

Year 7 Curriculum Overview – Second half Summer Term

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English

Years 7 and 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Creative Writing		To be able to express my feelings in writing and generate ideas.	So that I can put my own ideas into writing in a structured way.	You will brainstorm and collect ideas about the experience of being in lockdown.	Guidance questions in your Summer 2 Remote Learning Booklet
w/b 8 th June	Creative Writing	Paragraphs Formal language	To be able to write in the form of a letter.	So that I can build a collection of knowledge about different forms of writing.	You will write a letter to your future self about your experiences in lockdown.	Writing frames and guidance in your Summer 2 Remote Learning Booklet.
w/b 15 th June	Reading: Short Stories	Skimming and scanning for information.	To be able to retrieve information	So that I can understand and find information in the different texts I read.	You will read the story "Don't Ask Jack" and answer a series of questions.	Story and questions are in your booklet.
w/b 22 nd June	Reading: Short Stories	Reading between lines and thinking about why a writer has chosen a particular word.	To be able to make inferences about a text.	So that I can write about why a writer wrote a text and put together a PEAR paragraph.	You will generate your own ideas about the story and write a PEAR paragraph	Writing frames and guidance in your Summer 2 Remote Learning Booklet

w/b 29 th June	Reading: Short Stories	Skimming and scanning for information.	To be able to retrieve information	So that I can understand and find information in the different texts I read.	You will read the story " <i>The Selfish Giant</i> " and answer a series of questions.	Story and questions are in your booklet.
w/b 6 th July	Reading: Short Stories	Reading between lines and thinking about why a writer has chosen a particular word.	To be able to make inferences about a text.	So that I can write about why a writer wrote a text and put together a PEAR paragraph.	You will generate your own ideas about the story and write a PEAR paragraph	Writing frames and guidance in your Summer 2 Remote Learning Booklet
w/b 13 th July	Reading: Short Stories	I have read and understand the two short stories: <i>Don't Ask Jack</i> and <i>The Selfish Giant</i> .	To be able to learn and remember information.	So that I can revise successfully for an assessment.	You will complete a Knowledge Assessment about the two stories you have worked on.	

Maths

Year 7	Topic	Prior knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources	
w/b 1 st June	3D Shapes	I can work out the area of a rectangle	<p>I can draw a 3D shape using dotted paper</p> <p>I can draw different views of 3d shapes</p> <p>I can draw a net of a 3D shape</p> <p>I can calculate the surface area of a cuboid</p>	TBAT recognise 3-D shapes from their nets, create them and use them in calculations.	<p>At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video complete the quiz and achieve at least 60%</p> <p>Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.</p> <p>At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning</p>	<p><u>Hegarty Maths</u></p> <p>833 834 837</p>	<p><u>Corbett Maths</u></p> <p>4 354</p>
w/b 8 th June	Measures	I can multiply and divide by 10, 100, 1000	<p>I can understand time calculations and timetables</p> <p>I can use decimals in the context of metric units.</p> <p>Decimals with a calculator in the context of metric units</p>	TBAT use measures in everyday scenarios.	<p>At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video complete the quiz and achieve at least 60%</p> <p>Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.</p> <p>At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning</p>	<p><u>Hegarty Maths</u></p> <p>692 693 695 696 698 699</p>	<p><u>Corbett Maths</u></p> <p>349a 349b 349c</p>

w/b 15 th June	Proportion	I can write ratios as fractions	I can round a number to one significant figure I can multiply two decimals such as 2.4×0.7 I can estimate answers to calculations	TBAT gain an approximate idea if a value we have calculated is correct.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video complete the quiz and achieve at least 60% Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths. At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u> 48 130	<u>Corbett Maths</u> 94 215 279a
w/b 22 nd June	Estimation	I can round to a given number of decimal places	I can round a number to one significant figure I can multiply two decimals such as 2.4×0.7 I can estimate answers to calculations	TBAT gain an approximate idea if a value we have calculated is correct.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video complete the quiz and achieve at least 60% Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths. At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u> 48 130	<u>Corbett Maths</u> 94 215 279a
w/b 29 th June	Hegarty Maths catch up	N/A	I have caught up on all outstanding	To ensure that we have completed as much of the work that has	At the minimum students will be expected to complete 2 pieces of outstanding work on Hegarty Maths every day. This involves watching the video and pausing this to		

			<p>Hegarty maths tasks</p> <p>I have challenged myself to complete as many fix up 5 tasks as I can</p> <p>All notes in my orange book have been completed.</p>	<p>been set over the year therefore preparing us for the following years learning.</p>	<p>attempt the practice questions. After the video compete the quiz and achieve at least 60%</p>		
w/b 6 th July	Project	I can use proportion, measures and estimation	TBAT use maths in a variety of different scenarios	TBAT use maths in a variety of different scenarios	Use your maths knowledge to be able to have a go and work through the projects set by your teacher.		
13 th July	Maths Competitions	Recall maths knowledge taught over the last year.	To complete the competitions set by your teacher with a chance to win prizes	To use maths to win prizes (given on our return)	Challenge yourself to be able to complete as much as possible. The more completed the better the chance of winning a prize.		

Science

<p>Year 7</p>	<p>In year 7 students will be set a Study Project on one for the topics they would have been learning at school during this time. Each Study Project will last for 2 weeks and be expected to take 5 hours of work. At the end of the Study Project the students will be expected to submit one piece of work as evidence and to complete an online assessment quiz.</p> <p>The Study Projects may be set and monitored by teachers other than the student's usual teacher.</p> <p>Additionally, students should continue to use Tassomai to consolidate their learning. They should aim to meet their daily target 3 times each week.</p> <p>Optionally, students may wish to continue working through the BBC daily lessons on biology, chemistry, and physics.</p>					
	<p>Study project</p>	<p>Prior Knowledge</p>	<p>Aim</p>	<p>What will this lead to? Why am I learning this?</p>	<p>Student expectation (What will they do?)</p>	<p>Relevant/ Helpful resources</p>
	<p>B: Ecosystems Miss Cooper & Mrs Jeffries</p>	<p>KS2- Simple food chains linked to basic habitats.</p>	<p>Explore the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</p>	<p>Link changes in ecosystems to reduction in biodiversity. Current global issues follow pathway to KS4</p>	<p>Four separate sections with tasks within each leading to a creative writing piece and quiz.</p>	<p>BBC Bitesize</p>
	<p>C: Chemical Changes Mr Wood & Miss Waller</p>	<p>Students have covered some chemistry in Year 7 and will be aware of the difference between acids and alkalis</p>	<p>To learn about: acids; alkalis; how we test for them; how they interact; and how to name the products formed from their reactions</p>	<p>This is important foundational chemistry for KS4 and will also be covered in more detail throughout KS3</p>	<p>Four separate sections with tasks within each leading to a final project and quiz.</p>	<p>BBC Bitesize</p>
	<p>P: Circuits Mr Evans & Mr Haigh</p>	<p>From KS2 – simple electrical circuits and knowledge of conductors and insulators.</p>	<p>Explore discovery of electricity; understand current flow; widespread applications of electricity in the home</p>	<p>Leads to further understanding of more complicated electrical circuits and concepts. Transfer of electrical energy is crucial to modern society</p>	<p>Separate tasks involve a research task on a scientist, exploring circuits through an online simulation, study of household use of electrical appliances with a short report</p>	<p>Phet.colorado.edu BBC.bitesize Additional links to resources are in the project</p>

Class	7a1	7a2	7a3	7b1	7b2	7b3
w/b 1 st June	B	B	C	C	P	P
w/b 8 th June	B	B	C	C	P	P
w/b 15 th June	C	C	P	P	B	B
w/b 22 nd June	C	C	P	P	B	B
w/b 29 th June	P	P	B	B	C	C
w/b 6 th July	P	P	B	B	C	C
w/b 13 th July	All groups will be set and complete an exercise reviewing their work					

Art

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Colour theory	Basic colour mixing	To understand how to use the colour wheel.	I will know how to mix a range of colours and tones.	Complete mixing a colour wheel and colour equations.	Information uploaded to class charts.
w/b 8 th June	Colour theory	Introduction to colour wheel.	Recall and develop a range of colour equations.	Embed knowledge of colour mixing.	Explore further theory through a second task.	Information uploaded to class charts.
w/b 15 th June	colour theory	Understanding and using primary and secondary colours.	Applying new knowledge to a colour work.	Knowledge of an artist work within colour theory.	Re interpret artists work using colour theory.	Information uploaded to class charts.
w/b 22 nd June	Colour Theory	Colour theory	Introduce Complementary colours.	Students studying 3 works of art by Monet.	Choose a complimentary colour image to copy.	Information uploaded to class charts.
w/b 29 th June	Colour theory	Intro to Monet	To learn about an artist using colour theory.	Being able to analyse art theory and use of colour.	Read, select and present facts and relevant information referring to colour theory and Monet.	Information uploaded to class charts.

w/b 6 th July	Cooler theory	intro to Josef Albers	To learn about an artist using colour theory.	Being able to analyse art theory and use of colour.	Read, select and present facts and relevant information referring to colour theory and Josef Albers.	Information uploaded to class charts.
w/b 13 th July	Colour theory	Artsist research	To create works in the style of the artist using colour theory.	Using knowledge and understanding and implementing through a practical task.	Create 3 artworks about colour theory in the style of Albers.	Information uploaded to class charts.

Design & Technology

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Global Production and its effect on culture and people	Product are made and shipped around the world	Understand and explain the advantages and disadvantages of globalisation	I will understand the effect consumerism has on both people and the planet. It will enable me to make informed decisions about my consuming.	Write 3 paragraphs discussing the positive and negative effects on people as a result of globalisation	Information sheets uploaded to class charts including writing frames and bullet list of key points
w/b 8 th June	Moral and ethical factors relating to manufactured products	Global production and the effects on people and the environment	Be able to discuss the issues around a consumer society	Take more thought when using and buying products	Write 3 paragraphs discussing the effects using materials to make products has had on the environment.	Information sheets uploaded to class charts including writing frames and bullet list of key points
w/b 15 th June	Legislation to which products are subject	Understand that products must meet certain standards	Understand some of the laws that govern the advertising and sale of products	I will be able to design safe and high-quality products and market them within the legal guidelines	Complete a poster explaining the meaning of consumer protection law, Kite mark, CE mark, sale of goods act.	Powerpoint saved as a PDF

w/b 22 nd June	Consumer rights	Understand that products must meet certain standards	Be able to explain the rights consumers have	I will think of the safety and quality of the products I design and understand my rights as a consumer.	Students will be given 3 scenarios where they must give advice based on their understanding of consumer rights	Powerpoint saved as a PDF
w/b 29 th June	sustainability	Materials can be recycled and repurposed	Understand and know the 6 R's	Be able to classify products on their sustainability and understand how to improve the sustainability of the products I design	Explain each of the 6R's. For each of the 6R's, name a specific product and explain why it could be considered sustainable	Powerpoint saved as a PDF
w/b 6 th July	Advantages and disadvantages of CAD/CAM	Know that we have a laser cutter that is used to make products and parts.	Understand that some products are manufactured using this method.	To understand why this method is used and in future make appropriate manufacturing decisions.	A CAM product and hand made product will be given and the student is to explain why each method of manufacture was used for those products	Video link of CAD/CAD products
w/b 13 th July	Impact of new and emerging technologies	Know that there are different methods of manufacture and different levels of technology	I will gain knowledge how technology has affected the global economy and society	I will understand the benefit of high tech manufacturing and make me open to learning new technology.	Write 3 paragraphs explaining the effect modern technologies have had on global manufacturing	Information sheets uploaded to class charts including writing frames

						and bullet list of key points
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Drama

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Drama	Scripted Drama	To be able to interpret a characters in a script	Fundamental to drama, pupils need to interpret a characters from page-to-stage	Read and respond to a scripted scene(s).	
w/b 8 th June	Drama	Scripted Drama	To be able to interpret a characters in a script	Fundamental to drama, pupils need to interpret a characters from page-to-stage	Memorise lines and perform from a scripted scene(s).	
w/b 15 th June	Dance	Dance in Film	To learn to evaluate the use of dance in a range of films	You need to be able to identify dance styles and evaluate their effectiveness when used in film	Watch the series of film clips provided and do tasks and a written evaluation	YouTube
w/b 22 nd June	Drama	Know different parts of a theatre	To learn the five main stage types	You need to select appropriate stage layouts for drama you make	Research the main stage types, draw them and watch how one is used in performance	Bitesize
w/b 29 th June	Drama	Know different parts of a theatre and stage types	To learn the design/layout of notable theatres	You need to be able make reference to important theatres in the UK and abroad	Research two contrasting theatres, create a collage of images watch how	YouTube

					one is used in performance	
w/b 6 th July	Dance	Dance styles	To identify a range of dance styles	You need to be able to identify Dance styles and express creative preferences	Work through the tasks on Dance Styles	
w/b 13 th July	Evaluation	Year 7 evaluation of strengths and weaknesses	Year 7 evaluation of strengths and weaknesses	This will lead into supporting next year's Year 7 class	Offer a written or spoken evaluation of Performing Arts in Y7. Instructions on Class Charts.	

Food

Year 7 & 8	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 June Due 12 June	Food provenance & low-medium skill practical task	Aware of food choices when doing family food shop. Some previous cooking in school or at home.	I will know where potatoes originate from, different types and recipes that they suit, possibly practice a recipe involving potatoes eg: Potato Salad, Potato Gratin or Potato Dauphinois.	I will understand more about where ingredients come from, be able to select and use the best type of potato for a recipe and be able to practice making a recipe involving potatoes.	Watch a video or read a presentation. Do some independent research about potatoes. Answer questions about potatoes. OPTIONAL: Cook one of the suggested recipes (or one of their own choice) which uses potatoes as a main ingredient	Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes.

<p>w/b 15 June Due 26 June</p>	<p>Food provenance & low-medium skill practical task</p>	<p>Aware of food choices when doing family food shop. Some previous cooking in school or at home.</p>	<p>I will know where eggs come from, different types of birds that provide us with eggs, organic / free range options, the information printed on eggs, possibly practice a recipe involving eggs eg: Quiche, Potato Scotch Egg or Soft Boiled Egg with Soldiers.</p>	<p>I will understand more about where ingredients come from, be able to understand the different types of eggs and information on the packaging and be able to practice making a recipe involving eggs.</p>	<p>Watch a video or read a presentation. Do some independent research about eggs. Answer questions about eggs. OPTIONAL: Cook one of the suggested recipes (or one of their own choice) which uses eggs as a main ingredient</p>	<p>Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes.</p>
<p>w/b 29 June Due 10 July</p>	<p>Take-Away Recipe Research</p>	<p>Main meals eaten at home (home-made and take-away), previous cooking (either at home or in school), recipes written out (online, recipe books, school workbook).</p>	<p>See that cooking at home can be cheaper and healthier than buying at take-away or ready meal. Inform teacher of recipes that could be taught as part of Food & Nutrition in future.</p>	<p>I will find and possibly practice a recipe for a main meal I enjoy as a take-away normally.</p>	<p>Do your own research to find a recipe for a main meal that you would normally buy as a take-away dish. Write out the recipe in a format given OPTIONAL: Cook the recipe you choose and send photos to teacher.</p>	<p>Useful web links for recipes. Worksheet to put recipe details on.</p>

French

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Sports	<ul style="list-style-type: none"> - Opinions - ER verb patterns - Masculine/ feminine rules for nouns 	<ul style="list-style-type: none"> - To give opinions of different sports. - To describe sports that we play vs sports that we 'do' (jouer & faire) 	This will lead to an understanding of regular and irregular verbs, as well as being able to transfer existing knowledge into new topics (using opinions to describe sports)	<u>Students will:</u> <ul style="list-style-type: none"> - learn to recognise/name sports in French, - give their opinions of sports and say why, - say which sports they play/do and say how often they do them 	<ul style="list-style-type: none"> - Métro 1 (textbook, listening files, pupil book) - Existing resources created by MBA & OSH - French to Go - Linguascope.com - Languagesonline.org.uk
w/b 8 th June	Hobbies & weekend activities	<ul style="list-style-type: none"> - How ER verbs behave in French - Opinions - What is an Infinitive vs conjugated verbs 	To describe what we like/dislike doing at the weekend	Students will revise common present tense verbs, opinions and be able to use 2-verb sentences, widening their knowledge of verbs and range of sentence structures	<u>Students will:</u> <ul style="list-style-type: none"> - learn to describe hobbies and activities - say what they like to do at the weekend and why (using j'aime + infinitive) 	<ul style="list-style-type: none"> - Métro 1 (textbook, listening files, pupil book) - Existing resources created by MBA & OSH - French to Go - Linguascope.com - Languagesonline.org.uk
w/b 15 th June	Weekend activities (Regular/irregular verbs)	<ul style="list-style-type: none"> - ER verb patterns - Avoir/être (from Mod 5 Unit 2) - Faire (from 1/6) 	To describe a normal weekend using a range of present tense regular & irregular verbs	This will lead to confidence with a range of key verbs, providing a solid foundation for Y8.	<u>Students will:</u> <ul style="list-style-type: none"> - learn how regular ER, IR and RE verbs and commonly used irregular verbs behave - be able to use a range of verbs in the present tense to describe what they do 	<ul style="list-style-type: none"> - Métro 1 (textbook, listening files, pupil book) - Existing resources created by MBA & OSH - French to Go - Linguascope.com - Languagesonline.org.uk

w/b 22 nd June	Weather & what we do	- Simple weather expressions - Regular/irregular verbs (from 15/6)	To describe the weather and say what you do when it rains etc	Confidence with weather vocabulary and ability to combine multiple topics.	<u>Students will:</u> - describe the weather - say what they do <u>when</u> its sunny/rainy	Same as before.
w/b 29 th June	The verb ALLER	- Regular/irregular verbs - Countries	To use 'aller' to talk about where you are going	Effective use of the irregular verb 'aller' will enable students to use the near future tense in the following 2 weeks.	<u>Students will:</u> - use the verb 'aller' in the present tense - describe where they are going	Same as before + YouTube video (aller)
w/b 6 th July	The near future tense	- Aller - Infinitives - Weekend activities	To describe what you are going to do	Using two tenses (present + near future) is an essential step towards GCSE French	<u>Students will:</u> - use the near future tense to describe their holiday plans using a range of infinitives (from 8/6)	Same as before + YouTube video (aller) Mind map
w/b 13 th July	Consolidation	All work from 1 st June onwards	To gain confidence and competence with using all types of present tense regular/irregular verbs and the near future tense	Being able to use a range of verbs across two tenses demonstrates huge progress from the start of Y7 and allows students to start Y8 with the confidence and skills required to learn the perfect tense.	<u>Students will:</u> - be able to demonstrate their knowledge of all topics covered so far. - be able to read and understand a longer text, reading for gist and specific details - create a piece of writing independently	- Reading text - Writing frame/support materials for less confident students

Geography

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Amazing places – Death Valley.	Continents of the world. Creative writing.	To find out where Death Valley is. To work out why the rocks there move.	Amazing places aims to build student interest and develop a fascination for the subject of geography. The topic will allow students to broaden their knowledge of the physical processes that take place within the world. The mystery of the moving rocks at Death Valley helps to build a curiosity in students towards the physical wonders of the world, whilst allowing them to enhance their writing skills.	Using a variety of sources of information, students should aim to solve the mystery of the moving rocks at Death Valley. They will then create a newspaper article that details the discovery of the moving rocks and the physical processes that cause it.	Card sort. Video clips. PowerPoint.
w/b 8 th June	Amazing places – Northern lights.	Map skills (ability to identify area of Northern lights).	To find out what the Northern lights are and what causes them.	The Northern lights is a fascinating topic that will help students to further develop curiosity towards the physical processes of the world that will hopefully continue throughout KS3. Creative writing helps to develop student's literacy skills within the subject of Geography.	Students will learn what causes the Northern lights. Students will then write a letter home, detailing what the Northern lights are, their location and the causes.	PowerPoint. Video clips.

w/b 15 th June	Geography: Amazing places – Svalbard	Map skills	To investigate how humans have adapted to life in Svalbard and the impact humans have on the environment.	Svalbard is one of the world's Northernmost and inhospitable areas that people live. It is unique physical conditions, wildlife, and surroundings as well as its reliance on tourism creates an interesting interaction between physical and human geography. The peaceful yet often conflicting interaction between humans and the environment creates a great case study for students to develop their knowledge of how physical and human geography can live both harmoniously and in conflict. This lays the foundations for this issue in topics such as plate tectonics in year 8.	Students will locate Svalbard on a map and describe its location. Students will explain how tourism has affected Svalbard and evaluate whether humans and the environment can coexist harmoniously in Svalbard.	Svalbard fact file. PowerPoint. Video clips.
w/b 22 nd June	Amazing places – Easter Island.	Ability to produce a fact file developed during rivers topic.	To investigate the origins of the Moai statues and explain how this has impacted the current situation for the people of Easter Island.	Easter Island is one of the remote inhabited islands in the world and is famous for its nearly 1000 statues, called moai. These were created in the 13-16 th century. As an early example of an industrial society, the History of Easter Island develops	Students will create a fact file of Easter Island, detailing its history and current situation.	PowerPoint. Information sheet on Easter Island. Video clips.

				student's fascination of both Geography and History and helps them to understand their interlinked nature.		
w/b 29 th June	Amazing places – Christmas Island.	Easter Island fact file sheet.	To investigate the annual mass migration of red crabs on Christmas Island and what its key threats are.	Christmas Island is well known for the huge annual mass migration of red crabs. The accidental introduction of the yellow crazy ant by humans is a good example of how human behaviour can impact on the natural environment. This is good preparation for the ecosystems topic in year 8.	Produce a fact file detailing Christmas Island location, red crab migration (including causes) and threats to the red crabs.	PowerPoint. Video Clips.
w/b 6 th July	Amazing places – Galapagos Islands.	Understanding of employment gained in UK unit.	To study the wildlife of the Galapagos Islands and the importance of tourism to the islands.	The Galapagos Islands are considered one of the world's best destinations for wildlife viewing, particularly of many species unique to the islands. The Islands are also famous for Charles Darwin's observations on the islands which contributed to his theory of evolution by means of natural selection. This develops a student's knowledge of rich ecosystems that will lay the foundations for the study	Produce an advert for a travel company advertising and promoting the Island to tourists, considering the need for ecotourism.	PowerPoint. Video Clips. Websites. Information sheets.

				of ecosystems in year 8. It will also enable students to think critically about the impact of tourism on the physical environment.		
w/b 13 th July	Amazing places – Antarctica.	Knowledge of cold places gained during Svalbard lesson.	To study how the wildlife of Antarctica has adapted to its surroundings and harsh climate, focusing, particularly on penguins.	This helps develop students' understanding of animal adaptations, which will be studied later in year 8 during the ecosystem's topic. It also provides an insight into living in one of the harshest climates in the world, further fostering a fascination for the subject.	Create a brief fact file of Antarctica, including average temperatures, species found there. Students will then produce a creative piece of writing detailing a year in the life of a penguin in Antarctica.	PowerPoint. Video Clips. Information sheets.

History

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Role of religion in migration, and the religious Reformation.	How religion impacted Monarchy and country.	I will know why different groups such as the Jews, Huguenots and Puritans considered migration.	I will then be able to understand the different reasons that drove people to migrate and how this can have an effect on the economy.	Complete a push and pull diagram to explain why Jews and Huguenots migrated to England, and why Puritans migrated away from England. Answering questions through interpretation work.	Information sheets are uploaded on to Google classroom.
w/b 8 th June	Economic migration – the Irish, and what was life like for West Indians in Britain?	Acceptance of migration and the religious reasons for migrations. What drove people to migration, how migrants were treated.	I will understand what made Irish people want to migrate to Britain. I will understand the political reaction to migration, such as the ' <i>River of Blood</i> ' speech.	I will then be able to understand the political reaction to migration and how migrants have changed Britain.	Complete a push and pull diagram to explain why Irish people wanted to leave Ireland and why they wanted to stay. Complete Source work and answer questions. Complete a push and pull diagram noting the factors that made people want to leave the Caribbean (Push) and those that attracted them to Britain (Pull).	Information sheets are uploaded on to Google classroom.

					Complete Source work and answer questions.	
w/b 15 th June	How have migrants changed Britain?	How migration has changed Britain, and how migrants were treated.	I will be able to explain how migration has changed Britain in more detail.	I will be able to understand the short-term impacts and long-term impacts what influences migrants had in the long term.	Create and complete a concept map, noting down the sort-term changes. Create and complete a concept map, noting down the main changes. Complete Source work and answer questions based on the Source.	Information sheets are uploaded on to Google classroom.
w/b 22 nd June	What have you learnt, topic summary. <i>New Topic- Murder Mystery.</i> Investigating the mystery of the princes in the tower, did Richard	Migration can have a religious, economic, short-term and long-term impact on Britain. Monarchy in the medieval period and the oppositions they had faced.	I will be able to understand some of the ways in which migration has changed Britain. I will be able to understand the evidence provided by the Sources about the	I will then be able to identify differences in purpose and differences between historical interpretations. I will then be able to evaluate and use historic Sources to answer questions about a historic event.	Answer questions on the interpretations. Answer questions about the topic of Migration. Use Sources to answer questions on whether Richard III killed the princes.	Information sheets are uploaded on to Google classroom.

	III kill the princes?		disappearance of the Princes.			
w/b 29 th June	Investigating the mystery of the princes in the tower; Looking at if someone else killed the princes, or whether the princes murdered at all?	Monarchy in the medieval period and the oppositions they had faced. Richard III's involvement.	I will be able to evaluate the evidence provided by the Sources and I will be able to reach a conclusion based on the sources and evidence.	I will then be able to evaluate and use historic Sources to answer questions about a historic event.	Use Sources to answer questions on whether someone else killed the princes. Use Sources to answer questions on whether the princes were murdered at all. Based on all of the information gathered, make a conclusion on what happened to the princes in the tower.	Information sheets are uploaded on to Google classroom.
w/b 6 th July	Why was the Archbishop of Canterbury murdered? Henry and Thomas argue.	Monarchy in the medieval period and the oppositions they had faced. Religion in the medieval period.	I will be able to understand how the relationship between Henry II and Thomas Becket changed over time.	I will then be able to explain the background information needed to investigate the murder of Thomas Becket.	Complete a table showing the strengths and weakness of Henry's and Thomas's relationship. Using the Sources to answer the questions.	Information sheets are uploaded on to Google classroom.
w/b 13 th July	Why was the Archbishop of Canterbury murdered?	Monarchy in the medieval period and the oppositions they had faced.	I will be able to state the events of Thomas Becket's murder and the reasons that led to it.	I will then be able to plan and write up a narrative with supporting factual information.	Using the Sources answer to answer the questions. Write a narrative answer to explain	Information sheets are uploaded on to Google classroom.

	The murder of Thomas Becket.	Church and state in the medieval period. The relationship between Henry II and Thomas Becket			Thomas Becket's murder.	
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Leadership

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Initiative	Work carried out in leadership sessions with regard what is initiative and how can we display it.	Take responsibility to follow the instructions and get outside to go on a learning walk or forage to complete the scavenger task.	Show independence , initiative and resilience to locate items asked for that require never giving up and team work particularly if the items are difficult to find.	Outdoor Scavenger hunt to locate and collect items specified in the task.	Scavenger Hunt Checklist as provided on classcharts.
w/b 8 th June	Initiative	Organisational skills as learnt in previous leadership sessions.	Organise the items found on the scavenger hunt to create a living collage relevant to the student.	Display organisational skills to complete the task.	Using the items collected on the scavenger hunt create a collage that represents them . It may be they use the first letter of the items found to spell out their name.	Scavenger task checklist as provided on classcharts.
w/b 15 th June	Resilience	Build upon previous leadership opportunities discussed and displayed in lesson time.	Learn new fitness skills and set up challenges to test their ability. Fitness tasks are tough and will require resilience to not give up	Take responsibility for their own well being and have an idea at where their current fitness level is and what and how to improve.	Take the fitness challenges and gage a fitness level. From that set targets and goals to aid improvement.	Complete the fitness test tasks and record. All tasks are set out on classcharts.

			when completing the tasks.			
w/b 22 nd June	Resilience.	Target Setting.	Strive to achieve your target and exceed your expectation.	Push their personal fitness levels further to have a positive impact on their health and well being.	Retest the fitness activities and strive to beat their target set the previous week. This will run hand in hand with work they are completing in PE.	Retake the fitness tests and exceed their previous weeks scores.
w/b 29 th June	Resilience.	Use work completed in PE as a point of reference.	To learn and achieve a new skill and feel confident in completing.	Learn a new and challenging skill and work hard each day to beat a target.	Select a skill from the list provided that they could not previously do and practice each day to master the skill.	Select from the list of skills provided and practice to master the skill.
w/b 6 th July	Resilience.	Use work completed week previously to select a new skill to master.	To learn and achieve a new skill and feel confident in completing.	Learn a new and challenging skill and work hard each day to beat a target.	Select a new skill from the list provided that they could not previously do and practice each day to master the skill.	Select from the list of skills provided and practice to master the skill.
w/b 13 th July	Communication.	Reflect on work completed previous six weeks and write a reflective passage talking about the	Reflect on the challenges both positive and negative the previous six weeks .	Build on the skill of reflective communication to assess how they have developed the key attributes of resilience,	Write a passage about the challenges they have completed the last six weeks to reflect on their	Use template to answer questions reflecting on their personal journey in learning new skills.

		challenges faced and overcome.		initiative, leadership and communication.	journey and personal successes.	
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Music

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/c 1 st June	Music	Instruments in an orchestra	Understanding and raising awareness of different instruments and pitch	Expectations for learners to be able aurally appreciate impact of instrumentation, pitch and harmony	Be able to create a melody & rhythm in music and write an evaluation	Classcharts, Postal delivery
w/b 8 th June	Music	Orchestral music	Understand how melody and harmony can affect emotion	Learners to be able to appreciate how music can affect emotion	Create music at home and write an evaluation	ClassCharts, Postal delivery, Soundtrap, YouTube, CD's, Radio
w/b 15 th June	Music	Instruments in an orchestra	Determine the impact of classical music in popular music	Appreciate the impact of the use of classical instrumentation in popular music Introduction to classical period music	Deconstruction of The Verve's 'Bittersweet Symphony'- research of original sample and production of music.	ClassCharts, Postal Delivery, Soundtrap, Youtube, CD, Radio
w/b 22 nd June	Music	Instruments in an orchestra	Appreciate how modern electronic dance music can impact the modern use of classical instruments	Analysis of Classical Tribute to Prodigy aural comparison and evaluation Intro to classical period music	Listen to the Prodigy classical tribute and compare to their original recordings. Choose a song from the set and compare to original electronic recording and evaluation	ClassCharts, Postal Delivery, Soundtrap, Youtube, CD, Radio Listening Placemat
w/b 29 th June	Music	Classical Instruments	Introduction to classical music and composers	Awareness and knowledge of classical composers.	Create a poster/ infographic of classical composers and facts	Printout/ electronic doc/

						classcharts/ postal delivery
w/b 6 th July	Music	Classical composers	Introduction to classical composers	Awareness and knowledge of classical composers.	Create a poster/ infographic of classical composers and facts- research music and performance techniques	Printout/ electronic doc/ classcharts/ postal delivery
w/b 13 th July	Music	Classical Composers	Attempt to compose a piece of classical music	Further composition skills and music instrument design and technique	Create a piece of music emulating certain techniques used in Classical Music	Soundtrap

PE

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Introduction to their sports project with title page and key interests / outline.	Interest of a sport/ activity.	Identify your sport of choice, decide what and how you'd like to improve your key skills.	Greater knowledge and depth of understanding practically and theoretically of your sport .	Design a title page. Set out their own personal learning objectives to complete. Establish targets to achieve.	Template and booklet provided and youtube links given.
w/b 8 th June	Plan a fitness project to improve their ability to play the sport of choice.	What are the components of fitness/ how do they apply to my sport/ How do they help me be more successful.	Complete week 1 of fitness plan and apply principles of training.	Greater personal fitness to complete the sport to a higher level. Also physical and mental benefits of becoming fitter.	Design their fitness project and complete for 15 minutes each day Monday – Friday. At the end of the week complete a reflective log commenting on how it felt , what are the challenges, and how to overcome them.	Fitness log template provided. Youtube clips giving examples of relevant fitness programmes they could use/ follow.
w/b 15 th June	Complete Week 2 of their fitness programme.	What are the components of fitness/ how do they apply to my sport/ How do they help me be more successful.	Complete week 2 of fitness plan and apply principles of training particularly the concept of progression to ensure fitness levels rise.	Greater personal fitness to complete the sport to a higher level. Also physical and mental benefits of becoming fitter.	Compete and record their fitness programme week 2. Complete log discussing challenges/ improvements in the areas they are working on.	Fitness log template provided. Youtube clips giving examples of relevant fitness programmes they could use/ follow.

w/b 22 nd June	Complete Week 3 of their fitness programme.	What are the components of fitness/ how do they apply to my sport/ How do they help me be more successful.	Complete week 3 of fitness plan and apply principles of training particularly the concept of progression to ensure fitness levels rise.	Greater personal fitness to complete the sport to a higher level. Also physical and mental benefits of becoming fitter.	Compete and record their fitness programme week 2. Complete log discussing challenges/ improvements in the areas they are working on. Reflect overall on how their personal fitness levels have improved over the three week period.	Fitness log template provided. Youtube clips giving examples of relevant fitness programmes they could use/ follow.
w/b 29 th June	What skills are required to be successful in the sport of your choice. Eg. Lay up in basketball (Identify 5)	Knowledge of the different skills needed for success in their sport of choice.	I know what essential skills are needed to be successful in my sport.	A greater understanding of how to combine set skills together to achieve success in my sport.	Identify 5 skills essential to your sport. Talk about what they are and how they contribute to success in your sport. Attach Youtube clips or pictures showing these skills in action.	Youtube clips/ internet clips/ pictures illustrating the skills in action.
w/b 6 th July	What are the rules of my sport and what equipment is essential to play.	Knowledge of the rules, regulations and equipment needed to play my sport.	To have a thorough understanding of the rules, regulations and equipment essential to play my sport.	Thorough knowledge and understanding of how to participate, set up and officiate my sport of choice.	Identify the key rules, discover the playing parameters and talk about the equipment essential to play my sport.	Internet resources and information books .

w/b 13 th July	What is the History of my Sport and who are the champions of it.	Where did my sport originate, who are the legends of the game.	To have a thorough understanding of the origins, development and future of your sport and who excelled in that game.	Learn the History of the game and be aware of those who have excelled in it.	Historical timeline of origin and development and identification of the champions of the game.	Internet resources/ historical journals, Youtube archive.
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RE

Year 7	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Temptation of Jesus	Understanding that Jesus was a historical figure who we can learn from	What it is to be tempted and Jesus did not give in to temptation	How can we learn from the life of Jesus?	Work through lesson and complete tasks. Submitting any work in a timely manner	Bible Classcharts
w/b 8 th June	Parables	Truth, opinion, fact – what different types of truth are and how they are open to interpretation.	Explain the type of stories that Jesus told, their meaning and how they can be inspiring for us today.	To think about how truth comes in different forms. That we can learn from stories.	Complete tasks set in lesson.	Bible Classcharts
w/b 15 th June	Miracles	A good grasp that Jesus was a historical figure – but that many believe that he was more than that.	Understanding what a miracle is. Give reasons and evaluate whether miracles can happen.	Development of rational argument and reasoning.	To think deeply about the topic and put forward ideas which show logical chains of argument.	Bible Classcharts
w/b 22 nd June	Jesus Teaching	An understanding that Jesus' life and teaching changed the world – and still impact people's lives today.	Explain Jesus' key teachings and think about how they may impact a person's life.	How do ideas change the world? Analyse what guides our own lives.	Complete tasks set	Bible Classcharts
w/b 29 th June	Crucifixion	An understanding of Jesus' life.	Understand the events of Jesus' crucifixion	A chance to explore this event that seems to divide many and may very well have changed history.	Complete the tasks set and submit any work in a timely manner.	Bible Classcharts

w/b 6 th July	Resurrection	An overview of Jesus' life	Understand the Biblical narrative concerning the resurrection of Jesus. To assess whether the evidence is strong enough. How does a belief in the resurrection impact believers around the world today.	To analyse and decide if Jesus really did come back to life again	Complete the activity and respond to questions giving reasons to back up points that are made?	Bible Classcharts
w/b 13 th July	Assessment	Course content			Complete assessment and submit it in a timely manner.	