

Year 7 – Spring 1

| | Curriculum Focus | Assessment |
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| English | Faster Read: 'Darkside' by Tom Becker | Reading: Comprehension of a contemporary novel. Writing: Assessed through Writing Challenge lessons. |
| Maths | Labelling conventions of 2D and 3D shapes Properties of 2D shapes Symmetry Addition and subtraction of positive integers and decimals in context Addition and subtraction of negative integers | End of Unit tests |
| Science | Unit 3: Matter & Mixtures | Learning check End of topic test |
| French | Describing oneself and other people, naming family members | Receptive skill assessment |
| Spanish | To discuss your opinions on different free time activities and be able to justify opinions using a variety of adjectives. | Mid-module writing task. |
| Geography | Cold Environments: Students will learn about how people have adapted to live in cold environments and how glaciers have shaped our landscape in the past (UK) and are continuing to do so in the present day (Himalayas). | Formative: 'Life in the Arctic is very difficult for the Inuit' Discuss Summative: Selection of short questions based on what has been studied. |
| History | What difference did the Black Death make to life in Walsham? Why has 1492 been described as a turning point in world history? | End of enquiry outcome tasks Formal Assessment 2 |
| RE | Story Telling: Identifying how different stories can give us knowledge. | Summative assessment of the three units studied so far |

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| | <p>Exploration of creation stories and whether they should be taken literally or metaphorically.</p> <p>What can we learn from the parables of Jesus?</p> | |
| PE | <p>Depending on timetabled group, students will have the opportunity to practise rugby, football, handball, badminton, trampolining or basketball.</p> | Ongoing in the lesson |
| Art | <p>Green Man: Working from real-life sources and artist research, students will produce accurately observed studies. Students will use a wide range of materials whilst also exploring the myth of the green man.</p> | Unit 2 AO1 Unit 2 AO2 |
| Drama | <p>Voice 21 Oracy Presentation: 'Speak like a Specialist'.</p> <p>World of Theatre unit begins</p> | Assessed Formative assessment |
| Music | <p>Classes will either be doing Rhythm or Hip Hop and Rap (rooming dependent).</p> <p>In Rhythm Workshop we learn about the different note values and how to use them, putting together our own rhythms and working on polyrhythms.</p> <p>In Hip Hop and Rap, students create their own alphabet raps using BandLab for Education and record these in pairs.</p> | End of topic task to hand in, ongoing formative feedback |
| Computer Science | <p>Unit 2: Programming essentials in Scratch – Part 1 The aim of this unit is to build students' confidence and knowledge of the key programming constructs. The unit covers sequencing, variables, selection, and count-controlled iteration.</p> | Formative feedback on Scratch challenges completed. |
| PSHE | <p>Self Esteem</p> <p>Healthy and Unhealthy Relationships</p> <p>Different families</p> | |
| Design Technology | <p>Rotation 2 continued: Textiles / Food / Materials / Drawing / CAD</p> <p>Textiles – Design movements & decorative products</p> <p>Catering – Cooking skills</p> | End of unit test. Test green panned. Teacher formative marking. |

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| | <p>Materials – Working with timbers and polymers</p> <p>Drawing – Communication skills through drawing</p> <p>CAD – Computer aided design skills</p> | |
| Dance | <p>Introduction to Musical Theatre: Students will explore Musical Theatre dance through Matilda the Musical developing coordination, confidence, performance skills and creativity through choreography and performance.</p> | Formative assessment |