



## YEAR 7

<b>ENGLISH</b>					
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)
<b>MATHS</b>					
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
<b>SCIENCE</b>					
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"> <li>• Organisms - Movement and Cells</li> <li>• Forces – Speed and Gravity</li> <li>• Matter- Particle model and Separating mixtures</li> <li>• Earth – Earth structure and the Universe</li> </ul>		The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> <li>• Ecosystems – Interdependence and Plant reproduction</li> <li>• Electromagnets – Voltage, resistance and Current</li> <li>• Reactions – Metals and non-metals and Acids and Alkalis</li> <li>• Energy – Energy costs and Energy transfers</li> </ul>		The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> <li>• Genes – Variation and Human reproduction</li> <li>• Waves – Sound and Light</li> </ul>	

<b>ART</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Formal Elements including drawing/mark X6		Fantasy landscape Paint Technique		Buildings – including printing	
<b>DRAMA</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Introduction to Drama	“Albert and the Lion”	“A Weekend Away”	“Sally” using monologue	“Cats Cradle” “Paper Theatre” Group building activities	
<b>MUSIC</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
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	
<b>FOOD AND NUTRITION</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Being safe in the kitchen. Expectations and health and safety practices. Personal Hygiene. Equipment The principles of the Eat well plate and how it relates to the diet.	Shifting the balance. Fuel food Protein providers Discover Dairy Fruit and vegetables Sensory Analysis .	Fatty and sugary foods and the nutritional impact of eating foods high in fats and sugars. Evaluation of the module. PRACTICALS: Toast (using the grill). Fruit fusion Vegetable couscous Savoury rock cakes Vegetable soup Savoury scones Fruit crumble.			

<b>DT</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p>Introduction to design Technology.</p> <p>Sublimation Mug</p> <p>This will include developing design ideas, looking at the use/impact of text.</p>	<p><u>Flexi-fish</u></p> <p>This introduces pupils to a range of tools and techniques as well as safety in RM</p>	<p>Graphic Art/Enlargement project.</p> <p>Using the grid coordinate method to accurately enlarge an image</p>	<p>LED torch project.</p> <p>Properties of plastics.</p>	<p>Continuing the LED torch including packaging</p>	<p>Enamelling project.</p> <p>Exploring Art Deco Design.</p> <p>.</p>
<b>Textiles</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p><u>Phone holder</u></p> <p>This will include an introduction to textiles.</p> <p>Health and safety.</p> <p>An introduction to textile equipment.</p> <p>Threading of the sewing machine.</p> <p>Driving Licences.</p> <p>Introduction to hand embroidery-</p> <p>Double running stitch.</p> <p>Construction techniques- pinning and tacking.</p>	<p>How fabric is constructed.</p> <p>Introduction to fabric properties.</p> <p>Stitch samples.</p> <p>Design work</p> <p>Stencilling with thermo-chromic paint.</p> <p>Painting of designs onto material.</p>	<p>Practical- Construction Techniques- Basic seam</p> <p>Seam allowances</p> <p>Component marking.</p> <p>Production chart.</p> <p>Evaluation of project.</p> <p>Displays.</p>			

<b>ICT</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<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	<u>BBC Micro bit</u>  Programming a BBC Microbit to create solutions to problems, animations and games	<u>Multimedia Project</u>  Design and creating products to a client brief:  Posters Tickets Brochure  Using formula, functions and formatting to create useful spreadsheets.	<u>Introduction to Python</u>  Using an industry standard programming language to create solutions to problems.  Skills Focused on: Print, Input, FOR loops, IF statements.	<u>Computing the Basics</u>  The history of computers, the people, the components and how the world has changed.	<u>Graphics</u>  Editing images using a range of professional tools.  Creating animated images.  Exporting images as useful formats.

<b>GEOGRAPHY</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<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>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.	<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.

<b>HISTORY</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<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.

<b>PE</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
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	

<b>Citizenship, Character and Well-being</b>		
<b>Term 1 &amp; 2</b>	<b>Term 3 &amp; 4</b>	<b>Term 5 &amp; 6</b>
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?

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

SPANISH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>¡Vamos!</u> Facts about Spain and Latin America. Useful classroom instructions. <u>Me presento</u> Greetings, saying your name, alphabet and numbers, age greetings, family members</p> <p>Ask someone and say how many brothers and sisters you have</p> <p><u>Grammar:</u> -Definite / indefinite articles -Gender of nouns -Regular and irregular verbs</p>	<p><u>Me describo</u> Days of the week</p> <p>Learn to ask and say when your birthday is</p> <p>Learn to say what pets you have and colours</p> <p>Say what nationality you are and what languages you speak</p> <p>Describe your appearance and character</p> <p><u>Grammar:</u> -Adjectives -Possessives -Regular -ar, -er and -ir verbs</p>	<p><u>El insti</u> School subjects</p> <p>Say what you like / dislike at school and say why</p> <p>Tell the time</p> <p>Talk about your timetable</p> <p>Describe the facilities at your school</p> <p>Describe your school uniform</p> <p><u>Grammar:</u> -Adjectival agreement -Regular -ar, -er and -ir verbs -<i>hay</i> -<i>desde..hasta</i></p>	<p><u>Mi semana</u> Describe the weather</p> <p>Talk about sports that you play</p> <p>Say what you like / dislike doing in your free time</p> <p>Revision of telling the time</p> <p>Talk about your daily routine</p> <p><u>Grammar:</u> -Radical-changing verbs -<i>Gustar</i> -Reflexive verbs -Another irregular verb <i>ir</i></p>	<p><u>Donde vivo yo</u> Say where you live</p> <p>Understand that there are two verbs <i>to be</i> in Spanish and use <i>ser</i> and <i>estar</i> accurately</p> <p>Say what there is in your town</p> <p>Understand and give directions</p> <p>Say what sort of house you live in and name the rooms in a house</p> <p>Describe what's in your bedroom</p> <p><u>Grammar:</u> Ordinal numbers -<i>ser</i> and <i>estar</i></p>	<p><u>Me gusta comer</u> Talk about what you eat at different mealtimes</p> <p>Talk about food you like / dislike and say what is healthy / unhealthy</p> <p>Say that you are hungry / thirsty</p> <p>Order food in a restaurant</p> <p>Invite someone to go out with you, order food and complain</p> <p>Discuss different types of food, including food from different cultures</p> <p><u>Grammar:</u> -Comparatives: saying <i>more than / less than</i> -Using <i>tú</i> and <i>usted</i></p>

FRENCH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Tout sur moi</u> Introduce yourself</p> <p>Describe yourself and other people</p> <p>Describe your favourite object</p> <p>French-speaking regions</p> <p><u>Grammar:</u> -Nouns and articles -Present tense of avoir -Adjectives -In + countries</p>	<p>Mon monde perso Describe your personality</p> <p>Talk about family members and friends</p> <p>Give opinions of school subjects</p> <p>Home and family life; compare yourself now with how you used to be</p> <p><u>Grammar:</u> -Present tense of avoir / être -Adjectival agreement -Possessive adjectives -Comparisons using plus/moins -Connectives -Object pronouns</p>	<p><u>Autour de moi</u> Talk about school and where you live</p> <p>Talk about leisure activities and personal possessions</p> <p>Describe animals</p> <p><u>Grammar:</u> -Present tense of regular -er verbs -Irregular verbs <i>aller, faire, avoir, être</i> -Regular -ar -Adjectival agreement; position of colour adjectives -Noun plurals and adjectives -The perfect tense: <i>j'ai visité / j'ai vu</i> <i>-Je voudrais + noun, j'avais, c'était</i></p>	<p><u>A table</u> Say what you eat and drink at different mealtimes</p> <p>Give opinions on food and drinks</p> <p>Say where you like to eat out; order food in a cafe</p> <p>Use quantities and understand recipes</p> <p>Talk about food specialties and art</p> <p><u>Grammar:</u> -Partitive article -The present tense of manger and boire -negatives -<i>Pouvoir</i> + infinitive <i>-j'aime/j'adore/je préfère/je déteste</i> + infinitive <i>-Je voudrais</i> + noun/infinitive <i>-Il faut</i> + noun / infinitive</p>	<p><u>Mon quartier</u> Describe a town</p> <p>Say what you can do at different places</p> <p>Ask for and give directions</p> <p>arrange to go out and where to meet</p> <p><u>Grammar:</u> -say what there is / isn't: <i>il y a un/une/des...</i>, <i>il n'y a pas de...</i> -Position of adjectives -Prepositions] -The imperative -<i>Vouloir / pouvoir</i> + infinitive</p>	<p><u>Ça c'est mon truc</u> Talk about clothes and give opinions on styles</p> <p>Weather and what you wear for different occasions</p> <p>Say when/how often you do different activities</p> <p>Discuss weekend activities</p> <p>Talk about music preferences and national events</p> <p><u>Grammar:</u> -Present tense of regular -er verbs: <i>porter, jouer</i> -The present tense of <i>faire</i> -Reflexive verbs <i>se lever, se coucher</i> -Possessive adjectives <i>son/sa/ses</i></p>