

YEAR SEVEN CURRICULUM SUMMARY - SPRING TERM 2021

ENGLISH	Students will begin with an introductory unit about Shakespeare, focusing on <i>The Tempest</i> . They will explore the plot and analyse extracts from the text through reading in class and drama activities. Developing confidence in understanding Shakespeare's language, students will discuss and respond to the text, building upon the skills studied in 'The Boy in the Striped Pyjamas' to practise using evidence to support their explanations. In the second half term, students will read and respond to a moving image. They will interpret and analyse film and non-fiction in exploring the implications of being on camera in our society. In addition, students will infer and deduce the thoughts and feelings of key characters. In writing, students will develop their ability to write both formally and persuasively to express a viewpoint. A speaking and listening assessment will be included in this unit of work: students will participate in a debate based on issues raised within the film. Throughout this term, students will continue to develop their grammatical knowledge, punctuation and vocabulary.
MATHEMATICS	<p>In the Spring term, Year Seven pupils will study the following units from the scheme:</p> <ul style="list-style-type: none"> • Solving problems with addition and subtraction • Solving problems with multiplication and division • Fractions and percentages of amounts • Four operations with directed number • Addition and subtraction of fractions <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	Students will be studying a range of biology, chemistry and physics concepts. They will complete the topic of reproduction and animals and then move on to the unit of 'The Island' which starts with the chemistry topic 'Mixtures and Separation'. They will learn what mixtures are and about different methods of separating them. They will finish off the term by starting to study electricity.
ART	Students will continue to study animals in a range of media. They will develop skills in colour theory through watercolour frogs and colour pencil birds. Students will learn how to mix and apply colour effectively. They will then research Aboriginal Art and design and make their own Aboriginal animal clay tile.
COMPUTING	Topics to be covered this term include writing increasingly complex control programs using flow charts, and using digital technology to enhance pictures. Students will learn to use a GUI based coding system which covers a diagrammatic overview of object - orientated programming with use of variables, sub-routines, conditions and loops. We will then be covering hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.
DRAMA	This term, pupils will look at strategies for studying drama and develop wider drama skills that will serve as a springboard for future development. The work will be mostly practical and will allow for self and peer evaluation and analysis.
FRENCH	Students will begin the term by looking at the formation of the present tense in French. They will learn how to talk about other people in the present tense by learning the subject pronouns and some key 'er' verbs. Students will then move on to learn how to tell the time and how to describe their daily routines. They will learn a range of vocabulary to do with expressing their opinions about school life and other subjects. The term culminates in a piece of writing about their daily routine and school day, which gives students the opportunity to use a range of conjunctions, time connectives and opinion phrases in their work.

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GEOGRAPHY	Year Seven will continue studying tectonics to discover if we can ever live safely with them. They will use their map skills to locate and describe distributions of tectonic hazards before case studying major volcanoes and earthquakes. They will then move on to their topic titled 'Great Rivers' with a focus on India and the UK. This topic will see students studying old favourites like river landforms alongside contemporary issues regarding rivers and people in these countries. Students will be encouraged to link their learning and geographical skills to see the connections in their learning. Students also have access to Seneca Learning to further their learning at home.
HISTORY	This term, Year Seven will complete their study of Anglo-Saxon and Viking England before learning about the Normans. The focus will then switch to an in-depth investigation into life in Medieval England. Our big questions are based on, 'How did the Normans conquer and control Britain?' 'How much influence did the Church have in Medieval times?' 'How was the monarchy challenged in Medieval times?' 'Why did the peasants revolt in Medieval times?' Throughout, pupils will continue to develop their skills of source analysis and extended writing.
MUSIC	'The Classical Music of North India' Students will develop an understanding of music from this tradition. They will participate in performing and composing activities based on the techniques used by Indian musicians.
PHYSICAL EDUCATION	PE courses will continue to be in the following areas: netball, dodgeball, handball, cross-country, volleyball, sports hall athletics, hockey, netball, football and ultimate frisbee. Games lessons will focus on developing skills and will include aspects of fitness. Students will be required to transfer the skills and tactics they learnt during the Autumn Term into various sports. During lockdown pupils have been encouraged to participate in daily physical activity. Home workouts and fitness challenges have been provided via SMHW. Pupils are also working towards their 'Tokyo Passports' which links in with the Olympic Games.
LIFESKILLS	<p>Within the statutory Relationships topic, students will be focusing on diversity, prejudice and discrimination and how to challenge them. Students will consider the ways in which prejudice, stereotypes and discrimination can be challenged effectively in different situations, with a look at stereotypes in the media and how this can lead to changes in attitudes and behaviour. They will explore the signs and effects of bullying, including online bullying and how to effectively respond and support themselves and others. Following on from previous learning in science lessons, the statutory Health and Wellbeing topic this term will explore healthy routines and lifestyle choices, how to manage physical and emotional changes during puberty, and personal hygiene. Students will finish the term by recognising and responding to inappropriate and unwanted contact, protecting themselves and others, and knowing how to access help and support.</p> <p>Useful resources to support this term's learning can be found at BBC Bitesize - https://www.bbc.co.uk/bitesize/subjects/ztvg9j6</p>
RELIGION, PHILOSOPHY & ETHICS	The theme for the first half term is 'Do prophets influence us today?'. Students will look at examples of prophets from different religions and investigate the impact they had on the world both then and now. They will then go on to investigate what problems there are in the world today, and question whether there is a need for a modern prophet. In the second half term, students will investigate the question 'What do people believe about God and the universe?'. This topic investigates religious, philosophical and scientific theories about the origins of the universe and life.

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DESIGN TECHNOLOGY

Year Seven students will begin with a creative design task alongside the Design Ventura competition. Pupils have been tasked with designing a new product to be sold in the Design Museum, London that would be suitable for a set target audience. This is a live competition and entries will be submitted.

Following this activity, pupils will be set to explore polymers in and around their everyday settings. They will learn about the different classifications of polymers and their properties, 3D sketching styles, research in this area and how sustainability can be encouraged and improved. (Curriculum adapted for remote learning January 2021).

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.

The delivery of some content may be impacted as a result of the Coronavirus pandemic.