recognise the main parts of a computer system and how they are connected. • Apply some computational thinking techniques e.g. decomposition and abstraction • Use basic techniques to produce efficient and effective coding solutions understanding the need for care and precision of syntax. • Communicate and exchange information and ideas with others,	**Living Graphics** – pupils will have the opportunity to develop their knowledge about: • Learn to use tools within graphical design software to manipulate images and create vector images. • Design your own graphic suitable for the audience to create a prototype for a children's toy. • Integrate electronic devices into the 'toy' using an input device and a range of outputs. • Write an algorithm in Flowol to control the prototype and test the solution. **VEX IQ System Robotics**

collaborating to develop and improve work.	• This unit is based around the idea of a fully automated car (such as the google car). In each lesson students will explore and program simplified version of the underlying principles powering such as car. • Learn how to programme a physical device using VEX IQ System Robot. • They will use a readily built VEX IQ sensor car and we will focus on coding skills of this physical device using Modkit - a block based programming language. **Digital literacy** • **Cyberbullying be upstanding** Students learn about the difference between being a passive bystander versus a brave up stander in cyberbullying situations. • **Creators rights** Students reflect on their responsibilities as creators and users of creative work.
FOOD SCIENCE	
Throughout the term pupils will have the opportunity to develop the following skills: • Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	**Textiles – Monster vs aliens cushion project** – pupils will have the opportunity to develop their knowledge about: • Designing and making a cushion • How to use equipment safely and with accuracy. • Using a wider range of techniques e.g. applique and machine embroidery. • How to evaluate completed product against criteria
FRENCH	
Pupils will have the opportunity to develop the following skills:	Pupils will have the opportunity to develop their knowledge about:

• Can write down words spelled out in French • Can understand the main points in passages which include opinions and two tenses (present and near future) • Can adapt models to convey information from 2/3 topics covered • Can appreciate the gist of a range of fiction and non-fiction texts • Can infer meaning from context and pick out and translate individual words and short phrases into English • Can write a short simple text from memory, with reasonable spelling • Can use high frequency verb forms, nouns, articles and adjectives to form simple sentences • Can use the near future	• sports, hobbies, musical instruments ,giving details of frequency and opinions • activities at the leisure centre, devise a programme of events • future/holiday plans <u>Grammar</u>: formation of –ER verbs in the present tense using on peut + infinitive using jouer+ à/de, faire aimer + infinitive
HUMANITIES	
Geography - pupils will have the opportunity to develop the following skills: • locate and understand key physical and human characteristics of Africa & Asia. • understand how physical processes affect the environment and impact of people living nearby • Use a variety of map types to describe physical and human characteristics of regions of the UK and other parts of the world. **History -** pupils will have the opportunity to develop the following skills: • Describe and begin to make links between features of past societies and periods. • Explain the causes and consequences of key events and changes. • Describe how and explain why some events, people and changes have been interpreted in different ways. • Use historical sources to strengthen my views about the past and reach a conclusion	**Geography - World population** – pupils will have the opportunity to develop their knowledge about: ● its distribution and factors affecting this ● comparing and contrasting various regions of the world ● population density ● measures taken to control population growth ● the effect of population growth in China and India **Coasts** In this short unit the pupils study a range of human and physical themes to develop skills and learn about coastal features. We focus on: ● Map skills plotting physical features ● Comparing climate and ecosystems with a focus on coastal features ● Tourism ● Natural energy resources; impact of extraction and reliance **History** - **The Tudors & the Reformation** – pupils will have the opportunity to develop their knowledge about: • Who were The Tudors and why are they important? • Why was there tension between the Protestants and Catholics?

	• What were Henry VIII's problems? • Why did Henry VIII fall out with the Catholic Church? • What was the significance of the Reformation The final aspect of this unit focuses on events surrounding the Reformation leading up to the English Civil War.
MUSIC	
Pupils will have the opportunity to develop the following skills: **<u>Performing:</u>** • To play as part of a group • To perform extended pieces from memory • To use some of the elements of music to add variety to my work **<u>Composing:</u>** • To improvise rhythms and melodies • To compose for different occasions sing a variety of structures • To compose using melody, rhythm and chords **<u>Listening & Appraising:</u>** • To use musical language to identify different features • To describe, compare and evaluate using KS3 vocabulary •	**Popular Music** Pupils will begin a topic of Popular Music. Here, they will closely analyse the history of Popular Music and how it has developed through time. Whilst demonstrating and enhancing their listening and appraising skills they will also arrange and compose their own popular music pieces. The knowledge they will have the opportunity to develop in this half term includes: • Understanding of the 10 musical elements at higher level and to be able to identify these and discuss them confidently • Know features of popular music, and can link them to different decades, ultimately, knowing how music has developed over time • Understand popular music and its relation to wider society
PE	
Throughout the term, pupils will have the opportunity to develop the following skills: <u>Tennis</u>: • You can demonstrate a basic over arm serve. • You can play a backhand shot. • You demonstrate control in placing forehand shots where you want them to go. <u>Athletics</u>:	Pupils will have the opportunity to develop their knowledge about: <u>Tennis</u>: • You can explain the technique of an overarm serve. • You can demonstrate some understanding of tactics of game play. <u>Athletics</u>: • You can explain some aspects of technique for athletic disciplines. • You can explain the safety rules for athletic activities. <u>Cricket</u>:

• You can adopt a sound approach, take off and landing for all jumping events. • You can throw, shot, discus and javelin with some control. • You can demonstrate good running technique and pace yourself in a long distance run. <u>Cricket:</u> • You demonstrate that you can bowl the ball overarm with a straight arm. • You can demonstrate an accurate over arm throw over 10m. • You can accuracy hit the ball to a target and can explain why it is important to hit the ball into space. • You can demonstrate batting, bowling, throwing and catching with some accuracy. <u>Rounders</u>: • You can consistently retrieve moving balls and show accuracy when throwing the ball underarm. • You can hit the ball most of the time against balls directed at different heights and paces. • You can field in a range of fielding positions including on a base and in the deep. • You can identify strengths and weaknesses of your own and others performances, giving feedback to improve on this.	• You can explain the basic rules of cricket <u>Rounders</u>: • You can identify strengths and weaknesses of your own and others performances, giving feedback to improve on this.
PSHE	
Throughout the term pupils will have the opportunity to develop the following skills: • Organising and speaking in a mock general election • Reflect upon British Values in the UK and how they impact upon life • Various strategies for coping with these changes and mood swings	**Democracy & Law** – pupils will have the opportunity to develop their knowledge about: ● the 3 parts which make up Parliament: the House of Commons, House of Lords, the Monarch ● what happens in Parliament and what each of the 3 parts is responsible for ● the differences in the role of Parliament and the role of the government ● what a general election is and how it works ● how people vote in a general election and what happens afterwards ● some of the key terms associated with general elections and voting

	● the importance of having laws. ● why laws are made. ● the role Parliament plays in passing new laws. ● the role of the Police in our communities ● why British Values are important to us **Puberty & Hygiene** – pupils will have the opportunity to develop their knowledge about: ● the emotional and physical changes during puberty ● The importance of personal hygiene ● Ways of maintaining personal hygiene ● About whether boys and girls receive equal respect ● About a range of situations related to gender and stereotypes ● That friendships affect everything we do ● That positive friendships are important in our lives ● That friendships can cause strong feelings and emotions
RE	
Throughout the term pupils will have the opportunity to develop the following skills: • 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.	**Christianity - The Holy Trinity** – pupils will have the opportunity to develop their knowledge about: ● multiple forms ● Biblical artwork of The Holy Trinity ● What The Holy Trinity is and why it is important to Christians.

• Describe why a sense of belonging is so important to different faiths.	