Ringwood School

Year 7 Curriculum Map

What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self- test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work. In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge An interest in

participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

A desire to synthesise ideas, fitting them into a wider schema and comparing them to other thing they know

A desire to widen their vocabulary, so that they can use 'the language of the subject' A desire to be

able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interesting to doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps

ART: How can I become a scholar?

Skills, Knowledge and Understanding of the creative process: Throughout **Year 7**, you will learn about the **VISUAL ELEMENTS** and how these link to the areas of **Developing, Recording, Experimenting** and **Presenting** within an art project. Any artist must demonstrate their skill and understanding in these to produce effective artwork. You will analyse the work of artists throughout your studies.

Half-term 1: 7 (6) weeks	Half-term 2: 7 weeks	Half-term 3: 6 (5) weeks	Half-term 4: 6 weeks	Half-term 5: 6 weeks	Half-term 6: 7 weeks
Making Your Mark	**Making Your mark**	**Making Your Mark**	**What Colour Says**	**What Colour Says**	**What Colour Says**
Visual elements **Line, Texture** **Lesson profiles – A01 focus** 1. **Assessment exercise. Pre-printed sheets with activities. Collect "Me@Aged 11" piece if students have completed. Set as HL for those who have not completed. Observational drawing A5 from insect photographs provided as a mirror copy. Tonal control - pencil.** 2. **Assessment exercise continue. Vocabulary understanding audit exercise as starter. Copy of Abi Diamond piece** 3. **Assessment exercise continue. Use tracing paper to create an Abi Diamond piece based on the Mirror insect from wk 1. Home learning to watch new "presenting my work" film** 4. Produce experiments in mark-making using a range of materials. Students respond to descriptive words. Opportunity to build understanding of broader vocabulary 5. Complete exercises in mark-making 6. Written analysis of Abi Diamond, and/or Rosalind Monks. Focus on differing uses of techniques. Opportunity to develop vocabulary **CREATIVE LANGUAGE** **Recording – Control - Observation**	**Visual elements** **Line, Texture** **Lesson profiles – A02/3 focus** 1. Grow understanding of drawing approaches. Use of proportion/continuous line/basic shape in construction of the Insect. Timed exercise using pen and ink. Utilising the mark-making explored in HT 1 2. Grow understanding of drawing approaches. Use of proportion/continuous line/basic shape in construction of the Insect. Timed exercise using pen and ink. 3. Construct Hybrid insect collage using photographs from "Living Jewels" and other sources 4. Complete Hybrid Insect collage and trace this design across to book/paper 5. Complete the development of Hybrid Insect in a response looking at Rosalind Monks style. Reinforce the mark-making used in HT 1 6. Design of insect based on the Hybrid Insect based on development of ideas through project so far. Introduce the work of Barbara Franc to exemplify possible sculpture outcomes 7. Completion/refinement of design/DIRT lesson. Additional artist Julie Alice Campbell – Pinterest Board **CREATIVE LANGUAGE** **Experiment - Intentions – Select - Refine**	**Visual elements** **Line, Colour, Texture, Form** **Lesson profiles – A04 focus** 1. Revisit/completion of design. Start construction and teach explicitly various approaches which have worked well. Encourage students to make mistakes and explore joining/construction techniques that work for them. 2. Continue construction of Hybrid Insect sculpture. Review Barbara Franc. What can students see/what might they bring in to use in their design (screws/nuts/found materials/bottle tops etc) 3. Continue construction of Hybrid Insect sculpture. Introduce use of colour through tissue paper and PVA mix/and wrapping wool/textiles Accommodate the use of materials that students may have brought in. 4. Final sculpture completed/photographed and presented within sketchbook 5. Full evaluation of final piece. Completion/refinement of design/DIRT lesson **CREATIVE LANGUAGE** **Response – Meaningful – Understanding – Make connections – Conclusion - Presenting**	**Visual elements** **Colour, Value, Shape** **Lesson profiles – A01 focus** 1. Matisse/Welcome to colour 2. Complete a vocabulary understanding audit exercise as starter using terms related to colour. Introduction to colour theory/types of colours (Primary Secondary) start Colour mixing experimentation using pre-printed colour "worms" 3. Continue pre-printed colour "worms" 4. Starter with Matisse "La Raie Verte". Written analysis and complete colour "worms"/mixing exercise 5. Understanding and applying and ability to mix Tints, Shades and Tones in a mixture of Hues 6. Complete worksheets on Tints, Shades and Tones in a mixture of Hues. Focus on skills of mixing and paint appilcation **CREATIVE LANGUAGE** **Recording – Experiment – Control - Observation**	**Visual elements** **Colour, Value, Shape** **Lesson profiles – A02/3 focus** 1. **Assessment exercise. Colour matching landscape** 2. **Continue Assessment exercise. Colour matching landscape** 3. **Assessment exercise. Complete an artist response page from from Matisse's "Window" focus on colour and use of marks** 4. Homelearning is to bring in a photograph of a landscape/place that students with to make their final piece. Completion/refinement of design/DIRT lesson Grid up chosen landscape in line only and prepare 2xA5 copies onto cartridge paper. Focus on shape of objects with no tone 5. Start an A5 version of chosen landscape using marks and colour similar to Matisse's "Window" using Complimentary/ clashing colours. Use paint or oil pastel 6. Continue Matisse's "Window" using Complimentary/clashing colours. Use paint or oil pastel **CREATIVE LANGUAGE** **Intentions – Select – Refine**	**Visual elements** **Colour, Value, Shape, Space, Composition** **Lesson profiles – A04 focus** 1. Start an A5 version of chosen landscape using analogous colour. Use colour crayon/pencil – focus on blending/combining colour 2. Complete A5 version of chosen landscape using analogous colour. Use colour crayon/pencil – focus on blending/combining colour 3. Statement of intent for final piece. Scaffolded questions to guide decision-making – what is the effect that you would like your use of colour to have on the viewer? Why are you choosing the combinations that you are? Use technical and correct subject vocabulary and well as descriptive language. Produce thumbnails/designs to aid planning 4. Final piece produced and evaluated using subject vocabulary 5. Final piece produced and evaluated using subject vocabulary 6. Final piece produced and evaluated using subject vocabulary 7. Completion/refinement of design/DIRT lesson. Review the whole year with. **What would you like to learn next year?** **CREATIVE LANGUAGE** **Response – Meaningful – Understanding – Make connections – Conclusion - Presenting**
Super-Curricular: Draw from observation – this is always a valuable means of improvement (from	**Super-Curricular:**	**Super-Curricular:** Draw from observation (from looking at the real object, not a photograph!) – this	**Super-Curricular:** Do independent study on other artists who use colour as an expressive medium	**Super-Curricular:** Carry out additional research on key artists (The Fauvists)	**Super-Curricular:** Look at Website Art2Day https://www.art2day.co.uk/colour.html

looking at the real object, not a photograph!). Show your teacher for feedback Can you go to an Art gallery? Visit either London galleries or local galleries in Southampton/Bournemouth or Poole	Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback Study work in book "living Jewels" and develop you own designs Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement . Show your teacher for feedback	is always a valuable means of improvement . Show your teacher for feedback Do independent study on other artists who use mark-making as an expressive medium	Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement . Show your teacher for feedback	Explore the use of colour by artists JMW Turner and David Hockney (Contrast with others studied) Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement . Show your teacher for feedback	Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement. Show your teacher for feedback.
How can I revise in this subject? This year will require you to produce two "final pieces"; one in term 3, one in term 6. Both of these need to be a reflection of the learning you have done prior. You will also produce 3 controlled assessment exercises, one in each term. Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding. Also ensure that you sketchbook is complete and all work finished to the best of your ability at all times					

TECHNOLOGY: How can I become a scholar?

Skills Knowledge and Understanding					
HOSPITALITY & CATERING	**GRAPHICS**	**ENGINEERING**	**RESISTANT MATERIALS**	**TEXTILES**	**FOOD & NUTRITION**
To be able to follow a recipe in order to prepare and cook restaurant quality meals; ***Making Skills*** Effective and safe use of kitchen utensils and equipment Selecting and adapting dishes to increase skills and techniques including; • Hygienic, safe and correct cutting techniques – bridge and claw using paring knives on correct chopping boards • Use of hand-held blenders and food processors (some) • Clearing away effectively with washing and drying up hygienically • Consideration for presentation, decorative finish / garnish applied ***Developing Knowledge & understanding*** • Hygienic storage and practices	To be able to use equipment to develop hand drawing techniques: Construction lines to help develop neat and accurate lettering, logo designs and drawings. Apply isometric and single point perspective. drawing techniques to produce 3D drawings. Use sketching as a developing tool prior to working digitally. ***Typography work sheet looking decorative fonts and experimenting with emotive words.** ***Producing a range of 3D drawings using both isometric and perspective techniques.** To be able to use a range of different tools on TechSoft Design: Type tool to write words Use basic lines and shapes. Learn how to select to transform and edit lines. Do more complex tasks such as mirror, rotate and alter size. Add colour using the boundary fill tool.	To be able to make an Aluminium casing and stand for a portable speaker using hand tools and machinery; Read and interpret engineered drawings Mark out accurately using a pencil and ruler onto card Mark with some accuracy using a pen and ruler on aluminium sheet Use centre punch effectively to mark hole position. Use a pillar drill safely and accurately Remove the bur from the drill holes Use the gabro (metal) guillotine for cutting Cross file and draw file aluminium sheet to smooth edges Remove the burr on edges of the aluminium sheet using a fine file Use wet and dry paper for smooth finish Use folding bars and jig to fold the aluminium sheet. Use hacksaw to cut aluminium rod	To be able to produce design ideas; Use unfamiliar images to generate design ideas Sketch design ideas and apply the iterative process Annotate design ideas with basic comments to explain features to third parties and to suggest improvement and adaptation ***Annotate design ideas in a detailed way to explain features to third parties and to drive improvement and adaptation**** To be able to apply different evaluative techniques to designing; Model to scale using card ***Model to scale, complex designs that show further adaptation and modification to the original intentions**** To be able to make parts using tools and equipment; Identify and use a coping saw effectively	To be able to produce a doorstop that demonstrates an understanding of pattern and control over a variety of textile techniques. Identify different fabrics, their characteristics and their advantages and disadvantages. Understand about pattern and how shapes can be repeated, rotated and reflected to create repeating patterns. Be able to design patterns and apply designs to making. Understand the basic principles of colour mixing and colour theory and apply this knowledge to fabric painting samples. Demonstrate an understanding and level of skill using a range of textile techniques. e.g. Polytile printing onto fabric, Hand embroidery,	To be able to prepare, cook and present food safely and hygienically in practical sessions; Prepare ready to cook considering personal hygiene and work area Weigh and measure both wet and dry ingredients Follow a step by step recipe ***or to adapt a recipe/use one of their own**** Use a paring knife safely using the bridge and claw hold with ***precision and accuracy**** Prepare fruit and vegetables for cooking – chopping, slicing and dicing Use all parts of the cooker – hob, grill and main oven Select and use equipment safely, ***including electrical equipment for higher level skills* e.g. food processor.*** Use different cooking methods – dry, wet and combination Prepare, shape and combine ingredients – making doughs

• Equipment and utensils • The roles in the kitchen in Catering – kitchen brigade and chef uniform • Recognising how trends and environmental factors can affect Hospitality and Catering • Common food allergens and labelling requirements by law • Types of menus, venues, and settings in HC • Sustainable design – Reduce, Reuse, Recycle • Maths – measuring and weighing / Interpreting data in a sensory analysis	How to use the CAD software to operate CAM laser cut machine ***Create a packaging net using TechSoft, CAD and CAM** *** Create logo on TechSoft Design using multiple layers and printed on the vinyl cutter** To be able to produce design ideas with annotation and evaluation: Produce clear design ideas using the specification Understand the clients unique brand and how to select key information from the brief to inform design Use of appropriate client and theme research To annotate design ideas suggesting possible improvements. Work collaboratively to help progress and improve design. ***Produce packaging product and logo design to the best of their ability.** ***Engage with a global brand and their ethical mission statement.**	Use a tap to create an internal thread in the rod ***Accurate and precise marking, cutting, drilling, smoothing using hand tools**** ***Accurate and precise use of pillar drill**** To be able to use soldering equipment for construction of a PCB portable speaker circuit. Identify and position correct components onto PCB Use Soldering equipment for speaker circuit and component assembly effectively ***Accurate and precise use of soldering equipment Limited prompts on safe working**** To be able to assemble PCB and speaker components onto to the aluminium casing Assemble acrylic mounts onto speaker, PCB, casing. ***Care and attention to detail with final assembly**** ***Demonstrate a good/ high level of independence throughout practical work****	Identify appropriately shaped hand files for their task Apply the techniques of cross and draw filing Apply quality control techniques to their making Identify and use wet and dry paper in the correct sequence Use the pedestal buffer safely Use the band facer safely Drill a hole on the pillar drill safely, applying correct clamping techniques ***Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.****	Hand embroidery into Polytile print, Applique, Weaving, Shibori, Fabric painting, Batik. Use key terminology to evaluate your work and the process and techniques you have used. ***Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.****	***To plan, prepare and cook a range of products using a range of skills independently**** To be able to carry out planning, testing and evaluating food products; Write a time plans for a given recipe, including health and safety points Plan an experiment to help understand the function of ingredients Carry out Sensory testing of existing products as well as their own, using sensory word descriptors Evaluate their work using key terminology. ***To be able to suggest possible improvements to adapt the recipes for future reference****
Super Curricular *Practicing dishes at home.*	Super Curricular *Regular drawing practice.*	Super Curricular *Make an electronic device at home.*	Super Curricular M*ake things at home.* *Why not make a bird box,*	Super Curricular	Super Curricular

Doing background research and reading into types of local Hospitality and Catering venues and settings, as well as trends. To learn food related terminology, suggested list provided from Food & Nutrition teachers	*Cross-circular – apply the drawing techniques in other lessons… not just art. Science, maths, RM, Geography etc. Research and practice two-point perspective design. Spend time researching the background of LUSH; brand, socials, shop fronts/interiors and products.*	*Take a broken device that no longer works, take it apart and fix it! Build using lego and challenge yourself to build something complex.*	*bug house or hedgehog house from scrap wood? Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'*	Experiment with more complex stitches, use you tube tutorials to guide you. Combine techniques to create more complex outcomes. Investigate and explore other textile techniques that you could use.	*To practice recipes before lessons and modify to demonstrate creativity To practice using electrical equipment at home to demonstrate higher level skills. To learn food related terminology, suggested list provided from Food & Nutrition teachers*
How can I revise in this subject? As you rotate across the six different subjects of Technology during year 7&8 you will be assessed on 4 key areas for each; Designing, making, evaluating and knowledge and understanding. Assessment results will be marked onto the front of your technology folders to aid the tracking of improvement across subjects. Three of these assessments will be based on the work that you produce in lesson including your practical outcomes and therefore it is important that you consistently aim for your best each lesson. The end of project test will be used for your knowledge and understanding assessment and this will include questions that relate to the project you have been working on alongside information given to you on an A4 revision sheet. To revise for this you should practice and develop your revision techniques to learn as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.					

DRAMA: How can I become a scholar?

(these topics will be taught in an order that may differ)

Induction	Twist in the Tale	Mask and Physical Theatre	Treasure Island	Crime and Peer Pressure	Improvisation
Introduction to Drama Learning how to create effective improvisation. Learning how to create a believable character. Building Team work. Introducing Split Staging	Interpreting a fairy tale. Learning the definitions of drama techniques. How to use drama techniques to structure work. Build confidence in performance. Have awareness of the audience, using end on staging.	To understand the mask rules To use a mask effectively when re-telling of a story To use body language, convincing characterisation and use of space. To perform a tale in a mask to an audience. To consider creating body props and effective transitions.	Use and **interpret** a playscript - Treasure Island by Bryony Lavery based on the novel by Robert Louis Stevenson Develop mime skills in order to communicate meaning to an audience Perform a section of script having rehearsed and learnt lines. Evaluate work in progress in order to develop their piece. Reading a script with expression. Understanding how to use space effectively.	To explore the ripple effects of a crime. To develop understanding of police procedure. To explore consequences to actions and peer pressure. To interpret a range of stimuli. To use more complex and multiple drama techniques to stage a new scene each week such as Hot seating, flashback, split scene. Explore using persuasive language.	To explore and understand the conventions of improvisation using different stimuli. To understand the skills needed to create successful improvisation. Consolidate mime and movement skills. Further exploration of use of voice. Explore creation of mood and atmosphere.

Super Curricular: Research other forms of staging such as 'In the Round', 'Traverse ', and 'Thrust' and how it differs from 'End On.'	**Super Curricular:** Read Hansel and Gretel Find different visual interpretations of Hansel and Gretel. Annotate the visual images with points of interest and contrast. Compare differences in the interpretation.	**Super Curricular:** Watch masks performances on YouTube such as Neutral Mask Demonstration	**Super Curricular:** Read any play of interest– explore dialogue and stage directions. The Terrible Fate of Humpty Dumpty by David Calcutt. Stone Cold by Robert Swindells adapted by Joe Standerline War Horse by Nick Stafford Grimm Tales by Carol-Ann Duffy Beast and Beauties: Eight Tales from Europe by Carol-Ann Duffy and Melly Still. To develop your vocal expression listen to a radio play to understand vocal expression. Practice your mime skills	**Super Curricular:** Observe someone of a different age. This is to aid your characterisation specifically for the adults and teenagers you might be playing. Observe their mannerisms, gestures, posture and use of voice. This is to help with your characterisation in your practical assessment.	**Super Curricular:** Watch improvisation videos on YouTube such as Improv 4 Kids – Comedy Kids

How can I revise for assessments?

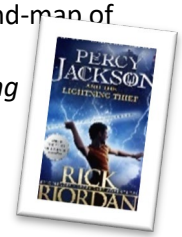
Rehearsals outside of lessons will help you feel assured in practical assessments.

When learning lines you can practice with a friend or relative. You could record yourself on a phone and listen to your lines. You can then record your cues and speak your lines in the gaps. You can look, cover, recite and check.

ALWAYS TAKE A PICTURE ON YOUR PHONE OF YOUR SCRIPT JUST IN CASE YOU LOSE IT.

Make flash cards and/or mind maps of the techniques and definitions and use Quizlet to test yourself at intervals.

ENGLISH: How can I be a scholar?

Topic 1: The Odyssey	Topic 2: Sherlock Holmes	Topic 3: On Silver Tides
• What is a myth? • What is an epic poem? • Who are the Gods, Titans, Monsters and Heroes of Greek Mythology? • What is allusion and how is Greek Mythology often alluded to in wider fiction and non-fiction? • What is hubris and how does Homer's epic poem explore the effects of hubris? • What is an archetypal tragic hero and how does this apply to Odysseus? • How do I make inferences about a character from the language the writer uses?	• What is detective fiction and how does The Adventures of Sherlock Holmes follow the conventions of the genre? • What Victorian context is important to know when talking about The Adventures of Sherlock Holmes? • What is a deduction and how does Holmes use them to solve his cases? • What is introspection and how does Holmes use it to help him be a better detective? • What is duality? What are Holmes' dual natures?	• What is ecology and why is it imporant context to know for the story? • What is folklore and how does it help me understand the Silvermen? • Who is Kelda, and what makes her different from others in her world? • Who are the key characters Kelda meets during her journey, and how do they help or challenge her? • What dangers does Kelda face both in the Upworld and in her own community? • What kind of powers or abilities do Tidemagic people have?
Super-Curricular: • Watch '*Crash Course History – The Odyssey*' on YouTube. • Create a fact-file of information on the Titans and Olympian Gods and Goddesses. • Research '*The Iliad*' and create a mind-map of your findings! • Read '*Percy Jackson and the Lightning Thief*' by Rick Riordan or '*Who Let The Gods Out*' by Maz Evans. 	**Super-Curricular:** • Watch *'Sherlock Holmes Museum -221B Baker Street, London walk-through tour'* on YouTube. • Create a character profile on Sherlock Holmes – include an image and surround him with words/ phrases/ quotations to describe him. • Make a storyboard based on either '*A Scandal in* Bohemia', '*The Red-Headed League'* or '*The Blue Carbuncle'.* • Read '*The Hound of the Baskervilles'* by Sir Arthur Conan Doyle. • Read one or more of the books from *'The Sherlock Files'* series by Tracy Barrett.	**Super-Curricular:** • Write a Letter from Kelda to Isla: Imagine Kelda writing to her sister after an emotional moment in the story. How would she express her feelings? • Write an alternate ending or an extra chapter to the story. What happens if Kelda made a different choice? • Create a Tide-Folk Legend: Write a short story or poem based on a piece of lore from the tide-folk's past. • Read one of the recommended reads books from the classroom poster!
In the first term, you will have a weekly reading lesson. In Year 7 you will read 'Boy 87' by Ele Fountain.		
How can I revise? www.sparknotes.com – useful for texts such as '*The Odyssey'* and '*Twelfth Night'* (includes summary videos). www.quizlet.com – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you.		

Religious Studies: How can I be a scholar?

<table>
<tr><th colspan="3">Skills, Knowledge and Understanding</th></tr>
<tr><th>Autumn Term 1 & 2: The Island</th><th colspan="2">Spring & Summer Terms: Worldviews</th></tr>
<tr><td>Basics of human survival, British Values, formation of a community, based on different events that occur:
• Birth/Marriage/Death
• Celebrations – inc. rites of passage
• Theft – social and religious laws
• Leaving a community
Subject Language: see Glossary</td><td colspan="2">Over the Spring & Summer terms students will study 7 worldviews:
Buddhism Christianity Hinduism Humanism Islam Judaism Sikhism

In the following areas:
• Deities
• Texts
• Afterlife</td></tr>
<tr><td><u>Super Curricular:</u>
Watch: Bear Grylls on YouTube (Man versus Wild). Identify skills, which apply to everyday life. Support further by reading his book ‘To my sons’ … a life survival manual.
Join: Scouts, Guides, Cadets and then accept the DofE challenge to further develop life skills.
Plan and Do: Camping. Voluntary work within the community.
Read: Island at the end of everything by Millward Hargrave, Kiran. The Island by Greder, Armin.</td><td colspan="2"><u>Super Curricular:</u>
<u>Buddhism</u> <u>Christianity</u> <u>Hinduism</u> <u>Islam</u> <u>Judaism</u> <u>Sikhism</u>
Visit: Temple Church Temple Mosque Synagogue Gurdwara
Focus of visit: Learn about the history of the religion, sacred artefacts, layout of the building, religious symbols, worship taking place.
Read: Running on the roof of the world by Butterworth, Jess. This novel explores the life of the Dalai Lama. When the mountains roared by Butterworth, Jess. This novel is set in India so provides a cultural awareness different to the Western world. A seven-letter word by Slater, Kim. This novel explores the world of a young Muslim girl who experiences racism. All three books link to and make you question the values of tolerance, respect, liberty, democracy, rule of Law in our world.</td></tr>
<tr><th colspan="2">Skills to develop in Ethics and Philosophy</th><th>Revising in Ethics and Philosophy</th></tr>
<tr><td colspan="2">Show a knowledge and understanding of beliefs, teachings and practices studied.
Selects sources to support ideas (recall of prior learning – super curricular).
Demonstrate knowledge from different philosophical and ethical arguments related to the area of study.
Analyse, evaluate and discuss issues raised around the area of study.
Reflection upon different beliefs, teachings and practices.
Use subject language effectively both in your written and spoken work (refer to individual glossaries).
Structured written work, which demonstrates SPaG and the use of connectives to link up ideas.
Write in PEAL paragraphs (Point Evidence Analyse Link).
Follow school presentation policy.
Note taking, Literacy, Organisation</td><td>Use Quizlet to revise subject language and definitions (see link on topic glossaries).
Make cue cards using your topic glossaries:
• Use <u>Leither Learning System</u> on YouTube.
• Use Year 7: revising for the Ethics and Philosophy exam on Sharepoint.
Reflect and act upon feedback given.
Use super curricula ideas above to support and develop your learning.</td></tr>
<tr><td colspan="2"></td><td>Assessment in Ethics and Philosophy?</td></tr>
</table>

	In this subject, you will have formal assessments, one on the Island topic and another on Worldviews. Near the end of the academic year, you will have a summer exam covering all topics studied. You will be assessed on the recall and use of Subject Language and their definitions, the skill of writing PEAL paragraphs and SPaG.

FRENCH: How can I be a scholar?

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Vocab content: *Greetings *Student and teacher classroom language *Numbers, days of the week and months *When my birthday is *Who I am, where I am from *My personality Grammar: *Modal verbs (il faut + je peux) + infinitive verbs *The verb 'to be' (être) in the present tense in the first person singular *Adjectival agreement (masculine vs feminine) *Negative (not) *intensifiers, e.g. very Phonemes: a, oi, i, e, SFC, an, en, j	Vocab content: *My personality *Describing the family I have *The pets that I have *Christmas in France Grammar: * Recall of the verb 'to be' (être) in the present tense in the first person singular *The verb 'to have' (avoir) in the present tense in the first person singular *Indefinite articles, e.g. a / some *Recall of the negative (not) *Recall adjectival agreement (masculine vs feminine and plural) Phonemes: s (between vowels), on, r, qu, eau, ch Other skills : How to use a bilingual dictionary both in a physical dictionary and online using www.wordreference.com	Vocab content: *Colours *Expressions that translate differently to English that use 'j'ai', e.g. age *My opinion on free time nouns *My opinion on school subjects Grammar: *Recall of the verb 'to have' (avoir) in the present tense in the first person singular *Opinions + definite article (the) *Recall of the negative (not) Phonemes: eu, ai, an, apostrophes, é Other skills : Recall of how to use a bilingual dictionary	Vocab content: *My opinion on school subjects and reasons why *How to describe a photo Grammar: *Recall of adjectival agreement *Recall of indefinite articles Phonemes : th, t liaison, s liaison, un Other skills : Recall of how to use a bilingual dictionary	Vocab content: *To explain what uniform I wear to school *My opinion on my school uniform and reasons why *Giving my opinions and reasons of free time activities to learn what an infinitive verb is *To explain my daily routine to learn what a conjugated verb is Grammar: *Infinitive verbs (-er verbs as a focus) *Present tense conjugation of regular -er verbs *Recall of indefinite articles Phonemes : au, u, Sfe, er, ez, on, SFC Other skills : Recall of how to use a bilingual dictionary	Vocab content: *Being able to tell the time to explain what time I do my daily routine activities *To explain what ball sports I play *To recall all activities and explain who I do the activities with *Awareness of Francophone countries *Watching the film Kirikou (Sénégalese tale) to give my justified opinion about the film and to describe the characters Grammar: *Recall opinion + infinitive verbs *Recall of conjugating regular -er verbs into the present tense *Partitive articles (au, à la, aux) *Possessive adjectives (mon, ma, mes) *Recall of 'to be' (être) to talk about others Phonemes : h, ou, ille, ç, ain, in
Super-Curricular: On Youtube, **watch some of Alain le Lait**'s very catchy video songs to go over some basics, e.g. colours and numbers. Tell your teacher what you watched by writing a note in the back of your yellow book. https://www.youtube.com/channel/UCqWPNOV-lNbeZQ74hbaCONA	**Super-Curricular:** Research **Henri Rousseau**. Choose one of his paintings with an animal – describe what you see in the back of your yellow book and show your French teacher.	**Super-Curricular:** Click the link below about **'activités quotidiennes du petit Éric'** and try to work out all of the activities he mentions are – write them in French in the back of your yellow book and show your French teacher. https://www.youtube.com/watch?v=TCJHo56nC6E	**Super-Curricular:** Click the below link and watch this presentation of a French school **'Anatole collège'** – what can you understand? Write notes in the back of your yellow book and show your French teacher. https://www.youtube.com/watch?v=TSRS9q75esE	**Super-Curricular:** Practise **conjugating regular- er verbs** into the present tense by going to this website: https://conjuguemos.com/verb/18 Click 'Guided practice' to change the verb endings for the pronoun or click 'Flashcards' to see more verbs or play the games.	**Super-Curricular:** Research **French-speaking countries** (e.g. Canada) and find out what languages are spoken there and any interesting aspects of their culture. Write what you find in the back of your yellow book and show your French teacher.

How can I revise in this subject?

1. The vocabulary for all half terms will be in your vocabulary books for you to create and use flashcards or practise self-quizzing.
2. Google or search on YouTube any of the terms mentioned under grammar to find out more information. You could also visit this website https://agreenmouse.com/french-for-children/

GEOGRAPHY: How can I be a scholar?

Skills Knowledge and Understanding			
Unit 1: Introduction to the UK	**Unit 2: Physical Landscapes in the UK**	**Unit 3 : The People of the UK**	**Unit 4: Weather and Climate of the UK**
Knowledge: Classifications within Geography Continents, oceans and global location of the UK Difference between UK, Great Britain and the British Isles Physical and human features of the UK Links between the UK and Europe Locational geography of Ringwood Place identity and change over time in Ringwood Issues within the local community **Processes and concepts:** Location and composition of the United Kingdom Areas and places in the UK have distinctive characteristics and change over time The role of the UK in continental Europe **Skills:** Interpretation and use of physical and political atlas maps; using numerical data and completing graphs; OS map skills; photo interpretation; decision-making; fieldwork and mapping skills; structuring written responses	**Knowledge:** Classification of rocks The rock cycle Weathering and erosional processes Limestone landscapes River basins and their associated landforms **Processes and concepts:** Erosion Transportation Deposition Formation of landforms **Skills:** Using geographical vocabulary to describe a landscape Recognition of landscapes from photographs and maps Explaining processes skills OS map skills	**Knowledge:** World population size Factors affecting population size Causes of migration What a census is Make-up and ethnicity of the UK's population Causes and impacts of ageing populations What a population pyramid is How and why population pyramids change **Processes and concepts:** Understanding population distribution Links between population and levels of development Ethnicity Migration. How the UK census is collected **Skills:** Photo, pie chart, car chart and map interpretation; using choropleth maps; reading population pyramids; describing and explaining skills; empathy skills.	**Knowledge:** How weather is recorded How the weather affects people Weather forecasting Factors affecting the UK weather Types of rainfall Urban microclimates and urban heat islands Extreme weather in the UK **Processes and concepts:** Elements of the weather Importance of global location on aspects of weather and climate Formation of rainfall Impact of urban areas on microclimatic conditions Regional climatic variations **Skills** Map annotation; photo interpretation; collection and interpretation of fieldwork data; using numerical data; using choropleth maps; graphical skills.
Super-Curricular: Look at the Ordnance Survey's education website Mapzone and have a go at the activities. Using an atlas of the UK: record journeys that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK.	**Super-Curricular:** Investigate some of the world's highest waterfalls. Show location, photos, key facts. *How can these waterfalls be of benefit to a country?* Similarly, choose one of the longest rivers in the world. *How can rivers be of benefit to a country and its people?*	**Super-Curricular:** Books- Global Migration: The Basics by Bernadette Hanlon Websites: Want to look at population pyramid predictions for every country in the world? www.populationpyramid.net Download an app onto your phone to keep up-to-date with latest population statistics from around the world. Try: World population (Dingo apps)	**Super-Curricular**: Make your own weather equipment and record the weather over a period. Use the BBC weather app; watch the BBC weather forecast. Explore the met office website to find out about weather in the UK and how it is measured. Read Horrible Geography – Stormy Weather

How can I revise in this subject?

Throughout the year you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doddle Learn in Geography for home learning. This has lots of revision presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete.

Here are just a few ideas for revising specific parts of your geographical studies:

- For key terms and definitions, make a set of heads and tails cards and practise alone. You could also get others to test you.
- For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type of process.
- For revising the formation of features: take a geographical feature, such as a waterfall. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term.
- For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study.
- For revising map skills: Doddle Learn has a variety of activities to help you to test yourself in every area of map skills.

HISTORY: How can I be a scholar?

Unit 1	Unit 2	Unit 3
Unit: How did monarch's power change over the medieval period? **Skills:** Explanations, Inference, Change and continuity **Knowledge:** Why did William win the Battle of Hastings? How did William keep control of England? How was the Catholic church set up during the medieval period? Why was Thomas Becket murdered? Should King John be known as John the worst? How successful was Edward I's conquest of Wales? Was Edward I the 'Hammer of the Scots?'	**Unit: What was the significance of the church on medieval people's lives?** **Skills:** Explanations, understanding interpretations, significance **Knowledge:** What did medieval people believe about the world? What was the Black Death and what did medieval people believe about it? What does the response to the Black Death tell us about the significance of the church Why was religion so important to medieval people? Why did people go on the Crusades? What was it like for Medieval people living in towns? What can we learn about medieval people from Salisbury?	**Unit: W**hat was similar or different about Catholic and Protestants experiences in the Tudor and Stuart period**?** **Skills:** Similarities and differences, change and continuity, explanations, inferences **Knowledge:** What was the reformation? Why did Henry VIII break with Rome? What were the consequences of Henry's religious settlement in England? How did Edward VI change the church and how was this enforced? Why is Bloody Mary known as bloody and what was it like being a protestant during her reign? How did Elizabeth I try to solve the issue of religion? What were the consequences of Elizabeth's religious settlement? What does the Gunpowder plot show us about attitudes to Catholics in 1605? What caused the English Civil War? Why would Parliament want to execute their King? Was life more stable without a King?
Super Curricular: Visit Corfe Castle and make a note of the defensive features, explaining what they would have been used for.	**Super Curricular:** Visit Salisbury Cathedral and medieval Salisbury. Identify features of a medieval town. Visit the church in Ringwood town and identify any features that we have learnt about.	**Super Curricular:** Read the BBC History Magazine to find out more about the Tudors.

How can I revise for assessments?

Create a mind map, using different colours to represent Point, Evidence and Explanation. Turn your revision notes into a song, Horrible Histories style (like we did in class). Play bingo using the key words. Make cue cards about the key events. Create a timeline of the topics learnt.

ITaCS: How can I be a scholar?

<table>
<tr><th colspan="6">Skills Knowledge and Understanding</th></tr>
<tr><th>Units 1 & 2</th><th>Key Questions</th><th>Units 3 & 4:</th><th>Key Questions</th><th>Units 5 & 6:</th><th>Key Questions</th></tr>
<tr>
<td>Topics
Digital Literacy –Basic IT skills</td>
<td rowspan="2">1. Do you know how to use Word processor, Presentation, Email software efficiently?
2. Can you choose an appropriate software for a given task?
3. Do you know how to professionally present your work?
4. Can you find your Home Learning on Teams?
5. How do you stay safe online?
6. Where can you find help and advice on e-safety?
7. Where can you report e-safety concerns?</td>
<td>Topics
Computational thinking
Website development
Digital Literacy – Online Communication & Computer Basics.</td>
<td rowspan="2">1. Can you identify the different parts of a computer system?
2. Can you discuss some historical facts about the history of electronic computers?
3. Can you discuss why computers only understand binary?
4. Can you convert denary numbers up to 15 into binary?
5. What is HTML?
6. How do you search the web?
7. Describe how you can communicate respectfully online?
8. What can you do if you are worried about something that has happened online?</td>
<td>Topics
Computing – Computational thinking & Visual/Block programming in Scratch</td>
<td rowspan="2">1. What is an algorithm?
2. Describe decomposition.
3. Can you create a flow chart for a given algorithm?
4. Why should you debug as you develop a program?
5. In a given system can you identify an input, process and output? Can you describe decomposition?
6. Can you define the terms; Input, process, output?
7. How does visual programming differ from textual programming?
8. In coding what is a variable?
9. Can you define the word algorithm?.
10. Can you independently develop and debug a program for a given problem?
11. Can you devise your own program??</td>
</tr>
<tr>
<td>Key concepts & Skills

Use of basic IT software; Word processor, Presentation, Email
Use of Microsoft Teams
Select appropriate software for a given task.
Present work professionally.
Name and save files in appropriate folder structure.
General being E-safe discussions – passwords, sharing information etc.
Resilience.
Perseverance.</td>
<td>Key concepts & Skills

Online communication
Respectful communication
Staying safe online
Know where to find help and advice on e-safety?
HTML and how do webpages work
Searching the web
Knowledge of computer components.
Understand computers use binary.
Artificial Intelligence sites
Resilience.
Perseverance.
Problem solving.</td>
<td>Key concepts & Skills

Understand sequence, selection and iteration. Know what an algorithm is and ways they can be communicated.
Developing block code.
Debugging your code.
Resilience.
Perseveran ce.
Problem solving.
Debugging.
Resilience.
Perseverance.</td>
</tr>
<tr>
<td>Super-Curricular:</td>
<td>Key Words</td>
<td>Super-Curricular:</td>
<td>Key Words</td>
<td>Super-Curricular:</td>
<td>Key Words</td>
</tr>
</table>

Research famous computer scientists, such as Alan Turing and Ada Lovelace to extend your historical understanding of computing. Watch Hidden Figures or The Imitation Game (12A - ask a parent) and write a review on how these people impacted the computing world.	Algorithm Decomposition Selection Iteration Sequence Flowcharts Digital footprint Etiquette Folder structure Header/Footer Image Hyperlink	Visit Bletchley Park to find out about Colossus. Write an email to your teacher telling them what you have learnt. Research and evaluate the effectiveness of technologies invented and the impact they have had on everyday life i.e. driverless cars. Download Scratch to further develop your skills by writing your own programs.	Hyper Text Markup Language Algorithm Decomposition Selection Iteration Sequence Variable Binary Bit Denary Hardware Software Peripheral	Buy a Micro:bit to further develop your programming skills. Read a computing related book to further develop your computational mind; Computational Fairytales 978-1477550298 Black Flag – a coding club mission 978-1107671409 Visit Winchester Science Centre to broaden your understanding of STEM.	Algorithm Decomposition Abstraction Flow chart Debug Input Process Output Text based programming Variable Iteration Selection

How can I revise in this subject?

Practise the skills you have learnt and develop them further independently.

Quizlet or paper-based flash cards- Create flash cards with key words and definitions/images on the back – practise them until you know them all.

Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information

Use BBC Bitesize KS3 Computing pages to review what you have learnt.

MATHS: How can I be a scholar?

Skills Knowledge and Understanding					
Autumn Half Term 1:	**Autumn Half Term 2:**	**Spring Half Term 1:**	**Spring Half Term 2:**	**Summer Half Term 1:**	**Summer Half Term 2:**
Times tables up to 12x12 Addition, subtraction, multiplication and division of whole numbers and negatives including worded problems Using a calculator correctly Calculate area and perimeter of (including in worded problems) - Rectangle - Compound shapes - Triangle - Parallelogram - Trapezium Calculate the area and circumference of circles including parts of circles and arcs and sectors Volume and surface area of cuboids Calculations with money, to include worded problems, converting between pounds and pence Addition, subtraction, multiplication and division with decimals Rounding to different degrees of accuracy and estimating	Recognise and extend number sequences Generate sequences using term to term and position to term rules Find term to term and nth term rules, including in practical context Draw/interpret - Frequency tables - Bar charts - Line graphs - Pie Charts - Stem and leaf diagrams Calculate mean, mode, median and range from - A small set of data - Simple frequency tables - Grouped frequency tables Comparing two sets of data unknown numbers Simplifying algebraic expressions Expanding brackets - Single - Negative - Two single and then simplifying - Double Substituting positive and negative integers in formulae in a range of contexts Introduction of index notation	Draw, estimate and measure angles including acute, obtuse and reflex Know and use different angle facts to solve problems Know and use parallel line angle facts to solve multistep problems Solve word problems involving time Read and interpret scales in a range of contexts Know suitable units for a variety of different measurements Converting metric units BIDMAS Use a given calculation to work out the answer to similar calculations Use letter symbols to represent Know and use divisibility tests Recognise and use - Square numbers - Cube numbers - Prime numbers - Square roots - Factors and Multiples HCF/LCM including problem solving Product of Prime Factors	Use a ruler, protractor and compass to construct - Triangles - Nets of 3D shapes - Angle bisector - Perpendicular bisector Recognise and use fractions including equivalent fractions or parts of shapes Calculate fractions of an amount Change improper fractions to mixed numbers Work with proportion problems and know the relationship with ratio Writing and simplifying ratio Sharing in a given ratio including different ratio problems Solve problems involving direct and inverse proportion, including recipes Know and use vocabulary of probability with the probability scale Find basic probabilities Know and use the fact that all probabilities adds to 1 Methods to find probabilities with more than one event Apply probability to experiments Draw and use Sample Space and Venn Diagrams	Use function machine Solve linear equation - One step - Two step - With brackets - Unknown on both sides Forming and solving equations in a problem solving context Read and plot coordinates in all four quadrants Plot and recognise horizontal and vertical lines Drawing linear graphs from an equation using a table of values, including those arising from real life situations Recognise y=mx+c and find gradients and intercepts Plot non-linear graphs from an equation Identify lines of symmetry and order of rotational symmetry Transformations of a 2D shape - Reflection - Rotation - Translation - Combination of the above	Simplifying fractions Working with fractions including in a practical context and with mixed numbers and improper fractions Converting between fractions decimals and percentages Find percentages of an amount, with and without a calculator in practical context Writing one number as a percentage of another number Percentage increase/decrease including finding the percentage change and reverse percentages Know, recall and use facts about triangles and quadrilaterals. Plans and elevations of 3D shapes Solving geometrical problems using all facts about 2D/3D shapes Enlargement including positive, fractional and negative scale factors Create a survey to collect data that can be analysed and a conclusion drawn. Use this data to develop the understanding of the appropriate graphs to use. Understand different sampling methods and how to minimise bias in surveys
Super Curricular Extend your understanding of different number systems by researching: • The history of pi • Binary Numbers • Modulo Maths • Greek Letters in Maths • "The Story of Zero"	**Super Curricular:** Extend your understanding of sequences by researching: • Fibonacci Sequence • Curve Stitching Research the Goldbach conjecture to deepen your understanding of prime numbers	**Super Curricular:** Visit www.scaleofuniverse.com to explore different scales and measurements throughout the universe Improve your speed of arithmetic skills by attempting the "Numbers Round" on Countdown	**Super Curricular:** Plan a visit to one of the following places for hands-on experience of maths in the real world: • Winchester Science Centre • Bank of England Museum • Science Museum, London	**Super Curricular:** Research famous historians in Maths, for example: • Euclid's impact on geometry • Descartes' invention of coordinates • Pascal's invention of the calculator	**Super Curricular:** Extend your understanding of fractions by researching Egyptian Fractions

			• Bletchley Park • National Space Centre Write a report or carry out further research on something you found particularly interesting.	Try to link your research to some of the topics you have learnt in Year 7 to help improve your understanding.	

How to revise Mathematics

- Use your skills book to learn key mathematical facts and formulae
- Revisit past home learning sheets and repeat the questions, particularly those you found more challenging
- Practice as much as possible; visit these websites to find additional resources:www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, BBC Bitesize Key Stage 3 Maths
- Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley

MUSIC: How can I become a scholar?

Skills and Knowledge					
Instruments of the Orchestra	**Music Technology and Theme and Variations**	**Keyboard and Ensemble skills**	**West African Drumming**	**The Voice**	**Gamelan Music**
You will learn: • about instruments in each section of the orchestra • instrumental techniques • about key composers • some basic music notation • to listen critically to music • to describe a piece of music using the elements of music • to contextualise different composers into music history	You will learn: • how to use the computer program Ignite • about different instrument and synthesised sounds • about texture and structure • sequencing and recording • music technology effects • how to manipulate sounds • how to develop motifs • about rhythm and timing • to play a well-known theme • using techniques learnt through technology and the elements of music, produce several contrasting variations to the theme	You will learn: • to play a well-known piece of orchestral music • to sequence a variety of layers into Ignite • to understand how different layers of music have different roles within a piece of music • keyboard skills • keyboard technique • basic music notation	You will learn: • about music from a different culture • to play a variety of different African drums • a set piece which you will perform • rehearsal techniques • African music vocabulary • to compose your own group piece • how to improvise • how to perform as an ensemble • about different rhythms and how these could be notated	You will learn: • correct singing technique • extended vocal techniques • to experiment with vocal techniques • a variety of songs • to perform a C20th piece of music • to beat-box • to create music for an advert	You will learn: • about music from Indonesia • to use Ignite to sequence in a typical Gamelan performance • to understand the importance of music in a different culture • to improvise in a stylish way • ensemble skills • to correctly use tuned percussion instruments
Super-Curricular: Watch a performance on IPlayer, e.g. 'The Proms' Research a composer (e.g Beethoven or Britten) and listen to their work	**Super-Curricular:** Use your own time to create your own music compositions – use the facilities in the music department or	**Super-Curricular:** Look up www.musictheory.net to improve your understanding of notation	**Super-Curricular:** Use YouTube to listen to African drumming pieces Look up www.musictheory.net to	**Super-Curricular:** Watch a variety of car adverts (e.g. Honda) and analyse how or why music has been used. How effective do you think it is?	**Super-Curricular:** Watch Gamelan music on YouTube Research gamelan music and Indonesian culture

When live performances return, watch a live orchestral concert, e.g. the BSO at Poole Lighthouse, where they run a 'Kids for a Quid' scheme.	investigate music making apps on your phone or tablet		learn and further your understanding of rhythms	Listen to your favourite singers – do they show good singing technique? Listen to a variety of singing styles on YouTube	Research instruments that make up a gamelan

How can I revise in this subject?

You will be given a log on to 'Focus on Sound' in Year 7. This resources has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during Year 7, but feel free to explore and deepen your musical understanding by yourself.

Listen to your favourite music – try to describe and explain what is happening.

Please note: the order of the spring term will differ for some classes due to only one class set of West African drums being available.

PHYSICAL EDUCATION: How can I be a scholar?

STRAND	Skills Knowledge and Understanding					
	Term 1:	**Term 2:**	**Term 3:**	**Term 4:**	**Term 5:**	**Term 6:**
Motor Competency	Development of fundamental skills and introduction of core skills in a variety of team & individual sports.				Introduction of core skills in athletic activities	Introduction of core skills in summer activities
Healthy Participation	To participate safely in a range of sports and physical activities To be able to warm up with a partner safely and effectively					
Rules, Strategies & Tactics	To develop and apply knowledge of basic rules in a variety of team & individual sports Apply simple strategies and tactics in a variety of team & individual sports					
Literacy & Oracy	To be able to identify 'what went well' (WWW) and 'even better if' (EBI) in own and a peer's performance					
	Super Curricular: Join an extra-curricular club in or out of school and show resilience by attending regularly	**Super Curricular:** Research examples of TREDS by professional athletes e.g. Brownlee brothers showing Sportsmanship	**Super Curricular:** Keep an activity diary for two weeks and share this with your PE teacher. With their help, set yourself a goal.	**Super Curricular:** Watch a sporting event e.g. World Cup and identify the risks and hazards involved. How would you minimise them?	**Super Curricular:** Watch a match/game/event and focus on the official e.g. in a world Cup. What are their responsibilities? What qualities do they need? What challenges do they face?	**Super Curricular:** Complete the skills analysis worksheet (available on Learning Zone) Set a personal PE target for Yr8.

To learn to uphold and demonstrate the core values of sport **TREDS**

(Teamwork, Respect, Enjoyment, Discipline, Sportsmanship)

PSHE: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	**Half-term 2:**	**Half-term 3:**	**Half-term 4:**	**Half-term 5:**	**Half-term 6:**
Transition and Safety Managing the challenges of moving to a new school Establishing and maintaining friendships Developing personal safety strategies and travel safety	**Health and Puberty** Making healthy lifestyle choices including diet, physical activity, dental health and sleep Managing physical and emotional changes during puberty including personal hygiene	**Diversity and Community** Understanding rights and responsibilities of living in a diverse community Understanding what it means to be a good citizen Knowing how to challenge prejudice, stereotypes and discrimination	**Developing skills and aspirations** Developing key skills such as communication, teamwork, problem solving and leadership Identifying future career aspirations, linked to interests and qualities	**Personal Safety** Understanding safety precautions around rail and water First Aid Responding in an emergency	**Personal Finance** Making safe financial choices Saving, spending and budgeting Managing risk-taking behaviour and understanding the impact on financial footprint
Supporting websites for further information: **https://www.brake.org.uk/get-involved/take-action/schools-and-families** **https://icould.com/** **https://www.sja.org.uk/get-involved/young-people/**		**Super Curricular:** **Whole day Citizenship Day Event 14th October**	**Supporting websites for further information:** **https://www.childline.org.uk/info-advice/** **https://amaze.org/** **https://natwest.mymoneysense.com/home/**		

SCIENCE: How can I become a scholar?

Rotation 1 (September to December)		**Rotation 2** (December to March)		**Rotation 3** (March to July)	
<u>Antarctic Expedition</u> (Particles and Energy in Matter)	<u>Circus</u> (Forces and Motion)	<u>Olympics</u> (Cells and Respiration, Motion and Pressure)	<u>Treasure Island</u> (Pure and impure substances, Nutrition)	<u>Mars</u> (Atoms, elements and compounds, the periodic table, space physics)	<u>Allotment</u> (Plants, relationships within and ecosystem, acids and alkalis)
• Particles Solids, liquids and gases. The particle model. Changes of state. Cooling curves. Gas pressure. Diffusion. • Energy in Matter. Energy and temperature. Energy transfer by conduction, convection and radiation. • Investigative skills. Plan and carry out a fair test investigation using the terms, independent, dependent and control variable. Plot experimental data on a graph.	• Forces The unit of force Identify forces Draw force diagrams Hooke's law Moments • Forces and Motion Describe the effects of forces on motion Calculate resultant force. • Investigative skills Plan and carry out a fair test investigation using the terms, independent, dependent and control variable. Plot experimental data on a graph. Interpret observations and data to draw conclusions. Identify relationships between variables.	• Cells Microscopes. Animal cells. Specialised cells. • Cells and Respiration Diffusion – movement of substances into and out of cells. Aerobic respiration. Anaerobic respiration. • Motion and Pressure Pressure. Calculating speed. Distance-Time graphs. • Investigative skills Convert units, appreciate size and scale. Plot experimental data on a graph.	• Pure and Impure Substances The terms "pure" and "mixture". Filtration. Dissolving and solutions. Distillation. Chromatography. • Nutrition Energy balance. Balanced diet. Nutrient deficiencies – scurvy. • Investigative skills Planning and writing own method. Evaluation of a method identifying sources of error. Evaluation of data including the terms accurate and precise.	• Atoms, elements and compounds and the periodic table Metals and non-metals. Atoms and elements. Testing for oxygen and hydrogen. History of the periodic table. Making a compound. Symbol formulae for different compounds. • Space physics The solar system. Mass and weight. Our place in the universe Day and night The seasons • Investigative skills Development of scientific ideas over time. Interpret observations and data to draw conclusions	• Plants Plant cells Photosynthesis Plant reproduction. • Relationships within an ecosystem Food chains and webs. Interdependence. Bio-accumulation within the food chain. • Acids and alkalis The pH scale. Neutralisation. • Investigative skills Risk assessment. Evaluation of a method identifying sources of error. Evaluation of data including the terms repeatable and reproducible.
Super Curricular: Lots of articles, books and example of things to do will be appearing on the learning zone. To get you started here are some ideas… Look at the Bournemouth natural science society website – they have a programme of science and history events for young people up to the age of 12. Attend an event and write a short report on what you learnt. Google the "James Dyson Foundation Challenge Cards". Try out some of the challenges – bring in a photo of your successes. Can you explain how it worked? Watch the Bournemouth Airshow or visit the Bournemouth Aviation Museum near Bournemouth airport. When you get home, research fast jets. How does a jet engine work? Why do the pilots not pass out when carrying out manoeuvres?					
How can I revise in this subject? You will get key ideas slides for each topic. Before each test you will receive a revision list that will reference the key ideas slides. BBC bitesize KS3 science is also an excellent resource with information, videos and quick quizzes. It can be found at the following web address: https://www.bbc.com/education/subjects/zng4d2p					

SPANISH: How can I be a scholar?

I will be able to…					
Term 1.1	**Term 1.2**	**Term 2.1**	**Term 2.2**	**Term 3.1**	**Term 3.2**
Content: 1. Describing places and locations 2. Saying what someone is like at the moment 3. Saying what someone is like in general 4. Saying what people have 5. Saying what people do Grammar: 1. ESTAR - estoy/estás/está for LOCATION 2. adjective gender agreement 3. SER - soy, eres, es for TRAITS 4. TENER - tengo, tienes, tiene 5. regular -ar verbs present tense	Content: 1. Saying what people do and don't do 2. Numbers and talking about more than one thing 3. Saying what there is around you and describing it 4. Talking about the location of things 5. Describing a place 6. Festive season and relations Grammar: 1.negative 'no' 2. hay, plural nouns with -s 3. definite article in singular and plural (el/la/los/las) 4. DAR - doy, das, da; QUERER - quiero, quieres, quiere	Content: 1. Talking about family 2. Describing what exists and what places have 3. Work with a challenging text 4. Asking and answering questions Grammar: 1.tenemos, tienen 2. HACER - hago/haces/hace 3. question words: cuándo, cuánto(s), cuál(es), quién(es)	Content: 1. Talking about what you do with other people 2. Describing what people can/ are able to do 3. Describing what people must (vs can and want to) do 4. Places and locations 5. Saying what people are like today vs in general Grammar: 1.regular ar verbs: 3rd person plural PRESENT tense 2. DEBER - debo/debes/debe + infinitive 3. PODER - puedo/puedes/puede 4. estamos, están for LOCATION 5. somos, son, estamos, están for STATE/MOOD versus TRAITS	Content: 1. Describing activities (travel) 2. Describing what people do 3. Work with challenging text Grammar: 1.regular ar verbs: 3rd person plural PRESENT tense 2. regular -er and -ir verbs 3. regular -er and -ir verbs: 1st person singular (-o), 2nd person (-es) 4. regular -er and -ir verbs: 3rd person plural PRESENT (-en)	Content: 1. Describing people and possessions 2. Describing when and where people go 3. Describing future plans 4. Work with challenging text Grammar: 1.mi vs mis; tu vs tus 2. IR (to go, going) - voy / vas / va / a (present); al vs a la 3. vamos a + infinitive to express future
Super Curricular: Research geographical information (capitals, borders, mountains) on **South American countries.**	**Super Curricular:** Research the Day of the Dead festival and write a description of what happens and where it happens.	**Super curricular** Research about Christmas traditions in Spain and other South American countries, compare them to the traditions in the UK.	**Super curricular** Research the following sport personalities on YouTube. **Lionel Messi, Sofia Mulanovich, Caterine Ibarguen, Garbiñe Muguruza, Pedro Martínez.** Find out where they are from, the sport they are famous and achievements.	**Super curricular** Research any festivals in Spain and South America, pick 2 of them and create a power point with your findings	**Super curricular** Search for some cartoons on Youtube, but with 'en español' in the search bar. Eg Peppa Pig, Ben 10, Dora. See what you can understand and look up any new words.

How can I revise in this subject?

1. Follow the links to the key vocabulary and structures shared by your teacher every week through Teams
2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/spanish-for-children/

TEXTILES:

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Week 1& 2 RECORDING: Drawing & Embroidery

1. Objective: Understand the key features that make successful bunting and be able to look for the formal elements of line and shape in different patterns, through observational drawing.

- Issue books
- 2 x drawings based on close up sections from patterns in natural forms sheet in colour.

2. Objective: To identify and use a range of different types of hand stitching.

- Learn stitches and basic sewing equipment, how to thread a needle and tie off etc.
- Running stitch / back stitch / cross stitch / satin stitch

Presentation in book

H/L 1: Research patterns and create a page of at least 10 images. Email to teacher or print or print at home to be stuck into booklet.

Week 3 & 4: APPLIQUE: Sample, Design & Making

Objective 1 : To learn the process of applique using the embroidery stitches learnt last lesson.

- Applique demo.
- Create applique sample using felt pieces and sew using a stitch of your choice. Max of 6 shapes.
- Present in booklet and write up.

Objective 2: Applying knowledge of the technique and research to Design and make an applique flag.

- Design Bunting flag for applique
- Make Bunting flag based of design

Week 5 & 6: FABRIC PAINTING & TIE DYE, – Design & Making

Objective: To understand and use fabric painting and colour application, through wax resist, painting and tie dye.

- Demo – painting scales/ tying tie dye

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Week 7 & 8: BATIK

Objective: To understand and use fabric painting and colour application, through wax resist,

- Demo – batik
- A6 sample Batik sample – draw design on paper in black pen and trace over on fabric using the wax. Paint using the dye palettes.
- Design Bunting flag for batik.
- Make Bunting flag based on design
- Present in booklet and write up.

H/L 3: Research page on Orla Kiely Patterns

Week 9-10: POLYTILE PRINTING

Objective: To understand how to create a repeat print and the process of printing.

- Complete what is a repeat pattern worksheet & present
- Polytile printing demo create a repeating pattern filling A6 sample piece.
- Design & make polytile print for sample
- Design Bunting flag for Polytile print.
- Make Bunting flag based on design
- Present in booklet and write up.

H/L 3: DIRT, improve 3 pages in your book and make sure all work is mounted and up to date.

Week 11-12: PRESENT, PUTTING TOGETHER FINAL STRING OF BUNTING, EVALUATING

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- A6 sample – colour scales and simple pattern using fabric paints . Tie Dye. - Design Bunting flag for applique - Make Bunting flag based on design - Present in booklet and write up. - DIRT H/L 2: Create poster about cotton & it's properties.	Objective: Continue to develop your bunting using a variety of textile techniques. Work into your bunting pieces to add further detail with skills such as hand stitching. 1. No wet work today 2. Complete 6 flags and cut out using pinking shears 3. Bring work to teacher to be stapled onto bunting tape 4. Complete booklet. ROTATE TO NEW TECHNOLOGY

Super Curricular:

- Devise and complete your own DIRT tasks to improve your sketchbook work
- Produce independent study pages where you explore relevant and additional artists
- Research fashion designers who are inspired by pattern. Will you be inspired too?
  Look around you and find patterns which you can photograph. These could be natural or man-made, form inside or outside of your home, close up or wide angle. Patterns are everywhere.