

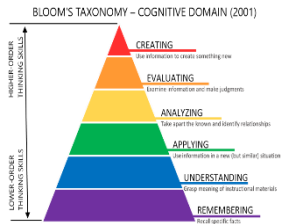
Year 7 Curriculum MTP - Autumn Term 1.1

Subject	What will be covered this Term? Students will learn to:	How will my child be assessed this half term?	Resources
Arabic	Topic 1: Myself Family and Friends • Include name, age, where they from, what they do and which school they go to • Learn how to introduce themselves • Ask others about their information Grammar • Identify Feminine and masculine • Use new adjectives	• AFL (Assessment for learning) • Testing previous knowledge • End of term assessment.	• Textbook title: Carnival Interlingo: https://www.interlingo.co.uk/ (listening) • https://www.youtube.com/playlist?list=PL7RpCYE5gLKf3Wus9QmIXHuy4p81lpaVA
Art	Topic: Introduction to Colour/ Edvard Munch • Identify Primary Colours, Secondary Colours and Tertiary Colours • Create a colour wheel showing primary colours, secondary colours and tertiary colours • Understand what complementary colours are and how they can be used • Recreate raw Edvard Munch's The Scream using Primary Colours only • Draw with tints and shades to create tension in a picture • Create an image in one colour • Add tone and highlights to an image by mixing black or white to a colour • Create a silhouette of a mountain in one colour • Add detail drawing using mixed media	• Prior Knowledge of drawing test • Starter and end of lesson quiz • Classwork and homework	• https://www.youtube.com/watch?v=HvTQXGOqYOE • https://www.youtube.com/watch?v=NJ9_aC3Guko

Citizenship	Topic: Personal wellbeing and Mental Health • Understand the factors that shape a person's identity and explain which factors contribute the most in identifying their personality • Understand how your personality is formed, how it affects your behaviour and the differences between extroverts and introverts. • Explain that you are a citizen of the country in which you are born, and you are entitled to a passport of that country, and how others may be entitled by residency or by parentage. • Define what parentage is • Understand how far gender shapes your identity, what gender stereotypes are, and how to challenge them • Explain what stereotypes exist in our societies and how these can be challenged • Discuss common worries and anxieties that young people face • Explain how these worries and anxieties can be dealt with and managed	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• Textbook title: Your choice, Book one, Textbook 1 • https://www.youtube.com/watch?v=om3INBWfoxY • https://www.youtube.com/watch?v=fjM6QxXknms • https://www.youtube.com/watch?v=pvM_TtQi9DU • Evaluation after each lesson • End of topic tests
Computing	Topic: Social Networking - Keeping Data Safe • Learn to use the school computer network • Learn how to stay safe using the network • Understand how to leave a positive digital footprint. • Learn the basic skills of using email to send and receive emails. • Correctly use web browsers (accessing downloaded files, accessing a search engine, going to a website) • Understand the difference between the internet and WWW	• Prior Knowledge • Observational assessments using ICT during the lesson • Evaluation after each lesson • End of topic tests	• Student workbook • Computers • Internet • https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1

English	Topic: Unit 1: In Search of Adventure - To explore the typical structure of adventure stories - Investigate how writers build up expectations of an adventure story through character and setting - Understand how senses are heightened and conveyed through poetry - Examine how futures can be used to create suspense and tension in an adventure story Topic: Book Club - Wonder R.J Palacio - To be able to communicate initial ideas about the novel 'Wonder' - To use evidence to make predictions about the novel - To explore first impressions of characters and how we form first impressions - To develop understanding of the novel and characters - To use evidence from the text to make inferences about characters - To create empathetic writing that explores thoughts and feelings - To write confidently in role as one of the characters	- Big Write - Narrative text - Comparative analysis between two texts - Book reviews	- Textbook title: Ignite English Level 1 - Wonder - RJ Palacio
Geography	Topic: Africa - Use a map to locate Africa - Describe the location of Africa using key features e.g. names of oceans - Explain the colonial history of Africa - Assess the impact of colonialism - Describe and locate Africa's key physical landmarks - Identify the climate characteristics and biomes of Africa	- Fortnightly extended answer questions for homework - End of topic assessments - End of lesson quizzes	- Textbook title: Geog. 1 Pearson - Kerboodle https://www.kerboodle.com/users/login - Ordnance Survey Maps and Atlases
History	Topic: Norman Conquest - Describe how people lived in Anglo-Saxon England. - Assess the reasons why England was prosperous in the 11th century. - Describe some methods used by the Anglo-Saxons to maintain law and order. - Understand how the Battle of Stamford Bridge affected Harold Godwinson's army. - Describe the key events of the Battle of Hastings. - Describe the key features of motte and bailey castles. - Describe what life was like after the Conquest and identify change - Understand the structure of society under the feudal system	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson - End of topic tests	- Textbook title: Exploring History Monarchs, Monks and Migrants https://www.bbc.co.uk/bitesize/topics/zshtyrd https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zrnd7nb

Maths	Topic: Analysing and displaying data - Find the mode, median and range for a set of data - Find information from tables and diagrams - Display data using tally charts, tables, bar charts and bar-line charts - Interpret simple charts for grouped data - Find the modal class for grouped data - Calculate the mean of a set of data - Compare sets of data using their ranges and averages - Understand and draw line graphs - Understand and draw dual and compound bar charts Topic: Number Skills - Use the priority of operations, including brackets - Use multiplication facts up to 10×10 and the laws of arithmetic to do mental multiplication and division - Multiply by multiples of 10, 100 and 1000 - Make an estimate to check an answer - Use inverse operations to check an answer - Use a written method to add and subtract whole numbers of any size - Round whole numbers to the nearest 10 000, 100 000, 1 000 000 - Use an estimate to check an answer to a multiplication - Use a written method to multiply whole numbers - Use a written method to divide whole numbers	- Prior Knowledge tests before the new topic is taught - Evaluation after each lesson - End of topic tests	- Textbook title: Maths Progression Core - Textbook 1 Top marks https://senecalearning.com/en-GB/blog/free-ks3-maths-revision/ https://mathsmadeeasy.co.uk/ks3-revision
PE	Invasion Games - Use a range of tactics and strategies to overcome opponents in direct game - Develop my teamwork and communication skills - Outwit opponents by planning a strategy - Improve arm muscles and upper body strength - React and respond quickly - Understand and apply the rules of the game to play honestly and fairly - Identify own and others strengths and areas of development - Suggest ways to improve tactics	Formative ongoing Teacher Assessment	https://www.youthsporttrust.org/resources/physical-challenges-for-kids/primary-pe-activities https://www.bbc.co.uk/programmes/p01183rm

RSE	Topic: Families - Our families and how they make us feel • There are different types of relationships including friendship, family, professional, platonic and intimate • Relationships can be based on age, gender and interests • The factors which support relationships to become committed and stable and how relationships contribute to human happiness • Romantic relationships in Islam and wider society	• Revisit the Prior Knowledge before the new topic is taught • Evaluation after each lesson	• AMS resources (PPT, Guide & videos)
Religious Studies (RS)	Religions and worldviews expressed in people's lives? Topic: Is Newham the most religious borough in the UK? When was Newham most Christian? • Use local photos to explore Newham's Christian history: consider the impact of dissolution of monasteries and creation of Church of England in Newham What was Newham's Jewish history? • Explore Newham's Jewish History, looking at: • Why did Jewish people move to Newham? • A consideration of what life was like for the Jewish community in Newham • A comparison of Jewish migration and recent migration to the UK What role does religion and worldview play when deciding to migrate to an area? • Consider the impact of World War on Newham, asking the question; What impact did World War 2 have on belief in Newham? • Evaluate Newham's recent history - migration and changing religious views. Why did people migrate to Newham after the war? • Why do people still move to Newham? Is Newham the most religious borough in the UK? • Pupils to then be able to synthesise their answer using the knowledge they have acquired the following question: Is Newham the most religious borough in the UK	• End of topic tests • Quizzes after every topic • Interactive class activities • Class discussions Assessment: RE assessments in this unit of work build upon Bloom's taxonomy and his definitions of higher order thinking skills. 	• Coming of Christianity – Abbeys – Faith in Newham • Who was Henry VIII? - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize • The Reformation and its impact - The Tudors - KS3 History - BBC Bitesize • Teaching Strategy: Big Paper: Building a Silent Conversation Facing History

Science

Topic: Cells, tissue, organ & organ system

- Identify things as being alive or not.
- Recall the life processes: movement, reproduction, sensitivity, growth, respiration, excretion, nutrition.
- Use life processes to justify whether something is an organism or is non-living.
- Locate and identify some human and plant organs.
- Describe what happens in photosynthesis.
- Identify the basic parts of a prepared light microscope slide.
- Describe the functions of the parts of a light microscope.
- Calculate total microscope magnification using a formula.
- Identify the cell nucleus, cell membrane and cytoplasm on a diagram of a cell.
- Describe what the nucleus, cell membrane and cytoplasm do
- Describe what the cell wall, permanent vacuole and chloroplasts do.
- Identify and recall the main organs in the digestive system.
- State the function of the plant water transport system.
- Identify organs working together as a system.

Topic: Sexual reproduction in animal

- Identify animals that reproduce sexually and correctly use the term: sexual reproduction.
- Compare the sexual reproduction of fish, birds and mammals.
- Explain the implications of different methods of fertilisation in fish, birds and mammals.
- Identify the structures and organs in the human reproductive system.
- Explain how sperm cells and egg cells are adapted to their functions.
- Describe how a woman becomes pregnant
- after fertilisation and correctly use the term: implantation.
- Identify the placenta and umbilical cord.
- Describe how materials are supplied and removed from the foetus.
- Recall the names of substances in a mother's blood that may harm a developing foetus and correctly use the term: premature baby.
- List the main stages in giving birth in humans.
- Describe the effects of some substances that may harm a developing foetus.
- Recall the length of and stages in the menstrual cycle.
- Explain the purpose of the menstrual cycle

- Prior Knowledge tests before the new topic is taught
- Evaluation after each lesson
- End of topic tests.

	• Use knowledge of the menstrual cycle to predict timings (e.g. of menstruation, ovulation, fertile period). • Explain how sperm cells and egg cells are adapted to their functions. • Describe how a woman becomes pregnant after fertilisation and correctly use the term: implantation. • Identify the placenta and umbilical cord. • Describe how materials are supplied and removed from the foetus. • Recall the names of substances in a mother's blood that may harm a developing foetus and correctly use the term: premature baby. • List the main stages in giving birth in humans. • Describe the effects of some substances that may harm a developing foetus. • Recall the length of and stages in the menstrual cycle. • Explain the purpose of the menstrual cycle. • Use knowledge of the menstrual cycle to predict timings (e.g. of menstruation, ovulation, fertile period)		
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