

ENGLISH	<p>During the course of this term, in line with the national key stage 3 curriculum, students will study a range of fiction including whole books and pre-1914 poetry, prose and non-fiction. In the first half term, students will read and respond to a range of myths and legends, laying the foundations for classical allusions in later texts, as well as prompting them to respond creatively and critically. In the second half term, students will study the life and work of Charles Dickens looking at extracts from classic texts such as 'A Christmas Carol', 'Oliver', and 'Great Expectations'.</p> <p>Building on the knowledge and skills which students acquired in key stage 2, students will analyse and explore the characters, themes and issues presented in the novels, making inferences and referring to evidence in the text to explain their ideas fully. The students will also learn and understand new vocabulary with the help of context and dictionaries.</p> <p>Furthermore, the students will develop their writing skills by applying and building on their current grammatical knowledge, punctuation, vocabulary and literary devices to write imaginatively and to recount key events.</p>
DRAMA	<p>Year 7 pupils will begin the year by studying the features of short stories and scripts, looking at examples of both, and learning how to plan drama. Pupils will then respond to a stimulus and write their own short story before adapting it into a script.</p>
MATHEMATICS	<p>At the start of Year 7 pupils will work on algebraic thinking. This will involve work on sequences, where pupils will identify patterns in linear and non-linear sequences.</p> <p>Pupils will develop their understanding of using algebraic notation and be introduced to key algebraic skills such as solving equations, simplifying expressions and substituting. They will work with function machines, inputting both numerical and algebraic values.</p> <p>In half term two, pupils will work on Place Value and Proportion. They will further develop from Key Stage 2 their understanding of integer and decimal place value and fraction, decimal and percentage equivalence. They will be introduced to finding the median and the range for a set of numbers, and round numbers to 1 significant figure. They will demonstrate their understanding by solving problems and questions in a range of contexts.</p>
SCIENCE	<p>After a short introduction topic to science in secondary schools, students will study solids, liquids and gases and learn about the particle model which helps to explain why different materials behave in different ways. They will then move on to study cells and organ systems, then on to different types of forces and they will finish the term by learning about sexual reproduction in animals.</p>
DESIGN TECHNOLOGY – includes COOKING & NUTRITION & PRODUCT DESIGN	<p>In design technology, Year 7 students will explore a range of technical drawing styles and graphics. Pupils will be investigating the strength of typography and font styles within graphics and the impact this has on consumers. In addition, pupils will develop their technical drawing skills and build on their confidence in this area of communication.</p> <p>In cooking and nutrition the course will begin with food hygiene. Students will begin to design their own recipes. They will prepare their own ingredients, and look at the nutritional content of food and the benefits of a healthy balanced diet. 90% of the dishes cooked will be savoury.</p>



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<p>COMPUTING</p>	<p>All year groups will start the year looking at internet safety and the efficient management of files. Students will then cover hardware, software and network infrastructure. They will also take an in-depth look at mathematics in computing as well as advanced formulae within spreadsheets. Year 7 students will learn how to define new programming procedures using python programming. This will lead to an introduction to the major components of object orientated programming and the various components which make up a software program.</p>
<p>FRENCH</p>	<p>Year 7 pupils will start the Autumn Term revising work from last year. They will then move on to learning how to talk in detail about where they live: they will learn the names of different rooms of a house, furniture in their bedroom and how to describe where things are using prepositions. Pupils will develop their pronunciation and French accent and also gain more confidence in writing with accuracy. They will be introduced to the important grammar concept of adjectival agreement when describing their ideal bedroom.</p>
<p>HISTORY</p>	<p>Students will begin the year with a topic based on the development of historical skills such as deduction and evaluation. Students will then ask what it was like to live in Celtic Britain before investigating what it may have been like to live under the rule of the Roman Empire. Subsequently students will explore Anglo-Saxon and Viking Britain. Throughout the term students will learn to develop their understanding of chronology, interpretation of sources and to explore the causes and consequences of historical events.</p>
<p>GEOGRAPHY</p>	<p>Students will begin the term by discovering what makes a great geographer through the topic of 'Fantastic Places-I'm on my way!' Students will apply their geographical skills of map reading and interpretation to a range of OS maps and aerial photographs. They will also discover some of the fantastic geography of places around the world. Students will then move onto tectonics and study our restless Earth through the topic of 'Days that shook that world'. Students will investigate the causes and impacts of volcanoes and earthquakes and enquire if we can ever live safely with these hazards. They will revisit, retrieve, reuse and develop their map skills.</p>
<p>ART</p>	<p>Students start off with the Animal project focusing on drawing, allowing them to practise key skills and processes. They will be learning techniques such as the grid method to allow them to draw with accurate shape and proportion. Skills taught at this stage will help students to gain confidence and will be key to all future projects.</p>
<p>MUSIC</p>	<p>Students will be developing their understanding of pulse, metre, tempo and rhythm through learning body percussion techniques and sequences. They will also be investigating the key elements of music (melody, articulation, dynamics, structure, instrumentation, texture) through listening and research activities.</p> <p>In the second half of the term, they will be exploring film music and how the musical elements can be used to create particular moods, atmospheres or dramatic effects.</p>



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PHYSICAL EDUCATION	In Physical Education, classes will develop their skills in the following areas of activity: rounders, athletics and multiskills. This term will be based around developing skills and adapting them to game situations. It is important that students are exposed to new sports that they may not have had the opportunity to participate in during primary school whilst also developing already practiced skills. As the term progresses, students should develop an understanding of what effective game play looks like and which skills can be used in different situations.
RELIGION, PHILOSOPHY AND ETHICS	For the first half-term, students will be exploring how equality is taught within Sikhism, and what impact this has on our local community. In the second half-term, students will explore why Christians believe that Jesus was 'God on Earth' and the relevance of this belief in today's society - does the world need a 'saviour' today? They will also explore how beliefs are expressed through art, worship and actions.
LIFE SKILLS	Within the first topic this term, "Health and Wellbeing", students will explore the challenges of moving to a new school and how to establish and manage friendships. Students will then identify their personal strengths and effective study techniques before moving on to think about their emotional literacy and personal safety strategies including basic first aid. The second topic, "Life Beyond School", will consider the skills and qualities associated with different career choices, equality and challenging stereotypes in the workplace. We will finish the topic with a look at politics and parliament as part of the Citizenship curriculum.