



YEAR 7

ENGLISH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition Unit Baseline Testing School Under Siege (Diary, APA, Reading Test)	Class Reader	Class Reader (ARC Writing – character or theme analysis, IEE Writing)	Theme: The Good, the Bad and the Ugly.	Theme (IEE Narrative Writing, IED Newspaper, Group analysis of a Poem)	Exam (inc Speaking and Listening)
MATHS					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Integers and decimals <u>Topic 2:</u> Sequences and functions <u>Topic 3:</u> Measures	<u>Topic 3:</u> Measures <u>Topic 4:</u> Fractions and decimals <u>Topic 5:</u> Representing data <u>Topic 6:</u> Operations and symbols	<u>Topic 7:</u> Calculation and symbols <u>Topic 8:</u> Data and probability <u>Topic 9:</u> Angles	<u>Topic 10:</u> Integers and graphs <u>Topic 11:</u> Fractions, ratio and proportion <u>Topic 12:</u> Symbols and expressions	<u>Topic 13:</u> Transformations and symmetry <u>Topic 14:</u> Averages <u>Topic 15:</u> Calculations	<u>Topic 15:</u> Calculations <u>Topic 16:</u> Equations and formulae <u>Topic 17:</u> Angles and 3D shapes
SCIENCE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> • Cells, Tissues and Organs • Working in a Laboratory • Forces and Speed 		The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> • Reproduction • Weathering and Fossils • Energy Transfers 		The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> • Particles and Reactions • Classification and Food Webs 	
ART					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Formal Elements including drawing/mark X6		Fantasy landscape Paint Technique		Buildings – including printing	

DRAMA					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Drama	"Albert and the Lion"	"A Weekend Away"	"Sally" using monologue	"Cats Cradle" "Paper Theatre" Group building activities	
MUSIC					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music and You Baseline assessment and music already played / performed	Singing Project Yr 7 Show based on a play with who class performances	Elements of Music Introduction to the musical elements: Dynamics, Duration, Tempo, Texture, Timbre, Silence, Structure, Pitch. This involves playing the keyboards, listening and performing		Ukulele Introduction to playing the Ukulele, playing chords, singing songs, performing with others in small groups	
FOOD					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Personal Hygiene; Food Tech Rules; Health & Safety; Milky Drink. Eat well plate. Weighing and measuring	Weighing & Measuring; Equipment; Seasonal eating Chopping skills. Fruit Fusion.	Classifying Foods; Salad. Sensory analysis. Rubbing in method.	Portion sizes Storage options Packaging Sell by dates Practical's	Melting method Combing and turning out Classification of fruit and vegetables Comparisons with bought and homemade.	Raising agents. Assessment of food course Revision Test.
GRAPHICS					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Sublimation Mug Project.</u> This will include developing design ideas, looking at the use/impact of text.	<u>Sublimation Mug Project.</u> Creating the final design, applying it to the mug, evaluating the final product.	<u>Graphic Portrait.</u> Using the grid coordinate method to accurately enlarge an image.	<u>Animation.</u> Creating a simple animation based on the theme of Metamorphism. Movie maker software, scanner, cameras	<u>Pop Up Page.</u> Understanding the different types of movements. Modelling card mechanisms. Developing design ideas	Developing ideas, evaluating and creating a final product

RM					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Flexi-fish</u> This introduces pupils to a range of tools and techniques as well as safety in RM	Continuing flexi fish.	<u>Art Deco brooch.</u> Introducing pupils to metals. Creating a small copper pendant in an art Deco style	Continuing Art Deco pendant.	<u>Maze game.</u> Introduction to using CAD CAM and creating a maze using the milling machine.	Continuing maze game including packaging etc.

TEXTILES					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Pin Cushion Project.</u> This will include an introduction to textiles. Health and safety. An introduction to textile equipment. Threading of the sewing machine	<u>Pin Cushion Project.</u> Threading of the sewing machine. Driving Licences. Introduction to hand embroidery- Double running stitch and chain stitch.	<u>Pin Cushion Project.</u> Driving licences Hand embroidery. Construction techniques- pinning and tacking.	<u>Pin Cushion project</u> Practical- Construction Techniques- Basic seam Seam allowances Component marking. Production chart.	<u>Pin cushion project:</u> Practical- Assembly of component parts. Evaluation of project. Displays.	<u>Fibres and fabrics.</u> How they are made. Where they come from.

ICT					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Online safety</u> Intro to School Network File Management Print Management School email <u>E-safety</u> Using the Internet safely & responsibly. Netiquette Personal information Cyberbullying Glogster.edu Design & create a digital poster on the topic of E-safety Inc text, image, sound, animation, video	<u>BBC Micro bit</u>	<u>Graphics</u> Individual skills lessons Serif Draw Paint Shop Pro Cartoon strip Dopple Me	<u>Gaming</u> Using PPT to design, code & create games Top set: Choice of game Bottom sets: Bot game	<u>Spreadsheet</u>	<u>Online safety</u> Intro to School Network File Management Print Management School email <u>E-safety</u> Using the Internet safely & responsibly. Netiquette Personal information Cyberbullying Glogster.edu Design & create a digital poster on the topic of E-safety Inc text, image, sound, animation, video

GEOGRAPHY					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Mapskills</u> In this module we will introduce maps, how to use symbols and key geographical skills such as direction, distance, height and grid references.	<u>Mapskills</u> In this module we will introduce maps, how to use symbols and key geographical skills such as direction, distance, height and grid references.	<u>Weather and Climate</u> In this module we will outline the differences between weather and climate, microclimates, a study of the UK's climate, forecasting weather, the impact of pressure on the weather and the different types of rainfall.	<u>Weather and Climate</u> In this module we will outline the differences between weather and climate, microclimates, a study of the UK's climate, forecasting weather, the impact of pressure on the weather and the different types of rainfall.	<u>Weathering, Rivers and Coasts</u> In this module we will look at the differences and erosion, how river landforms are created (meanders, waterfalls), how coastal landforms are created (headlands, bays) and the impact of water pollution.	<u>Weathering, Rivers and Coasts</u> In this module we will look at the differences and erosion, how river landforms are created (meanders, waterfalls), how coastal landforms are created (headlands, bays) and the impact of water pollution.
HISTORY					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>An Introduction to history.</u> In this unit pupils will learn about chronology, different interpretations of the past and how historians use evidence. This unit also includes a baseline test. They will also find out about the lives of people in Anglo- Saxon England.	<u>Why did William win the Battle of Hastings?</u> In this unit pupils will find out why there were a number of contenders to the throne in 1066 and what happened at the Battle of Hastings.	<u>How did the Norman's change Britain?</u> In this unit pupils will be asked to consider how the Norman conquest changed the lives of the people living in Britain. We will also focus on the development of castles during this unit.	<u>Was King John really that bad?</u> In this unit pupils will look at the infamous medieval king, King John. They will use a range of evidence to decide whether he is worthy of his reputation of being the worst king in history.	<u>The Magna Carta.</u> In this unit we will look at the development and significance of the Magna Carta and what that meant for the balance of power in England.	<u>Were the dark ages really that dark?</u> In this unit pupils will be asked to consider what life was like in medieval England and compare life in towns with the countryside.

SPANISH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Bienvenidos</u> This unit includes learning the basics of the language ie: alphabet and numbers, greetings, numbers, colours, days of the week, months of the year, pets.</p>	<p><u>Me presento</u> Learn to recognise countries</p> <p>Learn to say where you live Learn to recognise nationalities</p> <p>Learn to express nationalities in Spanish</p> <p>Meeting and Greeting people.</p> <p>Introducing yourself</p> <p>Describing character</p> <p>Classroom language / instructions</p>	<p><u>Mi familia</u> Understand someone saying if he/she has any brothers or sisters</p> <p>Ask someone and say how many brothers and sisters you have</p> <p>Understand someone giving information about how many brothers and sisters he/she has and their names</p> <p>Write short sentences to say how many brothers and sisters someone has</p> <p>To talk about family members and to give opinions of them</p> <p>To revisit prior knowledge of descriptions of character / personality</p>	<p><u>En mi opinion</u> To give opinions using connectives and different reasons linked to any context – food, colours, school subjects, TV programmes etc.</p> <p>Understanding other peoples' opinions</p> <p>Agreeing and disagreeing with others</p> <p>To write creatively using dictionaries to find new adjectives</p> <p>Understand someone saying why he/she likes or dislikes certain subjects</p> <p>Say you like and ask whether someone likes school subjects and give opinion</p> <p>Understand sentences and a longer text where someone describes why he/she likes or dislikes school subjects</p>	<p><u>Mi rutina diaria</u> Talking about what you do at home</p> <p>Saying what you don't do</p> <p>Telling the time</p> <p>Talking about what you do in the morning</p> <p>Saying at what time you do things</p>	<p><u>Mi ciudad</u> Asking and talking about places in the town</p> <p>Asking for and understanding simple directions</p> <p>Saying where you are and where you are going</p> <p>To describe a place using the present and past tense</p> <p>Understand someone asking where a place is and giving simple directions</p> <p>Ask and say where places are</p> <p>Write short dialogues asking and giving directions</p> <p>To use the past tense to describe places you have visited and the conditional tense to express where you would like to live/ visit in the future</p>

PE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7xFootball/Netball/ Rugby/ HRE mixed	HRE mixed/Dance/ Gymnastics	Gymnastics/Dance/ HRE mixed	Netball/ Trampolining	Athletics/ Rounders/ Cricket	Tennis/ Rounders/ Cricket
7y Football/ Rugby	Hockey/ Basketball	Trampolining/ HRE	Basketball/ Tramoplining	Athletics Rounders Cricket	

Citizenship, Character and Well-being

Term 1 & 2	Term 3 & 4	Term 5 & 6
Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E) Staying Safe (social media) Staying safe in all aspects of life Bullying (dealing with conflict) My aspirations	Managing changes Sexual Identity Mental Health and Wellbeing Drugs Resilience	Charity awareness(Link with the charity day) Enterprise Equality and diversity Rights and responsibilities as a British Citizen (British values) Britain's Government What makes a good Citizen?

Ethics/RE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>The Island</u>		<u>Hinduism</u>		<u>The Ideal Community</u>	