

Year 7 Autumn topics

English

<i>Autumn 1</i>	<i>Autumn 2</i>
<i>3rd September 2020 - 26th October 2020</i>	<i>2nd November – 20th December 2020</i>
Content Of Mice and Men	Content Imaginative Writing (based on The Tempest)
Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or texts.	Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: WRITING AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 – Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Maths:

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>
Content 7.01 Place Value and Number Sense 7.02 Addition and Subtraction 7.03 Perimeter 7.04 Rounding & Estimation (in real life situations) <u>Assessment Objectives</u> This is the knowledge, application and skills assessed by the Big Test: Understand and use place value for decimals, measures and integers of any size Use Addition and Subtraction, including formal written methods, applied to integers, decimals Calculate and solve problems involving perimeters of rectangles and compound shapes (not circles) Estimate calculations by rounding Mini test (marked by teacher) KPI tests 7.02,7.03 KPI tests (Self-assessment) KPI tests 7.01,7.04 Feedforward and Intervention Students to complete the questions where they made errors (in purple pen)	Content Multiplication and Division Factors and Multiples Area of Rectangles, Triangles and Parallelograms <u>Assessment Objectives</u> This is the knowledge, application and skills assessed by the Big Test: Use Multiplication and Division, including formal written methods, applied to integers & decimals Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple Derive and apply formulae to calculate and solve problems involving area of triangles, rectangles and parallelograms Mini test (marked by teacher) KPI tests 7.06,7.07 KPI tests (Self-assessment) KPI tests 7.05,7.07 Feedforward and Intervention Students to complete the questions where they made errors (in purple pen)

Science:

Autumn 01		Autumn 02
7CP: particles 7BC: cells		7PE: energy
7CP	This unit of work begins with the particle model and the movement of particles in diffusion and changing state. Separation techniques are then taught, which forms the bases for the first GCSE Chemistry unit. Within separation, pure and impure need to be covered, as well as planning and carrying out a practical based on rock salt purification. Distillation and saturation is also covered towards the end of the unit, followed by the effect of temperature on solubility.	
7BC	This unit of work begins with the particle model and the movement of particles in diffusion and changing state. Separation techniques are then taught, which forms the bases for the first GCSE Chemistry unit. Within separation, pure and impure need to be covered, as well as planning and carrying out a practical based on rock salt purification. Distillation and saturation is also covered towards the end of the unit, followed by the effect of temperature on solubility.	
7PE	This unit of work begins with looking at the main energy stores and pathways, forming a foundation for KS4. This follows on to look at conservation of energy and the three methods of heat transfer, conduction, convection and radiation. There is a required practical on the effect of colour on cooling. From there, students will study the relationship between power and energy, introducing SI units, and how to calculate electricity costs. This leads to the second required practical, testing foods for energy, with a linked KPI task. The unit finishes with a study of energy resources, starting with the formation and use of fossil fuels, moving to renewable sources, a lesson evaluating the relative merits of both before finishing with assessments.	

Computing:

Autumn 01	Autumn 02
<i>Weeks 1 – 7(6 weeks)</i>	<i>Weeks 8 – 15 (8 weeks)</i>
<p>Unit 7.1: Digital Learners 7 - Using computers safely, effectively and responsibly</p> <p>CP7.11 Describe the potential consequences of inappropriate content, contact and conduct</p> <p>Content : The aim of this topic is to introduce the concept of online services and investigate the technology and software that supports them.</p> <p>Students will learn about how to use ICT applications effectively, including cloud computing and Office 365. Students will also learn about a range of services including email, online data storage and collaborative software. Students will be introduced to the dangers of using online services and will investigate ways of preventing these dangers</p> <p>Coverage</p> <p>Introduction to the school's network and policies Using the Network – Introduction to Office 365 Netiquette & Email Cloud Computing - Office 365 Storing documents on the cloud E-safety – understanding how to stay safe online Social networks – understanding how they work Role of CEOP in managing online safety File management</p>	<p>Unit 7.2: Hardware and Software</p> <p>CP7.7 Describe the function of hardware components that make up computer systems</p> <p>Content : The aim of this topic is to introduce the concept of computer systems and the input/ output devices used with computers.</p> <p>Students will learn about what makes up a computer system and they will be able to list different input/ output devices.</p> <p>Students will learn about the different types of hardware and software. They will be able to explain the purpose of hardware and software in a computer system.</p> <p>Coverage</p> <p>What is a computer system?</p> <p>What makes up a computer system?</p> <p>Computer Devices</p> <p>Input / Output devices</p> <p>What is hardware?</p> <p>Identify different types of hardware and there uses</p>

	<p>What are the differences between hardware and software?</p> <p>What is Software?</p> <p>Identify different types of software and there uses</p>
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PE:

<i>Autumn 01</i>	<i>Autumn 01</i>
<i>Weeks 1-7 (6 weeks)</i>	<i>Weeks 1-7 (6 weeks)</i>
Rounders Basketball Football Cricket Handball	Rounders Basketball Football Cricket Handball

Construction:

<i>Autumn 01</i>	<i>Autumn 02</i>
Content Life Cycle Assessment The six r's of recycling Understanding design tasks Research related to the task – looking at existing products. Investigating wood joints. Initial ideas <u>Assessment Objectives</u> This is the knowledge, application and skills assessed by the mini test: Reflection on importance of life cycle assessments Poster of the 6R's of recycling Analysis of research tasks Assessment of initial design ideas and drawing skills Attention will be paid to literacy and presentation in the booklets	Content Continue with initial ideas Development of designs Understanding isometric drawings Orthographic drawings Start of practical work – marking out <u>Assessment Objectives</u> This is the knowledge, application and skills assessed by the mini tests: Focus will be on the execution of the design ideas and drawing skills which will be developed over this half term. This will include the understanding of different drawing techniques such as isometric and orthographic drawings.

Geography:

<i>Autumn 01</i>		<i>Autumn 02</i>					
<i>Weeks 1 – 7 (6 weeks)</i>		<i>Weeks 8 – 15 (8 weeks)</i>					
2/9	Week 1	Continents of the World	21/10	Week 8	Development Indicators Buffer/ Write Up		
9/9	Week 2	Countries and Capitals of the UK	Compass	Concluding Indicators			
16/9.	Week 3	Compass Directions and Grid References (6 figure optional for LAPS)	4/11	Week 9	Uneven Development (Uganda)		
23/9.	Week 4	Height of the Land	Scale	12/11.	Week 10	Aid Dilemma	Uganda Aid Projects DME
30/9	Week 5	Mini test		19/11.	Week 11	Uganda Aid Projects DME: write up	
7/10.	Week 6	The distribution of developed and developing countries	Development Indicators	26/11.	Week 12	Fair Trade	Tree Aid Case Study
14/10.	Week 7	Development Indicators Investigation		2/12.	Week 13	Extended written task: Tree Aid	
		Assessment Objectives		9/12	Week 14	Revision Test	
		This is the knowledge, application and skills assessed by the Big Test:		16/12	Week 15	Feedback	
		<ul style="list-style-type: none"> To be able to use maps, including symbols and co-ordinates To explain the difference between physical and human geography and link it to Manchester's development To be able to use a geographical model 				Assessment Objectives	
						This is the knowledge, application and skills assessed by the Big Test:	
						<ul style="list-style-type: none"> To be able to outline the five stages of fieldwork and conduct basic analysis of a hypothesis To be able to use an atlas to locate places, countries and continents To be able to describe the distribution of developed, developing and newly emerging countries. To be able identify how development is measured through single development indicators and HDI. To explain the factors that affect development Assess a strategy that can be used to improve quality of life in a developing country / or region. 	

RE:

<i>Autumn 01 Christianity 7 weeks</i>	<i>Autumn 02 Christianity 8 weeks</i>
Content	Content
L1. Baseline test. Intro with rules and expectations.	L5. Problem of evil
L2. Is there a God and belief in a deity?	L6. Black History Month
L3. Modern Miracles	L7: Assessment
L4. Miracles Christianity – Mini Test	Homework: Question: How does religion explain evil?
Homework: Research a miracle. Homework: Answer the question: 'Miracles are dependent on the person it happens to'	Homework: Revise for assessment.

This is the knowledge, application and skills assessed by the Big Test

Grade 1: Students will be able to state Christian beliefs about God. Students will be able to recall some key words. A basic use of key terms

Grade 2: Students can describe at least two different types of views on the existence of GOD. Student are able to display a more accurate use of use of key terms

Grade 3: Students can compare and contrast a range of viewpoints based on their learning and experience and should be able to refer to religious teachings. An organized structure with an accurate range of key terms

Grade 4: Students demonstrate a clear understanding of Christian teachings and beliefs. Their opinions will be carefully considered and justified using well-reasoned ideas and examples. There is clear application of religious teaching. There is an excellent use of key terms.

History:

<i>Autumn 01</i>	<i>Autumn 02</i>
<i>Weeks 1 – 7 (7 weeks)</i>	<i>Weeks 8 – 15 (8 weeks)</i>
<p>Content Introduction to History section before baseline test. The structure of early Anglo-Saxon England. Norman conquest topic explores why and how the Normans invaded England.</p> <p>Skills: causes and starting to look at primary sources.</p> <p>Cultural Capital: Bayeux tapestry as an example of Historical source. Using sources as evidence.</p>	<p>Content: How William controlled England and Change and Continuity Anglo-Saxon to Norman</p> <p>The topic focuses on the short and long-term impact. How did William control England?</p> <p>The Development of castles, feudal system, Domesday book and use of terror.</p> <p>The specific changes introduced after the Norman conquest.</p> <p>Skills: significance and starting to look at interpretations</p> <p>Cultural Capital: Speaking and listening skills.</p> <p>Changes in British landscape due to invasions.</p>

Art:

<i>Autumn 01</i>	<i>Autumn 02</i>
<i>Weeks 1 – 6 (6 weeks)</i>	<i>Weeks 8 – 15 (8 weeks)</i>
<p>Content: Line and Tone</p> <p>Line, Tone and Form. Pattern, texture and composition.</p> <p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: Know what is meant by 'line' and 'tone' and how to create them Know what is meant by 'Composition' Know what 'portrait' and 'landscape' mean in relation to layout Know what is meant by 'pattern' & 'texture'</p>	<p>Content Topics: KEITH HARING</p> <p>Applying skills within the context of an artist's work</p> <p>Assessment Objectives This is the knowledge, application and skills assessed by the Know what is meant by 'shape' and how this is different to 'form' (2D shape 3D form) Know how to control tone to create edges and lines by using contrast Know how to organize short marks to textured lines and surface edges under control Know what Primary and secondary colours are and how to mix them.</p>

French:

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>
Content– C'est parti Why study Languages La Francophonie Meeting People Using je, tu, il/elle Alphabet & phonics 1-20 Avoir – giving ages S'appeller (je, tu)	Content – C'est parti Un/une Le/la Mon/ma/mes Birthdays Dates School objects Classroom Ne...pas Colours Adjective agreement
Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: To greet others To give and ask for name To ask how someone is To say how I am To know the alphabet and use it to spell correctly To know numbers 0-20 and use them to give age To ask someone's age	Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: To understand masculine/feminine To give and ask for birthday To wish happy birthday To say what the day/date is To say what is or isn't in schoolbag and classroom To say which school items are needed To know some colours To describe colour of school items

Spanish:

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>
Content– Culture and learning a language Why study languages Dictionary skills Class room instructions Countries that speak Spanish History of Spain Lifestyle	Coverage: Bienvenidos Halloween and the day of the dead Greetings Masculine feminine/plurals Names Spanish names Alphabet and sounds Spelling names 3rd person Christmas in Spain

Drama:

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>
Scripted performance- Study of modern text- The runaway Exploring acting skills and techniques Develop an understanding of student's confidences Abilities acting: voice-face-body-space- techniques for lifting Playing it forward allowing for assessment and work to be practical or written depending on the cohort/class/ confidences and Covid risk assessments	Devising performance Conventions: Still image Thought track Slow motion Angel vs devil Playing it forward Stimulus: BLM protests links to Edward Colston, Paul Stephenson and Rosa Parks
Assessment Objectives	Assessment Objectives

<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test:</p> <p>To understand the dictionary codes To be able to understand classroom instructions To understand why people should study languages To understand the history of Spain To be able to understand and explain the Spanish lifestyle To Speak about different Spanish-speaking Countries To be able to identify and use words related to Halloween</p> <p>Mini test to be done half way through topic covering what they have learnt so far.</p>	<p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>To greet each other To give and ask for name To say what someone else is called using the 3rd person To know popular Spanish names and their English equivalent To ask how someone is To say how I am To know the alphabet and use it to spell correctly To understand how Christmas is celebrated in Spain</p> <p>Mini test to be done half way through topic covering what they have learnt so far.</p>
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Hospitality:

<p>Autumn 01 Weeks 1 – 8 (8 weeks) 1/9/20 - 23/10/20 - OCTOBER HALF TERM</p>	<p>Autumn 02 Weeks 8 – 15 (7 weeks) 2/11/20 - 18/12/20 - CHRISTMAS</p>
<p>Content Basics Hygiene and Safety – Hazards and prevention Preparation and cooking equipment Spellings – key word / meaning Eatwell Guide and Nutrients Spellings – key word / meaning</p>	<p>Content Basics Practical skills Using Equipment correctly and Safely – Cooker, Hob, food Processor, weighing and measuring Washing up, Team work, individual work Nutrition focus on Carbohydrates Spellings – key word / meaning Medical and Religious Diets</p>