



Tauheedul Boys

Tauheedul Islam Boys' High School

Year 7 Curriculum Booklet 2020-2021



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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.

ENGLISH: LONG TERM PLAN -YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Reading: Fiction Reading – Spy Fiction Heroes (5) Assessment- Reading- Fiction- text Writing Review Writing – Spoken Word –	Fiction Writing: Spy Fiction (5) Assessment - Fiction Writing AO5, AO6	Non Fiction Reading: Non-Fiction Reading skills (5) Speaking & Listening (1)	NF Writing: Non-Fiction Writing in Gothic (5) Descriptive / Travel writing piece Assessment - Non-Fiction Writing Speech writing : Speaking & Listening (1)	NF Writing: Unseen Poetry Skills Assessment- response to Unseen Poetry + a Non-Fiction writing task Writing	Fiction Reading and Non-Fiction Writing: Shakespeare: Romeo & Juliet (4) Smart skills for Reading and Writing (3)
THEMES	Fiction	Fiction writing	Non- Fiction Reading	Non-fiction Writing	Poetry 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 "Stormbreaker"		Helping others		Social and cultural context – Romeo and Juliet	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Inference skills, Writer's viewpoint	Assessment - Non Fiction Writing	Assessment- Fiction Writing	Assessment Non-Fiction Reading	End of Year exam. Assessment- response to Unseen Poetry + a Non Fiction writing task	Speaking and Listening -Talking within role- play and drama.
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary. Bedrock vocabulary						
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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Building number skills	Number	Geometry	Fractions	Algebra	Ratio & Proportion Probability and Statistics
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.	
<p>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, www.hegartymaths.com and https://corbettmaths.com/</p> <p>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.</p>						

SCIENCE: LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Scientific thinking Enquiry skills	Applications and Implications of Science	Scientific thinking Enquiry skills	Applications and Implications of Science	Scientific thinking Enquiry skills	Applications and Implications of Science
THEMES/ TOPICS	Cells Energy Particles	Food and Nutrition Mixtures and Separating Current Electricity	Reproduction Acids and Alkalis Forces	Muscles and Bones Atoms and Elements	Eco System Periodic Table Sound	8A Food & Digestion 8E Combustion 8I Fluids Revision End of Year Test
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: Biology Assessed Classwork 1/2 End of unit summative tests	Focus: Chemistry Assessed Classwork 1/2 End of unit summative tests	Focus: Physics Assessed Classwork 1/2 End of unit summative tests	Focus: Physics Assessed Classwork 1/2 End of unit summative test	Focus: Biology, Chemistry and Physics Assessed Classwork 1/2 End of unit summative test Presentation: animal or plant adaptations.	
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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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 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 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
THEMES/ TOPICS	Map Skills	Ecosystems	Urbanisation	Rivers	Rio De Janeiro	Rio De Janeiro
SPEAKING AND LISTENING <i>whole school focus</i>	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 on Map skills	End of unit test on map skills and ecosystems	End of unit test on map skills, ecosystems and urbanisation	End of unit test on map skills, ecosystems, urbanization and	End of Year exam covering all topics	Project work.
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.learnonthinternet.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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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?	1066 (William the conqueror, castles, domesday book etc.)	Evolution of castles in the medieval period - architecture and design	Religion in Medieval England State and Society in Medieval Britain	What was everyday life like in Medieval England?	Origins – of the Tudors Tudor life Tudor warfare Aims Success and failures
SPEAKING AND LISTENING	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL	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 and the Tollund man	Assessment – 1066 Changes to England	Project work. Designing and creating a castle	Assessment – Medieval life	End of year exam	Project work. With clear success criteria
<p align="center">Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary. 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</p>						

R.E. LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (6)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Believing (Religious beliefs, teachings, questions about meaning, purpose & truth) Faith, belonging, community and practices	Believing (Religious beliefs, teachings, questions about meaning, purpose & truth) Faith, belonging, community and practices	Believing (Religious beliefs, teachings, questions about meaning, purpose & truth) Values and commitment, diversity and belonging	Believing (Religious beliefs, teachings, questions about meaning, purpose & truth) Values and commitment, diversity and belonging diversity)	Living (Religious practices and ways of living; questions about values and commitments) Identity, belonging	Living (Religious practices and ways of living; questions about values and commitments) Identity, belonging
THEMES/ TOPICS	The Island	The Island	What does it mean to be Christian?	What does it mean to be Christian?	What does it mean to be Muslim?	What does it mean to be Sikh?
SPEAKING AND LISTENING	Use of Standard English		Discussion, Presentation, Explanation		Presentation, Explanation and developed reasons	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Rights and responsibilities		Exploring different religious beliefs and identifying role models, making decisions		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 with religions and worldviews	Learning about religion	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 with religions and worldviews	Pupils will be given specific assessment question which will be in line with End of Year target level or above.	End of Year EXAM	RS based project
<p align="center">Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary. 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</p>						

LIFE SKILLS LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Mental Health and emotional wellbeing	Living in the wider world	Positive/negative relationships Managing emotions	Positive/negative relationships Managing emotions	Physical health and fitness	Healthy eating
THEMES	Life after and during lockdown Dealing with attitudes towards mental health Anxiety	Embracing diversity Human Rights International Day of Democracy	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 Ramadhan Connection between fitness and mental wellbeing	Maintinung healthy eating Poor diets and health risks
SPEAKING AND LISTENING	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL	Keeping myself healthy & safe		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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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	Identity: introductions	School	Out & about: local area	My free time	Identity and daily life	Out & about: holiday
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the target language accurately, Question & Answer, presentations		Use of Standard English & using the target language accurately, Question & Answer, presentations		Use of Standard English & using the target language accurately, Question & Answer, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of family ties		Islam etiquette with others		Developing positive attributes/character	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Writing on week 6	Reading and Listening on week 6	Speaking on week 5	Reading and understanding / listening and responding on week 4	Writing End of Year Exam on week 6	Speaking on week 5
Use of Quizlet App, Loom videos and reading passages to support application, synthesis and literacy						
www.ChildrensLibrary.org https://sites.uni.edu/becker/arabic.html						

FRENCH LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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	(Back to school)	In class	Free time	Family life	Family life	In town
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the target language accurately, Question & Answer, presentations		Use of Standard English & using the target language accurately, Question & Answer, presentations		Use of Standard English & using the target language accurately, Question & Answer, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Developing positive attributes/character		Islam etiquette with others		Importance of family ties	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Writing on week 6	Reading and Listening on week 6	Speaking on week 5	Reading and understanding / listening and responding on week 4	Writing End of Year Exam on week 6	Speaking on week 5
Use of Quizlet App, Loom videos and reading passages to support application, synthesis and literacy						
https://www.lepointdufle.net/p/learnfrench.htm http://www.bbc.co.uk/languages/french/						

URDU LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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	Identity	My school	Likes and Dislikes	Likes/Dislikes - Family life	Family life	My town
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the target language accurately, Question & Answer, presentations		Use of Standard English & using the target language accurately, Question & Answer, presentations		Use of Standard English & using the target language accurately, Question & Answer, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Developing positive attributes/character		Islam etiquette with others		Importance of family ties	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Writing on week 6	Reading and Listening on week 6	Speaking on week 5	Reading and understanding / listening and responding on week 4	Writing End of Year Exam on week 6	Speaking on week 5
Use of Quizlet App, Loom videos and reading passages to support application, synthesis and literacy						
https://www.mondly.com/blog/2020/03/03/learn-urdu-online/ https://www.lingohut.com/en/l128/learn-urdu						

COMPUTING LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Data representation	Algorithms	Programming techniques	Spreadsheet skills Data manipulation	System architecture	Cyber Security User interfaces
THEMES/ TOPICS	Binary to denary conversion Adding binary numbers Logic Shifts Hexadecimal Images	Algorithms Decomposition Sequence Selection Iteration Flowcharts Pseudocode	BBC micro bit Minecraft Education Variables Data types Concatenation Sequence Selection	Table Cell Formulas Cell reference Conditional formatting Count function	Input Process Output fetch-decode-execute cycle secondary storage	Network security cyber-attacks Investigating different user interfaces Planning, creating & evaluating user
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 (FBV)	To use technology that will help develop knowledge and understanding.		Investment in the skills for the future understand the contribution that computing makes to society		Learner will learn about real world applications and consequently a motivation to lead and improve society	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Topic 1 – Data representation – use of binary	Topic 2: Data Representation & Algorithms	Topic 3: Data Representation & Algorithms & Programming Techniques	Topic 4: Assessment on previous topics and spreadsheet and data manipulation skills	Topic 5: EOY Assessment on previous topics and system architecture	Topic 6: Assessment on cyber security and user interfaces

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

Websites that can help my learning: <http://www.teachict.co.uk> <http://codeacademy.co.uk> <https://education.minecraft.net/>

Visits to places that can help my learning: National Museum of Computing, Milton Keynes. Jodrell Bank, Cheshire

ART LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Elements of Art <ul style="list-style-type: none"> • line • shape • form • tone • texture • pattern • colour 	Van Gogh <ul style="list-style-type: none"> • Painting • Drawing • Researching • Designing • Photography 	Elements of Art <ul style="list-style-type: none"> • line • shape • form • tone • texture • pattern • colour 	Van Gogh Painting <ul style="list-style-type: none"> • Drawing • Researching • Designing • photography 	Elements of Art <ul style="list-style-type: none"> • line • shape • form • tone • texture • pattern • colour 	Van Gogh <ul style="list-style-type: none"> • Drawing • Painting • Researching • Designing • Photography
THEMES/ TOPICS	<ul style="list-style-type: none"> • Learning to draw • Basic art elements 	<ul style="list-style-type: none"> • Artist Response • Landscape photography Artist: Van Gogh 	<ul style="list-style-type: none"> • Learning to draw • Basic art elements 	<ul style="list-style-type: none"> • Artist Response • Landscape photography Artist: Van Gogh 	<ul style="list-style-type: none"> • Learning to draw • Basic art elements 	<ul style="list-style-type: none"> • Artist Response • Landscape photography Artist: Van Gogh
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)	History Natural resources Different cultures		History Natural resources Different cultures		History Natural resources Different cultures	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Apple assessments Drawing and colouring	Drawing, colouring, designing, researching, colour blending and painting	Apple assessments Drawing and colouring	Drawing, colouring, designing, researching, colour blending and painting	Apple assessments Drawing and colouring	Drawing, colouring, designing, researching, colour blending and painting
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.						

DRAMA LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Speech Diction Confidence	Speech Diction Confidence	Speech Diction Confidence	Speech Diction Confidence	Speech Diction Confidence	Speech Diction Confidence
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	Creating a play	Creating a play	Henry VII	Henry VII
SPEAKING AND LISTENING whole school focus	Speech, diction, confidence, short term memory and imagination		Speech, diction, confidence, short term memory and imagination		Speech, diction, confidence,	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Appreciation of hierarchy and its effects Deeper understanding of democracy in the UK		Helps understand British culture		Deeper understanding of British History	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Enhancement in speech, diction, confidence, short term memory and imagination					

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/>

ENGINEERING DESIGN LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	VEX Robotics VEX IQ , a plastic snap together construction system tailored for secondary schools. Students will experience STEM in a competitive context increases student engagement and makes the engineering process engaging.	3D Printing 3D Printing Process Design Process 3D Modelling in Fusion 360	VEX Robotics VEX IQ , a plastic snap together construction system tailored for secondary schools. Students will experience STEM in a competitive context increases student engagement and makes the engineering process engaging.	3D Printing 3D Printing Process Design Process 3D Modelling in Fusion 360	VEX Robotics VEX IQ , a plastic snap together construction system tailored for secondary schools. Students will experience STEM in a competitive context increases student engagement and makes the engineering process engaging.	3D Printing 3D Printing Process Design Process 3D Modelling in Fusion 360
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 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.	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.	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, primitive, 3D Printing, Slicing, Build Plate, Design Process, CAD & CAM,		Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion, infill, primitive, 3D Printing, Slicing, Build Plate, Design Process, CAD & CAM,		Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion, infill, primitive, 3D Printing, Slicing, Build Plate, Design Process, CAD & CAM, Layers, Filament	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL	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

<https://code.org/>

<http://stem-works.com/activities>

<https://spaceplace.nasa.gov/>

PE LONG TERM PLAN - YEAR 7 2020-2021

	Autumn one (8)		Autumn two (7)		Spring one (6)		Spring two (5)		Summer one (7)		Summer two (6)	
KEY CONCEPTS	Learn to Outwit Competence		Learn to Outwit Competence		Learn to be Healthy Healthy, active lifestyles		Creativity		Performance		Competence	
THEMES/ TOPICS	Rugby	Basketball	Rugby	Basketball	Football	Badminton						
	Back to Fitness – Different Components of Fitness will be focused upon.		Back to Fitness – Different Training Methods will be focused upon.		Back to Fitness –Different principles of Training will be focused upon.		Football	Badminton	Athletics	Cricket	Cricket	Athletics
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 FUNDAMENTAL BRITISH VALUES (FBV)	Use of Standard English Teamwork Respect Healthy Active Lifestyles				Discussion Teamwork Respect Healthy Active Lifestyles				Presentation Individual Performance Individual Competence Healthy Active Lifestyles			
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	Keeping possession		Outwitting your opponent		Plan a Health & Fitness programme for personal use		Balance in pairs and individuals using points and patches		Show a measured (time or distance) event and refer to schools athletics records		Sending and receiving skills using implements and without.	

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

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.

