



English

CURRICULUM

Year 7 Spring 2

Contemporary Fiction:
21st century voices



Skills and knowledge:

1. Use textual references, including quotations, to support and illustrate interpretations.
2. Analyse the language, form and structure used by a writer to create meanings and effects.
3. Using relevant subject terminology where appropriate.
4. Understanding the relevance, context and importance of fiction in the 21st Century.
5. Engaging with a variety of sub-genres within children's / young adult fiction.
6. Practising creative writing in response to a written stimulus.

Links to prior learning:

- Developing understanding of prose fiction from Morpurgo's 'Beowulf' in AUT1 (1. 2. + 3).

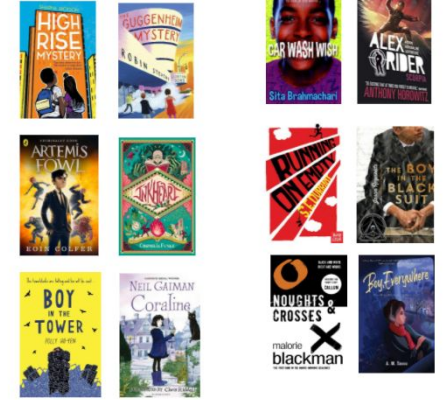
Links to future learning:

- Understanding of genre fiction to be developed through study of the gothic in Y8 AUT1
- Understanding of prose fiction developed in Y10 GCSE
Modern Text: 'Boys don't cry'

Year 7

Contemporary
Fiction

21st Century Voices



Links to whole school vision: 'Every Child a scholar'



- Develop cultural capital through introduction to celebrated authors/ genres.
- Developing love of reading through linking to school library
- Emphasis on reading supports literacy across curriculum.
- Inclusion of writers from diverse backgrounds to reflect our school community and values.



Maths

CURRICULUM

Year 7

Spring 2- Directed numbers and fractional thinking



Skills and knowledge:

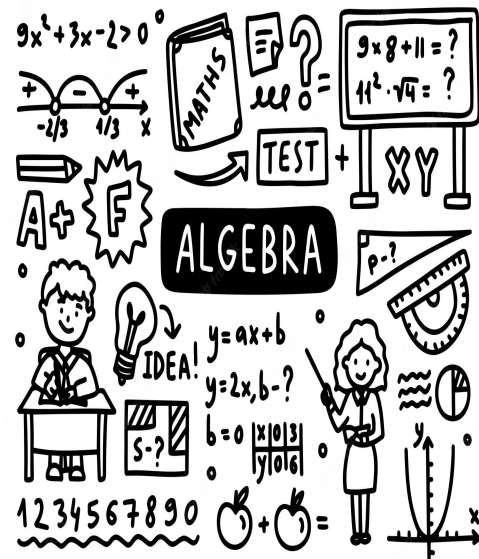
- Understand and use representations of directed numbers
- Order directed numbers using lines and appropriate symbols
- Perform calculations that cross zero
- Add directed numbers Subtract directed numbers
- Multiplication of directed numbers
- Multiplication and division of directed numbers
- Use a calculator for directed number calculations
- Evaluate algebraic expressions with directed number Introduction to two-step equations
- Solve two-step equations
- Use order of operations with directed numbers
- Roots of positive numbers
- Explore higher powers and roots
- Understand representations of fractions
- Convert between mixed numbers and fractions
- Add and subtract unit fractions with the same denominator
- Add and subtract fractions with the same denominator
- Add and subtract fractions from integers expressing the answer as a single fraction
- Understand and use equivalent fractions
- Add and subtract fractions where denominators share a simple common multiple
- Add and subtract fractions with any denominator
- Add and subtract improper fractions and mixed numbers
- Use fractions in algebraic contexts
- Use equivalence to add and subtract decimals and fractions
- Add and subtract simple algebraic fractions
- Use fractions in algebraic contexts
- Use equivalence to add and subtract decimals and fractions
- Add and subtract simple algebraic fractions

Links to prior learning:

- Application of numbers
- Algebraic expressions
- Working with fractions

Links to future learning:

- Reading graphs
- Solving quadratics
- Fractional and negative indices
- Fractional equations
- Surds



Links to whole school vision and ethos: 'Every Child a Scholar'

Students develop their abstract learning, as it forms the very basis of algebraic manipulation itself. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Science

CURRICULUM

Science Year 7 Spring 2

Acids and alkalis - Chemistry

Reproduction - Biology

Skills and knowledge:

- Compare the properties of acids and alkalis.
- Explain what 'concentrated' and 'dilute' mean, in terms of the numbers of particles present.
- Describe the colours of universal indicator for acids, alkalis, and neutral solutions.
- Describe how pH changes during neutralisation reactions and why this is useful.
- Predict the salts formed when acids react with metals
- Predict the formulas for products of reactions between acids and metals, or acids and bases.
- Create balanced equations for reactions between acids and metals and acids and bases.
- Describe the changes that occur during puberty.
- Describe the function of the structures in the male and female reproductive systems.
- Explain the sequence of fertilisation and implantation.
- Compare the male and female gametes.
- Describe the importance of a healthy maternal lifestyle during gestation.
- Describe the main stages of the menstrual cycle.
- Explain how hormones regulate the menstrual cycle.
- Explain the role of each of the parts of the plant involved in the process of fertilisation.
- Explain how the adaptations of seeds aid dispersal.

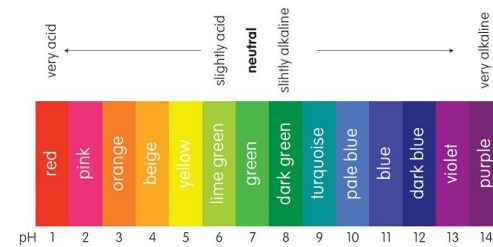


Links to prior learning:

Pupils are first introduced to acids in year 5 where they learn about the reaction between acids and bicarbonate of soda; usually demonstrated in the formation of model volcanoes or rockets. In year 2, pupils are introduced to the processes of reproduction and growth in animals and the role of flowers in reproduction in year 3. In year 5, Pupils learn about sexual and asexual reproduction. Pupils also learn about the changes experienced in puberty.

Links to future learning:

Acids and alkalis are revisited in year 8 and year 10. Certain aspects of reproduction; gametes, menstrual cycle, hormones and seed dispersal are covered in greater depth in year 11.



Links to whole school vision and ethos: 'Every Child a Scholar'

Aspiration: Learning about reproduction can lead to some very interesting careers to with the study of genetics, protein synthesis and even the development of new vaccines.

Reflection: Pupils are able to gain a deeper understand of how their bodies change with age along with the changes they can expect to occur as they go through puberty.





Art

Year 7

Borrow -

2D & 3D landscape project



Skills and knowledge:

- Identifying and using key Formal Elements: Line/ Tone/ Colour/ Shape/ Pattern
- Exploring different uses of visual language, including figurative and abstract
- Learning about the way artist borrow ideas and challenge conventions
- Interpreting and expressing own opinions about artists work through talking and writing
- Colour Theory and mixing with acrylic
- Making 3D relief landscapes

Key Questions:

- Why might artist chose to rebel against existing artistic conventions?
- Do we still expect artists to be able to make naturalistic representations of 3D objects on a 2D surface?
- What is the role of skill in Art in the age of the www & computer technologies?

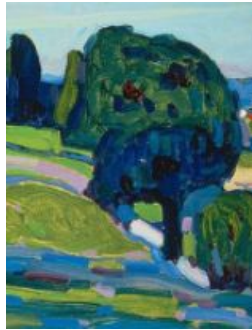
Links to prior learning:

Continuing to develop students

- Understanding of colour theory and mixing
- Ability to handle and manipulate range of different media
- Understanding of the role of the artist and the way this changes overtime

Links to future learning:

- Practical explorations introduce sculptural techniques which are further developed in Y8



Links to whole school vision and ethos: 'Every Child a Scholar'

- Inclusion of artists and art practices from diverse backgrounds and cultures to reflect our school community and values
- Building increasing confidence in working with a range of different sources, materials, techniques and processes
- Reflecting on own and others work to share constructive feedback, recognising strengths and areas for development





Computer Science

CURRICULUM

Year 7

Year 7 Spring Term 2



Skills and knowledge:

1. Create code including input and print scripts
2. Create variables and declare the data types for variables.
3. Use operators to effectively create programs to solve a number of scenarios.
4. Be able to use loops effectively and understand how recursion works.
5. To use stepping techniques to critically understand different elements of code.
6. To use IDE's and all it's functionalities to best advance technological skills.

Links to prior learning:

Students have been learning Python Turtle and have been using this to create different objects and shapes using Python code.

Links to future learning:

Students will use their coding skills to use in a block based environment.



Links to whole school vision and ethos: 'Every Child a Scholar'

Arts Mark - Design and Creation
Analysing concepts.





Dance

Year 7

Street Dance



Skills and knowledge:

1. Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement.
2. Development of vocabulary for performance skills.
3. Development of dance vocabulary for choreography.
4. Introduction to street dance terminology and the different forms of street dance.
5. Underpinning of historical context to understand the origins of style.
6. Performance: how to perform a movement using physical, technical and expressive skills
7. Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices.
8. Performing movement using style
9. How to evaluate and critically appreciate performances.

Links to prior learning:

- Prior learning from previous Year 7 schemes of work as physical, technical, expressive and choreographic skills will overlap.

Links to future learning:

- Understanding of performance and choreographic concepts to be developed in Year 8, street dance, Year 9, Fosse, and street dance, Year 10, choreography and performance in a duo/trio.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Building cultural capital through studying a new dance style.
- Developing understanding of dance concepts and key terminology
- Confidence- Developing student confidence through the use and articulation of dance vocabulary in lesson as well as developing confidence when performing in front of an audience.
- Aspiration-Students are encouraged to improve on their own performance throughout SOW to achieve or exceed their level.
- Reflection- through dance appreciation of performances watched in lessons helps students to understand and reflect on what aspects of performance and choreography create and aesthetically pleasing performance.
- Respect- The study of dance teaches students the importance of respect through collaboration through group work and respecting dance cultures/genres through dancer appreciation.



Drama

Year 7

Evacuees and

Goodnight Mr Tom



Skills and knowledge:

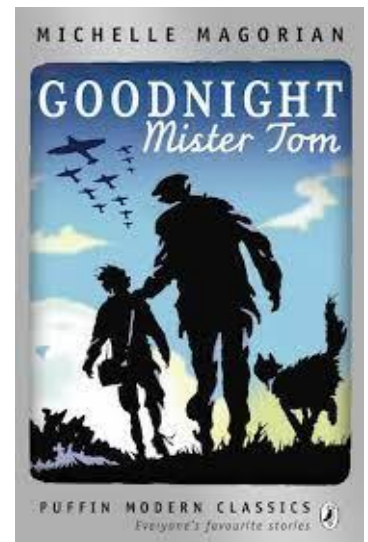
- Narration
- Duologue acting
- Group scene acting
- Memory
- Cultural Capital
- Vocal Skills
- Physical Skills
- Literacy
- Listening
- Confidence
- Use of props
- Use of set

Links to prior learning:

- Exploration of vocal and physical skills to perform small script.

Links to future learning:

- Exploration of performing scripts in year 8 and year 9 such as Anne Frank and Let Him Have It.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Develop cultural capital through studying influential and classical plays.
- Developing understanding of impact of context (in this case, WW2) on performance.
- Developing skills through text, imagination and confidence.





Design & Technology

CURRICULUM

Year 7 Spring 2



DESIGN AND TECHNOLOGY
2022

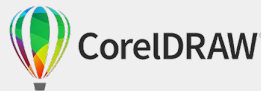
Delivering a curriculum accessible to all which provides a broad range of opportunities for students. We aim to develop self motivated students and confident learners. We aim to ensure that learners develop technical and practical competencies as well as a wider range of transferable skills.



Skills and knowledge

Developing potential through challenge

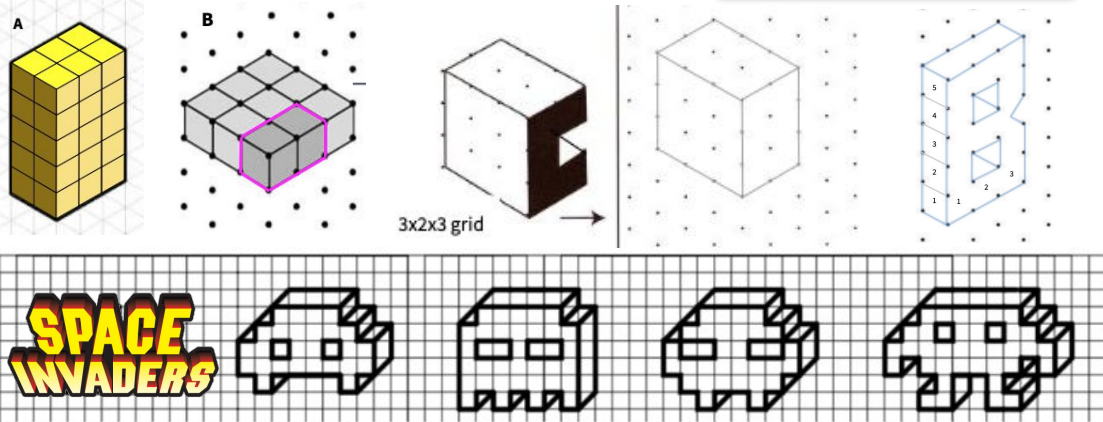
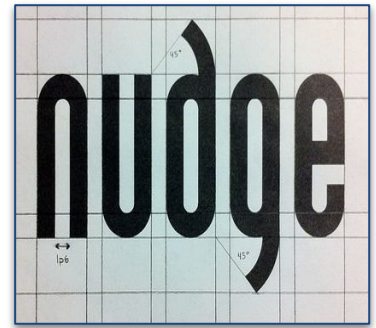
- Visual literacy
- Design literacy
- Numeracy skill
- Listening skill
- Google Classroom skill
- Oblique projection
- Isometric projection
- Typography
- CAD CAM CorelDraw - laser cut



Links to prior learning: First DT experience. KS2 experience assessed.

Links to future learning: Year 8 graphics module - 3D to 2D

Orthographic projection and two point perspective projection.



Links to whole school vision and ethos: 'Every Child a Scholar'

Confidence: In taking on new challenges

Aspiration: To develop and improve outcomes

Reflection: On completed work and areas to improve

Respect: To classmates, staff and community





French

CURRICULUM

Year 7 - Spring II

Studio Module I: C'est perso



Skills and knowledge:

- **Talking about likes and dislikes** (sport and freetime activity)
- **Be able to answer the questions Qu'est ce que tu as dans ton kit de survie?** (What do you have in your survival kit?) using the verb *Avoir* (To have)
- **Describing yourself** (je suis/je ne suis pas/J'ai/Je n'ai pas) + different adjective and physical description (adjectival agreement).
- **Talking about other people** (*Tu es/Il/elle est/Nous sommes/Vous êtes/Ils/elles sont*)
- Describe a famous person using **Il/ elle est**

Links to prior learning:

The aim during Spring term is to further develop students fluency that underpin language learning skills. We aim to build up their confidence when speaking in front of an audience and we build upon prior learning to ensure rapid progress and to increase students' engagement.

Links to future learning:

Y8 - Module 3 Mon identité

Y9 - Module I Ma vie sociale d'ado



Links to whole school vision and ethos: 'Every Child a Scholar'

- Increase students' engagement and interest by offering varied topics which are relevant to them
- Help them understand their own language better
- Deepen students' understanding of our world and different cultures.





Geography

CURRICULUM

Year 7 - Spring 2

Global Development

Skills and knowledge



- Understand the different meanings of development.
- How measures of development work (GNI per capita, life expectancy, Human Development Index, Gender Inequality Index) and what their limitations are.
- Reasons for poverty in Africa (colonialism, physical environment, climate change, war, infrastructure etc.)
- The benefits and costs of transnational corporations operations.
- Strategies to reduce the development gap, and how they work (aid, Fairtrade, role of NGOs, appropriate.
- Interpretation of choropleth maps to describe global development levels.
- Use of geographical sources to build an evaluative argument.

Links to prior learning:
Year 7 Geology

Links to future learning: (AQA GCSE (9–1) Geography specification):

- 3.1.2 Section A: The challenge of natural hazards
- 3.3.1 Section A: Issue evaluation



Links to whole school vision and ethos: 'Every Child a Scholar'



Confident: Students develop transferable skills build confidence for geological history of UK's physical landscape; specific knowledge and making links between the physical and human world.

Reflection: Students reflect on their previous learning and develop their understanding of more complex content building on what they already learnt..

Respect: explore development an inequality to help foster empathy and a sense of global citizenship.



History

CURRICULUM

Year 7 Spring 2 Elizabeth I



To what extent was Elizabeth I's reign a 'Golden Age'?

Skills and knowledge:

- Explain what a 'Golden Age' is.
- How did the upper, middle and lower class live and how were their lives different?
- Understand what entertainment was available to people in the Elizabethan era, including the establishment of theatre and Shakespeare.
- Understand the significance of Sir Francis Drake's accomplishments
- Understand how concepts of Empire and Transatlantic slavery began.
- Build an overall judgement on whether Elizabeth's reign was a golden age.

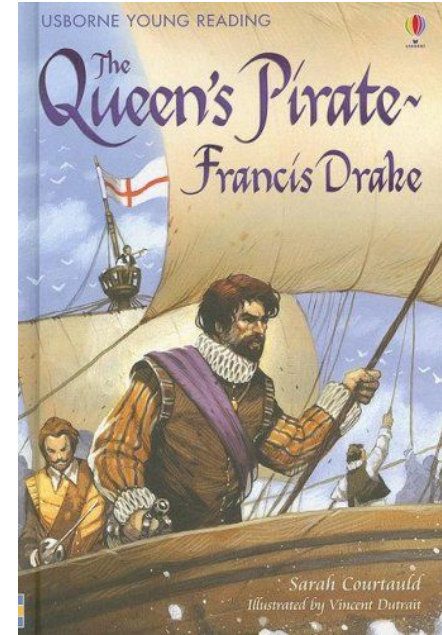
Links to prior learning:

Building on prior knowledge of medieval England, importance of events, causation and consequence.

This term's work links to Spring 1 as students will have an understanding on the changes within the church and society.

Links to future learning:

- Students will study the differences between classes throughout KS3 History and will focus on African and American History in year 9.



Links to whole school vision: 'Every Child a Scholar'



- Confidence - Developing cultural capital and knowledge of Britain and how these events have shaped the current world. Especially the slave trade.



Music

Year 7 SUMMER 1

‘Take 5’

Pentatonic Scales/Hammers and Gongs



Skills and knowledge:

- Understanding and performing the A minor pentatonic scale.
- Understanding and performing from treble and bass clef notation.
- Programming Bandlab to a pentatonic melody.
- Developing ideas in bandlab to create texture.
- Using Bandlab to develop structure (copying and pasting).
- Participating in solo and ensemble performances of pentatonic melodies.

Links to prior learning:

- Students previously studied the C major scale.
- Students previously developed introductory keyboard (solo and ensemble) techniques.

Links to future learning:

- Students will go on to study ‘Theme & Variations developing performing skills and the ability to use Bandlab to compose.



Links to whole school vision and ethos: ‘Every Child a Scholar’

- Students are expected to display real resilience in repeatedly practising to make progress.
- During performing, composition and arranging work students are expected to listen extremely carefully, to reflect deeply and make musical decisions to bring about improvements.





RE

CURRICULUM

Year 7



What does it mean to be a Jew?

Skills and knowledge:

- To be able to explain how Judaism developed
- To be able to explain why David is a key figure in Judaism
- To be able to identify and explain at least three key Jewish beliefs
- To make comparison between Jewish beliefs to one other religious beliefs studied in previous term
- Explain and evaluate the significance of the Sabbath and the Passover
- To evaluate the contribution of Moses to Judaism

Links to prior learning:

- Students had studied the history of the symbol of Judaism in Autumn 1

Links to future learning:

- Students will study Abrahamic Faiths in Year 8



Links to whole school vision and ethos: 'Every Child a Scholar'

Students should be able to show respect and tolerance for all cultures and show greater appreciation for British values.





PE

CURRICULUM

Year 7 Football and Basketball



Skills and knowledge:

- Starts to demonstrate core skills for the activity in isolation and under competitive pressure.
- core skills are beginning to be performed consistently with a standard of accuracy, control and fluency.
- Starts to select and use appropriate skills as well as applying appropriate team strategies/tactics.
- Demonstrates awareness of and response to the strengths, weaknesses and actions of other performers.
- communication with other player(s)/performer(s) is positive and constructive.

Links to prior learning:

Prior knowledge of football and basketball from primary school (if taught).

Links to handball from previous term, as similar attributes are needed with handling.

Links to future learning:

Links well to future team sports where skills are transferable.

Exploitation of space, outnumbering opponents, quick passes, movement off the ball and working with teammates positively.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students build confidence in performing skills within modified games in order to re-create game-like situations.

Students to reflect on tactics and application of skills and whether they resulted in success.





PSHE

Personal, social, health and economic education

CURRICULUM

Year 7: Spring 2

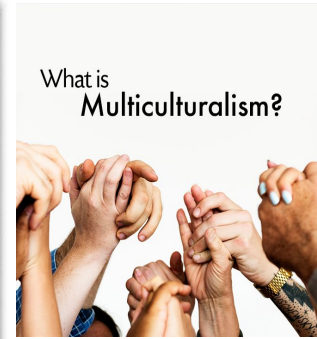
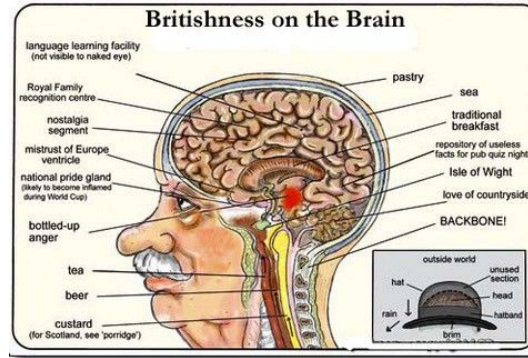
Skills and knowledge:

- What is 'Britishness'?
- Multiculturalism
- The Criminal Justice System
- Racism in the UK
- Right-wing Extremism



Links to prior learning:

Links to future learning:



Links to whole school vision and ethos: 'Every Child a Scholar'

Understanding the increasingly multicultural nature of the UK and especially London is important for students to promote tolerance and respect for all citizens. Focusing on the Criminal Justice System allows students to understand the basic mechanisms of how the rule of law is applied in the UK and reinforces the concept that the law applies to all regardless of ethnicity, religion or class fostering respect for all .



Food Technology

CURRICULUM

Year 7 : Spring 2



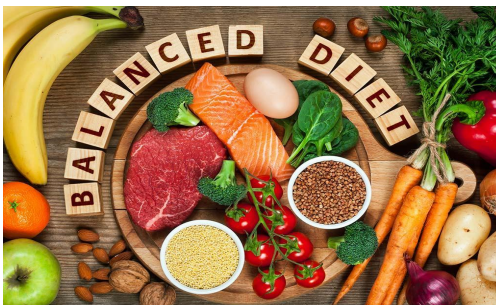
Skills and knowledge: students will cover the following topics

- Food safety and hygiene in the kitchen
- Balanced diet
- Food sources
- Preservation
- Making Fresh fruit Creations



Links to prior learning:

Students learn the health and safety requirements for a practical food lesson. Students work through a Food booklet, which helps develop their basic knowledge and skills.



Links to whole school vision: 'Every Child a Scholar'

Mutual **respect** and tolerance of those with different faiths and beliefs. Students are encouraged to select and confidently use a variety of appropriate utensils, and electrical equipment with some precision. Students are encouraged to **reflect** on their own food preparation and to reduce food waste.





Spanish

CURRICULUM

SPANISH Year 7 Summer 1

Mi insti (My school)



Skills and knowledge:

- Recognising and talking about school subjects.
- Giving opinions about school subjects and justifying these opinions.
- Describing your school using a variety of adjectives.
- Using gender and number.
- Using the definite and indefinite articles.
- Discussing what you do at break time using the present first person.
- Using the present 'we' form when talking about what you and your friends do.

Links to prior learning:

Links to prior learning:

Recognising gender and number agreement previously explained

Links to future learning:

Y8 Spring 2- A comer!

Y10 Autumn 2- Mi Insti



Links to whole school vision and ethos: 'Every Child a Scholar'

- **Recognising and using complex grammar through routinisation.**
- **Understanding how tense is manipulated to talk about others around ourselves and patterns within the endings.**
- **Making comparisons to school in England vs Spain.**

