



Longdendale

H I G H S C H O O L

Subject Overview

A Guide to Year 7
2020-21

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Subject Overview 2020-21 – Year 7

Dear Families,

This guide provides you with an overview of the topics that your child will be studying this year, as well as a brief outline of how your child will be assessed in each subject area.

We place great importance on working in partnership with families to support our learners in achieving their full potential. We therefore hope you find this booklet useful in helping you understand what the learners are working on and in encouraging them to plan their independent study at home effectively.

Yours faithfully.



Miss Sally Ayre
Deputy Headteacher

Year 7 – English

Term One	Term Two	Term Three
<p>HT1: Imaginative writing: Learners complete a sequence of imaginative writing tasks to create various moods, tones and settings. Multimedia resources stimulate learners' own creativity and imagination. Learners will develop skills such as writing descriptively, structuring a narrative, and establishing setting and characters.</p> <p>Transactional writing: Learners are given real-life scenarios upon which they must complete writing tasks to argue, inform and persuade. Learners write for a range of target audiences considering tone and format for each task. Realistic scenarios encourage learners to consider the role of writing beyond the classroom.</p> <p>Across both schemes, learners focus on key skills concerning grammar, punctuation and spelling.</p>	<p>HT1: Non-Fiction Reading – Animal Rights: Learners practise reading and responding to non-fiction texts, including letters, speeches and articles. All texts explore the theme of animal rights to build an increasingly perceptive understanding of what writers are trying to achieve. Learners develop skills of analysing how language and structure are used to engage readers, as well as considering how and why different texts are engaging. Learners develop the skill of evaluating writing; they are given a writer's purpose and must find evidence as to how and why it has been successful. Skills include identification of language and structure, inference, analysis and evaluation; learners are beginning to understand the choices a writer makes to craft their text.</p>	<p>HT1: Short Stories: Learners read a range of short stories to consider writers' craft of plot, character and narrative structure. They will analyse language and structure in detail, considering the impact of choices regarding sentence types, language devices and specific words. They will develop the skill of analysing both writers' intentions and the impact on the reader, embedding key HOPASTREAM terminology. Learners develop the skill of evaluating writing; they are given a writer's purpose and must find evidence as to how and why it has been successful. Skills include reference to text, identification of language and structure, inference, analysis and evaluation; learners are beginning to understand the choices a writer makes to craft their text.</p>
<p>HT2: Boy in the Striped Pyjamas. Learners read the novel <i>The Boy in the Striped Pyjamas</i>; accompanied by teaching of historical context and exploration of characters' motives and actions. Learners are assessed in relation to their application of context surrounding WW2, Hitler's persecution of Jewish people and Concentration Camps, and how this has influenced the writer. A key question surrounds perspectives, exploring Bruno's naivety in the face of Shmuel's suffering, and the tragedy this inevitably leads to. Learners will analyse why Bruno has been chosen to tell this story, and what message Boyne was trying to give.</p>	<p>HT2: Poetry: Learners study a range of poetry in preparation for the 'unseen' element of poetry; with no context regarding the writer and their experiences, learners must work out the story being told in a poem, how the poet feels and why the language used is effective. Learners will study a range of poetry covering a range of different topics. They will also practise writing in different forms of poetry in order to consider the writer's craft. New poetic devices will be taught, particularly focusing on structure, as well as building on the language analysis learners have studied.</p>	<p>HT2: Around the World: Learners will complete a consolidation scheme in their final half term which embeds the reading, writing and analysis skills they have been building throughout the year. Each week takes them to a new continent, where they study non-fiction texts, stories, poetry, images and videos which build their knowledge and understanding of cultures and traditions across the world. They build an anthology of their own learning each week as they choose a task which helps develop skill areas they need to practise based on the continent they have just studied.</p>
Assessment and Exams		
<p>Term one: HT1: Transactional and Imaginative writing assessments.</p> <p>Term two: HT1: Non-fiction reading assessment.</p> <p>Term three: HT1: Unseen fiction reading assessment.</p>	<p>HT2: Contemporary Fiction reading assessment.</p> <p>HT2: Anthology poetry analysis reading assessment.</p> <p>HT2: A range of reading and writing assessments.</p>	

Year 7 – Maths		
Term One	Term Two	Term Three
<p>HT1 Number: Place Value and Types of Number (5 weeks)</p> <ul style="list-style-type: none"> ➤ To understand and apply principles of place value to ordering and rounding. ➤ To understand and apply multiples, factors and prime numbers. ➤ To use and apply powers and roots with and without a calculator. <p>Algebra: Sequences (2 weeks)</p> <ul style="list-style-type: none"> ➤ Continue a sequence in numbers and patterns. ➤ Determine whether a sequence is arithmetic, geometric, Fibonacci or quadratic. ➤ Find the first term and the common difference. ➤ Find the formula for the position to term rule and use it to find specific terms of a sequence. 	<p>HT1 Number: Ratio and Proportion (5 weeks)</p> <ul style="list-style-type: none"> ➤ Use ratio notation and the principles of simplification with ratios. ➤ Divide quantities and measures into given ratios. ➤ Understand and apply the unitary method to proportion. ➤ Understand and use the relationship between ratio, proportion, fractions and percentages. 	<p>HT1 Number: Fractions (5 weeks)</p> <ul style="list-style-type: none"> ➤ Further develop understanding of fractions using images and manipulatives to try increasingly difficult problems. ➤ Confidently complete all operation calculations using fractions and/or mixed numbers. ➤ Using pictorial images to solve quantity problems involving fractions.
<p>HT2 Algebra: Sequences (2 weeks) – Continued from previous HT.</p> <p>Number: Percentages (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the principles of percentages as a proportion and write percentages as fractions and decimals. ➤ Calculate percentages with and without a calculator, including the use of multipliers in problems. ➤ Understand the principles of percentage change in common contexts, including examples of repeated change. 	<p>HT2 Algebra: Expressions (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the use of letters in mathematics and how expressions are formed from different contexts. ➤ Apply the basic principles of simplification and substitution to algebraic expressions and formulae. ➤ Understand the application of expanding and factorising as they apply to expressions. 	<p>HT2 Statistics: Probability (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understanding the language and concepts of probability and its notation. ➤ Explore the differences between theoretical and experimental probability & use relative frequency. ➤ Use and explore diagrams associated with probability, including Venn and Tree diagrams. <p>End of Year Project - Sports (2 weeks)</p>
Assessment and Exams		
<p>At the end of each topic learners will complete an end of unit assessment to determine progress against the criteria of each unit. Learners will complete termly assessments on content covered to date including basic skills. In Year 7 Exam Week learners will complete a GCSE Foundation Paper.</p>		

Year 7 – Science

Term One	Term Two	Term Three
<p>HT1 Space Learners will use a range of modelling and simulation techniques to understand how the Earth fits into the solar system and the magnitude of the universe. Health Learners will use a range of investigative and modelling techniques to understand how the physical health and the mental health of an organism can be affected by a range of factors. Acids and alkalis Learners will use a range of investigative techniques to understand how to make salts using acids and alkalis during neutralisation reactions.</p>	<p>HT1 Earth's structure Learners will learn about the different layers of the Earth. Learners will also learn about and will be able to recognise different types of rock by their descriptions and appearance Variation Learners will use a range of investigative and modelling techniques to understand how variation is caused by differences in the genomes, lifestyles and environments of the individuals.</p>	<p>HT1 Materials Learners will discover and investigate the properties of metals and non-metals. Learners will also look at different substances and be able to classify them as either element, mixture or compound and as molecules or atoms. Movement Learners will look at the structure and function of the human skeleton, and how the skeleton and muscles work together to bring about movement.</p>
<p>HT2 Forces Learners will use a range of investigative techniques to understand how forces make things change: the speed, direction and/or shape of an object. Cells Learners will use a range of investigative techniques to understand how organisms rely on cells to carry out life processes. Magnets Learners will use a range of investigative techniques to understand how magnets work.</p>	<p>HT2 Communicable diseases Learners will use a range of investigative techniques to understand causes of disease and how infections can be prevented. Energy stores and systems Learners will learn about the different energy stores and the law of conservation of energy. Learners will also look at energy transfer through conduction, convection and radiation. Atmosphere Learners will use a range of investigative techniques to understand how human activities have affected the Earth's atmosphere.</p>	<p>HT2 Sound Learners will use a range of investigative and modelling techniques to understand how sound behaves. Interdependence Learners will look at the different organisms and their roles within a food web. Learners will also use two different experimental methods; transects and quadrats to investigate specie variations within an ecosystem. Human reproduction Learners will use a range of investigative techniques to understand the process of reproduction in humans.</p>
<h3>Assessment and Exams</h3>		
<p>Learners will be assessed each half-term on the knowledge and skills learned throughout the topics.</p>		

Year 7 – MFL (Spanish)		
Term One	Term Two	Term Three
<p>HT1 Spanish: ¡Viva! 1: Módulo 1 Mi vida– My life Learners will take part in a wide variety of tasks and activities using language and vocabulary relating to their own lives. They will learn how to greet each other, introduce themselves, and ask and answer questions about where they live. In this scheme of work, learners will understand how to use the present tense of the verb 'ser' (to be) with a range of adjectives in order to be able to describe personality.</p> <p>French: Studio 1: Module 1 Accès Learners will greet people in French and be able to spell their name and recognise other spellings. They will count to 31 and say how old they are and state when their birthday is and ask other people how old they are. Learners will be able to recognise the days of the week and the months of the year.</p>	<p>HT1 Spanish: ¡Viva! 1 : Módulo 3 Mi insti – My school Learners will be introduced to the vocabulary for school subjects, which will lead to a discussion on the gender of nouns in Spanish. They will continue to develop the skill of conjugating -ar verbs but with a focus on saying what 'we' do. Learners will continue to give opinions and be introduced to the concept of using 'me gusta(n)' + el/la/los/las to discuss school subjects. They will also be encouraged to develop their opinions with the use of connectives and justifications. Learners will continue to build their knowledge of descriptive vocabulary and demonstrate greater confidence in applying adjectival agreements. Learners will be also introduced to -er and -ir verbs' in order to describe what they do during break and lunch times</p>	<p>HT1 Spanish: ¡Viva! 1: Módulo 5 Mi Ciudad – My city Learners will describe their towns or city and develop their understanding of how to use 'a', 'some' and 'many'. They will talk about the places in town and offer opinions and justifications. Learners will know how to tell the time and will review the verb 'ir' 'to go' in the present tense so that they are able to form the 'near future tense' in order to talk about their plans for the weekend. Learners will be taught how to order food in a café and take part in a number of shopping/ café role-play activities to demonstrate their learning. There will be a Hispanic cultural focus, where students will consider other Spanish speaking countries. They will also learn about the significance of El día de los muertos – The day of the dead</p>
<p>HT2 Spanish: ¡Viva! 1: Módulo 2 Mi tiempo libre-Free time Building on the language and vocabulary taught in half-term one, learners will learn how to say what they like to do in their free time using opinion phrases such as 'Me gusta' + infinitive (I like to do). Learners will begin to understand how to use a range of regular -ar verbs in the present tense, predominantly focused on the 'I' form of the verb. They will learn to talk about the weather and sports using 'cuando' (when) as a connective. Learners will spend time specifically focusing on reading skills and speaking skills during this module. They will discuss and demonstrate what linguists mean by reading for gist; identifying cognates and near- cognates; forming questions and how to identify key question words.</p>	<p>HT2 Spanish: ¡Viva! 1: Módulo 4 Mi familia y mis amigos –My family and friends Learners will take part in a wide variety of tasks and activities using language and vocabulary relating to their families. They will know how to apply possessive adjectives (my, his, their, etc.) They will further develop their descriptive language in relation to physical appearance, but they should be encouraged to describe others as well as themselves. They will also learn to say where they live and describe their homes using the verb 'estar' Throughout the course, learners will be provided with a range of tasks to develop the four skills of reading, writing, speaking and listening; using role-play, drama, games, video, songs and other authentic materials.</p>	<p>HT2 Spanish ¡Viva! 2 : Módulo 1 Mis vacaciones – My holidays Learners will be introduced to one of the past tenses (the preterite). Initially focused on regular ar/er and ir verbs. They will also learn how to form and apply the irregular verbs 'ir' 'to go' and 'ser' 'to be' in the preterite tense, in order to say where they went in the past and give opinions. By the end of the unit, they should be able to create a presentation giving a detailed description of their holidays, using at least 2 tenses (preterite and present) and sharing positive and negative opinions and justifications.</p>
Assessment and Exams		
<p>Term 1: HT1: Reading assessment – Mi vida /Acces Term 2: HT1: Writing/speaking – Mi insti Term 3: HT1: Listening assessment – Mi Ciudad</p>	<p>HT 2: Listening assessment – Mi tiempo libre HT 2: Reading assessment – Mi familia y mis amigos HT2: Writing/speaking – Mis vacaciones</p>	

Year 7 Geography		
Term One	Term Two	Term Three
<p>HT1</p> <p>The United Kingdom – where do we live?</p> <p>Learners will study the capital cities and four countries, they will investigate the physical geography of the UK and learn about population density. Learners will study work sectors in the UK and research the geography of their local area.</p>	<p>HT1</p> <p>How do rivers shape the land?</p> <p>Learners will study the water cycle and find out how a river changes from its source to its mouth. Then they will investigate erosion and transport processes and the landforms created by this. Learners will apply their learning to a case study of causes and effects of flooding in Yorkshire.</p>	<p>HT1</p> <p>What causes our weather in the UK?</p> <p>Learners will study how the weather affects their life. They will study the formation of clouds and investigate the three types of rainfall most prevalent in the UK. Subsequently, they will study which air masses affect the weather in the United Kingdom.</p>
<p>HT2</p> <p>Fabulous places – how can we become map experts?</p> <p>Through the study of exciting places around the world, learners will acquire a range of geographical skills such as using four-figure grid references, six-figure grid references, scales and reading height on a map.</p>	<p>HT2</p> <p>Why should we protect our oceans?</p> <p>Learners will study selected ecosystems in the oceans such as coral reefs. They will explore threats to the oceans caused by humans. Learners will also investigate possible solutions that allow a more sustainable use of the oceans such as sustainable fishing.</p>	<p>HT2</p> <p>Fieldwork: Where is the best place for a picnic site?</p> <p>Learners will investigate the different weather instruments needed to measure the microclimate of the school grounds. They will make their own instrument and conduct fieldwork on the school ground deciding on the best site for a picnic bench. They will present and evaluate their results of their geographical enquiry.</p>
Assessment and Exams		
<p>The classwork and Home Learning of learners will be regularly assessed to check their level of understanding. Time is planned into lessons to allow learners to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of poster presentations, exam-style questions, formal assessments or extended writing tasks to check learners' understanding.</p>		

Year 7 – History – September 2020

Term One	Term Two	Term Three
<p>HT1 What makes a Mancunian? Learners will study the history of their local area and significant events in their own lives. How has Manchester changed over time? How does the landscape around us show our History?</p> <p>Migration and Britain Learners will study the role of migration in shaping the history of Britain from before the Roman period to the modern day. Why have people moved to Britain? How has this shaped the history of our country?</p>	<p>HT1 Conquest and change – How did the Norman Conquest change England forever? Learners will study how and why England was changed forever by the Norman Conquest. Why did castles appear for the first time?</p>	<p>HT1 Henry, the Reformation and his heirs. Learners will study the importance of Henry VIII and the Reformation by studying the lives of his children. A study of the chronology and significance of events will be used to investigate what impact this will have on the future of England.</p>
<p>HT2 The Norman Conquest – England and 1066 Learners will study Anglo-Saxon society and the background to the Battle of Hastings in 1066. Why did William win? Sources and interpretations of the events will be analysed. Do they tell us the truth about the events?</p>	<p>HT2 Problems for Medieval Kings – The Church, Barons and the peasants Learners will study the challenges to kings during the Middle Ages by investigating the murder of Thomas Becket, the Magna Carta and the Peasants' Revolt. Which was most dangerous for the monarchs? Why were they significant?</p>	<p>HT2 The reign of Elizabeth Learners will study key events in the life of Elizabeth I and why she was significant. Focus will be on the importance of her decision not to marry, the defeat of the Spanish Armada and the use of portraits as propaganda. How have other kings and queens controlled their image?</p> <p>Gunpowder Plot – Causes and connections Learners will investigate the causes and events of the Gunpowder Plot in 1605. Links will be made with the religious issues since Henry VIII. Were the Plotters actually guilty, or were they framed?</p>

Assessment and Exams

The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. A formal exam will be held with learners in exam conditions at least once in the academic year.

Year 7 – Art		
Term One	Term Two	Term Three
<p><u>HT1 – STILL LIFE – CAROLEE CLARK</u> Skills – Tone, Drawing, Collage, Research</p> <p>This is the introductory unit for art. Learners are inspired by still life and globalisation, 'Coca Cola' being the iconic brand recognised world-wide. Learners have to complete a preliminary sketch to scale and have the opportunity to explore a range of media to complete an observational study.</p> <p><u>Observational Drawings</u> Learners will use a range of media and techniques to study still-life objects as key stimuli. They will be introduced to the work of key artists who include objects and forms within their compositions. The work of artist Carolee Clark will be explored. Mixed-media techniques will be used to produce a composition. Additionally, a research page on Carolee Clark and an observational tonal study will be completed, along with mark making techniques.</p>	<p><u>HT1 – AZTEC PATTERN – KRIS TATE</u> Skills – Colour, Pattern, Collage, Research</p> <p><u>Colour</u> In this half term there is an introduction to primary, secondary and tertiary colours. There is a focus on using shapes to create artwork with reference to the work of artists such as Kandinsky and Kris Tate.</p> <p>Learners will be introduced to drawing, shading and collage techniques and will create a research page based on Kris Tate.</p>	<p><u>HT1 – AFRICAN ART CULTURE</u> Skills – 3D Construction, Wax Resist</p> <p><u>3D and Culture</u> This introduction to 3D construction methods will be made with reference to 'African Art Culture'. Low-level relief decoration techniques will be used to construct an African mask and painting skills will be used to finish the form.</p> <p>Learners will research into the African art culture and develop their cultural understanding. They will create a research page from their findings.</p> <p>Learners will re-cap their tonal drawing skills from term one and create a tonal study.</p>
<p><u>HT2 - STILL LIFE – CAROLEE CLARK</u> Skills – Drawing, Collage</p> <p>Learners will record and evidence their ideas using annotation and a range of mixed media before creating a final outcome.</p>	<p><u>HT2 – AZTEC PATTERN – KRIS TATE</u> Skills – Collage, Scraffito</p> <p>Learners will experiment with Scraffito to evidence their ideas before creating a collage of Aztec outcome in response to Kris Tate.</p>	<p><u>HT2 - AFRICAN ART CULTURE</u> Skills - 3D Construction, Painting</p> <p>Media experiments using paint will be conducted.</p> <p>Learners will learn about 3D construction and applying paint precisely to create a creative personal response design outcome.</p>
Assessment and Exams		
<p>On-going progress is recorded based on sketchbook work and other supportive drawings, designs and models. Learners are formally assessed each half-term. Formative assessment is given in every lesson verbally. Learners also have a spelling test for each unit of work to develop their artistic vocabulary for annotation. A coke can still-life drawing activity will test learners' abilities at the start of the year. The same assessment will be completed at the end of the year in order to see learners progression and skill development.</p>		

Year 7 – Computing		
Term One	Term Two	Term Three
<p>HT1: Strand 5 E-Safety and Network expectations Learners will learn how to behave and interact with the school network. They will learn and practice how to send emails to one another as well as attach documents for future use. They will also learn to navigate the web and carry out web searches to collect digital content. They will be able to explain the difference between a search engine and a web browser.</p> <p>E-Safety: Strand 6 Learners will study a range of dangers to being online such as strangers and viruses. Using this knowledge, they will be able to explain how to stay safe online as well as learning new skills in Microsoft Office.</p>	<p>HT1: Strand 6 Photoshop: Photo Editing: Learners will be introduced to photoshop. They will understand that photos can be manipulated and will learn how to do this, using a variety of tools such as the crop tool, the magic wand, and the lasso tool. Learners will see how photoshop can be used to create graphical design products such as logos and posters and they will set about creating their own logo design for a music festival.</p>	<p>HT1: Strand 1 Algorithms Learners will get an introduction to algorithms, they will be able to explain what an algorithm is, give examples and explain their importance in society. They will also learn about the main steps involved in order to create a successful algorithm as well as the importance of selecting the correct algorithm</p> <p>Strand 2 Programming using Scratch Learners will begin using Scratch to Programme a game. They will practice making their sprite move, adding variables and repeat loops. They will understand the use of operators and how to shoot at a target</p>
<p>HT2: Strand 3 Spreadsheets Learners will understand the difference between data and information and will be able to classify different types of data (text, number) and understands how these are used in different situations. They will use excel to complete tasks such as formulas, functions and creating graphs, They will recognise that data can be structured in tables to make it useful and will be able to demonstrate how filters or single criteria searches can find information. Introduction to Binary This will lead Learners into an Illustrate how digital computers use binary to represent data. Learners will complete maths based problems such as converting binary to denary and vice versa</p>	<p>HT2: Strand 4 and 6 Learners will learn about the function and purpose of a computer and realise that not every computer looks like a PC and that many everyday devices contain computers. They will look at the history of computing, including how it has evolved, how integral it was during WW2, looking at the role of Colossus and how to encrypt a message. Learners will produce a PowerPoint document on detailing the History of computers</p>	<p>HT2: Strand 2 Programming continued. Learners will be given a task descriptor and they must produce a game that meets the requirements of the problem set. Learners will understand the importance of testing and games will be self-assessed and peer assessed using a set criteria.</p>
Assessment and Exams		
<p>Email and E-Safety Written Assessment OCR Level 1 Functional Skills Test: Word and Spreadsheets</p>	<p>Portfolio of photoshop work graded as well as the final logo design OCR level 1 Functional Skills: PowerPoint</p>	<p>Assessment on algorithms and problem decomposition Final Scratch Game Assessed based on criteria</p>

Strand 1: Computational Thinking Strand 2: Programming Strand 3: Data Representation Strand 4: Computers Strand 5: Networking Strand 6: Information Technology & Digital Literacy

Year 7 – Drama		
Term One	Term Two	Term Three
<p>HT1 The Chair In this unit the learners will perform individually from lesson 2. They will have a variety of drama mediums such as props and costume and only one chair. They have to create an imaginative mimed or role-play scenario.</p> <p>The Island Expedition Through imaginative process drama learners are engaged through teacher-in-role exploration as they become 'experts'. They develop credible characters using role-on-the-wall and hot-seating as they solve the mystery of 'the black cloud'. Reading opportunities: Treasure Island play-text.</p> <p>Devised assessment completed practically and feedback sheet given to learners.</p>	<p>HT1 Cultural Drama Cultural capital is developed through exploration and immersion into the different cultures of drama such as Japanese, Italian Commedia and Indian Kathakali.</p> <p>Styles explored: Noh Theatre, Kabuki, Mime and Mask, Commedia, Indian drama.</p> <p>Reading opportunities play texts / poems / news articles / blogs.</p> <p>Exploration of workshops.</p>	<p>HT1 Midsummer Night's Dream Learners explore the Elizabethan Shakespearean comedy. They imagine the contrast of the mortals and the fairy world explore a range of key characters through scripted performance. They stage their artistic intentions through application of drama conventions.</p> <p>Reading opportunities: Midsummer Night's Dream text, sonnets, and soliloquys.</p> <p>Scripted assessment completed practically and feedback sheet given to learners.</p>
<p>HT2 The Victorians: Oliver Twist Learners are immersed into Victorian England. They explore the contrast in Victorian education and life as a work house boy. They take on the role of either Oliver or Dodger and stage a duologue off-text to performance standard using props, costume and technical theatre. Reading opportunities: Oliver Twist: Charles Dickens/Nigel Bryant / Victorian schools resources/poems about Victorian life.</p> <p>Learners complete a written assessment and practical grade is written on this.</p>	<p>HT1 Evacuees Using imaginative process drama, learners are transported back to WW2. As case-studies they develop the narrative of the journey of an evacuee child and explore empathy and character to develop a strong narrative through devising drama. Reading opportunities: Real-life case studies evacuees, Anne Frank's Diary.</p> <p>Scripted assessment completed practically and feedback sheet given to learners.</p>	<p>HT2 Playmaking Through theatre management and production learners explore all of the different roles and processes needed to produce a live theatre production. This final unit is always tailored around the current or past productions and enables learners to understand the roles within the performing arts industry as they create their own production company. Reading opportunities: school production play-text, newspaper articles, and live-reviews.</p> <p>Exploration of workshops.</p>
Assessment and Exams		
<p>Learners are practically assessed as outlined within the topics. Spellings and key concepts aid knowledge and skill development. Learners have one written assessment per academic year.</p>		

Year 7 – Graphics		
Term One	Term Two	Term Three
<p>HT1 Learners will work on graphics focusing on scale. They will use Maths skills to determine scaling up and scaling down specific images. They will then use a grid to draw to scale. They will then move onto a second project that will focus on letters and frames. The colour wheel and colour theory will be used to produce even, double line lettering. This will be added to a frame which can be then made into a photo frame or place mat. This can be worked into the DT curriculum in a rotation.</p>	<p>HT1 Learners will work on single point perspective. They will start by creating a series of boxes centred on a vanishing point. Learners will understand the use of the horizon line and eye line and will work on 3D shapes progressing to a VP. Shading will incorporate a light source to the VP and will involve the use of shadow. 1 point perspective will then be used to draw the learners' name. This will be linked to fonts and graphics that are in the real world and will be given context to various media outlets. Shading with light and shadow will be used to emphasise the 3D effect.</p>	<p>HT1 Learners will use isometric drawing grids to follow a series of tasks. These tasks will become steadily more complex and will need to revise skills and knowledge from the previous Terms SOW. Eventually Isometric grids will be removed and learners will be able to draw effectively without this aid. Scale, shading, shadow and perspective will need to be embedded.</p>
<p>HT2 Year 7 will work on a graphics booklet. The booklet will go into more detail on double line lettering and the use of construction lines. Shading will be introduced and they will use geometric shapes to show light and contrast. Learners will then use isometric paper to construct various 3D shapes. Learners will aim to produce these shapes without the use of isometric paper but keeping proportions.</p>	<p>HT2 Single point perspective will move learners onto more complex shapes. This time they will use everyday objects to replicate. Eventually learners will create a 1 point perspective room. This room will contain the everyday objects but will have to also incorporate scale and enlargement which learners learnt in HT1.</p>	<p>HT2 Food and Nutrition Learners will be introduced to kitchen routines and learn about the importance of hygiene and safety procedures. During the first half term learners will develop knife safety and knife skills to assist them when preparing a range of healthy, nutritious family recipes. Learners will gain valuable insight into food science and also cover knowledge of conduction, convection and reduced sauces through evaporation.</p>
Assessment and Exams		
<p>Learners will be assessed by the classroom teacher at the end of each project. Peer assessment will take place at the midpoint and ongoing teacher oral feedback will take place on a lesson by lesson basis.</p>		

Year 7 – Music		
Term One	Term Two	Term Three
<p>HT1</p> <p>Introduction to music skills</p> <p>In this unit learners will explore their musical background and how this develops at LHS. They will understand rhythms and listening skills. There will also be a standalone lesson on the brass family.</p>	<p>HT1</p> <p>Recognising Instruments</p> <p>Learners will learn the sounds of the different instruments, what they look like and how they play together in the different musical families.</p>	<p>HT1</p> <p>Development of music skills</p> <p>Learners will explore the elements of music and 12 bar blues chords. They will learn the 12 part bass part and learn the riffs and ensemble playing. Learners will develop their writing skills in this half term.</p>
<p>HT2</p> <p>Ostinato Composition</p> <p>Learners will explore how to write their own music as compositions. They will create the writing on the music as well as choosing the instruments and chords.</p>	<p>HT2</p> <p>Dance Music skills</p> <p>Learners will explore the 'dance music' genre. They will learn to play iconic songs on the keyboard/bandlab. They will create their own composition.</p>	<p>HT2</p> <p>Create your own band</p> <p>Learners will devise their own band. This includes the name, songs, marketing, style, and sound. They will form their own mini company.</p>
Assessment and Exams		
<p>The spellings for each unit will be assessed, and there will be ongoing practical and listening assessments.</p>		

Year 7 – PE – September 2020

Term One	Term Two	Term Three
<p>HT1 Subject: Health & Well-Being Unit Title: Character</p> <p>Learners will develop character and understand the notion of sportsmanship and will challenge poor displays gamesmanship and sportsmanship, developing key skills in order to express emotions in a controlled manner through exercise and physical activity. They will develop personal attributes that allow them to display determination and an acceptance of both victory and failure.</p> <p>Covid Safe Sports- Cooper Run Fitness Baseline, Singles Badminton, Track Athletics, Fitness</p>	<p>HT1 Subject: Leadership Unit Title: Communication</p> <p>Learners will understand the primary rules, fundamental skills, and tactical problems associated with each sporting category and will become literate in a variety of games, activities and sports and develop an understanding and competency of the skills and tactics associated with playing traditional sports.</p> <p>They will also develop my communication and leadership skills throughout this activity block linking in with the core competency of communication.</p> <p>Covid Safe Sports - Basketball, Handball, Football (drills, skills, 5 a side only)</p>	<p>HT1 Subject: Decision Making Unit Title: Critical Thinking</p> <p>Learners will gain skills and knowledge to apply to different sports by playing a variety of games associated with the use of a range tactics and strategies to overcome opponents through small teams and individual games. They will be able to make decisions that are autonomous and varies and will be able to evaluate tactics and strategies and analyse decisions that influence gameplay.</p> <p>Covid Safe Sports- Striking and Fielding, Track and Field Athletics</p>
<p>HT2 Subject: Health and Fitness Unit Title: Citizenship</p> <p>Learners will become key players and leaders in all activities. They will show resilience and will not give up on a task or activity and be a consistent role model to others. They will understand the benefits of regular exercise and I will plan and lead effective warmups and draw conclusions from fitness tests.</p> <p>Covid Safe Sports- Dance, High jump, Basketball, Football (drills, skills, 5 a side only)</p>	<p>HT2 Subject: Coaching Unit Title: Collaboration</p> <p>Learners will gain skills and knowledge to apply to different sports by playing a variety of games associated with the use of a range tactics and strategies to overcome opponents By learning the primary rules, fundamental skills, and tactical problems associated with each category. They will also develop their coaching and collaboration skills throughout this activity block developing this core competency and analysing team and individual play accordingly.</p> <p>Covid Safe Sports- Rugby (drills, skills, 5 a side only), Sports Ed , Dance</p>	<p>HT2 Subject: Performance Unit Title: Creativity</p> <p>Learners will gain skills and knowledge to apply to different sports by playing a variety of games associated with the use of a range tactics and strategies to overcome opponents through team and individual games. They will evaluate tactics and strategies and analyse decisions that influence gameplay and will be able to demonstrate my performance and show a range of skills in a competitive situation.</p> <p>Covid Safe Sports- Striking and Fielding, Track and Field Athletics</p>

Assessment and Exams

The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held at the end of each 6 lesson block before the rotation of activities.