

YEAR 7

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	Charlie and Me Immersive Read: Glowushes Cultures Poetry <ul style="list-style-type: none"> Creative Writing 	Shakespeare: A Midsummer Night's Dream <ul style="list-style-type: none"> Literary Study Transactional Writing
Maths	Algebra 1: <ul style="list-style-type: none"> Generalisation Baseline Assessment Proportion 1: <ul style="list-style-type: none"> Multiplicative reasoning Interpreting pie charts Number 1: <ul style="list-style-type: none"> Place value and powers of 10 Types of number; factors and multiples Basic HCF & LCM and primes Addition and subtraction of decimals Proportion 2: <ul style="list-style-type: none"> Measurement and decimals Data 1: <ul style="list-style-type: none"> Displaying data 	Number 2 Add and subtract fractions Shape 1 Angles in triangles and quadrilaterals Shape 2 Problem solving with perimeter Number 3 Multiply and divide fractions and decimals Shape 3 Problem solving involving area Proportion 3 Interchangeability between fractions, decimals and percentages Number 4 Add and subtract with negative numbers Data 2 Averages and range
Science	Unit 1 - Introduction to Science. <ul style="list-style-type: none"> In this unit we will be exploring different apparatus, safety procedures and investigative skills. Unit 2 - Matter and Energy <ul style="list-style-type: none"> In this unit we will be exploring the arrangement of particles in different states of matter and how heat travels through different substances. Unit 3 - Chemical Substances <ul style="list-style-type: none"> 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. 	Unit 3 - Chemical Substances <ul style="list-style-type: none"> 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. Unit 4 - Animal Organ Systems <ul style="list-style-type: none"> In this unit we will be exploring the respiratory, digestive and reproductive systems, their structures and functions.
Art	Baseline Assessment & Endangered Animals: Students completed a baseline assessment drawing of a tiger to define starting point/gain an understanding of prior knowledge. They were then 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.	Students will complete their investigations of texture before moving onto consolidating all of their knowledge of the formal elements looking at pattern. Students will complete an independent assessment based around pattern using all of our learning from the formal elements The Formal Elements - Colour: Students will begin the new topic by completing a baseline assessment using colour - selecting appropriate colours to match a theme and applying colour pencil with tones and blends. They will then be introduced to colour theory and painting skills. Students will explore the colour wheel/colour mixing and colour groups such as complimentary, harmonious, tints, shades and hot/cold colours with a primary focus on water based paints. The project then develops into an exploration of the illustration work of Quentin Blake.

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DT	<p>Students in DT will work in a carousel system, changing each term and will either study:</p> <p>Product Design: Litter Picker Project</p> <p>Hospitality & Catering: Essential Skills in Food</p> <p>Textiles: Essential skills with a focus on creating a protest banner</p>	<p>Students in DT will work in a carousel system, changing each term and will either study:</p> <p>Product Design: Litter Picker Project</p> <p>Hospitality & Catering: Essential Skills in Food</p> <p>Textiles: Essential skills with a focus on creating a protest banner</p>
Computer Science	<p>The Outwood Welcome:</p> <p>Students were taught about the G-Suite range of programmes, remaining safe online and communicating safely online before looking at how input devices are used to operate a computer.</p> <p>Music Festival:</p> <p>Students were learning 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>Music Festival:</p> <p>Students will complete their learning on how to use software to plan and manage a Music Festival. The students are learning how presentation software can be used to promote the music festival and how to create a 'house style' within Google Slides to format text and present images before making master slides that can be applied throughout their presentation.</p> <p>Computational Thinking:</p> <p>Students will learn about the four cornerstones of computational thinking: Decomposition, Pattern Recognition, Abstraction, Algorithms. Students will learn how each of these cornerstones should be applied to solve computational problems.</p>
Geography	<p>How am I connected the world of geography?</p> <p>Students learned 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 also focused on key skills such as OS map skills and latitude and longitude.</p> <p>What are ecosystems like?</p> <p>Students examined where global ecosystems are located and what they are like. There was also a particular focus on Polar environments, looking at the climate, what life is like there and the wildlife that live there.</p>	<p>What effects does a changing population have?</p> <p>Students will learn about what causes population change and what impacts this has on the world and on individual countries. We will examine how geographers can show this using models. We will also examine the way in which migration can affect communities and countries.</p> <p>How am I linked to climate change?</p> <p>Students will study the causes of climate change. They will learn about the devastating effects and how we can mitigate and adapt to climate change. Students will examine their own carbon footprint.</p>
History	<p>Why were the Silk Roads and the city of Baghdad significant in shaping the medieval world?</p> <p>Students learned 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 also learned about how the Silk Roads were more than trade routes; they facilitated the exchange of ideas, knowledge and inventions across different regions.</p> <p>How disruptive were the Normans?</p> <p>Students have had the opportunity to explore the legacy of the Battle of Hastings - the disruption unleashed on England as Norman control spread. Students learned about evaluating change and continuity and this unit will give the students a solid grounding in the politics, religion, economy and society of 11th century.</p>	<p>What does the life of Eleanor of Aquitaine reveal about the medieval world?</p> <p>Students will learn about Eleanor of Aquitaine and how she exercised significant authority as Duchess of Aquitaine, Queen of France, and Queen of England. Her life reveals how royal women could play major roles in medieval politics, including diplomacy, rebellion, and regency.</p> <p>Why did the barons keep on rebelling?</p> <p>Students will learn that English kings relied on the support of powerful nobles to maintain control, which is key for understanding the balance of power in medieval England.</p> <p>What were the effects of English expansion?</p> <p>Students will look at the causes and impact of conflict within this unit. The causes of this conflict include Edward I's desire for territorial expansion and the assertion of English authority over these regions through military conquest. Students will also learn about the impact of these conflicts, examining the political and social changes that were imposed on both Scotland and Wales.</p>

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Religious Studies	<p>What is religion, belief and worldview? Students were introduced to different religions and views of the world, including looking at the difference between Abrahamic and Dharmic religions.</p> <p>What is the nature of God? Students analysed the role of God in religions and beliefs and explored the belief of atheism and the arguments of science and religion.</p>	<p>What is the value of sources of wisdom and authority? Students will analyse different religious sources and divine texts, and will explore philosophical questions such as 'can you have authority without God?'</p> <p>What are the foundational narratives of the Abrahamic faiths? Students will be introduced to stories that feature within the Christian, Islamic and Jewish faith, including the story of creation, Moses and 'the fall'.</p>
Languages	<p>French and Spanish How to learn MFL:</p> <ul style="list-style-type: none">• Work out the meaning of new words, exploring phonics and presenting oneself <p>School Life - Spanish:</p> <ul style="list-style-type: none">• Subjects, giving opinions and describing school facilities <p>School Life - French:</p> <ul style="list-style-type: none">• Subjects, giving opinions and describing school facilities	<p>French and Spanish Free-time activities - SPANISH</p> <ul style="list-style-type: none">• Activities & hobbies• Give opinions on free-time activities• What I do / what others do - using the present tense <p>Free-time activities - FRENCH</p> <ul style="list-style-type: none">• Activities in the present tense• Give opinions on free time activities• What I do and when - using the present tense and the future tense

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Languages	<p>French and Spanish How to learn MFL: Work out meaning of new words, exploring phonics, presenting oneself</p> <p>School Life - Spanish: Subjects, giving opinions, describing school facilities</p> <p>School Life - French: Subjects, giving opinions, describing school facilities</p>	<p>French and Spanish Family - SPANISH</p> <ul style="list-style-type: none"> Describing who is in my family Physical descriptions and personalities Linking activities with 3rd person <p>Family - FRENCH</p> <ul style="list-style-type: none"> Giving details about superheroes (age/name/birthday) Describing physical appearance & personalities Manipulating the 3rd singular (he/she)
Physical Education	<p>Students have followed a rotation and covered 3 of the 5 concepts as described below. Each concept is covered for 10 lessons.</p> <p>Attacking & Defending:</p> <ul style="list-style-type: none"> Football, Handball <p>Movement through Dance:</p> <ul style="list-style-type: none"> Students will explore the Dojo and devise their own version <p>Skill Development:</p> <ul style="list-style-type: none"> Rugby/TI Rugby, Netball <p>Net Games:</p> <ul style="list-style-type: none"> Badminton, Table Tennis <p>Decision Making</p> <ul style="list-style-type: none"> Indoor Athletics and Fundamental Skills <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 continue to follow a rotation and cover 2 of the 5 concepts as described below. Each concept is covered for 10 lessons.</p> <p>Attacking & Defending:</p> <ul style="list-style-type: none"> Football, Handball <p>Movement through Dance:</p> <ul style="list-style-type: none"> Students will explore the Dojo and devise their own version <p>Skill Development:</p> <ul style="list-style-type: none"> Rugby/TI Rugby, Netball <p>Net Games:</p> <ul style="list-style-type: none"> Badminton, Table Tennis <p>Decision Making</p> <ul style="list-style-type: none"> Indoor Athletics and Fundamental Skills <p>Throughout all lessons students will be encouraged to develop their leadership skills focusing on developing skills in communication, confidence, progression, organisation and adaptability.</p>
Music	<p>Students have been on a carousel between the two half-terms:</p> <p>Half-term A: Blues Students completed a range of rhythm activities to develop rhythmic notation, performance and ensemble skills. They will have created a small Blues ensemble.</p> <p>Half-term B: Chair drumming Students have learnt how to play rhythm patterns using drumsticks. They also practiced their solo and ensemble performance skills and reinforced elementary rhythmic notation.</p>	<p>A rotation will be in place this term between Indian Music and Ukulele skills</p> <p>Indian Music Students will learn about the key features of music from India- they will then perform a Tala and improvise using a Raga. Work will be recorded using Garageband and students will create their own composition consisting of two different sections an Alap and Gat.</p> <p>Ukulele Skills Students will learn the names of each string, listen to excellent ukulele players and play along to simple pop songs using the Chords C, G Am and F.</p> <p>Singing Skills: Students will continue to integrate short amounts of singing into their lessons.</p>

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Performing Arts	<p>Ricky Brown Students were introduced to 'what is drama.' They have begun to learn how we devise using a stimulus; using the story about Ricky Brown. Students have developed pieces focusing on role play and creating still images. Students began to develop their performance skills, understanding how we change both our vocals and physical character. Students worked in groups and learnt how to share ideas and rehearse.</p> <p>Evacuation Students used World War 2; evacuation as a starting point. They began to understand how being evacuated must have felt, they learnt to add emotion to their performances. Students developed characters focusing around playing children and how this contrasted when playing an adult. Students worked as a whole class as well as in small groups using cross cutting to create a full class scene.</p>	<p>The Disappearance of Jo This term we will be exploring how we use physical theatre to create set and physicality within a piece of drama. Students will learn to multi role, looking at situations from different angles. They will continue to build on characterisation being able to verbalise what is vocal and physical characterisation.</p> <p>Aberfan 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>
PD&G	<ul style="list-style-type: none">• Monday : Outwood Reads• Tuesday : Votes for Schools• Wednesday : Outwood Futures• Thursday : Personal Development• Friday : Assembly	<ul style="list-style-type: none">• Monday : Outwood Reads• Tuesday : Votes for Schools• Wednesday : Outwood Futures• Thursday : Personal Development• Friday : Assembly

Enrichment Curriculum - Additional activities on offer for students

