YEAR 7 BIG IDEAS 2022-23

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	**Non-fiction: Autobiography – nostalgia or reality** 'Boy' Chinese Cinderella' 'In the sea there are crocodiles' 'Persepolis' **Language Paper 2** • Geography – Migration • Art – Physical Journey • French – Me & My Family	**Novel** **What will your legacy be?** 'I am David' **Literature Paper 2** • E&P Juvenile Detention		**Poetry: Poetry – a song without music?** Creatures & Narrative Poetry **Literature Paper 2** • Music – Song Writing • Geography – Changing Places	**Shakespeare Play** **Are Fairies real?** 'A Midsummer Night's Dream' **Literature Paper 1** • Dance – Staging Play • Music – Medieval Music • Drama – Introduction to drama & Comedia Dell' Arte • Geography - maps	**Non Fiction: Advertising** **Are we free thinkers or slaves to advertising?** Advertising with a focus on speaking & listening – use of IT classrooms to create resources. **Language Paper 2** • Business Studies – IT formatting
Maths	**Weather** • Analysing and displaying data • Number skills	**Maths that changed the world** • Expressions, functions and formulae • Decimals and Measures	**What are the odds of that?** • Fractions • Probability	**Blueprints and Architectural drawings** • Ratio and Proportion • Sequences and graphs	**Islamic pattern design** • Lines and angles • Transformations	**Maths mini-projects** • Individual and group projects

Theale Green School
EXCELLENCE THROUGH PARTNERSHIP

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ACTIVATE LEARNING EDUCATION TRUST

<table>
<tr><td rowspan="4">Science</td><td>Biology – Topic 1
Cells</td><td>Biology – Topic 2
Organisation</td><td>Biology – Topic 3 Part 1
Reproduction</td></tr>
<tr><td>• Describing how a plant cell and an animal cell functions
• Able to focus a microscope to view a slide
• Describing the structure of specialised animal and plant cells
• Describing the process of diffusion
• Describing the Structure of unicellular organisms

Curriculum links:
• Maths – calculating magnifications</td><td>• Give examples of tissues, organs, and organ systems
• Describe how parts of the gas exchange system are adapted to their function
• Describe inhaling and exhaling
• Describe the functions of the skeletal system
• Describe how joints allow movement
• Explain how antagonistic muscles cause movement

Curriculum links:
• English – writing definations
• PE – Breathing and muscles</td><td>• State the difference between adolescence and puberty
• Describe the function of the parts in the male and female reproductive system
• Describe the structure and function of gametes
• Describe what happens during birth
• Describe the main stages in the menstrual cycle

Curriculum links:
• English – definitions and descriptions</td></tr>
<tr><td></td><td></td><td>Biology – Topic 3 Part 2
Reproduction</td></tr>
<tr><td></td><td></td><td>• Describe the process of pollination
• Describe the process of fertilisation in plants
• Describe how seeds are dispersed

Curriculum links:
• English – definitions and descriptions</td></tr>
<tr><td>Chemistry – Topic 1
Particles</td><td>Chemistry – Topic 2
Atoms, Elements and Compounds</td><td>Chemistry – Topic 3
Chemical Reactions</td></tr>
<tr><td>• Describe how materials are made of particles
• Explain the properties of solids, liquids and gases using the particle model
• Intepret data about melting and boiling points
• Use particle diagrams to explain gas pressure

Curriculum links:
• Maths – interpreting graphs</td><td>• State what an element is
• State what an atom is
• Explain why a compound has different properties to the elements in it
• Write and interpret chemical formula

Curriculum links:
• Maths – Writing and using chemical formula
• English – Writing definitions</td><td>• Compare chemical changes to physical changes
• Write word equations for reactions
• Predict products of combustion reactions
• Use practical results to decide which compound decomposes easiest
• Calculate masses of reactants and products
• Calculate the temperature change of a reaction

Curriculum links:
• Maths – chemical formula and calculations</td></tr>
</table>

			Chemistry Topic 4 **Acids and alkalis**
			• Describe the differences between dilute and concentrated acid • Use the pH scale to measure acidity/alkalinity • Describe how pH changes in a neutralisation reaction • Predict the salt made from specific acid reactions with metals or bases **Curriculum links:** • English – definitions • Maths - scales
	Physics – Topic 1 **Forces**	**Physics – Topic 2** **Waves**	**Physics – Topic 3** **Light**
	• Explain what forces do • Investigate Hooke's Law • Describe the Effects of drag forces • Describe the effects of gravity on earth and in space • Describe situations that are in equilibrium **Curriculum links:** • **Maths – tables and graphs** • **English – plan an investigation**	• Describe the different types of waves and their features • Explain why the speed of sound is different in different materials • Describe the link between frequency and pitch • Describe how the ear works • Explain why animals use echolocation **Curriculum links:** • Maths – using values/data	• State the speed of light • Explain how images are formed in a plane mirror • Describe what happens when light travels through a lens • Describe how the eye works to form an image • Describe how primary colours make secondary colours **Curriculum links:** • English – descriptions
			Physics – Topic 4 **Space**
			• Describe the structure of the universe • Describe some similarities and differences between the planets in the Solar system • Explain why seasonal changes happen • Explain why you see phases of the Moon

				Curriculum links: • Geography – seasons, equator, tropics • English – definitions and descriptions		
Art	In art, the order of the projects may vary to accommodate equipment and technician support. In art, we work on a rotation system so students might undertake the work in a different order.					
	"Journeys" An exploration of contemporary fine art and meaning behind artwork.	**"Journeys"** Experimenting with slab based ceramics before producing a final outcome in the form of a ceramic vessel.	**"Nature and insects"** Exploring patterns and experimental ways of making art, including land art, stencilling and drawing methods.	**"Nature and insects"** An exploration of printing methods and artwork by professional artists. Creation of a final outcome using collage or multi media.	**"A view through "** An exploration of fauve artists and modern British painters with a focus on colour theory and depth within landscape.	**"A view through"** Exploring composition and painting methods.
Computing	**Understanding the use of IT at TGS** • Know how to make a strong password • Understand where to find files at TGS • Know how to use Class OneNote • Know how to search the internet effectively • Use technology safely	**Linking computers together into a network** • Understand the hardware and software components that make up networks • List some of these services and the context in which they are used • Describe components (servers, browsers, pages, HTTP and HTTPS	**Using Office appropriately** • Choose the most appropriate Office application • Apply the key features of each Office application to create an appropriately formatted file • Use inherent functionality to enhance a file • Choose formatting	**Computational thinking and problem solving** • Understand that algorithm development is iterative • Turn simple problems into an algorithm • Consistently use key terms appropriately	**Starting programming with Scratch** • Understand what algorithms are • Be able to create and modify sequential code • Define a variable as a name that refers to data being stored by the computer • Identify where selection statements can be used in a program and modify a program	**Further skills in programming with Scratch** • Implement condition-controlled iteration in a program • Describe the need for lists • Use a list

	respectfully and responsibly	protocols, etc.) and how they work together	appropriate for a context		• Identify where count-controlled iteration can be used in a program • Detect and correct errors in a program (debugging)	
D&T	Please note: In D & T we work in a rotation, so the order of projects might be different to what is listed. We are also running a trial scheme of work that will be provided in a 4 part rotation during the school year for some students. Some students will also be engaged with an additional trial unit (this will shorten the three main units to allow for this opportunity) **Technical drawing and Graphic Design** - exploring 3D drawing methods, typography, colour theory, layout, layering and rendering. Introducing the concept of a target market or client. **"Pop up card" construction.** Exploring the properties of paper and card. Learning about paper based engineering skills, researching, design and making for a specific purpose.					
	Term 1 Introduction to basic cooking techniques and kitchen equipment, with a focus on safe working methods and food hygiene.	**Term 2** A focus on practical cooking skills, exploring different food choices, food labelling and dietary needs.	**Term 3** Exploring the design process in textiles, including safe working methods. Experimentation with a range of hand sewing and construction methods.	**Term 4** Exploring and making a refined textiles based soft keyring , engaging students in creative process , imagination and quality finishing.	**Term 5** Resistant materials - Exploring properties and types of wood. Engaging in the design process and wood working methods to construct a viable product.	**Term 6** Exploring a specification using "ACCESSFM" method to plan and make a puzzle game, including measuring techniques and the use of workshop machines in a safe manner.
Drama	**Introduction to Drama** – Physical control, Tableaux, Mime skills.	**Pantomime** - Style of performance, Vocal skills, Physical control, Characterisation.	**Ritual & Ceremony** - Vocal skills, Physical control, Mood and Atmosphere, Ensemble,	**Mystery Plays** - Vocal skills, Physical control, Characterisation, Ensemble.	**Mystery Plays** - Vocal skills, Physical control, Characterisation, Ensemble.	**A Midsummer Night's Dream** Style of performance, Vocal skills, Physical control, Characterisation.

			Synchronised movement, Chorus.			
E &P	**Term 1** **Religion and culture** • What is culture? • Should religion be in Music? • Why is religion expressed through Art? • Should sports people be allowed to express their faith? • Should religious views be expressed in our entertainment?	**Term 2** **Introduction to Christianity** • What did Jesus look like? • How do we use the Bible? • Miracles • Christmas	**Term 3** **Religious Festivals** • Buddhism – Wesak • Islam – Ramadan • Hinduism – Diwali • Sikhism - Vaisakhi • Judaism – Passover	**Term 4** **Rules and Duties** • What are rules and duties? • Design an island • What are the Ten Commandments? • Intentions and Consequences	**Term 5** **Creation Stories** • The Rainbow Serpent • The Seven Days of Creation • Greek Mythology • Adam and Eve • Hindu Creation story	**Term 6** **Stewardship** • Why should I care? • Plastic fantastic • Endangered animals • Animal rights • Vegetarianism
Geography	**Global place** • Scale in geography • Atlas skills • Global scale locations (oceans, continents, biomes) • BR/UK/GB	**Map skills** • Grid references • Scale and distance • Relief • Longitude and latitude • OS map skills (symbols, direction, routes)	**Earth of Fire** • Plate tectonics • Tectonic distribution • Types and causes of tectonic hazards • Tsunamis • Case studies	**Protecting coasts** • Causes and types of waves • Erosion and transportation • Longshore drift • Coastal management • OS coastal map skills	**Fantastic fieldwork** • Geographical enquiry • Sampling • Data presentation • Data analysis • Health and safety	**International development** • Development indicators • Mapping development • HIC and LIC case studies • Development gap • Reducing poverty

	• UK human and physical geography					
History	**The Norman Conquest** Skills: key features, consequence • Rivals to the throne • Battle of Hastings • Harrying the North • Feudal System • Domesday Book • Castle building	**Religion in the Middle Ages** Skills: source inference • The Medieval Catholic Church • Pilgrimages • Monasteries and nunneries • Causes of the Crusade • Sultan Saladin	**Life in the Middle Ages** Skills: similarity and differences • Life in Medieval villages and towns • Castles • Role of women • Jewish persecution • Black Death • Medieval Medicine • Crime and punishment	**Protest and rebellion – why was it so difficult to rule Medieval England?** Skills: causation • Murder of Thomas Becket • King John and the Magna Carta • Henry III and first Parliament • Peasants revolt	**Tudor England** Skills: historical significance • Henry VII • Henry VIII • Protestant Reformation • Exploration to the "new world" • Black Tudors	**Elizabethan and Stuart England** Skills: narrative account • Elizabeth's problems • Spanish Armada • Mary Queen of Scots • James I and the Union • Gunpowder plot • Witches
MFL	**Myself** **GCSE Theme 1** • Understanding sound spelling links/phonics • Knowing alphabetical order for dictionary skills • Understand key grammatical/ literacy terms – noun, verb,	**My Family** **GCSE THEME 1** • Understanding family/extended family structures • Understanding why verbs need to be conjugated • Understanding basic sentence structure – must include a verb	**My home** **GCSE THEME 2** • Understanding concept of masculine and feminine for inanimate objects. **Curriculum links:** • English - Advertising	**My local area** **GCSE Theme 2** • Knowing left and right **Curriculum links:** • English – structuring a paragraph	**My daily life at school** **GCSE Theme 3** • Understand how the 24 hour clock works • Understand how the French tell the time **Curriculum links:** • Maths – 24hr clock • English – using synonyms	**My daily life at home** **GCSE Theme 3** • Understanding the importance of time markers • Understanding how to sequence activities. the importance of **Curriculum links:** • English – sequencing events

	article (determiner) **Curriculum links:** • Drama – Foundation skills for performance – diction, volume, expression • English dictionary	**Curriculum links:** • English - Autobiography				
Music	**Ukulele** **Students will learn how to ….** • Perform songs on the Ukulele • Identify western notation by duration, name and place on the stave • Use the elements of music in rhythmic composi-tions	**Hand bells** **Students will learn how to….** • Play seasonal songs on the hand bells, demonstra-ting skills used in ensemble work • Identify bar lines, time signatures and rests, and how to use them	**Keyboard** **Students will learn how to ……** • Play different melodies on the keyboard using good technique • Read sheet music and understand how to identify the correct pitch to play a note at.	**Instruments of the Orchestra** **Students will learn how to…..** • Play Pachelbel's Cannon as part of an ensemble • Identify the instruments of the orchestra by sound and sight, and know which family they belong to. **Links to GCSE music**	**Focus on Sound** **Students will learn how to ….** • Use Focus on Sound • Develop their understanding of musical notation and other key musical devises • Follow music and be able to identify differences in what they have heard. **Links to GCSE Music**	**Program Music** **Students will learn how to …..** • Compose music which represents and animal of their choice • Describe how musical techniques are used to describe an animal's characteristics • Use western notation to write down their composition work

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PE (outdoor)	Netball	Netball	Football Rugby	Football Rugby	Athletics Cricket Rounders Tennis	Athletics Cricket Rounders Tennis
PE (indoor)	Covered on a rotation * for terms 1, 2, 3 and 4					
	Badminton * Gymnastics * Orienteering *	Badminton * Gymnastics * Orienteering *	Badminton * Gymnastics * Orienteering *	Badminton * Gymnastics * Orienteering *	Athletics	Athletics
RSHE	**Health and wellbeing** **Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid.	**Living in the wider world** **Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations.	**Relationships** **Diversity** Diversity, prejudice and bullying.	**Health and wellbeing** **Health and puberty** Healthy routines, influences on health, puberty, unwanted contact and FGM.	**Relationships** **Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries.	**Living in the wider world** **Finance decision making** Saving, borrowing, budgeting and making financial choices.