

YEAR SEVEN CURRICULUM SUMMARY - SPRING TERM 2020

<p>ENGLISH</p>	<p>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 <i>'The Boy in the Striped Pyjamas'</i> to practise using evidence to support their explanations. In the second half term, students will read and respond to a moving image. Students 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.</p>
<p>MATHEMATICS</p>	<p>In the Spring Term, students will continue to develop their algebra with a unit introducing solving equations. They will also consolidate their knowledge of simplifying expressions, expanding brackets and substituting into different formulae. Students will work with ratio and proportion and number, strengthening their skills working with the four operations and percentages. There will be a focus of using these in real life contexts.</p>
<p>SCIENCE</p>	<p>Students will be studying a range of biology and chemistry concepts under the theme 'Crime Scene Investigation' (CSI). Students will be learning about the properties of the different states of matter (solid, liquid and gas) and their change of states in terms of the particle model. They will be introduced to a simple atomic model to describe the differences between atoms, elements and compounds. There will be opportunities to investigate pure and impure substances by a range of separation techniques including dissolving, chromatography and filtration. Students will also experience practical investigations to understand the chemical reactions taking place when acids and alkalis are mixed together. We will also be using microscopes to study fibres and cells in which observations will be made as to the differences between plant and animal cells and the functions of the different structures including nucleus, mitochondria and cytoplasm.</p>
<p>ART</p>	<p>Students will study animals in a range of media from biro bears to watercolour frogs! The focus of this project then leads on to Aboriginal art. Students will design their own Aboriginal animal clay tile as a final piece.</p>
<p>COMPUTING</p>	<p>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.</p>
<p>DRAMA</p>	<p>Stanislavski was one of the most influential theatre practitioners of the twentieth century, creating a detailed and disciplined system by which an actor could create a sense of truth on stage, challenging the melodramatic and declamatory style of acting present in theatres at the time. This term, students will look at key elements of Stanislavski's system and unpick the idea that actors have to train to learn their craft. By the end of this scheme, students will have an understanding of why Stanislavski developed his system; an understanding of what was expected from actors training with Stanislavski's methods; explored practically a number of key ideas within Stanislavski's system; created and developed work within a naturalistic style.</p>

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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 French subject pronouns and some key verbs. Students will then move on to learn how to tell the time and how to describe their daily routines. Students will learn a range of vocabulary to do with expressing their opinions about school life and different subjects. The topic 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.
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 onto 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 skills to see the connections in their learning.
HISTORY	This term Year Seven will continue to learn about 'Medieval England' including the development of castles, the importance of religion and what society was like during this period. They will then consider religious conflict under the Tudors.
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: dance and health-related fitness or basketball. Games lessons will focus on developing skills and will include aspects of fitness. There will be basketball and hockey for girls, and football and basketball for the boys.
PSHE	During the Spring Term, students will be focusing on diversity, prejudice and discrimination and how to challenge them. Healthy relationships will be considered, including how to effectively resolve conflicts and a look at how the media portrayal of relationships may not reflect real life. Thereafter, they will study a module based on healthy lifestyles, which covers the physical and emotional changes young people experience, managing peer influence and how to take increased responsibility for their own physical health.
RELIGIOUS EDUCATION	The theme for this term is 'Why does Jesus matter to Christians today?' The students will be looking at faith in Jesus and historical evidence for the existence of Jesus, before studying the crucifixion and resurrection. They will also study how Christianity affects the lifestyles of believers.
TECHNOLOGY - includes COOKING AND NUTRITION AND DESIGN TECHNOLOGY	In cooking and nutrition students will learn about the principles of nutrition and health and learn more about the source and seasonality of a broad range of ingredients. Students will become competent in a range of cutting and cooking techniques in order to produce predominantly savoury dishes that can be enjoyed by the family. Please encourage your child to be prepared for their cooking lessons by bringing the correct ingredients in a carrier bag with a named container. In design technology students will be learning the process of vacuum forming and produce a piece of packaging on 2D design in keeping with the selected theme. Students are encouraged to work more independently and complete further research both at home and using school laptops to extend their knowledge of plastics. Further on in the rotation, students will be asked to develop their CAD skills to produce a simple product using the laser cutter. Students will be learning 3D drawing skills to allow them to communicate their ideas visually.

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.