



English

CURRICULUM

Year 7 Summer 1 and 2 'A Midsummer Night's Dream'



Skills and knowledge:

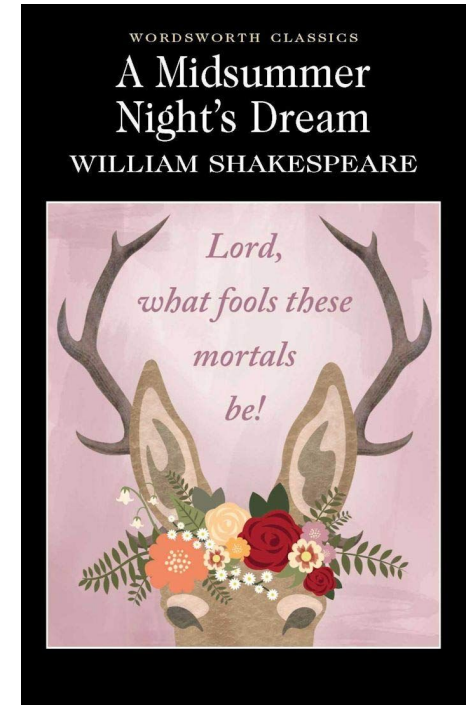
1. Characteristics of a Shakespearean comedy
2. Focus on characterisation of central characters (e.g. Hermia, Lysander, Demetrius, Helena)
3. Focus on presentation of a theme (love)
4. Extract focus: close analysis of language
5. Setting and context: Elizabethan England
6. Comparing play text with different productions (BBC and Globe)
7. Introduction to skills of annotation

Links to prior learning:

- Building on ability to understand plot and character
- Developing understanding of Shakespeare from KS2

Links to future learning:

- Understanding of Shakespearean drama to be developed in Year 8 (Romeo and Juliet) and Year 10 (Macbeth)



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



- Building cultural capital through studying Shakespearean text
- Developing understanding of dramatic devices and stagecraft



Maths

CURRICULUM

Year 7 Summer 1

Lines and Angles



Skills and knowledge:

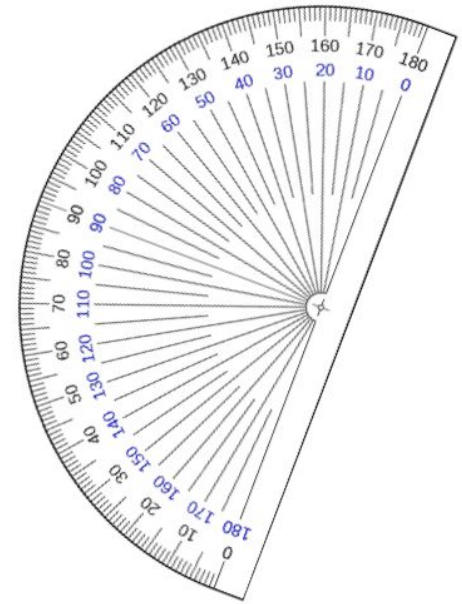
- Use language and properties precisely to analyse 2D shapes.
- Begin to reason deductively in geometry including using geometrical constructions.
- Draw and measure line segments and angles, including interpreting scale drawings.
- Describe, sketch and draw using conventional terms and notations.
- Use the standard conventions for labelling sides and angles.
- Construct and interpret pie charts.
- Identify and construct triangles.
- Derive and illustrate properties of triangles, quadrilaterals, circles and other plane figures.
- Apply the properties of angles at a point, angles on a straight line, vertically opposite angles.
- Apply angle facts, triangle similarity and properties of quadrilaterals to derive results about angles and sides.
- Use known results to obtain simple proof.
- **Understand and use the relationship between parallel lines and alternate and corresponding angles (H).**
- **Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and derive properties of regular polygons (H).**

Links to prior learning:

- Revisit four operations.
- Forming and solving linear equations.
- Revisiting addition and subtraction, including decimals.

Links to future learning:

- Proportional reasoning
- Developing geometry



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

Students develop their understanding of constructing, measuring and using geometric notation. Students further develop their geometric reasoning skills. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Science

CURRICULUM

Science Year 7 Summer I

Reactions - Chemistry

Light - Physics



Skills and knowledge:

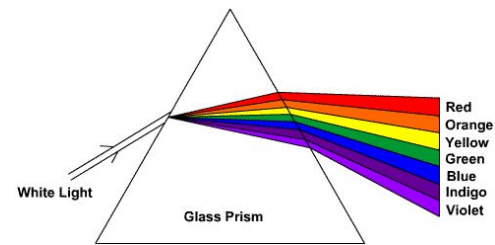
- Compare physical and chemical reactions.
- Calculate masses of reactants and products.
- Write word equations to represent chemical reactions.
- Balance formula equations for given reactions.
- Construct balanced formula equation for a reaction without the use of word equations.
- Construct formula equations for combustion reactions.
- Compare decomposition reactions with thermal decomposition reactions.
- Describe, using graphs, endothermic and exothermic changes in terms of energy transfers to and from the surroundings of different states.
- Calculate the distance travelled by light in a light-year.
- Compare specular reflection and diffuse scattering.
- Draw a ray diagram to show what happens when light hits a glass block.
- Compare the eye and a camera when forming images.
- Identify the primary colours and explain the formation of secondary colours.
- Predict how coloured objects will appear given different coloured lights and filters.

Links to prior learning:

Pupils are first introduced to the idea of chemical reactions when they cover the topic of states of matter in year 4. The topic of light is also introduced to pupils in year 3 and has its own dedicated topic where pupils learn about sources of light and shadows.

Links to future learning:

The topic of reactions is an integral part of chemistry which is covered throughout the years including GCSEs and A-levels. Pupils will need to know what word equations represent and how to construct balanced symbol equations; which is again revisited in years 9, 10 and 11. The topic of light waves is also something assessed in paper 2 of the GCSE physics exam which pupils revisit in Year 11.



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

Aspiration: Lenses and projection are evolving fields of science which can lead to exciting careers in ophthalmology, optometry and audio and visual engineering.

Reflection: Pupils are able to gain a deeper understanding of how both chemical and physical reactions make up the world we live in.





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

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Year 7 Summer I

Introduction to Python Programming

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 its functionalities to best advance technological skills.

Links to prior learning:

Students have been learning Python Turtle and block based programming.

Links to future learning:

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



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

Arts Mark - Design and Creation

Analysing concepts

High expectations and Independent Learning

Build confidence



Dance

Year 7 Summer I

Guernica

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. Underpinning of historical context of Guernica and its cross curricular connection to Spanish and History.
5. How to connect emotionally with a performance piece and how to use facial expressions to enhance a performance.
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: '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 Summer 1

Titanic

Skills and knowledge:

- **Memory**
- **Cultural Capital**
- **Class system**
- **Vocal Skills**
- **Physical Skills**
- **Literacy**
- **Listening**
- **Confidence**

Links to prior learning:

- Prior learning from previous Year 7 schemes of work such as Evacuees and Silent Films. Use of acting skills to create a performance.

Links to future learning:

- Understanding of performance skills to be developed in Year 8, Anne Frank, Year 9, Genre and Year 10 performances.



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

- **Aspiration: High expectations of acting skills. Valuing the need to perform work that is prepared and successful.**



Design & Technology

CURRICULUM

Year 7 Summer 1



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

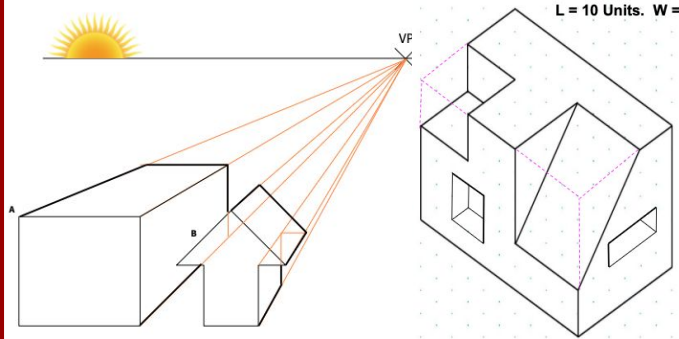
- Visual literacy
- Design literacy
- Numeracy skill
- Listening skill
- Google Classroom activities
- Developing confidence
- Shade shadow and tone
- Scale drawing
- Line weight
- One point perspective projection
- Drawing complex isometric figures



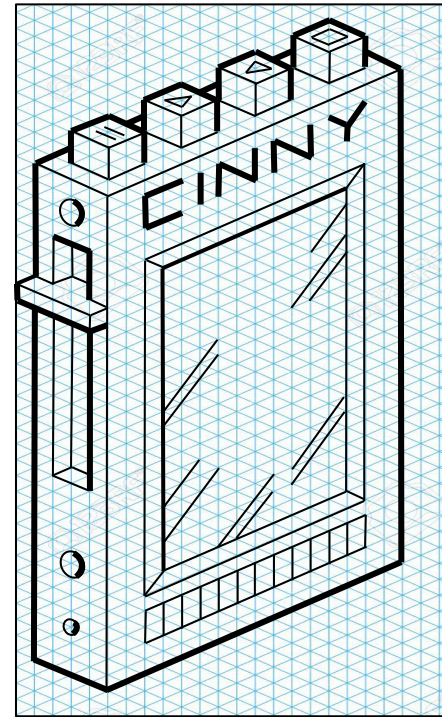
Links to prior learning: Year 7 students have developed understanding, skill and confidence in 3 dimensional drawing techniques.

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

Orthographic projection and two point perspective projection.



L = 10 Units. W =



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

FRENCH Year 7

Mon College (My school)



Skills and knowledge:

1. Talking about **school subjects**.
2. Asking questions.
3. Giving an opinion and justification.
4. **Agreeing and disagreeing** with opinions.
5. Describing your timetable.
6. Using the **12 and 24 hour clock**.
7. Describing your **school timetable**.
8. Using the definite and indefinite article to talk about food served at school.

Links to prior learning:

Year 7 Spring 1 - C'est perso

Year 8 Summer 1 - Chez moi, chez toi

Links to future learning:

Y11 Autumn 2- Au college



Collège Racine						P = Permanence - supervised study period
Nom: Thomas Dubois Classe: 6 ^e 5						
	lundi	mardi	mercredi	jeudi	vendredi	
8h30	MATHS	P	MATHS	EPS	ATP	ATP - heure d'aide aux devoirs - help with homework
9h25	ANGLAIS	ANGLAIS	MUSIQUE	EPS	MATHS	
10h20	RÉCRÉATION					ALLEMAND - German
10h40	FRANÇAIS	FRANÇAIS	ARTS PLASTIQUES	ANGLAIS	ANGLAIS	
11h30	FRANÇAIS	ALLEMAND	HISTOIRE-GÉO	SVT	MATHS	SVT - Sciences de la Vie et de la Terre - life and earth sciences
12h30	DÉJEUNER					
13h30	TECHNOLOGIE	EPS		FRANÇAIS	VIE DE CLASSE	VIE DE CLASSE - form/class period (with form/class teacher)
14h25	P	EPS		FRANÇAIS	FRANÇAIS	
15h20	RÉCRÉATION					
15h40	ALLEMAND	HISTOIRE-GÉO		HISTOIRE-GÉO	SVT	
16h35						

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

- Recognising and using complex grammar through routinisation.
- Giving students a wider understanding of school in different countries.
- Discuss cultural relevance through food and drink.





Geography

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Year 7 Summer I

Exploring Africa

Skills and knowledge



- explore the continent of Africa
- understand the physical and human geography of Africa
- investigate the history of Africa and how we are linked to Africa.
- explore the challenges and opportunities for young people in Africa
- understand the importance of education in Africa.
- understand the importance of the River Nile.
- investigate and challenge misconceptions of Africa
- 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
- Use of GIS to interpret and illustrate mapping
- Use of geographical sources to build an evaluative argument

Links to prior learning:

KS2 _Describe and understand key aspects of human geography including trade between UK and Europe and ROW.

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

- 3.2.1 Section A: Urban issues and challenges
- 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 of PEEL paragraph structure;

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 Summer 1 English Civil War



Why did England kill their king?

Skills and knowledge:

- Explain what a 'plot' is.
- Evaluate the reign of James I and understand why there was a plot to kill the King.
- Learn about the short and long-term causes of the English Civil War.
- Track the events of the English Civil War.
- Plot the events of Charles I reign and decide at what point it was decided he should die.
- Build an overall judgement on whether England should have killed their King?

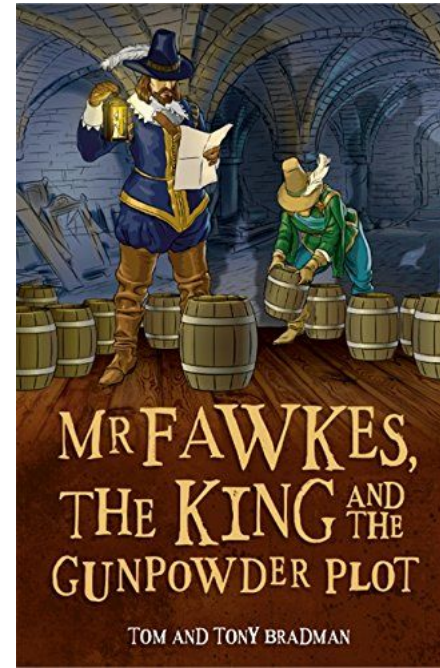
Links to prior learning:

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

This enquiry will develop student's understanding of religious differences in Britain and understand the notion that ordinary people were starting to gain more power.

Links to future learning:

- Understanding of chronology to be used across all years.
- Concept of revolution will be covered again throughout KS3 and KS4 History.



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.



Music

Year 7 SUMMER I

Theme & Variations

Skills and knowledge:

- Understanding and performing the A minor scale.
- Finding the sharps on the keyboard.
- Understanding and performing dotted rhythms.
- Programming Bandlab to play the first 8 bars of Paganini Caprice Number 24.
- Creating and recording a 'variation' on the keyboard.
- Solo and ensemble (duet) performance.

Links to prior learning:

- Students previously studied the C major and A minor pentatonic scales.
- Students previously developed introductory keyboard and Bandlab techniques

Links to future learning:

- Students will go on to study chords and performing and composing (melody and accompaniment) using these chords.

Picture here that relates to the curriculum



Caprice no. 24 in A minor
for violin



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 that bring about improvements.



RE

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Year 7 Summer 1

Religion in the News

Skills and knowledge:

- Analysing data on religion from last census
- Explain the key features of religious impact on society
- Conducting religious census in-class
- Writing news article, interpreting findings from class, for school newsletter
- Debating the impact of covid-19 on religion
- Evaluating religious stereotypes in the news

Links to prior learning:

This links to Interpreting Religious Art and contrasting the idea of Ancient Religions in society studied in Autumn 2

Links to future learning:

Evaluation questions in KS4



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

Students to build confidence in their beliefs and also be able to show respect for other people's opinion. Also to show better understanding of community cohesion, linked to British Values.



PE

CURRICULUM

Year 7

Athletics, Cricket and Volleyball



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 cricket and athletics from primary school (if taught).

Links to volleyball from previous terms, as similar attributes are needed with handling.

Links to future learning:

Athletics is key as skills such as pacing yourself, learning how to throw effectively and jumping are integral across a number of sports.



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 Summer I

Managing Finances

Shopping Ethically

Being an Aspirational Student



Skills and knowledge:

- To understand how to budget finances
- To appreciate the provenance of various products
- To understand the differences between fixed and growth mindsets.



Links to prior learning:

Building on work done on transition to secondary school and taking personal responsibility for dealing with issues that may arise, students explore further what being aspirational means. Students complete a unit of work on money management and also explore ethical shopping to reinforce the idea that their consumer choices have an impact on the wider world.



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

The work students undertake means that they must **reflect** on their personal choices, whether it be by demonstrating self-management when dealing with finances or deciding which products to buy and how their choices impact other people in the world.





Food Technology

CURRICULUM

Year 7: Food Technology



Skills and knowledge: students will cover the following topics

- Food safety and hygiene in the kitchen
- The correct utensil for the job
- Eating Seasonally Calendar
- Couscous Salad preparation



Summer COUSCOUS SALAD



Links to prior learning: Building on the theory covered in Spring half-term II regarding nutrition and clear kitchen rules, students will progress to practical work in the preparation of three dishes of varying complexity.



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

Students will display self-discipline and respect for the essential rules of the kitchen that ensure safety when using cookers, sharp utensils and maintaining maximum hygiene at all times. Nutrition and the seasonality of produce will be explored in the hope that students will make good decisions when choosing a menu and demonstrate respect for themselves and others by preparing fresh and nutritious dishes.





Spanish

CURRICULUM

SPANISH Year 7

Mi insti 2



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.**

