

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 begin the year by taking a baseline test to gauge their initial art skills. Their baseline test will be a self-portrait where they will work from direct observation in a mirror.</p> <p>Students will develop their knowledge of portraiture and be able to compare historical portraiture to contemporary studies. They will be taught the formal elements of line, shape, form, texture and shape through the use of a variety of materials and techniques such as pen, pencil, oil pastel, sgraffito and collage. In this term, the students will use ink and collage artist Florian Nicolle to inspire them.</p> <p>The portraiture project will be briefly paused in October to allow students the opportunity to enter the Christmas card competition in which they draft and create their festive designs. There will be multiple winning cards selected from each Year 7 form, these are then printed and sold by the school nearer to Christmas time.</p>	<p>Students continue to work on the theme of portraiture and are given the opportunity to use a wider range of materials. They will learn how to create oil pastel transfers and complete a follow up oil pastel scratch away piece which is the formally marked piece for the term. Students will develop their understanding of negative space and how this can form a portrait with a hidden image.</p> <p>Students then begin their introduction to Pablo Picasso's Cubist and Surrealist work. They develop their understanding through a series of copies and pastiches in a range of materials such as coloured pencil, layered collage and watercolour paint.</p>	<p>In the final term the students begin to collate and refine their work, developing their ideas and techniques from their initial self- portrait back in the autumn. Their understanding of Picasso's main art movements are established and combined with their self-identity to form a watercolour, cubist inspired self-portrait as a final piece after a series of painting workshops. The painting workshops are focussed around the 3 main elements of painting application; colour mixing, blending/layering, and colour theory.</p>	<p>Manchester Art gallery, the Lowry and the Manchester Museum all have exhibits which will enhance student's experience. https://kids.tate.org.uk/ is an excellent site where students can post their own images and create a mini site.</p>

Computing One of three rotations	Using media - Gaining support for a good cause During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues. Networks This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.			www.codecademy.com/learn https://code.org http://www.bbc.co.uk/education/subjects/zvc9q6f

	Programming – Scratch	
	The aim of this unit and the following unit (Programming II) is to build learners’ confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.	

<p>Design & Technology</p> <p>One of three rotations</p>	<p>Technical principles</p> <ul style="list-style-type: none"> • The sources, origins, physical and working properties of the material categories or the components and systems, and their ecological and social footprint for timbers and boards. • 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. • They will look at a range of designers including Philippe Starck <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. • 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. 	<p>http://www.technologystudent.com/</p> <p>http://www.design-technology.info/home.htm</p>
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	<ul style="list-style-type: none">• 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.			
Digital Skills	How can I use a computer appropriately? What is the best way to use the school network?	What can we do about cyberbullying? How can social media affect how we	How can I present data I have collected? What is the best way to present my	UK Safer Internet Centre Childnet

	<p>How do I effectively navigate the school website?</p> <p>How can social media affect our wellbeing?</p> <p>What is online stress and FOMO?</p>	<p>feel about our own bodies?</p> <p>What is my digital footprint?</p> <p>How do we stay safe online?</p> <p>Assessment</p>	<p>data?</p> <p>How can I improve my work?</p> <p>Reacting to feedback</p>	<p>Internet Matters</p> <p>Thinkuknow</p>
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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 Students will be introduced to the stock characters and create their own melodrama, using exaggeration and intertitles.</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 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, multirole, thought tracking and still image.</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. Students are introduced to scripted work and are expected to memorise lines.</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> <ul style="list-style-type: none"> • Royal Exchange, Manchester (they hold regular 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) <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</p> <p>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=JwtxtmJlnww</p>
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English	<p>Autobiography & Roald Dahl: Initially, 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.</p> <p>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 using the P(oint) E(vidence) A(nalysis) structure.</p>	<p>Writing Skills: Transformations In Spring 1, we will return to enhancing students' creative writing skills and will spend time studying different 'Transformations and Alter Egos' in a variety of literary texts. During this study, they will develop their own fictional writing skills and grammatical knowledge before creating their own character and writing a description of this character's transformation into their alter ego.</p> <p>Place Poetry Students then return to building on their analytical skills 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 not only develop their skills of analysis and essay writing through this unit, it will also help to broaden their appreciation and understanding of poetic techniques and their effects.</p>	<p>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.) into this genre study. Their final writing assessment task will be to write a section of a story from a genre of their choice from the selection we have studied.</p> <p>Exam Preparation Within this final term, students will sit both a reading and a writing examination towards the end of Year 7, so preparation for these will be included within the Summer Term's study.</p>	<p>Explore other Roald Dahl texts – perhaps have a go at creating your own bank of short stories, to further develop your creative writing skills.</p> <p>Read other novels from the Chronicles of Narnia, including The Magician's Nephew, prequel to The Lion, the Witch and the wardrobe.</p> <p>Research C.S.Lewis, the book's author, and try out one of his more challenging adult stories.</p> <p>Read and explore 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 we used in our Writing Skills: Transformations unit.</p> <p>Read a range of short stories from different genres, including genres we don't study in lessons to challenge yourself even further.</p>
<p>Food Preparation and Nutrition 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 Bolognese, Vegetable crudities and hummus, Carrot cake, Scones, Ratatouille, Salads (pasta and couscous-based on Salad in a Jar brief) 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 SMHW.</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>

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)
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(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
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<p>Geography</p>	<p>Topic 1 - Where am I?</p> <ol style="list-style-type: none"> 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? 	<p>Topic 2- South America</p> <ol style="list-style-type: none"> 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. 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 exist 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? 	<p>Topic 3 – Extreme Environments</p> <ol style="list-style-type: none"> 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? <p>Topic 4 – Environmental Concerns</p> <ol style="list-style-type: none"> 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? 	<p>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</p>
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History	<p>Skills</p> <ul style="list-style-type: none"> ➤ Baseline Assessment ➤ Mystery of Otzi the Iceman <p>Pre 1066 Migration</p> <ul style="list-style-type: none"> ➤ 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? <p>Norman Conquest 1066</p> <ul style="list-style-type: none"> ➤ 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? 	<p>Religion in Medieval England</p> <ul style="list-style-type: none"> ➤ 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? <p>Medieval Monarchs</p> <ul style="list-style-type: none"> ➤ 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) <p>Medieval Medicine</p> <ul style="list-style-type: none"> ➤ Medieval medicine ➤ Where did the Black Death come from? Causes and symptoms ➤ Prevent, cure or run away? ➤ How terrible was the Black Death? (consequences) ➤ How and why did the Peasants revolt? 	<p>Tudors and Stuarts</p> <ul style="list-style-type: none"> ➤ 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? <p>English Civil War</p> <ul style="list-style-type: none"> ➤ Why did the King and Parliament fall out? ➤ Who was to blame for the English Civil war? ➤ Why did Parliament win the war? <ul style="list-style-type: none"> ➤ Why did the King lose his head? ➤ Life under Oliver Cromwell and Puritans 	<p>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)</p> <p>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</p> <p>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</p>

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

	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, Tag rugby, Rounders Boys – Rugby, Basketball, Softball Both – Football, Badminton, HRF, OAA, Fitness testing, Cricket, Athletics	Girls: Handball, Football, OAA, Gym Boys: Lacrosse, HRF, Handball	Girls: Rounders, Athletics, Inter-form Boys: Cricket, Softball, Athletics, Interform	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 www.request.org

Science	<p>Safety within the classroom during introductory week at the start of the year.</p> <p>Baseline assessment.</p> <p>Biology 7A&C – Cells, tissues organs, muscles and bones.</p> <p>Chemistry 7E&F – Mixtures, separation, acids and alkalis.</p>	<p>Physics 7I&K – Energy and forces.</p> <p>Biology 7 B&D – Sexual reproduction and ecosystems</p> <p>Chemistry 7G&H – The particle model, atoms, elements and molecules</p>	<p>Physics 7J&L – Electricity and sound.</p> <p>Biology 8A&B – Food nutrition, plants and their reproduction</p> <p>End of Year revision covering all topics studied this year.</p>	<p>BBC Bitesize – Key Stage 3 Science.</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>

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
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