

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p><b>W: Non-fiction: Autobiography</b></p> <p><b>AP: Non-fiction writing – Letter to teacher</b></p>	<p><b>R: Novel: Coming to England by Floella Benjamin</b></p>	<p><b>R: Novel: Coming to England by Floella Benjamin</b></p> <p><b>AP: Reading Assessment</b></p>	<p><b>R: Narrative Poetry</b></p> <p><b>Oracy: Poetry by Heart</b></p> <p><b>AP: Spoken language</b></p>	<p><b>R: An introduction to Shakespeare and comedy</b></p>	<p><b>W: Non-fiction: advertising and media</b></p>
<b>Maths</b>	<p><b>Weather</b></p> <ul style="list-style-type: none"> <li>Analysing and displaying data</li> <li>Number skills</li> </ul>	<p><b>Maths that changed the world</b></p> <ul style="list-style-type: none"> <li>Expressions, functions and formulae</li> <li>Decimals and Measures</li> </ul>	<p><b>What are the odds of that?</b></p> <ul style="list-style-type: none"> <li>Fractions</li> <li>Probability</li> </ul>	<p><b>Blueprints and Architectural drawings</b></p> <ul style="list-style-type: none"> <li>Ratio and Proportion</li> <li>Sequences and graphs</li> </ul>	<p><b>Islamic pattern design</b></p> <ul style="list-style-type: none"> <li>Lines and angles</li> <li>Transformations</li> </ul>	<p><b>Maths mini-projects</b></p> <ul style="list-style-type: none"> <li>Individual and group projects</li> </ul>
<b>Science</b>	<p><b>Working Scientifically</b> Students work through developing key practical skills needed to successfully complete investigations.</p> <p><b>Ecosystems</b> Students study the relationships between and within species in an environment and the importance of protecting plants for future cures.</p>	<p><b>Evolution and Biodiversity</b> Students study the work of Mary Anning in fossil discovery and the work of Charles Darwin’s Theory of Evolution and further build on their awareness of the importance of protecting the planet.</p> <p><b>Space</b> Students study the phases of the Moon, structure of the Solar System, develop awareness of how objects in the night</p>	<p><b>Circuits</b> Students develop awareness of how positive charge carriers interact and move to allow electricity to be supplied to appliances.</p> <p><b>Reactions in Plants</b> Students develop awareness of the structure of plants and how substances are moved through plants to allow them to produce food.</p> <p><b>Energy Changes</b></p>	<p><b>Heating</b> Students investigate the differences between insulators and conductors and begin to describe differences between conduction, convection and radiation.</p> <p><b>The Human Body</b> Students develop awareness of the structure and functions of different parts of the body including: The skeleton Muscles and joints Organs and organ systems</p>	<p><b>Sound and Hearing</b> Students explore the structure of the ear and how the ear is adapted for detecting sound waves. Students also develop awareness of hearing difficulties and technological developments made by scientists to support people with hearing difficulties.</p> <p><b>Reproduction</b> Students study the changes that happen to biological male and female bodies during puberty, the processes of fertilisation,</p>	<p><b>Pure and Impure Substances</b> Students explore the difference between atoms, elements, compounds and mixtures. Students will also develop skills in identifying the difference between pure and impure substances, which will then be applied practical.</p> <p><b>Working Scientifically Projects</b> Students partake in synoptic projects, linking working scientifically skills to STEM based careers. For example, engineers,</p>

	<p><b>Structure of The Earth</b> Students study the structure of the Earth, how rocks are cycled through the environment and how scientists believe volcanic activity lead to the evolution of life.</p>	<p>sky can be observed. Students also study the evolution of stars in space. <b>Acids and Alkalis</b> Students develop awareness of common acids and alkalis and how neutralisation occurs.</p>	<p>Students study the states of matter and learn how to identify whether a chemical reaction is exothermic or endothermic.</p>	<p>The lungs The heart</p>	<p>gestation and birth and the medical advancements made to support people struggling to maintain successful fertilisation and gestation.</p>	<p>arboriculturalists and geologists.</p>
<b>Assessments in Science</b>	<p><b>Y7 RAG:</b> students will sit a short quiz based on working scientifically at the end of the unit in term 1 to support identifying areas of success and support.</p>		<p><b>Write Like a Scientist:</b> Students will partake in producing science-based creative writing tasks throughout the year to support skills in scientific writing.</p>		<p><b>APs:</b> students will sit assessments during whole school assessment windows to allow a more in depth analysis of success and support.</p>	
<b>Art</b>	<p>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.</p>					
	<p><b>"Journeys"</b> An exploration of contemporary fine art and meaning behind artwork.</p>	<p><b>"Journeys"</b> Experimenting with slab based ceramics before producing a final outcome in the form of a ceramic vessel.</p>	<p><b>"Nature and insects"</b> Exploring patterns and experimental ways of making art, including land art, stencilling and drawing methods.</p>	<p><b>"Nature and insects"</b> An exploration of printing methods and artwork by professional artists. Creation of a final outcome using collage or multi media.</p>	<p><b>"A view through "</b> An exploration of fauve artists and modern British painters with a focus on colour theory and depth within landscape.</p>	<p><b>"A view through"</b> Exploring composition and painting methods.</p>
<b>Computing</b>	<p><b>Understanding the use of IT at TGS</b></p> <ul style="list-style-type: none"> <li>Know how to make a strong password</li> </ul>	<p><b>Linking computers together into a network</b></p> <ul style="list-style-type: none"> <li>Understand the hardware and software</li> </ul>	<p><b>Using Office appropriately</b></p> <ul style="list-style-type: none"> <li>Choose the most appropriate Office application</li> </ul>	<p><b>Computational thinking and problem solving</b></p> <ul style="list-style-type: none"> <li>Understand that algorithm development is iterative</li> </ul>	<p><b>Starting programming with Scratch</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are</li> <li>Be able to create and modify sequential code</li> </ul>	<p><b>Further skills in programming with Scratch</b></p> <ul style="list-style-type: none"> <li>Implement condition-controlled iteration in a program</li> </ul>

	<ul style="list-style-type: none"> <li>Understand where to find files at TGS</li> <li>Know how to use Class OneNote</li> <li>Know how to search the internet effectively</li> <li>Use technology safely respectfully and responsibly</li> </ul>	<p>components that make up networks</p> <ul style="list-style-type: none"> <li>List some of these services and the context in which they are used</li> <li>Describe components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together</li> </ul>	<ul style="list-style-type: none"> <li>Apply the key features of each Office application to create an appropriately formatted file</li> <li>Use inherent functionality to enhance a file</li> <li>Choose formatting appropriate for a context</li> </ul>	<ul style="list-style-type: none"> <li>Turn simple problems into an algorithm</li> <li>Consistently use key terms appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Define a variable as a name that refers to data being stored by the computer</li> <li>Identify where selection statements can be used in a program and modify a program</li> <li>Identify where count-controlled iteration can be used in a program</li> <li>Detect and correct errors in a program (debugging)</li> </ul>	<ul style="list-style-type: none"> <li>Describe the need for lists</li> <li>Use a list</li> </ul>
<p><b>D&amp;T</b></p>	<p>Please note: In D &amp; T we work in a rotation, so the order of projects might be different to what is listed.</p> <p>In addition to the three areas of learning listed below we are running 4th part to our rotation during the school year (this will shorten the length of the three areas of learning listed) .</p> <p><b>Additional project :</b></p> <p><b>Graphic Design</b> - exploring 3D drawing methods, typography, colour theory, layout, layering, rendering, packaging and Introducing the concept of a target market or client.</p> <p>Or</p> <p><b>"Pop up card" construction.</b> Exploring the properties of paper and card. Learning about paper based engineering skills, researching, design and making for a specific purpose.</p>					
	<p><b>Term 1 – Food</b> Introduction to basic cooking techniques and kitchen</p>	<p><b>Term 2 – Food</b> A focus on practical cooking skills, exploring different</p>	<p><b>Term 3 – Textiles</b> Exploring the design process in textiles, including safe</p>	<p><b>Term 4 – Textiles</b> Exploring and making a a draw string bag with block print. Engaging</p>	<p><b>Term 5 - Resistant materials -</b> Exploring properties and types of wood. Using the</p>	<p><b>Term 6 - Resistant materials</b> Exploring a specification using "ACCESSFM" method</p>

	equipment, with a focus on safe working methods and food hygiene.	food choices, food labelling, dietary needs & origins of ingredient.	working methods. Experimentation with a range of hand sewing and construction methods.	students in the creative process , imagination and quality finishing.	workshop safely. Engaging in the design process and wood working methods to construct a viable product.	to plan and make a puzzle game. Learning about measuring techniques and the use of workshop machines.
<b>Drama</b>	<b>Introduction to Drama –</b> Physical control, Teamwork, Tableaux, Stagecraft, Mime skills.	<b>Physical Theatre -</b> Physical control, Ensemble, Movement, Personification.	<b>Ritual &amp; Ceremony -</b> Vocal skills, Physical control, Mood and Atmosphere, Ensemble, Synchronised movement, Chorus.	<b>World Drama -</b> Forum Theatre, Greek Theatre, Commedia Dell Arte, Shadow Puppetry, African Drama, Aboriginal Storytelling	<b>A Midsummer Night’s Dream -</b> Style of performance, Vocal skills, Physical control, Characterisation.	<b>Drama Games 4 Life –</b> Leadership, Observation, Teamwork, Following instructions, Risk-taking, Listening, Quick thinking, Physical control.
<b>Geography</b>	<b>Where in the World?</b> <ul style="list-style-type: none"> <li>Scale in geography</li> <li>Atlas skills</li> <li>Global scale locations (oceans, continents, biomes)</li> <li>BR/UK/GB</li> <li>UK human and physical geography</li> </ul>	<b>Mapping the World</b> <ul style="list-style-type: none"> <li>Grid references</li> <li>Scale and distance</li> <li>Relief</li> <li>Longitude and latitude</li> <li>OS map skills (symbols, direction, routes)</li> </ul>	<b>Earth of Fire</b> <ul style="list-style-type: none"> <li>Plate tectonics</li> <li>Tectonic distribution</li> <li>Types and causes of tectonic hazards</li> <li>Tsunamis</li> <li>Case studies</li> </ul>	<b>Protecting coasts</b> <ul style="list-style-type: none"> <li>Causes and types of waves</li> <li>Erosion and transportation</li> <li>Longshore drift</li> <li>Coastal management</li> <li>OS coastal map skills</li> </ul>	<b>Fantastic fieldwork</b> <ul style="list-style-type: none"> <li>Geographical enquiry</li> <li>Sampling</li> <li>Data presentation</li> <li>Data analysis</li> <li>Health and safety</li> </ul> <hr/> <b>DME – Rainforests</b> <ul style="list-style-type: none"> <li>Use of figures</li> <li>Rainforest biome</li> <li>Deforestation</li> <li>Development</li> <li>Decision making</li> </ul>	<b>International development</b> <ul style="list-style-type: none"> <li>Development indicators</li> <li>Mapping development</li> <li>HIC and LIC case studies</li> <li>Development gap</li> <li>Reducing poverty</li> </ul>
<b>History</b>	<b>The Norman Conquest</b>	<b>Religion in the Middle Ages</b> Skills: source inference	<b>Life in the Middle Ages</b>	<b>Protest and rebellion – why was it so difficult</b>	<b>Tudor England</b> Skills: historical significance <ul style="list-style-type: none"> <li>Henry VII</li> </ul>	<b>Elizabethan and Stuart England</b> Skills: narrative account

	<p>Skills: key features, consequence</p> <ul style="list-style-type: none"> <li>• Rivals to the throne</li> <li>• Battle of Hastings</li> <li>• Harrying the North</li> <li>• Feudal System</li> <li>• Domesday Book</li> <li>• Castle building</li> </ul>	<ul style="list-style-type: none"> <li>• The Medieval Catholic Church</li> <li>• Pilgrimages</li> <li>• Monasteries and nunneries</li> <li>• Causes of the Crusade</li> <li>• Sultan Saladin</li> </ul>	<p>Skills: similarity and differences</p> <ul style="list-style-type: none"> <li>• Life in Medieval villages and towns</li> <li>• Castles</li> <li>• Role of women</li> <li>• Jewish persecution</li> <li>• Black Death</li> <li>• Medieval Medicine</li> <li>• Crime and punishment</li> </ul>	<p><b>to rule Medieval England?</b></p> <p>Skills: causation</p> <ul style="list-style-type: none"> <li>• Murder of Thomas Becket</li> <li>• King John and the Magna Carta</li> <li>• Henry III and first Parliament</li> <li>• Peasants revolt</li> </ul>	<ul style="list-style-type: none"> <li>• Henry VIII</li> <li>• Protestant Reformation</li> <li>• Exploration to the “new world”</li> <li>• Black Tudors</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth’s problems</li> <li>• Spanish Armada</li> <li>• Mary Queen of Scots</li> <li>• James I and the Union</li> <li>• Gunpowder plot</li> <li>• Witches</li> </ul>
<b>MFL French</b>	<p><b>Myself</b> <b>GCSE Theme 1</b></p> <ul style="list-style-type: none"> <li>• Understanding sound spelling links/phonics</li> <li>• Knowing alphabetical order for dictionary skills</li> <li>• Understand key grammatical/ literacy terms – noun, verb, article (determiner)</li> </ul> <p><b>Curriculum links:</b></p>	<p><b>My Family</b> <b>GCSE THEME 1</b></p> <ul style="list-style-type: none"> <li>• Understanding family/extended family structures</li> <li>• Understanding why verbs need to be conjugated</li> <li>• Understanding basic sentence structure – must include a verb</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>• English - Autobiography</li> </ul>	<p><b>My home</b> <b>GCSE THEME 2</b></p> <ul style="list-style-type: none"> <li>• Understanding concept of masculine and feminine for inanimate objects.</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>• English - Advertising</li> </ul>	<p><b>My local area</b> <b>GCSE Theme 2</b></p> <ul style="list-style-type: none"> <li>• Knowing left and right</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>• English – structuring a paragraph</li> </ul>	<p><b>My daily life at school</b> <b>GCSE Theme 3</b></p> <ul style="list-style-type: none"> <li>• Understand how the 24 hour clock works</li> <li>• Understand how the French tell the time</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Maths – 24hr clock</li> <li>• English – using synonyms</li> </ul>	<p><b>My daily life at home</b> <b>GCSE Theme 3</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of time markers</li> <li>• Understanding how to sequence activities. the importance of</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>• English – sequencing events</li> </ul>

	<ul style="list-style-type: none"> <li>• Drama – Foundation skills for performance – diction, volume, expression</li> <li>• English dictionary</li> </ul>					
<b>Music</b>	<p><b>Ukulele</b> Students will learn how to ....</p> <ul style="list-style-type: none"> <li>• Perform songs on the Ukulele</li> <li>• Identify western notation by duration, name and place on the stave</li> <li>• Use the elements of music in rhythmic compositions</li> </ul>	<p><b>Hand bells</b> Students will learn how to....</p> <ul style="list-style-type: none"> <li>• Play seasonal songs on the hand bells, demonstrating skills used in ensemble work</li> <li>• Identify bar lines, time signatures and rests, and how to use them</li> </ul>	<p><b>Keyboard</b> Students will learn how to .....</p> <ul style="list-style-type: none"> <li>• Play different melodies on the keyboard using good technique</li> <li>• Read sheet music and understand how to identify the correct pitch to play a note at.</li> </ul>	<p><b>Instruments of the Orchestra</b> Students will learn how to.....</p> <ul style="list-style-type: none"> <li>• Play Pachelbel's Cannon as part of an ensemble</li> <li>• Identify the instruments of the orchestra by sound and sight, and know which family they belong to.</li> </ul> <p><b>Links to GCSE music</b></p>	<p><b>Focus on Sound</b> Students will learn how to ....</p> <ul style="list-style-type: none"> <li>• Use Focus on Sound</li> <li>• Develop their understanding of musical notation and other key musical devises</li> <li>• Follow music and be able to identify differences in what they have heard.</li> </ul> <p><b>Links to GCSE Music</b></p>	<p><b>Program Music</b> Students will learn how to .....</p> <ul style="list-style-type: none"> <li>• Compose music which represents and animal of their choice</li> <li>• Describe how musical techniques are used to describe an animal's characteristics</li> <li>• Use western notation to write down their composition work</li> </ul>
<b>PE (outdoor)</b>	Netball	Netball	Football Rugby	Football Rugby	Athletics Cricket Rounders Tennis	Athletics Cricket Rounders Tennis

<b>PE (indoor)</b>	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
<b>Religious Studies</b>	<b>Introduction to Christianity</b> <ul style="list-style-type: none"> <li>Who was Jesus</li> <li>How to use a Bible</li> <li>Parables</li> <li>Miracles</li> <li>Creation story</li> <li>Christmas</li> </ul>		<b>Creation stories</b> <ul style="list-style-type: none"> <li>Rainbow Serpent</li> <li>Greek Mythology</li> <li>Hindu Creation story</li> <li>Adam and Eve</li> </ul>		<b>Religious Festivals</b> <ul style="list-style-type: none"> <li>Hanukkah</li> <li>Eid –ul Fitr</li> <li>Vaisakhi</li> <li>Diwali</li> <li>Wesak</li> <li>Pentecost</li> </ul>	
<b>RSHE</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid.	<b>Friendship, Respect and Relationships</b> Self-worth, romance and friendships and relationship boundaries.	<b>Diversity</b> Diversity, prejudice and bullying.	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact and FGM.	<b>Staying safe Online and Offline</b> Staying safe online, social media and media reliability, gaming, gangs and drugs.	<b>Developing skills and decision making</b> Careers, enterprise skills, and raising aspirations.