

MATHEMATICS

YEAR: 7



What will students be learning?			Resources and activities
Term 4	Topic:	Numbers and the Number System	<p>The Mathematics department offers lunch times drop in sessions for students who wish to further their understanding and knowledge of particular topics.</p> <p>We also run the UK Maths challenge.</p> <p>Legoland – Lego Robotics Workshop. Please refer to Legoland website for details.</p> <p>Bletchley Park – A variety of workshops for students to apply their Number skills.</p> <p>Bank of England museum – variety of talks regarding the application of Mathematics in a financial world.</p> <p>Royal Museums Greenwich – ‘Maths and the Milky Way’</p> <p>The Mathematics Gallery at the Science Museum – ‘An environment that fills you with wonder’ as summed up by the Sunday Times</p>
	We will be learning about:	Prime Numbers Standard Form Directed Numbers Fractions	
	Skills we will be developing:	Concepts and vocabulary of numbers Four foundational operations in Mathematics and the convention for priority	
Term 5	Topic:	Shapes and Risk	
	We will be learning about:	Explore 2-D and 3-D shapes Evaluating probabilities	
	Skills we will be developing:	Identify, describe and construct shapes Use scale factors in interpreting maps and bearings Understand and explore the use of probability in risk analysis	
Term 6	Topic:	Algebraic Tinkering	
	We will be learning about:	Use and interpret algebraic notation Understand the vocabulary and convention associated with algebra	
	Skills we will be developing:	Understand the notation of algebra Manipulate and evaluate algebraic statements	

Assessments		
Term 4	Term 5	Term 6
A collection of new specification GCSE questions based on topic taught since September, comprising mainly of application of skills and knowledge.	A collection of new specification GCSE questions based on topic taught since September, comprising mainly of application of skills and knowledge.	A collection of new specification GCSE questions based on topic taught since September, comprising mainly of application of skills and knowledge.

English

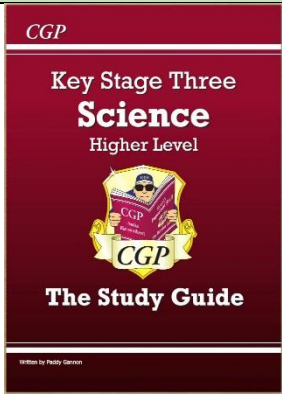
YEAR: 7

What will students be learning?			Resources and activities
Term 4	Topic:	Fiction writing: short story	http://store.aga.org.uk/resources/english/AQA-8702-TG-TALES.PDF http://www.classicshorts.com/ http://www.booktrust.org.uk/books/adults/short-stories/
	We will be learning about:	Focus on writing an extended piece of writing. Pupils will be introduced to the teaching sequence for writing, so their narrative piece is supported and built up gradually. Linked to a range of examples of short stories using GCSE AQA Anthology. Teaching focus on story structure- opening and endings; plot and characterisation.	
	Skills we will be developing:	Exploring plot, characterisation and relationships in a fictional text. Be able to follow the PEE structure to demonstrate understanding of character's thoughts and feelings.	
Term 5	Topic:	A Midsummer Night's Dream by William Shakespeare	http://shakespeare.mit.edu/midsummer/full.html
	We will be learning about:	Introduction to language and theatrical conventions by focusing on performance through games, drama activities and DVD extracts.	http://www.shakespearesglobe.com/theatre/whats-on/globe-theatre/a-midsummer-nights-dream-2016
	Skills we will be developing:	Taking on and developing a role in a key scene. Working on re-writing the end of the play (the challenge will be to use Shakespearean language). Learning and delivering lines off by heart.	http://www.sparknotes.com/shakespeare/msnd/
Term 6	Topic:	Poems from different cultures and traditions	http://www.universalteacher.org.uk/anthology/differentcultures.htm
	We will be learning about:	Pupils will read a range of poems from different cultures exploring themes and feelings. Students will also explore and compare different forms/style of poems and will create an anthology of annotated poems.	https://www.amazon.co.uk/d/Books/GCSE-English-AQA-Anthology-Workbook/1841468797/ref=pd_sbs_14_t_2?encoding=UTF8&psc=1&refRID=NKWZVZWD5G35JNYA6XN3
	Skills we will be developing:	Commenting on how themes and feelings are presented using precise quotations. Comparing writers' ideas and perspectives.	https://www.yorknotes.com/gcse/poems-from-different-cultures-and-traditions/overview

Assessments		
Term 4	Term 5	Term 6
Students will be asked to write the opening of a short story describing character or setting, using figurative language for effect followed by another assessment looking at the ending of a story.	Students will be assessed on their ability to write a monologue from the perspective of a character – learnt off by heart followed by a performance of an alternative ending in a small group/ Director's cut/ learnt off by heart	Students will need to answer a short GCSE style question on use of language in one poem followed by another assessment on comparison of language use in two studied poems of their choice.

Science

YEAR: 7

What will students be learning?			Resources and activities
Term 4	Topics:	<ul style="list-style-type: none"> Energy Particle Theory 	
	We will be learning about:	<p>Energy: forms of energy, energy transfers, heat transfer, conservation of energy, energy resources, generating electricity.</p> <p>Particle theory: Solids, liquids & gases, particle theory, physical changes, movement of particles. Mixtures & separating mixtures.</p>	
	Homework	<ul style="list-style-type: none"> Energy booklet Particle Theory booklet 	
Term 5	Topic:	Plant & Animal Reproduction	<p>Using their home study guide students can be supported to complete the homework booklets on each topic.</p> <p>Energy BBC: Energy BBC: Fossil fuels BBC: Impact of human activity</p> <p>Particle Theory BBC: States of matter BBC: Physical Changes BBC: Atoms, elements & compounds BBC: Pure & impure chemical substances BBC: Separating mixtures</p> <p>Plant & Animal Reproduction BBC: Plant reproduction BBC: Human reproduction</p> <p>Photosynthesis & Feeding Relationships BBC: Photosynthesis BBC: Ecosystems & Habitats</p>
	We will be learning about:	Human reproduction, menstrual cycle, having a baby, plant reproduction, fertilisation, seed formation, seed dispersal.	
	Homework	<ul style="list-style-type: none"> Plant & Animal Reproduction booklet 	
Term 6	Topic:	Photosynthesis & Feeding Relationships	<p>Energy BBC: Energy BBC: Fossil fuels BBC: Impact of human activity</p> <p>Particle Theory BBC: States of matter BBC: Physical Changes BBC: Atoms, elements & compounds BBC: Pure & impure chemical substances BBC: Separating mixtures</p> <p>Plant & Animal Reproduction BBC: Plant reproduction BBC: Human reproduction</p> <p>Photosynthesis & Feeding Relationships BBC: Photosynthesis BBC: Ecosystems & Habitats</p>
	We will be learning about:	Plant nutrition, dependence on other organisms, food chains & food webs	
	Homework	<ul style="list-style-type: none"> Photosynthesis & Feeding Relationships booklet 	
Skills We will be learning:		<ul style="list-style-type: none"> To develop scientific attitudes Experiments skills & procedures How to plan & carrying out investigations How to analyse & evaluate data Measurement 	

Assessments		
Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Energy 	<ul style="list-style-type: none"> Particle Theory Plant & Animal Reproduction 	<ul style="list-style-type: none"> Photosynthesis & Feeding Relationships

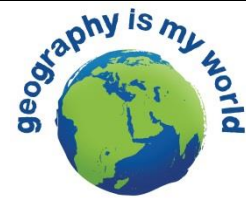
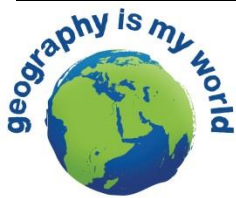
ESPAÑOL

What will students be learning?			Resources and activities
Term 4	Topic:	Where do you live?	Linguascope (Please ask Mrs Falomir for username and password). MIRA 1 textbook and workbook.
	We will be learning about:	Describing where you live, describing your house and your bedroom and talking about your free time.	
	Skills we will be developing:	Listening, reading and speaking. In addition, students will learn how to conjugate verbs.	
Term 5	Topic:	My free time	Linguascope (Please ask Mrs Falomir for username and password). MIRA 1 textbook and workbook.
	We will be learning about:	Describing what you do in your free time, irregular verbs in the present, telling the time and using the near future tense.	
	Skills we will be developing:	Speaking (role play) creative writing, and reading.	
Term 6	Topic:	What's your city/town like?	Linguascope (Please ask Mrs Falomir for username and password). MIRA 1 textbook and workbook.
	We will be learning about:	Saying what your town/city is like, asking about places in town, making and responding to invitations and talking about the weather.	
	Skills we will be developing:	Speaking (role play), listening, creative writing and translation.	

Assessments		
Term 4	Term 5	Term 6
Listening and reading (students will be assessed on their reading and listening skills).	Writing and speaking: Students will have to produce a piece of writing about their hobbies and they will have to answer to questions about free time.	Listening, reading and writing: Students will be assessed on their ability to understand key information in a reading and listening task. They will also have to produce a piece of writing about their town/city.

Geography

YEAR: 7



What will students be learning?			Resources and activities
Term 4	Topic:	As cold as ice	https://www.youtube.com/watch?v=EiQzls8YQcw&list=PL50KW6aT4UgzluslynVVq9u6c9GNQ66u0 http://discoveringantarctica.org.uk/
	We will be learning about:	Cold places in the world such as Antarctica and the Arctic. What makes these places cold and why it is important that they are preserved and protected.	
	Skills we will be developing:	Analysis of climate data. Justifying decisions made.	
Term 5	Topic:	Volcanoes	http://how-things-work-science-projects.com/make-a-volcano-project/ Students should also try and keep up to date with news of natural disasters from around the world.
	We will be learning about:	How the Earth is structured and the causes and effects of volcanic activity.	
	Skills we will be developing:	Building models and practical work. Presentation skills.	
Term 6	Topic:	Exploring Great Britain	http://www.great-britain.co.uk/ Visits outside of school could include: National Trust locations, sightseeing tours around the local area.
	We will be learning about:	Why people live in certain places in Great Britain and what affects their choices. How Great Britain might change in the future.	
	Skills we will be developing:	Map skills: locating places, compass points, grid references.	

Assessments

Term 4	Term 5	Term 6
<p>Students will be asked to apply their understanding of cold environments to the Arctic. Through the use of a video, they will be asked to identify problems and provide solutions in the form of guidelines. They should think back on the terms work about Antarctica and be able to apply their understanding to another environment.</p>	<p>Students will be assessed on their ability to produce a model of a volcano. They will be asked to provide an information sheet with their model which includes a background of their model: the name, type of volcano, what would happen if their volcano erupted in real life, what effect an eruption would have. Students will peer assess each other's volcanoes in a class presentation during the final lesson of the term.</p>	<p>Students will sit an assessment similar to that of term 3. A booklet containing questions relating to the topic that they have been studying. The questions will be designed so that there are a variety of tasks, from multiple choice, to extended answers. Students will be assessed on their ability to understand exactly what the question is requiring them to do, and their ability to make links in and around the topic.</p>

Art and Design

YEAR: 7



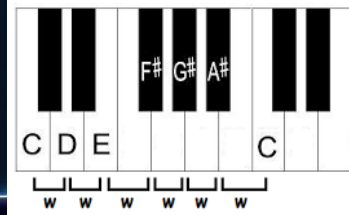
What will students be learning?			Resources and activities
Term 4	Topic:	Let them eat cake	http://www.nga.gov/kids/interactive/cake.htm https://www.sfmoma.org/artist/Wayne_Thiebaud http://www.theartstory.org/artist-oldenburg-claes.htm
	We will be learning about:	Developing 2D drawings into 3D sculptures and how to work as a team. How to use artist research as inspiration for our own work.	
	Skills we will be developing:	Modelling skills including paper and card manipulation; joining methods, both construction and adhesive; use of varied materials including corrugated board, papier mache and Modroc.	
Term 5	Topic:	Gaudi inspired ceramics	http://www.sagradafamilia.org/en/antoni-gaudi/ https://www.casabatllo.es/en/antoni-gaudi/
	We will be learning about:	The art and architecture of Antonio Gaudi.	
	Skills we will be developing:	Exploring ideas through observational drawings and developing the use of tone and colour. The use of mosaics to create patterns and decoration.	
Term 6	Topic:	Gaudi inspired ceramics	https://www.youtube.com/watch?v=oPcM1V7Kj50 https://www.youtube.com/watch?v=7CY_iAf8JAI
	We will be learning about:	The processes involved in working with clay. The tools and techniques used in hand built ceramics. Specific vocabulary associated with ceramics.	
	Skills we will be developing:	Moulding and shaping clay and decorative techniques before bisque firing and the application of glazes.	

Assessments		
Term 4	Term 5	Term 6
<p>Oil pastel drawing of a cake demonstrating an understanding of Thiebaud's techniques and style; skill in the use of pastels.</p> <p>Cake sculpture incorporating appropriate joining techniques and decorative skills.</p>	<p>Study page on Antonio Gaudi.</p> <p>Observational drawings of natural objects using tone and colour.</p>	<p>Design drawing showing form and decorative elements of final ceramic piece.</p> <p>Ceramic piece inspired by Antonio Gaudi.</p>

MUSIC YR 7



Whole Tone Scale Pattern: W-W-W-W-W



Ukulele Sizes



TERM 4	TERM 5	TERM 6
<p>What will students learn/what skills will they develop?</p> <p>The Major scale will be revised and minor scales are introduced. Students will learn about the construction of both scales in relation to tones and semitones and learn to distinguish between the sound of major and minor tonality. They will be able to play these scales and pieces in a major key and minor key. They will learn the Whole Tone scale and use it to create short expressive compositions, to describe the moods stimulated by impressionist pictures.</p>	<p>What will students learn/what skills will they develop?</p> <p>This unit develops the student's ability to explore the voice through singing a wide range of different types and styles of songs, developing their ability to sing music in two (or more) parts. They will develop vocal skills including the importance of warming up the voice before singing in tune and in time with others in a variety of roles and contexts. Perform a wide variety of different types and styles of songs from different times and different places with awareness of parts.</p>	<p>What will students learn/what skills will they develop?</p> <p>Students will be learning how to play the Ukulele. They will listen to pieces performed on ukulele and learn to distinguish between the different sizes. They will learn how to read Tablature and chord boxes. They will learn a number of different pieces using different playing techniques of picking and strumming. They will develop their ensemble skills through performing as a class and as small groups with different parts.</p>
<p>ASSESSMENT YR 7 MUSIC They will be assessed through performances of pieces and compositions.</p> <p>There will be a written evaluation after term 5</p>	<p>WEBSITES TO SUPPORT LEARNING You tube performances. Youtube vocal warm up exercises.</p> <p>EXTRA CURRICULAR ACTIVITIES/FAMILY TRIPS Watch live performances from You Tube of pieces learnt. Visiting an art gallery which contains impressionist paintings Visits to live concerts and watching performances by different groups of singers or performers of ukulele</p>	<p>TEXTS TO SUPPORT LEARNING</p>

Physical Education

YEAR: 7



What will students be learning?			Resources and activities
Term 4	Topic:	Frisbee, Gymnastics, Dance	Extra-Curricular activities: Wades Gymnastics: http://www.wadegymnasticsclub.co.uk
	We will be learning about:	In this unit pupils will demonstrate skills and agilities individually and in combination. Will focus on developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.	
	Skills we will be developing:	Pupils will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques and routines. Accurate replication of skills showing control and fluency will be assessed.	
Term 5	Topic:	Striking and Fielding, Athletics	Bicester Athletics Club: http://www.bicesterac.co.uk
	We will be learning about:	In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.	
	Skills we will be developing:	Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance.	
Term 6	Topic:	Tennis, Striking and Fielding	Bicester Tennis Club: http://www.bicestertennisclub.co.uk Bicester and North Oxford Cricket Club: http://www.bnoc.com/default.aspx
	We will be learning about:	In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupil should begin to accurately score games.	
	Skills we will be developing:	Pupils will learn to use basic principles of play when selecting and applying tactics to produce a successful outcome. Pupils will develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through games and conditional situations.	

Assessments

Term 4	Term 5	Term 6
Continuous assessment in a practical situation in skills and the application to game situations	Continuous assessment in a practical situation – In athletics, in all events, demonstration of accurate technique and related performances will be assessed.	Continuous assessment in a practical situation. Demonstrating high quality performances and accurate replication will be assessed.

