



Halliford
School
SHEPPERTON

Year 7 Curriculum

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The long-term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources which can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricular for the individual academic subjects outlined in the following pages, students in Year 7 also have one lesson of PSHE, 2 lessons of PE and three lessons of Games per week.

Starting secondary school is an exciting time in your child's learning and we are very much looking forward to working with you and your son to ensure success during their time at Halliford. The purpose of this guide is to provide you with the full details of what your child will be studying this year, expectations of home learning, how and when your child will be assessed and how you can further support your child's learning.

In Year 7 we offer a broad and balanced curriculum, which provides pupils with key knowledge and understanding but also encourages students to be enthusiastic learners who take responsibility for their own learning. The curriculum also provides opportunities to develop the skills and attitudes that will set them up to be effective learners- not only while they are at Halliford, but throughout their lives.

In Year 7, homework will be set for approximately three subjects each day. A copy of the Year 7 homework timetable will be available to students on MySchoolPortal. It is crucial that students get into the habit of taking responsibility for their learning and they will be able to view homework set on Teams. Each homework task should take a maximum of 30 minutes and is usually a mixture of consolidation, research, and preparation for future lessons. To aid the transition to secondary school, for the first few weeks homework will only be set for the core subjects of English, Mathematics, and Science. Please be aware that all homework tasks will be set as an assignment in Microsoft Teams and will be visible to you as parents on MySchoolPortal.

Throughout the year students will receive regular Grade Cards and there will be two formal Parent's Evenings where you will be invited to discuss progress with your child's teachers. However, we would like to encourage you to raise with us any concerns as they arise. If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher, a list of email addresses can be found within this curriculum guide. If your questions are about a range of subjects, your child's Form Tutor should be your first point of contact and then myself as Head of Year, followed by Mr Fulford, Deputy Head Academic and Mr Norman, Deputy Head Pastoral are also available.

Mr M Fieldhouse
Head of Year 7

<p>Autumn 1 2024</p>	<p>Pop Art Flags Students will:</p> <ul style="list-style-type: none"> • develop design ideas, taking inspiration from existing flags of the world; • be encouraged to individualise their design to represent their own background or interests; • widen their use of malleable materials through the experimentation and the use of different techniques with clay; • further their understanding of Pop Art and understand its influence on Modern art; and • experiment with a variety of media to evaluate their effectiveness in this process. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Autumn 2 2024</p>	<p>Students will continue to work on their Pop Art Flags</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Spring 1 2025</p>	<p>Hybrid Insects Students will:</p> <ul style="list-style-type: none"> • gain an appreciation for natural history and will understand what an arthropod is; • learn how to record and analyse first-hand observations of insects, working directly from observation; • challenge their preconceptions and promote a creative approach in redesigning insect forms; • develop skilful use of materials and tools; and • extend their ability to analyse and evaluate their own and other’s work to be able to adapt and refine work as it develops. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.

Art cont.

<p>Spring 2 2025</p>	<p>Students will continue to work on their Hybrid Insects</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer 1 2025</p>	<p>Aboriginal Art Students will:</p> <ul style="list-style-type: none"> • understand the key aspects of Aboriginal culture and the important role of art; • explore symbols, patterns and colour found in Aboriginal Art; • discover Aboriginal Dreamtime stories; • build on and continue to develop observational drawing skills; • understand natural pigments and where they come from; and • develop their awareness of various types of media that are available to them, such as pencil, pastels, paint, collage etc. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer 2 2025</p>	<p>Revision, preparation and feedback around the end of year examination.</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making, using a range of techniques, media and materials. • Analysis and evaluation of work. • End of year examination

Computer Science

<p>Autumn 1 2024</p>	<p>Powerpoint Presentation project 'About Me'</p> <ul style="list-style-type: none"> • Formatting • Using images • Use of colour palates • Use of textboxes • Combining text and images to create an effective message <p>E-Safety</p> <ul style="list-style-type: none"> • Staying safe on the internet using the Smart Rules • Ie Don't meet up with people online, • People may not be who they say they are • Be careful of attachments • Keeping Personal information safe • Don't trust everything that you read online 	<p><i>Supporting Materials:</i> Exemplar Work</p> <p><i>Assessment:</i> Module test Project assessment</p>
<p>Autumn 2 2024</p>	<p>Scratch</p> <ul style="list-style-type: none"> • Movement • The Pen tool • Detecting interaction • Introducing randomness • Use of repetition • Modelling Shapes • Colours and backgrounds 	<p><i>Supporting Materials:</i> Exemplar Work The online Scratch Community Online tutorials Step by Step Instructions</p> <p>Project Assessment</p>
<p>Spring 1 2025</p>	<p>Excel</p> <ul style="list-style-type: none"> • Mathematical Formulae • Research Skills • Multiple cells formulae • Cell references • Data collection and manipulation • Formatting 	<p><i>Supporting Materials:</i> Online tutorials Exemplar Work Step by Step Instructions</p> <p><i>Assessment:</i> Project Assessment</p>
<p>Spring 2 2025</p>	<p>Programming (Small Basic)</p> <ul style="list-style-type: none"> • Introduction to the interface • Simple Inputs and outputs • The concept of a variable • Select Statements • Programming Practice 	<p><i>Supporting Materials:</i> Online tutorials</p> <p><i>Assessment:</i></p>

Computer Science cont.

Summer 1 2025	Graphic Design <ul style="list-style-type: none">• Drawing simple shapes• The fill and stroke tools• Transparency• GIFS• Combining Paths• Resizing• Common interface tools	<i>Supporting Materials:</i> Exemplar Work Help sheets <i>Assessment:</i> Project Assessment
Summer 2 2025	Exam preparation <ul style="list-style-type: none">• Revision• Exams• Exam feedback	<i>Supporting Materials:</i> Exemplar Work Help sheets <i>Assessment:</i> End of Year Examination

Design & Technology

<p>Autumn 1 2024</p>	<p>Workshop Introduction & Health and Safety</p> <ul style="list-style-type: none"> • Workshop machinery • Health and Safety • Machine and tool selection <p>Photo Frame Project</p> <ul style="list-style-type: none"> • H&S • Designing • Material selection • Hand tools • Scroll saws • Pillar drill 	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Autumn 2 2024</p>	<p>Photo Frame Project</p> <p>Work continues on the photo frame project</p>	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Spring 1 2025</p>	<ul style="list-style-type: none"> • Business Card Project • H&S • Designing and Developing • Laminating • Graphics • Nets • 3D Shapes • Evaluation 	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Spring 2 2025</p>	<ul style="list-style-type: none"> • Business Card Project • Work continues on the business card project 	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>

Design & Technology cont.

Summer 1 2025	Laser Cutter / Coaster Project <ul style="list-style-type: none">• H&S• Designing• CAD/CAM• Setting up & use of Laser CAM• Engraving / cutting• Material Finishing	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task Homework / Class Booklet
Summer 2 2025	Revision for and feedback on the End of year assessment <ul style="list-style-type: none">• Focus practical task on CAD/CAM	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org/ http://www.mr-dt.com/ <i>Assessment:</i> Focused practical task End of year examination

Drama

<p>Autumn 1 2024</p>	<p>Building Drama skills thematically Students will learn the following Drama conventions through a topic of the teacher's choosing.</p> <ul style="list-style-type: none"> • Freeze frames • Narration and mime • Role play • Hot seating • Characterisation (Facial expression, Tone of voice, Body language, Movement, Gestures and Vocal modulation) • Physicality • Vocal Skills • Thought tracking 	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance</p>
<p>Autumn 2 2024</p>	<p>Students will continue to build on their drama skills</p>	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance</p>
<p>Spring 1 2025</p>	<p>Play Script Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on:</p> <ul style="list-style-type: none"> • Lighting • Set • Costume • Props • Characterisation • Vocal skills • Physicality • Working as part of a group 	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance</p>
<p>Spring 2 2025</p>	<p>Students will continue to analyse a play script</p>	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance</p>

Drama cont.

Summer 1 2025	Devising Students will apply skills learnt this year in devising and play scripts in a thematic unit. Performance will use a range of stimuli and there will be a focus on: <ul style="list-style-type: none">• Analysis of a stimuli• Role Play• Physical theatre• Characterisation• Devising• Working on and off text	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance
Summer 2 2025	Students will review their work from the year	<i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance

<p>Autumn 1 2024</p>	<p>Myths and Legends</p> <p>Students will study a wide range of myths and legends from different cultures. They will focus on the following skills:</p> <ul style="list-style-type: none"> • To consolidate and develop sentence structure, punctuation and spelling • To widen vocabulary and to use it for effect • To plan and create a complete story • To form a knowledge base for making intertextual references 	<p><i>Wider reading:</i></p> <p><i>Heroes: The Myths of the Ancient Greek Heroes retold by Stephen Fry</i></p> <p>Percy Jackson or Heroes of Olympus by Rick Riordan</p> <p><i>Writing Assessment:</i> <i>Students will write their own myth.</i></p>
<p>Autumn 2 2024</p>	<p>The study of the play <i>Frankenstein</i> adapted by Philip Pullman. Students will focus on the features of a play, including:</p> <ul style="list-style-type: none"> • Dramatic techniques • Genre • Characterisation • Themes • Language and structural devices • Audience response 	<p><i>Wider reading:</i></p> <p>Mary Shelley's <i>Frankenstein</i></p> <p><i>Reading Assessment:</i> Essay question on how the Monster is presented in the play.</p>
<p>Spring 1 2025</p>	<p>The study of the novel 'A Monster Calls' by Patrick Ness. Students will focus on the following skills:</p> <ul style="list-style-type: none"> • To explore the development of themes, settings and characters in a novel • To select key words, phrases and devices, and identify them by their correct term • To write an effective description, using a range of language features. 	<p><i>Wider Reading:</i></p> <p><i>The Rest of Us Just Live Here</i> by Patrick Ness</p> <p><i>Wonder</i> by R. J. Palacio</p> <p><i>Assessment:</i> Descriptive writing</p>
<p>Spring 2 2025</p>	<p>The study of the novel 'A Monster Calls' by Patrick Ness. Students will focus on the following skills:</p> <ul style="list-style-type: none"> • To explore the development of themes, settings and characters in a novel • To select key words, phrases and devices, and identify them by their correct term • To develop detailed explanations of multiple meanings created in a text • To analyse how the writer uses language and structure to achieve effects 	<p><i>Assessment:</i> Essay exploring the theme of grief.</p>

English cont.

Summer 1 2025	Introduction to Poetry <ul style="list-style-type: none">• To explore a range of poetry from different centuries and cultures• To select key words, phrases and identify them by their correct term• To develop detailed explanations of the emotions and meanings created in a poem• To analyse how poets use language and structure to achieve effects	<i>Assessment:</i> Write an essay on an unseen poem.
Summer 2 2025	Preparation for and feedback on the End of Year Examination.	<i>Assessment:</i> Presentation End of Year Examination

French

<p>Autumn 1 2024</p>	<p>Module 1 La rentrée Point de départ Pronounce key sounds, numbers Unit 1: Talking about brothers, sisters, age Unit 2: Describing a classroom Unit 3: Likes, dislikes</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p>
<p>Autumn 2 2024</p>	<p>Module 1 (continued) Unit 4: Describing yourself & others Unit 5: Saying what you do Unit 6: Creating a video about yourself</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 1 test covering at least 2 language-based skills.</p>
<p>Spring 1 2025</p>	<p>Module 2 En classe Point de départ Talking about colours and time Unit 1: School subjects Unit 2: School uniform Unit 3: Describing a school day En plus: Christmas in France</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p>
<p>Spring 2 2025</p>	<p>Module 2 (continued) En classe Unit 4: Learning about a typical French School Unit 5: Saying what there is/isn't</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 2 test covering at least 2 language-based skills.</p>

French cont.

Summer 1 2025	General revision of all topics studied thus far examination techniques	<i>Supporting materials:</i> <i>Dynamo 1</i> , Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com
Summer 2 2025	Revision for and feedback on End of Year Examination of Modules 1-2	<i>Supporting materials:</i> <i>Dynamo 1</i> , Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> End of Year Examination covering all 4 language-based skills

Geography

<p>Autumn 1 2024</p>	<p>Our Amazing World What is Geography?</p> <ul style="list-style-type: none"> • Identify the different types of geography • Describe key terms / themes in the subject <p>Beautiful natural places</p> <ul style="list-style-type: none"> • Identify important natural wonders • Locate continents, countries and oceans • SKILL: Longitude and Latitude • Research an important natural wonder • SKILL: Research and presentation <p>Our Amazing Rivers</p> <ul style="list-style-type: none"> • Locate the world’s major rivers • Identify the importance of rivers • Describe river processes • Explain river processes and impact on landforms • The water cycle • To understand factors that influence flooding – infiltration (other drainage basin key terms) • Fieldwork 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p>Educate questions will be set in class and as homework. These can be revisited to help support learning.</p> <p><i>Assessment:</i> George the Geographer poster Short quizzes on locational knowledge Presentation on natural wonders Fieldwork report Mid-topic test</p>
<p>Autumn 2 2024</p>	<p>Our Amazing World (continued) Our Beautiful Coastlines</p> <ul style="list-style-type: none"> • Uses of the coast • Coastal processes • Coastal landforms • Coastal protection and management <p>Mapping Our Amazing World</p> <ul style="list-style-type: none"> • OS map skills on river and coasts • OS map skills on human settlements <p>Our Frozen World</p> <ul style="list-style-type: none"> • Ice Ages • Ice Sheet importance (global water cycle) • Glaciers as tourist hotspots • Post-glacial landscapes (Lake District) 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p>https://www.ordnancesurvey.co.uk/mapzone/</p> <p>Educate questions will be set in class and as homework. These can be revisited to help support learning.</p> <p><i>Assessment:</i> Coastal protection plan Map skills questions End of topic test to cover all of Autumn Term 1&2</p>

Geography cont.

<p>Spring 1 2025</p>	<p>Geography of Sport</p> <ul style="list-style-type: none"> • What is a sport? What is the geography of sport? • Globalisation and sport • What generates success in sport? • Jobs in sport • Sport as a business • Who struggles in the sport industry? • Is sport fair? 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p><i>Assessment:</i> Poster of the globalised nature of one team. End of Topic Test.</p>
<p>Spring 2 2025</p>	<p>Geography of Crime</p> <ul style="list-style-type: none"> • Who suffers from crime? • Types of crime • Mapping crime • Neighbourhood statistics • Designing out crime 	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p><i>Assessment:</i> Mapping crime questions. Crime report. End of topic test.</p>
<p>Summer 1 2025</p>	<p>Place Investigation (about their hometown / area)</p> <ul style="list-style-type: none"> • Information about the local area • Hypothesis (including justification) • Methods • Data presentation • Data analysis • Conclusions <p>Evaluation</p>	<p><i>Supporting materials:</i> All lesson resources and supporting materials can be found on OneNote</p> <p><i>Assessment:</i> The full place investigation, section by section, to achieve an overall mark (much like an A Level piece of coursework!)</p>
<p>Summer 2 2025</p>	<p>Revision for and feedback on the End of Year Examination</p>	<p><i>Supporting materials:</i> All lesson and revision resources and supporting materials can be found on OneNote</p> <p>https://www.ordnancesurvey.co.uk/mapzone/</p> <p><i>Assessment:</i> End of Year Examination</p>

German

<p>Autumn 1 2024</p>	<p>Module 1 Meine Welt und ich Unit 1: Introducing yourself. Learning how to pronounce German words. Unit 2. Counting to 19. Using verbs with 'sein' To be Unit 3: Using the German Alphabet. Using the verb 'wohnen' to say where you live Unit 4: Describing your character. Using 'mein(e)' 'dein(e)'</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p>
<p>Autumn 2 2024</p>	<p>Unit 5: Q&As about your belongings. Using the verb 'haben' + indefinite article Unit 6 Preparing a poster presentation. Writing skills. Checking work.</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 1 test covering at least 2 language-based skills.</p>
<p>Spring 1 2025</p>	<p>Module 2 Familie und Tiere Unit 1: Talking about pets. Using pronouns Unit 2: Talking about 'superpets'. Using 'kann' + infinitive Unit 3: Talking about family members and age. More practice of present tense verbs.</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 2 test covering at least 2 language-based skills.</p>
<p>Spring 2 2025</p>	<p>Unit 4: Describing family members. Using adjectives with nouns. Unit 5: Talking about birthdays. Using ordinal numbers (1st, 20th etc). Unit 6: Developing speaking skills. Practising asking and answering questions</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 2 test covering all 4 language-based skills.</p>

German cont.

<p>Summer 1 2025</p>	<p>Module 3 Freizeit – Juhu! Unit 1: Talking about which sports you play. Using 'gern' with spielen. Unit 2: Talking about leisure activities. Giving your opinions. Unit 3: Talking about how often you do activities. Using correct word order.</p> <p>General revision of all content covered thus far.</p>	<p><i>Supporting materials:</i> www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> None</p>
<p>Summer 2 2025</p>	<p>Revision</p> <p>End of Year 7 examination of all content covered thus far</p> <p>Feedback</p>	<p><i>Supporting materials:</i> Revision Guide www.languagesonline.org.uk www.wordreference.com</p> <p><i>Assessment:</i> End of year examination covering all 4 skills</p>

History

<p>Autumn 1 2024</p>	<p>Movement and Settlement</p> <ul style="list-style-type: none"> • How did early invaders influence Britain? • Did people love or hate living in the Roman empire? • What was England like in the 1060s? 	<p><i>Supporting materials:</i> <i>SHP History Year 7-</i> Ian Dawson and Maggie Wilson <i>Rediscovering Medieval Realms-</i> Colin Shepherd KS3 History - BBC Bitesize</p> <p><i>Assessment – writing a report:</i> How easy would it be to invade England?</p>
<p>Autumn 2 2024</p>	<p>Why was 1066 a turning point in British history?</p> <ul style="list-style-type: none"> • Who should be king of England? • Why did William win the Battle of Hastings? • How did William gain control of England? • What was the impact of the Norman Conquest? 	<p><i>Supporting materials:</i> <i>SHP History Year 7-</i> Ian Dawson and Maggie Wilson <i>Rediscovering Medieval Realms-</i> Colin Shepherd KS3 History - BBC Bitesize</p> <p><i>Assessment essay:</i> Why did William win the Battle of Hastings?</p>
<p>Spring 1 2025</p>	<p>Could a medieval king do whatever he liked?</p> <ul style="list-style-type: none"> • How did monarchs keep control? • Who were the best kings in the Middle Ages? • Why did the Barons rebel against King John? 	<p><i>Supporting materials:</i> <i>SHP History Year 7-</i> Ian Dawson and Maggie Wilson <i>Rediscovering Medieval Realms-</i> Colin Shepherd KS3 History - BBC Bitesize</p> <p><i>Assessment essay:</i> Why did the Barons rebel against King John?</p>
<p>Spring 2 2025</p>	<p>What was it like to live in the Middle Ages?</p> <ul style="list-style-type: none"> • What was medieval village life like? • Did people have fun in the Middle Ages? • Did farmers have a hard life? • Were punishments cruel and violent? 	<p><i>Supporting materials:</i> <i>SHP History Year 7-</i> Ian Dawson and Maggie Wilson <i>Rediscovering Medieval Realms-</i> Colin Shepherd KS3 History - BBC Bitesize</p> <p><i>Assessment:</i> Produce a guidebook to life in the Middle Ages</p>

History cont.

<p>Summer 1 2025</p>	<p>How did ordinary life change in the Middle Ages?</p> <ul style="list-style-type: none">• What was the Black Death?• What was the impact of the Black Death?	<p><i>Supporting materials:</i> <i>SHP History Year 7- Ian Dawson and Maggie Wilson</i> <i>Rediscovering Medieval Realms- Colin Shepherd</i> KS3 History - BBC Bitesize</p> <p><i>Assessment:</i> Writing historical fiction: How I survived the Black Death</p>
<p>Summer 2 2024</p>	<p>How did ordinary life change in the Middle Ages?</p> <ul style="list-style-type: none">• Why did people rebel in 1381?• Were the rebels of 1381 heroes or villains? <p>Revision for and feedback on the End of Year Examination</p>	<p><i>Supporting materials:</i> <i>SHP History Year 7- Ian Dawson and Maggie Wilson</i> <i>Rediscovering Medieval Realms- Colin Shepherd</i> KS3 History - BBC Bitesize</p> <p><i>Assessment:</i> End of Year Examination</p>

Latin

Autumn 1 2024	De Romanis Chapter 1: The Olympian Gods <ul style="list-style-type: none">• Content and sources• Vocabulary 1• Nouns and adjectives• Verbs• Case endings• Nominative and accusative• Stems, declensions and gender• Singular and plural	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).
Autumn 2 2024	De Romanis Chapter 2: Roman Heroes <ul style="list-style-type: none">• Sources and content• Vocabulary 2• Nouns in 3 genders• 2-1-2 adjectives• 3rd declension adjectives• Prepositions	<i>Supporting materials:</i> The Textbook Interactive Program on school network. <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).
Spring 1 2025	De Romanis Chapter 2: Roman Heroes <ul style="list-style-type: none">• Adjectives without nouns• The perfect tense• Irregular verbs	<i>Supporting materials:</i> The Textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).
Spring 2 2025	De Romanis Chapter 3: Roman Gods <ul style="list-style-type: none">• Sources and content• Vocabulary 3• The ablative case• Prepositions and compound verbs• Conjugations and principal parts• Infinitives	<i>Supporting materials:</i> The textbook De Romanis Companion Site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).

Latin cont.

Summer 1 2025	De Romanis Chapter 3: Roman Gods <ul style="list-style-type: none">• Sum, eo and possum• Adverbs• Verb stems and imperfect tense• Imperfect tense and person endings• Further uses of ablative	<i>Supporting materials:</i> The Textbook De Romanis companion site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).
Summer 2 2025	Revision for and feedback on End of Year Examination	End of Year Examination

<p>Autumn 1 2024</p>	<p>Module 1: Using numbers</p> <ol style="list-style-type: none"> to carry out calculations from information given in charts and tables to know and use financial vocabulary to order positive and negative numbers using a number line to use and apply comparison symbols such as > (greater than) and < (less than) – <i>these symbols will be seen in biology</i> to calculate addition, subtraction and multiplication problems involving directed numbers use and apply directed number calculations in a real-life context <p>Module 2: Angles</p> <ol style="list-style-type: none"> to use a protractor to measure an angle to use a protractor to draw an angle to understand and recognise notation for angles and straight lines to know the properties of parallel and perpendicular lines to calculate angles on a straight line to calculate angles around a point to identify vertically opposite angles to calculate angles in parallel lines to know that the angle sum of a triangle is 180° to know that the angle sum of a quadrilateral is 360° to know and use the properties of triangles to use angles, construction and measuring skills with confidence, fluency and accuracy (constructing triangles and quadrilaterals) <p>Module 3: Perimeter, area and volume</p> <ol style="list-style-type: none"> to use a simple formula to work out the perimeter of a rectangle to use a simple formula to work out the area of a rectangle to work out the perimeter and area of compound rectilinear shapes by using simple formulae to calculate the area of a triangle to calculate the area of a parallelogram to calculate the area of a trapezium to calculate the surface area of cubes and cuboids to calculate the volume of cubes and cuboids use and apply knowledge of areas and perimeters in a real-life context <p>Module 4: Decimal numbers</p> <ol style="list-style-type: none"> To understand ideas of place value – with particular emphasis on numbers on a number line to multiply and divide decimal numbers by powers of 10 with particular emphasis on how the digits of the numbers move around. to use rounding to estimate answers to calculations, to spot possible errors to order decimals, including numbers with different decimal places to add and subtract decimal numbers to multiply and divide decimal numbers solve multi-step problems involving decimals in a familiar context 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>
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<p>Autumn 2 2024</p>	<p>Module 5: Statistics</p> <ol style="list-style-type: none"> to calculate and use the mean, mode, median and range of a set of raw data to solve problem style questions involving mean, mode, median and range e.g., <i>mean from 2 sets of data</i> to identify types of data – qualitative, quantitative, discrete and continuous to create an ungrouped frequency table from a set of raw, discrete data by tallying and represent the information on a line graph. to understand the link between a set of raw data and the corresponding ungrouped frequency table in order to calculate mean, mode and median from a simple ungrouped frequency table to be able to read and interpret different statistical diagrams to develop a greater understanding of data collection to apply data handling skills to a real-life situation <p>Module 6: Working with numbers</p> <ol style="list-style-type: none"> to recognise and use square numbers up to 225 (15^2) and corresponding square roots to round numbers to more than one decimal place to round numbers to one or two significant figures to use the conventions of BIDMAS to carry out calculations to use an efficient written method of multiplication without a calculator to use an efficient written method of division without a calculator to convert between common metric units to use measurements in calculations to recognise and use appropriate metric units to apply number skills in real-life contexts 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>
<p>Spring 1 2025</p>	<p>Module 7: Algebra</p> <ol style="list-style-type: none"> to use algebra to write simple expressions and recognise equivalent expressions to substitute numbers into expressions to work out their value to apply arithmetic rules to algebraic expressions to use substitution in the context of formulae to construct formulae from contextual situations to use a formula to calculate costs <p>Module 8: Fractions</p> <ol style="list-style-type: none"> to find common equivalent fractions to write fractions in their simplest form to compare and order two fractions to add and subtract fractions with different denominators to covert between mixed numbers and improper fractions to add and subtract simple mixed numbers with different denominators to explore fractions in the context of the part-whole relationship 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>

<p>Spring 1 2025 cont.</p>	<p>Module 9: Sequences</p> <ol style="list-style-type: none"> 1. to use function machines to generate inputs and outputs 2. to use given inputs and outputs to work out a function 3. to recognise, describe and generate linear and geometric sequences 4. to identify missing terms in a sequence 5. to identify the nth term of a linear sequence 6. to use the nth term to work out any term in a sequence 7. to explore square and triangular numbers as sequences 8. to know and generate the Fibonacci sequence and Pascal's triangle 9. use and apply knowledge of sequences in a context 	
<p>Spring 2 2025</p>	<p>Module 10: Coordinates and graphs</p> <ol style="list-style-type: none"> 1. to use coordinates to identify and locate position points in all four quadrants 2. to draw a graph using a simple linear rule 3. to know the connection between pairs of coordinates and the relationship shown in an equation and a graph 4. to recognise and draw linear graphs with values of x and y 5. to recognise and draw the graphs of $y = x$ and $y = -x$ 6. to recognise and draw graphs of the form $x + y = a$ 7. to draw and use real-life graphs to know how graphs can be used in real-life situations 8. to apply graphing skills in a real-life situation <p>Module 11: Percentages</p> <ol style="list-style-type: none"> 1. to know equivalences between common fractions, decimals and percentages 2. to understand and use percentages greater than 100% 3. to calculate a fraction of a quantity without a calculator 4. to calculate a percentage of a quantity with a calculator using the idea of multipliers 5. to know when it is appropriate to use a calculator 6. to calculate the result of a percentage change 7. to apply percentage skills in a real-life context <p>Module 12: Probability</p> <ol style="list-style-type: none"> 1. to know the vocabulary of probability 2. to know and use the 0-1 probability scale 3. to use sample space diagrams to work out the probability of a combined event 4. to know the difference between theoretical and experimental probability 5. to calculate and use experimental probability 6. to use experimental and theoretical probability in a real-life context 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> 1 Class Test 1 online homework weekly 1 written homework weekly</p>

<p>Spring 2 2025 cont.</p>	<p>Module 13: Symmetry</p> <ol style="list-style-type: none"> to recognise shapes that have reflection symmetry to draw lines of symmetry on a shape to recognise shapes that have rotational symmetry to find the order of rotational symmetry of a shape to be able to transform a shape by reflection in vertical and horizontal mirror lines to use a coordinate grid to reflect shapes along lines described using $y = a$, $x = a$, $y = x$ and $y = -x$, to be able to transform a shape by rotation to be able to transform a shape by translation to understand that reflections, rotations and translations produce congruent images to recognise and fully describe reflections, rotations and translations <p>to apply aspects of symmetry in real-life contexts</p>	
<p>Summer 1 2025</p>	<p>Module 14: Equations</p> <ol style="list-style-type: none"> to find missing numbers in simple calculations to solve equations involving one operation to solve equations involving two operations to use algebra to set up and solve equations to identify and solve multi-step linear equations <p>Module 15: Ratio</p> <ol style="list-style-type: none"> to know ratio notation to use ratios to compare quantities to write a ratio in its simplest terms – <i>could calculate surface area : volume ratios from data on the Maths in biology worksheet in the Maths and Science folder</i> to write ratios in the form 1:x - <i>could calculate surface area : volume ratios from data on the Maths in biology worksheet in the Maths and Science folder</i> to use ratios to find totals and missing quantities – <i>e.g., divide 24 in the ratio 1:3 or Joe and Jim share £24 in the ratio 1:3, if Joe gets £5 how much does Jim get?</i> to write ratios to compare more than two items to use and apply the connection between ratios and fractions as a proportionality relationship to use ratios in a real-life context <i>e.g., in chemistry CO₄ could be represented as the ratio of carbon to oxygen being 1 : 4.</i> <p>Module 16: Interpreting data</p> <ol style="list-style-type: none"> to read and interpret data from pie charts to draw a pie chart – with exact and inexact angles to use the averages and range to compare and interpret data sets to carry out a statistical survey to use charts and diagrams to interpret data and write a report to apply data interpretation skills in everyday situations 	<p><i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths</p> <p><i>Assessment:</i> Revision assessment 1 online homework weekly 1 written homework weekly</p>

Mathematics

Summer 1 2025 cont.	Module 17: 3D shapes <ol style="list-style-type: none">1. to know the names and properties of common 3D shapes2. to establish the rule connecting faces, edges and vertices in 3D shapes (Euler)3. to use isometric paper to represent shapes made from cubes4. to draw nets for 3D shapes5. to construct 3D shapes from nets, including more complex shapes6. to represent 3D shapes using plans and elevations to solve 3D shape problems in everyday situations	
Summer 2 2025	<ul style="list-style-type: none">• Revision for End of Year Examination• Review of End of Year Examination• Feedback on End of Year Examination Results of End of Year Examination will determine Year 8 set	<i>Supporting materials:</i> STP & Collins textbooks DrFrostMaths.com Corbettmaths <i>Assessment:</i> End of Year Examination Two 1hr examinations.

Music

<p>Autumn 1 2024</p>	<p>UNIT 1: Musical Elements & Samba</p> <ul style="list-style-type: none"> • What are the key musical elements? • How do you perform and compose polyrhythms and cross-rhythms? • What is syncopation? • What are the main musical features and instruments of Samba music? • How do you compose and structure a Samba piece? 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams Samba drums</p> <p><i>Assessment:</i> 1) Group performance and composition of a Samba drumming piece 2) Samba music listening test</p>
<p>Autumn 2 2024</p>	<p>UNIT 2: Singing techniques</p> <ul style="list-style-type: none"> • How and why do we warm up before we sing? • How do you sing smoothly and with articulation? • How do you show good stage presence during a vocal performance? • Perform a song in the Halliford Song Contest 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams Song recordings YouTube demonstration videos</p> <p><i>Assessment:</i> 1) Group singing performance of a chosen song (Song Contest) 2) Singing techniques listening test</p>
<p>Spring 1 2025</p>	<p>UNIT 3: Understanding notation</p> <ul style="list-style-type: none"> • What are the notes of the treble and bass clef? • What are rhythm note values? • What are time signatures? • What are key signatures? • Composition of a four-bar rhythm 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams https://www.instructables.com/id/How-to-Read-Sheet-Music-for-Beginners/</p> <p><i>Assessment:</i> Music theory test</p>

<p>Spring 2 2025</p>	<p>UNIT 4: Composing a melody & Introduction to the keyboard</p> <ul style="list-style-type: none"> • How do you perform using a range of keyboard playing techniques, including playing with both hands together? • How do you use appropriate fingering on the keyboard? • How do you form and play a chord? • How do you compose an effective melody? 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams Keyboards YouTube demonstration videos</p> <p><i>Assessment:</i> Keyboard performance of chosen study piece</p>
<p>Summer 1 2025</p>	<p>UNIT 5: Listening & Analysing</p> <ul style="list-style-type: none"> • What are the musical instrumental families? • What is timbre? • What is the layout of the orchestra? • What are the main musical features of classical, jazz, pop and rock music? • How do you analyse music using key terms? 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams</p> <p><i>Assessment:</i> Listening and analysing questions on a variety of different musical styles</p>
<p>Summer 2 2025</p>	<p>Revision Feedback from examinations</p>	<p><i>Supporting materials:</i> Class workbooks PowerPoints on MS Teams Revision guide</p> <p><i>Assessment:</i> End of Year Examination</p>

Physical Education

<p>Autumn 1 2024</p>	<p>Rugby:</p> <ul style="list-style-type: none"> • Core skills • Tackle technique – if comfortable to try • Basic passing • Evasion skills • Basic rucking • Game awareness • Focus on safety 	<p><i>Supporting materials/ websites:</i> BBC Sport, RFU,</p> <p><i>Assessment:</i> Formative Summative Peer</p>
<p>Autumn 2 2024</p>	<p>Basketball:</p> <ul style="list-style-type: none"> • Core skills focus • Dribbling • Passing – Chest and bounce pass • Shooting – Set, jump, layup • Basic man-to-man defence concept 	<p><i>Supporting materials/ websites:</i> BBC Sport, England basketball</p> <p><i>Assessment:</i> Formative Summative Peer</p>
<p>Spring 1 2025</p>	<p>Cross-country:</p> <ul style="list-style-type: none"> • Warm up and cool down • Idea of pacing • Awareness of fitness levels • Various routes and distances completed • Team pursuit • Concepts of training progression introduced • Phases of a warm up and cool down • Exercise effects on the body 	<p><i>Supporting materials/ websites:</i> BBC Sport, UK Athletics</p> <p><i>Assessment:</i> Formative Summative Peer</p>
<p>Spring 2 2025</p>	<p>Indoor Cricket:</p> <ul style="list-style-type: none"> • Catching and throwing • Chase and retrieve – short and long barriers • Batting (grip, front foot, back foot, pull and cut shots) • Bowling • Application of skills to indoor game formats 	<p><i>Supporting materials/ websites:</i> BBC Sport, ECB</p> <p><i>Assessment:</i> Formative Summative Peer</p>

Physical Education (cont.)

Summer 1 2025	Throughout the Summer term athletics takes place. Two events are looked at in each lesson from a selection of throwing, jumping and track. Throwing events: safety measures, grip and stance, low to high, trajectory, power and control, rules. Jumping events: safety, run up, take off, body position, landing, power and control. Track: safety, pacing, starts, phases, technique, breathing, psychological aspects.	<i>Supporting materials/ websites:</i> BBC Sport, UK Athletics <i>Assessment:</i> As the boys go through the years the input and technical language used is developed and peer assessment and feedback becomes more prominent as the boys become more independent with their learning. Times, distances and heights are regularly recorded, and the emphasis is on personal development.
Summer 2 2025	Athletics will continue to take place. Two events are looked at in each lesson from a selection of throwing, jumping and track. Sports Day	

<p>Autumn 1 2024</p>	<p>Summer Projects</p> <p>New students, having completed their summer projects will present these, in lessons.</p>
<p>Autumn 2 2024</p>	<p>Transition and Safety</p> <p>Transition to secondary school and personal safety in and outside school, including first aid. Students will learn how to identify, express and manage their emotions in a constructive way, how to manage the challenges of moving to a new school how to establish and manage friendships, how to identify personal strengths and areas for development, personal safety strategies and travel safety, e.g., road, rail, and water and how to respond in an emergency basic first aid.</p>
<p>Spring 1 2025</p>	<p>Diversity</p> <p>In this topic, we explore how people are different, why people are different and why being different actually helps us in life. We discuss the idea of tolerance, understanding, acceptance and discrimination.</p>
<p>Spring 2 2025</p>	<p>Health and Wellbeing</p> <p>Food, exercise, and a healthy mind is explored during this topic. Students will research and analyse how our daily intake of food; fitness and our minds can impact our health. Some of the elements students will be looking at diet, physical activity, dental health as well as as the impact of smoking, alcohol or caffeine can have on our overall health and mental wellbeing.</p>
<p>Summer 1 2024</p>	<p>Risk</p> <p>With an ever-growing online work, it is important to look at safety when using online platforms. Students develop safety techniques, what to do if something does not seem safe and how to protect yourself online. We also touch upon road safety and how to stay safe in certain circumstances.</p>
<p>Summer 2 2025</p>	<p>Relationships</p> <p>Throughout our lives we will have a multitude of different relationships with different people. Students will explore the importance of relationships and how they influence us as individuals. We look at:</p> <ul style="list-style-type: none"> • Family • Friends • Peers • Teachers <p>End of Year Examination</p>

Religious Studies

<p>Autumn 1 2024</p>	<p>Ultimate Questions This unit will be the students first introduction to Philosophy and will cover the whole of Autumn term.</p> <ul style="list-style-type: none"> - Introduction to RS at Halliford - What are ultimate questions? - Free will - God’s existence - Identity - Eschatology 	<p><i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources</p> <p><i>Assessment:</i> In-class assessment</p>
<p>Autumn 2 2024</p>	<p><i>(continuing)</i></p> <ul style="list-style-type: none"> - Meaning of life - Scholarly views on the meaning of life (e.g. Confucius, Bentham, Camus) - Speech writing - Speech performance 	<p><i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Assessment support</p> <p><i>Assessment:</i> Debate writing and performance</p>
<p>Spring 1 2025</p>	<p>Judaism This unit will cover the beliefs and practices with the faith. This will continue for the entire term.</p> <ul style="list-style-type: none"> - Jews and Judaism today - The TaNaKh - Creation stories in Genesis - Abraham, Isaac and the covenant - Moses and the Exodus 	<p><i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support</p> <p><i>Assessment:</i> Research and comprehension assignment Short written answers assignment</p>
<p>Spring 2 2025</p>	<p><i>(continuing)</i></p> <ul style="list-style-type: none"> - The Ten Commandments - Jacob’s Dream and Making Israel - The Synagogue - Passover - Bar/Bat Mitzvah 	<p><i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support</p> <p><i>Assessment:</i> Evaluative essay Jewish sacred space assignment</p>

Religious Studies cont.

Summer 1 2025	Differences in faith This unit focuses on the global pattern of faith and non-faith and will include an independent project. <ul style="list-style-type: none">• Faith and non-faith in the world today (including atheism and agnosticism)• Minor and major religions• Research project	<i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> Research produced
Summer 2 2025	<i>(continuation)</i> <ul style="list-style-type: none">- Final knowledge exchange for the projects- Examination skills preparation- Revision for and feedback on the End of Year Examination- Reflection	<i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> End of Year Examination on all topics

<p>Autumn 1 2024</p>	<p>Organisms: Movement 8.1 Exploring the human skeleton 8.2 Understanding the role of joints and muscles 8.3 Examining interacting muscles 8.4 Exploring problems with the skeletal system</p> <p>Organisms: Cells 8.5 Understanding organisation of organisms 8.6 Describing animal and plant cells 8.7 Understanding adaptations of cells 8.8 Exploring cells 8.9 Understanding unicellular organisms</p>	<p><i>Supporting materials/ websites:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 8</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork and homework Practical assessments Cell model Unit test</p>
<p>Autumn 2 2024</p>	<p>Introduction to Science and the Laboratory</p> <ul style="list-style-type: none"> ● Safety and Equipment <p>Matter: Particle Model 5.1 Using particles to explain matter 5.2 Understanding solids 5.3 Understanding liquids and gases 5.4 Exploring diffusion 5.5 Explaining changes of state</p> <p>Matter: Separating Mixtures 5.6 Separating mixtures 5.7 Exploring solutions 5.8 Understanding distillation 5.9 Exploring chromatography</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 5</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork and homework Practical assessments Unit test</p>
<p>Spring 1 2025</p>	<p>Forces: Speed 1.1 Understanding Speed 1.2 Describing journeys with distance-time graphs 1.3 Exploring journeys on distance-time graphs 1.4 Investigating the motion of a car on a ramp 1.5 Understanding relative motion</p> <p>Forces: Gravity 1.6 Understanding forces 1.7 Understanding gravitational fields 1.8 Understanding mass and weight 1.9 Understanding gravity</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 1</p> <p><i>Online resources:</i> ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork, homework and project work Practical assessments Unit test</p>

Science cont.

<p>Spring 2 2025</p>	<p>Reactions: Metals and Non-metals 6.1 Using metals and non-metals 6.2 Exploring the reactions of metals with acids 6.3 Understanding displacement reactions 6.4 Understanding oxidation reactions</p> <p>Reactions: Acids and Alkalis 6.2 Exploring the reactions of metals with acids 6.5 Exploring acids 6.6 Exploring alkalis 6.7 Using indicators 6.8 Exploring neutralisation 6.9 Investigating neutralization</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 6</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork, homework and project work Practical Assessments Unit test</p>
<p>Summer 1 2025</p>	<p>Energy: Energy Costs and Transfers 3.3 Looking at the cost of energy use in the home 3.5 Using electricity responsibly 3.1 Understanding energy transfer by fuels and food 3.2 Comparing rates of energy transfers 3.4 Getting the electricity we need 3.6 Energy stores and transfers 3.7 Exploring energy transfers 3.8 Understanding potential energy and kinetic energy 3.9 Understanding elastic energy</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 3</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Ongoing assessment of classwork, homework and project work Practical Assessments Unit test</p>
<p>Summer 2 2025</p>	<p>Revision for and feedback on the End of Year Examination</p> <p>Introduction to Ecosystems: Interdependence and Plant Reproduction 9.1 Understanding food webs 9.2 Understanding the effects of toxins in the environment 9.3 Exploring the importance of insects</p>	<p><i>Supporting materials:</i> Textbook used: Collins AQA KS3 Science Student Book Part 1 Chapter 9</p> <p>Online resources: ● Twig ● BBC Bitesize</p> <p><i>Assessment:</i> Year 7 End of Year Examination</p>

Spanish

<p>Autumn 1 2024</p>	<p>Module 1 Mi vida</p> <p>Unit 1: Introducing yourself, greetings, pronunciation Unit 2: Talking about your personality, using adjectives Unit 3: Talking about age, brothers and sisters, using “tener”</p>	<p><i>Supporting materials:</i> <i>iViva! Libro 1</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com www.linguascope.com</p> <p><i>Assessment:</i> Continuous evaluation throughout Module 1 covering all 4 language-based skills.</p>
<p>Autumn 2 2024</p>	<p>Module 1 Mi vida</p> <p>Unit 4: Saying when your birthday is, using numbers and the alphabet Unit 5: Talking about your pets Unit 6: Developing writing skills</p>	<p><i>Supporting materials:</i> <i>iViva! Libro 1</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com www.linguascope.com</p> <p><i>Assessment:</i> An end of Module 1 test covering all 4 language-based skills.</p>
<p>Spring 1 2025</p>	<p>Module 2 Mi tiempo libre</p> <p>Unit 1: Saying what you like to do, giving opinions using “me gusta” + infinitive and justifications Unit 2: Saying what you do in your spare time, using – ar verbs in the present tense</p>	<p><i>Supporting materials:</i> <i>iViva! Libro 1</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com www.linguascope.com</p> <p><i>Assessment:</i> Continuous evaluation throughout Module 1 covering all 4 language-based skills. Grammar test – present tense –ar verbs</p>
<p>Spring 2 2025</p>	<p>Module 2 Mi tiempo libre</p> <p>Unit 3: Talking about the weather, using “cuando” Unit 4: Saying what sports you do, using “hacer” and “jugar” Unit 5: Developing reading skills Unit 6: Developing speaking skills</p>	<p><i>Supporting materials:</i> <i>iViva! Libro 1</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com www.linguascope.com</p> <p><i>Assessment:</i> An end of Module 2 test covering all 4 language-based skills.</p>

Spanish cont.

Summer 1 2025	Revision of Modules 1 & 2 General revision of Modules 1 – 2	<i>Supporting materials:</i> <i>jViva! Libro 1</i> www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com www.linguascope.com <i>Assessment:</i> No assessment
Summer 2 2025	Revision for and feedback on the End of Year Examination of Modules 1-2	<i>Supporting materials:</i> <i>jViva! Libro 1</i> www.languagesonline.org.uk, www.classtools.net www.Edpuzzle.com www.wordreference.com www.linguascope.com <i>Assessment:</i> End of Year Examination

Homework Timetable 2024-2025

Class	Monday	Tuesday	Wednesday	Thursday	Friday
7J	Computer Science Mathematics MFL (P2)	<i>Design & Technology</i> <i>Latin</i>	<i>Religious Studies</i> Geography MFL	<i>Music</i> Mathematics English	<i>Art</i> History Science
7K	<i>Latin</i> Science MFL (P2)	<i>Art</i> History Mathematics	<i>Design & Technology</i> MFL English	<i>Religious Studies</i> Mathematics	<i>Music</i> Computer Science Geography
7L	<i>Religious Studies</i> MFL (P2) Mathematics	Computer Science Geography	Mathematics <i>Latin</i> MFL	<i>Music</i> <i>Art</i> History	<i>Design & Technology</i> English Science

- **In the first few weeks of the Autumn Term, Year 7 students are only set homework in Mathematics, English and Science.** Homework for the other subjects commences after a settling in period.
- The approximate time for homework in Year 7 is 30 minutes per subject.
- Year 7 homework for Art, Religious Studies, Music and Computer Science is set fortnightly.
- Year 7, 8 and 9 homework for Latin, Music and Design & Technology is set fortnightly.
- In addition to the one English homework a week set in Year 7, students are expected to spend 20 minutes per weekday reading their accelerated reader text. They are also expected to have their accelerated reader text with them at all times whilst at school.
- Students who are entitled to extra time in tests and examinations should practise using extra time when doing their homework.