

Departmental Long Term Planning Grid



Department: Art	Subject: Art	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>2D Sketch book creative presentation/ colour investigation.</p> <p>15 Week Project: Autumn term</p> <ul style="list-style-type: none"> • Understand the concept of primary colours and how these can be mixed to create secondary colours & tertiary colours. • To be able to apply their understanding of colour to a colour wheel. Positioning the colours correctly. • To be able to mix colours successfully, secondary and tertiary. • To be able to identify complementary colours. • To use creative skills to develop creative presentation of art book based on their colour knowledge. • To investigate, analyse and present research into artists, who use colour, both historical and contemporary. • Pupils should be able to comment on the research and practical work undertaken and thoughtfully annotate the sketchbook. • To be able to evaluate work and the skills/knowledge learnt. 	<p>Natural forms 1: Spring term Observational studies investigation</p> <p>8 week project</p> <ul style="list-style-type: none"> • Understand what an observational study is. • To develop skills in portraying the visual elements of line, tone, texture, shape and colour found in natural forms. • To investigate using different materials to create studies of natural forms. • To understand and appreciate how other artist or movements have interpreted the natural form. 	<p>Natural forms 2: Summer term Observational studies developed into 2D media.</p> <ul style="list-style-type: none"> • Understand and be able to develop observational studies into own design work. • To investigate using 2d mixed media in relation to design ideas. • Have the ability to produce skilfully a 2d outcome. • Be able to comment on the research and practical work undertaken and thoughtfully annotate the sketchbook. • To be able to evaluate work and the skills/ knowledge learnt.
Make it Stick Focus	<ul style="list-style-type: none"> • Key area of colour • Using art media • Creative presentation of art book, and development of annotation skills reflecting on their own and other's work • Artist Understanding 	<ul style="list-style-type: none"> • Apply and Understand the formal element • Observational Studies drawing studies • Artist understanding 	<ul style="list-style-type: none"> • Apply and Understand the formal element • Development of work and ideas • Using different media

Departmental Long Term Planning Grid



Department: Art	Subject: Textiles	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Textiles is part of a rota subject with DT & food, students will only complete one project in textiles for 11 weeks.</p> <p>Felt sea creatures</p> <ul style="list-style-type: none"> · Follow H&S rules in the textile rooms. · Be able to use basic sewing techniques to use as life skills. · To investigate using different hand stitching methods, including stitching two pieces of felt together, running stitch and a some decorative stitch techniques. · Sewing a button (and other embellishments such as sequins, beads etc.) onto Felt. · To investigate, research and present first and second sources to develop ideas for their own work. · To learn how to creatively present visual sources. · Become familiar with the work of other textile artist and use their understanding to develop pupils own work. · To develop own design ideas and patterns in response to their research and investigations. · Have the ability to make and produce a felt textile the sea creature, using the skills and techniques learned in the project. 		
Make it Stick Focus	<ul style="list-style-type: none"> - Apply hand stitching techniques. - Research, investigate and present sources to help them develop design ideas. -Using creative textiles materials and methods. 		

Departmental Long Term Planning Grid



Department: Design & Technology	Subject: Design & Technology	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Bird feeder project- learn about health & safety in the workshop, product specifications, researching relevant information to help with the designing process. Manufacturing skills using a range of workshop tools and machinery. Accurate marking out. Natural timbers- hard and soft woods. Rendering designing using a wood grain. Graphic- learn how to draw freehand 3D, isometric and 1 point perspective.		
Make it Stick Focus	Pupil explanations regarding the use of tools and techniques.		

Departmental Long Term Planning Grid



Department: English	Subject: English	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>The Novel: 'The Boy in the Striped Pyjamas' (sets T and M 1, 2 and 3), Private Peaceful (sets T4 and M4) and writing to describe. Exam focus: English Language Paper One Q1-2 and Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Understanding of the social and historical context of the novel; • Retrieving and summarising information; • Selecting evidence; • Comprehension skills; • Making and explaining inferences; • Understand analytical PEE/PEEL paragraphs; • Preparation for English Language Q1 and Q2 (Paper one) style assessment; • Sentence variety; • Reading and understanding unseen texts; • Selecting appropriate and effective writing to describe skills to prepare for English Language Q5 (Paper One) style assessment; • Sensory writing and figurative language; • Exploring war poetry. 	<p>Shakespeare: 'The Tempest' (all sets) and writing to persuade. Exam focus: English Literature Paper One and English Language Paper Two Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Retrieving and summarising information; • Selecting evidence; • Making and explaining inferences; • Explaining the thoughts and feelings of writers; • Developing knowledge of analytical writing – using PEE paragraphs • Preparation for English Literature (Paper One) extract assessment; • Exploring character, plot and setting; • Reading and understanding unseen texts; • Exploring poetry linked to relevant themes; • Writing to persuade skills to prepare for English Language Q5 (Paper Two) style assessment; • AFORESTRY devices; • Structuring persuasive writing; • Examination of the difference between persuading and arguing; • SPaG literacy skills. 	<p>Autobiographical and biographical writing and writing to argue.</p> <p>Exam focus: English Language Paper Two Q1-3 and English Language Paper Two Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Understanding of purpose and audience; • Summarising ideas from texts and making comparisons; • Developing knowledge of analytical writing – using PEEL paragraphs; • Making and explaining inferences; • Preparation for English Language (Paper Two) Q1-Q3 style assessment; • Reading and understanding unseen texts; • Understanding whole-text organisation; • Sentence variety; • Selecting appropriate and effective vocabulary; • Writing to argue to prepare for English Language Q5 (Paper Two) style assessment; • Application of knowledge in own autobiographical pieces of writing; • SPaG literacy skills; • Poetry unit of work: 'Character and Voices'.
Make it Stick Focus	<ul style="list-style-type: none"> • Literacy/writing skills focus throughout the unit; • Reading skills such as text retrieval, inference and quote analysis. 	<ul style="list-style-type: none"> • Literacy/writing skills focus throughout unit; • English Language (Paper One) Q1-2 style questions. 	<ul style="list-style-type: none"> • Literacy/writing skills focus throughout unit; • English Language skills for both papers; • Analytical skills for English Literature extract based question though poetry unit.

Departmental Long Term Planning Grid



Department: Geography	Subject: Geography	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Global Change: <ul style="list-style-type: none"> • Types and distribution of industries. • Location of manufacturing industry, including an example: Nissan, Sunderland. • Transnational Corporations. 	Rivers <ul style="list-style-type: none"> • The dynamics of river systems. • Physical processes that lead to the various features of the long profile of a river. • Erosional and depositional features e.g. waterfalls, meanders, floodplains. • The physical and human causes of flooding, as well as two case studies of places in different parts of the world. 	Geography of Crime <ul style="list-style-type: none"> • The local patterns of crime and reasons for the differences in distribution. • The links between geographical location and crime. • How crime can be managed using the environment.
Make it Stick Focus	Basic Locations - focus on the wider world.	<ul style="list-style-type: none"> • UK Physical Geography, with a particular focus on geology. • Map skills. 	<ul style="list-style-type: none"> • Map skills. • Presentation techniques.

Departmental Long Term Planning Grid



Department: Health and Social Care, Child Development, and Food	Subject: Food Preparation & Nutrition	Key Stage: 3	Year:7
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	<p style="text-align: center;">12 x 75 min lessons - delivered in a block at some point across the year which can be across terms and / or modules. Content is repeated with each new group.</p>
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Food preparation skills and cooking techniques • Planning and Evaluation • Food Nutrition • Food Safety • Food Science • Food Choice • Food Provenance
<p>Make it Stick Focus</p>	<ul style="list-style-type: none"> • Understand how to be safe and hygienic when preparing food • Understand how to use our senses to describe food – fruit tasting • Develop practical skill, use of equipment and evaluation techniques through focussed practical tasks – mostly savoury products, cooked and uncooked • Understand how to evaluate existing food products using packaging information for nutritional understanding • Understand how and why to plan for cooking of made products • Understand how to be safe when shopping and storing food • Understand the different roles played by ingredients in food products, their working properties, sources and the range available via practical preparation and cooking • Baseline knowledge and skills test • Practical Assessment ongoing– safe, hygienic, organised food preparation and cooking skills, presentation • Extended homework applying learning - explain importance of developing basic cooking skills - apply reasoning to learning

Departmental Long Term Planning Grid



Department: History	Subject: History	Key Stage: 3	Year:7
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	Autumn	Spring	Summer
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Who were the claimants to the throne in 1066? • What happened at the Battles of Stamford Bridge / Hastings? • Why did William win Battle of Hastings? • How did the Normans conquer England? • Castles <ul style="list-style-type: none"> ➢ What were Motte & Bailey castles, why were they built? ➢ How were castles used for Attacking and Defending? ➢ How and why did castles change and develop? 	<ul style="list-style-type: none"> • Mediaeval Religion – what did people believe in Mediaeval times? • Who was Thomas Beckett? Why was he murdered? • Pilgrimages – who went on a pilgrimage and why? • Crusades <ul style="list-style-type: none"> ➢ What were the Crusades? ➢ Who was the most effective leader, Richard or Saladin? 	<ul style="list-style-type: none"> • Mediaeval Village – what was life like in the mediaeval village? • Mediaeval Town – what was life like in the mediaeval town? • What was the Black Death, why was it so frightening?*Why was there a Peasants' Revolt* • Magna Carta Henry VII/ Wars of the Roses
	<p>In Year 7 the main skills to be developed are knowledge and understanding of the Mediaeval and Tudor periods. Pupils will develop their ability to identify reasons and begin to move beyond description to explanations, some pupils may also develop their ability to analyse. Pupils will also work with a range of source materials, which they will increasingly use to support their answers.</p>		
Make it Stick Focus:	<ul style="list-style-type: none"> • Pupils to create revision materials at regular intervals • Regular topic fact tests • Use of Kahoot 	<ul style="list-style-type: none"> • Pupils to create revision materials at regular intervals • Regular topic fact tests • Use of Kahoot 	<ul style="list-style-type: none"> • Pupils to create revision materials at regular intervals • Regular topic fact tests • Use of Kahoot

Departmental Long Term Planning Grid



Department: ICT	Subject: IT	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<ul style="list-style-type: none"> ● Google Suite for Education ● Accessing Google Drive ● Creating Docs, Sheets, Slides ● Sharing work - Edit, Comment, View ● Using Google Classroom ● Accessing Drive on a mobile Device ● E-safety in 21st Century ● Password Security ● Identifying online dangers ● Reporting online dangers ● CEOP big red button 	<ul style="list-style-type: none"> ● Computer Hardware ● Computer Software ● Operating systems ● How computers store data ● How computers process data ● Denary to Binary conversion ● How computers use Binary ● Desktop publishing ● Audience ● Purpose ● Asset collection 	<ul style="list-style-type: none"> ● Abstraction of problems ● Drawing flowcharts ● Problem solving ● Pattern recognition ● Creating algorithms ● Programming constructs <ul style="list-style-type: none"> ➤ Sequence ➤ Selection ➤ Iteration
Make it Stick Focus	Password Security and online threat will have been covered so a small degree in Y5/Y6.	Using Google drive from M1 - this will underpin pupils IT curriculum in KS3. Some pupils will have covered hardware in Y6.	Binary - M2 Google Suite - M1 Pattern Recognition - Y6

Departmental Long Term Planning Grid



Department: Mathematics	Subject: Mathematics	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<ul style="list-style-type: none"> ● Introduction <ul style="list-style-type: none"> ➢ Setting out expectations ➢ Covering basics ● Number and the number system ● Calculating ● Investigation ● Visualising and constructing 	<ul style="list-style-type: none"> ● Investigating properties of shapes ● Algebraic proficiency: using formulae ● Exploring FDP ● Proportional reasoning ● Pattern sniffing ● Measuring space ● Investigating angles 	<ul style="list-style-type: none"> ● Calculating FDP ● Solving equations and inequalities ● Calculating space ● Checking, approximating and estimating ● Mathematical movement
Make it Stick Focus	Every 5 weeks all classes will complete questions that cover all topics previously covered.	Every 5 weeks all classes will complete questions that cover all topics previously covered.	Every 5 weeks all classes will complete questions that cover all topics previously covered.

Departmental Long Term Planning Grid



Department: Modern Foreign Languages	Subject: French	Key Stage: 3	Year:7
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p style="text-align: center;">Autumn Term</p> <p>Topics:</p> <ul style="list-style-type: none"> • Talking about likes and dislikes • Sound spelling link • Talking about your survival kit: what is important to you • Describing yourself • Understanding and using adjectives • Talking about other people • Christmas in France • Talking about school subjects <p>Grammar:</p> <ul style="list-style-type: none"> • Present tense • Avoir and être • Adjectives • Asking questions <p>Listening/reading/speaking and writing developed within each subtopic</p>	<p style="text-align: center;">Spring Term</p> <p>Topics:</p> <ul style="list-style-type: none"> • Giving opinions and reasons • Agreeing and disagreeing • Telling the time • Talking about food • Talk about computers and mobiles • Talk about which sports you play • Talk about other activities • Say what you like doing <p>Grammar:</p> <ul style="list-style-type: none"> • Using on to say we • How to say some • Present tense • Jouer à • Faire • Aimer + infinitive • Near future <p>Listening/reading/speaking and writing developed within each subtopic</p>	<p style="text-align: center;">Summer Term</p> <p>Topics:</p> <ul style="list-style-type: none"> • Consolidation and revision techniques • Talking about your town or village • Talking about holidays • Countries • Talking about holiday plans <p>Grammar:</p> <ul style="list-style-type: none"> • Revision <ul style="list-style-type: none"> ➢ Present ➢ Near future • Il y /il n'y a pas de • Use nous to say we <p>Listening/reading/speaking and writing developed within each subtopic</p>
	Make it Stick Focus	<ul style="list-style-type: none"> • Alphabet • Numbers • Gender • Definite and Indefinite articles 	<ul style="list-style-type: none"> • High frequency vocabulary • Present tense • Module 2 assessment to feature material from module 1

Departmental Long Term Planning Grid



Department: Music	Subject: Music	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Strings</p> <ul style="list-style-type: none"> • Playing open strings, first and 2nd finger • Pizzicato and bowing technique • Performing using p and f dynamics • Pieces 1-11 <p>Wind</p> <ul style="list-style-type: none"> • Develop basic embouchure and tone production on instrument • Learning first 2/3 notes on instrument • Pieces 1-6 • Mini March <p>Guitar</p> <ul style="list-style-type: none"> • Develop basic posture and coordination skills. • Learn the strings on the guitar and perform simple rhythms from notation. 	<p>Strings</p> <ul style="list-style-type: none"> • 3rd/4th finger on the instrument • Learn the D/A/G major scales • Perform off-beat rhythm patterns in Piece 13 • Pieces 12-13 • Doh a Deer <p>Wind</p> <ul style="list-style-type: none"> • Learn at least 5 notes on their instrument • Perform with awareness of breathing • Begin learning more complex rhythms to include off beats and dotted rhythms • Oh When the Saints • Frere Jacques <p>Guitar</p> <ul style="list-style-type: none"> • Perform simple rhythms and melodies using open strings from tab notation. 	<p>Strings</p> <ul style="list-style-type: none"> • Respond to pauses in a piece of music • Use string crossing securely within a piece of music • Start to use slurs as a performing technique • Learn arpeggios of D/A/G major • Olga Square Dance <p>Wind</p> <ul style="list-style-type: none"> • Respond to pauses in a piece of music • Perform with attention to articulation - accents and tenuto • Respond to repeat markings on a piece of music including first and second time bars • On the Bandstand Beginners Pieces <p>Guitar</p> <ul style="list-style-type: none"> • Perform simple rhythms and melodies using open strings and tabs 1-3 using tab notation • Introduction to the G major scale
	Each module is structured around the development of performance skills and therefore other pieces may be used and the rate of progress is dependent on the class taught.		
Make it Stick Focus	Throughout each module pupils continue to work through STM Stages Listening Templates. Each lesson classes listen to a piece of music and answer questions regarding that piece of music to build vocabulary. This is then reinforced from lesson to lesson by listening to other pieces of music, with vocabulary continually built throughout the year.		

Departmental Long Term Planning Grid



Department: Physical Education	Subject: PE - Boys	Key Stage: 3	Year:7
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	Autumn Term		Spring Term		Summer Term	
Programme of Study	Table Tennis	Football	Health-Related Exercise	Rugby	Cricket	Athletics
<ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Health and safety – set up and pack away tables safely. Introduction to basic grip, stance, service, backhand and forehand drive Core rules – singles, service and scoring. Basic Defensive and attacking principles. Application of skills/rules in conditioned games. Basic officiating and coaching.	Health and safety- wearing appropriate equipment and checking of playing surface. Ball familiarisation Rudimentary passing, receiving, shooting, tackling and dribbling skills Core rules – Free kicks, throw-ins, re-start of play. Basic Defensive and attacking principles. Conditioned games, 5-a-side Basic officiating and coaching.	Health and safety – principles of safe and effective exercise. Components of physical fitness – Components of skill related fitness. Heart rate measurements – resting and working. Applying components to sports. Basic effects of exercise.	Health and safety- wearing appropriate equipment and checking of playing surface. Ball familiarisation Rudimentary passing, receiving, handling, running and beating an opponent. Conditioned tackling Core rules – Offside, direction of passing and rucking. Basic defensive and attacking principles. Conditioned games, 7-a-side. Basic officiating and coaching.	Health and safety- wearing appropriate equipment and checking of playing surface. Ball familiarisation Basic throwing and catching, bowling (coil position) Batting – On/off drive, forward/backward defense. Basic fielding skills – long barrier Introduction to tactics. Conditioned games. Basic officiating and coaching.	Health and safety Introduction to all athletics events: Track: hurdles, sprints, distance. Field: jumps – high, long, Throws – javelin, discus and shot. Performing to maximum levels. Basic officiating / coaching.
Make it Stick Focus	Peer and self- assessment. Video/ Ubersense analysis. Use of assessment descriptors.	Application of skills, techniques and rules as a performer. Peer and self –assessment. Officiating of games.	Lead basic warm-up. Fitness techniques. Peer and self- assessment.	Application of skills, techniques and rules as a performer and official. Peer and self- assessment. Officiating of games.	Application of skills, techniques and rules as a performer. Peer and self- assessment. Officiating/ scoring of games	Performance. Times and distances. Peer and self -assessment.

Departmental Long Term Planning Grid



Department: Physical Education	Subject: PE - Girls	Key Stage: 3	Year:7
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	Autumn Term		Spring Term		Summer Term	
Programme of Study	Trampolineing	Netball	Health-Related Exercise	Dance	Rounders	Athletics
<ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Health and safety – trampoline maintenance / safe practice Spotting Straight Jumping Safe landing Jumps – Tuck, Pike, Straddle Twists – half and full Basic landings – seat, front, back. Sequences. Coaching skills	Health and safety – posts and court Ball familiarisation Rudimentary throwing and catching, footwork, shooting skills Core rules – Footwork, obstruction, contact, 3 seconds Basic Defensive and attacking principles. Conditioned games, high five, ½ court, full court Basic officiating and coaching.	Health and safety – equipment and techniques Components of physical fitness – Components of skill related fitness. Heart rate measurements – resting and working. Applying components to sports. Basic effects of exercise.	Health and safety – facilities / safe practice Understanding themes / motifs Introduction to basic dance terminology Musicality – following a rhythm and a beat Dance elements – Canon, unison, levels. Basic choreography – group and individual Performance	Health and safety – equipment and facilities check Ball familiarisation Rudimentary throwing and catching, bowling, batting Basic fielding skills Introduction to tactics Conditioned games. Basic officiating and coaching.	Health and safety – equipment / facilities and safe practice Introduction to all athletics events: Track: hurdles, sprints, distance. Field: jumps – high, long, Throws – javelin, discus and shot. Performing to maximum levels Basic officiating / coaching
Make it Stick Focus	6-8 bounce routine Peer and self- assessment Ubersense analysis	Application of skills, techniques and rules as a performer Peer and self -assessment	Lead basic warm-up Fitness techniques Peer and self- assessment	Performance Peer and self -assessment Video analysis / Ubersense.	Application of skills, techniques and rules as a performer. Peer and self- assessment	Performance Times and distances Peer and self -assessment.

Departmental Long Term Planning Grid



Department: Religious Education	Subject: RE	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Why am I here? • What is belief and what do Christians believe? 	<ul style="list-style-type: none"> • How do Christians celebrate Jesus' birth? • What does it mean to be a pilgrim church? • Does God answer my prayers? 	<ul style="list-style-type: none"> • How do Christians celebrate the resurrection? • What do we mean by sin and salvation • What do we mean by love?
Make it Stick Focus	<ul style="list-style-type: none"> • Revising key words • Comprehension exercises • Practice questions • Re-visiting previous topics 		

Departmental Long Term Planning Grid



Department: Science	Subject: Biology	Key Stage: 3	Year: 7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • What do Biologists do? - Microscopes and cells. • Breathing system as an example of system • Maths skills - to include size, units and magnification. • Food glorious food - diet and food tests 	<ul style="list-style-type: none"> • Energy in food - measuring and calculating energy • Human Reproduction - Where do babies come from? 	<ul style="list-style-type: none"> • Sowing the seed - Reproduction in plants - to cover flower structure and dispersal including practical work
Make it Stick Focus	<ul style="list-style-type: none"> • Similarities and differences between plant and animal cells. The names and functions of the parts. Adaptations of specialised cells. • Components of a balanced diet and their functions. 	<ul style="list-style-type: none"> • The functions of the main parts of the male and female systems. Fertilisation and the development of foetus during pregnancy. • The journey of the sperm cell to the egg. • Nutrition • Microscopes and cells • Specialised cells 	<ul style="list-style-type: none"> • Structure of the flower and the functions of the parts. • Pollination and the dispersal of the seeds. • Specialised cells • Fertilisation

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Science	Subject: Chemistry	Key Stage: 3	Year:7
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none">• Topics studied• Key skills taught / developed / assessed	<ul style="list-style-type: none">• What is matter?• States of matter and changing states• Physical and chemical changes• Chemical reactions - addition reactions	<ul style="list-style-type: none">• Chemical reactions continued - decomposition and rearrangement• Natural and synthetic chemicals• Introduction to acids	<ul style="list-style-type: none">• Neutralisation• Chromatography
Make it Stick Focus	<ul style="list-style-type: none">• Retrieval practice through testing spaced throughout• Production of summary sheets		

Departmental Long Term Planning Grid



Department: Science	Subject: Physics	Key Stage: 3	Year:7
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	Module 1	Module 2	Module 3								
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Energy Resources <ul style="list-style-type: none"> • Energy Resources • Running out of Fossil Fuels • Generating Electricity with Renewable Resources • Energy Island Thinking in Physics <ul style="list-style-type: none"> • Variables, values & Relationships • Fair tests & Designing Tables • Graphical Relationships • M1 Test • M1 Review 	Forces & Motion <ul style="list-style-type: none"> • Contact & Non-contact Balanced & Unbalanced forces • Force & Extension • Brakes & Friction Electricity & Magnetism <ul style="list-style-type: none"> • Models of current • Voltage • Electricity & the Body Waves <ul style="list-style-type: none"> • Reflection • Comparing Light & Sound Waves • Uses of light & sound M2 Test <ul style="list-style-type: none"> • M2 Review 	Earth & Space <ul style="list-style-type: none"> • Order & Scale of the Universe • Days, Years Seasons • Phases of the Moon Matter <ul style="list-style-type: none"> • Chemical & Physical Changes • Changes of state Revision <ul style="list-style-type: none"> • Energy • Forces • Electricity • Waves • Earth & Space End of Year Exam <ul style="list-style-type: none"> • End of Year Review • Research Project 1 • Research Project 2 								
	Key Skills <table border="1"> <tr> <td>Using abstract scientific models to support explanations</td> <td>Classification & order</td> <td>Producing logically sequenced explanations</td> <td>Making decisions supported by data and reason</td> </tr> <tr> <td>Qualitative & Quantitative descriptions</td> <td>Taking Measurements with precision</td> <td>Describing relationships between variables</td> <td>Planning a fair test</td> </tr> </table>				Using abstract scientific models to support explanations	Classification & order	Producing logically sequenced explanations	Making decisions supported by data and reason	Qualitative & Quantitative descriptions	Taking Measurements with precision	Describing relationships between variables
Using abstract scientific models to support explanations	Classification & order	Producing logically sequenced explanations	Making decisions supported by data and reason								
Qualitative & Quantitative descriptions	Taking Measurements with precision	Describing relationships between variables	Planning a fair test								
Make it Stick Focus	<ul style="list-style-type: none"> • Energy Island - Level Assessed Task • Planning a Fair Test - Experimental Plan, Describing Relationships • M1 Test on Energy Resources and Experimental Skills 	<ul style="list-style-type: none"> • Forces & Motion assessed task • Current & Voltage assessed task • M2 Test on Energy Resources, Experimental Skills Force & Motion and Electricity & Magnetism 	<ul style="list-style-type: none"> • Waves Leveled assessed Task • Change of State Level assessed Task • M3 Test on all units studied in Y7 								