



Year 7 Curriculum Overview

Year	Subject	LP	This half term I am learning:	By the end of this half term I will:
7	DT Art	1	This half term I am learning: - how to develop 2D textural drawing skills; - how to improve my 3D modelling skills.	By the end of this half term I will: - be able to use a variety of clay techniques safely; - be able to use a range of mark making drawing techniques; - develop the learning skills of CATEGORISE, PRESENT, EXPLAIN, VISUALISE, DEVELOP, MODEL, ASSESS and EVALUATE.
7	DT Food	1	This half term I am learning: - about food safety and hygiene rules; - how to use different cooking equipment safely; - about a range of practical cooking skills; - about healthy eating principles.	By the end of this half term I will: - be able to list food safety and hygiene rules; - be able to use different cooking equipment safely; - be able to describe the main healthy eating messages and the key nutrients; - develop the learning skills of EXPLAIN, INVESTIGATE, MODEL, PLAN, RECORD, COMPARE, EVALUATE, DESCRIBE, SUMMARISE, REVISE and QUESTION.
7	Graphics	1	This half term I am learning: - about papers and boards and the paper making process; - how to use graphics skills, 2D and ISOMETRIC drawing to develop my ideas; - how use MS PowerPoint to present information; - how to produce a net to make a door hanger that includes mechanisms and movement. By the end of this half term I will: - be able to categorise papers and boards and explain the paper making process; - be able to apply graphics skills to develop my ideas; - be able to use MS PowerPoint to present information; - be able to produce a net to make a door hanger that includes mechanisms and movement; - develop the learning skills of CATEGORISE, DISCUSS, DEVELOP, EXPLAIN, IDENTIFY, PRESENT and EVALUATE.	By the end of this half term I will: - be able to categorise papers and boards and explain the paper making process; - be able to apply graphics skills to develop my ideas; - be able to use MS PowerPoint to present information; - be able to produce a net to make a door hanger that includes mechanisms and movement; - develop the learning skills of CATEGORISE, DISCUSS, DEVELOP, EXPLAIN, IDENTIFY, PRESENT and EVALUATE.
7	DT Product Design	1	This half term I am learning: - how to develop 3D drawing techniques and modelling skills; - how to use a range of workshop tools and equipment safely; - how to classify plastics and to distinguish between thermo and thermosetting plastics.	By the end of this half term I will: - be able to draw in 3D and model my ideas in cardboard; - be able to make a desk tidy using workshop tools and equipment; - be able to classify plastics and to distinguish between thermo and thermosetting plastics; - develop the learning skills of INITIATE, RESEARCH, PLAN, MODEL, ENGAGE, PRESENT, EVALUATE and CONCLUDE.
7	DT Textiles	1	This half term I am learning: - how to thread, set up and use a sewing machine independently; - why health and safety is a consideration in textile products; - how to analyse existing products using ACCESS FM; - how to design and make a soft toy for a child by following a pattern/instructions.	By the end of this half term I will: - be able to use the sewing machine with confidence; - be able to understand the role of health and safety laws and regulations in DT; - be able to carry out primary and secondary analysis of a range of existing products; - be able to make a sock toy; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, MODEL, PRESENT, PLAN and EVALUATE.
7	English	1	This half term I am learning: • how to identify explicit and implicit meanings in the novel, 'Private Peaceful'; • how to analyse how structural devices are used to affect the reader; • how to analyse how writers use language, using relevant subject terminology to support my views;	By the end of this half term I will: • be able to explain different layers of meaning in texts; • be able to explain how structure is employed; • be able to use the skills I have learned to respond to an extract from the novel.
7	History	1	This half term I am learning: - how Rome became powerful; - how people lived in Roman society; - how the Empire came to an end.	By then end of this half term I will: - be able to EXPLAIN the development of the Roman Empire; - be able to EVALUATE the impact of key individuals; - be able to reach a JUDGEMENT the impact the Romans had.
7	Geography	1	• What geography is and how I am linked to the rest of the world. • How to read and interpret features on a map.	• Have a clear understanding of how to read scale, measure distance, identify symbols, use 4 and 6 figure grid references and identify height on maps. • PLAN and conduct an independent investigation which includes methodology and data analysis.
7	Maths	1	This half term I am learning: - how to break numbers down into their prime factors; - how to work with index notation; - how to calculate using the order of operations known as BIDMAS; - how to solve problems involving angles and polygons; - how to construct triangles using a pair of compasses and a protractor; - how to solve problems involving fractions and mixed numbers.	By the end of this half term I will: - be able to break numbers down into their prime factors; - be able to work with index notation; - be able to calculate using the order of operations known as BIDMAS; - be able to solve problems involving angles and polygons; - be able to construct triangles using a pair of compasses and a protractor; - be able to solve problems involving fractions and mixed numbers; - develop the learning skills of DESCRIBE, EXPLAIN, REVISE and PLAN.
7	MFL	1	This half term I am learning: - how to introduce myself; - how to say what subjects I study and give simple opinions; - how to pronounce Spanish sounds and letter groupings.	By then end of this half term I will: - be able to identify different parts of speech such as verb, adjective, noun; - be able to conjugate an ar infinitive to the I form of the present tense; - be able to hold a short conversation in Spanish.
7	PE	1	This half term I am learning: • how to develop fundamental skills of running, jumping, throwing, catching, agility and coordination; • how to develop physical strength, speed, stamina and flexibility; • how to use these skills within specific sporting activities; • how to observe and evaluate performance of self and others; • how to prepare for and recover from exercise;	By the end of this half term I will: • be able to perform a range of fundamental skills to a basic level; • be able to show a good level of physical strength, stamina, speed and flexibility; • develop the learning skills present, model, organise, investigate, contrast and compare
7	RE	1	This half term I am learning: - about St John Plessington and why the college is named after him, and about your house patron; - about the importance of baptism and the Roman Catholic Mass; - about the hierarchy of the Roman Catholic Church and the roles of the parish priest.	By then end of this half term I will: - be able to EXPLAIN why the college is named after St John Plessington and EXPLAIN the importance of my house patron; - be able to DESCRIBE what happens during a baptism and a Roman Catholic Mass and EXPLAIN why they are important; - be able to VISUALISE the hierarchy of the Roman Catholic Church and DESCRIBE the role of the parish priest.
7	Biology	1	This half term I am learning: - how living organisms are structured; - how cells are specialised to carry out a particular function; - how diffusion enables cells to take in and give out substances.	By then end of this half term I will: - be able to DESCRIBE how living things are structured and EXPLAIN the reasons for this using the idea of specialisation; - be able to EXPLAIN the process of diffusion and how this enables living things to get the chemicals they need; - develop the skills of DESCRIBE, EXPLAIN, REVISE, SUMMARISE, ASSESS and EVALUATE.

7 Chemistry	1	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how substances change state as their temperature changes using the particle model; - how diffusion takes place down a concentration gradient; - how temperature changes can be tracked during changes of state. 	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use the particle model to explain changes of state; - be able to use the particle model to explain diffusion; - develop the skills of DESCRIBE, EXPLAIN, REVISE, SUMMARISE, ASSESS and EVALUATE.
7 Physics	1	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how energy is a quantity that can be quantified and calculated; - how temperature difference between two objects leads to energy transfer; - how power ratings of appliances can be compared in watts. 	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to calculate energy from a number of situations; - be able to EXPLAIN energy transfer in terms of temperature; - be able to calculate the energy costs; - develop the learning skills of REVISE, SUMMARISE, ASSESS, EVALUATE, EXPLAIN, PRESENT.
7 DT Art	2	<ul style="list-style-type: none"> • how to mix different types of colours; • about different architects and art movements; • construction and painting techniques to create a sculpture. 	<ul style="list-style-type: none"> • be able to explain different categories of colours; • be able to redesign an existing building using art movements to inspire me; • be able to produce a sculptural building of my own design; • Develop the learning skills of INITIATE, CATEGORISE, RECORD, RESEARCH, INVESTIGATE, RECORD, MODEL, VISUALISE and ASSESS.
7 DT Food	2	<p>The half term I am learning:</p> <ul style="list-style-type: none"> - about food safety and hygiene rules; - how to use different cooking equipment safely; - about a range of practical cooking skills; - about healthy eating principles. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to list food safety and hygiene rules; - be able to use different cooking equipment safely; - be able to describe the main healthy eating messages and the key nutrients; - develop the learning skills of EXPLAIN, INVESTIGATE, MODEL, PLAN, RECORD, COMPARE, EVALUATE, DESCRIBE, SUMMARISE, REVISE and QUESTION.
7 Graphics	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - about papers and boards and the paper making process; - how to use graphics skills, 2D and ISOMETRIC drawing to develop my ideas; - how use MS PowerPoint to present information; - how to produce a net to make a door hanger that includes mechanisms and movement. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to categorise papers and boards and explain the paper making process; - be able to apply graphics skills to develop my ideas; - be able to use MS PowerPoint to present information; - be able to produce a net to make a door hanger that includes mechanisms and movement; - develop the learning skills of CATEGORISE, DISCUSS, DEVELOP, EXPLAIN, IDENTIFY, PRESENT and EVALUATE.
7 DT Product Design	2	<p>to learn how to use glass paper and wet or dry paper to smooth the edges of acrylic to create a quality product;</p> <p>to use acrylic finishing paste (polish) to get a professional finish on the edge the acrylic.</p>	<p>This half term I am learning:</p> <ul style="list-style-type: none"> • continue to manufacture my desk tidy; • how to produce a 3D card model and net to package my desk tidy; • how to understand the functions and types of structures; • how to understand the forces that affect structures; • how to understand how triangulation improves the strength of structures; • how to use graphics materials to manufacture 3D structures. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use the sewing machine with confidence; - be able to understand the role of health and safety laws and regulations in DT; - be able to carry out primary and secondary analysis of a range of existing products; - be able to make a sock toy; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, MODEL, PRESENT, PLAN and EVALUATE. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use specific genre vocabulary and a variety of sentence types for effect; - be able to write with accurate spelling, punctuation and grammar; - be able to create a narrative piece in one of the genre styles I have studied.
7 DT Textiles	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to thread, set up and use a sewing machine independently; - why health and safety is a consideration in textile products; - how to analyse existing products using ACCESS FM; - how to design and make a soft toy for a child by following a pattern/instructions. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use the sewing machine with confidence; - be able to understand the role of health and safety laws and regulations in DT; - be able to carry out primary and secondary analysis of a range of existing products; - be able to make a sock toy; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, MODEL, PRESENT, PLAN and EVALUATE.
7 English	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to communicate clearly and imaginatively; - how to select and adapt tone, style and register for different purposes; - how to organise information and ideas using structural and grammatical features. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use specific genre vocabulary and a variety of sentence types for effect; - be able to write with accurate spelling, punctuation and grammar; - be able to create a narrative piece in one of the genre styles I have studied.
7 History	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how Rome became powerful; - how people lived in Roman society; - how the Empire came to an end. 	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN the development of the Roman Empire; - be able to EVALUATE the impact of key individuals; - be able to reach a JUDGEMENT the impact the Romans had.
7 Geography	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how the earth is structured and how this leads to earthquakes and the formation of shield and composite volcanoes; - how earthquakes and tsunamis are formed and the impact these have had in Haiti and Indonesia - how countries can benefit from tectonic activity and why people choose to live in areas of tectonic risk. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the different layers of the earth and processes taking place at different plate boundary; - be able to EXPLAIN the causes, effects and responses to the Haiti earthquake and Boxing Day Tsunami; - be able to EVALUATE the benefits and risks of living in an active tectonic zone.
7 Maths	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to simplify expressions by collecting like terms; - how to substitute into algebraic expressions and formulae; - how to expand brackets; - how to solve linear equations including those involving brackets and unknowns on both sides; - how to convert between metric units; - how to convert between improper fractions and mixed numbers; - how to add and subtract fractions and mixed numbers; - how to find interior and exterior angles of polygons; - how to find unknown angles made by parallel lines. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to simplify expressions by collecting like terms; - be able to substitute into algebraic expressions and formulae; - be able to expand brackets; - be able to solve linear equations including those involving brackets and unknowns on both sides; - be able to convert between metric units; - be able to convert between improper fractions and mixed numbers; - be able to add and subtract fractions and mixed numbers; - be able to find interior and exterior angles of polygons; - be able to find unknown angles made by parallel lines; - develop the learning skills of MODEL, DESCRIBE, CATEGORISE, INVESTIGATE, VISUALISE, and REVISE.
7 MFL	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to say what I do in my spare time; - how to say what the weather is like and what I do according to the weather; - how to say what sports I and others do and play. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to give simple and negative opinions about my free time activities; - be able to use a range of weather phrases in the present tense; - be able to conjugate hacer and jugar in the first person of the present tense.
7 Pe	2	<ul style="list-style-type: none"> • how to develop travelling skills through rolls, twists and leaps; • how to balance individually and with a partner, using various body parts; • how to link movements together using twists and jumps; 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> • be able to demonstrate various travelling skills with quality and precision; • be able to demonstrate high quality individual and partner balances within a sequence; • develop the learning skills of MODEL, ARTICULATE, PLAN, DESCRIBE, INVESTIGATE, FOCUS and PRESENT.
7 RE	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - about key events in the life of Abraham; - about key events in the life of Moses; - about some great leaders and prophets from the Old Testament. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the life of Abraham; - be able to EXPLAIN key events in the life of Moses; - be able to SUMMARISE the qualities of a good leader.
7 Biology	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how reproduction occurs in humans and the changes that occur during puberty; - how sexual reproduction occurs in plants; - how plants make their own food by photosynthesis and adaptations of the leaf. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE and EXPLAIN menstruation and pregnancy; - be able to COMPARE and CONTRAST the two types of reproduction in; - be able to EXPLAIN the role of photosynthesis as the producer and the start of the food chain; - develop the learning skills of REVISE, SUMMARISE, ASSESS, EVALUATE, EXPLAIN and COMPARE.

7 Chemistry	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how elements can form different compounds; - how to separate a range of different mixtures; - how solution Chemistry is used in different contexts. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use particle diagrams to explain properties of a compound; - be able to explain what a solubility graph shows; - develop the skills of REVISE, SUMMARISE, ASSESS, EVALUATE, EXPLAIN and CONCLUDE.
7 Physics	2	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how the temperature difference between two objects leads to energy transfer from the hotter to the cooler one, through radiation; - how domestic fuel bills, fuel use, and costs are linked; - how you can COMPARE power ratings of appliances in watts (W, kW). 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to PREDICT the energy transfer of hot and cold materials via radiation; - be able to EVALUATE electrical appliances through power use; - be able to calculate domestic appliance power use; - develop the use of: PREDICT, EVALUATE, COMPARE, REVISE, SUMMARISE, EVALUATE, DESCRIBE.
7 DT Food	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - about food safety and hygiene rules; - how to use different cooking equipment safely; - about a range of practical cooking skills; - about healthy eating principles. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to list food safety and hygiene rules; - be able to use different cooking equipment safely; - be able to describe the main healthy eating messages and the key nutrients; - develop the learning skills of EXPLAIN, INVESTIGATE, MODEL, PLAN, RECORD, COMPARE, EVALUATE, DESCRIBE, SUMMARISE, REVISE and QUESTION.
7 Graphics	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - about papers and boards and the paper making process; - how to use graphics skills, 2D and ISOMETRIC drawing to develop my ideas; - how use MS PowerPoint to present information; - how to produce a net to make a door hanger that includes mechanisms and movement. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to categorise papers and boards and explain the paper making process; - be able to apply graphics skills to develop my ideas; - be able to use MS PowerPoint to present information; - be able to produce a net to make a door hanger that includes mechanisms and movement; - develop the learning skills of CATEGORISE, DISCUSS, DEVELOP, EXPLAIN, IDENTIFY, PRESENT and EVALUATE.
7 DT Product Design	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to develop 3D drawing techniques and modelling skills; - how to use a range of workshop tools and equipment safely; - how to classify plastics and to distinguish between thermo and thermosetting plastics. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to draw in 3D and model my ideas in cardboard; - be able to make a desk tidy using workshop tools and equipment; - be able to classify plastics and to distinguish between thermo and thermosetting plastics;
7 DT Textiles	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how natural and synthetic fabrics are sourced; - how to hand and machine sew; - how to use a template to create a hand puppet. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to explain where fibres come from; - be able to confidently use the sewing machine and hand sew; - be able to create a hand puppet. - develop the learning skills of INVESTIGATE, RESEARCH, COMPARE, CONTRAST, FOCUS, MODELLING, VISUAL AND CONSTRUCT.
7 English	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to IDENTIFY and interpret explicit and implicit information in fiction and non-fiction texts; - how to ANALYSE how writers use language and structure in a range of fiction and non-fiction texts; - how to weigh up aspects of texts, using evidence to support points. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to RESPOND to Fiction and Non-fiction comprehension style exam questions; - be able to ANALYSE writers' techniques and use some evidence from texts in my responses; - be able to offer a personal response on aspects of texts.
7 History	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how life changed in the Middle Ages; - how important religion was for medieval people; - how and why the Crusades took place. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the lives of medieval people; - be able to EXPLAIN the importance of religion and how it affected everyday life; - be able to EXPLAIN the changes of the Crusades on Europe.
7 Geography	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how the water cycle operates and the factors that can influence this; - how rivers have a long profile which is influenced by a range of human and physical factors; - how rivers and humans interact with one another, including a named example of a flood in an HIC and LIC. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the water cycle and EXPLAIN the factors that influence this; - be able to DESCRIBE the long profile of a river and EXPLAIN the range of human and physical factors that
7 Maths	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to find the term-to-term rule for a simple linear sequence; - how to find the position-to-term rule for a simple linear sequence; - how to calculate with simple probabilities; - how to draw and interpret simple pie charts, and comparative bar charts; - how to find the area and perimeter of rectangles, triangles, parallelograms and trapezium; - how to find the area and perimeter of compound shapes; - how to find the surface area and volume of cuboids and triangular prisms; - how to use calculator methods to find a percentage of an amount; - how to use calculator methods to find a percentage increase or decrease. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to find the term-to-term rule for a simple linear sequence; - be able to find the position-to-term rule for a simple linear sequence; - be able to calculate with simple probabilities; - be able to draw and interpret simple pie charts, and comparative bar charts; - be able to find the area and perimeter of rectangles, triangles, parallelograms and trapezium; - be able to find the area and perimeter of compound shapes; - be able to find the surface area and volume of cuboids and triangular prisms; - be able to use calculator methods to find a percentage of an amount; - be able to use calculator methods to find a percentage increase or decrease; - develop the learning skills of PRESENT, EXPLAIN, DESCRIBE, PLAN, COMPARE and IDENTIFY.
7 MFL	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to use adjectives to DESCRIBE personality and physical appearance; - how to DESCRIBE my home life including my family, pets and house; - how to DESCRIBE an ideal friend and pet. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use adjectives more accurately; - be able to use the irregular verbs ser and tener in the present tense; - be able to use set phrases in the conditional tense.
7 Pe	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> • how to develop techniques and skills for dribbling, passing, receiving, and tackling; • how to use appropriate skills and tactics within game situations; • how to observe & evaluate self and peer performance, providing positive feedback. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> • be able to lead warm ups and stretches to prepare for exercise; • develop the learning skills of RESEARCH, COLLABORATE, EVALUATE, PLAN, ANALYSE and QUESTION.
7 RE	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how the Bible is structured and how Christians interpret it differently; - how Jews use the Torah and why it is important; - how Muslims use the Quran and why it is important. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN the structure and different interpretations of the Bible; - be able to DESCRIBE how Jews use the Torah; - be able to EXPLAIN how Muslims show respect for the Quran.
7 Biology	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how plants use minerals to function; - how chemosynthesis and respiration release energy; - how organisms are part of an ecosystem. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE deficiency symptoms in plants; - be able to DESCRIBE the link between predators and their prey; - be able to develop the learning language of EXPLAIN, DESCRIBE, REVISE, ASSESS, EVALUATE and SUMMARISE.
7 Chemistry	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to use a range of separation techniques; - how to use particle diagrams to SPECULATE how separation techniques work; - how indicators can be used to identify acids, alkalis and neutral substances. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to identify the appropriate separation technique to separate out give mixtures; - be able to identify substances as acids or alkalis using an indicator; - be able to develop the learning skills of INVESTIGATE, REVISE, ASSESS, EVALUATE, ORGANISE, SPECULATE, RELATE and

7 Physics	3	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how light and sound travel through different mediums; - how animals use echolocation; - how light can be reflected and the laws governing this. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to calculate the speed of sound and light; - be able to DESCRIBE the distance between objects in space; - be able to calculate angles of reflection; - develop the learning skills of DESCRIBE, ASSESS, REVISE, SUMMARISE, EVALUATE, COMPARE and PRESENT.
7 DT Art	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to develop 2D textural drawing skills; - how to improve my 3D modelling skills. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use a variety of clay techniques safely; - be able to use a range of mark making drawing techniques; - develop the learning skills of CATEGORISE, PRESENT, EXPLAIN, VISUALISE, DEVELOP, MODEL, ASSESS and EVALUATE.
7 DT Food	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - about food safety and hygiene rules; - how to use different cooking equipment safely; - about a range of practical cooking skills; - about healthy eating principles. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to list food safety and hygiene rules; - be able to use different cooking equipment safely; - be able to describe the main healthy eating messages and the key nutrients; - develop the learning skills of EXPLAIN, INVESTIGATE, MODEL, PLAN, RECORD, COMPARE, EVALUATE, DESCRIBE, SUMMARISE, REVISE and QUESTION.
7 DT Graphics	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to research papers and boards; - how to develop tonal shading and word art skills; - how to manufacture a quality door hanger. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to create a research page to explain the different types of papers and boards; - be able to create design ideas which demonstrate tonal shading and word art skills; - be able to use a tools and equipment safely to manufacture a quality door hanger.
7 DT Product Design	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> • continue to manufacture my desk tidy; • how to understand the functions and types of structures; • how to understand the forces that affect structures; • how to understand how triangulation improves the strength of structures; • how to use graphics materials to manufacture 3D structures. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> • be able to make a of structure using modelling materials and equipment; • be able to construct a structure to support a 1kg load; • develop the learning skills of INITIATE, RESEARCH, PLAN, MODEL, ENGAGE, PRESENT, EVALUATE, and CONCLUDE.
7 DT Textiles	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how natural and synthetic fabrics are sourced; - how to hand and machine sew; -how to use a template to create a hand puppet. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to explain where fibres come from; - be able to confidently use the sewing machine and hand sew; - be able to create a hand puppet. - develop the learning skills of INVESTIGATE, RESEARCH, COMPARE, CONTRAST, FOCUS, MODELLING, VISUAL AND CONSTRUCT.
7 English	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to write imaginatively using a range of stylistic devices; - how to use paragraphs to clearly structure ideas; - how to use varied vocabulary, varied sentence types and a full range of punctuation accurately. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to show that I can write clearly and with some imagination for a range of audiences and purposes; - be able to show that I can adapt style and tone for a range of audiences and purposes; - be able to show that I can use a range of apt vocabulary and a full range of
7 History	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how the nature of medieval warfare developed; - how key battles during the medieval period changed the nature of warfare; - how medieval warfare changed society. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN how warfare changed over the medieval period; - be able to JUDGE the outcomes of key battles and how they were won and lost; - be able to develop examination skills for Paper 1 of the new GCSE.
7 Geography	4	<ul style="list-style-type: none"> • What the water cycle is and how water travels through a drainage basin. • The three processes of a river: erosion, transportation and deposition • How a waterfall forms. • What causes flooding in a drainage basin. • About the causes and effects flooding in Boscastle • About the causes and effects of flooding in Bangladesh. • The strategies used to protect certain areas from flooding. 	<ul style="list-style-type: none"> • Annotate a diagram of both the water cycle and the drainage basin and explain them. • Describe the processes of erosion and deposition in a river and link them to river features. • Describe and explain the causes, effects and responses to flooding in an MEDC and LEDC.
7 Maths	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to round numbers to a specified number of decimal places and significant figures; - how to estimate calculations using rounding; - how plot coordinates in all four quadrants; - how to draw simple straight line graphs including $y=x$; - how to draw and describe reflections; - how to draw and describe translation; - how to draw and describe rotations; - how to draw and describe enlargements. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to round numbers to a specified number of decimal places and significant figures; - be able to estimate calculations using rounding; - be able to plot coordinates in all four quadrants; - be able to draw simple straight line graphs including $y=x$; - be able to draw and describe reflections; - be able to draw and describe translation; - be able to draw and describe rotations; - be able to draw and describe enlargements; - develop the learning skills of EXPLAIN, VISUALISE, PLAN and IDENTIFY.
7 MFL	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to understand the main points in authentic texts about free time activities and festivals; - how to write in detail about free time activities and festivals; - how to use the present and conditional tenses more accurately. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to conjugate the present and conditional tenses; - be able to ARTICULATE a range of different free time activities; - be able to ARTICULATE how I and others celebrate Easter.
7 Music	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to sing in unison and harmony in time; - how to perform chords on the keyboard; - how to perform a piece of music within a band setting. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to create a structured piece of vocal music; - be able to perform chords with a variation of rhythms; - be able to LISTEN, IDENTIFY, PLAN, EXPLAIN, PRESENT, COLLABORATE, DESCRIBE and EVALUATE.
7 Pe	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> • how to observe and evaluate performance and provide positive feedback; • how the components of fitness are important for gymnastics. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> • be able to self-assess and peer assess using set criteria, providing appropriate feedback; • be able to describe components that are important and essential within gymnastics; • develop the learning skills of EVALUATE, PLAN, FOCUS, QUESTION and COMPARE.
7 RE	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - about key events in the life of Abraham; - about key events in the life of Moses; - about some great leaders and prophets from the Old Testament. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the life of Abraham; - be able to EXPLAIN key events in the life of Moses; - be able to SUMMARISE the qualities of a good leader.
7 Biology	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how different nutrients come from a variety of foods; - how energy requirements differ depending on size, lifestyle, age and gender; - how drugs can influence peoples behaviour. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN the importance of a balanced diet in maintaining health; - be able to use a chemical test to find out what food groups a sample of food contains; - be able to develop the skills of EXPLAIN, INVESTIGATE and PRESENT.
7 Chemistry	4	<p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to use a range of separation techniques; - how to use particle diagrams to SPECULATE how separation techniques work; - how indicators can be used to identify acids, alkalis and neutral substances. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to identify the appropriate separation technique to separate out give mixtures; - be able to identify substances as acids or alkalis using an indicator; - be able to develop the learning skills of INVESTIGATE, REVISE, ASSESS, EVALUATE, ORGANISE, SPECULATE, RELATE and

7 Physics	<p>4 This half term I am learning:</p> <ul style="list-style-type: none"> - to choose materials to make models of the eye; - how coloured objects appear different in different coloured light. 	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to PREDICT the colour of objects in different colour filters; - be able to DESCRIBE how forces act in pairs on objects; - develop the learning skills of; PREDICT DESCRIBE, JUSTIFY, REVISE, SUMMARISE and EXPLAIN.
7 DT Food	<p>5</p> <ul style="list-style-type: none"> • to use a range of cooking equipment safely and effectively; • to develop a range of practical cooking skills; • to develop an understanding of colour theory; • to develop my mark making skills in a range of materials and media; • to develop my art vocabulary. 	<ul style="list-style-type: none"> • be able to use a range of cooking equipment safely and effectively; • be able to make range of recipes using the cooking skills I have developed; • be able to mix and blend colours; • be able to create the illusion of texture using clay, paint and pastel; • be able to describe the work of others using key terms.
7 Graphics	<p>5</p> <ul style="list-style-type: none"> • Be develop a range of graphic skills including 2D and 3D drawing techniques and rendering; • To develop a range of nets; • To use a range of graphics tools and equipment safely and effectively. 	<ul style="list-style-type: none"> • Be able to use tonal shading and surface rendering techniques in my work; • Be able to draw simple shapes in 3D and as nets; • Be able to make a ball bearing game using graphics tools and equipment.
7 DT Product Design	<p>5</p> <ul style="list-style-type: none"> • to classify plastics and to distinguish between thermo and thermosetting plastics. • to understand the functions and types of structures; • to understand the forces that affect structures; • understand how triangulation improves the strength of structures; • how to use graphics materials to manufacture 3D structures. 	<ul style="list-style-type: none"> • be able to make a desk tidy using workshop tools and equipment. • be able to classify plastics and to distinguish between thermo and thermosetting plastics. • be able to make a range of structures using modeling materials and equipment; • be able to design and construct a structure to support a 1kg load; • be able to make a vehicle to support an egg during crash testing.
7 DT Textiles	<p>5</p> <ul style="list-style-type: none"> to develop a range of graphic skills including 2D and 3D drawing techniques and rendering; • to develop a range of nets; • to use a range of graphics tools and equipment safely and effectively. 	<ul style="list-style-type: none"> • be able to use tonal shading and surface rendering techniques in my work; • be able to draw simple shapes in 3D and as nets; • be able to make a ball bearing game using graphics tools and equipment.
7 English	<p>5</p> <ul style="list-style-type: none"> • How writers create new places and bring them to life. • The techniques used in descriptive writing. • How to use Standard English when presenting my view to an audience. 	<ul style="list-style-type: none"> • Produce a piece of writing describing my own dream world. • Participate in a group Speaking and Listening activity.
7 History	<p>5</p> <ul style="list-style-type: none"> • What life was like in a medieval village • What life was like in a medieval town • Why religion was so important in medieval times. 	<ul style="list-style-type: none"> • Be able to describe medieval life • Be able to explain the importance of religion • Start to assess the quality of life in medieval times.
7 Geography	<p>5</p> <ul style="list-style-type: none"> • where foods come from in the world • about the different types of farming, and where they are located in the UK. • what organic farming is and how it benefits the environment. • the differences between free range and intensive farming. • the distance food travels and methods of transports. • the importance of fair trade and how it helps farmers in LEDC's. 	<ul style="list-style-type: none"> • Understand where food comes from and the different types of farming that take place in the UK. • Study the super food highway and examine how Fair Trade benefits farmers.
7 Maths	<p>5</p> <ul style="list-style-type: none"> • how to find the surface area and volume of some 3D shapes; • how to check my work using appropriate methods; • how to multiply and divide by powers of 10; • how to recognise 2D and 3D shapes; • how to solve problems involving transformations. 	<ul style="list-style-type: none"> • be able to calculate the surface area of right prisms; • be able to estimate numbers and use this to calculate approximate answers; • be able to multiply and divide by powers of 10; • be able to recognise 2D and 3D shapes; • be able to solve problems involving transformations.
7 MFL	<p>5</p> <ul style="list-style-type: none"> • New vocabulary for a variety of sports and activities in Spanish. • How to say what I like and dislike doing in my free time. • How to describe what I normally do at the weekend. • How to say what chores I do and don't do to help at home. • How to form the near future tense to say what I am going to do at the weekend. 	<ul style="list-style-type: none"> • Be able to say the names of different sports and activities in Spanish. • Be able to give a variety of opinions about my free time activities. • Be able to say what activities I normally do and what activities I am going to do using the near future tense. • Be able to describe what I do to help out around the house.
7 Music	<p>5</p> <ul style="list-style-type: none"> • how to identify the different structures in music – binary, ternary and rondo; • how music is structured; • how to compose a piece of music using pitch and rhythm; • how to notate a composition. 	<ul style="list-style-type: none"> • be able to identify different structures through listening tasks; • be able to play music in different structures on the keyboard; • be able to compose music in different structures using keyboards and classroom percussion; • be able to use a form of notation to write down compositions.
7 Pe	<p>5</p> <ul style="list-style-type: none"> • how to develop technique and ability in running, jumping and throwing through a variety of events; • how to apply the correct technique to improve performance in individual events; • how to observe own and peer performance in order to identify strengths and areas for improvements. • about the importance of fitness for individual events. 	<ul style="list-style-type: none"> • be able to demonstrate basic technique and ability in running, jumping and throwing; • be able to demonstrate how to apply technique to improve performance in individual events; • be able to observe performance and discuss strengths and areas for improvement; • be able to understand and describe the main components of fitness for individual events.
7 RE	<p>5</p> <ul style="list-style-type: none"> • about the life of Moses, and the difference he made to the lives of the Hebrew people. 	<ul style="list-style-type: none"> • know how God cared for the Jewish people; • illustrate the plagues; • understand the major events in the escape from Egypt; • summarise the events of Passover.
7 Science	<p>5</p> <ul style="list-style-type: none"> About different rates of reaction, what the different parts of our solar system are, how the Earth travels around the sun. 	<ul style="list-style-type: none"> • Complete an ISA on "Reaction Times"; • Understand that the Earth has days, nights, and seasons; • Be able to explain why the Earth has days, nights, and seasons; • Be able to explain how we are able to see the moon; • Understand that the moon looks different every night; • Know that it takes the moon one month to complete a cycle; • Be able to explain why the moon looks different every night;
7 DT Art	<p>6</p> <ul style="list-style-type: none"> • to develop an understanding of colour theory; • to develop my mark making skills in a range of materials and media; • to develop my art vocabulary. 	<ul style="list-style-type: none"> • be able to mix and blend colours; • be able to create the illusion of texture using clay, paint and pastel; • be able to describe the work of others using key terms.
7 DT Food	<p>6</p> <ul style="list-style-type: none"> • To understand food safety and hygiene rules; • To use a range of cooking equipment safely and effectively; • To develop a range of practical cooking skills; • To understand different methods for evaluating food products; • To understand healthy eating principles. 	<ul style="list-style-type: none"> • List food safety and hygiene rules; • Be able to use cooking equipment safely and effectively to make a range of dishes; • Be able to explain sensory evaluation and disassembly; • Be able to describe the main healthy eating messages and the key nutrients.
7 Graphics	<p>6</p> <ul style="list-style-type: none"> • to develop a range of graphic skills including 2D and 3D drawing techniques and rendering; • to develop a range of nets; • to use a range of graphics tools and equipment safely and effectively. 	<ul style="list-style-type: none"> • be able to use tonal shading and surface rendering techniques in my work; • be able to draw simple shapes in 3D and as nets; • be able to make a ball bearing game using graphics tools and equipment.
7 DT Product Design	<p>6</p> <ul style="list-style-type: none"> • to develop 3D drawing techniques and modeling skills; • to use a range of workshop tools and equipment safely; • to classify plastics and to distinguish between thermo and thermosetting plastics. 	<ul style="list-style-type: none"> • be able to draw in 3D and model my ideas in cardboard; • be able to make a desk tidy using workshop tools and equipment; • be able to classify plastics and to distinguish between thermo and thermosetting plastics.

7 DT Textiles	<ul style="list-style-type: none"> • to develop a quality textiles product and to set up and use a sewing machine; • to construct a 3D textiles product to analyse existing products to construct a 3D textiles product; • to learn about the environmental impact of textiles; • to understand why the '6 Rs' are important in textiles ; • to learn about SJP's role as an eco-school. 	<ul style="list-style-type: none"> • be able to use the sewing machine; • understand how looking at existing products helps me with my design; • understand how important the 6R's are; • make an eco bug.
7 English	<ul style="list-style-type: none"> • How to select information and make helpful notes. • How to write and structure a recount • How to comment on the language choices that writers make 	<ul style="list-style-type: none"> • Read a section of Oliver Twist, extracts from, a speech by Shakespeare and a poem. • Explore and comment on how writers use language to create effects. • Produce a recount and an analysis of a short story
7 History 7 Geography	<ul style="list-style-type: none"> • The location of the World Cup in 2014. • How to map different countries taking part in the competition. • What the climate in Brazil is like and how it is compared with the UK. • How the World Cup will impact on people and environment. 	<ul style="list-style-type: none"> • Be able to locate the countries that took part in the World Cup 2014. • Understand the impact the event had Brazil's economy, society and environment. • Have developed my atlas and graph skills.
7 Maths	<ul style="list-style-type: none"> • how to transform shapes using rotation, reflection, enlargement and translation; • how to generate and plot points of a linear function; • how to use bearings effectively; • how to use statistics to investigate a problem. 	<ul style="list-style-type: none"> • be able to move shapes based on specific instructions; • be able to plot linear graphs; • be able to use bearings to specify direction; • be able to make conclusions of problems using evidence.
7 MFL	<ul style="list-style-type: none"> • New vocabulary for a variety of sports and activities in French. • How to say what I like and dislike doing in my free time. • How to describe what I normally do at the weekend. • How to form the near future tense to say what I am going to do at the weekend. 	<ul style="list-style-type: none"> • Be able to say the names of different sports and activities in French. • Be able to give a variety of opinions about my free time activities. • Be able to say what activities I normally do and what activities I am going to do using the near future tense.
7 Music	<ul style="list-style-type: none"> • how music relates to the World Cup; • what an anthem is and why we have them; • about the features of anthems, how to play and compose them. 	<ul style="list-style-type: none"> • be able to play the English national anthem; • be able to compose a national or football anthem for a country of your choice.
7 Pe	<ul style="list-style-type: none"> • how to outwit opponents through cricket; • how to develop techniques and skills of batting bowling fielding and umpiring; • how to use appropriate skills and tactics within game situations; • how to observe & evaluate self and peer performance, providing positive feedback; • how to prepare for exercise. 	<ul style="list-style-type: none"> • be able to use attacking and defensive principles within game situations; • be able to perform skills, showing basic technique and understanding; • be able to use appropriate skills and tactics within activities and game situations; • be able to provide feedback on performance, relating to strengths and areas for improvement; • be able to lead warm ups and stretches to prepare for exercise.
7 RE	<ul style="list-style-type: none"> • about different myths and legends and why they have been created. 	<ul style="list-style-type: none"> • understand the importance of caring for the environment; • know and be able to explain the importance of the creation stories in Genesis.
7 Science	<ul style="list-style-type: none"> • How we classify different animals and plants, how they interact with one another, and how and why they are suited to the environments in which they live. 	<ul style="list-style-type: none"> • Complete my Year 7 examination; • Know the different classes of animals and plants; • Understand what is meant by variation; • Understand what is meant by adaptation and give examples; • Appreciate how predators and prey can depend on one another; • Be able to draw food webs and food chains; • Understand the different types of behavior that an animal can exhibit.
