

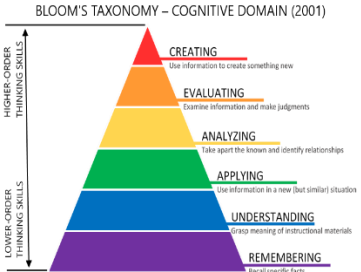
Year 7 Curriculum MTP - Summer Term 3.1

Subject	What will be covered this term? Students will learn to:	How will my child be assessed this half-term?	Resources
Arabic	Topic : Jobs and Professions - Identify different jobs and professions. - Write about the job they want to do in the future - Learn about good manners words and adverbs: Please - apologising - providing something _ showing gratitude. Grammar: - Use comparative words: أَكْبَرُ - أَصْغَرُ - أَطْوَلُ - أَقْصَرُ - Past - present - future tense	- Assessment for learning, after each lesson - End of term assessment	الْعَبُّ وَتَعَلَّمَ Book
Art	Topic: Self-Image Portrait Frida Kahlo - Draw facial features - Use tone, highlights and shading to create realistic drawings - Use drawing skills and techniques to create texture - Develop painting skills using other types of media to enhance tone - Use collage to create self portrait	Observational Assessments	
Citizenship	Topic: Social Education - Differentiate between assertive, aggressive and manipulative behaviour - Participate in group discussions in a polite and articulate manner	- Prior knowledge assessments - Ongoing class assessments - End of lesson quizzes	Your choice- book 1

	• Identify the qualities that make someone a good listener • Provide feedback when it is required in a polite and reasonable manner • Identify what makes a good neighbour • Understand how to resolve issues in their neighbourhood •		
Computing	Topic: Creating Digital Graphics • Understand the purpose and properties of digital graphics • Learn how to design, create and manipulate graphics using specialist graphics software • Create a children's entertainment pack that contain characters and a backdrop • Be able to create a digital graphic • Review a digital graphic	• Prior Knowledge • Observational assessments using ICT during the lesson • Evaluation after each lesson	• Internet • Digital graphic software • Examples of graphic designs
English	Topic: Shakespeare - A Midsummer Night's Dream • Study extracts from Shakespeare's most famous plays • Appreciate the Bard's enlightening and absorbing manner • Read whilst gaining knowledge about past histories to enhance imagination • Access different forms of literature, consolidate and analysis skills from term 1.2 and apply to drama • Evaluate dramatic techniques for effect whilst following the thread of conflict situations in literature • Understand setting, plot and characterisation and the effects of these • Analyse closely at how a writer shapes meaning	• Big Write outcome: Non-Fiction Report	• Oxford University Press copy of A Midsummer Night's Dream • PowerPoint presentations • Worksheets
Geography	Topic: Rivers • The River Thames, the water cycle, river features, river processes and river landforms • Name the source of the River Thames • Describe the journey of the Thames eastward until it flows into the North Sea • Explain how the water cycle works using annotated diagrams • Explain how rainwater reaches a river	• End of lesson quizzes • Fortnightly extended answer questions for homework • End of topic assessments	• Textbook title: Geog. 1 Pearson • Kerboodle • https://www.kerboodle.com/users/login • Ordnance Survey Maps and Atlases

	- Describe the difference between permeable and impermeable rock - Explain what a river's long profile shows - Describe a river's long profile in terms of the upper course, middle course, and lower course - Plot cross sections along the course of a river - Describe river processes and landforms - Explain what an estuary is and where on a river it is found with a focus on the Thames Estuary		
History	Topic: Migration - Recognise key features of Celtic and Roman Britain - Recognise, question and begin to evaluate interpretations of the period - Explain why Boudica revolted against Roman rule and why she was defeated - Understand why the Angles and the Saxons came to England and where they settled - Discuss the role of religion in migration - Recognise the key features of the Viking settlement of Britain - Understand why people choose to migrate to Britain and what life was like for West Indians in Britain - Understand how migration has shaped Britain (short/long term effects)	- Class quizzes - End of unit assessments	- Exploring history- book 1 - BBC bite size
Maths	Topic: Lines and Angles - Use a protractor to measure and draw angles - Recognise acute, obtuse and reflex angles - Estimate the size of angles - Describe and label lines, angles and triangles - Identify angle and side properties of triangles - Use a ruler and protractor to draw triangles accurately - Use the rules for angles on a straight line, angles around a point and vertically opposite angles - Solve problems involving angles - Use the rule for the sum of angles in a triangle - Calculate interior and exterior angles - Solve angle problems involving triangles - Identify and name types of quadrilaterals - Use the rule for the sum of angles in a quadrilateral - Solve angle properties involving quadrilaterals	- 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/

	Topic: Sequences and Graphs • Recognise, describe and continue number sequences • Generate terms of a sequence using a one-step term to term rule • Find missing terms in a sequence • Find patterns and rules in sequences • Describe how a pattern sequence grows • Write and use number sequences to model real life problems • Generate and plot coordinates • Solve problems and spot patterns in coordinates • Find the midpoint of a line segment • Describe and continue sequences • Use the term-to-term rule to work out more terms in a sequence • Recognise an arithmetic sequence and a geometric sequence • Draw graphs to represent relationships • Generate terms of a sequence using a position to term rule • Use linear expressions to describe the nth term of simple sequences		
PE	Athletics/Yoga • lead my peers through a short warm up routine • Assess my strengths and focus on areas of development • Work on controlling my breathing • Develop breathing techniques and range of stretches • Show accuracy and good technique when throwing for distance • Compete within the rules showing fair play and honesty • Persevere to achieve my personal best		

Religious Studies (RS)	Big Question: How are beliefs and practices in religions and worldviews expressed in people's lives? Topic: What is religion? Why were images first used in Christianity and Buddhism? Using Revised Blooms: remember, understand, apply, analyse, evaluate, create. There is a greater focus on remembering and understanding initially. As pupils grow in understanding they begin to develop their analytical, creative and evaluative capacities. Students investigate images of Jesus and Buddha and ask how these representations show concepts around key beliefs about these leaders. How did recording religious stories in writing change things? Students investigate the questions: Should religious stories be recorded in writing or spoken in real time? Should religious figures be represented as humans or using only symbols? Why do people make sacrifices? Students investigate Mayan sacrifice. Think about the concept of sacrifice in Christianity and Hinduism – looking at sociologically the meaning of sacrifice in religions. Why do some people become renouncers? Students investigate the lives of a Buddhist monk, a Christian nun and Sadhus in the Hindu traditions as they think about the concept of self-sacrifice, and it's place in religion and worldviews.	• Evaluation after each lesson • 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. 	https://www.britishmuseum.org/collection/object/W_K-3375. https://www.bbc.co.uk/bitesize/topics/zq6svcw https://www.britishmuseum.org/collection/object/E_Am1923-Maud-4 https://bit.ly/34P3hgQ https://bit.ly/3HJoBml https://www.truetube.co.uk/resource/a-day-in-the-life-of-a-buddhist-monk/https://www.youtube.com/watch?v=bMGUDsN8tK0 https://www.bbc.co.uk/programmes/p010xbpx https://www.reonline.org.uk/resources/young-nun https://www.youtube.com/watch?v=u8d2Hd-kG9Y
RSE	Topic: Online and Media How information and data are shared online To recognise: • The use of personal and sensitive personal data • Situations where data is shared about us and when it is obtained from us • How data may be used to influencing decisions about us now and in the future • Strategies we can use to better manage our data and online activities	• Revisit the Prior Knowledge before the new topic is taught • Evaluation after each lesson	• AMS resources (PPT, Guide & videos)
Science	Topic: The particle model Solid liquid and gas • Name three state of matter and give examples of each	• End of lesson quizzes • End of chapter Assessments	• KS3 Science • BBC Bite size • Seneca - Learn 2x Faster (senecalearning.com)

- describe the state of matter and their properties
- Identify materials that are difficult to classified as solid, liquid and gas

Particles

- State that all materials are made from particles
- Describe, draw and recognise the arrangement of particles in solids, liquids and gases
- Correctly use the words: data, evidence, observation, hypothesis, prediction, theory and particle

Brownian motion

- Describe Brownian motion
- Explain how Brownian motion occurs, using particle theory
- Convert metres to nanometres and vice versa

Diffusion

- Describe diffusion as the movement of one substance through another without any external mixing
- Recall some everyday examples of diffusion
- Explain how diffusion occurs in terms of movement of particles
- Explain why the speed of diffusion in gases is faster than in liquids

Air pressure

- Describe how moving gas particles cause pressure when they hit the walls of their container
- Explain that more particles in a container will cause a greater pressure

Atoms, element and molecules

The air we breathe

- Recognise the different between atoms and molecules
- Identify elements, mixtures and compounds from description and particle diagram.

Earth's element

- Recall that different materials have different properties
- Recognise some symbols for common elements.
- Relate the uses of different elements to their properties

Metals and non-metals

- Identify some common materials as being metals or not

	• Describe some common properties of metallic and non-metallic materials • Relate the uses of different elements to their properties (includes magnetism) Making compound • Describe how all other materials are made from the chemical elements • Recall some observations that indicate a chemical reaction • Interpret particle models of mixtures, atoms, molecules, elements and compounds Chemical reaction • Identify the products and reactants using a word equation • Supply missing reactants or products to complete a word equation • Identify thermal decomposition reactions		
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