



Tauheedul Boys

Year 7 Curriculum

Booklet

2018-19

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- Please note the long term plans are subject to change

Introduction

Our aim at Tauheedul Islam Boys High School is simple – we want to provide the **best possible education** for you in the **most secure Islamic environment**.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to aim for the best possible standards in your studies; both at home and in school, as well as work to your full potential in all your subjects.

STAR targets require all students to make **at least one level of progress from KS2 to KS4 above the national average**. Star expected progress means you will make more progress than 90% of students at other schools; pupils achieving a **score of 95 or above in reading and 102 or above in maths by the end of KS2 (year 6) are expected to achieve at least a grade 6 at GCSE (year 10 or year 11)**. This Curriculum Guidance section shows how you will make this progress through the learning journey you will **undertake in each of your subjects**. It will also be used to record your results and targets for improvement after every assessment. If, for any reason, you fall behind in your studies, we will ensure you catch up through intervention and revision sessions; you simply need to turn up on time, ready to learn.

All the staff at Tauheedul Islam Boys' High School.

ENGLISH: LONG TERM PLAN -YEAR 7 2018-19

	Autumn one (7) Reading:	Autumn two (8)	Spring one (6)	Spring two (5)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Cultural understanding	Creativity	Critical Understanding	Competence	Competence	Cultural understanding
THEMES	Fiction	First person narrative	Non-fiction Reading	Non-fiction Writing	Reading and writing non-fiction texts.	Shakespeare: 'Romeo and Juliet'
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Values, perspectives- explored through Derek Jetter.		Helping others		Social and cultural context, religion and family- explored through 'Romeo and Juliet'	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Reading AFs3, 5 and 6. Reading journal and comprehension questions based on reader. Week 5. Feedback autumn 2, week 1.	Writing AFs 5, 6 and 1. First person narrative. Feedback spring 1, week 1.	Reading AF3, 5 and 6. Non-fiction texts. Feedback spring 2 week 1.	Writing AFs2, 3 and 6. Non-fiction texts. Feedback summer 1, week 1.	EOY exam. Feedback summer 2, week 1.	Speaking and Listening AF3 talking within role-play and drama. Feedback summer 2, week 5.
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.						
Websites that can help my learning: : http://www.bbc.co.uk/schools/ks3bitesize/english/ , http://www.englishbiz.co.uk/ , www.bbc.co.uk/news http://www.channel4learning.com/support/websites/english.html , http://www.channel4learning.com/sites/waywithwords/index.html , http://www.mrmen.com/						
Visits to places that can help my learning: Plays – theatre, sports games, local events, poetry performances						

MATHEMATICS: LONG TERM PLAN - YEAR 7 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Number	Number 2	Geometry	Fractions	Algebra	Ratio & Proportion
THEMES/ TOPICS	Place value Negatives Addition Subtraction Rounding Powers & roots	Multiplication Division Factors & Multiples Area	Angles 2D shapes Enlargement & Scale factor	Equivalent Fractions Ordering fractions Adding & subtracting	Simplifying Expressions Substitution Sequences Equations	Simplifying ratios Proportionality Percentages
SPEAKING AND LISTENING whole school focus	Group Discussion		In Role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Patterns in Nature and Pythagoras		Probability and gambling		Symmetry and the golden ratio	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Each of the end of term Assessments will assess the Higher level topics taught from September. The demand and scope of the end of term Assessments will increase as the course progresses. Structure: Paper 1 Non-calculator Paper 2 Calculator Pupil Self-Assessment. Feedback and targets during post-half term week.				MOCK END OF YEAR EXAM and END OF YEAR EXAM Structure: Paper 1 Non-calculator Paper 2-Calculator Pupil Self-Assessment Feedback and targets during post-half term week.	

Websites that can help my learning: www.studymaths.co.uk, www.bbc.co.uk/schools/gcsebitesize/maths, www.nrich.maths.org.uk, www.uk.ixl.com, www.ricksmath.com, www.aamath.com, www.mathsisfun.com.

Visits to places that can help my learning: Churches and Mosques, Mathematics exhibitions in Museums, Mathematics Conferences, Bletchley Park, National Space Centre, Manchester School of Architecture.

ENTRY LEVEL MATHS LONG TERM PLAN YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Number: Count Number: Read, write and order Number: Fractions and decimals Number: Pattern	Number: Facts Number: Operations Number: Equipment Algebra Ratio and proportion	Geometry: 2D shapes Geometry: 3D shapes Geometry: Perimeter and area Geometry: Position, movement and pattern	Geometry: Angles Measures: Units Measures: Measuring instruments Statistics	Revision Assessment: w/c 6th May Submission deadline: 15th May	Functional Skills Or Access to Foundation Maths
THEMES/ TOPICS	Number	Number	Geometry	Geometry/ Measures/ Statistics	Revision & Assessment	
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Muslim contribution to numerals		Geometry in Islamic Art			
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Assessment on work covered this half-term, based on SAMS	Cumulative assessment on Number, based on SAMS	Cumulative assessment on Number and Geometry, based on SAMS	SAM	Assessment	
Suggested Activities	As per Teacher Support Materials: https://qualifications.pearson.com/en/qualifications/edexcel-entry-level-certificate/mathematics-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials					
Use of glossary and spelling tests (key words on medium term plans) keywords assessments for all units.						

NUMERACY: LONG TERM PLAN - YEAR 7 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Ordering Whole numbers Addition Subtraction Multiplication Division	Factors & multiples HCF/LCM Ordering decimals Four operations with decimals	Simplifying fractions Four operations with fractions Fraction of a quantity Ratio Converting between fractions, decimals and	Recurring decimals to fractions Percentage of a quantity Percentage change Simple and compound interest Ordering negative numbers Four operations with negative numbers	Rounding to 10, 100, 1000 Rounding to decimal places Significant figures BIDMAS Indices Simplifying algebraic terms Expanding brackets	Linear Factorising Substitution One/two step equations Equations with brackets Inequalities Reading clocks Timetables Averages
THEMES/ TOPICS	Number	Number	Number	Number	Number & Algebra	Algebra
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Muslim contribution to numerals		Fractions/Geometry in Islamic Art		Muslim contributions to algebra	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Cumulative assessments on number topics throughout the year				Cumulative assessments on number and algebra topics throughout the year	

Websites that can help my learning: www.studymaths.co.uk, www.bbc.co.uk/schools/gcsebitesize/maths, www.nrich.maths.org.uk, www.uk.ixl.com, www.ricksmath.com, www.aamath.com, www.mathsisfun.com.

Visits to places that can help my learning: Churches and Mosques, Mathematics exhibitions in Museums, Mathematics Conferences, Bletchley Park, National Space Centre, Manchester School of Architecture.:

SCIENCE: LONG TERM PLAN - YEAR 7 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Scientific thinking	Applications and Implications of Science	Cultural Understanding	Collaboration	Communication	Enquiry skills
THEMES/ TOPICS	Cells Solids, Liquids and Gases Muscles Acids & Alkalis	Acids and Alkalis Electricity Energy	Reproduction Eco Systems	Mixtures & separation Atoms and Elements	Forces Revision End of Year Test	Year 8 Food & Digestion Plants and reproduction
SPEAKING AND LISTENING whole school focus	Group discussion		In Role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Allah's Creation: small and Big		Muslim Scientists		Looking after Allah's' Creation	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Focus: AF 1, Week 3/6, End of unit summative tests Level Ladder tasks. Focus: AF 3 Week 3/5 End of unit summative tests Level Ladder tasks. Focus: AF 2 Week 3/5 End of unit summative tests Level Ladder tasks. Focus: AF 4 Week 3 End of unit summative test Level Ladder task. Focus: AF 5 Week 4 End of unit summative test PPT Presentation: animal or plant adaptations. Focus: AF 1 Week 3 End of unit summative test Week 5				MOCK END OF YEAR EXAM and END OF YEAR EXAM Research Project	

Websites that can help my learning: www.bbc.co.uk/bitesize/, <http://links4science.blogspot.co.uk/>, www.s-cool.co.uk/

Visits to places that can help my learning: MOSI (Museum of Science and Industry), Jodrell Bank Discovery Centre

GEOGRAPHY: LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	1.1 Place 1.2 Space 1.3 Scale 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity
THEMES/ TOPICS	Map Skills	Ecosystems	Urbanisation	Rivers	Water Management	Africa
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Skill of Knowledge, interdependence.		National Pride, The modern world around us.		Study of culture.	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	End of unit test APP feedback	End of unit test APP feedback	End of unit test APP feedback	End of unit test APP feedback	EOY exam	Levelled project work. Enquiry skills APP feedback.

Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary.

Websites that can help my learning: www.geography.learnontheinternet.co.uk/ks3/index.html; www.georesources.co.uk;
www.bbc.co.uk/schools/bitesize/geography/

Visits to places that can help my learning: The Local area (settlement), Any sporting venue (sport)

HISTORY LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Chronology Change and continuity	Cause and consequence Change and continuity	Cultural, ethnic and religious Significance	Cultural, ethnic and religious Significance	Change and continuity Knowledge and understanding	Change and continuity Knowledge and understanding
THEMES/ TOPICS	-Anglo-Saxon Invasion of Britain with investigation on Tollund Man: Why they came What they changed Succession crisis in 1066	-1066 (William the conqueror, castles, doomsday book etc.)	-1066 (William the conqueror, castles, doomsday book etc.)	- Religion in Medieval England What was life like in Medieval England? • Medieval church • Medieval village Medieval life Black death • Peasant's revolt.	Religion in Medieval England What was life like in Medieval England? Medieval church Medieval village Medieval life	Henry VIII Origin of the Tudor dynasty Tudor life Henry's aims as king Success and failure of kingship
SPEAKING AND LISTENING	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Religion and its link with power Facing hardships		How and why people came to Britain (personal link)		Development of rights	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Assessment –Anglo-Saxons? Assessment focus: AF1 Feedback autumn 2 week 2 APP feedback	Assessment – 1066? Assessment focus: AF1 Feedback spring 1 week 2 APP feedback	Assessment – Medieval life accumulative Assessment focus: AF3 Feedback spring 2 week 2 APP feedback	Assessment – Medieval life accumulative Assessment focus: AF2 Feedback summer 1 week 2 APP feedback	APP feedback End of year exam Feedback summer 2 week 2	N/A
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency						
Websites that can help my learning: Websites that can help my learning: www.bbc.co.uk/history , britishempire.co.uk, www.tudorhistory.org , www.bbc.co.uk/religion/religions/islam/history , www.schoolhistory.co.uk Visits to places that can help my learning: British History Museum						

R.E. LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Believing: Religious beliefs, teachings, sources, questions about meaning, purpose & truth	Believing: Religious beliefs, teachings, sources, questions about meaning, purpose & truth	Expressing (Religious and spiritual forms of expression; questions about identity and	Expressing (Religious and spiritual forms of expression; questions about identity and	Living (Religious practices and ways of living; questions about values and commitments)	Living (Religious practices and ways of living; questions about values and commitments)
THEMES/ TOPICS	3.3 What is so radical about Jesus?	3.3 What is so radical about Jesus?	3.6 Should religious buildings be sold to feed the	3.6 Should religious buildings be sold to feed the starving?	3.11 What difference does it make to believe	3.11 What difference does it make to believe
SPEAKING AND LISTENING whole school focus	In Role		Group discussion In Role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Rights and responsibilities		Identity as a British citizen		Spiritual discipline	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously	AT 1 Learning about religion & AT 2 Learning from religion. Peer Assessment, AFL and link to GCSE AOs APP feedback week 1	A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage	Pupils will be given specific assessment question which will be in line with EOY target level or above. APP feedback Week 1	EOY EXAM	APP exam feedback Week 1
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: Writing AFs 7&8. Reading to develop fluency AF1						
is ongoing						
Websites that can help my learning: http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml www.reonline.org.uk/						
Visits to places that can help my learning: Places of worship						

LIFE SKILLS LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Rights & Responsibilities Fundamental British Values	Positive/negative relationships Managing emotions	Positive/negative relationships Managing emotions	Aspirations Financial safety	Keeping healthy	Keeping safe
THEMES	Embracing diversity Human Rights Int'l Day of Democracy	Types of relationships Dealing with break downs in relationships Sexting - Anti-Bullying Week	Positive & negative influences Prevent Interfaith Harmony Week	What is a career Learning pathways What is work like? What is enterprise	Balanced diet Healthy eating during Ramadhaan	Managing peer pressure Use of tobacco and alcohol Int'l Day Against Drugs Abuse
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Diversity in British society		Healthy relationships & aspirations		Keeping myself healthy & safe	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK						

Websites that can help my learning:

http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml

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

<https://www.pshe-association.org.uk/default.aspx>

ARABIC LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Understanding spoken and written language Communicating and interacting with others	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Understanding spoken and written language Communicating and interacting with others	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language
THEMES/ TOPICS	Who am I?	Who am I?	what my friends and family are like; what makes a good friend; interests	Daily life: customs and everyday life; food and drink	My house	My town directions
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of silat-u-rahim		Islam etiquette with others		Developing positive attributes/character	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Writing on week 6	Writing on week 7	Speaking on week 5	Reading and understanding / listening and responding on week 5	Writing End of Year Exam on week 4	Speaking on week 5
Use of vocab sheets, reading passages to support application/synthesis						

FRENCH LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Understanding spoken and written language Communicating and interacting with others	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Understanding spoken and written language Communicating and interacting with others	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language
THEMES/ TOPICS	Myself and Family	Myself and Family	Lifestyle: Daily Routine ,Clothes & Food	My studies (school subjects, time) Life at school	Sport and Leisure	Travel and Tourism My town
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of silat-u-rahim		Islam etiquette with others		Developing positive attributes/character	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Writing on week 6	Writing on week 7	Speaking on week 5	Reading and understanding / listening and responding on week 5	Writing End of Year Exam on week 4	Speaking on week 6
Use of vocab sheets, reading passages to support application/synthesis						

URDU LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Understanding spoken and written language Communicating and interacting with others	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Understanding spoken and written language Communicating and interacting with others	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language
THEMES/ TOPICS	Myself	Myself, My Family and Friends	Preferences – food	Eating habits – healthy & non-healthy foods	A day in my life (school)	A day in my life (weekend)
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of Silat-u-Rahim		Islam etiquette with others		Developing positive attributes/character	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Reading and listening assessment on week 8.	Writing assessment on week 7.	Reading and listening assessment on week 8.	Writing assessment on week 7.	EOY exam.	Speaking assessment
Use of vocab sheets, reading passages to support application/synthesis						

COMPUTING LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	e-Safety Database	Spreadsheets	Understanding Computers	Algorithms	Programming	Microsoft Publisher
THEMES/ TOPICS	Cyber bullying Keeping safe online Creating a database Using database function	Table Cell Formulas Cell reference Conditional formatting	Data Binary Conversion Encryption	Algorithms Decomposition Sequence Selection Iteration.	BBC micro bit Variables Data types Concatenation	<ul style="list-style-type: none"> • Whitespa ce • Layout • Content • Tools
SPEAKING AND LISTENING whole school focus	Use of Standard English Appropriate use of key computing terminologies		Discussion Why there is a need to use coding for developing computer software		Presentation Effective use of language using structured coding	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FRV)	To use technology that will help develop knowledge and understanding.		Creating applications to benefit others.		Aid facilitation of values through school magazine	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Topic 1 – Baseline Ingot test	Topic 2: Assessment on Database and Spreadsheets. Feedback on week 8	Topic 3: Assessment on topic 1&2 and Understanding Computers Feedback on week 6	Topic 4: Assessment on previous topics and Algorithms Feedback on week 5	Topic 5:EOY Assessment on previous topics and Programming Feedback on week 5	Topic 6: Assessment on Microsoft Publisher. Feedback on week 6
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary. Reading to develop fluency						
<p align="center">Websites that can help my learning: http://www.teachict.co.uk http://codeacademy.co.uk</p> <p align="center">Visits to places that can help my learning: National Museum of Computing, Milton Keynes.</p>						

ART LONG TERM PLAN - YEAR 7 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Elements of Art <ul style="list-style-type: none"> • line • shape • form • tone • texture • pattern • colour 	Tropical Fish Silk Painting <ul style="list-style-type: none"> • Drawing • Researching • Designing • Silk painting 	Elements of Art <ul style="list-style-type: none"> • line • shape • form • tone • texture • pattern • colour 	Tropical Fish Silk Painting <ul style="list-style-type: none"> • Drawing • Researching • Designing • Silk painting 	Elements of Art <ul style="list-style-type: none"> • line • shape • form • tone • texture • pattern • colour 	Tropical Fish Silk Painting <ul style="list-style-type: none"> • Drawing • Researching • Designing • Silk painting
THEMES/ TOPICS	<ul style="list-style-type: none"> • Learning to draw • Basic art elements 	<ul style="list-style-type: none"> • Silk painting • Tropical fish • Artist: Jean-Baptista 	<ul style="list-style-type: none"> • Learning to draw • Basic art elements 	<ul style="list-style-type: none"> • Silk painting • Tropical fish • Artist: Jean-Baptista 	<ul style="list-style-type: none"> • Learning to draw • Basic art elements 	<ul style="list-style-type: none"> • Silk painting • Tropical fish • Artist: Jean-Baptista
SPEAKING AND LISTENING whole school focus	Use of standard English Subject specific vocabulary		Use of standard English Subject specific vocabulary		Use of standard English Subject specific vocabulary	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Marine wildlife and conservation Natural resources Different cultures		Marine wildlife and conservation Natural resources Different cultures		Marine wildlife and conservation Natural resources Different cultures	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Apple assessments Drawing and colouring	Drawing, colouring, designing, researching, colour blending and silk painting	Apple assessments Drawing and colouring	Drawing, colouring, designing, researching, colour blending and silk painting	Apple assessments Drawing and colouring	Drawing, colouring, designing, researching, colour blending and silk painting
<p align="center">Websites to help my learning: http://www.bbc.co.uk/schools/teachers/keystage_3/topics/art.shtml Books : Art Matters 11-14 Student Book Visits to places that can help my learning: Art galleries, museums.</p>						

DRAMA LONG TERM PLAN - YEAR 7 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Speech Diction Confidence	Speech Diction Confidence	Planning currently underway	Planning currently underway	Planning currently underway	Planning currently underway
THEMES/ TOPICS	Dragons Den – Historical Figures Making a Movie – Tollund Man Script work and subtext	Domesday – Monologue Narrative Openings Verbatim Theatre Battle Of Hastings Re-enactment	Planning currently underway	Planning currently underway	Planning currently underway	Planning currently underway
SPEAKING AND LISTENING whole school focus	Speech, diction, confidence, short term memory and imagination					
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Appreciation of hierarchy and its effects Deeper understanding of democracy in the UK					
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Enhancement in speech, diction, confidence, short term memory and imagination					
<p align="center"> http://www.bbc.co.uk/schools/websites/11_16/site/drama.shtml https://dramaresource.com/ https://www.rhinegold.co.uk/rhinegold-publishing/magazines/teaching-drama/ </p>						

ENGINEERING DESIGN LONG TERM PLAN - YEAR 7 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (5)	Summer one (5)	Summer two (7)
KEY CONCEPTS	VEX Robotics VEX IQ , a plastic snap together	3D Printing 3D Printing Process Design Process	VEX Robotics VEX IQ , a plastic snap together	3D Printing 3D Printing Process Design Process	VEX Robotics VEX IQ , a plastic snap together	3D Printing 3D Printing Process
THEMES/ TOPICS	In this project students will be building robots from kits to develop their understanding of complex technology, improve their use of computational thinking and ultimately increase their enthusiasm	In this project, learners will be learning about the 3d printing process. They will be able to design and make a 3D printed prototype of an assistive device.	In this project students will be building robots from kits to develop their understanding of complex technology, improve their use of computational thinking and ultimately increase their enthusiasm	In this project, learners will be learning about the 3d printing process. They will be able to design and make a 3D printed prototype of an assistive device.	In this project students will be building robots from kits to develop their understanding of complex technology, improve their use of computational thinking and ultimately increase their enthusiasm about robotics.	In this project, learners will be learning about the 3d printing process. They will be able to design and make a 3D printed prototype of an assistive device.
SPEAKING AND LISTENING whole school focus	Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion, infill,		Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion, infill,		Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion,	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Values, perspective and impact of 3d Printing on society. Group Discussions Independence		Values, perspective and impact of 3d Printing on society. Group Discussions Independence		Values, perspective and impact of 3d Printing on society. Group Discussions Independence	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Understanding of the VEX IQ robotics Kits Key terminology The impact of robotics within society. Solving design problems.	Understanding of 3D printing processes. Key terminology. The engineering design process. 3D modelling in Tinkercad Solving design problems	Understanding of the VEX IQ robotics Kits Key terminology The impact of robotics within society. Solving design problems.	Understanding of 3D printing processes. Key terminology. The engineering design process. 3D modelling in Tinkercad Solving design problems	Understanding of the VEX IQ robotics Kits Key terminology The impact of robotics within society. Solving design problems.	Understanding of 3D printing processes. Key terminology. The engineering design process. 3D modelling in Tinkercad Solving design problems

PE LONG TERM PLAN - YEAR 7 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Learn to Outwit – Competence	Learn to Outwit - Competence	Learn to be Healthy –	Creativity	Performance	Competence
THEMES/ TOPICS	Football	Hockey	Health Related Fitness	Gym	Athletics	Crick et
SPEAKING AND LISTENING whole school focus	Competitive Team Sports (Invasion)	Competitive Team Sports (Invasion)	Exercise for Living	Aesthetic Performance	Learn to Excel	Striking & Fielding
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND	Use of Standard English		Discussion		Presentati on	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.		The ability to recognise the difference between right and wrong and your readiness to apply this understanding in your own lives.		Understanding the consequences of your actions.	
KEY CONCEPTS	Assessment Focus: Keeping possession	Assessment Focus: Outwitting your opponent	Assessment Focus: Plan a Health & Fitness programme for personal use	Assessment Focus: Balance in pairs and individuals using points and patches	Assessment Focus: Show a measured (time or distance) event and refer to schools athletics records	Assessment focus: Sending and receiving skills using implements
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency						
<p>Websites that can help my learning: www.bbc.co.uk/sportacademy , www.skysports.com , www.sportengland.org , www.thefa.com , www.ecb.co.uk , www.london2012.com.</p> <p>Visits to places that can help my learning: Sports Stadiums, Professional sporting Events, Sports Museums</p>						