

# YEAR 7

## What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p><b>Hopes and Dreams: Romeo and Juliet</b> The skills assessed this half term will be:</p> <ul style="list-style-type: none"> <li>• Transactional Writing and Written Accuracy</li> <li>• Craft of the Writer</li> </ul>	<p><b>Gothic Fiction and Following Frankenstein</b> The skills assessed this half term will be:</p> <ul style="list-style-type: none"> <li>• Craft of the Writer</li> <li>• Evaluation</li> </ul>
Maths	<p><b>Number 6</b> Multiply and divide with any combination of negative and positive integers, fractions and decimals</p> <p><b>Algebra 2</b> Simplify expressions by collecting like terms including negative coefficients of <math>x</math> and <math>x^2</math> and where the answer may be negative.</p> <ul style="list-style-type: none"> <li>• Apply the laws of indices to simplify expressions such as; <math>ab \times ac</math>, <math>ab \div ac</math>, <math>(ab)^c</math>, including with coefficients of the base variable</li> <li>• Understand the effect of power 0 by using the rule <math>a^0 = 1</math></li> <li>• Expand brackets such as <math>3(a \pm 5)</math>, <math>3(a \pm 4b)</math> and <math>3p^2(2p \pm 3b)</math></li> <li>• Factorise expressions where there is a common factor, such as <math>3a + 12b</math> and <math>6p^3 + 9p^2b</math></li> <li>• Expand brackets and collect like terms in more complex problems such as <math>10 - 2(3a + 5)</math>, <math>3(a \pm 2b) \pm 4(2ab \pm 6b)</math>, etc.</li> <li>• Expand two brackets including difference of two squares and a single bracket squared</li> </ul>	<p><b>Proportion 4</b> Calculate percentages of a quantity where the percentage is a factor of 100</p> <ul style="list-style-type: none"> <li>• Calculate any percentage of a quantity by applying knowledge of calculating percentages that are a factor of 100</li> <li>• Find a percentage of a quantity using a multiplier</li> <li>• Calculate percentage increases using a multiplier</li> <li>• Calculate percentage decreases using a multiplier</li> </ul> <p><b>Algebra 3</b> Understand that relationships can be generalised using algebraic statements by writing an algebraic expression or formula.</p> <ul style="list-style-type: none"> <li>• Substitute values into an expression or formula including brackets and indices.</li> <li>• Understand that in an equation the two sides of the 'equals' sign balance and that the solution is a value that makes the two sides equal.</li> <li>• Understand that an operation applied to one side of the equals sign of an equation must be applied to the other side of the equals sign to keep the equation balanced.</li> <li>• Solve one-step equations involving any of the four operations.</li> <li>• Solve two-step equations involving any of the four operations.</li> <li>• Solve equations with brackets or fractions</li> <li>• Solve equations where the unknown is a denominator</li> <li>• Solve equations with the unknown on both sides.</li> <li>• Change of subject of a formula where the subject only appears once.</li> </ul> <p><b>Data 3</b> Understand and place events on the probability scale</p> <ul style="list-style-type: none"> <li>• Understand that probabilities are represented by values between 0 and 1</li> <li>• Calculate the probability of equally likely events, as fractions, decimals and percentages</li> </ul>
Science	<p>Unit 3 - Chemical Substances - The topic introduces the foundational particle model of matter, exploring how atoms form the building blocks of everything in the universe. Students learn to distinguish between elements, compounds, and mixtures, understanding how to represent them using standard chemical symbols and formulae. Additionally, the curriculum covers the physical properties of solids, liquids, and gases, alongside the fundamental chemical reactions that occur when different substances interact.</p>	<p>Unit 5 - Space, Earth and Sustainability. The topic explores the physical structure of our planet, the dynamics of its atmosphere, and Earth's position within the solar system and wider universe. Additionally, students investigate the rock and carbon cycles, analyzing human impacts on the environment.</p>

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Art	<p><b>The Formal Elements - Colour:</b> Students completed a baseline assessment using colour - we selected appropriate colours to match a theme and applied colour pencil with tones and blends. Students were introduced to colour theory and painting skills. Students explored the colour wheel/colour mixing and colour groups such as complimentary, harmonious, tints, shades and hot/cold colours.</p> <p>We used water based paints to develop paint technique, control and understanding. Investigations were then presented on a learning page that can be referred back to throughout the rest of KS3 Art.</p>	<p><b>The Formal Elements - Colour:</b> This term our Colour project develops into a exploration of the illustration work of Quentin Blake. We will begin by learning about how Quentin Blake uses ink to create line that gives his work a sense of movement and spontaneity. We will then go on to apply the watercolour skills we learnt last term to investigate the artist's work. We will then be looking at shape theory and design techniques to design our own book cover and illustrations for a given text.</p>
Geography	<p><b>What effect does a changing population have?</b> Students looked at what factors affect population growth and distribution. They explored complex ideas about migration and about how development affects population. They also looked at changing populations in India and China.</p> <p><b>How am I linked to climate change?</b> Students examined the causes, effects and management of climate change, including the greenhouse effect. They took part in an issues evaluation where they decided whether a windfarm should be built in Calderdale.</p>	<p><b>How does ice change the land?</b> This unit will allow the students to understand how ice can change landscapes through weathering and erosion. It will look at landforms such as corries and moraine. Students will also get chance to look at the ways glaciated landscapes are used in the UK.</p> <p><b>Why is Africa so unique?</b> Students will examine different aspects of the physical and human geography of Africa, including ecosystems. This will include a focus on individual countries such as Kenya. Students will get the opportunity to build on some of their earlier knowledge from Year 7.</p>
History	<p><b>What does the life of Eleanor of Aquitaine reveal about the medieval world?</b> Eleanor of Aquitaine's life revealed what it was like for medieval women in power, and revealed how important marriages were for political alliances. Students examined sources to gain an insight into her life, and how exceptional she was a Queen regent of both France and England.</p> <p><b>Why did the barons keep rebelling?</b> Students learnt about the importance of patterns and trends in politics in the medieval period, and how parliamentary democracy was created through political unrest in England. Students explored the challenges medieval kings faced, particularly from the nobility and the Church.</p>	<p><b>What were the effects of English expansion?</b> Students will explore the relationship between England and other nations. They will build upon previous knowledge of trade and alliances, and will be taught new knowledge of colonisation.</p> <p><b>What does the story of Mansa Musa reveal about medieval West Africa?</b> Students will learn of how the Mali empire grew and will challenge misconceptions and stereotypes about Africa historically being a poorer continent. Students will build upon previous knowledge such as the spread of Islam and the role of trade.</p> <p><b>What were the consequences of the Black Death?</b> Students will learn about the case study of Walsham, as a medieval village, to understand how its people were affected by the Black Death. They will be taught short-term and long-term consequences of the plague, including the Peasants Revolt and how the feudal system changed as a result.</p>

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DT	<p>Students in DT operate a carousel, changing each term and will have studied either:</p> <p><b>Product Design:</b> Litter Picker Project  <b>Hospitality &amp; Catering:</b> Essential Skills in Food  <b>Textiles:</b> Essential skills with a focus on creating a protest banner.</p>	<p>Students in DT operate a carousel, changing each term and will either study:</p> <p><b>Product Design:</b> Litter Picker Project  <b>Hospitality &amp; Catering:</b> Essential Skills in Food  <b>Textiles:</b> Essential skills with a focus on creating a protest banner.</p>
Computer Science	<p><b>Planning a Music Festival using spreadsheets:</b>            Students were learning about how an event can be organised and managed using IT. They learnt about basic formula and functions in spreadsheets before looking at the use of word processing software, how documents can be formatted, creating reports and use of tables. Students then looked at presentation software and how to create a house style to format text and present images in google slides before making master slides that can be applied throughout a presentation.</p>	<p><b>Micro:Bit:</b>            This term students will be learning the basic principles of computer programming using the BBC Micro:Bit website to program a Micro:Bit to perform a range of functions from displaying a simple image, to animations, calculations and even simple games.</p> <p><b>Technology That Changed Our Lives:</b>            Students will be learning about key points in history when major technological developments have taken place. They will be taught how to present these in the form of a digital timeline and a map using web based software. Students will then create a website with multiple pages, information and images.</p>
Languages	<p><b>French and Spanish Family - SPANISH</b></p> <ul style="list-style-type: none"> <li>• Describing who is in my family</li> <li>• Physical descriptions and personalities</li> <li>• Linking activities with 3rd person</li> </ul> <p><b>Superheroes - FRENCH</b></p> <ul style="list-style-type: none"> <li>• Giving details about superheroes (age/name/birthday)</li> <li>• Describing physical appearance &amp; personalities</li> <li>• Manipulating the 3rd singular (he/she)</li> </ul>	<p><b>French and Spanish Free-time activities - SPANISH</b></p> <ul style="list-style-type: none"> <li>• Activities &amp; hobbies</li> <li>• Give opinions on free-time activities</li> <li>• What I do / what others do - using the present tense</li> </ul> <p><b>Free-time activities - FRENCH</b></p> <ul style="list-style-type: none"> <li>• Activities in the present tense</li> <li>• Give opinions on free time activities</li> <li>• What I do and when - using the present tense and the future tense</li> </ul>
Religious Studies	<p><b>What is the value of sources of wisdom and authority?</b>            Students were introduced to religious texts and sources of authority within different faiths. Students then compared them as well as debated the idea that some believe you can have authority without God.</p> <p><b>What are the foundational narratives for Abrahamic faiths?</b>            Students were taught key narratives that make up the religious texts of Christianity, Islam and Judaism. This included accounts of creation, the fall and the Pentateuch.</p>	<p><b>What claims are made about Jesus; humanity, divinity and messiahship?</b>            Students will explore who Jesus Christ was by learning about his teachings and miracles, and how Jesus doesn't just fit within the religion of Christianity, but also Judaism and Islam.</p> <p><b>Has Britain always been a multi-faith society?</b>            Students will look at the history of faith in Britain, including the Reformation under Henry VIII. They will then compare this to what Britain's religious make-up looks like today.</p>

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<p><b>Physical Education</b></p>	<p>Students continued to follow a rotation and have now covered the 5 concepts as described below. Each concept was 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>Movement through Dance:</b></p> <ul style="list-style-type: none"> <li>• Students will explore the Dojo and devise their own version</li> </ul> <p><b>Skill Development:</b></p> <ul style="list-style-type: none"> <li>• Rugby/TI Rugby, Netball</li> </ul> <p><b>Net Games:</b></p> <ul style="list-style-type: none"> <li>• Badminton, Table Tennis</li> </ul> <p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>• Indoor Athletics and Fundamental Skills</li> </ul> <p>Throughout all lessons students have been encouraged to develop their leadership skills focusing on developing skills in communication, confidence, progression, organisation and adaptability.</p>	<p>Students will look at the following 2 concepts across the summer term.</p> <p><b>How do I maximise effective performance?</b> Students will look at learning skills and techniques to perform effectively across a range of disciplines within track &amp; field - 100m, 200m, 400m, 800m, 1500m, Javelin, Long Jump, Shot Putt, High Jump &amp; Discus.</p> <p><b>What is the most effective way of staying in?</b> Students will be learning skills and techniques across a range of striking and fielding areas trying to develop accuracy within practice conditions. Students will then experiment with the application of these skills into game situations. Sports across the striking &amp; fielding sector including rounders, cricket &amp; softball will be covered.</p>
<p><b>Music</b></p>	<p><b>Video Game Music</b> Students studied the history of video game themes and music, performing some classics and developing their own.</p> <p>The importance of developing music with strong, catchy character and composition formed a key part of students development.</p>	<p>This term students will learn either through guitar or ukulele. They will learn about how to hold the instrument, which string is which, to play short simple tunes and then also to develop chords. They will use these to connect with famous songs from the pop-rock world. Finger dexterity will be an important skill and will impact on performance levels over future years.</p>
<p><b>Performing Arts</b></p>	<p><b>The Disappearance of Jo</b> Last term we explored how we use physical theatre to create set and physicality within a piece of drama. Students learnt to multi role, looking at situations from different angles. They continued to build on characterisation and were able to verbalise what is vocal and physical characterisation.</p>	<p><b>Aberfan</b> Students will looking at a real event, the disaster that took place in Aberfan. They will be learning how to deal with emotion. Students will use slow motion to add emotion to a piece, understanding how to deal with this with a sensitive and mature approach. Students will have an opportunity to write a perform a monologue. They will continue to develop their performance skills.</p> <p><b>Fairy Tales</b> In this unit, students look at ways of turning traditional fairy tales into fully fledged pieces of Drama. Students look at developing their skills through role play, vocal and physical characterisation.</p>

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Area	Last Term We Studied...	This Term We are Studying...
<b>Assembly Focus</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Preparation and organisation</li> <li>• Holocaust remembrance day</li> <li>• Careers</li> <li>• Friendships and their importance</li> <li>• Mental Health</li> <li>• Safety on our streets</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Safety and Arson</li> <li>• Young Careers</li> <li>• Cultural Diversity</li> <li>• Pride week</li> <li>• NUERODIVERISTY AWARENESS WEEK</li> <li>• Drug Awareness</li> </ul>
<b>PD&amp;G Session Focus</b>	<ul style="list-style-type: none"> <li>• <b>Holocaust Remembrance:</b> Why is it so important to remember what happened?</li> <li>• <b>Careers:</b> What careers are available for me, where can I get the information I need?</li> <li>• <b>Mental Health:</b> How can I help others and where can I get support?</li> <li>• <b>Safety on our streets:</b> Being safe once we leave school How to be aware of the dangers and avoid situations that may lead to being unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Water safety:</b> exploring the dangers of the water, keeping safe in the summer months.</li> <li>• <b>Drug Awareness:</b> Dangers of drugs, what is a drug?</li> <li>• <b>Young Careers:</b> What is a young Career and how can we help?</li> <li>• <b>Climate:</b> Why is this so important. What can you change about Outwood to help?</li> <li>• <b>Gypsy Roma and Traveller month:</b> Embracing different cultures within Acklam.</li> </ul>

