

Westley Curriculum Long Term Plan

Year 7

	Autumn	Spring	Summer
Art	<p>Still Life Looking at the elements of Still Life painting. Using pencil skills to draw a Still Life. Looking at light and shadow to create 3d objects. Setting up a personal Still Life and sketching and painting using ready mix paints. Learning how to scale up a drawing.</p>	<p>Wax Batik. Using the work of the celebrated artist Georgia O' Keeffe as inspiration students design their own batik. Students learn how to use paintings, hot wax and dyes to create a batik.</p> <p>Medieval Pottery Researching shapes and designs used in Medieval times students plan and construct a pot using the coil pot method.</p>	<p>Modigliani Pupils will learn about the work of Modigliani and paint a portrait in the style of this artist.</p>
<p>DT Please note that the Technology Curriculum is taught in 12 week blocks rather than termly.</p>	<p>12 weeks of Workshop Light Sensor Circuit This is complex electronic circuit built stripboard. It detects the rise and fall of light. Pupils adjust the sensitivity to activate an L.E.D. under appropriate conditions. Pupils also look at some of the simple components in the circuit and their operation.</p> <p>Electric Car Pupils look at Motion and the various types. They use models to recreate and change motion. Their final product is a small car, powered by a 3v electric motor. Pupils use the decorative pictures images to create elaborate bodywork.</p>	<p>12 weeks of Food Studies Developing correct planning and recording skills, understanding the principles of health, hygiene and safety in the kitchen and understanding the origin of food and the air miles they create. Adapting recipes, making bread dough, pastry, chopping, weighing, measuring. Asian street food snack, cheese, onion and tomato triangles, pizza, falafel burgers, stir-fry noodles, potato, spinach and chickpea curry.</p>	<p>12 weeks of Textiles Hats Pupils design and develop a fashionable style of hat. They are encouraged to think about today's trends and come up with an original idea that they will actually wear.</p>
English	<p>Classic text: Great Expectations – this unit of work focuses on media studies and character analysis using the 1944 and most recent versions of the film. Extracts from the novel are used to ensure engagement with the language and the wider context of the novel is explored through a speaking and listening assessment.</p> <p>Novel: Private Peaceful – pupils explore the topic of WW1 alongside investigating the author's craft. Drama will be used to develop understanding alongside the opportunity to read aloud and respond to different situations throughout the story.</p>	<p>Short Stories – a range of stories appropriate to each class will be studied to extend reading skills and offer opportunities for critical and creative writing. Non-fiction: Advertising – pupils will work towards creating their own breakfast cereal and producing a television advert using a range of persuasive techniques.</p> <p>Media: Into the West –a film based topic developing critical viewing skills of a film, leading to creative responses in drama, writing and media.</p>	<p>Novel: selected according to class requirements. For example, The Breadwinner, Kingdom by the Sea</p> <p>Poetry: modern and pre-1914 poetry will be explored and poems created. Read and discuss poetry of choice. Keep a poetry scrapbook of poems enjoyed and your own creations.</p>
Geography	<p>Floods The causes of flooding and what prevention methods are in place. Comparing the UK to Bangladesh to show the differences in MEDC's and LEDC's.</p>	<p>The Rise and Rise of China - Study of developing country - Sustainability issues - Environmental issues - Ethics – should it be allowed to continue to grow?</p>	<p>Restless Earth and Our local area: Bury St Edmunds - Study of developing country - How earthquakes happen and their effects - What methods are in place for protection - Sustainability issues - Environmental issues - Looking at the effect of development in Bury St Edmunds.</p>
History	<p>Medieval Realms: The fall of Saxon Britain The legacy of Edward the Confessor What led to the conflict of 1066? Claiming a nation. Who has the right to rule? 1066: A year of three battles and a kingdom is won</p>	<p>Medieval Realms: From Beckett to Buboos The legacy of William the Conqueror and his sons The lives and legacy of Thomas Beckett and Henry II The death of Beckett and the power of the church The Black Death The Peasants Revolt</p>	<p>The Victorians: Industry and Empire Who were the Victorians? How did the Victorian Empire grow? India: The Jewel in the Empire's Crown Evaluating the Empire</p> <p>Britain's industrial revolution.</p>

	<p>Medieval Realms: The rise of Norman Britain How did the Norman's gain control of Britain? Castles come to Britain Rebellion and unrest: The harrowing of the North and Hereward the Wake. The feudal system Life for Saxons in Norman Britain</p>	<p>Medieval Realms: The story of St Edmund Early medieval Britain Case study of a King The coming of Edmund Miracles and martyr</p>	<p>The Crystal Palace: Inventors and inventions Technology that changed Britain The coming of steam Wages, workhouses and woe: The cost of progress Social justice and social change The legacy of the Victorians</p>
ICT	<p>Review loggin in procedures on different devices and safety and security through responsible use of technology Identify Hardware and Software components of computers, differentiating between input and output devices Explore different types of networks Use Microbits to undertake a variety of creative projects which use multiple applications to accomplish goals Undertake creative projects in Scratch by designing, creating and evaluating games Understand that computers use binary Through Code Studio, design, write and debug programs and solve problems by decomposing them into smaller parts Take part in an international 'Hour of Code' event</p>	<p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. Recognise inappropriate content, contact and conduct, and know how to report concerns by exploring social media applications Understand how search engines work and how to use them effectively Explore the idea of being a 'digital citizen' Understand how to research and cite work correctly Explore 'Pseudo code' Explore the variety of computational languages and try programs which use javascript and python among others</p>	<p>Collect and analyse data for a creative project to meet the needs of a use through use of databases and spreadsheets Undertake creative projects that involve selecting, using, and combining multiple applications to achieve a specified goals through Code Club website, poster and card creation projects Use knowledge gained throughout the year to create a summative project which explores a number of concepts studied in year 7 through a variety of programs students have learned</p>
Maths	<p>1 Using number Charts and financial mathematics, positive and negative numbers, simple arithmetic with negative numbers, subtracting negative numbers, multiplying negative numbers</p> <p>2 Sequences Function machines, sequences and rules, working out missing terms, working out the nth term, other sequences</p> <p>3 Perimeter, area and volume Perimeter and area of rectangles, perimeter and area of compound shapes, areas of some other 2D shapes, surface area and volume of cubes and cuboids</p> <p>4 Decimal numbers Multiplying and dividing by 10, 100, 1000 and 10 000, ordering decimals, estimates, adding and subtracting decimals, multiplying and dividing decimals, dividing decimals</p> <p>5 Working with numbers Square numbers and square roots, rounding, order of operations, multiplication problems without a calculator, division problems without a calculator, calculations with measurements</p> <p>6 Statistics Mode, median and range, the mean, statistical diagrams, collecting and using discrete data, collecting and using continuous data, data collection</p> <p>The exact content of each unit is dependent upon the group your child is in.</p>	<p>7 Algebra Expressions and substitution, simplifying expressions, using formulae, writing formulae</p> <p>8 Fractions Equivalent fractions, comparing fractions, adding and subtracting fractions, mixed numbers and improper fractions, calculations with mixed numbers</p> <p>9 Angles Measuring and drawing angles, calculating angles, corresponding and alternate angles, angles in a triangle, angles in a quadrilateral, properties of triangles and quadrilaterals</p> <p>10 Coordinates and graphs Coordinates in four quadrants, graphs from relationships, predicting graphs from relationships, graphs of the form $y = ax$, graphs of the form $x + y = a$, graphs from the real world</p> <p>11 Percentages Fractions, decimals and percentages, fractions of a quantity, calculating simple percentages, percentages with a calculator, percentage increases and decreases</p> <p>12 Probability Probability scales, combined events, experimental probability The exact content of each unit is dependent upon the group your child is in.</p>	<p>12 Probability Probability scales, combined events, experimental probability</p> <p>13 Symmetry Line symmetry and rotational symmetry, reflections, rotations, tessellations</p> <p>14 Equations, Finding unknown numbers, solving equations, solving more complex equations, setting up and solving equations</p> <p>15 Interpreting data Pie charts, comparing range and averages of data, statistical surveys</p> <p>16 3D shapes Naming and drawing 3D shapes, using nets to construct 3D shapes, 3D investigations</p> <p>17 Ratio Introduction to ratios, simplifying ratios, ratios and sharing.</p> <p>The exact content of each unit is dependent upon the group your child is in.</p>
MFL	'C'est Parti'- Revision Unit	Famille et Copains' continued from Autumn Term and	'On va en ville' continued from Spring Term and then:

	<p>Revision of introductions, numbers, key structures and classroom language.</p> <p>'Famille et Copains' Frères et Sœurs - Talking about brothers and sisters - More practice of the verb 'avoir' Ma famille - Talking about your family - Using the possessive adjective: mon,ma,mes Tu as un animal? - Talking about your pets - Plurals Je me présente - Describing yourself and others - Understanding singular adjective agreements Portraits - Talking about hair and eyes - Understanding plural adjective agreements</p>	<p>then:</p> <p>'Chez Moi' Talking about where people live Using the 'je' and 'tu' forms of the verb 'habiter' Describing your home More practice with 'habiter' Describing your bedroom Using simple prepositions Talking about what you do in the evening Using the pronoun 'on' Telling the time Using the pronouns 'ils' and 'elles'</p> <p>'On va en ville' Describing what there is in your home town Asking for directions Understanding the difference between 'tu' and 'vous' Using the verb 'aller' in the present tense Expressing opinions Planning a visit to Paris Investigating another French speaking country</p>	<p>'On s'amuse' Le sport et les jeux Talking about sports and games Using 'jouer + a' Tu joues d'un instrument? Talking about using musical instruments Using 'jouer + de' Qu'est-ce que tu aimes faire? Saying what you like to do Using 'aimer + infinitive' Au centre de loisirs At the leisure centre Using 'on peut + infinitive' Vive les vacances Going on holiday Using 'aller + infinitive'</p>
Music	<p>Gamelan - Develop understanding of the uses and musical features of Gamelan - Develop ensemble skills - Develop understanding of structure and musical signals</p> <p>Film Music - Identify features of film music and how effectively the music creates different atmospheres - Compose a motif to represent a character in a film clip - Compose a complete sound track to match the different actions and moods in the film, by changing and developing the motif and adding sound effects using ICT</p>	<p>Accompaniments - Sing sea shanties - Learn to play and create simple accompanying parts, e.g. bassline, chords and descant - Develop ensemble skills - Perform to an audience</p> <p>Theme and Variation: - What is a theme? - What is a variation? - Learn about the historical use of themes and variations - Compose a theme from given ideas and compose variations of it - Notate using ICT - Ensemble skills - Performance skills</p>	<p>Theme and Variation (continued from the Spring Term) then</p> <p>Reggae: - What is Reggae? - Where does it come from? - What are its musical features? - Learn to play chord rhythms and bassline for a class reggae - Use these skills to create and perform a group reggae</p>
PE	<p>PE Gymnastics: Fancy Flight Dance: Circles OAA: Group challenges / problem solving</p> <p>Games Invasion Games: Football, Rugby, Hockey, Netball & Basketball</p>	<p>PE Gymnastics: Fancy Flight Dance: Circles OAA: Group challenges / problem solving</p> <p>Games Invasion Games: Football, Rugby, Hockey, Netball & Basketball</p>	<p>PE Athletics: Use of full throwing equipment (javelin, shot & discus)</p> <p>Games Striking Games: Cricket & Rounders Net Games Tennis, Badminton & Table Tennis)</p>

<p>PSHE</p>		<p>Citizenship</p> <p>British values</p> <p>Smoking, Alcohol</p> <p>Money</p> <p>Human rights</p> <p>Inspirational people</p>	
<p>RE</p>	<p>Christianity</p> <p>Picturing Jesus</p>		<p>Buddhism</p>
<p>Science</p>	<p>Cells</p> <ul style="list-style-type: none"> - MRS GREN (The 7 life processes). - Plant & Animal Structure and Function. - Plant/animal cells: What's the difference? - Specialised cells - Using a microscope - Cells, tissues, organs (The order of things). - Onion/ cheek cell preparation - Unicellular organisms, bacteria, viruses, fungi. - How do things get in and out of a cell? (Diffusion). - 3D cells: making cells using jelly and other substances. <p>Acids and Alkalis</p> <ul style="list-style-type: none"> - Common acids. - Hazards and hazard symbols. - Indicators. - pH scale. - Neutralisation. - Investigating indigestion remedies. <p>Energy</p> <ul style="list-style-type: none"> - Plant energy and energy in living things - Fuels and energy resources. - Investigating energy in food. - Climate change and fossil fuels. - Comparing power ratings of appliances. 	<p>Reproduction</p> <ul style="list-style-type: none"> - Male and female reproductive systems - Reproductive stages (including fertilisation). - Comparing sperm and egg. - How do we get twins? - The menstrual cycle. - Pregnancy. - Birth. - The effect of maternal lifestyle on the foetus. - Reproduction in plants. <p>Chemical reactions</p> <ul style="list-style-type: none"> - Comparing physical and chemical changes. - Chemical reactions in terms of atoms rearranging. - Diffusion). - The reaction of acids + metals/ carbonates. - Testing for gases (Hydrogen, Carbon dioxide, Oxygen) - Oxidation of metals. - Displacement reactions. - Represent chemical reactions using formulae and equations. - Products of burning (combustion). <p>Forces and Motion (start)</p>	<p>Forces and Motion</p> <ul style="list-style-type: none"> - What is a force? Force diagrams, balanced/unbalanced forces. - Using the Newtonmeter. - Weight in water (upthrust.) - Upthrust in different liquids - Density - Stretching and squashing (Hooke's Law). - Mass and weight. What's the difference? - Friction. - Speed (distance, time graphs). - Pressure. - Moments (turning forces). <p>Electricity</p> <ul style="list-style-type: none"> - Circuit diagrams and electrical symbols. - Electrical current in series and parallel circuits. - Voltage. - Resistance: how a fuse works. - Static electricity. <p>Space – Solar System and beyond</p> <ul style="list-style-type: none"> - Day, month, year (KS2 revision). - Phases of the moon - Gravity: Earth's compared to other planets. - Why do we get seasons? - Stars: Our Sun and others - Galaxies - The light year