

What your child will study in Year 7

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
Art	<p>Students will take a baseline test on their art skills: direct observational drawing, tonal shading and colour theory. Developing environmental awareness is the theme of their main project and students will use their own local environment to generate a thought- provoking image. They will use the artists Vincent Van Gogh, Stephen Wiltshire, Ian Murphy to inspire them. They will be taught how to use Line and texture in pencil, chalk and pen, to develop images of Manchester and a sky for their picture in oil pastel. This term they will also develop an image for our carol concert in oil pastels.</p>	<p>Students continue to work on the local environment work and will get the opportunity to use a wider range of materials. They will generate images of polluted factories and the rubbish that we discard every day. Looking at Lowry's scenes of old Manchester. Using collage also gives them the opportunity to create unique contemporary studies based on the techniques of Rob Wilson. Pen and watercolour mid ground images will then complete the main sections of the piece and will be based on photographs from our local landscape. Finally students will be expected to generate ideas to show the message of reduce, reuse, recycle.</p>	<p>Students will use natural form and the theme of the beach to create poetry and images into a mixed media piece. They will look at a range of artists including Claire Harrison, Tim Dolby, Si Scott, Karin Kuhlmann. They will study the drawing method of continuous line to record pattern from a range of shells and sea urchins. Watercolour will enhance their images and their own poetry will be used as collage. Printing pieces will also enhance areas and relief techniques will complete the piece.</p>	<p>Manchester Art gallery, the Lowry and the Manchester Museum all have exhibits which will enhance student's experience. Sale water park is an excellent place to take photographs to extend the landscape project. Any visits to the seaside would give students the opportunity to collect shells for themselves and photograph rock pools. https://kids.tate.org.uk/ is an excellent site where students can post their own images and create a mini site.</p>
<p>Computing</p> <p>One of three rotations</p>	<p>Under the hood</p> <ul style="list-style-type: none"> ☐ Understand that digital computers use binary to represent all data. ☐ Understand how bit patterns represent numbers and images. ☐ Know that computers transfer data in binary. ☐ Understand the relationship between binary and file size. ☐ Understand how a computer inputs, outputs and processes data. <p>Think like a computer scientist</p> <ul style="list-style-type: none"> ☐ Understand that computers have no intelligence and that computers can do nothing unless a program is executed. ☐ Understand what an algorithm is and be able to express linear algorithms as a flowchart. 			<p>www.codecademy.com/learn/python</p> <p>https://code.org</p> <p>http://www.bbc.co.uk/education/subjects/zvc9q6f</p>

	<ul style="list-style-type: none"> ✓ Design simple algorithms using loops and selection. ✓ Use logical reasoning to predict outputs. ✓ Decompose problems and recognise there are different solutions for the same problem. <p>Programming</p> <ul style="list-style-type: none"> ✓ Create programs that implement algorithms to achieve given goals. ✓ Declare and assign variables effectively. ✓ Use if/elif/else. ✓ Use while loops. ✓ Test and debug code effectively. 	
<p>Design & Technology</p> <p>One of three rotations</p>	<p>Technical principles</p> <ul style="list-style-type: none"> ✓ The categorisation of the types and properties of materials: <ul style="list-style-type: none"> - Natural and manufactured timber; - Papers and boards. ✓ The sources, origins, physical and working properties of the material categories or the components and systems, and their ecological and social footprint. ✓ The main energy sources available for use on Earth (including fossil fuels, nuclear fuel, bio-fuel, wind, hydro-electricity, the tides and the Sun), the ways in which they are used and the distinction between renewable and non-renewable sources e.g. understanding of how to choose appropriate energy sources. ✓ The functions of mechanical devices, to produce different sorts of movement, changing the magnitude and direction of forces. ✓ How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs. ✓ The use of programmable components to embed functionality into products in order to enhance and customise their operation. <p>Designing & making principles</p> <ul style="list-style-type: none"> ✓ Use different design strategies, such as collaboration, user-centred design and systems thinking, to generate initial ideas and avoid design fixation. ✓ Develop, communicate, record and justify design ideas, applying suitable techniques, for example formal and informal 2D and 3D drawing, annotated sketches and CAD. 	<p>http://www.technologystudent.com/</p> <p>http://www.design-technology.info/home.htm</p>

	<ul style="list-style-type: none"> Using appropriate and accurate marking out methods – including measuring and reference points, lines and surfaces – use templates, jigs and/or patterns, work within tolerances, and understand efficient cutting and how to minimise waste. Use specialist tools and equipment appropriate to the materials or components used (including hand tools, machinery, digital design and manufacture) to create a specific outcome. 			
Drama	<p>Actors ToolKit Part 1 Introduction to Drama & basic skills to build confidence. This includes Body Language, Facial Expressions, Voice, Tableau images and Role Play.</p> <p>Silent Movies & Melodrama Study of mime and stock characters of melodrama.</p>	<p>Greek Theatre Students study the origins of theatre and the Greek tragedy Medea. Students will perform extracts using voice, abstract movement and choral techniques.</p> <p>Storytelling Techniques Students explore scenarios and use Urban Legends to create their own modern versions developing their basic performance skills.</p>	<p>Characterisation Using the novel Charlie & the Chocolate Factory as a stimulus students create a range of characters using techniques (Hot Seating) and performance skills</p> <p>Introduction to Shakespeare Students develop understanding of Shakespeare and work with extracts and dramatic techniques to create contemporary adaptations</p>	<p>Theatre Trips are run through school year and we encourage the students and their families to visit the theatres in our community and Greater Manchester to experience as much Live Theatre as possible.</p> <p>Royal Exchange, Manchester (They hold regularly Family Days which are free) Waterside Arts Centre, Sale Garrick Theatre, Altrincham Lowry Theatre, Salford</p> <p>KS3 Drama: http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/ National Theatre http://www.youtube.com/user/ntdiscovertheatre?feature=watch Sky Arts Channel 129 & 130 Digital Theatre UK Cinemas now show shows from London's National Theatre. http://www.digitaltheatre.com/</p>

<p>English</p>	<p><u>Writing Transformations</u> Your child will complete a benchmark writing assessment on arrival in Year 7. The remainder of the half-term is spent studying ‘transformations’ in a variety of literary texts. During this study they will develop their fictional writing skills and grammatical knowledge before writing their own description of a transformation.</p> <p><u>The Lion, the Witch and the Wardrobe</u> During the second half-term students will study the classic novel ‘The Lion, the Witch and the Wardrobe’ by CS Lewis, focusing on how to analyse language and structure, and how to express their ideas effectively in essay form.</p>	<p><u>Place Poetry</u> Students start the year by studying a collection of poems loosely linked by the theme of Place. These poems will cover a range of styles, forms and time periods. Students will develop their skills of analysis and essay writing and broaden their appreciation and understanding of poetic techniques.</p> <p><u>Writing the World</u> In this unit students will explore how people write about the world of nature. They will look at nature documentaries and campaigns about the environment to understand how nature is described and presented in popular media. Students will learn how to use language to sound like an expert and to persuade people to take action to protect the environment. Assessment will be through a persuasive campaign text.</p>	<p><u>Genre Study</u> Students will study a variety of extracts and short stories from a range of genres, learning about the genre conventions and style elements typical of these stories. Their final assessment task will be to write a section of a story from their chosen genre.</p> <p><u>Exam Preparation</u> The students will sit a KS3 version of the language GCSE, this will help build their understanding and knowledge of the different question types whilst assessing their ability to apply the skills they have learnt throughout the year</p>	<p>Read other novels from the Chronicles of Narnia, including <i>The Magician’s Nephew</i>, prequel to <i>The Lion, the Witch and the wardrobe</i>.</p> <p>Research C.S.Lewis, the book’s author and try one of his more challenging adult stories.</p> <p>Read other poems by the poets you have studied, including Poems of Innocence and Experience by William Blake.</p> <p>Read one of the books you were introduced to in the extracts for Writing Transformations.</p> <p>Read a range of short stories from different genres.</p>
<p>Food Preparation and Nutrition</p> <p>One of three rotations</p>	<p>In year 7 the students develop a basic understanding of the requirements of a healthy diet through a combination of written and practical sessions. Pupils learn basic food preparation techniques to make a range of dishes which include fruit salads, bolognese, vegetable soup, carrot cake, scones, savoury rice, and chicken kebabs. The pupils are given information about sensible choices of school lunches and snacks. They learn some basic food science such as the functional and chemical characteristics of raising agents used in scone making.</p>			<p>Recipe books are available on SMH.</p> <p>http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml</p> <p>http://www.foodafactoflife.org.uk/section.aspx?siteId=20&sectionId=85</p>
<p>French</p>	<p>Introducing themselves Greetings Numbers Dates</p>	<p>Saying where you are from Talking about your family and pets Colours Describing physical appearance</p>	<p>School subjects Giving opinions of subjects Telling the time Talking about their timetable.</p>	<p>www.linguascope.com (see staff for password)</p>

(Students study either Spanish OR French depending on their year group)	Alphabet Classroom objects and equipment Classroom target language		Uniform	www.funwithlanguages.vacau.com www.digitaldialects.com
Geography	<p>Topic 1</p> <p>Where am I?</p> <ol style="list-style-type: none"> 1. Baseline assessment 2. Atlas skills (continents and countries) 3. Latitude and Longitude 4. 4/6 Figure grid references 5. OS Maps and compass points 6. Treasure hunt in the school 7. Assessment <p>Topic 2</p> <p>Extreme environments</p> <ol style="list-style-type: none"> 1. Where and what are extreme environments? 2. What is the Tundra 3. Report writing on the tundra 4. Analysing climate graphs on the Tundra 5. What is a desert 6. Animal adaptations in a desert 7. Analysing climate graphs in a desert 	<p>Topic 3</p> <p>Settlements</p> <ol style="list-style-type: none"> 1. Choosing a site 2. Functions of a settlement 3. Push and Pull factors of rural & urban areas 4. Burgess and Hoyt Model 5. Regeneration of urban areas 6. Sustainable Cities – London vs Curitiba 7. Comparing rural areas in the UK 8. Decision making – Should the Smiths migrate to the countryside? <p>Topic 4</p> <p>Ecosystems</p> <ol style="list-style-type: none"> 1. Global climate 2. Biome distribution 3. British climate 4. What is an ecosystem? 5. Tropical Rainforest- plant structure and adaptations 6. Threats to the rainforest 7. Cocaine Production in the Amazon 	<p>Topic 5</p> <p>Globalisation</p> <ol style="list-style-type: none"> 1. What is globalisation? 2. Impacts of globalisation 3. Why do TNC's pick certain locations? 4. Globalisation of Sport 5. Sweatshops 6. How does globalisation influence supermarkets – Fairtrade 7. Tracking a product. 8. Assessment <p>Topic 6</p> <p>Water world</p> <ol style="list-style-type: none"> 1. Where is our water? 2. Global patterns of water: surplus/deficit 3. Why is water consumption increasing? 4. Why does water quality vary? 5. What are the impacts of water insecurity? 6. What are the solutions to water insecurity? 7. Aral Sea Case Study <p>(End of year exam)</p>	<ul style="list-style-type: none"> • Capital letters • Correct tenses • Punctuation • Persuasion • Skimming and scanning • Homophones • Contractions • Report writing <p>Extended Curriculum</p> <p>BBC bite size</p> <p>National geographic</p> <p>The news</p>

History	<p><u>Topic 1: Introduction to Historical Skills</u></p> <ol style="list-style-type: none"> 1. What is History? 2. What happened to the iceman? <p><u>Topic 2: Is the film 'Gladiator' a useful piece of evidence for finding out about the Roman Army?</u></p> <ul style="list-style-type: none"> ➤ How useful are films as pieces of evidence? ➤ How powerful was the Roman Empire? ➤ Why did men want to join the Roman Army? ➤ How were Roman soldiers trained? ➤ What happened when Boudicca fought against the Romans? ➤ <u>Assessment AUT2</u> 	<p><u>Topic 3: The Norman Conquest</u></p> <ol style="list-style-type: none"> 1. Who claimed the throne in 1066? 2. What happened at the Battle of Hastings according to the Bayeux Tapestry? 3. Why did William win at Hastings? 4. Should Hereward rebel? 5. How did William keep control? 6. <u>Assessment: SPR1</u> <p><u>Topic 4: Was medieval medicine all doom and gloom?</u></p> <ol style="list-style-type: none"> 7. What was life like in medieval towns? 8. What did medieval people think caused disease and illness? 9. Where did the Black Death come from? 10. Which source is most useful for finding out about the Black Death? 11. Was the Black Death a disaster? 12. How were medieval people medically treated? 13. <u>Assessment: SPR2</u> 	<p><u>Topic 5: How successful was the reign of Queen Elizabeth I?</u></p> <ul style="list-style-type: none"> ➤ How did Queen Elizabeth use propaganda? ➤ Who should Elizabeth marry? ➤ Why was Mary Queen of Scots such a threat? ➤ How did Elizabeth defeat the Spanish armada? (2 lessons) ➤ <u>Assessment: SUM1</u> <p><u>Topic 6: Life and society in Tudor and Stuart times</u></p> <ul style="list-style-type: none"> ➤ _What was the gunpowder plot? ➤ Were the plotters framed? ➤ What was the Great fire of London? ➤ What was the great plague? ➤ How did people live in Tudor and Stuart times? ➤ Why did people believe in witchcraft? ➤ What kind of justice could you get in the 17th century? ➤ <u>Revision</u> <p>End of year exam <u>SUM2</u></p>	<p>Horrible Histories</p> <p>BBC websites / learning zone</p>
Maths	<p>Number theory Number Bonds</p>	<p>Coordinate Geometry Cartesian Coordinates.</p>	<p>Problem Solving Maths Context: Number Theory</p>	<p>The following websites can be used to help your child develop further understanding in</p>

<p>Place value Multiples and Factors, HCF, LCM, prime factors Unique factorisation theorem Directed numbers Prime, Square, Cube, Triangular, Arrays and Surds. Estimation and Approximation. Number patterns. Venn Diagrams. Fractions.</p> <p>Probability Vocabulary of Chance. Coins, Heads & Tails. NIM Games. Dice Games. Prediction. More Than One Event. Theoretical and Experimental. (Frequency). Binomial Distribution. Apply systematic listing strategies (including use of product rule for counting) Identifying & Classifying.</p> <p>Geometry Congruency, Similarity, Attitudes. Tessellations. Angles of Shapes, Interior and Exterior. Transformations. Regular and Irregular Shapes. Conservation of Area. Plans and elevations</p>	<p>Mid-points, lengths of lines, perimeter and areas. Similarity and Pythagoras Triples. Geo Boards. How many triangles? Congruent, Similar, naming shapes.</p> <p>Statistics Hypothesis and conjecture developing. Types of data; discrete and continuous. Fermi type problems. Developing reasoning and questioning. Planning the collection of data. Organising data. Analysis using averages.</p>	<p>Singapore bar, Multiplicative Reasoning and Proportional reasoning. Geometry, construction, Loci and measurement. Experimental Probability problems.</p> <p>Problem solving Bowland</p> <p>Alien Invasion. Baby Kangaroo. Ice Cream Containers.</p> <p>Students reflect on their learning using Power Point presentations.</p>	<p>each of the topics taught throughout the academic year: www.mymaths.co.uk This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11. Other useful websites include: http://www.bbc.co.uk/education/subjects/zqhs34j www.mathsbot.com http://online.justmaths.co.uk/ https://mathslinks.net/links/mr-carter-maths https://www.mrbartonmaths.com/ http://donsteward.blogspot.co.uk/</p>
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<p>Music</p>	<p>Vocal Skills This term serves as an introduction to Music and to basic vocal skills. We will start with a baseline test to establish prior knowledge We will then seek to build confidence in the students and show them that everyone is capable of singing as part of a group and enjoying making music together. This term includes key elements such as warm-up/vocal techniques, pitch, dynamics, articulation, rounds and tonality. Students develop an understanding of how to follow a score and sing in harmony. They learn at least two songs and perform these in the Carol Concert as a large choir to complete their assessment.</p>	<p>Rhythm Skills Students will explore the feel of different rhythms and learn different ways of notating these – both formal and more creative. They learn how to mix note values, stay in time as a group, follow a leader and experience leading a group. Students will learn to recognise rhythmic patterns by ear and by sight and will gain the skills to compose and perform their own pieces. In the second half of the term students will transfer their skills to our 30 piece Samba kit to create confident rhythmic pieces incorporating tempo and dynamic changes.</p>	<p>Keyboard skills This term will focus on the understanding of treble clef notation. Students will first gain an understanding of notation ‘on paper’, naming notes and combining this with their knowledge of note values from the Spring term. Students will then spend the majority of the term learning how to transfer their knowledge of treble clef notation into practical skills on the keyboard. They will work toward a performance of a simple melody with a left hand chord accompaniment. Students who arrive with a high level of skill will be set alternative pieces to learn which will provide a high level of stretch and challenge.</p>	<p>Vocal Skills: Research and listen to the four main types of voice –Soprano, Alto, Tenor and Bass and be able to recognise the difference in pitch. Rhythm skills: Watch the YouTube clip of a Samba band (watch?v=CNW_qhfNmtI) and familiarise yourself with the rhythms. Research the different types of instrument used in a Samba band and their names. Keyboard Skills: Watch these two YouTube clips to learn the note names of the Treble Clef and the placement of the note C on the keyboard (watch?v=vi25BFJy5x8 and watch?v=aovVKP02noU</p>
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PE	<p>Girls: Netball, Fitness, Badminton, OAA, Lacrosse</p> <p>Boys: Football, Basketball, OAA, Rugby, Lacrosse</p>	<p>Girls: Dance, Badminton, Netball, Gymnastics</p> <p>Boys: Badminton, Handball, Football, Fitness</p>	<p>Girls: Rounders, Athletics</p> <p>Boys: Cricket, Softball, Athletics</p>	<p>Netball, Streetcheer, Football, Rugby, Basketball, Badminton, Athletics, Rounders, Cricket</p>
Religion and Ethics (RE)	<p>What is God like?</p> <ol style="list-style-type: none"> 1. Descriptive words about God. 2. First Cause argument 3. Design argument 4. Multi-faith overview and comparison, including Hindu and Sikh. 	<p><u>Judaism</u></p> <ol style="list-style-type: none"> 1. Abraham 2. Moses and the Burning Bush 3. Moses and the 10 plagues 4. Passover 5. Moses and the 10 Commandments 	<p>Buddhism</p> <p>Life of Sid & the 4 sights</p> <ol style="list-style-type: none"> 3. Enlightenment 4. 3 Universal Truths 5. 4 Noble Truths 6. 8 fold path 7. Karma and reincarnation <p>Buddhist worship</p>	<p>Exam Skills Focus to Embed now to lead to 'Mastery' for GCSE:</p> <ol style="list-style-type: none"> 1. Key Word knowledge 2. 'Describe' command word of beliefs and practices 3. 'Explain' command word.

	<p>What is God like in Judaism</p> <p>What is God like in Christianity?</p> <ul style="list-style-type: none"> • Trinity • Creation • Jesus' miracles • Jesus' teachings on good behaviour <p>5. What is God like in Islam?</p> <p>6. The Qu'ran</p>	<p>6. Shabbat</p> <p>7. Jewish worship in the synagogue</p> <p>8. The Torah</p> <p>9. Kosher Food</p> <p>10. Rosh Hashanah and Yom Kippur</p> <p>End of unit exam</p>		<p>4. Comparative questions which demonstrate an understanding of the differences in beliefs within 1 or 2 religions.</p> <p>5. Evaluation in 'Do you agree?' style questions.</p>
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<p>Science</p>	<p>Safety within the classroom during introductory week at the start of the year.</p> <p>Baseline assessment.</p> <p>7A&C – Cells, tissues organs, muscles and bones.</p> <p>7E&F – Mixtures, separation, acids and alkalis.</p>	<p>7I&K – Energy and forces.</p> <p>7 B&D – Sexual reproduction and ecosystems</p>	<p>7G&H – The particle Model, Atoms elements and molecules</p> <p>7J&L – Electricity and sound.</p>	<p>BBC Bitesize – Key Stage 3 Science.</p> <p>www.edheads.org</p> <p>http://www.sciencekids.co.nz/</p> <p>http://www.ngkids.co.uk/</p> <p>Visit – Manchester Science and industry museum and Manchester museum.</p>
<p>Spanish</p> <p>(Students study either Spanish OR French depending on their year group)</p>	<p>Introducing themselves</p> <p>Greetings</p> <p>Numbers</p> <p>Dates</p> <p>Alphabet</p> <p>Classroom objects and equipment</p> <p>Classroom target language</p>	<p>Saying where you are from</p> <p>Talking about your family and pets</p> <p>Colours</p> <p>Describing physical appearance</p>	<p>School subjects</p> <p>Giving opinions of subjects</p> <p>Telling the time</p> <p>Talking about their timetable.</p>	<p>www.linguascope.com</p> <p>(see staff for password)</p> <p>www.funwithlanguages.vacau.com</p> <p>www.digitaldialects.com</p>

