

Year 7

Note: In the final half term of the year Religious Education replaces History and Geography. This ensures over the course of the year each subject gets appropriate curriculum time.

Subject	Topic Overview	8 June 2020	15 June 2020	22 June 2020	29 June 2020	6 July 2020	13 July 2020
English	The Victorians – an exploration of why Dickens was an important writer by exploring attitudes to the poor in Victorian England.	Who was Charles Dickens and why did he become so famous?	Why is Dickens' work so prestigious?	What was the Victorians' attitude towards children?	How did Dickens' portray children?	What was the Victorians' attitude towards the poor?	What was life like for the poor in Victorian England and why did Dickens become so famous?
Maths	Students will complete a series of tasks each week. Tasks will consist of video clips on Mathswatch, questions on MyMaths and an assignment set on Teams. There are three strands of work matching the band each student works in.	Pi 1: Unit 9.1 Comparing fractions Unit 9.2 Equivalent fractions	Pi 1: Unit 9.3 Calculating with fractions Unit 9.4 Adding and subtracting fractions	Pi 1: Unit 9.5 Introducing percentages Unit 9.6 Finance: Finding percentages	Pi 1: Unit 10.1 Reflection Unit 10.2 Translation	Pi 1: Unit 10.3 Rotation	Pi 1: Unit 10.4 STEM: Congruency
		Theta 1: Unit 9.1 Sequences Unit 9.2 Pattern sequences	Theta 1: Unit 9.3 Coordinates Unit 9.4 Extending sequences	Theta 1: Unit 9.5 Straight-line graphs Unit 9.6 Position-to-term rules	Theta 1: Unit 10.1 Congruency and enlargements Unit 10.2 Symmetry	Theta 1: Unit 10.3 Reflection Unit 10.4 Rotation	Theta 1: Unit 10.5 Translations and combined transformations
		Delta 1: Unit 9.1 Triangles, parallelograms & trapeziums Unit 9.2 Area & Perimeter	Delta 1: Unit 9.3 3D Solids Unit 9.4 Surface area	Delta 1: Unit 9.5 Volume Unit 9.6 Measures of Area and Volume	Delta 1: Unit 10.1 Sequences	Delta 1: Unit 10.2 nth Term Unit 10.3 Pattern Sequences	Delta 1: Unit 10.4 Coordinates and line segments Unit 10.5 Graphs

Science	Biology: Exploring feeding relationships between organisms and factors that affect them. Chemistry: Exploring rock formation and the rock cycle. Physic: Exploring the basis of astronomy and how it affects life on Earth.	Biology: Understanding how food chains are used to describe relationships between organisms.	Biology: Understanding interdependence and how food chains come together to make food webs.	Chemistry: Understanding what rocks are made up of and the formation of different types of rocks	Chemistry: Understanding weathering and erosion of rocks that contribute to the rock cycle.	Physics: Introduction to what causes the seasons.	Physics: Understanding the Solar System and how gravity affects it.
Religious Education	Islam: Exploring the key Islamic beliefs, their relationship with Allah and how they put their beliefs into action.	Introduction – an overview of the Islamic religion.	Who are Muslims?	Who is Allah?	A whole Way of life: Submission to Allah	How do Muslims put their beliefs into action?	What are the Five Pillars of Islam?
Religious Education	Christianity: Exploring the key Christian beliefs, their relationship with God and how they put their beliefs into action.	Introduction – An overview of Christianity and the life of Jesus.	What is God like?	Jesus: God or Man?	Jesus: A Challenging Teacher	The Holy Trinity	Religious Experience
French	Learning conversational language to support a visit to a French speaking country.	Understanding as well as taking part in a conversation in a café	Understanding dialogues in a restaurant	Understanding dialogues in a hotel	Taking part in a conversation on public transport	Taking part in a conversation at a tourist office	French personal topic – from published list
Design and Technology	Creating a batch of identical products using paper and card in different ways to make desirable products	Research into why the number of elephants in the wild is declining and why this is an issue.	Research into a designers Ray and Charles Eames using the internet Books Magazines	Decide what makes a good product and why?	Design prototype - take photos of their prototypes	Using the given template they will need to produce an elephant	Evaluate. Ask others what they think, use your specification points to say if you have met them or not

Fine Art (Mr Clifford)	Food project: Drawing and painting skills	Drawing test: Tonal drawing using pencil of a collection of cakes	Photography: Taking quality photographs of sweets/cakes in interesting compositions	Drawing skills: Create a strong sustained drawing from your Photograph	Artists research: Create a sustained tonal drawing of the artists image	Painting skills: Carefully apply paint (or a different colour media) to your image	Final Piece: Creating painting from photograph in the style of Joel Penkman
Fine Art (Mr Birch)	Understand the basic vocabulary and principles of Art	Student defined creative exercise from a list (Art Take-Away)	Students are to understand the key vocabulary in Art – The “formal elements”.	Students are to create an abstract piece based on the “Formal Elements”.	Students are to create a drawing of a still life (a collection of inanimate objects)	Students are to create their own still life and draw it using the skills they have learnt.	Students are to re-draw task from 8/6/2020 to show improvement
3D Art (Ms Loosemore)	Investigating and responding to the work of Ceramic Artists to create a 3D Bird design	A study of the ‘Wally Bird’ by the Martin Brothers	A study of a bird sculpture by Bill Albright	Produce a collage of a bird using a wide range of different materials	Research and respond to your chosen bird images	To develop initial sketches for a 3D bird sculpture using all the knowledge gained so far	Produce the final design for the bird sculpture
Physical Education	Virtual Sports Day – Complete a series of challenges and contribute to your community score	Sprint Challenge	Coordination Challenge	Muscular Endurance Challenge	Power Challenge	Agility Challenge	Cardio Challenge
Drama	Coronavirus Time Capsule. Students develop their performance, creative and technical skills as they create weekly short films documenting their experiences during lockdown	<i>Music Rotation</i>	<i>Music Rotation</i>	<i>Music Rotation</i>	HOME LIFE: Students express something important about their day to day life during lockdown. They should experiment with different ways of capturing things	THE LOCKDOWN CURRICULUM: Students create a lockdown curriculum consisting of the essential things they have learnt during lockdown that they would never have learnt	LETTING LOOSE: This is an opportunity to let off steam, this is the final section of the time capsule and should be a high octane, fun video clip.

					on film.	at school.	
Music	Develop essential Music skills by focussing on the basics of Music Theory, listening skills and composing skills.	<p>Music Theory To develop your Musical theory knowledge. Quiz: Notes on the treble stave.</p>	<p>Listening Skills To develop your Music listening skills. Listen to popular songs and analyse them using subject specific vocabulary.</p>	<p>Composing Skills To develop your own Musical composition skills. Use an online digital audio sequencer to develop your own piece of music.</p>	<i>Drama Rotation</i>	<i>Drama Rotation</i>	<i>Drama Rotation</i>