



YEAR 7

ENGLISH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Modern Novel study: <i>Granville: A Monster Calls, Boy in the Striped Pyjamas.</i>		Shakespeare's heroes and villains	Travel, journeys and non-fiction.	Poetry from Other Cultures	Media and theme parks.
MATHS - Support					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Place value <u>Topic 2:</u> Calculating: addition, subtraction, multiplication and division	<u>Topic 3:</u> Algebraic proficiency: writing expressions and substitution <u>Topic 4:</u> Investigating angles	<u>Topic 5:</u> Exploring fractions (decimals and percentages) <u>Topic 6:</u> Proportional reasoning	<u>Topic 7:</u> Calculating fractions, decimals and percentages <u>Topic 8:</u> Investigating angles <u>Topic 9:</u> Measuring space	<u>Topic 10:</u> Solving equations <u>Topic 11:</u> Percentages	<u>Topic 12:</u> Checking, approximating and estimating <u>Topic 13:</u> Calculating space <u>Topic 14:</u> Coordinates and reflections
MATHS - Core					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Negative numbers <u>Topic 2:</u> Calculating <u>Topic 3:</u> Numbers and the number system	<u>Topic 4:</u> Investigating properties of shapes <u>Topic 5:</u> Algebraic proficiency: simplifying, expanding, substituting and forming equations	<u>Topic 5:</u> Algebraic proficiency: simplifying, expanding, substituting and forming equations (cont'd) <u>Topic 6:</u> Calculating with fractions	<u>Topic 7:</u> Solving linear equations by balancing <u>Topic 8:</u> Ratio <u>Topic 9:</u> Exploring fractions, decimals and percentages	<u>Topic 9:</u> Exploring fractions, decimals and percentages (cont'd) <u>Topic 10:</u> Investigating angles	<u>Topic 10:</u> Investigating angles (cont'd) <u>Topic 11:</u> Checking, approximating and estimating <u>Topic 12:</u> Averages <u>Topic 13:</u> Calculating space

SCIENCE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>The following topics are all taught in different orders by different staff due to equipment requirements:</p> <ul style="list-style-type: none"> • Organisms - Movement and Cells • Forces – Speed and Gravity • Matter- Particle model and Separating mixtures • Earth – Earth structure and the Universe 		<p>The following topics are all taught in different orders by different staff due to equipment requirements:</p> <ul style="list-style-type: none"> • Ecosystems – Interdependence and Plant reproduction • Electromagnets – Voltage, resistance and Current • Reactions – Metals and non-metals and Acids and Alkalis • Energy – Energy costs and Energy transfers 		<p>The following topics are all taught in different orders by different staff due to equipment requirements:</p> <ul style="list-style-type: none"> • Genes – Variation and Human reproduction • Waves – Sound and Light 	
ART					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Formal Elements including drawing/making</p> <p>These are colour, tone pattern, shape texture and line</p>		<p>Fantasy landscape</p> <p>Use of colour and creative design work</p>		<p>Buildings – looking at and understanding one point perspective including printing techniques</p> <p>Drawing with pen and ink wash</p>	
DRAMA					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Drama	“Albert and the Lion”	“A Weekend Away”	“Sally” using monologue	<p>“Cats Cradle”</p> <p>“Paper Theatre”</p> <p>Group building activities</p>	
MUSIC					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Music and You</p> <p>Baseline assessment and music already played / performed</p>	Singing Project	<p>Elements of Music</p> <p>Introduction to the musical elements: Dynamics, Duration, Tempo, Texture, Timbre, Silence, Structure, Pitch. This involves playing the keyboards, listening and performing</p>		<p>Ukulele</p> <p>Introduction to playing the Ukulele, playing chords, singing songs, performing with others in small groups</p>	

FOOD AND NUTRITION					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Being safe in the kitchen.</p> <p>Expectations and health and safety practices.</p> <p>Personal Hygiene.</p> <p>Equipment</p> <p>The principles of the Eat well plate and how it relates to the diet.</p>	<p>Shifting the balance.</p> <p>Fuel food</p> <p>Protein providers</p> <p>Discover Dairy</p> <p>Fruit and vegetables</p> <p>Sensory Analysis</p> <p>.</p>	<p>Fatty and sugary foods and the nutritional impact of eating foods high in fats and sugars.</p> <p>Evaluation of the module.</p> <p>PRACTICALS:</p> <p>Toast (using the grill).</p> <p>Fruit fusion</p> <p>Vegetable couscous</p> <p>Savoury rock cakes</p> <p>Vegetable soup</p> <p>Savoury scones</p> <p>Fruit crumble.</p>			
DT					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to design Technology.</p> <p>Sublimation Mug</p> <p>This will include developing design ideas, looking at the use/impact of text.</p>	<p><u>Flexi-fish</u></p> <p>This introduces pupils to a range of tools and techniques as well as safety in RM</p>	<p>Graphic Art/Enlargement project.</p> <p>Using the grid coordinate method to accurately enlarge an image</p>	<p>LED torch project.</p> <p>Properties of plastics.</p>	<p>Continuing the LED torch including packaging</p>	<p>Enamelling project.</p> <p>Exploring Art Deco Design.</p>

Textiles					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Phone holder</u> This will include an introduction to textiles. Health and safety. An introduction to textile equipment. Threading of the sewing machine. Driving Licences. Introduction to hand embroidery- Double running stitch. Construction techniques- pinning and tacking.	How fabric is constructed. Introduction to fabric properties. Stitch samples. Design work Stencilling with thermo-chromic paint. Painting of designs onto material.	Practical- Construction Techniques- Basic seam Seam allowances Component marking. Production chart. Evaluation of project. Displays.			

ICT					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Online safety</u> Intro to School Network File Management Print Management School email <u>E-safety</u> Using the Internet safely & responsibly. Netiquette Personal information Cyberbullying	<u>BBC Micro bit</u> Programming a BBC Microbit to create solutions to problems, animations and games	<u>Multimedia Project</u> Design and creating products to a client brief: Posters Tickets Brochure Using formula, functions and formatting to create useful spreadsheets.	<u>Introduction to Python</u> Using an industry standard programming language to create solutions to problems. Skills Focused on: Print, Input, FOR loops, IF statements.	<u>Computing the Basics</u> The history of computers, the people, the components and how the world has changed.	<u>Graphics</u> Editing images using a range of professional tools. Creating animated images. Exporting images as useful formats.

GEOGRAPHY					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Mapskills</u> In this module we will introduce maps, how to use symbols and key geographical skills such as direction, distance, height and grid references.	<u>Mapskills</u> In this module we will introduce maps, how to use symbols and key geographical skills such as direction, distance, height and grid references.	<u>Weathering, Rivers and Coasts</u> In this module we will look at the differences and erosion, how river landforms are created (meanders, waterfalls), how coastal landforms are created (headlands, bays) and the impact of water pollution.	<u>Weathering, Rivers and Coasts</u> In this module we will look at the differences and erosion, how river landforms are created (meanders, waterfalls), how coastal landforms are created (headlands, bays) and the impact of water pollution.	<u>Weather and Climate</u> In this module we will outline the differences between weather and climate, microclimates, a study of the UK's climate, forecasting weather, the impact of pressure on the weather and the different types of rainfall.	<u>Weather and Climate</u> In this module we will outline the differences between weather and climate, microclimates, a study of the UK's climate, forecasting weather, the impact of pressure on the weather and the different types of rainfall.
HISTORY					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>An Introduction to history.</u> In this unit pupils will learn about chronology, different interpretations of the past and how historians use evidence. This unit also includes a baseline test. They will also find out about the lives of people in Anglo- Saxon England.	<u>Why did William win the Battle of Hastings?</u> In this unit pupils will find out why there were a number of contenders to the throne in 1066 and what happened at the Battle of Hastings.	<u>How did the Norman's change Britain?</u> In this unit pupils will be asked to consider how the Norman conquest changed the lives of the people living in Britain. We will also focus on the development of castles during this unit.	<u>Was King John really that bad?</u> In this unit pupils will look at the infamous medieval king, King John. They will use a range of evidence to decide whether he is worthy of his reputation of being the worst king in history.	<u>The Magna Carta.</u> In this unit we will look at the development and significance of the Magna Carta and what that meant for the balance of power in England.	<u>Were the dark ages really that dark?</u> In this unit pupils will be asked to consider what life was like in medieval England and compare life in towns with the countryside.

SPANISH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>¡Vamos!</u> Facts about Spain and Latin America. Useful classroom instructions.</p> <p><u>Me presento</u> Greetings, saying your name, alphabet and numbers, age greetings, family members</p> <p>Ask someone and say how many brothers and sisters you have</p> <p><u>Grammar:</u> -Definite / indefinite articles -Gender of nouns -Regular and irregular verbs</p>	<p><u>Me describo</u> Days of the week</p> <p>Learn to ask and say when your birthday is</p> <p>Learn to say what pets you have and colours</p> <p>Say what nationality you are and what languages you speak</p> <p>Describe your appearance and character</p> <p><u>Grammar:</u> -Adjectives -Possessives -Regular -ar, -er and -ir verbs</p>	<p><u>El insti</u> School subjects</p> <p>Say what you like / dislike at school and say why</p> <p>Tell the time</p> <p>Talk about your timetable</p> <p>Describe the facilities at your school</p> <p>Describe your school uniform</p> <p><u>Grammar:</u> -Adjectival agreement -Regular -ar, -er and ir verbs -hay -desde..hasta</p>	<p><u>Mi semana</u> Describe the weather</p> <p>Talk about sports that you play</p> <p>Say what you like / dislike doing in your free time</p> <p>Revision of telling the time</p> <p>Talk about your daily routine</p> <p><u>Grammar:</u> -Radical-changing verbs -Gustar -Reflexive verbs -Another irregular verb <i>ir</i></p>	<p><u>Donde vivo yo</u> Say where you live</p> <p>Understand that there are two verbs <i>to be</i> in Spanish and use <i>ser</i> and <i>estar</i> accurately</p> <p>Say what there is in your town</p> <p>Understand and give directions</p> <p>Say what sort of house you live in and name the rooms in a house</p> <p>Describe what's in your bedroom</p> <p><u>Grammar:</u> Ordinal numbers -<i>ser</i> and <i>estar</i></p>	<p><u>Me gusta comer</u> Talk about what you eat at different mealtimes</p> <p>Talk about food you like / dislike and say what is healthy / unhealthy</p> <p>Say that you are hungry / thirsty</p> <p>Order food in a restaurant</p> <p>Invite someone to go out with you, order food and complain</p> <p>Discuss different types of food, including food from different cultures</p> <p><u>Grammar:</u> - Comparatives: saying <i>more than / less than</i> -Using <i>tú</i> and <i>usted</i></p>

FRENCH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Tout sur moi</u> Introduce yourself Describe yourself and other people Describe your favourite object French-speaking regions <u>Grammar:</u> -Nouns and articles -Present tense of avoir -Adjectives -In + countries	Mon monde perso Describe your personality Talk about family members and friends Give opinions of school subjects Home and family life; compare yourself now with how you used to be <u>Grammar:</u> -Present tense of avoir / être -Adjectival agreement -Possessive adjectives -Comparisons using plus/moins -Connectives -Object pronouns	<u>Autour de moi</u> Talk about school and where you live Talk about leisure activities and personal possessions Describe animals <u>Grammar:</u> -Present tense of regular -er verbs -Irregular verbs <i>aller, faire, avoir, être</i> -Regular -ar -Adjectival agreement; position of colour adjectives -Noun plurals and adjectives -The perfect tense: <i>j'ai visité / j'ai vu</i> - <i>Je voudrais</i> + noun, <i>j'avais, c'était</i>	<u>A table</u> Say what you eat and drink at different mealtimes Give opinions on food and drinks Say where you like to eat out; order food in a cafe Use quantities and understand recipes Talk about food specialties and art <u>Grammar:</u> -Partitive article -The present tense of manger and boire -negatives - <i>Pouvoir</i> + infinitive - <i>j'aime/j'adore/je préfère/je déteste</i> + infinitive - <i>Je voudrais</i> + noun/infinitive - <i>Il faut</i> + noun / infinitive	<u>Mon quartier</u> Describe a town Say what you can do at different places Ask for and give directions arrange to go out and where to meet <u>Grammar:</u> -say what there is / isn't: <i>il y a un/une/des..., il n'y a pas de...</i> -Position of adjectives -Prepositions] -The imperative - <i>Vouloir / pouvoir</i> + infinitive	<u>Ca c'est mon truc</u> Talk about clothes and give opinions on styles Weather and what you wear for different occasions Say when/how often you do different activities Discuss weekend activities Talk about music preferences and national events <u>Grammar:</u> -Present tense of regular -er verbs: <i>porter, jouer</i> -The present tense of <i>faire</i> -Reflexive verbs <i>se lever, se coucher</i> -Possessive adjectives <i>son/sa/ses</i>

PE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Football/Netball/ Rugby	Dance/ Gymnastics	Gymnastics/Dance/	Netball/ Trampolining/ Table Tennis	Athletics/ Rounders/ Cricket	Volleyball/ Rounders/ Cricket

Citizenship, Character and Well-being

Term 1 & 2	Term 3 & 4	Term 5 & 6
<p>Healthy and safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Playing your part at Granville (Linked to P.R.I.D.E) 2. Communication Skills 3. Staying Safe (social media) 4. Staying safe (Grooming) 5. Bullying 6. Bullying (dealing with conflict) 7. Peer on peer bullying 8. How to report issues 9. Mental Health and Wellbeing 10. Mental Health and Wellbeing 	<p>Healthy and safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Puberty 2. Puberty 3. Consent 4. Managing changes /Sexual Identity 5. LGBT 6. Drugs 7. Drugs 8. CPR 9. Prevent 10. Resilience 11. My aspirations 12. Who I want to be? 13. Careers – Visitor to discuss their career(raising aspirations) 	<p>Democracy:</p> <ol style="list-style-type: none"> 1. Charity awareness(Link with the charity day) 2. Enterprise (Link with the charity day) 3. Enterprise 4. Equality and diversity 5. Rights and responsibilities as a British Citizen (British values) 6. Britain’s Government 7. Economy 8. Homelessness 9. Overcoming worries and problems 10. Sun safety 11. What makes a good Citizen?(Reflection from beginning of the year – term 1/lesson 1

Ethics/RE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Island		Hinduism		The Ideal Community	