

Y7 Autumn Term

English

Throughout the Key Stage, pupils' skills are developed in:

AO1- Read, understand and respond to texts. Developing a personal response. Use textual references, including quotations, to support and illustrate interpretations.

AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 - 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.

AO4/AO6- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO5 - 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

AO7 - Present in a formal setting

AO8 - Listen and respond appropriately to spoken language

AO9 - Use spoken standard English appropriately

Text – The Boy in the Striped Pyjamas by John Boyne

Reading:

Range of information texts about Holocaust / context (AO1, AO3, AO4 reading)

Winston Churchill's address to the nation (AO1, AO2, AO3, AO4 reading)

Writing:

Formal letter to Father/ semi-formal to Grandmother (AO5, AO6 writing)

Character profiles—with quotes (AO1, AO2, AO3 Lit)

Holocaust Information leaflet (AO5, AO6 writing, AO1, AO4 reading)

Bruno's diary (AO5, AO6 writing)

Clothes and status in the novel (AO1, AO3 Lit)

Balanced argument—should the book be taught in schools? (AO5, AO6 writing)

Film review (AO5, AO6 writing)

Spoken Language:

- Debate and discussion groups, demonstrating the correct use of Standard English and changing talk to suit audience and purpose
- Individual presentations using persuasive techniques and oratorical devices
- Explaining, describing and illustrating ideas to an audience and responding to questions raised
- Taking part in groups presentations, role plays, hot seating and improvisations
- Sustaining a voice throughout
- Understanding how to manipulate language to affect audience response
- A range of enrichment opportunities,

	including choral speaking and recitation is also offered in KS3
Maths	<p>Exploring sequences</p> <ul style="list-style-type: none"> • Describe and continue sequences in diagram and number forms <p>Understanding and using algebraic notation</p> <ul style="list-style-type: none"> • Use single function machines and series of two function machines with numbers, bar models and letters • Form expressions and substituting into expressions • Represent functions on a graph and finding equations of lines • Collect like terms <p>Equality and equivalence</p> <ul style="list-style-type: none"> • Understand equality and fact families • Form and solve equations • Understand equivalence • Multiply out brackets <p>Place value and ordering</p> <ul style="list-style-type: none"> • Describe and continue sequences - diagram and number, find the rule for nth term • Integer place value up to one billion • Decimal place value to hundredths • Use number lines • Compare and order numbers • The range and the median • Round to positive powers of ten and to one significant figure • Estimates, including rounding <p>Fraction, decimal and percentage equivalence</p> <ul style="list-style-type: none"> • Represent tenths and hundredths with diagrams and number lines • Interpret pie charts • Equivalent fractions • Convert between any fraction, decimal and percentage • Add and subtract fractions with any denominators • Multiply and divide a fraction by an integer and by a fraction
Science Working scientifically, pupils will: <ul style="list-style-type: none"> ▪ Work with accuracy, precision, repeatability and reproducibility ▪ Understand that scientific theories 	<p>Particles, Atoms and Elements</p> <ul style="list-style-type: none"> • properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas

<p>develop as earlier explanations are modified to take account of new evidence and ideas</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 	<p>pressure</p> <ul style="list-style-type: none"> • Brownian motion in gases • changes of state in terms of the particle model. • diffusion in terms of the particle model • similarities and differences, including density differences, between solids, liquids and gases • the anomaly of ice-water transition • a simple (Dalton) atomic model • atoms and molecules as particles. • differences between atoms, elements and compounds • chemical symbols and formulae for elements and compounds • conservation of mass changes of state and chemical reactions. • conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving • the difference between chemical and physical changes. <p>Fuel and Energy Changes & Transfers</p> <ul style="list-style-type: none"> • comparing energy values of different foods (from labels) (kJ) • comparing power ratings of appliances in watts (W, kW) • comparing amounts of energy transferred (J, kJ, kW hour) • domestic fuel bills, fuel use and costs • fuels and energy resources • heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators • other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.
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	<ul style="list-style-type: none"> • energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change • comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions • using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.
<p>Art Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Analyse artworks and using correct terminology to determine features • Look at tone and how to achieve contrast and depth using appropriate media • Develop accuracy and measuring of proportions • Investigate how artists have used portraits in their work • Develop how to work in a particular artist's style 	<p>Throughout the term, pupils will study 'Self Portrait' and will look closely at:</p> <ul style="list-style-type: none"> • MC Escher's Eye of Death • Proportions of the face • Picasso and his portraits
<p>Computing Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Use 2D and 3D CAD packages to 	<p>3D Design & Print</p> <ul style="list-style-type: none"> • Learn to use Computer Aided Design (CAD) software to manipulate 2D objects. • Key Ring project: Product analysis & design influences. • Design and create: follow specification to design a keyring and print in 3D. <p>BBC Micro: Bit</p> <ul style="list-style-type: none"> • Learn how to control various component on the Micro: Bit • Plan and create an App which makes

<p>model ideas.</p> <ul style="list-style-type: none"> ▪ Select appropriately from specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture. <p>Use simple electronic circuits incorporating inputs and outputs</p>	<p>use of inputs, outputs and other external devices.</p> <p>Digital literacy</p> <ul style="list-style-type: none"> • Digital Life Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape. • Strategic searching Students learn that to conduct effective and efficient online searches, they must use a variety of searching strategies rather than relying on a single source.
<p>Food Science</p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • understand and apply the principles of nutrition and health • cook a repertoire of savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques 	<p>Cooking for Families – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • investigate and prepare healthy family meals • use more varied ingredients when preparing dishes, such as raw chicken • learn how to use the hob safely • reflect upon their practical skills

<p>French</p> <p>Throughout the term pupils will have the opportunity to:</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 • understand and respond to a range of familiar questions • ask and respond to simple questions on the current topic including expressing opinion • use sentences independently to describe people, places, things and action • understand the main details in a short text on familiar topics • use a dictionary with some success to add new language • agree adjectives for number and gender including possessive adjectives (ie. <i>mon/ma/mes</i> etc.) 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • how to talk about their geographical surroundings, house and home • to describe their house and home using prepositions to say where things are • how to talk about their daily routine and to tell the time • how to ask for places in the town , give and understand directions and say where they are going <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Recognising –ER verbs • Prepositions of place • Using the pronoun “on” • Negative statements using ne...pas • Simple set phrases such as “il y a “, “beaucoup de...” etc. • High frequency imperatives • Using “tu” and “vous”
<p>Geography</p> <p>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 	<p><u>Russia</u></p> <p>Pupils study a range of human and physical themes to develop skills and learn about the features of this vast transcontinental country. We focus on:</p> <ul style="list-style-type: none"> • Map skills plotting physical features • Comparing climate and ecosystems with a focus on the Siberian tundra • Tourism and Russia • Russian natural energy resources; impact of extraction and reliance • Development indicators

<p>processes affect the environment and impact of people living nearby</p> <ul style="list-style-type: none"> ▪ Understand geographical similarities and links between places through the study of human and physical geography of a region within Asia. ▪ Use a variety of map types to describe physical and human characteristics of regions of Russia and other parts of the world. 	
<p>History</p> <p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ▪ describe and begin to make links between features of past societies and periods ▪ explain the causes and consequences of key events and changes ▪ show the difference between short and long term causes ▪ use knowledge and understanding to evaluate historical sources ▪ select and organise information to produce structured work 	<p>1066-1500</p> <ul style="list-style-type: none"> • Why did the Normans win the Battle of Hastings? • How did the Normans keep Control? Local history visit to Prudhoe Castle focusing on the defensive features of a castle.
<p>Music</p> <p>Pupils will have the opportunity to:</p> <p><u>Perform:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Compose:</u></p> <ul style="list-style-type: none"> • To improvise rhythms and melodies • To compose for different occasions sing a variety of structures • To compose using melody, rhythm and chords <p><u>Listen & Appraise:</u></p>	<p>Jazz Music</p> <ul style="list-style-type: none"> • Students re-visit the elements of music and use these whilst listening and appraising to explore the cultural journey of Jazz. Once familiar with the components that make up the style, students in both large and small groups create a variety of Jazz inspired pieces to demonstrate their understanding of style and skills acquired. Students will continue to be involved in reading of notation and encouraged to notate their own compositions where possible.

<ul style="list-style-type: none"> • To use musical language to identify different features • To describe, compare and evaluate using KS3 vocabulary 	
<p>PE Pupils will have the opportunity to take part in:</p> <ul style="list-style-type: none"> • Football 	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • demonstrate a range of passing techniques and control the ball with different body parts effectively in a practice situation. ▪ play in a game situation and select the best pass to use according to the situation. ▪ comment on strengths and areas for improvement and have a good understanding of rules of the game. ▪ demonstrate good control when dribbling the ball including when under pressure.
<ul style="list-style-type: none"> ▪ Hockey 	<ul style="list-style-type: none"> ▪ demonstrate that they can use the reverse stick. ▪ explain and demonstrate the elements of a penalty corner ▪ demonstrate a shot with control. ▪ demonstrate a basic understanding of positions and supporting team mates.
<ul style="list-style-type: none"> ▪ Table Tennis 	<ul style="list-style-type: none"> ▪ demonstrate a range of shots on the forehand and backhand to different areas of the table. ▪ identify strengths and areas for improvement in self and other performances. ▪ demonstrate some accuracy in putting shots where they are targeted to go. • explain scoring and basic tactics of the game.
<ul style="list-style-type: none"> ▪ Rugby 	<ul style="list-style-type: none"> ▪ demonstrate passing with some accuracy while on the move. ▪ attempt to tackle with some success. ▪ demonstrate that they can evade an opponent with some success. ▪ demonstrate a basic ruck.
<p>PSHE <i>The development of self-awareness, social</i></p>	<p>Drugs & Emotional Wellbeing – each session</p>

skills, managing feelings, motivation and empathy is contributed to in every topic.

will focus upon the following questions:

- What do we mean by 'drugs'?
- Drugs – fact or fiction?
- What are the dangers of alcohol?
- What am I good at?
- What does 'assertiveness' mean?
- What happens when we are feeling down?
- How can I feel good about myself?

Healthy Lifestyle & Risk and Safety – each session will focus upon the following questions:

- What is my personal health profile?
- How do I keep healthy?
- What do we mean by 'risk'?
- How do we manage risky situations?
- How do I practise refusal skills?
 - How can we tackle bullying?

Religious Eduation – 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.

The impact of Charity

- Students explore their own ideas about what charity means to them, their own involvement and its importance locally and globally.
- Students take part in a thinking skills activity questioning the impact of charity in a LEDC (Ghana) and reflect on child labour and the conflict in Syria.
- Students are introduced to a key historic Holocaust saviour - Nicholas Winton and respond to his story.
- Students learn about the positive impact people can have on others.
- Students explore 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.
- Students focus in detail on a Holocaust saviour and create a written project

<ul style="list-style-type: none"> • 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>exploring: what they did that was so amazing, the positive impact they had on others, personal profile, the risks and dangers, analysis on why they helped, what might have happened if they didn't help and a detailed personal response reflecting on their own actions and personal experiences.</p>
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<p style="text-align: center;">7</p>	<p>Introduction to Ambition & Growing Minds</p> <ul style="list-style-type: none"> • Challenging stereotypes • What is work and why is it important? • Self-assessment - personal aspirations for work/areas of interest • Why is self-evaluation important? • Identifying own characteristics, strengths and preferences. • Buzz Quiz - self-evaluation to identify career pathways you may wish to consider. • Investigating and researching a variety of identified roles from Buzz Quiz. • The Real Game.
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