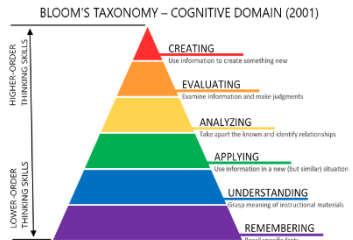


Year 7 Curriculum MTP - Summer Term 3.2

Subject	What will be covered this term? Students will learn to:	How will my child be assessed this half-term?	Resources
Arabic	Topic 1: Everything Around Us - Express how to say i want , you want (M &F) - consolidation of previous lessons - learning direction	- Assessment for learning - End of term assessment - End of year assessment	- Book الْقَبِّ وَتَعَلَّمَ https://www.interlingo.co.uk/plan-login/ https://www.ihsaanhomeworkacademy.com/2017/12/80-free-arabic-curriculum-resources-for.html - PowerPoint slides
Art	Topic: Paper Sculpture: Peter Callesen - Understand the different ways in creating paper sculptures Research and find relevant information about Peter Callesen - Recreate a paper sculpture in the style of, Peter Callesen - Understand the different ways you can create paper sculptures - Design an idea for a paper sculpture bouquet - Make origami flowers/cranes/Create a paper flower bouquet - Experiment with different types of paper and cards to create different features - Experiment with paper quilling - Use different paper crafts in final piece.		
Citizenship	Topic: Charity Project All pupils will work in groups to decide on a project to work on. Students will build their teamwork skills, plan and execute an action, e.g., build a well/ help the elderly, help the homeless.	- Ongoing classroom assessment- - Teamwork - Working efficiently - Identifying the correct resources to use	Your choice- book 1

	- Consider what it is they want to achieve? - How do they think they can achieve this? - What resources will they need? - How can they work efficiently?	- Resolving issues as and when they present themselves - What is your code of conduct?	
Computing	Topic: Creating Digital Animations - Create personal, symbolic expression as a means of communication (original, visual language) - Use a variety of media, including 2-D, 3-D, and digital, to produce art - Exemplify characteristics of different artistic processes - Understand how art is used to document human experience - Recognise the interdisciplinary knowledge used in the creation of art - Analyse the role of art in creating digital images, technological products and design - Use teacher-generated criteria to evaluate personal art	- Prior knowledge - Observational assessments using ICT during the lesson - Evaluation after each lesson	- Internet - various media software
English	Topic: Voices for Choices /Speaking and Listening Focus - Read a contemporary text/novel - Express own perspective of events, plots and author intentions - Extract key points and information and be able to write a persuading book review - Learn the art of authorial intent and underlying themes to instruct or teach - Work well within a group - Present a PowerPoint on findings and learnings with regard to the text - Construct an author Q&A interview - Participate in a healthy debate/For and Against argument on the core themes of the text	- Mini assessment and quizzes to test knowledge and comprehension - Research and present their findings in a PowerPoint presentation to test oral skills and key research abilities - End of topic assessment will be a book review based on the book in question.	- Text book of choice will be The Boy at the Back of Class. - YouTube's videos on race and equalities https://www.youtube.com/watch?v=7ngu7L4Vlrw https://www.youtube.com/watch?v=Sff2N8rez_ https://www.youtube.com/watch?v=Mdoq5wpJAAU
Geography	Topic: Rivers - Describe some ways in which humans use rivers - Explain the uses of the River Thames - Explain how human activity can harm River life	- 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

	• Explain and evaluate solutions for sustainable River use • Explain how the Thames Estuary is important for wildlife • Describe how floods and flash floods happen • Explain some factors that contribute to flooding • Give an example of a flood event along the River Thames, including when it happened • Describe the difference between long-term and short-term solutions to flooding • Explain some long- and short-term solutions to reduce flood risk • Explain what the Thames Barrier and the Environment Agency do		
History	Topic: Challenges to the Catholic Church • Recap the key features of medieval religious belief • Identify the key features of the early Reformation in Germany • Recap the key features of the medieval Church, including beliefs, practices and jobs in the Church. • Understand the key features of Henry VIII's 'Great Matter' • Identify the reasons why Henry VIII decided to break from Rome • Identify the ways in which Henry VIII and Edward VI changed the Church • Recognise the changes in religious policy from Henry VIII's reign to Elizabeth I's • Understand the key features of the Catholic Counter-Reformation • Understand the different threats Elizabeth faced during her reign. • Identify the key people involved in the Gunpowder Plot • Understand the main events of the Gunpowder Plot and its aftermath	• Prior Knowledge tests before the new topic is taught • Evaluation after each lesson • End of topic tests	• Textbook title: Exploring History- Cavaliers, Colonies, and coal • https://www.bbc.co.uk/bitesize/topics/zk4cwmn • https://www.youtube.com/watch?v=JJqXsqJmDnk • https://www.youtube.com/watch?v=8BuWiwph1xk
Maths	Topic: Transformations • Enlarge shapes given a scale factor • Find the scale factor of enlarged shapes	• 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/

	- Recognise reflection and rotational symmetry in 2D shapes - Identify reflection symmetry in 3D shapes - Recognise and carry out reflections in a mirror line - Reflect a shape on a coordinate grid - Describe a reflection on a coordinate grid - Describe and carry out rotations on a coordinate grid - Translate 2D shapes - Transform 2D shapes by combinations of rotations		https://mathsmadeeasy.co.uk/ks3-revision/
PE	Tennis - Know how the racket face controls the direction of the ball - Move forward to hit the ball - Create space by controlling the direction of the ball - Show the correct technique for the forehand and backhand drive - Demonstrate the correct technique for a serve - Apply the rules of the game, particularly the scoring system		
Religious Studies (RS)	Big Question: How are beliefs and practices in religions and worldviews expressed in people's lives? Topic: Why don't Hindus want to be reincarnated and what do they do about it? How could you describe a Hindu worldview? - Explore Hindu ideas about samsara, karma and moksha - Discuss what is the problem that causes the individual eternal self (atman) to be trapped within the cycle of life, death and rebirth (samsara)? - Examine how the law of karma governs reincarnation - Consider how endless reincarnations are not an appealing prospect, and hence the desire to escape from samsara	- 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. 	www.reonline.org.uk/subject-knowledge/hinduism/basic-beliefs/ www.holy-bhagavad-gita.org/chapter/2/verse/18 https://vedanta.org/yoga-spiritual-practice/the-path-of-work-karmayoga/ www.hinduwebsite.com/hinduism/hinduismatoz.asp www.reonline.org.uk/specials/places-of-worship/hinduism_video.htm www.youtube.com/watch?v=D2t8DsOYh_0 www.youtube.com/watch?v=TvaVO_5xhsQ www.youtube.com/watch?v=9ApBb_MMfiY www.bl.uk/onlinegallery/whatson/exhibitions/ramayana/guide.html ining Religion and Belief: Hindus. www.bhumiproject.org/ www.patheos.com/resources/additional-resources/2010/11/ten-key-hindu-environmental-teachings https://greenfaith.org/greenfaith_religious_teachings

	What are some of the pathways of escape from samsara for Hindus? - Explore some of the ways Hindus can escape from samsara and attain moksha, e.g. karma yoga (path of unselfish action); bhakti yoga (path of devotion to God); jnana yoga (path of knowledge); ashtanga yoga (path of meditation) What are the life goals for Hindus? What are your goals? - Explore Hindu ideas about the four aims of life (purusharthas): dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth - Explore British Hindu teenagers' lives, their multiple identities and thoughts about their traditions - Investigate what they think about goals in life, connecting with dharma, artha, kama and moksha - Compare similarities and differences with the diverse lives of students in your class What are some of the significant texts in Hindu tradition, and what do Hindus learn from them? - Analyse sacred texts dealing with dharma, such as passages from the Bhagavad Gita or the Ramayana - Explore the idea of dharma and varna in modern Indian and British Hindu communities. Evaluate this system of social organisation What does it mean to be a Hindu in Britain today? - Explore Hindu commitments to non-violence (ahimsa), harmlessness and vegetarian food - Contrast this with some Western attitudes - Evaluate the proposition that the Hindu path is our best hope in the battle to protect the environment		
RSE	Intimate Relationships Identify and Managing Peer Pressure To recognise: Peer pressure and how it can affect us	- Revisit the Prior Knowledge before the new topic is taught - Evaluation after each lesson	AMS resources (PPT, Guide & videos)

	• How to manage peer pressure • How we can in pressurised situations analyse the consequences of our actions • How to maintain an awareness of responsibility as Muslims when faced with peer pressure		
Science	Topic: Forces Different forces • Recall the effect of forces on an object • name forces and classify them as contact or non-contact forces • Recall how to measure forces, masses and their units Springs • Explain how a force has caused certain effects on an object • State what is meant by: extension, compress, stretch, elastic, plastic • Explain what is meant by: elastic limit, limit of proportionality. Friction • State what is meant by: friction. • Describe how friction forces affect movement • Explain some ways in which friction can be changed Pressure • State what is meant by: pressure • Describe how the pressure depends on force and area • Use the formula relating force, pressure and area Balanced and unbalanced forces • State what is meant by: balanced forces, unbalanced forces • Explain the effects of balanced and unbalanced forces in simple situations • Explain why a vehicle needs a force from the engine to keep moving at a constant speed Making sound • Explain what causes sound and how to make sound louder • Explain the link between frequency and pitch	• Class quizzes • End of test chapter assessments	• KS3 Science • BBC Bite size • Seneca - Learn 2x Faster (senecalearning.com)

	Moving sound • Recall that sound travels through different materials by vibrations, and needs a medium • Recall that sound does not travel as quickly as light • Describe how fast sound is transmitted by solids, liquids, gases Detecting sound • Recall that human hearing can be damaged by loud sounds • Describe the parts of the ear • Compare how sounds travel through different materials Comparing waves • State the meaning of: transverse wave, longitudinal wave • State the meaning of: superposition, and give examples • Explain why the intensity of sound waves decreases with increasing distance from a source in terms of the waves spreading out		
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