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	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.	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.	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.	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.
Computing One of three rotations	**Under the hood** • 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. **Think like a computer scientist** • 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.			www.codecademy.com/learn/python https://code.org http://www.bbc.co.uk/education/subjects/zvc9q6f

	• 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. **Programming** • 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.	
Design & Technology One of three rotations	**Technical principles** • The categorisation of the types and properties of materials: - 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. • They will look at a range of designers including Philippe Starck **Designing & making principles** • 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. • 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.	http://www.technologystudent.com/ http://www.design-technology.info/home.htm

	• 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	**Actors ToolKit Part 1** Introduction to Drama & basic skills to build confidence. This includes Body Language, Facial Expressions, Voice, Tableau images and Role Play. **Silent Movies** Students will be introduced to the stock characters and create their own melodrama, using exaggeration and intertitles.	**Greek Theatre** Students study the origins of theatre and the Greek tragedy Medea. Students will perform extracts using voice, abstract movement and choral techniques. **Storytelling Telling** Students explore scenarios based on a school trip to a waxwork museum and develop their basic performance skills. They are introduced to key drama techniques including split focus, multi-role, thought tracking and still image.	**Characterisation** Using the novel Charlie & the Chocolate Factory as a stimulus students create a range of characters using techniques (Hot Seating) and performance skills. Students are introduced to scripted work and are expected to memorise lines.	**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.** ・ Royal Exchange, Manchester (they hold regularl Family Days which are free) ・ Waterside Arts Centre, Sale ・ Garrick Theatre, Altrincham ・ Lowry Theatre, Salford ・ National TV & Radio Museum, Bradford (Free) ・ Contact Theatre for Young People, Manchester (Often hold free events) **KS3 Drama:** http://www.bbc.co.uk/bitesize/ks3/english/speakin g_listening/drama/revision/1/ **National Theatre** http://www.youtube.com/user/ntdiscoverthe atre?f eature=watch Sky Arts Channel 129 & 130 **Digital Theatre** UK Cinemas now show shows from London's National Theatre. http://www.digitaltheatre.com/ **Charlie & the Chocolate Factory** On jjmoodle there are links to the Ebook, Audio Book & Film clips **Greek Theatre** http://www.youtube.com/watch?v=JwtxtmJInww

English	**Autobiography & Roald Dahl:** In the absence this year of Y6 SATS, your child will explore a range of activities that will enable us to assess both their reading and writing skills within Autumn Term 1. They will delve into the world of Roald Dahl, exploring how writers construct autobiographical texts, as well as unpicking the figurative devices used in literature, before experimenting with these themselves. **The Lion, the Witch and the Wardrobe** 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.	**Writing Transformations** In Spring 1, we will return to creative writing skills and will spend time 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 character's transformation. **Place Poetry** Students then continue the year 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.	**Genre Study** Students will then spend the final full term of Year 7 studying a variety of extracts and short stories from a range of different genres, learning about the genre conventions and style elements typical of these stories. We will be incorporating a range of both reading and writing skills (analysis, close reading, creative writing etc.). Their final assessment task will be to write a section of a story from their chosen genre. **Exam Preparation** Within this final term, students will sit a reading and writing examination at the end of Year 7, so preparation for these will be included within the Summer Term's study.	Read other novels from the Chronicles of Narnia, including The Magician's Nephew, prequel to The Lion, the Witch and the wardrobe. Research C.S.Lewis, the book's author and try one of his more challenging adult stories. Read other poems by the poets you have studied, including Poems of Innocence and Experience by William Blake. Read one of the books you were introduced to in the extracts for Writing Transformations. Read a range of short stories from different genres. Explore other Roald Dahl texts – perhaps have a go at creating your own bank of short stories, to further develop your writing skills.
Food Preparation and Nutrition One of three rotations	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.			Recipe books are available on SMH. http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml http://www.foodafactoflife.org.uk/section.aspx?siteId=20&sectionId=85
French	Introducing themselves Greetings Numbers Dates	Saying where you are from Talking about your family and pets Colours Describing physical appearance	School subjects Giving opinions of subjects Telling the time Talking about their timetable.	www.linguascope.com (see staff for password)

(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	**Topic 1 - Where am I?** 1. Baseline 2. Where on Earth am I? 3. How do I know where I am? 4. Where do people live? 5. Why choose Manchester? 6. How have Manchester's physical features influenced its development? 7. What is the population of Manchester like? 8. Why is the UK and Manchester multicultural and how has the UK benefitted? 9. What would the UK look like without cities? 10. Why did the river flood? 11. What tourism do we have in the UK? 12. Why do we have national parks? 13. What are the Three Peaks? 14. Who is Old Harry?	**Topic 2- South America** 1. What are the human and physical features of South America? (mapping task/ DART TASK – fact file) 2. How was the largest mountain range created? (Fold mountain) 3. What are the opportunities in Peru? (tourism/ HEP/ mining/ farming) 4. What are the challenges in Peru? (tourism/ HEP/ mining/ farming) 5. Assessment: Should we continue to use Peru for its resources? 6. How does ecotourism benefit South America? (Do different examples as groups – teach each other) 7. What are tropical rainforests? 8. What are the causes of deforestation? 9. Who killed Chico Mendez? 10. Literacy Task: To what extent question - Can tribes still exit in the Amazon Rainforest? 11. What are the human and physical features of Brazil? 12. What is the climate like in Brazil? 13. Why do people live in Favela's? 14. DART Task: Did the Olympics improve the quality of life of the residents of Brazil? 15. Why is there 10 million tonnes of salt in Bolivia?	**Topic 3 – Extreme Environments** 1. What is the global atmospheric circulation system? Including link to where and what are extreme environments? 2. What are the climates of the Tundra and desert like? (compare) Climate graphs 3. How do plants and animals adapt to the desert environment? 4. What are the opportunities and challenges of deserts? 5. How do plants and animals adapt to tundra biomes? 6. Should we continue to use Antarctica for its resources? **Topic 4 – Environmental Concerns** 1. What is the Great Barrier Reef garbage path? 2. How are humans damaging the oceans? 3. Is there a future for the Great Barrier Reef? 4. Should we continue to use palm oil? 5. How can we use the Tropical Rainforest sustainably? 6. Should everyone become vegan? 7. What is the future of the Aral Sea? 8. What is the future for our energy resources? 9. What are futurist cities?	BBC Bitesize Geography in the News Cool Geography Horrible Geography Collection Manchester Walking Tour Salford Quays Bear Grylls Desert Survival Ben Fogel – Race to the Poles

History	**Skills** ➢ Baseline Assessment ➢ Mystery of Otzi the Iceman **Pre 1066 Migration** ➢ Where did early migrants and settlers come from? ➢ England under Roman rule ➢ Arrival of the Anglo Saxons – invaders or founders? ➢ Vikings – murderous invaders or peaceful settlers? **Norman Conquest 1066** ➢ What was England like before 1066? ➢ Who should be king in 1066? ➢ Invasion in the North ➢ What happened at the Battle of Hastings? ➢ Why did Harold, King of England, lose Battle of Hastings? (extended writing) ➢ How did William keep control?	**Religion in Medieval England** ➢ Why was the Church important – heaven and hell? ➢ Religion and its influence in society ➢ Why was the Archbishop of Canterbury murdered? ➢ Jerusalem – worth dying for? ➢ Crusades ➢ Did the Crusades change the Holy Land? **Medieval Monarchs** ➢ Who were the Medieval Monarchs? ➢ How important were medieval Queens – Matilda and Eleanor Aquitaine? ➢ King John – unlucky or useless? ➢ Edward I – a popular Monarch. (Wales and Scotland) **Medieval Medicine** ➢ Medieval medicine ➢ Where did the Black Death come from? Causes and symptoms ➢ Prevent, cure or run way? ➢ How terrible was the Black Death? (consequences) ➢ How and why did the Peasants revolt? ➢ What did the Peasants revolt achieve?	**Tudors and Stuarts** ➢ Who were the Tudors and how diverse was Tudor England? ➢ Religious changes under the Tudors – focus on reformation. ➢ Bloody Mary ➢ Who was Queen Elizabeth I? ➢ How precarious was Protestant England? (include Mary Queen of Scots) ➢ Elizabeth's privateers. ➢ How and why did Tudor England expand? **English Civil War** ➢ Why did the King and Parliament fall out? ➢ Who was to blame for the English Civil war? ➢ Why did Parliament win the war? ➢ Why did the King lose his head? ➢ Life under Oliver Cromwell and Puritans	Horrible Histories BBC websites / learning zone The Terrible Tudors – Horrible Histories BBC websites / learning zone Black Tudors – Miranda Kaufmann Fatal Throne: The wives of Henry VIII tell all by Candace Fleming (fiction) **Places to visit** Beeston Castle, Cheshire Bramall Hall Conwy Castle, Conwy, North Wales Dunham Massey Lyme Hall, Lyme Park York – Jorvik Viking Centre to visit and website https://www.jorvikvikingcentre.co.uk Speke Hall, Liverpool – Tudor Hall Little Morton Hall, Cheshire – Tudor house Tatton Hall Wythenshawe Park, Hall and Oliver Cromwell Statue **Websites** https://www.britannica.com Documentary on The Viking World - https://www.youtube.com/watch?v=G3_iLTpTYhY Days that Shook the World: The Execution of Anne Boleyn (12) - Tudors

		'How far did England change after the Black Death?		
Maths	**Place value and four operations** Adding, subtracting, multiplying and dividing whole numbers and decimals **Geometry and measure** Measuring and drawing angles, co-ordinates **Types of number, powers and roots** Multiples, factors, primes, square and cube numbers **Angles and shapes** Properties of 2D and 3D shapes, angle properties and introduction to transformations	**Fractions, decimals and percentages** Adding and subtracting fractions, fractions of amounts. Converting to decimals and using percentages **Presenting and analysing data** Pictograms, bar charts, pie charts, averages and range **Measurement** Metric units, perimeter, area and volume	**Probability** Language of probability, fair games, sample spaces and single event probability **Ratio and proportion** Percentages of amounts, multiplicative reasoning and ratio **Algebra** Think of a number, algebra notation and use of letters to represent numbers	www.mathswatch.co.uk is used for setting homework and all students have been given a username for this. Other useful websites are BBC Bitesize www.mathsisfun.com
Music	**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.	**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	**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.	**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

	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.	rhythmic pieces incorporating tempo and dynamic changes.	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.	
PE	Girls: Netball, Lacrosse, Handball, Gym Boys: Football, Basketball, Rugby	Girls: Handball, Football, OAA, Gym Boys: Lacrosse, HRF, Handball	Girls: Rounders, Athletics, Inter-form Boys: Cricket, Softball, Athletics, Inter-form	Netball, Streetcheer, Football, Rugby, Basketball, Badminton, Athletics, Rounders, Cricket
Religion and Ethics (RE)	**<u>What is God like?</u>** Descriptions of God First cause argument for the existence of God Design argument for the existence of God What is God like in Hinduism? What is God like in Sikhism? **<u>What is God like in Christianity?</u>** What is the Bible and what does the Bible teach about God? What is the Trinity? What does the nativity story show about Jesus? How did Jesus' ministry start?	**<u>Who was Jesus? continued….</u>** Why did Jesus want to change the world? Who were the disciples? What do the nature miracles show about Jesus? What was the meaning of the Prodigal Son? What were Jesus' teachings on good behaviour?	**<u>Judaism:</u>** How did Abraham start Judaism? Moses and the Burning Bush What is the Passover? What is Kosher food What is Shabbat? Jewish worship in the synagogue What happens at a Jewish wedding? Why is Rosh Hashanah and Yom Kippur important? Why is Israel important to Jews?	Strictly Kosher documentary The Miracle Maker (film) The Prince of Egypt <u>www.request.org</u>

Science	Safety within the classroom during introductory week at the start of the year. Baseline assessment. 7A&C – Cells, tissues organs, muscles and bones. 7E&F – Mixtures, separation, acids and alkalis.	7I&K – Energy and forces. 7 B&D – Sexual reproduction and ecosystems	7G&H – The particle Model, Atoms elements and molecules 7J&L – Electricity and sound.	BBC Bitesize – Key Stage 3 Science. www.edheads.org http://www.sciencekids.co.nz/ http://www.ngkids.co.uk/ Visit – Manchester Science and industry museum and Manchester museum.
Spanish (Students study either Spanish OR French depending on their year group)	Introducing themselves Greetings Numbers Dates Alphabet Classroom objects and equipment Classroom target language	Saying where you are from Talking about your family and pets Colours Describing physical appearance	School subjects Giving opinions of subjects Telling the time Talking about their timetable.	www.linguascope.com (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com