

## Year 7 – Summer 1

	<b>Curriculum Focus</b>	<b>Assessment</b>
<b>English</b>	An Introduction to Shakespeare including study of 'Much Ado About Nothing'.	Creative writing (monologues)
<b>Maths</b>	Generating Numbers Ordering and equivalence Linear sequence Part 1	Topic assessments
<b>Science</b>	Unit 5: Genes & Reproduction	Learning check End of topic test
<b>French</b>	Talking about the sports you and other people do, expressing opinions on sports	Mid-module writing task.
<b>Spanish</b>	To express your justified opinions of different school subjects and describe the facilities of your school.	Mid-module writing task.
<b>Geography</b>	Global Issues – This unit covers a wide-ranging set of interesting and topical issues including plastic pollution, the importance of coral reefs and the impact of mass tourism. We also build on the fieldwork skills that students have acquired in the previous unit. Students conduct their own study about the litter problem and environmental quality of the school site.	Formative – Fieldwork enquiry Summative – Selection of short questions based on what has been studied.
<b>History</b>	In what ways did the Reformation matter to ordinary people? How did Miranda Kaufmann uncover the lives of the Black Tudors?	End of enquiry outcome tasks <b>Formal assessment 3</b>
<b>RE</b>	Exploring how the Sikhi religion began reflecting on the similarities and differences with other religions. The role and significance of the Guru Nanak. Identifying the core parts and meaning of the Khalsa, the Gurdwara and the 10 Gurus	Assessment of the 5 units studies so far with emphasis on Sikhi
<b>PE</b>	They will be taking part in a number of different disciplines in athletics and then involved in a House Athletics competition in the last week of term	Ongoing in the lesson

<b>Art</b>	<b>Organic Architecture – Gaudi inspired cityscape –</b> Students will be taught one- and two-point perspective. They will then explore the mosaic and architectural work of Gaudi. Leading them on to produce mosaic inspired poly-block prints using Gaudi's lizard.	AO1 AO2
<b>Drama</b>	World Theatre continues	Summative assessment
<b>Music</b>	7e1, 7e2, 7n1, 7n2, 7w2 – Ukuleles (learning to play chords and tab notation on the ukulele. 7e3, 7w1 – Pentatonic Composition (using computer based composition software to compose pentatonic melodies) 7n3, 7w3 – Hip hop and rap (composing an alphabet rap)	Formative assessment feedback and verbal feedback
<b>Computer Science</b>	Unit 3 – Spreadsheets Students will use Microsoft Excel to create numerical models for the analysis and presentation of numerical data. They will learn how to format a Spreadsheet table, use formulas, function, conditional formatting and create graphs.	Formative feedback on Spreadsheet models created. End of unit test
<b>PSHE</b>	Water Safety talk Friendships Sleep Ethical spending	
<b>Design Technology</b>	Rotation 3: Textiles / Food / Materials / Drawing / CAD o Continuation of above Rotation 4: Textiles / Food / Materials / CAD-CAM o Textiles – Design movements & decorative products o Catering – Cooking skills o Materials – Working with timbers and polymers o Drawing – Communication skills through drawing o CAD – Computer aided design skills	o End of unit test o Test green penned. o Teacher formative marking. o CTG action.
<b>Dance</b>	Dance Around the World – students will explore global cultures, movement styles and traditional dances to build technical, choreographic and cultural knowledge.	Formative assessment and verbal feedback

