



Subject	Autumn		Spring		Summer		
English	<p>Gothic Horror: a study of 19th, 20th and 21st Century gothic fiction. Baseline assessments for reading and writing. During this unit of work students will read a range of fiction and non-fiction texts. Students will study plot and characterisation whilst analysing the effects of these on the reader. Students will write imaginatively whilst drawing on their knowledge of literary devices from their reading to enhance the impact of their writing.</p>	<p>This unit is centred around Roald Dahl's autobiography 'Boy'. During this unit students will develop their skills in inference whilst referring to evidence within the text. When reading the whole book students will check their understanding with a variety of challenging comprehension activities. Students will study how the author uses figurative language, vocabulary and grammar to present meaning. They will also study a variety of non-fiction letters and write their own letter.</p>	<p>Exam Week 18th January AQA language paper 1 'Boy in the Striped Pyjamas'. 2 ½ weeks of exam preparation where students will revise key reading and writing skills as well as exam technique. 1 week exams</p>	<p>This unit is centred on 'War Horse' by Michael Morpurgo and a study of 'Animals in War' and 'PDSA' non-fiction texts. Students will learn the historical context of the prose and draw on this knowledge to support comprehension. When studying the non-fiction texts students will develop their understanding of audience and purpose whilst learning to argue, persuade and advise.</p>	<p>Students will study the play 'Macbeth' by William Shakespeare, with a particular focus on the role of the witches. They will recognise a range of poetic and linguistic conventions and understand how these features are communicated through performance and staging. There will be opportunities for students to develop scripts and perform in front of an audience. In order for students to understand the context of the play they will study non-fiction texts on 'strong female roles' and 'James 1st: witches'.</p>	<p>Multicultural Poetry Anthology: students will analyse a selection of poems from a variety of cultures and traditions. Studying poetic devices and poetic understanding and analysis. They will recognise a variety of poetic conventions and demonstrate their understanding of how and why poets share their ideas and beliefs through poetry. There will be an opportunity for students to draw comparisons between poems.</p>	<p>Y7 Overview. Throughout the Y7 English curriculum students extend and apply their grammatical knowledge and vocabulary by studying the effectiveness and impact of the grammatical features of the following texts: 'Boy', 'War Horse', 'Macbeth', gothic horror texts and multicultural poetry. Throughout year 7, students will use the Accelerated Reader programme in class and as self-study to allow students to choose reading books independently for challenge, interest and enjoyment.</p>

Mathematics	Number : Place Value- Understand and use place value for decimals; measures and integers of any size. Order positive and negative integers. Round numbers and measures to an appropriate degree of accuracy. Addition and subtraction - Use formal written methods for addition and subtraction of integers and decimals. Recognise and use relationships between addition and subtraction including inverse operations.	Number: Multiplication & division - Multiply and divide by 10, 100 and 1000. Use formal written methods for multiplication and division of integers and decimals. Recognise and use relationships between operations including inverse operations. Understand the order of operations. Use the concepts and vocabulary of prime numbers, factors (or divisors), common factors and highest common factor (HCF).	Number: Fractions - Represent fractions using diagrams and on a number line. Express one quantity as a fraction of another. Identify and use equivalent fractions. Compare and order fractions; use the symbols =, ≠, <, >, ≤, ≥ Convert between mixed numbers and improper fractions. Add and subtract any fraction. Find a fraction of an amount.	Statistics: Understand the data handling cycle. Understand the different types of data. Collect, organise and interpret data. Draw and interpret bar charts, pictograms and line graphs. Number: Negative numbers - Use the four operations with negative numbers. Understand the order of operations.	Algebra: Form expressions from situations in words. Substitute values into formulae and expressions. Simplify and manipulate algebraic expressions to maintain equivalence. Solve simple linear equations. 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 - use conventional terms and notations for points, lines, parallel lines, perpendicular lines, right angles, regular polygons. Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures. 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; alternate and corresponding angles on parallel lines. Derive and use the sum of angles in a triangle and a quadrilateral.
Science	Life Processes & Cells / Acids & Alkalis / Forces	Reproduction / Separating techniques / Sound	Particle theory / Earth & space	The Body / Elements and compounds	Energy in fuels / Rocks	Adaptations & the environment / electricity

Geography	Geological timescales Physical geography relating to geological timescales.	Connections Building knowledge of globes, maps and atlases  Use of Ordnance Survey maps , grid references scale, topographical and other thematic mapping.	Asia Extending locational knowledge and deepening spatial awareness of the world's countries. Using China as an example.  Human geography relating to population.  Understand geographical similarities, differences and links between places.	Waterworld Physical geography in relation to hydrology.	Restless earth Physical geography relating to plate tectonics.	Russia Extending locational knowledge and deepening spatial awareness of the world's countries.
History	Historical Skills - a local history study that focus' an apsect that dates from a period before 1066 - Roman Focus	The development of church, state and society in Medieval Britain 1066-1509. Specific focus Norman Conquest of England and the impact.	The development of church, state and society in Medieval Britain 1066-1509. Specific focus castle development in the Middle Ages	The development of church, state and society in Medieval Britain 1066-1509. Specific focus - Life in the Middle Ages - society, trade and towns, religion in daily life	The development of church, state and society in Medieval Britain 1066-1509. Specific focus Developments in Heath and Medicine. The social and economic impact of the Black death and Crime and Punishment	The development of Church, state and society in Britain 1509- 1745. Specific focus - The English Reformation - Henry VIII, Edward VI, Mary I and Elizabeth I and her religious settlement. Examine conflict with the Catholics (Spanish conflict). Examine society and culture across the period inc daily life, theatre, superstition and life in the town/country.

RE	What are Religious Communities?	What does it mean to keep Kosher?	Christianity: The Life of Jesus his impact and legacy.	Science & Religion Investigation into the authenticity Turin Shroud.	What does it mean to be a Christian?	How do people put their beliefs into action?
Languages	All about me - Name, age, birthday, family, where I live, pets.	The weather, hobbies and free time activities.	School - Favourite subjects, opinions on school, school rules and a typical school day.	House and home - Where I live, what my house is like, my dream house.	My town - Where I live, description of a town.	Spanish festivals - Learning about different Spanish festivals.
Music	<b>Musical Elements</b> - This unit develops pupils' awareness of the importance of all of the musical elements through the integrated activities of performing, composing and listening. Pupils will begin to develop their own feeling for and awareness of a the musical elements using them in their own music.	<b>Keyboard skills</b> - This unit develops pupils' skills on the keyboard. They learn to co-ordinate both their left and right hand in a range of short pieces.	<b>Instruments of the Orchestra</b> - This unit develops pupils' understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres of different orchestral instruments using Benjamin Britten's "Young Person's Guide to the Orchestra" to enhance their learning.	<b>Chinese Music</b> - This unit develops pupil's awareness of Chinese music in relation to its social, cultural and historical context. Pupils are introduced to the sounds of Chinese music through the integrated activities of listening, performing and composing and learn about its origins and Chinese musical instruments.	<b>Form and structure</b> - Throughout the unit, pupils listen to examples of music based on each of the musical structures they are exploring and compose and perform within these forms. Particular emphasis in this unit is placed on staff notation and melody writing skills and pupils are encouraged to use staff notation or letter names when notating compositions.	<b>Minimalism</b> - This unit develops pupils' understanding of polyrhythmic music and contemporary minimalist styles exploring how different polyrhythmic textures and musical conventions are used by minimalist composers including the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music.
Drama	<b>Evacuees</b> exploring thoughts and feelings through role play, understanding history and the effect it had	<b>Charlie and the Chocolate Factory</b> Developing script work using improvisation and physical theatre to explore Rohl Dahls work	<b>Bugsy Malone</b> using mime and movement to explore slapstick comedy and expand our script knowledge including stage directions	<b>Darkwood Manor</b> looking at horror genre and developing characterisation skills to become imaginative characters	<b>Greek Theatre</b> exploring the origins of drama looking at multi rolling and traditional performances through masks and costume	<b>Matilda</b> Exploring Musical Theatre; combining the performing arts elements of singing, drama and dance to create a final assessed performance

Art	Baseline test. Skills building, students learn how to drawing can be representative in different forms. Learn to understand key terms such as tone & scale.	Matisse and the use of colour, students learn key colour theory such as colour wheel, primary and secondary colours, complimentary colours and apply it to work about the French artist Henri Matisse and his use of pattern.	Mondrian and the use of line in Art. Students reflect on the abstract work of Mondrian, his use of line to express emotion and thought.	Life and work of Pablo Picasso. How war is reflected in Art. How Picasso changed modern Art and expressed emotion through specific use of colour.	Pixar and animation. Graphic design and computer art. Exploration of how sketching and design is transformed into animated characters and how these can be applied to a range of Graphic Products	Henry Moore 3D sculptures. Students explore the human form and produce a three dimensional design using a variety of resources and materials.
Computing	Intro to computing @ Rosebridge. Including keyboarding skills and computer science basics.	Understanding Computers and boolean logic.	Flowol - control	Spreadsheets	Programming in Scratch	BBC Micro bit (2015/16 cohort) Programming in Scratch future cohorts.
Design Technology - Product Design	1 Graphic Software basics - CAD CAM, image manipulation, 3D modelling software. Students introduced to a variety of software including; SketchUp, CorelDraw and PhotoPaint 2 Greeting card produced using image manipulation and lettering using Corel software. 3 Focussed tasks including enlargement of images and development of new fonts. 4 Introduction to Food Technology. Students develop their chopping skills and produce a Fruit salad as well as a Yule Log.		1 Mini design project - Designing a Travel Game. Incorporating the use of Corel software to develop a 'race and chase' game, considering Target Market and USP. 2 Introduction into 3D drawing techniques- Oblique and Isometric. 3 Students further develop their cooking skills producing Shortbread.		1 Mobile 'Phone' design project. Students consider Target Market, USPs and recent technological advancements in order to design and model - using CAD software (SketchUp) - their own communication device (mobile phone). 2 Students use CAD software (2D design) to design an earphone tidy before using the Laser Cutter (CAM) to cut it out. 3 Students develop their chopping and cooking skills with a pasta salad. Finally the students further develop their baking skills, making cupcakes suitable for a summer fayre.	
PE	Boys - Rugby League, Football, Baselineing and Badminton.  Girls - Netball, Hockey, Baselineing, Gymnastics		Boys - Handball, Fitness, Table Tennis and Trampolining.  Girls - Fitness, Football/Rugby Trampolining and Badminton.		Boys - Badminton, Athletics and Softball/ Cricket.  Girls - Table Tennis, Athletics and Rounders.	

Dance	<b>Carnival &amp; Samba</b> development of rhythm, timing and spatial awareness	<b>Dance Skills</b> exploring the basics of posture, alignment, spatial elements and how our bodies move	<b>Matilda</b> facial expression & gesture, exploring the combination of Drama & Dance	<b>African Dance</b> Dance from around the world and other cultures	<b>Rock &amp; Roll</b> partner work, basic lifts, 1950's stylised movement, Lindy Hop	<b>Performance Project</b> developing choregraphical skills to use in performance
PSHE	Self-belief and Bullying Self-discovery tasks, getting to know you exercises, transition activities, team building games and learning to learn techniques. What does a bully look like, examples of extreme bullying. How to respond to bullying.	Managing Money – based on resources from Barclays Bank PLC. Discovering our needs and wants in terms of personal spending. The function and uses of money. How to open a different types of bank account. Learning how to pay bills and how balance income and expenditure. Understanding the risks of money in terms of interest and the importance of budgeting. Learning to work towards a budget. Outside speaker from Unify Credit.	Appearance Ideals. To understand the issues surrounding media messaging. Analysis of advertising within social media. How to avoid personal comparisons and develop self-esteem and self-awareness. Make students aware of the dangers of body talk and how to alter our day to day conversation around body image. 'Be The Change' project – to promote and encourage natural beauty and avoid the 'selfie' culture.	First Aid. Health and Safety for all. Guidelines on basic First Aid. Session plans provided by St Johns Ambulance. SJA to attend school and deliver 'Recovery and Resuscitation'.	1) Understanding of 'democracy'. The liberties within the UK with reference to British Values. Comparison between democracy and a dictatorship. Understanding of the roles within Parliament. Students will investigate how their voices can be heard by ways of protest and politics. Study into Youth Parliament. Study of the UK voting system with coverage of the General Election.	