قوة الإسلام
QUWWAT-UL-ISLAM GIRLS' SCHOOL
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Year 7 Curriculum MTP - Autumn Term 1.2

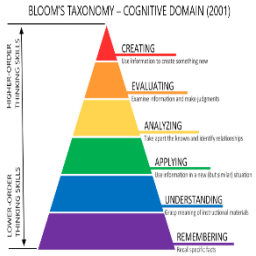
Subject	What will be covered this Term? Students will learn to:	How will my child be assessed this half term?	Resources
Arabic	**Topic: The four seasons** • learning names of the four seasons in Arabic • describing the weather in each season • learning weather related vocabularies • writing a detailed paragraph about weather and four seasons **Grammar** • Use the preposition of place • Identify dual forms of nouns, adjectives, demonstrative pronouns	• AFL (Assessment for learning) Testing • previous knowledge • End of term assessment	• **Textbook title:** Carnival Interlingo: https://wwwinterlingocouk/ (listening) • PowerPoint slides • https://wwwyoutubecom/playlist?list=PL7RpCYE5gLKF3Wus9QmIXHuy4p81lpaVA
Art	**Topic: Line - Vincent Van Gogh** • Develop a better understanding of what line is and how it is used within art • Understand how to use continuous line • Develop drawing skills and techniques when using line • Understand how to use expressive line in the style of Vincent Van Gogh • Understand how to create a wax-resist technique • Use a range of techniques to record observations as a basis for exploring ideas	• Prior Knowledge of drawing test • Starter and end of lesson quiz • Classwork and homework	• https://wwwyoutubecom/watch?v=BDePyEFT1gQ • https://wwwyoutubecom/watch?v=tos2et_JEgA • https://wwwyoutubecom/watch?v=qNawqTqUrP0

Citizenship	**Topic: Mental health** • Understand and explain some of the anxieties teenagers might face about being attractive • Understand what qualities are attractive • Consider what types of behaviour are considered right and what kind of behaviour might be considered wrong • Understand and explain how attitudes and values change from generation to generation • Identify which qualities we admire • Explore whether these qualities are unique British values • Focus on how people can make mistakes that they regret later on • Explore how to apologise and move on after making mistakes • Explain how their head, heart and gut are involved in different types of decision making • Develop and apply strategies to improve their decision making • Consider what good and bad influences are for a student and how this can affect their future	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• **Textbook title:** Your choice, Book one, Textbook1 • https://wwwyoutubecom/watch?v=L_hbOk7pCII
Computing	**Topic: How Computers Work** • Identify different computer hardware and their functions such as motherboard, graphics card and CPU • Identify which hardware are input and output devices such as a keyboard is an input device and a monitor is an output device • Understand that computers use binary to process information • Decode words, numbers and images using binary codes • Identify computer networks such as ring, star and bus networks • Identify the advantages and disadvantages of computer networks • Identify different types of software and give examples • Understand the differences between system software, utility programs and application software	• Prior knowledge • Observational assessments using ICT during the lesson • Evaluation after each lesson • End of topic tests	• Student workbook • Computers • Internet • Differentiated worksheets • https://wwwbbccouk/bitesize/guides/zrtrd2p/revision/1 • Computers (hardware and software) • PowerPoint • Differentiated worksheets • https://wwwbbccouk/bitesize • Youtube videos • Google search engine for research • Binary code table
English	**Book/Text: Classical Literature - Oliver Twist** • What is classical literature and why is it still important to learn about it? • What is a biography? (Link to year 6 study of biographies) • Historical analysis of authors and print • Victorian London and the role of women, orphans and children • How does Dickens present the character of Fagin?	• Big Write outcome: • Diary Entry	• Student workbook • Differentiated worksheets • https://wwwbbccouk/bitesize • Youtube videos • Google search engine for research • Binary code table

Geography	**Topic: About the UK** • Describe the location of the UK using key features e.g names of oceans • Differentiate between the terms UK, Great Britain & the British Isles • Identify key physical features of the UK using maps • Use population density maps to interpret the uneven distribution of people in the UK • Explain modern day UK based on its history with immigration • Explain causes of inequality in UK society • Describe and explain the links of London to the wider world	• End of lesson quizzes • Fortnightly extended answer questions for homework • End of topic assessments	• Textbook title: Geog 1 Pearson • Kerboodle • https://wwwkerboodlecom/users/login • Ordnance Survey Maps and Atlases
History	**Religion in Medieval England** • Identify the key features of medieval beliefs • Evaluation after each lesson about the afterlife • Analyse a medieval source to find out what people believed happened after death • Recognise the different ways medieval people tried to improve their chances of getting to heaven • Select evidence to support claims about religious belief in the medieval period • Understand the ways in which priests played an important role in everyday life • Examine the reasons why some people chose to become monks or nuns • Identify the key features of life for a monk or nun in a medieval monastery or convent • Recognise how religion influenced beliefs about crime, science and medicine	• 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://wwwbbccouk/bitesize/topics/zbn7jsg • https://wwwyoutubecom/results?search_query=religion+in+medieval+england+ks3 • https://ks3historyhelpweeblycom/everyday-life-in-the-middle-ageshtml

Maths	**Topic: Expressions, functions and formulae** • Find outputs of simple functions written in words and using symbols • Describe simple functions in words • Use letters to represent unknowns in algebraic expressions • Simplify linear algebraic expressions by collecting like terms • Multiply and divide algebraic terms • Use brackets with numbers and letters • Write expressions from word descriptions using addition, subtraction, multiplication and division, and to represent function machines • Substitute positive whole numbers into simple formulae written in words and letters • Write simple formulae in words and letter symbols • Identify formulae and functions, and the unknown in both **Topic: Decimals and measures** • Measure and draw lines to the nearest millimetre • Write decimals in order of size • Round decimals to make estimates and approximations of calculations • Multiply and divide by 10, 100 and 1000 • Solve simple problems involving units of measurement in the context of length, mass and capacity • Convert between metric units of length, mass and capacity • Use scale diagrams and read scales • Write decimal measures as two related units of measure • Interpret metric measures displayed on a calculator • Check a result by considering whether it is of the right order of magnitude • Understand where to position the decimal point by considering equivalent calculations • Add, subtract, multiply and divide decimals by single-digit whole numbers and divide numbers that give decimal answers • Work out the perimeters of composite shapes and polygons and solve perimeter problems • Solve problems involving area • Choose suitable units to measure length and area • Use units of measure to solve problems	• 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://senecalearningcom/e n-GB/blog/free-ks3-maths-re vision/ • https://mathsmadeeasycouk /ks3-revision/

PE	**Netball** • Throw and catch a ball with precision and accuracy • Use a variety of passes when passing a ball to a team member using the correct techniques • Perform a two-handed catch and successfully catch the ball • Intercept the ball and maintain a good defence • Move around the pitch and find an open space to receive the ball • Communicate with team members who to pass to • Communicate with team members when free to receive the ball	Formative ongoing Teacher Assessment	https://wwwyouthsporttrustorg/resources/physical-challenges-for-kids/primary-pe-activities https://wwwbbccouk/programmes/p01183rm
RSE	**Topic: Respectful Relationships including Friendships** • The characteristics of positive and healthy friendships including trust, respect, honesty and generosity • How to respect privacy and boundaries in relationships and friendships • How to manage disputes and conflict • The importance of respect and humility in managing conflict in relationships	• Revisit the Prior Knowledge before the new topic is taught • Evaluation after each lesson	• AMS resources (PPT, Guide & videos)
Religious Studies (RS)	**Big Question: How are beliefs and practices in religions and worldviews expressed in people's lives?** **Topic: What is so radical about Jesus?** **What was Jesus like?** • Ask pupils to describe what an image of Jesus would look like Where have they got their ideas from? Look at a range of images, including the '*Easter Jesus'* poster online, created by an ad agency for a church Jesus is portrayed as guerrilla Che Guevara under the tagline 'Meek Mild As if' What is the message? Do students agree with this representation of Jesus? **Why did some people have a problem with Jesus?** • Find out who Jesus clashed with, e.g the Jewish religious authorities or the Pharisees Read Matthew 23: 1–12, where Jesus publicly accuses them of hypocrisy What had they done and why? What does this show about what Jesus thinks is and is not important? **Who were the Jewish people expecting to save them?** • Read Mark 2: 15–17, where Jesus eats with 'sinners' to the shock of the Pharisees Why does he say he is taking this action? What does this show about his mission? **Why was Jesus seen as so radical? Part 1 and 2** • Find out about Jesus' only act of physical violence: overturning the moneylenders' tables in the temple, e.g in Mark 11: 15–19, John 2:13–16 Why is he so angry? What does this show about his beliefs regarding wealth?	• End of topic tests • Quizzes after every topic • Interactive class activities • Class discussions	• Speculation sheet about what Jesus looked like • Bible passages for interpretation • Types of messiah cards • Dart board cards • Source sheets on debates on women in leadership & Messiahship • Writing frame

	Was Jesus a pacifist? • Learn how Jesus was seen by his followers as a pacifist, spiritual Messiah, in a break with Jewish tradition What hope of salvation did this new Messiah offer? **What then is so radical about Jesus?** • The heart of the Christian story is Jesus' death and resurrection Read about his first appearance to Mary Magdalene, who must share the news with all his other followers, in John 20:11–19 Many Christians believe this is a clear signal that women have the right to teach Jesus' 'good news', i.e. to be priests Why do some churches ordain women as priests, while others don't? Was Jesus' message radical? • Jesus spoke out against inequality and injustice, but did not urge violent revolution Read about his refusal to use force even to defend himself in Matthew 26: 50–52 Find out how Jesus' pacifism developed into a tradition of non-violent resistance • What did Jesus fight against? What did he stand up for? If being 'radical' means attempting to overturn existing, unjust power structures, debate was Jesus radical • How far do students think that the Easter Jesus poster reflects the Jesus of the gospels? Can they suggest alternatives?	**Assessment:** RE assessments in this unit of work build upon Bloom's taxonomy and his definitions of higher order thinking skills. 	
Science	**Mixtures and separation** • Recall the three states of matter and identify solids, liquids, gases • Classify mixtures as suspensions, colloids and solutions, based on what they look like and whether they separate on standing • Develop clear points in order to present ideas and opinions • Describe what is seen when a solid dissolves, and correctly use the terms: soluble, solute, solvent, solution • Describe how factors affect how much of a substance dissolves • Plan a fair test to discover how different factors affect the solubility of a substance • Describe what happens during evaporation • Use a knowledge of dissolving to decide how mixtures should be separated • Identify risks to themselves and others and state the meaning of risk, hazard • Give examples of where chromatography is used and describe how chromatography is used to separate mixtures • Explain how chromatography works and interpret a chromatogram • Give examples of where distillation is used and describe how distillation can separate mixtures	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• **Textbook title:** Exploring science • PowerPoint on google classroom • Bitesize ks3 science • Seneca Ks3

	• Explain how distillation works • Identify factors that could affect distillation **Acids and alkalis** • Recognise common hazards when in the lab and suggest ways of ensuring they do not cause harm • State the meaning of hazard • Describe how to control familiar risks • Describe how indicators are used to distinguish between acidic, alkaline and neutral solutions • Use solutions of known acidity/alkalinity in order to deduce a colour chart for an indicator • Evaluate the effectiveness of different indicators • Describe how a universal indicator is used to distinguish between acidic, alkaline and neutral solutions • Describe the use of universal indicator and pH metres to determine the pH of a solution • Supply missing reactants or products to complete a word equation • Model simple reactions using word equations • Describe the reactions of acids with alkalis (including • the salts produced by hydrochloric, sulfuric and nitric acids) • Correctly use the term: base • Describe the reactions of acids with bases		