



Subject: **English**

Year group: **7**

Aims:

- Understand how to craft an effective and accurate piece of writing
- Read and respond to a range of texts, both fiction and non-fiction and identify their type, audience, purpose and features
- Develop knowledge of the key techniques of English Literature and their proper terms
- Develop reading skills, including how to skim, scan, identify, predict, analyse, interpret, compare and evaluate texts
- Develop essay skills, especially the PEE (Point, Evidence, Explanation) paragraph

Content	Key Events (assessments and projects)
<p>Term 1: Women in Literature and Society</p> <p>In the unit, students will develop their key reading and writing skills through reading a series of texts about famous women who have contributed to society. This includes reviewing grammar for writing, inference and PEE paragraphs are essential for appreciating the rest of the books, plays, poems and writing projects they will study at KS3.</p>	<p>Baseline Assessments</p>
<p>Term 2: World War One Poetry</p> <p>To coincide with the centenary of the end of WWI, students will engage with a series of poems and relate these to the historical context in which they were written. They will learn about the craft of poetry and respond to the writer's different ideas about the conflict.</p>	<p>Assessments Poetry Competition</p>
<p>Term 3: Introduction to Shakespeare through his monologues</p> <p>This creative unit looks at Shakespeare's craft in detail: how he uses language and staging to create vivid scenes for us to enjoy. This then leads into an investigation into the Art of Rhetoric, when students learn how to write their own speeches.</p>	<p>Assessments</p>
<p>Term 4: Animal Farm</p> <p>Students will study this literary classic together, exploring the plot, theme and characters. Then, students will analyse the text, considering its allegorical meanings and relating it to the historical context in which it was written.</p>	<p>Assessments</p>
<p>Term 5: Non-Fiction Reading and Writing</p> <p>Students will be reading a range of non-fiction texts and learning how to identify the text type, audience and purpose. Further to this, students will be practicing how to adapt their style of writing to suit a particular audience and purpose, employing the style features they have identified elsewhere in their own work.</p>	

Term 6: Oliver Twist, the Play	Assessments
This Dickensian classic has been carefully turned into a play, retaining much of the original language in the dialogue and stage directions. Students will explore the plot, characters and themes as well as how to read a play text. This is an excellent opportunity to analyse how a writer uses not only words but also gesture, costume and setting to tell a story and engage an audience	

Resources to support your child's learning:

Links: <https://www.bbc.com/bitesize/subjects/z3kw2hv>

Books: New KS3 English Complete Study & Practice (with Online Edition) ISBN-10: 1847621562

Extension opportunities:

Competition: Term 2 – Poetry to Commemorate the centenary of the end of WWI



Subject: **Mathematics**

Year group: **7**

Aims:

- To have firm foundations in number and algebra skills
- To be able to apply skills in problem solving

Content	Key Events (assessments and projects)
Unit 1: <ul style="list-style-type: none"> • Numeracy 	Base line test Early Term 1
Unit 2: <ul style="list-style-type: none"> • Area Perimeter • Directed Number • Order of operations • Solving by reading – pictures • Introduction of algebra • Function machines 	Skills test Mid Term 2
Unit 3: <ul style="list-style-type: none"> • Fractions 	Mid-Year Exam Skills and Problem solving End of Term 2
Unit 4: <ul style="list-style-type: none"> • Feedback from mid-year exams • Substitution and formulae • Solving by reading whilst showing arguments • FDP 	Skills Test End of Term 3
Unit 5: <ul style="list-style-type: none"> • Expanding and factorising • Sequences • Coordinates • Real life graphs 	End of Year Exams Skills and Problem solving Early Term 6
Unit 6: <ul style="list-style-type: none"> • Angle properties • Index laws • Factors and primes 	

Resources to support your child's learning

Apps: Times Tables

Books: CGP KS3 revision guide

Timetables Rockstars available later in the year

Extension opportunities

Challenge work at maths clinic

Use of apps such as Brilliant



Subject: **Science**

Year group: **7**

Aims:

- Maintain and extend the innate human fascination with the natural world.
- Link observations and results to scientific facts and theories.
- Develop an appreciation of how scientific knowledge can enrich our everyday lives.
- Build the required levels of scientific literacy and practical capability, so that the principles of the scientific method can be applied.

Content	Key Events (assessments and projects)
<p>Term 1: Introduction, Cells, Mixtures & Separation</p> <p>Students begin science with an introductory course covering the safe use of laboratory equipment and the potential hazards that may be encountered where lab safety rules are not followed. This is followed by a biology unit that looks at organs, tissues and cells and how they function to form organ systems. A chemistry unit building on KS3 understanding of mixtures and compounds completes the term.</p>	<p>Baseline Assessment – Introductory Safety Test.</p> <p>Competition: Best model of a cell.</p>
<p>Term 2: Energy, Muscles & Bones, Acids & Alkalis</p> <p>The energy unit uses a theme park to introduce the idea that stores of energy are needed to make most things happen. It looks at food, energy stores and transfers, and energy resources. This is followed by an exploration of how the gas exchange and circulatory systems work in the human body, and then the students are taught the principles of chemical reactions within the context of acid-alkali neutralization.</p>	<p>Assessment</p>
<p>Term 3: Forces, Ecosystems, Electricity</p> <p>The first unit revises the concepts of forces and their effects and extends students' knowledge of friction, gravity and springs. These ideas are presented using a theme of outdoor sports, to link to ideas about forces, friction and pressure. With a general theme about explorers, the next unit looks at ecosystems and the factors that affect them. This includes the impact of human activity and the importance of biodiversity. The last unit looks at the measurement of current and how it behaves in series and parallel circuits, and at voltage and resistance.</p>	<p>Project: Design & Build a model rollercoaster.</p>
<p>Term 4: Sexual Reproduction, The Particle Model</p> <p>This unit explores sexual reproduction in animals, in the context of efforts being made by zoos to prevent endangered species becoming extinct. Students are also introduced to the biology of sexual reproduction in humans. The second unit develops an understanding of the properties of solids, liquids and gases. Scientific method and ideas on experiments, observation, hypotheses and theories are discussed, leading to an understanding of the particle theory of matter.</p>	

<p>Term 5: Sound, Atoms Elements & Compounds</p> <p>The last physics unit looks at how sounds are made, transmitted and detected, some uses of sound and compares sound waves with waves on the surface of water. Students complete the year 7 taught content with a more in-depth look at the periodic table, how atoms behave and how properties change when compounds are formed.</p>	
<p>Term 6: Practical Project, Research & Presentation</p> <p>Students will work in teams to devise an experimental investigation to test a hypothesis of their choice. This will be followed by an opportunity to research the theory, extend their understanding and compare their results to the expected outcomes. They will then collaborate to present their results to their peers.</p>	<p>Assessment Trip to Herstmonceux</p>

Resources to support your child's learning

Links: <https://www.bbc.com/bitesize/subjects/zng4d2p>
<https://www.educationquizzes.com/ks3/science>

Extension opportunities

Competition: Best Model of a Cell
Project: Design & Build a model rollercoaster.
External: Trip to Herstmonceux Science Centre



Subject: **Art & Design**

Year group: **7**

Aims:

- To develop understanding of the formal elements and how they are applied in art.

Content	Suggested Artists	Key Events (assessments and projects)
<p>Term 1 & 2: The Formal Elements</p> <p>Students will understand the formal elements: line, tone, shape, form and texture and colour and how it can be applied in art. They will explore a range of drawing techniques and investigate a variety of artists developing their critical understanding.</p>	<p>Wassily Kandinsky Frank Stella Henri Matisse Sonia Delaunay Johannes Itten Beatriz Milhazes</p>	<p>Homework Project: Term 1 & 2</p> <p>Assessment W/C: Term 1 & 2</p>
<p>Term 3 & 4: Objects</p> <p>Students will develop their skills in recording by making a range of primary and secondary studies from food. They will explore cubist concepts to create a range of outcomes.</p>	<p>Juan Gris Georges Braque Pablo Picasso Michael Craig Martin Javier Perez Jim Dine</p>	<p>Homework Project: Term 3 & 4</p> <p>Assessment W/C: Term 3 & 4</p>
<p>Term 5 & 6: Food</p> <p>Students will create a range of observational drawings, creating a range of ideas and exploring with a range of media and techniques. They will develop ideas, exploring with a range of 3D processes to create a food sculpture.</p>	<p>Claes Oldenburg Wayne Thiebaud Joel Penkman Sarah Graham</p>	<p>Homework Project: Term 5 & 6</p> <p>Assessment W/C: Term 5 & 6</p>

Resources to support your child's learning

Links: <https://www.theartstory.org/artist-itten-johannes.htm>

<https://www.wassilykandinsky.net/>

<http://www.michaelcraigmartin.co.uk/>

<https://www.tate.org.uk/art/art-terms/c/cubism>

<https://www.britannica.com/biography/Claes-Oldenburg>

<https://joelpenkman.com/>

Extension opportunities

Competition: Drawing Challenge

External: NSAE June



Subject: **Computer Science**

Year group: **7**

Aims:

- To enable students to build on what they have learnt at Primary school with regards computer science and coding.
- To move them on to more industry standard ways of thinking and programs such as moving from Scratch to Python.
- To ensure students are safe when using electronic devices online.

Content	Key Events (assessments and projects)
<p>Term 1: 7.1 – Visual Scratch Programming</p> <p>This unit of work teaches an introduction to programming using the Scratch programming language. Students will be introduced to programming inputs, variable storage, outputs, sequencing and selection.</p>	End of unit assessment
<p>Term 2: 7.2 – Computer Hardware</p> <p>The computer hardware unit is designed to teach students what a computer system is, the various components of a computer system and their purpose. Students will also learn about the purpose of the CPU, RAM, Hard Drive and I/O devices and how they all function together and the function of the CPU, including the fetch, decode, execute cycle.</p>	End of unit assessment
<p>Term 3: 7.3 – Introduction to HTML</p> <p>This unit teaches the basics of HTML enabling students to create a mini website. Students learn how to add text, images and hyperlinks, plus formatting techniques including fonts, text size and alignment.</p>	End of unit assessment
<p>Term 4: 7.4 – Scratch Game Maker</p> <p>Students learn how to create some simple gaming scripts including key controlled movement, gravity, object collisions and scoring systems in order to make their very own platform games.</p>	Evaluation of project
<p>Term 5: 7.5 – Advanced Scratch</p> <p>The 'Advanced Scratch' unit introduces students to event driven programming. Students will recap basic programming constructs including selection and iterations to produce a 'Magic 8 Ball' program.</p>	End of unit assessment
<p>Term 6: 7.6 – Micro:Bit Madness</p> <p>This unit introduces students to the Micro:Bit device and teaches them how to program a variety of applications including a digital dice, digital compass and games console (pong). The unit uses both the 'Blocks' and 'Python' programming language.</p>	Evaluation of work completed End of year Assessment

Resources to support your child's learning

Links: <https://www.bbc.com/bitesize/subjects/zvc9q6f> - Computer Science link on BBC Bitesize
<https://code.org/> - learn how to code
<https://www.codecademy.com> - learn how to code
<https://www.thinkuknow.co.uk/> - safety website from CEOP

Sharepoint Link: <https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Cs/SitePages/Welcome.aspx>

Books: All of the best resources are 'hands-on' online

Extension opportunities

Competition

Various at <https://challenges.wolfram.com/>

Links to others at <https://community.computingschool.org.uk/resources/43/single>

Project

Lots of projects at the above as well as <https://scratch.mit.edu/> where students have created an account already



Subject: **Drama**

Year group: **7**

Aims:

- Over the course of this academic year students will study various genres of theatre as well as developing skills in devising, performing, evaluating and creative thinking.

Content	Key Events (assessments and projects)
Term 1: Trust This unit has a performance skills focus. Students will work on their confidence, communication, co-operation and communication.	Assessed performance and evaluation.
Term 2: Superheros This term student will be working on their vocal skills. The focus for the unit will be on tone, pace, pitch and dynamics.	Assessed performance and evaluation.
Term 3: Boy in a Dress This unit will have a scriptwork focus. Studentw will improve their reading and language skills, confidence, communication, co-operation and concentration.	Assessed performance and evaluation.
Term 4: Alice in Wonderland This term students will learn about physical theatre, focusing on genre and improvisation.	Assessed performance and evaluation.
Term 5 & 6: Musicals In this unit students will study Musical Theatre. This will involve singing, dancing, acting and performance skills, technical theatre and backstage roles.	Assessed performance and evaluation.

Resources to support your child's learning

Sharepoint Link:

<https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Dr/Year%207/Forms/Folder%20View.aspx>

Extension opportunities

School Shows: A Night of Musicals and Beauty and the Beast

Extracurricular Clubs – Drama Club, Dance Club and Arts Award



Subject: **Design and Technology**

Year group: **7**

Aims:

- At Trinity School, Design and Technology is a practical and highly creative subject area that helps students develop the skills required to thrive in an increasingly technological world through practical and creative tasks.
- Draw on disciplines such as Mathematics, Science, Engineering, Computing and Art, Design and Technology to enable students to develop an iterative process to designing and making.
- Develop understanding of nutrition and learn how to make healthy food choices

At Key Stage 3 in Design and Technology students rotate around 3 different areas: Designing for Others, Food Preparation and Nutrition, Working with Materials. Each year group has a different focus within these areas. Students may not study each area in this order due to the nature of the rotation, however, they will cover all areas before the end of the year.

Content	Key Events (assessments and projects)
<p>Term 1-2: Working with Materials (Resistant Materials)</p> <p>Students will learn how to design and manufacture a mini pinball games. Students will learn how to work with metal, polymers and timber. They will be introduced to a range of processes and machinery. They will also learn about the design movements such as Art Deco and Bauhuas, then use these as visual inspiration to design a backing to the pinball game.</p>	<p>Baseline Assessments</p> <p>Practical and written assessments</p>
<p>Term 3-4: Working with Materials (Textiles)</p> <p>Students will be introduced to the design movement Memphis Milano and Biomimicry. They will then use these as visual stimuli to create pencil case designs. Students will learn how to use the sewing machines as well as printing, applique and embroidery methods.</p>	<p>Practical, designing and written assessments</p>
<p>Term 5-6: Introduction to Food Preparation and Nutrition</p> <p>Students will learn to cook and evaluate four dishes that will teach them basic cooking skills. They will then use these skills to design, plan and make their own healthy burger or kebab.</p>	<p>Practical and written assessments</p>

Resources to support your child's learning

Links:

<http://www.mr-dt.com>

<http://www.technologystudent.com>

Sharepoint Link:

<https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Dt/Year%207/Forms/Folder%20View.aspx>



Subject: **French**

Year group: **7**

Aims:

- To understand the structure of the language by recognising and using basic grammar structures.
- To know the present tense of regular and irregular verbs and the adjective agreement.
- To be able to talk about themselves, give and justify opinions on different topics.
- To learn about different aspect of the culture in France and in French speaking countries by exploring literature, traditions and related historical events.

Content	Key Events (assessments and projects)
<p>Term 1: Personal information and physical appearance</p> <p>The students will learn the phonics in French and to introduce themselves by greeting and giving basic information about themselves in writing and speaking as well as recognising information in listening and reading. They will develop an understanding of key grammar structures in French such as the formation of a sentence, the conjugaison with the verb "avoir" and the rules around the feminine, the masculine and the plural. Culture: The French-Speaking countries</p>	<p>Baseline test</p> <p>Project: research project on one of the countries part of the "Francophonie"</p> <p>Formative speaking assessment.</p>
<p>Term 2: Family, friends and school</p> <p>The students will further develop the 4 skills by learning how to describe personality and feelings, giving opinions and justifying their opinions. They will start developing their sentences with intensifiers and comparison. In grammar they will learn the verb "être" and work on irregular adjectives.</p> <p>Culture: the education in France/ Christmas celebrations per regions</p> <p>History: Charlemagne and the education system Literature: Allez transition</p>	<p>Summative assessment</p>
<p>Term 3: School, leisure and animals</p> <p>The students will deepen their grammar knowledge by leaning the present tense of regular "er" verbs and some irregular verbs through the topic of leisure activities. We will carry on learning more adjectives to describe and to justify an opinion around the topic of animal. The students will start to recognise more complex structures such as the past tense and the conditional.</p> <p>Culture: carnival in French-Speaking countries</p> <p>Literature: African poems and tales</p> <p>Extension film: Kiriku et la sorcière</p>	<p>Formative speaking assessment</p> <p>Project: "La littérature africaine"</p>

<p>Term 4: Food</p> <p>This term will be talking about food and drinks. The students will learn how to tell their preferences about food, talk about meals and create recipes. This term will be focusing on speaking skills with different role plays. The students will learn more complex grammar structures such as negative structures, modal verbs and partitive articles. Culture: “la gastronomie française” Regional identity Easter Traditions Religion in France</p>	<p>Summative assessment</p>
<p>Term 5: Local area</p> <p>This term will talk about places in town, leisure activities and directions. The students will learn prepositions and the imperative mood as well as consolidating the use of modal verbs. The students will develop their listening and reading skills with longer written and spoken texts. Culture: the comic strip culture in France and Belgium Literature: Tintin, Asterix et Obélix, Boule et Bill History: The Gauls and the Roman empire Extension films: Tintin/ Asterix mission Cléopâtre</p>	<p>Project: “La BD”</p>
<p>Term 6: Lifestyle</p> <p>This term the students will consolidate all the grammar structures they learnt throughout the year and practise developing their written or spoken answers with opinions, reasons, connectives and more complex structures they have seen. They will learn the time and different time expressions they can use to talk about routine. Literature: Le Petit Prince History: The French Revolution and the French Empire Culture: Bastille day Extension film: Le Petit Prince</p>	

Resources to support your child’s learning

Links: <https://www.languagesonline.org.uk/Hotpotatoes/index.html>
<https://quizlet.com/en-gb>

Sharepoint Link:

<https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Fr/Year%207/Forms/Folder%20View.asp> x

Books: Allez I student book ISBN: 9780198395041

Extension opportunities:

Projects:

- “ La Francophonie “term 1
- “ La literature africaine” term 3
- “La BD” term 5



Subject: **Geography**

Year group: **7**

Aims:

- Develop knowledge of globally significant places including their characteristics and processes.
- Understand the processes that give rise to key physical and human geographical features of the world
- Develop geographical skills needed to analyse a range of data gathered through experiences of fieldwork and interpret a range of sources of geographical information.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Content	Key Events (assessments and projects)
<p>Term 1: Map Skills</p> <p>In the unit students will develop skills to enable them to use OS maps and satellite images. These skills include: four and six-figure grid references, scale, contours and latitude and longitude. These skills will be essential throughout the other units they will study at KS3.</p>	<p>Baseline Assessments Fieldtrip around the local area</p>
<p>Term 2: Urbanisation</p> <p>Students will study the causes and effects of rapidly growing cities. They will study case study examples such as Mexico City and Curitiba and use these to evaluate and create solutions to the problems studied earlier in the unit.</p>	<p>Assessments Project – Megacity in a box.</p>
<p>Term 3: Weather and Climate</p> <p>In this unit we will look at ways to measure and forecast the weather. Students will investigate microclimates and see how storms impact the UK as well as considering the impacts of climate change.</p>	
<p>Term 4: Rocks</p> <p>Students will look at the different rock types and processes that affect them and discover how these shape and form the landscape. We will also look at sinkholes and their, sometimes, disastrous effects.</p>	
<p>Term 5: Coasts</p> <p>In this topic students will explore the processes that are at work on the coastline and the effects they have on the landforms there. Students will evaluate the best ways to manage the coastline, looking at the case study of the Holderness Coastline.</p>	
<p>Term 6: Energy</p> <p>Students will discover where we get our energy from in the UK and how we can become more sustainable. We will debate whether fracking should be used in the UK and the advantages and disadvantages of using nuclear</p>	<p>Assessments Fieldtrip to the Dungeness power Stations</p>

power. The trip to Dungeness will allow them to see what they are learning in the classroom in the real world.	
--	--

Resources to support your child's learning

Links: <https://www.bbc.com/bitesize/subjects/zrw76sg>

Sharepoint Link:

<https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Ge/Year%207/Forms/Folder%20View.aspx>

Books:

- KS3 Geography All-in-One Revision and Practice (Collins KS3 Revision) ISBN: 978-0007562879
- Geog. 1 Student Book ISBN: 978-0-19-839302-3
- Geog. 2 Student Book ISBN: 978-0-19-835692-9
- Geog. 3 Student Book ISBN: 978-0-19-839304-7

Extension opportunities:

Project: Term 2 – Megacity in a box



Subject: **History**

Year group: **7**

Aims:

- Students will be able to describe, categorise and prioritise different causes of events.
- Students will be able to describe the chronology of a series of events and identify similarities and differences between certain periods.
- Students will be able to recognise change and continuity of a particular theme over a large period of time and give reasons for these developments.

Content	Key Events (assessments and projects)
<p>Term 1: Who are the British people?</p> <p>The students will begin with a thematic study of migration to the UK from 500BC to the present day. They will examine how and why people have settled here and how this has changed over time.</p>	<p>'What is history?' project Baseline Assessment</p>
<p>Term 2: Was 1066 really a crisis for England?</p> <p>In this unit, students will study the causes and impact of the Norman Conquest. This will include the four claimants to the English throne in 1066, the Battle of Hastings, and the methods used by William to gain control of the country.</p>	<p>Assessment</p>
<p>Term 3: Who held the power in the Middle Ages?</p> <p>In this unit the students will compare the successes and failures of several medieval monarchs and how they were challenged by the powers of the Church, the people and the barons. Some examples of the monarchs we will study are King John, Eleanor of Aquitaine and Henry II.</p>	
<p>Term 4: Was the black death a blessing in disguise?</p> <p>The students will examine the gruesome horrors of the black death and the ways in which it affected communities around the country and the world. Students will categorise the consequences of the black death to determine whether or not it was actually a positive event for the people of England.</p>	
<p>Term 5: Why was there a religious rollercoaster under the Tudors?</p> <p>In this unit, the students will build on their understanding of change and continuity from the previous units by examining how and why the English Church changed during the Reformation. The students will examine the causes of the Reformation and the ways in which religious life was changed for the people living under the reigns of the Tudor monarchs.</p>	
<p>Term 6: Why did the people kill their king?</p> <p>In their final unit, the students will examine the causes of the English Civil War. They will assess the impact of Charles I and Parliament in causing the war to break out and evaluate how far they believe the people were justified in killing their own king.</p>	<p>Assessment</p>

Resources to support your child's learning

Links: <https://www.bbc.com/bitesize/subjects/zk26n39>

Sharepoint Link:

<https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Hi/Year%207/Forms/Folder%20View.aspx>

Books:

Exploring History Book 1: Monarchs, Monks and Migrants, Exploring History Book 2:
Cavaliers, Colonies and Coal



Subject: **Music**

Year group: **7**

Aims:

- To learn about the basic building blocks of music (the Musical Elements)
- To read and play from notation
- To study music from different historical periods in order to understand context and how music is created

Content	Key Events (assessments and projects)
<p>Term 1: Is rhythm the most important thing in music?</p> <p>By studying African drumming and other World Music Year 7 will learn how rhythm underpins music. They will also learn how to write down what they play as musical notation.</p>	Baseline test
<p>Term 2: How do I build a framework to compose?</p> <p>Adding on to the work on rhythm in term 1 Year 7 will learn what makes a good melody. They will also learn how to write down their tunes so that they can be played by anyone who reads music.</p>	Notation test at the end of Term 2
<p>Term 3: Can you harmonise with yourself?</p> <p>Along with rhythm and melody, harmony creates colour in music. Year 7 will learn how to play chords on both the keyboard and ukulele and will choose one instrument to accompany their singing.</p>	Performance at end of Term 3
<p>Term 4: Do you have what it takes to be a wandering minstrel?</p> <p>The Medieval period is when music began to be written down, so we have an idea what music sounded like at this time. Year 7 will perform a Medieval piece and write their own in a similar style</p>	
<p>Term 5: Classical music: old-fashioned or ahead of its time?</p> <p>Classical music often gets a bad press as it is seen as out of date or elitist. This study enables students to see that classical music was the popular music of its time and without Schubert there wouldn't be Sheeran!</p>	Written project on classical music
<p>Term 6: Can music be recycled?</p> <p>Folk music in Britain has been passed down through the generations. Year 7 will learn some traditional folk music and then get the chance to give it a modern make-over.</p>	End of year exam

Resources to support your child's learning

Links: <https://www.bbc.com/bitesize/subjects/zmsvr82>

Sharepoint Link:

<https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Mu/Year%207/Forms/Folder%20View.aspx>

Books: Opus I (in classroom)

Extension opportunities

External - Ensemble performance opportunities in Choir, Orchestra, Jazz Band, Folk Band and Worship Band



Subject: **Religious Education**

Year group: **7**

Aims:

- Knowledge of key beliefs and teachings
- Develop a clear understanding of the chronology and history of the Abrahamic religions.
- Explore the reasons and emergence of religions from similar sources.
- Communicate comparisons across and between religions to enhance evaluative writing.
- To be able to use a wide range of specialist religious terms accurately.
- Explain the relevance and the impact religious beliefs and teachings have on individuals and communities.

Content	Key Events (assessments and projects)
Term 1 and 2: Judaism A study of the first Abrahamic religion. Students will study the origins of Judaism, looking closely at Abraham and Moses and the impact their faith and devotion had on others. We will look at Jewish festivals and rituals, exploring the reasons for traditions and celebrations.	Baseline Assessment End of Term 2 assessment based on Judaism
Term 3 and 4: Christianity: Jesus' life A study of the second Abrahamic religion. Students will explore Jesus' Christ from his birth to the ascension. We will study the beliefs of salvation and atonement allowing students to understand the grace and glory of God.	Easter competition – students to design and create an Easter egg. This can be in any shape or form.
Term 5 and 6: Islam A study of the third Abrahamic religion. Students will study the Religion of Islam in depth in order to understand more about one of the six main world religions. In this topic students will understand the development of Islam across the world and look at how Islam has developed in Britain.	Assessment based previous year seven studies.

Resources to support your child's learning

- Links:
- <http://www.discoverislam.co.uk>
 - <https://www.bbc.com/bitesize/subjects/zh3rkqt>
 - <http://www.about-jesus.org/life-of-jesus.htm>
 - <https://www.thejc.com/judaism>

Books:

- KS3 Religious Education Complete Study and Practice (CGP KS3 Humanities) ISBN-10: 1782941851
- Muslim Beliefs and Issues Student Book ISBN-10: 1846910889
- Christian Beliefs and Issues Student Book ISBN-10: 1846910846
- Jewish Beliefs and Issues Student Book ISBN-10: 1846910854

Extension opportunities

Competition: Term 4 – Creative Easter Egg challenge.

External: Visits to Religious sites.



Subject: **Spanish**

Year group: **7**

Aims:

- To understand the structure of the language by recognising and using basic grammar structures.
- To know the present tense of regular and irregular verbs and the adjective agreement.
- To be able to talk about themselves, give and justify opinions on different topics.
- To learn about different aspect of the culture in Spain and in Spanish speaking countries by exploring literature, traditions and related historical events.

Content	Key Events (assessments and projects)
<p>Term 1: Introduction</p> <p>The students will learn the phonics in Spanish and to introduce themselves by greeting and giving basic information about themselves in writing and speaking as well as recognising information in listening and reading. They will also learn how to give basic opinions. They will develop an understanding of key grammar structures in Spanish such as the formation of a sentence, the conjugation with the verb "tener" and the rules around the feminine, the masculine and the plural.</p> <p>Culture: The independent communities in Spain The geography of Spain History: Columbus and the discovery of America</p>	<p>Baseline test Project: research project on one Spanish speaking country Formative speaking assessment.</p>
<p>Term 2: Description, family and pets</p> <p>The students will further develop the 4 skills by learning how to describe themselves physically and talk about their personality, talk about their families and pets. They will use a wider range of adjectives to give opinions and justifications. In grammar, they will learn the verb "ser" and reinforce the adjective agreement rule.</p> <p>Culture: Christmas celebrations per regions Literature: Nativity stories and tales</p>	<p>Summative assessment Culture: Christmas celebrations per regions Literature: Nativity stories and tales</p>
<p>Term 3: Free time activities</p> <p>This term we will talk about different sports, the weather, music and celebrities. They will give their opinions with justifications on different topics and use connectives and time expressions to extend their speaking and writing skills. In grammar, the students will learn the present tense of regular and irregular verbs with a focus on "jugar" and "hacer" verbs.</p> <p>Literature: South American poems and tales Culture: Carnival in Spanish-Speaking countries and "El entierro de la sardina"</p>	<p>Formative speaking assessment</p>

<p>Term 4: My house</p> <p>This term will be talking about where we live and will learn the vocabulary on town, house and chores. The focus in grammar will be on the prepositions, the “-ir” verbs and mainly on the difference between “ser” and “estar”.</p> <p>Culture: the importance of religion in Spanish-Speaking countries and Easter traditions in Spanish-speaking countries</p> <p>History: “Los reyes católicos”</p>	<p>Summative assessment</p>
<p>Term 5: Local area</p> <p>This term will talk about places in town, leisure activities and directions. The students will learn more prepositions and the imperative mood as well as consolidating the use of modal verbs. The students will develop their listening and reading skills with longer written and spoken texts.</p> <p>Culture: Discover Barcelona</p> <p>Art: Learn about Miro/ Dalí/Gaudi</p>	<p>Research project on a Spanish or Southamerican painter</p>
<p>Term 6: Lifestyle</p> <p>This term the students will consolidate all the grammar structures they learnt throughout the year and practice developing their written or spoken answers with opinions, reasons, connectives and more complex structures they have seen. They will learn the time and different time expressions they can use to talk about routine.</p> <p>Film study: Coco</p> <p>Culture: Music in Spanish speaking countries</p>	<p>Summative assessment</p>

Resources to support your child’s learning

Links: <https://www.languagesonline.org.uk/Hotpotatoes/index.html>
<https://quizlet.com/en-gb>

Sharepoint Link:
<https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Sp/Year%207/Forms/Folder%20View.aspx>

Books: Claro I student book Oxford University Press ISBN-10: 0748791736

Extension opportunities

- Spanish-speaking countries project Term 1
- Research project on a Spanish speaking artist Term 5