Carshalton Boys Sports College

Year 07

Outstanding outcomes for all

ART

Week #	**Key Practical Skills**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
1	Observational drawing skills – 4B pencil and colour pencils	1. Mark making and Tones starter 2. Pencil apple test 3. Colour pencil apple test	☑ 1 A5 pencil apple drawing ☑ 1 A5 colour pencil apple drawing	Observational drawing of fruit or vegetable
2	Observational painting skills – watercolour paint Ability to reflect on work and progress	4. Watercolour paint apple test 5. Pupil response written activity Pupil response keywords & sentence starters	☑ 1 A5 watercolour apple painting ☑ Pupil response sheet completed	Collect HW
3	Observational drawing skills – 3D shapes	3D Shapes PP 6. Drawing 3 dimensional shapes from observation 7. Shading 3D shapes from observation using 4B pencil and colour pencil	☑ 4 3D shapes drawn and shaded with pencil ☑ 4 3D shapes drawn then shaded with colour pencil	Shapes drawing activity
4	Observational drawing skills – 3D shapes	8. 3D Shapes PP Drawing and painting 3 dimensional shapes from observation using watercolour paint	☑ 4 3D shapes drawn then painted with watercolour paint	Collect HW
5 - 6	Cubist Still Life – Bottle painting	9. Analysing a Cubist still life painting 10. Drawing a 3D bottle two dimensionally 11. Painting the Cubist still life bottle drawing using warm OR cool colours	☑ 1 A4 painting of bottles in Cubist style	Cubist elephant activity

7 - 8	Cubist Still Life – Collage	Collage PP 12. Visually analysing a Cubist still life painting in order to interpret it as a 2D collage 13. Drawing and cutting each shape within the painting in collage paper 14. Assembling the shapes accurately so to replicate the composition of the painting 15. Sticking the shapes neatly 16. End of topic evaluation	☑ 1 A3 Cubist collage ☑ Evaluation form	Collect HW

Citizenship

Topic 1 New Beginnings and responsibilities

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
1-3	What is Citizenship and PSHE? What Citizenship and PSHE knowledge and skills do we already have?	17. Introduction to Citizenship and PSHE 18. Baseline Test 19. Baseline Test - Feeding forward	☑ *Completed Baseline test - PATHS* ☑ *Completing feeding forward task – How to express my opinion using 'point-explain' framework*	Title page
4-7	• What new responsibilities do I have at school and in my community? • How can I settle into my new school more easily? • How can I contribute positively to my wider community	20. Rules at school / PRIDE 21. Meeting new people / making new friends 22. Me and my qualities 23. Active Citizenship	☑ *PRIDE table with specific school rules* ☑ *Meeting new people evaluation* ☑ *'Give them a hand' task* ☑ *Active citizenship plenary task and feeding forward task – PATHS*	Autobiography
8-12	• What is bullying and how can I deal with it? • How to revise and retain knowledge	24. Bullying I 25. Bullying II 26. Revision 27. Assessment 28. Feeding Forward	☑ *Bullying poster* ☑ *Completed knowledge assessment and feeding forward - PATHS*	Spelling test Revision

Computer Science

Week #	**Key Topic**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus?*	**Classwork (suggested)**	**Homework (suggested)**
	Introduction	Baseline test	Pupils complete baseline test	Y7 Cs/IT Baseline test Baseline test answers	
1	Algorithms	Lesson 1: Computational Thinking Algorithm Video Lesson 2: Flowcharts & Pseudo code Activity on Flowchart	☑ *Meaning of Computational Thinking* ☑ *Correct description of what an algorithm is* ☑ *An explanation of decomposition* ☑ *An explanation of abstraction* ☑ *One, well drawn flow chart* ☑ *Pseudocode for the flowchart*	☑ Multiple choice questions on Computational Thinking ☑ Flowchart/pseudo code to make a cup of tea /school journey/bake a cake	Homework1
2	Networking	Lesson 1: Networking (LAN & WAN) & understand wired and wireless networks. Networking video Lesson 2: Network Topologies -	☑ *Describe what is a network & the advantages of them* ☑ *Understand Wired vs Wireless networks* ☑ *Describe LAN vs WAN*	☑ LAN & WAN Activity 2 ☑ answers	Homework2
3		Lesson 3: different roles of computers in a client-server and a peer-to-peer network Lesson 4: Internet vs WWW Revision classwork on Networking	☑ *Be able to draw the star & mesh network topologies & explain them* ☑ *Understand Internet vs WWW*	☑ Client Server /Peer to peer answers	Homework3 answers

4	Computer Systems	Lesson 1: Computer System – inputs & outputs Lesson 2: the CPU(its components) /Fetch decode cycle	☑ *What is a computer system? Inputs & outputs devices* ☑ *CPU - Understand the fetch decode execute cycle and the components used to achieve it* ☑ *Difference between RAM & ROM* ☑ *Need & characteristics of secondary storage including optical, magnetic and solid state storage*	Research template on CPU/Memory Classwork	Homework4
5		Lesson 3: Memory (Primary, RAM & ROM) & Lesson 4: Secondary Storage Revision classwork on CPU/Memory/Storage PATHS Assessment	☑ *Describe the difference between RAM and ROM* ☑ *The need for secondary storage including optical, magnetic and solid state storage* ☑ *Evaluation of suitable storage devices and storage media for a given application using the following characteristics: capacity, speed, portability, durability, reliability, cost*	Secondary storage classwork	Homework5
6	Software & Security	Lesson 1: E-safety /threats to networks. Precautions to keep data safe Lesson 2: What is software? Functions/examples of OS	☑ *Threats posed to networks, including malware and phishing* ☑ *Phishing and how to keep data safe from phishing attacks, anti-malware software, firewalls, user access levels, passwords and encryption* ☑ *Software & Functions of an operating system*	Classwork	Homework6
7		Lesson 3: Functions of an OS Lesson 4: Utility system software	☑ *Functions of an OS: memory management, peripheral management, multi-tasking and user management* ☑ *Describe utility system software: encryption software, defragmentation, data compression*	Classwork	Homework7

8	Programming	Lesson 1: Basic skills of programming/ variables and constants in a program Lesson 2: Programming Arithmetic operations including mod and div	☑ *Identify variables and constants in a program* ☑ *Use meaningful identifier names and know why it is important to use them* ☑ *Use arithmetic operations including mod and div*	Code academy python programming	Homework8
9	End of Session Assessment	Lesson 1: Assessment /PATHS Lesson 2: PATHS feedback	*Assessment*		Set on SMHW

Design & Technology

Construction

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1		Amplifier booklet 29. Wood as a material. 30. Mark 170mm long with steel rule and pencil. Mark with Try square. Cut with Tenon saw and Bench Hook. 31. Sand to remove splinters	☑ *Basics of marking and cutting wood to length.*	SMHW wood quiz
2		32. Mark amplifier piece with template. Shade in waste. 33. Cut out shape with Coping Saw. 34. File and sand.	☑ *Marking and cutting shapes in wood.*	
3		35. Mark out slot. Steel rule and phone. Shade waste. 36. Use of pillar drill. H&S – as pliers. 37. Remove Coping Saw blade in order to cut-out slot 38. File and sand slot and amplifier ready for assembly. 39. Check function of parts 40. Glue together with PVA. Pressure in vice for 20 to 30 minutes.	☑	Tools quiz
4		41. Sand square and flat using Belt Sander. H&S Fingers behind line, work flat on table, held securely by hand, one person operating. Dust extractor on. 42. PATHS assessment and follow up next lesson	☑ *PATHS Assessment*	Revision quizzes

Design Studies

Week #	Key Concept Question	We Are Learning To:	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught in rotation with En/Cn, Ft & Cs over 9 weeks				
1	What are the three dimensions? 1 visible surface =? 2 visible surfaces =?	• Understand how isometric drawings can be used to draw objects in 3D (three dimensions) • TBAT use isometric grids to create some basic 3D shapes • To understand how Thick & Thin lines can be used to enhance 3D drawings	☑ *Complete the demo tasks on Page 1 of the booklet* ☑ *Work on completing tasks 1-3 on Page 2 of the booklet*	**HW 1 set:** Draw an exploded isometric drawing of a USB stick using the YouTube tutorial video. Copy and Paste into the Google Slides document SMHW Task
2		• To understand how isometric drawings can be used to draw objects in 3D (three dimensions) • TBAT use isometric grids to create some complex 3D shapes	☑ *Complete tasks 1-3 on Page 2 of the booklet* ☑ *Work on completing tasks 4-6 on Page 3 of the booklet*	
3		• To demonstrate isometric drawing skills in exam conditions (seated and silent at all times) • To demonstrate colour rendering and the use of thick & thin lines	☑ *Complete (practice) task 7 on Page 4 of the booklet: 15 mins* ☑ *Complete the test task on a separate sheet: 25 mins* ☑ *Extension: Work on completing task 8 on Page 5 of the booklet*	**HW 1 due:** USB stick **HW 2 set:** Draw a lego brick in isometric with 2D Design v2 using the YouTube video tutorial. Copy and Paste into the Google Slides document SMHW Task
4		• To improve our isometric drawing skills by responding to teacher feedback (PATHS) • To ensure all previous isometric drawing tasks have been completed to a high standard, following the advice given	☑ *Carefully read the teacher feedback on the Isometric test task* ☑ *Respond to the comments & advice on the (S: Student Response) space on the worksheet* ☑ *Extension: Complete HW 2 (Lego) using 2D Design*	

5		• To understand how circles are translated in isometric drawings • TBAT use an ellipse template to create some circular 3D shapes	☑ *Complete demo tasks on Page 6 of the booklet* ☑ *Work on completing tasks 1-3 on Page 7 of the booklet*	**HW 2 due:** lego brick **HW 3 set:** Draw a camera in isometric with 2D Design v2 Copy and Paste into the Google Slides document SMHW Task
6		• To understand how circles are translated in isometric drawings • TBAT use an ellipse template to create some circular 3D shapes • TBAT apply thin & thick lines using an ellipse template	☑ *Complete ALL tasks on Page 6-7 of the booklet* ☑ *Work on completing tasks 1-3 on Page 8-9 of the booklet*	
7		• To demonstrate isometric circle drawing skills in exam conditions (seated and silent at all times) • To demonstrate using ellipse templates, colour rendering and the use of thick & thin lines	☑ *Complete test task on Page 10 of the booklet (marker, camera or kitchen roll)*	**HW 3 due:** camera **HW 4 set:** Draw an object, scene or product of your choice in isometric with 2D Design v2 Copy and Paste into the Google Slides document SMHW Task
8		• To practice various tonal shading & colour rendering techniques to enhance 3D drawings • TBAT apply shading, hatching & colour to a variety of 3D shapes	☑ *Complete all the Shading & Rendering tasks on Page 11 of the booklet* ☑ *Work on completing tasks on Page 12 of the booklet*	
9		• To practice various tonal shading & colour rendering techniques to enhance 3D drawings • TBAT apply shading, hatching & colour to a variety of 3D shapes	☑ *Complete all the Shading & Rendering tasks on Page 11-12 of the booklet* ☑ *Practice some freestyle isometric drawings using an IsoSketch and YouTube video clips*	**HW 3 due:** 2D isometric freestyle

Engineering

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught in rotation with PD Ft & Cs over 9 weeks				
1		43. Module test. SMHW test amplifier and pliers Test SMHW quiz Written test to go with SMHW quiz 44. Introduce pliers and amplifier module. 45. Risk assessments	☑ *Completed risk assessment*	
2		46. Notes on metals in booklet Pliers booklet 47. Marking and cutting blanks. Permanent marker, scriber and template. Junior hacksaw.	☑ *Homework quiz to show knowledge acquisition* ☑ *Blanks prepared, marked out and cutting started*	Metals quiz
3		48. Marking and drilling 4mm hole. Use of Vernier height gauge, centre punch and pillar drill. Drill one hole only Note H&S on pillar drill secure in vice, goggles, chuck guard, one person operating, emergency stops. File to finished size.	☑ *Hole in ONE piece*	Revision and tools quiz
4		49. Use fixture to jog drilled piece. Fit 2nd piece to first, mark, centre punch and drill 4mm hole. 50. Countersink. 51. Clean up with emery cloth and wet and dry paper. 52. Review making after PATHS assessment.	☑ *Complete pliers PATHS assessment*	

Product Design

Lesson #	Key Concept Question	We Are Learning To:	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught in rotation with En/Cn, Ft & Cs over 9 weeks				
1	What are we doing for the next 6 weeks? What is the project about?	• Establish our baseline knowledge by completing a Test Quiz about what is coming up in this project • Understand the aim of the project & what is expected in and out of lessons • Explain and draw sketches for the Key Words in the Design Brief	☑ *Project & HW Booklets must be printed out prior to Lesson 1 (A4, B&W, staple top-left, x4 hole punched on left. Issue one copy per pupil* ☑ *Starter: Unit Test / SMHW Quiz* ☑ *Design Brief, company name & logo ideas* ☑ *Define & sketch Key Words* ☑ *EXTENSION: Create a front cover for the booklet (LED torch theme)*	**HW 1 SET:** Materials Knowledge Booklet P2-4: Facts, Properties & Sources. Read & SMHW Quiz SMHW Task Extension: Watch the YouTube clips using the QR codes
2		• Locate our seating positions on the seating plan • Locate, copy & paste the Student Files from the Shared Area into "Y7DT" folder in My Documents • Launch 2D Design V2 and Pin to Taskbar • Use basic drawing tools to create shapes, fills & dimensions	☑ *Starter: Login, launch 2D Design* ☑ *Locate, Copy & Paste Student Files, Launch YouTube video* ☑ *2D Drawing Skills 1*	No H/W set or due ***Extension:*** *Create a CAD drawing of your best logo design using Serif Draw Plus, 2D Design, Adobe Illustrator or PowerPoint*
3		• Use basic drawing tools to create shapes, fills & dimensions • Use drawing tools (shapes, path, text along path, contours etc) to create detailed shapes • EXT: Operate the laser cutter to create a simple acrylic key tag	☑ *Starter: Login, launch 2D Design* ☑ *Launch YouTube video* ☑ *2D Drawing Skills 2 -EXTENSION: Make a laser cut key tag*	**HW 1 GET:** **HW 2 SET:** Materials Knowledge Booklet P5-7: Stock Forms, Processes & Joining/Finishing Methods. Read & SMHW Quiz SMHW Task *Extension: Watch the YouTube clips using the QR codes*
4		• Use advanced design tools to manipulate images • Use vectorise bitmap, contours, transparency, colour fills etc. to modify images from the internet • EXT: Use worksheet and template file to create own torch design. Save to USB, laser cut	☑ *Starter: Login, launch 2D Design, Open Images Skills file* ☑ *2D Images Skills 1* ☑ *EXTENSION: Design own torch design using worksheet*	No H/W set or due ***Extension:*** *Isometric USB task using YouTube video tutorial. If you feel confident you could try the isometric Lego bricks tutorial too.*

5		• Use advanced design tools to manipulate images • Use text along path, contour text, clip paths etc. to modify images from the internet • EXT: Use worksheet & template file to create own torch design. Save to USB, laser cut	☑ *Starter: Login, launch 2D Design, Open Images Skills file* ☑ *2D Images Skills 2 & PRINT OFF IN COLOUR* ☑ *All 2D Design Skills Sheets printed and handed in for PATHS assessment* ☑ *EXTENSION: Design own torch design using worksheet*	**HW 2 GET:** **HW 3 SET:** Materials Knowledge Booklet P8-12: Typical Products, Sustainability & Comprehension. Read & SMHW Quiz SMHW Task *Extension: Watch the YouTube clips using the QR codes*
6		• Improve our 2D Design skills by reading the PATHS feedback given by the teacher • Create new & improved designs which we will Select, Copy & Paste into a new file • Show how our skills have developed over time • EXT: Start designing the Blister Pack backing card	☑ *Starter: Seating plan, collect PATHS feedback sheet* ☑ *PATHS student response using 2D Design & Google Slides file* ☑ *EXTENSION: Use template file to design Blister Pack*	No H/W set or due ***Extension:*** *Create an Onshape account (www.onshape.com/edu) & follow some of the basics tutorials to help get started. Once you have the hang of it you can try to draw a 2-part torch design*
7		• Work independently to design a company logo & high quality Blister Pack design that contains all the appropriate ingredients (brand name/logo, product name, price, background image/pattern/fill etc., foreground images, product info, barcode, recycling symbols etc.	☑ *10 mins: Design company logo* ☑ *30+ mins: Design the Blister Pack (complete for HW)* ☑ *Save* ☑ *EXTENSION: -Colour print on paper, stick into booklet* ☑ *Print Blister Pack onto card, cut, score/fold, glue, trim*	**HW 3 GET:** **HW 4 SET:** 1: Materials Knowledge Booklet ALL PAGES COMPLETE, Hand in to be checked 2: Watch the mini video clips explaining how to make the torch & blister pack you'll be making next lesson 3: Complete Blister Pack design *Extension: Watch the YouTube clips using the QR codes*

8		• Work safely with liquid solvent cement • Assemble the different torch components & check it works properly when pressed • Safely use a vacuum former to create a blister pack out of clear PVC sheet • Accurately cut out the PVC blister packs ensuring there are 3 tabs at the sides and bottom • Safely use a Strip Heater to fold the 3 tabs of the blister pack around the backing card	☑ *Torch assembly: Production line (10 mins rotations)* ☑ *Group 1: Assemble parts using solvent cement* ☑ *Group 2: Vacuum form packs* ☑ *Group 3: Cut out using scissors, leaving tabs* ☑ *Group 4: Strip heater to fold tabs*	No H/W set or due ***Extension:*** *3D colour drawing of the finished torch using isometric paper*
9		• Photograph work • Test the torch and evaluate the final product as well as our performance in the project • Organise booklets in folders • EXT: -Written Evaluation	☑ *Colour print on paper, stick into booklet* ☑ *Print Blister Pack onto card, cut, score/fold, glue, trim* ☑ *Assemble packaging* ☑ *Photograph work* ☑ *Organise booklets in folders*	**HW 4 GET:**

Drama

Lesson	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught the first half of term 1 (September – October)				
1	Baseline test	53. Baseline Test Lesson 1 (this may take more than one lesson)	☑ *BASELINE TESTING* *Students will interpret a section of script and be assessed* Progress Sheet (test will be repeated in January and June 2018) SCRIPT ☑ PATHWAYS	
2	Why do we learn Drama at CBSC? What is a still image?	54. Lesson 2	☑ *Students will understand that an effective use of still image incorporates the following elements:* ☑ *Use of space* ☑ *Use of levels* ☑ *Use of face expressions* *A presentation of still images.*	
3	What is role play?	55. Lesson 3	☑ *Students will understand the concept of being 'in role'*	
4	What is thought tracking?	56. Lesson 4	☑ *Students will understanding the concept of thought tracking* ☑ *Students will explore what their character is thinking a feeling through the use of thought tracking*	Stage Configurations Lesson 4
5	What are stage configurations? What is actor positioning?	57. Lesson 5	☑ *Students will look at a range of stage configurations and explore*	

6	What is dialogue? What is improvisation?	58. Lesson 6	☑ *Students will explore dialogue and improvisation*	
7	What is hot seating? What are the roles and responsibilities of theatre makers in contemporary professional practice?	59. Lesson 7	☑ The Roles and Responsibilities of Theatre Makers in Contemporary Professional Practice Lesson 8*7*	

English

War Horse

W#	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Student Outcomes – *what should be produced by the end of the week*	Homework (suggested)
1	What happened during WW1 and what was a war horse?	1. WW1 and War Horses	1. Completed 4 causes of war notes 2. Notes on war horses 3. Either: a. Create a presentation on WW1 context and war horses b. Create an information poster on WW1 context and war horses c. Create an advert for a war horse	Take-away HWK menu
2	How are we introduced to the main characters?	1. What happens in Chapter 1? 2. What do we learn about the narrator of the story and what are Albert and Father like? 3. How did propaganda help the war effort?	1. Chapter 1 comprehension answers 2. Character profiles of Albert/Joey/Father 3. Propaganda poster 4. Chapters 1-2 read	
3	Getting to know Characters	1. Reading Chapters 3 and 4 2. Imagine you are Father at the end of Chapter 4. How do you feel about giving Joey away?	1. Chapter 3 comprehension answers 2. Father's diary entry writing task 3. Chapters 3-4 read	
4	PATHS – Mini essay	1. How does the writer create a sense of action in Chapter 6?	1. PATHS assessment mini essay complete 2. Chapters 5-6 read	
5	Reading Catch up	1. Read up to Chapter 8	1. Chapters 1-8 read 2. Any comprehension activities 3. Any other vocabulary/literacy activities	
6	PATHS Feedforward	1. PATHS Feedforward lesson 2. Read Chapter 9 3. Complete any comprehension/literacy activities	1. Up to Chapter 9 read 2. KS3 Reading assessment criteria stuck in 3. PATHS responses in green pen done	

7	Chapters 11	1. Read up to Chapter 11 2. Complete any comprehension/literacy activities	1. Chapter 11 read 2. Any comprehension activities 3. Any other vocabulary/literacy activities	
Half Term				
8	Getting to know Topthorn	1. If Topthorn could speak, what would he say? 2. Writing to a purpose and performing speeches 3. Read up to Chapters 12-13	1. Chapters 12-13 read 2. Topthorn Monologues written (and performed?) 3. Speaking and listening writing assessment stuck into books	Take-away HWK menu
9	Chapter 14 and Reading Assessment practice	1. Read Chapter 14 2. Practise reading exam skills 3. Complete reading assessment practice paper	1. Chapter 14 read 2. Practice exam paper completed	
10	Chapters 15-16 and PATHS Feedforward	1. Read Chapters 15-16 2. Complete comprehension/literacy activities	1. Chapters 15-16 read 2. Any comprehension activities 3. Any other vocabulary/literacy activities 4. PATHS green pen responses	
11	Chapter 17	1. Read Chapter 17 2. What structural devices does the writer use to build tension in this chapter?		
12	Unseen Reading Assessment	1. Practise exam skills 2. Complete the Unseen Reading Assessment (Private Peaceful extract)	1. Summative assessment completed	
13	Reading Catch up	1. Finish the novel 2. Complete any comprehension/literacy activities	1. Finish the novel 2. Any comprehension activities 3. Any other vocabulary/literacy activities	
14	Review Writing	1. What makes a good review?	1. Summative assessment feedback given	

Private Peaceful

W#	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Student Outcomes – *what should be produced by the end of the week*	Homework (suggested)
1	What happened during WW1 and what are our first impressions of the novel?	1. Explore the context of WW1 2. Explore the front cover of the novel 3. Develop your own opinions on the War	1. Posters/fact files/PPT presentations on WW1 context 2. Written predictions of what the novel will be about	Take-Away Homework Menu
2	How are we introduced to the main characters?	4. What happens in Chapter 1? 5. What do we learn about the narrator of the story and what are Tommo and his family like? 6. How did propaganda help the war effort?	1. Chapter 1 read 2. Character profiles of Tommo/Charlie/Big Joe 3. Propaganda poster created	
3	Chapter 2 and Grandma Wolf	1. What happens in Chapter 2? 2. What do we learn about the character of Grandma Wolf? 3. What are our impressions of this character?	1. Chapter 2 read 2. Mind maps created of Grandma Wolf 3. Essay prep/plans created for PATHS next week	
4	PATHS – Grandma Wolf PEAL	1. How is Grandma Wolf presented to the reader in the first 2 chapters of the novel? 2. Explore the relationships in the novel	1. Grandma Wolf essays/PEAL paragraphs written	
5	Reading Catch up	1. Read pages 35-60 2. Complete any literacy/comprehension activities	1. Pages 35-60 read 2. Comprehension/literacy activities complete	
6	PATHS Feedforward	1. Green pen responses to Grandma Wolf essays 2. Read pages 61-76 3. Complete any literacy/comprehension activities	1. Green pen responses complete 2. Pages 61-76 read	
7	Big Joe Character Study	1. Big Joe character study 2. Practising PEAL on Big Joe, responding to feedback	1. Mind maps on Big Joe 2. 1-2 PEAL paragraphs on Big Joe, responding to feedback 3. Pages 77-86 read	
Half Term				

8	What would make you join a war?	4. Read pages 87-104 5. Study focus: Pages 94-97. Explore the sergeant major's speech and pick out the persuasive techniques.	1. Pages 87-104 read 2. AFOREST tables/match up activity complete 3. Sergeant's speech language study 4. Could have a go at writing their own speeches for a purpose	Take-Away Homework Menu
9	What does it take to be a soldier?	1. Read pages 105-118 2. Who do Charlie and Tommo train with? 3. What does a new soldier need to learn?	1. Pages 105-118 read 2. Character profiles of the soldiers Charlie and Tommo train with. Could also update profiles for Charlie and Tommo 3. Create a leaflet/poster/fact file for a new soldier and the things they are expected to learn/wear/do	
10	Reading Catch up	1. Read pages 119-149 2. Complete any comprehension/literacy activities 3. Explore the language used in the 'Capturing the German' – see 'unseen reading assessment' (week 12) questions for ideas of skills to be studied	1. Pages 119-149 read 2. Comprehension/literacy activities complete 4. Close extract study of 'Capturing the German' extract – annotated and possibly language analysed	
11	What influenced the author while writing the novel?	1. Read pages 150-167 2. Explore the gas attack extract 3. Could compare the extract to Dulce Et Decorum Est by Wilfred Owen	1. Pages 150-167 read 2. Gas attack extract and poem annotated 3. Language tables completed	
12	Unseen Reading Assessment	3. Practise exam skills 4. Complete the Unseen Reading Assessment (War Horse extract)	2. Summative assessment completed	
13	Reading Catch up	3. Finish the novel 4. Complete any comprehension/literacy activities	4. Finish the novel 5. Any comprehension activities 6. Any other vocabulary/literacy activities	
14	What happens after the novel finishes?	2. Finish the novel if not done already 3. Watch/finish the film 4. Complete any post-reading activities	2. Summative assessment feedback given 3. Novel/filmed finished 4. Post-reading activities complete	

Food Technology

L#	Learning Outcomes *(Students must be able to…)*	Individual Lessons *(In order to achieve the weekly outcomes students must be able to answer these questions at the end of each lesson)*	Shared Outcomes. (These must be evident in student's work by the end of the key topic)	PLC/Model answer info *(Students print their own copy)*
To be completed as part of a DT Rotation with approximately 16 lessons				
Tasks to be completed in booklets and assessment tasks to be PATHS marked				
Students are to respond and improve in the Feedback lesson				
Practical evidence and skills log is to be completed to demonstrate practical progress throughout the rotation				
Students who are absent or miss assessment tasks must attend weekly catch up				
1	▪ Expectations and introduction to project ▪ 4 lessons a fortnight – 1 prac/1 theory a week ▪ Complete baseline test ▪ Peer assess – teacher record as starting point ▪ Pupils reflect and correct answer paper		✓ Baseline test – mark out of 30 ✓ Peer assessment – tests marked in lesson and corrections completed ✓ Teacher record as starting point for project – test repeated as progress check at end of rotation. ✓ Baseline assessment – pupils to read through and complete corrections. Those with few corrections to complete exam style questions Pupils to be given test with correct answers. Pupils should revise for PLC Test at the end of the rotation	HW 1 Health and Safety: poster, checklist, cooking at home with photos to show health and safety followed
2	▪ Room Layout and expectations ▪ Health and safety/knife skills demonstration ▪ Baseline Practical Test – claw/bridge hold ▪ Eating a Rainbow -Fruit salad group practical task. Baseline practical test Teacher demo more difficult fruits throughout the lesson with small groups	What do we need to do to get ready to cook? How do we prepare our work area for cooking? How do we use knives safely? How do we use the oven safely?	✓ Remember the claw grip and bridge hold ✓ Understand why H and S is important when in the kitchen ✓ Explain and apply safe and effective use of knife skills when making fruit salad ✓ Analyse the effects of poor hygiene and using the wrong equipment	

3	• Getting ready to cook – personal and environmental preparation • Recap knife safety: claw grip and bridge hold • Utensils and equipment names, uses, cleaning and storage	What do we need to do to get ready to cook? How do we prepare our work area for cooking? How do we use knives safely? What utensils and equipment will I use? Why?	✓ Hazard kitchen ✓ Health and safety rules – personal and environment ✓ Definition of utensils and equipment ✓ Named examples and uses, cleaning and storage	
4	▪ Safe use of Equipment ▪ Using the grill ▪ Apply safety and hygiene principles when cooking ▪ -Pizza Toast individual practical task Teacher to demo using the grill to show pupils how to turn it on/correct setting/use of oven gloves	How do we use the grill and the oven safely? What equipment needed to cook? What is each piece of equipment used for? What electrical equipment is there and what is it used for? How should equipment be cleaned and stored?	✓ Remember the names of the equipment ✓ Identify key pieces of equipment and their uses ✓ Understand what the grill is used for and how it can be used safely ✓ Understand where dairy products come from and need for lower fat options ✓ Apply knowledge of equipment, safety and hygiene when making pizza toast	
5	• Evaluation of practical work • Eatwell guide and a balanced diet • Food groups • Main nutrients required for a balanced diet	Were my practical tasks successful? What could be improved? Why should we try to eat a rainbow of colours when choosing fruit and vegetables? What is a balanced diet? How does the Eatwell Guide help us to eat healthily? What are the main food groups? How much of each food group should we eat? What nutrients do each of the food groups provide?	✓ Self and peer assessment of fruit salad and pizza toast ✓ Eating a rainbow – link to Eatwell Guide. Why do we need a balanced diet? ✓ Identify the FOOD GROUPS on the Eatwell guide with examples for each section ✓ Remember the percentages for each FOOD GROUP on the Eatwell Guide ✓ Understand the NUTRIENTS provided by each FOOD GROUP and the need for fibre and water	HW 2 Food Diary Learn the Eatwell Guide for HW in preparation for a PATHS assessment next week
6	▪ Safe use of Equipment ▪ Knife skills ▪ Apply safety and hygiene principles when cooking ▪ Using the hob ▪ Stir frying as a healthy method of cooking ▪ Stir fry practical task	What equipment do I need to use? How do I dice an onion? How do I prepare a chilli safely? How do I turn on and control the hob? Why is stir frying a healthy method of cooking?	✓ Remember knife skills: claw grip and bridge hold ✓ Understand stir frying as a healthy method of cooking ✓ Understand how to light and control the hob ✓ Apply knowledge of equipment, safety and hygiene when making stir fry	

	Teacher demo cutting an onion. Video demo of preparing a chilli. Show pupils how to turn on and control the hob.			
7	• PATHS Assessment lesson • Recall food groups on the Eatwell Guide and their percentages. Remember the nutrients required with examples.	What are the Food Groups on the Eatwell Guide? What NUTRIENTS does each group provide? Why is it important to carry out checks when cooking? What is quality control? How do I ensure that my product is made safely? How can I produce a good quality outcome?	✓ PATHS assessment – Eatwell Guide and Nutrients ✓ Revision of Eatwell guide and nutrients ✓ Test ✓ Exam style questions	
8	• Safe use of equipment • Using the oven • Apple safety and hygiene principles when cooking • Avoiding cross contamination when preparing raw meat • Chicken goujons wraps practical Teacher demo using the food processor to make breadcrumbs	How do I use the oven? How do I use the food processor? What do I need to do to avoid cross contamination when cooking? How do I know when chicken is cooked?	✓ Remember how to prepare and cook chicken safely ✓ Understand how to use the oven by turning oven on at correct temperature and timing food correctly ✓ Apply knowledge of using food processor to make breadcrumbs ✓ Create an attractive dish and present	
9	• Where food comes from • Examples of the different ways that food is produced • Consider the advantages and disadvantages of eating and cooking with seasonal foods	Where does our food come from? Farmed, Reared, Processed and Manufactured foods – what does it mean? What are seasonal foods? Why should we try to eat foods when they are in season? What is the impact if we don't?	✓ PATHS assessment feedback and response. Those with few corrections to complete exam style questions. ✓ Self and peer assessment of stir fry and chicken goujon wraps ✓ Identify where foods come from with examples ✓ Understand what we mean by seasonal foods ✓ Identify reasons why we should try and eat foods when in season ✓ Explain the consequences of eating foods out of season	HW 3 Functions of ingredients. Learn the main functions of the given ingredients in preparation for a PATHS assessment next week.

10	• Safe use of Equipment • Knife skills • Apply safety and hygiene principles when cooking • Using the oven • Creaming method • Apple muffins practical Teacher demo/video to show creaming method	What are the functions of ingredients when making cakes? What makes a cake rise? Why is weighing and measuring important? Why is it important to divide a cake mixture evenly between cake cases?	✓ Demonstrate how to weigh and measure accurately ✓ Understand how to use baking powder as a raising agent ✓ Understand how eggs coagulate ✓ Apply knowledge to make a batch of evenly sized and good quality apple muffins	
11	• PATHS Assessment lesson • Recall functions of ingredients for a range of ingredients given. • Cooking methods – sauce making methods: roux and reduction sauces Teacher demo of basic roux sauce	What are the functions of ingredients when cooking? What different cooking are used when making sauces? Why do we use different methods for different sauces? How do you make a roux sauce?	✓ PATHS Assessment – Functions of Ingredients ✓ Understand the different types of sauces ✓ Understand the different cooking methods used to make a sauce ✓ Apply knowledge to identify foods made with different types of sauces ✓ Explain how flour thickens a roux sauce	
12	• Safe use of equipment • Knife skills • Apply safety and hygiene principles when cooking • Using the reduction method to make a sauce • Spaghetti bolognaise practical Teacher demo reminder of cutting an onion and cook along to demo while pupils are cooking	What method of sauce making is used to make spaghetti bolognaise? How does the sauce thicken? What is simmering? Boiling?	✓ Demonstrate understanding of key cooking skills: ✓ Reduction method to make a sauce ✓ Simmering and boiling of pasta ✓ Apply knowledge to cook and present spaghetti bolognaise	
13	• Sensory Analysis • Sensory Testing • Evaluating and improving food products using our senses	What are our senses? How can they be used to test the food we eat? How can we carry out sensory testing? How can we evaluate and improve food using sensory testing?	✓ PATHS assessment feedback and response. Those with few corrections to complete exam style questions. ✓ Understand what are senses are and why they can be used to when tasting food ✓ Understand how to complete sensory testing and record the results	HW 4 Pupils should revise for PLC Test at the end of the rotation next week.

			✓ Evaluate a range of food products and record your answers ✓ Analyses the results and explain how the foods can be improved	
14	• Safe use of equipment • Knife skills • Apply safety and hygiene principles when cooking • Weighing and measuring • Cooking methods: rubbing in method • Rock Cakes Practical	What is the rubbing in method? What ingredients are "rubbed in"? What can go wrong with rubbing in? How does the rubbing in method contribute to the sensory characteristics of different food products?	✓ Understand the rubbing in method ✓ Demonstrate the ability to weigh and measure ✓ Demonstrate the rubbing in method to make a rubbed in mixture ✓ Produce a successful batch of rock cakes ✓ Consider how different ingredients could change the sensory characteristics of the cakes	
15	Progress Test. ▪ Complete progress test ▪ Peer assess – teacher record as progress point	What have I learnt? What do I still need to do to improve?	✓ Progress assessment – pupils to read through and complete corrections. Those with few corrections to complete exam style questions. ✓ Self and peer assessment of apple muffins, spaghetti bolognaise and rock cakes	
16	• Safe use of equipment • Knife skills • Apply safety and hygiene principles when cooking • Using the food processor • Kofta kebabs and cous-cous practical – Progress Test	What have I learnt?	✓ Recall basic skills to carry out practical ✓ Safe use of food processor and equipment ✓ Dish presented to a good standard	
17	• Ban packed lunches • Healthy packed lunches • Sugar swaps	Should we ban packed lunches? What are the arguments for and against? How can you make a packed lunch healthy? What are sugar swaps and how can they make our packed lunch healthier?	✓ Identify the key elements of a healthy packed lunch ✓ Understand how simple swaps can make a packed lunch healthier ✓ Create your own healthy packed lunch ideas	

18	• Best Chocolate chip cookie competition • One batch of 18 cookies • Evenly sized • Golden brown	Why is uniformity important when cooking? How do biscuits get their crunch? What makes a good biscuit?	✓ Understand what uniformity means ✓ Understand how biscuits get crunchy! ✓ Produce a batch of perfect cookies	

French

Year 7 - Term 1: key structures, basics, building up vocabulary, building up sentences (September – December)				
Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework
1	-Cultural context	1. La France est comment? 2. Où se parle França is?	☑ *A map of France, including major cities* ☑ *A map of Francophone countries* ☑ *5 written facts about a Francophone country* ☑ *A title page*	-Title page, centred around the words, Le Français -Research 5 facts about a Francophone country
2-3	-Building basis skills -Basic phonics -Classroom language	3. Comment s'écrit-on…? 4. Que veut dire…? 5. Comment dit-on…?	☑ *A list of at least 10 cognates* ☑ *Pupil's name spelt out phonetically* ☑ *Pair work demonstrating classroom language*	Vocab test – vocab 1
3-4	-Building basic skills -Speaking skills: greetings -Asking basic questions -Saying how you are	6. Bonjour. Comment t'appelles-tu? 7. Ça va?	☑ *A script for a role play of greetings* ☑ *A role play performed to the class* ☑ *Different feelings written out*	Vocab test – vocab 2

4-6	-Basic sentence structures: Feminine/masculine nouns -A key verb, *avoir* -Connectives -Translation skills -Writing skills: assessment -bag contents	8. As-tu un crayon? 9. Qu'est-ce que tu as dans ton sac? 10. As-tu trois stylos? 11. Et? 12. Décris ce que tu as dans ton sac. Written assessment	☑ *A list of the vocabulary with an illustration* ☑ *Listening activity; including negatives* ☑ *At least one translated paragraph on rucksack/bag contents – French to English* ☑ *Writing assessment: A paragraph describing the contents of their bag, including connectives.*	Vocab test - vocab 3 Vocab test – vocab 4
HALF TERM				
7 - 8	-Use the interrogative -Building basic vocabulary : -Counting to 31 -Months	13. Paths feedback and Qui sait? 14. Deux et deux font quoi? 15. Quel âge as-tu? 16. Quand est ton anniversaire?	☑ *At least one sentence stating own age and birthday.* ☑ *Sentences stating at least one other person's age and birthday*	Vocab test – Vocab 5 Vocab test – Vocab 6
9	Using the 3rd person -birthday, age, name, bag content, feeling	17. Quand est l'anniversaire de ton ami? 18. Comment s'appelle-t-il/t-elle?	☑ *Name, age, birthday, bag content of at least one another person – sentences in book and spoken*	Research: ages and birthdays of 5 celebs (written in sentences)
10	Giving personal information using 1st and 3rd person - descriptions of family members	19. As-tu des frères ou des soeurs? 20. Il y a combien de personnes dans ta famille?	☑ *Ask and answer questions (name, age, etc.) about a family member* ☑ *A paragraph describing a family member*	Vocab test – Vocab 7
11-12	Consolidation Revision Speaking skills: assessment -giving personal details	21. Consolidation. 25 word Vocab 8 22. Parle-moi – préparation 23 - 24. Parle-moi. Speaking assessment	☑ *25 word vocab test Vocab 8* ☑ *5 translations – both ways (5 each)* ☑ *Drafted answers for the speaking assessment questions* ☑ *Speaking assessment*	Practise for speaking assessment
13	Cultural: traditions and celebrations -Christmas	25. Paths feedback and Sais-tu utiliser un dictionnaire? 26 – 27. Comment fête-on Noël aux pays francophones? http://www.euroclubschools.co.uk/page41.htm	☑ *Presentation on how Christmas is celebrated in a specific Francophone country* ☑ *At least 6 Key facts about how Christmas is celebrated in at least 3 different Francophone countries*	Research and presentation on how Christmas is celebrated in a specific Francophone country

Geography

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus?*	Homework (suggested)
To be taught during term 1 (September – December)				
1-2	• What is geography? • Key aspects of physical geography	60. Baseline geography test 61. What is geography? 62. What is physical geography and how do humans interact with it?	☑ *To complete the baseline test* ☑ *A definition of what geography is* ☑ *A definition of what physical geography is* ☑ *List of 5 different topics in physical geography* ☑ *Table of 10 topics in physical geography describing why it is important to study*	N/A
3-4	• Key aspects of human geography • Physical and human features	63. What is human geography and how do humans interact with it? 64. Describing physical and human features of geography 65. What is geography test?	☑ *List 10 different topics in human geography* ☑ *Identify and label different human geography topics* ☑ *Labelling and describing physical and human geography photographs* ☑ *Describe how human and physical aspects impact the environment* ☑ *To complete the what is geography test*	Design a poster about either Human or Physical Geography
5-6	• What is fieldwork? • Field sketches and photographs • How to describe places	66. What is fieldwork/introducing fieldwork 67. How to use field sketches and photographs 68. Describing places in geography	☑ *What is fieldwork?* ☑ *Complete worksheet for river, town, tourism, natural disaster* ☑ *In the playground create a field sketch* ☑ *Describe the field sketch completed in previous lesson.*	N/A
7-8	• Different fieldwork techniques • Presenting fieldwork techniques	69. How to use quadrants in fieldwork 70. Presenting the ACFOR scale 71. Consolidation lesson	☑ *What is the ACFOR scale* ☑ *Collect data from 4 sites around the school site.* ☑ *Present data for the four sites from previous lesson* ☑ *Annotate school map with information*	N/A

9-10	• What are the main oceans and continents? • What are the physical/human features of the world	72. Continents and oceans 73. Physical features of the world 74. Human features of the world	☑ *Continents and oceans sheet to be completed* ☑ *Complete the physical features of earth worksheet* ☑ *Complete the world's 25 largest cities*	Create own globe/map of the world
11-12	• What is longitude and latitude? • British Isles	75. Latitudes and Longitudes 76. British Isles 77. World Knowledge Revision	☑ *Copy down Latitude – Lines around the earth* ☑ *Copy down Longitude – Lines over the earth* ☑ *Complete the worksheet plotting the cities in longitude and latitude* ☑ *Label the British Isles map* ☑ *Complete the labelling of* continents/oceans/mountains/rivers/deserts/rain forest/lines of latitude and longitude	Revise for world knowledge test
13-14	• World knowledge test • What are map symbols?	78. World knowledge test 79. Consolidation lesson 80. What are map symbols	☑ *Complete world knowledge test* ☑ *What are symbols? Why do we use symbols?* ☑ *Complete the map symbols worksheet*	N/A
15-16	• Using 4 figure grid references • Using 6 figure grid references • How to show height on a map?	81. 4 figure grid references 82. 6 figure grid references 83. Showing height on a map	☑ *Name the symbols using 4 figure grid references* ☑ *Foundations Textbook page 133 – Question 1,2,3* ☑ *Foundations Textbook page 135 – Questions 1&2* ☑ *Key Term – Topography* ☑ *Foundations Textbook page 136, draw a simple diagram and a few sentences explaining how to show height on a map*	Create a 2D/ 3D model of height on a map
17-18	• How to use scale/distance on a map • Using OS maps	84. How to use scale and distance on a map 85. Using OS maps 86. Using OS maps – Part 2	☑ *Copy down how is scale shown on a map* ☑ *Foundations Textbook Page 129 Question 1&2* ☑ *Lesson 1 – Complete Section 1-4* ☑ *Lesson 2 – Complete section 5-7*	Revise for map skills test
19-20	• Map skills revision • Map skills test	87. Map skills revision 88. Map skills test 89. Consolidation lesson	☑ *Complete revision exercises dependent on students' weakest areas.* ☑ *Complete map skill test*	Revise for map skills test

History

Year 7 Unit 1 – The Making of the English Nation-State (September – December)					
Week #		**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)					
CAUSE & CONSEQUENCE	1-4	Why did an Anglo-Saxon, a Viking and a Norman all think they should be King of England?	7. What is History? 8. What happened when the Romans left Britain? 9. What was life like in Anglo-Saxon England? 10. What made Alfred 'great'? 11. Who ruled England after Alfred? 12. Why did an Englishman, Frenchman and Norwegian all think they were the next king of England?	☑ *A labelled drawing/short descriptive piece of writing about Life in a typical Anglo-Saxon village.* ☑ *A timeline of kings from Alfred the Great to Edward the Confessor.* ☑ *Completed activity on who should be king.*	Roman Empire Video and Quiz. Viking invasions clip.
	5-7	Why did William of Normandy, become King of England?	*13. Why did Harold win the Battle of Stamford Bridge?* 14. What happened when William met Harold? 15. Was William lucky, skilful or well prepared? *16. PATHS* **17. Why did William win the Battle of Hastings?**	☑ *At least one PEEL paragraph on Harold's victory at Stamford Bridge.* ☑ *Completed card sort on William's victory (Luck, Skill or Preparation).* ☑ *At least one redrafted paragraph on Harold's victory at Stamford Bridge.* ☑ *At least three PEEL paragraphs on the reasons for William's victory at Hastings.*	Norman Conquest Activity and Quiz. Knowledge Test 7.1 on SMH.
SIGNIFICANCE	8-12	How did the Normans keep control?	18. Why did the Normans upgrade their castles? 19. How were Norman castles attacked? *20. What was the most significant way of defending a castle?* 21. Feudal System 22. Domesday Book *23. PATHS* **24. What was the most significant method used by the Normans to keep control of England?**	☑ *Labelled diagram of a Motte & Bailey and Stone Keep Castle.* ☑ *Completed table ranking Castle defences.* ☑ *At least two PEEL paragraphs on how to defend a Norman castle from attack.* ☑ *A labelled diagram of the Feudal System.* ☑ *At least one redrafted paragraph on how to defend a Norman castle from attack.* ☑ *At least three paragraphs on the most significant ways that William kept control of England.*	Feudal System and Domesday Book Activity and Quiz. Castle Project Knowledge Test 7.2 on SMH.

	13-14	Were the Normans fair?	25. How did the Normans punish minor crimes? 26. How did the Normans punish major crimes? 27. What can we learn from Medieval Skeletons?	☑ *Labelled diagrams of Norman punishments and associated crimes.*	Castle Project
	15	Teacher specialism lesson on Early Medieval England (or to be used by staff on the Battlefields Trip for cover lessons)	Alternatively please see "Other Lessons" folder for lessons on: Medieval Food Medieval Women A Medieval Xmas		England 45 AD – 1200 AD knowledge Test

Maths

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – October half term)				
1	Place Value	**Place Value** Lesson 1: Representing the base 10 number system Lesson 2: Ordering integers and multiplying and dividing by 10 Lesson 3: Rounding to the nearest 10, 100 and 1000 Lesson 4: Place value and rounding problems	☑ *recognise concrete representations and place value models of whole numbers* ☑ *read and write whole numbers in figures and words* ☑ *mark the approximate position of a number on a number line* ☑ *multiply, and divide, any whole number by 10, 100, 1000, or 10 000* ☑ *round whole numbers to the nearest 1000, 100 or 10* ☑ *put a set of numbers in ascending or descending order*	Autumn Workbook Pages 1-3 Pages 4-7 Pages 8-10 Pages 11-13 including Reflection
2	Mental addition and subtraction of integers	**Mental addition and subtraction of integers** Lesson 1: Add integers mentally with and without manipulatives Lesson 2: Develop mental strategies for addition and subtraction Lesson 3: More mental strategies and bar modelling	☑ *add and subtract with and without concrete representation and place value tables* ☑ *choose and use a variety of strategies to mentally add and subtract sets of numbers* ☑ *understand and use the commutativity and associativity of addition* ☑ *solve addition and subtraction problems in a variety of contexts*	Autumn Workbook Pages 14-16 Pages 17-20 Pages 21-23

3	Written addition and subtraction of integers	**Mental addition and subtraction of integers** Lesson 4: More mental strategies for addition and subtraction and Talking about numbers **Written addition and subtraction of integers** Lesson 1: Using the column method for addition Lesson 2: The column method for subtraction Lesson 3: Addition and subtraction using bar modelling	☑ *choose from and use a variety of strategies to add and subtract sets of numbers* ☑ *understand and use the formal written algorithms for addition and subtraction* ☑ *use estimation to find approximate answers* ☑ *understand, calculate and work with perimeters* ☑ *develop their understanding of bar modelling to represent problems*	Autumn Workbook Pages 24-26 Pages 27-29 Pages 30-32 Pages 33-35
4.	Addition and subtraction of decimals	**Written addition and subtraction of integers** Lesson 4: Solving addition problems involving length and perimeter **Addition and subtraction of decimals** Lesson 1: Representing tenths Lesson 2: Representing tenths, hundredths and thousandths	☑ *use approximation to estimate the answers to calculations* ☑ *understand decimal notation and place values (tenths, hundredths, thousandths) and identify the values of the digits in a decimal*	Autumn Workbook Pages 36-37 including Reflection Pages 38-39 Pages 40-41
5.	Addition and subtraction of decimals	**Addition and subtraction of decimals** Lesson 3: Ordering decimals Lesson 4: Rounding decimals Lesson 5: Multiplying and dividing decimals by 10, 100 and 1000 Lesson 6: Mental methods for addition and subtraction of decimals	☑ *read and write decimals with up to 6 digits in figures and words* ☑ *convert between decimal and fraction where the denominator is a factor of 10 or 100* ☑ *use the number line to display decimals and round decimals to the nearest whole number, to 1 or 2 decimal places* ☑ *use correctly the symbols <, > etc. and the associated language to order a set of positive integers and decimals, or measurements* ☑ *multiply and divide any integer or decimal by 10, 100, 1000, or 10 000* ☑ *solve word problems involving the addition and subtraction of money in decimal notation* ☑ *relate decimal arithmetic to integer arithmetic*	Autumn Workbook Pages 42-43 Pages 44-45 Pages 46-47 Pages 48-49
6.	Addition and subtraction of decimals	**Addition and subtraction of decimals** Lesson 7: Written methods for addition and subtraction of decimals Lesson 8: Mixed addition and subtraction of decimals problems	☑ *use standard written methods in column format for addition and subtraction of integers and decimals* ☑ *extend existing mental calculation to include decimals* ☑ *calculate the perimeter of rectangles, squares and rectilinear figures*	Autumn Workbook Pages 50-51 Pages 52-55 including Reflection

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – October half term)				
1	Multiplication and division of integers	Lesson 1: Multiples Lesson 2: Factors, multiples and fact families Lesson 3: Multiplication with place value Lesson 4: Highest common factor and lowest common multiples	☑ *use multiplication and division facts to solve mental calculations* ☑ *use knowledge of place value and the relationship between multiplication and division to derive facts from known facts* ☑ *use the terms 'product', 'multiple' and 'LCM'* ☑ *divide whole numbers and decimals by whole numbers* ☑ *use the terms 'quotient', 'remainder', 'factor', 'HCF'*	Autumn Workbook Pages 56 Pages 57-58 Pages 59-60 Pages 61
2	Multiplication and division of integers	Lesson 5: Written short multiplication Lesson 6: Written long multiplication Lesson 7: Written short division Lesson 8: Written long division	☑ *understand and use the column method to multiply integers* ☑ *understand and use the formal algorithm for division* ☑ *represent multiplication and division word problems using bar models, and solve* ☑ *estimate answers in calculations and check that results are reasonable* ☑ *explore commutativity and associativity*	Autumn Workbook Pages 62-65 Pages 66-69 Pages 70-72
3	Area	Lesson 1: Area of rectangles Lesson 2: Area of compound shapes Lesson 3: Area of parallelograms Lesson 4: Area of triangles	☑ *calculate the areas of rectangles, triangles and compound shapes* ☑ *multiply and divide whole numbers in the context of area* ☑ *estimate answers in calculations and check that results are reasonable* ☑ *solve problems involving length, perimeter and area, including compound* ☑ *shapes and calculating the lengths of unknown sides*	Autumn Workbook Pages 73-74 Pages 75-76 Pages 77-78 Refection
4.	Multiplication and division of decimals	Lesson 1: Multiplying integers by decimals Lesson 2: Multiplying decimals by decimals Lesson 3: Division with decimals Lesson 4: Mixed multiplication and division with decimals	☑ *multiply and divide whole numbers and decimals* ☑ *estimate answers in calculations and check that results are reasonable* ☑ *solve problems involving length, perimeter and area, including compound shapes and calculating the lengths of unknown sides* ☑ *estimate answers in calculations and check that results are reasonable* ☑ *calculate the areas of rectangles, triangles and compound shapes with decimals*	Autumn Workbook Pages 80-84 Pages 85-88 Pages 89-92 Pages 93-96

5.	Further applications of multiplication and division	Lesson 1: Introduction to the mean Lesson 2: Mental multiplication and division strategies Lesson 3: Multiplication and division challenges Lesson 4: Problems with time	☑ *choose the appropriate operation(s) when problem solving* ☑ *find the mean average, interpreting average as "total amount ÷ number of items" and solve word problems involving this* ☑ *measure time, calculate with time and solve time word problems*	Autumn Workbook Pages 97-100 Pages 101-106 Pages 107-111 Pages 112-116

Music

Performing Skills

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
1	What is my baseline pathway?	90. Students complete baseline test on keyboards.	☑ *Performance of part of baseline assessment performance piece* ☑ *Assessment record sheet*	Online quiz
2 - 3	What is involved in singing using correct technique?	91. Students complete vocal warm ups and rehearse songs as a class and in smaller groups	☑ *Performance as a class of HUMAN by Rag N Bone Man* ☑ *Some students perform solo parts*	
4 - 5	What is correct keyboard technique?	92. Students complete hand and finger exercise on keyboards to develop skills and technique using all fingers and both hands separately. Some students will learn a simple piece using correct technique.	☑ *Performance of exercises and short pieces using correct fingers and hand position.*	Spelling test
6	How do I read notation?	93. Students learn the basics of notation and practise reading the notes while playing simple tunes on the keyboard.	☑ *Performance of simple pieces in both treble and bass clefs using notation.*	
7	How do I practise effectively?	94. Students learn practise techniques and apply them to pieces which they are learning on keyboard, showing increased progress.	☑ *Performance of pieces learned in lesson played fluently and confidently.*	Online Theory quiz
8	How do I perform effectively as part of a small group?	95. Students work in small groups to perform a song which features both singing and keyboard.	☑ *Performance as a small group showing ensemble skills, technical skill and expression.* ☑ *Students can describe the performances of others using the correct terminology.*	

Physical Education

For all classes throughout this year there will be a theory block where students will cover the following areas: the skeletal system, the muscular system, short term effects of exercise, long term effects of exercise, diet and nutrition.

PE timetable for this year:

		Term 1: Sept - Oct		Term 2: Oct - Dec		Term 3: Jan - Feb		Term 4: Feb - March		Term 5: April - May		Term 6: June - July	
Class Code	**Teacher**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**
7b/ Pe1	RSZ	Rugby	Field	Basketball	Sportshall	Theory	Classrooms	Football	Astro	Cricket	Astro	Fitness	HLU
7b/ Pe2	AS2	Rugby	Field	Football	Astro	Fitness	HLU	Basketball	Sportshall	Theory	Classrooms	Cricket	Astro
7b/ Pe3	DRD	Football	Astro	Rugby	Field	Basketball	Sportshall	Theory	Classrooms	Fitness	HLU	Cricket	Astro
7c/ Pe1	BRE	Football	Astro	Rugby	Field	Basketball	Sportshall	Theory	Classrooms	Fitness	HLU	Cricket	Astro
7c/ Pe2	JEH	Rugby	Field	Basketball	Sportshall	Theory	Classrooms	Football	Astro	Cricket	Astro	Fitness	HLU
7c/ Pe3	AS2	Rugby	Field	Football	Astro	Fitness	HLU	Basketball	Sportshall	Theory	Classrooms	Cricket	Astro
7d/ Pe1	JEH	Rugby	Field	Basketball	Sportshall	Theory	Classrooms	Football	Astro	Cricket	Astro	Fitness	HLU
7d/ Pe2	DRD	Football	Astro	Rugby	Field	Basketball	Sportshall	Theory	Classrooms	Fitness	HLU	Cricket	Astro
7d / Pe3	AS2	Rugby	Field	Football	Astro	Fitness	HLU	Basketball	Sportshall	Theory	Classrooms	Cricket	Astro

Friday Leisure timetable:

	Term 1: Sept - Oct		Term 2: Oct - Dec		Term 3: Jan - Feb		Term 4: Feb - March		Term 5: April - May		Term 6: June - July	
Class Code	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**
7C	Athletics	Sutton Arena	Football	Astro	Climbing	Sportshall	Athletics	Sutton Arena	Softball	Field	Cricket	Astro
7E	Athletics	Sutton Arena	Football	Astro	Boxercise	HLU	Athletics	Sutton Arena	Softball	Field	Cricket	Astro
7F	Athletics	Sutton Arena	Dodgeball	Dojo	Football	Astro	Athletics	Sutton Arena	Boxercise	HLU	Softball	Field
7M	Climbing	Sportshall	Athletics	Sutton Arena	Football	Astro	Table Tennis	main Hall	Athletics	Sutton Arena	Softball	Field
7N	Boxercise	HLU	Athletics	Sutton Arena	Dodgeball	Dojo	Football	Astro	Athletics	Sutton Arena	Dodgeball	Dojo
7P	Dodgeball	Dojo	Athletics	Sutton Arena	Table Tennis	Main Hall	Football	Astro	Athletics	Sutton Arena	Boxercise	HLU
7R	Table Tennis	Main Hall	Climbing	Sportshall	Athletics	Sutton Arena	Boxercise	HLU	Cricket	Astro	Athletics	Sutton Arena
7S	Football	Astro	Boxercise	HLU	Athletics	Sutton Arena	Dodgeball	Dojo	Cricket	Astro	Athletics	Sutton Arena
7W	Football	Astro	Table Tennis	Main Hall	Athletics	Sutton Arena	Climbing	Sportshall	Dodgeball	Dojo	Athletics	Sutton Arena

PRE

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1-2	What is a deity?	96. Introduction to Philosophy, Religion & Ethics 97. Describing a monotheistic deity	☑ *Written names on purple and yellow books & written out learning agreement.* ☑ *Written description of God's powers (using the "omni" words)*	Spellings and definitions of the omni words.
3-4	What is an existential question?	98. Exploring meaning and purpose 1 99. Exploring meaning and purpose 2	☑ *Definitions of 'existential questions'* ☑ *Self-portrait with labels of reams, hopes, interests and fears.*	Reading: The man who wanted to live forever. Students to create a cartoon strip of the story.
5-6	Life and Death	100. Different ideas about the afterlife 101. Near Death Experiences 102. Assessment	☑ *Task 1 Flow diagram* ☑ *Information summary sheet*	Watch the BBC video comparing Christian and Buddhist beliefs on life and death.
7-8	What is Hinduism?	103. The origins of Hinduism 104. The Trimurti	☑ *Map drawing including labels of the three rivers (Indus, Saraswati & Ganges).* ☑ *Trimurti fact sheet stuck into book* ☑ *List of responsibilities of Vishnu, Shiva & Brahma*	Watch video 1 and video 2 and write a 50 word description of what Hindus believe about God.
9-10	How do Hindus worship?	105. Puja 106. Ahimsa	☑ *Definitions of Puja & Ahimsa* ☑ *Written explanation linking vegetarianism to Ahimsa.*	Read this article and write down x5 facts about Hinduism and vegetarianism.
11-12	What ethics do Hindus use?	107. Satyagraha 108. Assessment: skill (Essay)	☑ *Newspaper article on Gandhi's use of satyagraha*	Read the first part of this webpage and list x10 facts about Gandhi to use in your newspaper article.

Science

Biology

Week #	Key Concept Question	Individual Lessons (with #) – click on the link for lesson resources.	Shared Outcomes – what must be produced by the end of the conceptual focus.	Homework (suggested)
To be taught during 1 Rotation (12 weeks)				
1	Explain how to use a microscope to identify and compare different types of cells. Identify the principal features of a cheek cell and describe their functions	3.8.2. Cells 109. Introduction to cells (Uni vs multicellular) 110. Animal cells under the microscope (Practical and RA) 111. Plant cells under the microscope (Practical and RA)	☑ Draw and label a typical plant and animal cell (in pencil). Describe the function of each organelle by completing a table ☑ Label a diagram of a light microscope. Complete the practical write ups for RPA 1 – Animal under the microscope (Practical and RA) ☑ Write an evaluation of the practical – plant cells under the microscope. (Practical and RA)	Knowledge test – Cells and cell structure
2	Explain how uni-cellular organisms are adapted to carry out functions that in multi-cellular organisms are done by different types of cell. Suggest what kind of tissue or organ system a cell is part of, based on its features.	112. Specialised cells 113. Cells, tissues, organs and systems 114. Plant specialisation and PATHS task	☑ Create a fact file about 6 specialised cells. Include details of how their structure relates to their specific function. E.g. RBC, WBC, Neurone, Root hair cell, Palisade cell, Guard cell, Sperm, Egg, Ciliated epithelial cell. ☑ PATHS task Extended writing task – Explain the importance of 5 organ systems: immune, respiratory, circulatory, skeletal, reproductive. Describe the major organs involved in each system. ☑ Label a diagram of a flowering plant, including the functions of each part	Knowledge test – Specialised cells
3	Explore how the skeletal system and muscular system in a chicken wing work together to cause movement. Explain how a physical property of part of the skeleton relates to its function. Explain how antagonistic muscles produce movement around a joint.	3.8.1 - Movement 115. The human skeleton 116. Muscles and joints 117. PATHS task	☑ Write up of RPA 2- Explore the skeletal and muscular system in chicken wing (Practical and RA) ☑ Labelled diagram of the skeleton ☑ PATHS Create a table showing the different types of joint in a skeleton and give details of the movement of each and where they are located. Explain why we need joints in our body.	Knowledge test – Human skeleton & muscles EOTT revision

4		118. Antagonistic pairs 119. End of topic test 120. Feedback lesson	☑ Write up of practical - RPA 3 - Making a model arm to show how the biceps and triceps work together (practical and RA). In the conclusion define the terms contract and relax. ☑ Explain what happens when a muscle is damaged and how it can be repaired ☑ Green pen feedback of test and EOTT front sheet in book.	Knowledge test – Human skeleton & muscles EOTT revision
Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
1	Use a model to investigate the impact of changes in a population of one organism on others in the ecosystem.	1. Habitats 2. Food Chains 3. Food Webs and Interdependence	☑ List different types of habitats, describe how habitats vary in terms of environmental factors, and explain how habitat destruction reduces biodiversity. ☑ Draw a simple food chain and recall what the arrows represent. Label producers, consumers and top carnivores in a food web and create a food web from basic food chains. Evaluate the effect of removing one species from the web. ☑ Draw and label a pyramids of biomass and numbers for several food chains. Explain the differences which arise between the pyramid types.	Knowledge test - Food Chains

2	Describe how organisms depend on each other for nutrients and that a change in one population leads to changes in others.	4. Plants for Food 5. Predator-Prey relationships 6. Adaptation –PATHS opportunity	☑ List the 2 reactants needed for photosynthesis and derive the word equation for the process of photosynthesis, comparing it to respiration. Explain the differences between photosynthesis and respiration in plants. ☑ Identify common predators and their prey. Draw a graph to represent data of a predator-prey cycle. From graph, predict outcome of predators being significantly changed. ☑ List adaptations of camels, polar bears and cacti and describe how these adaptations enable the organism to survive in their habitats. Explain what happens if a species is no longer able to adapt to its environment.	Knowledge test - Predator-Prey relationships
3	Explain how plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary.	7. Competition 8. Flowering plants life cycle 9. Naming the parts of flowering plants	☑ List things that individuals compete for in their habitats. Describe how particular adaptations make successful competitors. Explain how these factors can lead to a change in a species over time. ☑ Label the life cycle of a plant and describe the stages of development. Explain the importance of various minerals in successful growth. ☑ Label the parts of a flowering plant and categorise the male and female parts. Sequence the events in plant reproduction	Knowledge test - Flowering plants

4	Use models to evaluate the features of various types of seed dispersal. Plants have adaptations to disperse seeds using wind, water or animals.	10. Pollination and Seed Dispersal 11. Selective Breeding (Extension Lesson) 12. End of Topic Test	☑ Name the sex cells of flowering plants and describe the process of pollination. Explain the importance of bright petals and strong scents. ☑ Identify favourable characteristics in various species and describe how individuals can be selected for breeding purposes. Evaluate the ethics and potential consequences of this process.	Knowledge test - Pollination and Seed Dispersal EOTT revision

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
1	Identify key events on a diagram of the menstrual cycle.	1. Adolescence 2. Female Reproductive System 3. Menstrual Cycle	☑ List changes that take place during puberty and describe why these changes happen. ☑ Label parts of the female reproductive system and derive the function of each part from information given. Describe examples of causes of female infertility. ☑ Sequence the stages of the menstrual cycle using diagrams. Predict ovulation and fertile days using a calendar.	Knowledge test - Female Reproductive System

2	Use a diagram to show stages in development of a foetus from the production of sex cells to birth. Describe causes of low fertility in male and female reproductive systems.	4. Male reproductive system 5. Fertilisation & Comparing different gestation periods 6. Pregnancy	☑ Label parts of the male reproductive system and derive the function of each part from information given. Describe examples of causes of male infertility. ☑ Label the human sex cells and sequence the process of fertilisation in humans. Explain how identical and non-identical twins are formed. Collect gestation length data of various species. Plot the appropriate graph to represent the data. Analyse the graph for patterns and explain their occurrence. ☑ Label a diagram of female organs during pregnancy and sequence the stages of development using diagrams. Explain common development abnormalities and their causes. ☑	Knowledge test - Male reproductive system
3	Explain whether substances are passed from the mother to the foetus or not. Explain whether characteristics are inherited, environmental or both.	7. Birth 8. Species and variation 9. Discontinuous variation	☑ Sequence the stages of labour and birth. Describe the role of muscle movement during birth. Explain the consequences of complications during birth. ☑ List characteristics which can be used to group individuals as a species. Describe factors that can cause variation within a species. Explain why some variation can be caused by a combination of factors ☑ Describe how data can be grouped into discontinuous categories. Draw a bar chart to represent some discontinuous data. Explain the difference between continuous and discontinuous data.	Knowledge test – Variation EOTT revision

4	Explain how characteristics of a species are adapted to particular environmental conditions.	10. Continuous variation 11. End of Topic Test 12. Feedback lesson	☑ List examples of continuous data and present in an appropriate graph. Use the graph to estimate mean, median and mode of the data.	EOTT revision

Science

Chemistry

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1	Relate the features of the particle model to the properties of materials in different states	121. Particle model 122. Changing state 123. Change of state- **RPA-** Ice cube melting over a Bunsen flame.	☑ *Draw particle arrangements in solids, liquids and gases.* ☑ *Describe the relative strength of the bonding between particles in solids, liquids and gases and how it relates to their properties.* ☑ *Recall the changes of state between the three states of matter* ☑ *Write up a method and draw the lab equipment used in a change of state practical*	Complete knowledge test- Particle model
2	Devise ways to separate mixtures, based on their properties	124. Diffusion and Gas Pressure 125. Mixtures and separation techniques- **RPA**- Distillation of ink. **Demo-7Hc/1 Distillation 1** 126. Investigation of dissolving- **RPA**	☑ *Describe the process of diffusion using the particle theory of gases.* ☑ *Explain why changing temperature and concentration alters the rate of diffusion.* ☑ *Suggest appropriate separation techniques for separating mixtures when given suitable information.* ☑ *Describe the key terms- solvent, solute, solution, saturated and unsaturated in relation to dissolving salts.*	Complete knowledge test- Diffusion and pressure

3	Use practical skills to separate reaction mixtures	127. Filtration and separating rock salt- **RPA** **7Hb/3 Making pure salt from rock salt – practical** 128. Chromatography practical- **RPA** 129. Colloids	☑ *PATHS task- Full practical write up on- **RPA- Practical W/S** Purifying Rock Salt H2* ☑ *Design a practical using chromatography to extract the colours in ink.* ☑ *Analyse a chromatogram and how it relates to the positions of a spot.* ☑ *Research task- Describe what a colloid is and link it to the functions of examples.*	Complete knowledge test- Separating techniques EOTT revision
4		130. End of topic test	☑	

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
1	Compare the properties of methods and non-metals showing how they can be tested.	3.6.1 Metals and Non-Metals 131. Periodic table of elements 132. Properties of metals and non-metals 133. Properties of metals and non-metals RPA **RPA - Practical *H2 E1 Core*** **RPA- Practical- 8Ec3 What is a metal? 3 RPA - Practical *H2 E1 Core***	☑ *Label the positions of the alkali metals, alkali ground metals and transition metals on the periodic table.* ☑ *Draw a table comparing the properties of metals and non-metals.* ☑ *Write up a practical on metals and non-metals, including a method on how to compare the properties of a metal and non-metal.* **RPA - Practical *H2 E1 Core*** ☑ *Higher- Describe metallic bonding and relate it to the properties of metals, including their ability to conduct electricity and heat and be malleable.*	Complete knowledge test- Metals and non-metals
2	Use experimental results to suggest an order of reactivity of various metals	i. Types of Reaction 134. Reaction of metals and metal compounds with acid 135. Combustion 136. Displacement reactions of metals- RPA **RPA+RA- 9Fc1 Displacement reactions 1**	☑ *Write equations for reactions of a metal, metal hydroxide, metal carbonate and metal oxide with an acid. Apply this to new metals.* ☑ *Describe the terms combustion and incomplete combustion and relate them to the products produced.* ☑ *Explain why the products of incomplete combustion can be dangerous.* ☑ *Using a reactivity series, or experimental results order several metals into a reactivity series.* **9Fc1 Displacement reactions 1**	Complete knowledge test- Metal reactions Revision end of topic quiz

3		137. End of topic test 138. PATHS Feedback Lesson		

Science

Physics

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during 1 Rotation (12 weeks Physics)				
1	Illustrate a journey with changing speed on a distance-time graph, and label changes in motion. Explain the way in which an astronaut's weight varies on a journey to the moon Describe how the speed of an object varies when measured by observers who are not moving, or moving relative to the object.	139. Types of forces *(Practical and RA)* 3.1.2 - Gravity 140. Weight, mass and gravity (w = m x g) 141. Balanced and unbalanced forces	☑ *Complete free body diagrams to show the forces acting on objects that are balanced and unbalanced* ☑ *Calculate weight, mass and gravity using the formulae and manipulation of the formula.* ☑ *Complete the green pen response of the PATHS of the RPA.*	Knowledge test – Forces 1
	Describe factors which affect the size of frictional and drag forces Describe how levers and pulleys make a task easier	142. Resultant forces (Practical circus & RA) 143. Friction 144. Work, Levers and Pulleys	☑ *Identify forces acting on several experiments in a practical circus, deciding if they are balanced or not, and describing the different forces acting on the object. Make the link between the balanced forces, unbalanced forces, and the resultant forces and draw a diagram of each with proportional arrows.* ☑ *Write an article on how friction can be used – think of at least one situation where friction is reduced and another where it is deliberately increased.* ☑ *Explain why a bigger weight can be lifted is a pulley is used.*	Knowledge test – Forces 2

	Find the elastic limit of a spring by plotting data on a graph together with a line of best fit State the relationship between weight and extension shown in a graph	145. Stretching (Elastic limit) 146. Investigating stretch (Practical and RA) ***Practical W/S 1*** *Investigating Simple Steel Springs –* ***simple*** ***W/S 2*** *Hookes Law-* ***with add graph guidance*** 147. Write up and evaluation of practical with graph skills included	☑ *Plan the Investigating Springs practical fully and write up each stage. Aim, Prediction, Equipment, RA, Method, Results, Conclusion and Evaluation.*	Knowledge test – Friction and Elastic potential Complete practical write up and evaluation
		148. Pressure in gases - Collapsing can – Magnadeur (Practical demo with RA) 149. Scuba diving (optional extension lesson) 3.1.1. Speed 150. Speed	*Use the formula: speed=distance/time to calculate speed (Include manipulation of the formula for higher groups.)* ☑ Write a description using particle theory to explain what happens during the collapsing can demo. Use diagrams to support the text.	Knowledge test – Pressure
2	Investigate variables that affect the speed of a toy car rolling down a slope	151. Distance time graphs 152. Investigating speed *(Practical and RA)* 153. Practical write up and recall test	☑ *Draw and interpret a distance time graph from data* ☑ *Calculate speed at different points on the graph and link to gradient of line* https://www.mathswatchvle.com/video/mw-clip.php ☑ *Write up of Investigating speed practical including plotting a suitable graph from data and explaining what it shows.* https://www.mathswatchvle.com/video/mw-clip.php	Knowledge test – Speed Complete practical write up and evaluation
3		154. End of unit test **155.** PATHS feedback on practical		Knowledge test – Gravity EOTT revision Green pen the test paper using the markscheme.

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
1	Compare the voltage drop across resistors connected in series in a circuit	3.2.1 Voltage Resistance 156. Conductors and Insulators (Practical & RA) 157. Current Models and Voltage 158. Resistance in a wire	☑ Use the idea of energy to explain how voltage and resistance affect the way components work. Given a table of voltage against current. Use the ratio of voltage to current to determine the resistance. ☑ Predict the effect of changing the rating of a battery or a bulb on other components in a series or parallel circuit. ☑ Use an analogy like water in pipes to explain why part of a circuit has higher resistance.	Knowledge test - Voltage
2	Compare and explain current flow in different parts of a parallel circuit	159. Series Circuits *(Practical and RA)* ***Practical: H1 J2a Core Investigating bulbs in series*** 3.2.2 Current 160. Parallel circuits *(Practical and RA)* ***Practical: H1 J5a Core – Investigating parallel circuits 1*** 161. Measuring resistance *(Practical and RA - SAFETY)* ***Practical W/S Investigating the resistance of wires IOP- HMW*** ***Practical W/S Mod 1-6 Act 5.3 - Current-Voltage for a metallic conductor – in series circuit***	☑ Describe how current changes in series and parallel circuits when components are changed. Draw circuit diagrams of real series and parallel circuits. Compare the advantages of series and parallel circuits for particular uses. ☑ Plan the Measuring resistance practical fully and write up each stage. Aim, Prediction, Equipment, RA, Method, Results, Plot a graph of your results with line of best fit. Conclusion and Evaluation. https://www.mathswatchvle.com/video/mw-clip.php	Knowledge test – Current and circuits Complete practical write up and evaluation
3		162. PATHS feedback lesson on practical write up 163. Static electricity 164. End of topic test	☑ Describe what happens when charged objects are placed near to each other or touching. ☑ Green pen responses to PATHS feedback ☑ Use a sketch to describe how an object charged positively or negatively became charged up ☑ Suggest ways to reduce the risk of getting electrostatic shocks.	Knowledge test – Resistance EOTT revision

4		165. Paths feedback for EOTT.	☑ Pupils complete the test feedback sheet in Green pen and stick it into their books.	Green pen the test paper using the markscheme.

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
1	Describe factors which affect the size of frictional and drag forces Describe how levers and pulleys make a task easier	3.3.2. Energy Transfer 166. Types of energy (energy Circus) 167. Stored energy and Work Done (could take 2 lessons) 168. Non-renewable energy sources ***W/S*** *Changing Energy 1 ES 9Ia3*	☑ Describe how the energy of an object depends on its speed, temperature, height or whether it is stretched or compressed ☑ Show how energy is transferred between energy stores in a range of real-life examples. Calculate the useful energy and the amount dissipated, given values of input and output energy. From the range of machines show select 5 to describe the energy transfers that occur. Complete the practical worksheet and stick it into books. ☑ Complete the questions showing they can use the equations to calculate: Energy transferred = weight X height Work Done = force applied X Distance moved ☑ Describe examples of non-renewable energy resources and explain how their formation	Knowledge test - Forces
2	Find the elastic limit of a spring by plotting data on a graph together with a line of best fit State the relationship between weight and extension shown in a graph	169. Renewable energy source 170. Comparing energy resources 171. Measuring energy in food RPA ***Practical W/S*** *Which food stores the most energy – H1 I5 Core, Ext, Help and SEN – HMW - Teacher/Tech/Safety Notes* ***HMW*** **Food x4 to show varied energy:** *Marshmallows, crisps, cereal, biscuits - *Tin foil squares to cover/protect heat mats.* ***Order in EXTRAS column please***	☑ PATHS task - Explain the advantages and disadvantages of different energy resources. Evaluate the social, economic and environmental consequences of using a resource to generate electricity, from data. ☑ Compare the amounts of energy transferred by different foods and activities ☑ Complete a full write up with evaluation for the RPA	Knowledge test – Friction and Elastic potential Complete practical write up and evaluation

3	Apply particle theory to explain the behaviour of gas particles under pressure Explain the affect temperature has on pressure	***172.*** Write up and evaluation of practical (focus on stored energy in food and comparisons between types of food). ***Practical W/S*** *How much energy do appliances use H3 I4a Core* 3.3.1 – Energy Costs 173. Power rating 174. Fuel bills	☑ Compare the energy usage and cost of running different home devices ☑ Calculate the cost of home energy usage, using the formula: cost = power (kW) x time (hours) x price (per kWh). ☑ *Identify the power rating of electrical devices and calculate energy costs.*	Knowledge test – Pressure EOTT revision
4	All of the above in preparation for the test	175. Efficiency and Sankey Diagrams (extension lesson) 176. End of topic test 177. Paths feedback for EOTT.	☑ *Compare the efficiency of a xxxxxxxxxxxx* ☑ *Pupils complete the test feedback sheet in Green pen and stick it into their books.*	Green pen the test paper using the markscheme.

Spanish

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework
1	**-Cultural context**	1. ¿Cómo es España? 2. ¿Dónde se habla español?	☑ *A map of Spain, including major cities* ☑ *A map of Hispanic countries* ☑ *5 written facts about a Spanish speaking country* ☑ *A title page*	-Title page, centred around the words, El español -Research 5 facts about a Spanish speaking country
2	**-Building basis skills** -Basic phonics -Classroom language	3. ¿Cómo se escribe…? 4. ¿Qué significa…?	☑ *A list of at least 10 cognates* ☑ *Pupil's name spelt out phonetically* ☑ *Pair work demonstrating classroom language*	Vocab test – vocab 1
3	**-Building basis skills** -Classroom language **Building basic skills** **-Speaking skills: greetings** -Asking basic questions	5. ¿Cómo se dice…? 6. Buenos días. ¿Cómo te llamas?	☑ *Vocab 1* ☑ *Pair work demonstrating classroom language*	Vocab test – vocab 2
4	**-Building basic skills** **-Speaking skills: greetings** -Asking basic questions -A key verb, *estar* **-Basic sentence structures**: Feminine/masculine nouns	7. ¿Cómo estás? 8. ¿Tienes un lápiz?	☑ *A script for a role play of greetings* ☑ *A role play performed to the class* ☑ *The verb estar written out* ☑ *Vocab 2* ☑ *A list of the vocabulary with an illustration*	Vocab test - vocab 3

5	**-Basic sentence structures**: Feminine/masculine nouns -A key verb, *tener*	9. ¿Qué tienes en tu mochila? 10. ¿Tienes tres bolígrafos?	☑ *Vocab 3* ☑ *Listening activity; including negatives* ☑ *A sentence describing what they have, including numbers*	Vocab test – vocab 4
6	-Connectives **-Translation skills** **-Writing skills: assessment** -bag contents	11. ¿Y? 12. Describe lo que tienes en tu mochila. Written assessment	☑ *Vocab 4* ☑ *A list of at least 5 connectives* ☑ *At least one translated paragraph on rucksack/bag contents – Spanish to English* ☑ *Writing assessment: A paragraph describing the contents of their bag, including connectives.*	
HALF TERM				
7 8	**-Use the interrogative** **-Building basic vocabulary :** -Counting to 31 -Months	13. Paths feedback and ¿Quién sabe? 14. ¿Qué es…dos mas dos?	☑ *PATHS feedback response in green pen* ☑ *At least 5 sums written in Spanish*	Vocab test – Vocab 5
	Building sentences: personal information	15. ¿Cuántos años tienes? 16. ¿Cuándo es tu cumpleaños?	☑ *Vocab 5* ☑ *At least one sentence stating own age and birthday.* ☑ *Sentences stating at least one other person's age and birthday*	Vocab test – Vocab 6

9	**Using the 3rd person** -birthday, age, name, bag content, feeling	17. ¿Cuándo es el cumpleaños de tu amigo? 18. ¿Cómo se llama?	☑ *Vocab 6* ☑ *Name, age, birthday, bag content of at least one another person – sentences in book and spoken*	Research: ages and birthdays of 5 celebs (written in sentences)
10	**Giving personal information using 1st and 3rd person** - descriptions of family members	19. ¿Tienes hermanos? 20. ¿Cuántas personas hay en tu familia?	☑ *Ask and answer questions (name, age, etc.) about a family member* ☑ *A paragraph describing a family member*	Vocab test – Vocab 7
11	**Consolidation** **Revision**	21. Consolidation. 25 word Vocab 8 22. Háblame – preparación	☑ *Vocab 7* ☑ *25 word vocab test Vocab 8* ☑ *5 translations – both ways (5 each)* ☑ *Drafted answers for the speaking assessment questions* ☑	Practise for speaking assessment
12	**Speaking skills: assessment** -giving personal details	23 - 24. Háblame. Speaking assessment	☑ *Speaking assessment*	
13	**Cultural: traditions and celebrations** -Christmas	25. Paths feedback 25 & 26. ¿Cómo se celebra la navidad en los países hispanohablantes? http://www.euroclubschools.co.uk/page34.htm	☑ *PATHS feedback response in green pen* ☑ *Presentation on how Christmas is celebrated in a specific Spanish speaking country* ☑ *At least 6 Key facts about how Christmas is celebrated in at least 3 different Spanish speaking countries*	Research and presentation on how Christmas is celebrated in a specific Spanish speaking country

The beginning and end of the school day

The beginning of the school day can be a rush for everyone. Your son will need to be far more organized now they are in year 07, they will need to be in school on time have all of their school books. Establishing a routine in the morning and evening will help the day start smoothly and with minimum stress.

Tips for a positive start to the school day:

- Encourage your son to pack their school bag each evening, at this point check they have completed homework and revision cards from the day's lessons.
- Try to make sure your child eats breakfast (at home or school), this provides essential energy and will help him perform better at school, encourage your son not to buy energy drinks before the school day.
- Attendance and punctuality are crucial. Are you aware of your son's assembly days? Pupils need to be in their tutor bases or assembly for 8.25 for an 8.30 start.
- Check each evening for letters home, permission forms or the Show My Homework Website, this will help avoid early morning panic and items being forgotten.

Helping with homework

See individual subject web links and expectations for student's homework this term.

Check www.showmyhomework.com daily, and check their books to see if it is completed – **THERE IS NO SUCH THING AS NO HOMEWORK IN YEAR 07** – even if they say they have completed work at school they should be reading over their lesson notes again and making revision cards from these notes.

Ask your son if there's anything you can do to help with homework. Discuss the organisation of the work. If your son has several assignments due in on the same day, suggest they space the work out and create a homework plan which can be stuck on the fridge or bedroom wall. If they start the work early and get stuck they will have time to speak to the class teacher to discuss support.

The following is a rough guide to how long your son should be spending on homework at secondary school:

	Years 07/08 = 90 minutes a day

Developing your son's communication skills

If we can teach children to communicate effectively, then we are not only helping them in examinations, we are preparing them for life. Key communication skills include literacy, presenting ideas, listening skills, numeracy and self-awareness. Pupils will be taught communication skills in subject lessons, tutor time, the PSHCE programme and through inter-tutor competition. By parents working alongside the school, these skills will be reinforced and consolidated.

Ways to support your child's learning

You may not be reading with your son as you did at primary school but you can still support positive reading habits. Talk to your son about the books you are both reading.

Keeping up-to-date with the news helps with schoolwork. Try to encourage your son to read a newspaper at least once or twice a week. Find news stories that connect to lesson topics. If your son is researching a subject, suggest the online archives of a good newspaper or the BBC website (see links in curriculum area notes)

If you're planning a day out, visit a museum or gallery that will tie in with the work your son is doing in subjects such as Art, English, History, Geography or Science - this can be a fun way to add depth and interest to your child's learning.

Revision for exam's next summer start's now:

- Work out a revision timetable for each subject
- Start to create revision cards for tests and exams
- Make sure your son has all the essential texts, books and materials
- Buy new stationery, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they revise a topic
- Time your son's attempts at practice papers

The night before	When you get up	When you are in school	After school
• Pack your bag the night before – check homework, reading book, PE kit etc. • Make sure you have a fully stocked pencil case. • Go through Show My Homework with your parent/carer every evening. • Have a copy of your timetable on your fridge and a photo on your phone. • Lay your uniform out ready for the morning. • Set an alarm clock and an alarm on your phone.	• Have a good breakfast to set you up for the day. • Plan a route to school that has a back-up option if things go wrong. • Get to school for 08:15 at the latest. Be at assembly location or tutor base for 8.20.	• Be at all of your classes on time. • Get your equipment out straight away and begin the starter. • Ask for help if you get stuck. • Look towards the boys who are successful. • Be proactive if you have a problem with homework.	• Do your homework the day it is set, not the day before it is due. • Discuss your school day with parent/carer. • Join an extra-curricular club.

TARGETS:

1) _____

2) _____

3) _____

EXAMS – STUDENTS' RESPONSIBILITIES

- **The exam timetable is displayed** outside the exam office, school hall and on the school website. **Ensure you know when and where your exam is.**

- Arrive at **LEAST 15 MINUTES** before the start of your exam and **wait quietly outside the venue**.

- Empty your pockets ensuring you have no paperwork left in there. Make sure your hands have no writing on them. Turn off your phone and get ready to hand it in alongside any watches, headphones and electronic devices. These are kept securely and are handed back to you at the end of the exam when leaving. Should you chose to keep your devices in your bag and a sound is heard, please be aware there are very strict penalties. IT IS UNFAIR TO DISTURB OTHER STUDENTS.

- You may bring **a clear bottle of water, (but no other drinks)**, the label must be removed beforehand.

- Pencil cases, calculators and all equipment (including tissues) are provided by the exam team. You may use your equipment stored in a clear pencil case, but remember you need to write in black ink.

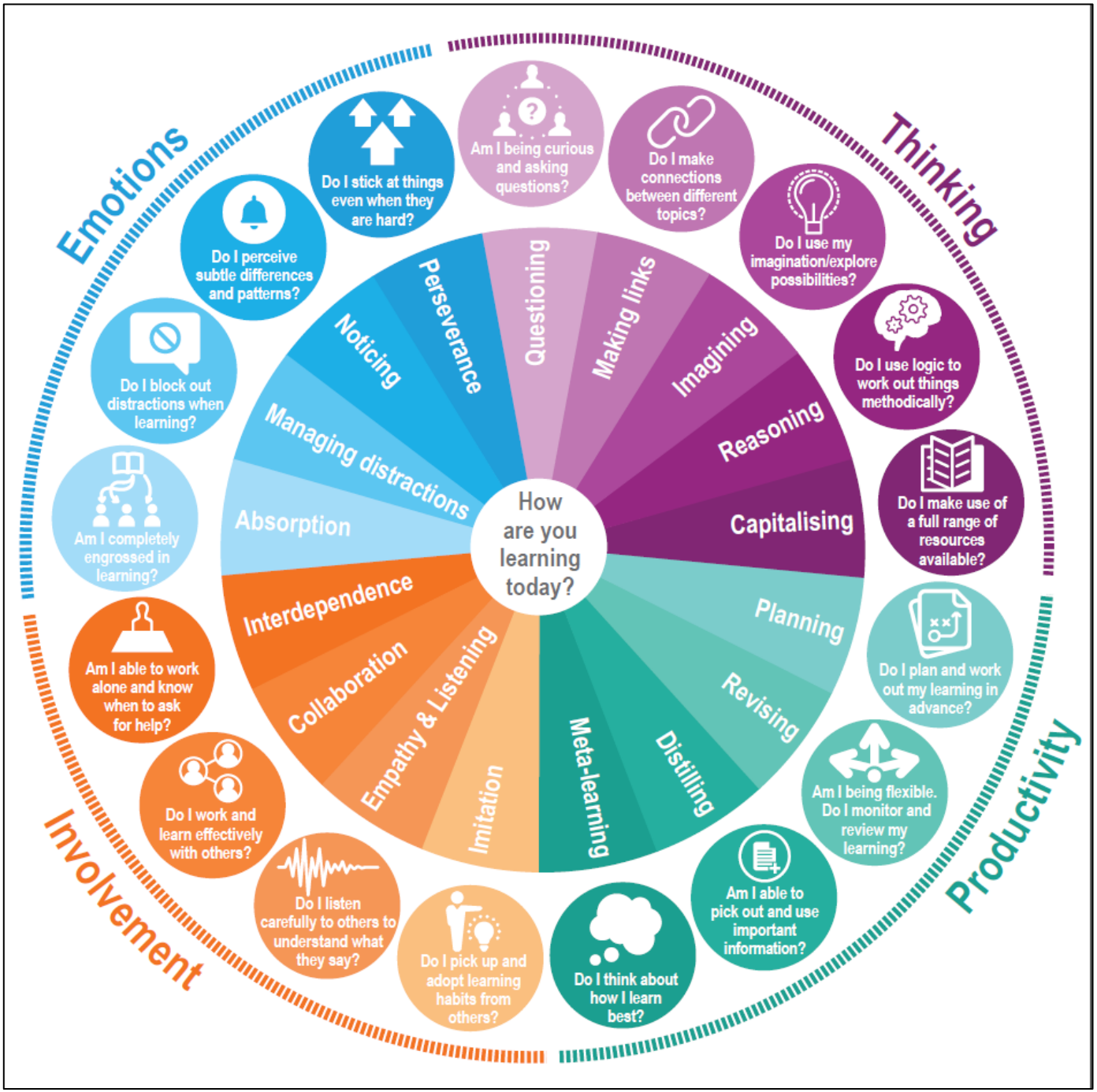
- Follow the instructions of the staff at all times. DO NOT speak to or communicate with any pupil once you have entered the exam room.

- You MUST sit in silence and face the front. DO NOT open or read any booklets that are on your desk until you are instructed to do so. Please remember that we cannot help you with your exam so don't ask questions about the exam. If you have any other query please raise your hand.

- Listen to staff instructions. You will be told when to start and end the exam. Start and end times, plus clocks are visible at the front.

- Remain seated, follow staff instructions and leave the exam room in silence.

GOOD LUCK FOR ALL YOUR EXAMS.


How are you learning today?
Emotions
Thinking
Productivity
Involvement
Noticing
Perseverance
Managing distractions
Absorption
Questioning
Making links
Imagining
Reasoning
Capitalising
Interdependence
Collaboration
Empathy & Listening
Imitation
Planning
Revising
Distilling
Meta-learning
Do I stick at things even when they are hard?
Am I being curious and asking questions?
Do I make connections between different topics?
Do I use my imagination/explore possibilities?
Do I use logic to work out things methodically?
Do I make use of a full range of resources available?
Do I plan and work out my learning in advance?
Am I being flexible. Do I monitor and review my learning?
Am I able to pick out and use important information?
Do I think about how I learn best?
Do I pick up and adopt learning habits from others?
Do I listen carefully to others to understand what they say?
Do I work and learn effectively with others?
Am I able to work alone and know when to ask for help?
Am I completely engrossed in learning?
Do I block out distractions when learning?
Do I perceive subtle differences and patterns?

Key Dates:

18th Oct Attitude to Learning (A2L) Report
23rd to 27th Oct Half Term
9th Nov Pastoral Evening
6th / 7th Dec Little Shop of Horror's
15th Dec End of term 1pm finish
3rd Jan start of term 9.45am start
19th Jan start 9.45am
12th to 16th Feb Half Term
23rd Feb 9.45am start
9th Mar Year 7 Discovery day (Trips)
28th Mar Progress Report
29th Mar End of term 1pm finish
16th Apr start of term 9.45am start
19th Apr Parents Evening
20th Apr 9.45am start
28th Apr to 1st May Half Term
8th Jun 9.45am start
2nd July New intake evening – Year 7 helpers required
11th Jul Full Report
20th Jul End of term

Assessment and Reporting

Year 7	Year 8	Year 9	Year 10	Year 11 Target Outcome (Old A*-G)	Year 11 Target Outcome (9-1)
				A*	9
			9	A*/A	8
		9	8	A	7
	9	8	7	B	6
9	8	7	6	B/C	5
8	7	6	5	C	4
7	6	5	4	D	3
6	5	4	3	E	2
5	4	3	2		
4	3	2			
3	2				
2					

Key Websites

http://www.carshaltonboys.org/ -
School home page – go to 'Your Child' then 'Resources and support for parents' for websites and links to help
School home page – go to 'Curriculum' then 'Parent termly information packs' and you will find relevant curriculum information and support. This will be updated ½ termly.

https://www.showmyhomework.co.uk – student website for homework

http://www.familylives.org.uk/advice/teenagers/school-learning/ - Parent support site

Key Email Addresses:

Matt Sadler – MSadler@carshaltonboys.org
Deputy Principal

Chris Wales – CWales@carshaltonboys.org
Learning Coordinator Year 07

Sarah Tyson – styson@carshaltonboys.org
Senior Pastoral Support Officer Year 07/08