

# YEAR 7

## What are we studying?



| Subject | This Term We are Studying...  |
|---------|---|
| English | <p><b>Don't Judge A Book By Its Cover:</b><br/><b>Following Frankenstein by Catherine Bruton</b><br/>Following Frankenstein is a core text, studied by all Year 7 students.</p> <ul style="list-style-type: none"><li>• Information retrieval</li><li>• Craft of the writer</li><li>• Evaluation</li><li>• Creative writing and technical accuracy</li></ul>  |
| Maths   | <p><b>Algebra 1:</b></p> <ul style="list-style-type: none"><li>• Generalisation</li></ul> <p><b>Baseline Assessment</b></p> <p><b>Proportion 1:</b></p> <ul style="list-style-type: none"><li>• Multiplicative reasoning</li><li>• Interpreting pie charts</li></ul> <p><b>Number 1:</b></p> <ul style="list-style-type: none"><li>• Place value and powers of 10</li><li>• Types of number, factors and multiples</li><li>• Basic HCF &amp; LCM and primes</li><li>• Addition and subtraction of decimals</li></ul> <p><b>Proportion 2:</b></p> <ul style="list-style-type: none"><li>• Measurement and decimals</li></ul> <p><b>Data 1:</b></p> <ul style="list-style-type: none"><li>• Displaying data</li></ul> |
| Science | <p><b>Unit 1 - Introduction to Science.</b></p> <ul style="list-style-type: none"><li>• In this unit we will be exploring different apparatus, safety procedures and investigative skills.</li></ul> <p><b>Unit 2 - Matter and Energy</b></p> <ul style="list-style-type: none"><li>• In this unit we will be exploring the arrangement of particles in different states of matter and how heat travels through different substances.</li></ul> <p><b>Unit 3 - Chemical Substances</b></p> <ul style="list-style-type: none"><li>• In this unit we will be exploring the world of elements, compounds and mixtures. We will also be looking at how to separate different mixtures.</li></ul>                        |



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| Art               | <b>Baseline Assessment and Endangered Animals:</b><br>Students will complete a baseline assessment drawing of a tiger to define starting point/gain an understanding of prior knowledge. Students will then be introduced to the formal elements of line, shape, form, tone and texture with a focus to cover all aspects of the assessment framework and develop control skills.   |
| DT                | Students in DT will work in a carousel system, changing each term and will either study:<br><b>Product Design:</b> Litter Picker Project<br><b>Hospitality &amp; Catering:</b> Essential Skills in Food<br><b>Textiles:</b> Essential skills with a focus on creating a protest banner  |
| Computer Science  | <b>E-Safety:</b> Students will learn about the importance of passwords to protect their digital information. They will be introduced to the G-Suite range of programmes before looking at remaining safe online and communicating safely online.<br><b>Music Festival:</b> Students begin by looking at all the tools available in Google Suite to help them organise a music festival. They will start with using Google Sheets to help create a simple budget. Students will then look at Google Docs, Google Slides and Google Sites to give them a firm foundational knowledge of the tools available in Google.  |
| Geography         | <b>How am I connected the world of geography?</b><br><br>Students will learn about why geography is relevant to them by examining factors such as where their food and clothes come from and the impact of their mobile phone usage on the environment. The unit will also focus on key skills such as OS map skills and latitude and longitude.<br><br><b>What are ecosystems like?</b><br><br>Students will examine where global ecosystems are located and what they are like. There will be a particular focus on Polar environments, looking at the climate, what life is like there and the wildlife that live there.   |
| History           | <b>Why were the Silk Roads and the city of Baghdad significant in shaping the medieval world?</b><br><br>Students will learn about the Silk Roads and why the city of Baghdad played a vital role in shaping the medieval world by driving cultural exchange, economic growth and intellectual progress. Students will also learn about how the Silk Roads were more than trade routes; they facilitated the exchange of ideas, knowledge and inventions across different regions.<br><br><b>How disruptive were the Normans?</b><br><br>Students will have the opportunity to explore the legacy of the Battle of Hastings - the disruption unleashed on England as Norman control spread. Students will learn about evaluating change and continuity and this unit will give students a solid grounding in the politics, religion, economy and society of 11th century. |
| Religious Studies | <b>What is religion, belief and worldview?</b><br>Students are introduced to different religions and views of the world, including looking at the difference between Abrahamic and Dharmic religions.<br><br><b>What is the nature of God?</b><br>Students will analyse the role of God in religions and beliefs and will start to explore the belief of atheism and the arguments of science and religion.   |

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| Languages          | <p><b>French and Spanish</b><br/><b>How to learn MFL:</b></p> <ul style="list-style-type: none"><li>• Work out the meaning of new words, exploring phonics and presenting oneself</li></ul> <p><b>School Life - Spanish:</b></p> <ul style="list-style-type: none"><li>• Subjects, giving opinions and describing school facilities</li></ul> <p><b>School Life - French:</b></p> <ul style="list-style-type: none"><li>• Subjects, giving opinions and describing school facilities</li></ul>  |
| Physical Education | <p>Students will follow a rotation and cover 3 of the 5 concepts as described below. Each concept is covered for 10 lessons.</p> <p><b>Attacking &amp; Defending:</b></p> <ul style="list-style-type: none"><li>• Football, Handball</li></ul> <p><b>Skill Development:</b></p> <ul style="list-style-type: none"><li>• Rugby/T1 Rugby, Netball</li></ul> <p><b>Net Games:</b></p> <ul style="list-style-type: none"><li>• Badminton, Table Tennis</li></ul> <p><b>Fundamentals:</b></p> <ul style="list-style-type: none"><li>• Indoor Athletics, Multi Sports</li></ul> <p><b>Movement through Dance:</b></p> <ul style="list-style-type: none"><li>• Formations, Levels, Dance Actions, Pair Work, Group work</li></ul> <p>Throughout all lessons students will be encouraged to develop their teamwork skills focusing on developing cooperative skills, fair play, team spirit, tolerance and respect.</p>   |
| Music              | <p>This term we will have a rotation between two half-terms units</p> <p><b>Half Term A</b></p> <p><b>Rhythm and Pulse</b><br/><b>Notation Skills</b></p> <ul style="list-style-type: none"><li>• Elementary rhythmic notation</li></ul> <p><b>Composition Skills</b></p> <ul style="list-style-type: none"><li>• Creating own rhythms through stick notation</li><li>• Additional rhythmic notation exercises and tasks</li></ul> <p><b>Building Bricks:</b></p> <ul style="list-style-type: none"><li>• Elements of Music and Musical vocabulary.</li><li>• Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence</li></ul> <p><b>Singing Skills:</b></p> <ul style="list-style-type: none"><li>• Short exercises and "song of the week" activities to build confidence</li></ul> <p><b>Half Term B</b></p> <p><b>Keyboard Skills:</b></p> <ul style="list-style-type: none"><li>• Basic piano techniques</li><li>• Notes of different length</li><li>• Elementary pitch notation via treble clef</li><li>• Performing a short piano piece as a solo and as a duet.</li></ul> |
| Performing Arts    | <p><b>Ricky Brown</b><br/>Students will be introduced to 'what is drama.' They will begin to learn how we devise using a stimulus; a story about Ricky Brown. Students will develop pieces focusing on role play and creating still images. Students will begin to develop their performance skills, understanding how we change both our vocals and physical character. Students will work in groups and learn how to share ideas and rehearse.</p> <p><b>Evacuation</b><br/>Students will use World War 2 evacuation as a starting point. They will begin to understand how being evacuated must have felt learning to add emotion to their performances. Students will develop characters focusing around playing children and how this contrasts when playing an adult. Students will work as a whole class as well as in small groups using cross cutting to create a full class scene.</p>  |

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| PD&G    | <ul style="list-style-type: none"><li>• <b>Monday</b> : Outwood Reads</li><li>• <b>Tuesday</b> : Votes for Schools</li><li>• <b>Wednesday</b> : Outwood Futures</li><li>• <b>Thursday</b> : Personal Development</li><li>• <b>Friday</b> : Assembly</li></ul> |

