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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, vocabulary  Novel: My Sister Lives on the Mantelpiece  (Paper 1 Lang skills – unseen fiction) | **Descriptive and narrative writing:** writing for a purpose, accuracy, structure, audience, vocabulary  Novel: My Sister Lives on the Mantelpiece  (Paper 1 Lang skills – unseen fiction) | **Poetry:** understanding and using: terminology, context, structure and language analysis  Year 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 terminology  Analyse language, perform extracts  Play 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 Subtraction  with 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 Properties  Using 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 |
| **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 members  Alphabet & phonics  Short literary text  Dates and birthdays  Pets and describing their colour  Nationality and languages  Describing yourself & others  Numbers  Grammar: present tense  **School**  School subjects & opinions  Saying the time & when your lessons are  School facilities  School uniform  Comparisons of schools in different countries  **Grammar**: comparatives & superlatives, nouns & articles | **What you do in the week**  The weather  Talking about free time  **(E-safety – using social media responsibly)**  Daily routine  Weekend activities  Grammar: idioms & agreements  **Where you live**  Saying where you live  Giving & understanding directions  Rooms of the house  Describing your bedroom  Giving your opinion of your region  **Grammar:** prepositions | **Food**  Phonics  Saying what you eat at different meal times  Food you like & dis-like  Saying what is healthy  Asking for food in cafés  Saying who you are on the phone  **(E-safety – using a mobile phone responsibly)**  Discussing different types of food  Saying what you ate yesterday  Group project about Spanish food  Try Spanish food  Giving a presentation in Spanish  Grammar: modal verbs & future tense | **Holidays**  Talking about transport  Accommodation & facilities  Making a reservation  Holiday activities  What can/can’t be done in your region & why  **Grammar**: phrases with the infinitive  **Talking about the past**    Saying what the weather was like  Free time activities in the past tense  Past holidays  Past opinions  Grammar: preterit tense & if clauses + imperfect subjunctive | **The media**  Different media-based activities  What you like to watch on TV and why  The type of films you like & why  Describing what a film is about  Advantages & dis-advantages of different types of media  **(E-safety)**  **Grammar:** using phrases with lo + adjective | **Extended reading**  Using capital letters correctly  Extending sentences with connectives  Using quantifiers  **Revision**  Using sequencing to add interest  Pronouncing cognates  Adjective agreements  Revising genders  **Future careers**  Remembering words  Having conversations  Comparing details  Using a dictionary effectively  Linking sentences  Remembering irregular verbs  Asking questions |
| **Art** | Portraits: focusing on key features, tonal values and applying accurate tone.  Artist: Kath Kollwitz | Portraits: Focus on facial expression and colour  Artists: Chris Offilii and Julian Opie | Portraits: Final pieces  Artist: Florian Nicolle  Start colour wheel | Creative colour: Look at colour theory, mixing, perspective with colour. Blending and mixing paints  Artists: 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 Guide  8 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 workshop  Model making.  **B:** **Health and safety in DT**  The Eatwell Guide  8 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 workshop  Model 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 positioning  Physical Skills  Vocal 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 13    Common 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 For  Creation  Design  Religious Experience | Does God Exist?  Arguments against  Science  Evil and suffering  Your view | What Makes an Inspirational Figure?  Covenant  Abraham and Isaac | What Makes an Inspirational Figure?  Dilemma of religious calling  Contemporary inspirational people e.g Malala Yousafzai | Who was Jesus?  Fact or fiction  Jesus in different faiths  Jesus in art | Who was Jesus?  What did Jesus say and do?  Mad, bad or God? |