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|  | **Half term 1** **Learning Overview** | **Half term 2****Learning Overview** | **Half term 3** **Learning Overview** | **Half term 4** **Learning Overview** | **Half term 5** **Learning Overview** | **Half term 6** **Learning Overview** |
| **English** | **Descriptive and narrative writing:** writing for a purpose, accuracy, structure, audience, vocabularyNovel: My Sister Lives on the Mantelpiece(Paper 1 Lang skills – unseen fiction) | **Descriptive and narrative writing:** writing for a purpose, accuracy, structure, audience, vocabularyNovel: My Sister Lives on the Mantelpiece(Paper 1 Lang skills – unseen fiction) | **Poetry:** understanding and using: terminology, context, structure and language analysisYear 7 anthology including pre and post 20th century | **Non-fiction texts:** analyse, compare, summarise a variety of texts. Writing for a purpose: persuasive, argumentative, explanatory.Texts: includes 19th century and modern texts based on ‘Stories of Survival’ | **Crime fiction**: introduction to the genre, read a variety of text, understanding context.Writing: to analyse, create own narrative writing Anthology of texts: 19th century and modern | **Shakespeare**: introduction to his life, context, history, drama terminologyAnalyse language, perform extractsPlay and poem extracts from a range of Shakespeare’s works |
| **Maths** | **Reasoning with number** Ordering numbers including integers, decimals, using inequalities and rounding to nearest 10, 100, 100, decimal places and significant figures.Addition and Subtractionwith negatives and in a variety of contexts including bank statements, time frequency trees and perimeter. Multiplication and Division With integers, by 10, 100, 1000, with decimals and negative numbers using in problems.  | **Application of multiplication and division** Including with powers and roots, using these to find highest common factor and lowest common multiples. This will also be applied to estimate calculations, finding the mean and other applications. **Geometric Multiplication and Division** Finding areas of different shapes including rectangles, parallelograms, triangles and compound shapes extending to other shapes where possible.  | **Understanding Fractions** Working with fractions to express one quantity as a fraction of another and manipulate fractions to find equivalent fractions, fractions of amounts and increases and decreases by fractions. **Fractional Operations**Performing calculations with fractions including addition and subtraction, multiplication and division. Shape PropertiesUsing shape properties in different problems including with coordinates.  | **Working with angles**Including learning notation used with angles and using angles rules to find missing angles and solve problems. **Percentages**Working with percentages to convert between fractions, decimals and percentages. Using percentages to find quantities including percentage increase and decrease.  | **Representing Data**Using different charts and diagrams including bar and line charts, pie charts and extending into probability and find all options for events.  | **Algebraic Expressions**Working with and forming expressions, using them to substituting values into these and expanding single brackets. **Algebraic Equations**Solving one and two step equations extending to solving with brackets.  |
| **Science****Biology** | **Cell structure & diffusion**Basic structures & functions | **Plants & photosynthesis**Basic structures & functions**Reproduction**Puberty, menstrual cycle & fertilisation  | **Adaptation** Organisms, competition &habitats  |  |  | **How science works** * Collecting experimental data
* Identifying variables
* Interpreting graphs
* Plotting data
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| **Science****Chemistry** | **Atoms, elements, compounds and mixtures** Examples of structures & interpreting formulae  | **Reactions**Exploring and describing simple chemical reactions  |  | **Periodicity** Understanding the importance of the periodic table and its trends  | **Atmosphere** Understanding the atmosphere & climate change |
| **Science****Physics** | **Particles** Particle arrangement & movement  | **Electricity**Understanding key concepts by constructing series & parallel circuits  | **Forces**Understanding the differences between Balanced/ unbalanced forces & contact/non-contact forces |  | **Energy transfers** Calculating and representing energy transfer using diagrams  |
| **Geography** | Introduction to Geography. Covers the themes and differences of human and physical Geography. Pupils are introduced to key map skills such as grid references and scale. Map skill assessment. | Studying Nottinghamshire. This will have a physical geography twist and we study how the river Trent changes downstream and how it is managed. Writing opportunity/evaluation of river management.  | Studying Nottinghamshire. This will have a human geography twist and we study how the county has changed over time and how Nottingham came to exist. Assessment.  | South America 1. We look at why some countries are poor (development gap) and how we can change this/ develop these areas. Writing opportunity.  | South America 1. We look at how TNCs can reduce the development gap and decide whether or not these TNCS are good or bad thing. Writing opportunity. | Fieldwork unit. Learning and building on key geographical skills from an investigation at Highfields park. Fieldwork write up.  |
| **History** | History Skills (Pirates) | Norman Conquest – why did William win the Battle of Hastings? | Medieval Realms – why were castles important? Why did so many people die from the Black Death? What was it like to be a medieval peasant? | The Tudors – was Henry VIII truly horrid?Why did Henry VIII Break with Rome? | Mary or Elizabeth – who was the better queen?Y7 Exam Revision | Empire and slavery – how did Britain profit from the slave trade? How did it impact the lives of the enslaved? |
| **Spanish** | **Describing yourself** Family membersAlphabet & phonicsShort literary textDates and birthdaysPets and describing their colourNationality and languages Describing yourself & othersNumbersGrammar: present tense **School**School subjects & opinionsSaying the time & when your lessons areSchool facilitiesSchool uniformComparisons of schools in different countries**Grammar**: comparatives & superlatives, nouns & articles  | **What you do in the week**The weatherTalking about free time**(E-safety – using social media responsibly)**Daily routineWeekend activitiesGrammar: idioms & agreements **Where you live** Saying where you liveGiving & understanding directionsRooms of the houseDescribing your bedroomGiving your opinion of your region**Grammar:** prepositions  | **Food**PhonicsSaying what you eat at different meal timesFood you like & dis-likeSaying what is healthyAsking for food in cafésSaying who you are on the phone **(E-safety – using a mobile phone responsibly)**Discussing different types of foodSaying what you ate yesterdayGroup project about Spanish foodTry Spanish foodGiving a presentation in SpanishGrammar: modal verbs & future tense | **Holidays**Talking about transportAccommodation & facilitiesMaking a reservationHoliday activitiesWhat can/can’t be done in your region & why**Grammar**: phrases with the infinitive **Talking about the past**Saying what the weather was likeFree time activities in the past tensePast holidaysPast opinionsGrammar: preterit tense & if clauses + imperfect subjunctive  | **The media** Different media-based activitiesWhat you like to watch on TV and whyThe type of films you like & whyDescribing what a film is aboutAdvantages & dis-advantages of different types of media**(E-safety)****Grammar:** using phrases with lo + adjective  | **Extended reading** Using capital letters correctlyExtending sentences with connectivesUsing quantifiers**Revision**Using sequencing to add interestPronouncing cognatesAdjective agreementsRevising genders**Future careers** Remembering wordsHaving conversationsComparing detailsUsing a dictionary effectivelyLinking sentencesRemembering irregular verbsAsking questions |
| **Art** | Portraits: focusing on key features, tonal values and applying accurate tone.Artist: Kath Kollwitz | Portraits: Focus on facial expression and colourArtists: Chris Offilii and Julian Opie | Portraits: Final piecesArtist: Florian NicolleStart colour wheel | Creative colour: Look at colour theory, mixing, perspective with colour. Blending and mixing paintsArtists: Fauve Landscapes, Michael Craig Martin | Creative colour:Looking at colour in culture: Rangoli pattern & Notting Hill Carnival | Masks and festivals: Pupils look at the Notting Hill Carnival with its roots in slavery, consider the meanings behind the costumes compared to today. Make 3D masks. |
| **Computing** | **e- Safety** Learning how to be safe online and exploring what consequences and how to overcome problems online | **Presenting Information** Using ppt and Wix in order to build a presentation/website about themselves learning how to correctly present info to different audiences  | **How a computer works**Exploring and describing different sorts of computers and also the different components  | **Creating Graphics**Exploring and describing different sorts of graphics in terms of the different types and uses | **BBC Microbits**Exploring what programming is and using the micro bits to create simple programs  | **Scratch** Creating games and understanding programming basic fundamentals  |
| **DT***A & B represent the two staff and rotations* | **A: Health and safety in DT**The Eatwell Guide8 healthy eating guidelines**B:** **Design briefs and specifications.** Product analysis on console cases already on the market. Designing Textiles products. | **A**: **Breakfast around the world**Healthy breakfast ideas and why it is the most important meals of the day.Sugar intake in the UK Christmas cookery.**B:** S**afe use of the sewing machine**. Produce a block print iPad case. | **A:** **Data collection and analysis.**Introduction to the workshopModel making. **B:** **Health and safety in DT**The Eatwell Guide8 healthy eating guidelines | **A: Introduction to using hand tools.** Producing jewellery using acrylic.**B:** **Breakfast around the world**Healthy breakfast ideas and why it is the most important meals of the day.Sugar intake in the UK  | **A: Design briefs and specifications.** Product analysis on console cases already on the market. Designing Textiles products.**B:** **Data collection and analysis.**Introduction to the workshopModel making.  | **A**: **Safe use of the sewing machine.** Produce a block print iPad case. **B: Introduction to using hand tools.** Producing jewellery using acrylic.  |
| **Drama** | **Welcome** – getting to know you drama games. Building an ethos for learning in the Drama Studio. | **Building Blocks of Drama 1****Audience**Stage configuration and positioningPhysical SkillsVocal Skills | **Building Blocks of Drama 2****Characterisation:**-Backstory-Rehearsal techniques (Hot seating, conscience alley) | **Building Blocks of Drama 3:**From page to stage-Working with a script using the play: Room 13**What is a playwright?**Common features of a play text:-Plot-Characters-Character list-Dialogue-Stage Directions  | **Building Blocks of Drama 3:**From page to stage-Working with a script using the play: Room 13Common features of a play text:-Plot-Characters-Character list-Dialogue-Stage Directions  | **Building Blocks of Drama 4:****Devising Drama**What is a stimulus?How do we use it?Researching ideas.Creating a plot line.What do we want to tell the audience? |
| **Music** | **What is Music?*** Baseline assessment
* Elements of Music
* Instruments of the Orchestra
* Staff Notation and Graphic Scores

Graphic Score Performance – Group Work  | **African Drumming*** Box Notation
* History of African Music
* African Instruments
* African Music characteristics

African Music composition – Group Work | **Written Assessment of Half Term 1 and 2** **Salsa*** History of Salsa Music
* Keyboard Skills
* Learning notes of keyboard

Salsa Bonita – Solo/Paired work.  | **Film Music*** History of Film Music
* Emotion and Timing within Film Music
* Leitmotif, Diegetic and Non-Diegetic sounds

Film Music performance – Wallace and Gromit | **Y7 Assessment Week*** Revision

**Reggae*** History of Reggae Music

Three Little Birds – Performance – Group Work. | **Covers**Comparing cover songs to originals and understanding what makes them different. Cover performance – Solo/Paired/Group Work.  |
| **PE** | Baseline testing and intro to team sports Delving deeper into team sports (1)**Netball (g)****Handall (b)** | Intro to individual sports Basic football skills**Dance, gymnastics (g)** **Football, dance (b)** | Appreciating how disability affects participation, intro to individual sports & basic football skills**Adapted sports, football (g)****Gymnastics, adapted sports (b)** | Delving deeper into team sports (2)**Handball (g)****Netball (b)** | Introduction to striking and fielding**Rounders****Cricket** | Intro to athletics (ESAA awards) & sports day prep**3 x throw****2 x jump** **1 x track** |
| **Philosophy & Ethics** | Does God Exist?Arguments ForCreationDesign Religious Experience | Does God Exist?Arguments againstScienceEvil and sufferingYour view | What Makes an Inspirational Figure?CovenantAbraham and Isaac | What Makes an Inspirational Figure?Dilemma of religious callingContemporary inspirational people e.g Malala Yousafzai | Who was Jesus?Fact or fictionJesus in different faithsJesus in art | Who was Jesus?What did Jesus say and do?Mad, bad or God? |