



Year 7 Learning Programmes Summer Term

Contents

English	Page 1
Maths	Page 3
Science	Page 5
Design and Technology	Page 9
Drama	Page 10
Food and Nutrition	Page 12
French	Page 13
Geography	Page 15
History	Page 16
IT	Page 17
Music	Page 19
RE	Page 20
Spanish	Page 22

Learning Programme

Subject: English



Year Group: 7

Term: 3A

Title: Non-fiction: writing to present a viewpoint



What went before: Introduction to Poetry



Learning Intentions

- How to use 'AFOREST' persuasive devices
- How to make use of ethos, logos, and pathos in an argument
- How to make my writing suit different forms
- How to form a sense of debate in my writing
- How to vary my sentences for effect
- How to structure my writing for effect



Where next: Spoken Language



Vocabulary

1. **Empathy:** the ability to understand and share the feelings of another
2. **Controversy:** prolonged public disagreement or heated discussion
3. **First person:** where you put yourself into the writing using 'I'
4. **Anaphora:** repetition of a word or phrase at the beginning of sentences for emotional impact
5. **Epimone:** a rhetorical term for repeatedly repeating a word or a question to focus on an issue



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Name two things you need to include in an article
2. Which key skill beginning with D is important in this topic?
3. Name two rhetorical devices
4. What is an omissive apostrophe?
5. Name three things you need in a formal letter

Homework Expectations:

Sparx Reader is set every Wednesday, due the following Tuesday. Student must achieve a minimum of 250 Sparx reader points per week.
Educake Quizzes are set once a week to aid literacy skills. Students are expected to get a minimum of 70% correct.

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/ztbnn9q>
<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zg3496f>

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: English



Year Group: 7

Term: 3B

Title: Non-fiction: Spoken Language



What went before: Writing to present a viewpoint



Learning Intentions

- Understand a wide range of environmental issues
- Understand how companies and public figures feel and talk about the environment
- Improve my team-working skills by collaborating with a group
- Research into a particular environmental issue effectively
- Plan a speech effectively
- Use a range on non-verbal features to enhance my speech
- Rehearse and improve my speech using feedback
- Deliver a clear speech and be able to ask and answer questions of others



Where next: Spoken Language



Vocabulary

1. **Debating:** argue about a topic especially in a formal manner
2. **Gestures:** a movement of part of the body, especially a hand or the head, to express an idea or meaning
3. **Pathos:** evoking pity or sadness
4. **Ethos:** appealing to an audience by emphasising a character's credibility and authority
5. **Logos:** appealing to an audience's logic or reason



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. How many moons does Mars have?
2. Name one key skill you will use in this topic.
3. What does the S stand for in AFOREST?
4. How do you end your presentation?
5. What does audibility mean?

Homework Expectations:

Sparx Reader is set every Wednesday, due the following Tuesday. Student must achieve a minimum of 250 Sparx reader points per week.
Educake Quizzes are set once a week to aid literacy skills. Students are expected to get a minimum of 70% correct.

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z79mm39>
www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z6vq7yc

Practical	No
Written test	No
Homework	No
Speaking	Yes
Listening	Yes

Learning Programme

Subject: Maths



Year Group: 7 Term: 3A Title: Geometric Reasoning and Construction and Measuring



What went before: Directed Number and Fraction Addition and Subtraction



Learning Intentions

- To understand and use the sum of angles at a point, adjacent angles on a straight line, vertically opposite angles, angles in triangles and angles in quadrilaterals
- To solve complex angle problems
- To find and use the angle sum of polygons
- To understand and use lettering and labelling notation for lines and angles
- To draw and measure angles and lines accurately
- To identify and draw parallel and perpendicular lines
- To construct shapes accurately using pencil, compass and straight edge
- To construct accurate pie charts



Where next: Sets and Probability, Primes and Proof, Number Sense



Vocabulary

1. **Adjacent angles:** a pair of angles which touch each other along a line are adjacent angles
2. **Parallel:** two (or more) lines are parallel if, no matter how far they are extended in either direction, they are always the same distance apart
3. **Perpendicular:** two straight lines which meet at a right angle (90 degrees)
4. **Polygon:** a flat shape completely enclosed by three or more straight edges
5. **Quadrilateral:** a polygon with four sides



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. How many degrees are there in a full turn?
2. What angle is needed to represent 150 out of 240 in a pie chart?
3. Vertically opposite angles are _____
4. An angle that is less than 90 degrees is known as an _____ angle
5. A triangle with two equal sides and angles is known as an _____

Homework Expectations:

Sparx Maths is set every Wednesday and is due the following Tuesday

All students should aim for 100% or should record 30 mins of active work

Useful Resources to Support Learning

Links:

- <https://vle.mathswatch.co.uk/vle/>
- <https://sparxmaths.com/>
- <https://corbettmaths.com/contents/>

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Maths



Year Group: 7 Term: 3B Title: Sets and Probability, Primes and Proof, Number Sense



What went before: Geometric Reasoning and Constructing and Measuring



Learning Intentions

- To be able to identify and represent sets
- To be able to use Venn Diagrams
- To calculate probabilities of singles events
- To recognise square, prime and triangle numbers
- To write a number as the product of its prime factors
- To know and use mental strategies for the four operations
- To use factors to simplify calculations
- To use estimation to check mental calculations
- To use known algebraic and numerical facts to derive other facts



Where next: Ratio and Scale, Multiplicative Change, Fraction Multiplication and Division



Vocabulary

1. **Set:** a collection of objects (letters, numbers or symbols etc)
2. **Venn Diagram:** used to give a pictorial view of the relationships of sets and subsets within a universal set
3. **Prime:** a number with exactly two factors
4. **Estimate:** an approximation decided by judgement (often by rounding to 1 significant figure)
5. **Product:** the product of two (or more) numbers is found by multiplying the numbers together



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. List the first five multiples of 7
2. Express 450 as a product of its prime factors
3. Describe the set in words: {3,6,9,12,15}
4. What is the probability of picking a club from a standard deck of cards?
5. If $124 \times 5 = 620$, what is 12.4×5 ?

Homework Expectations:

Sparx Maths is set every Wednesday and is due the following Tuesday

All students should aim for 100% or should record 30 mins of active work

Useful Resources to Support Learning

Links:

<https://vle.mathswatch.co.uk/vle/>
<https://sparxmaths.com/>
<https://corbettmaths.com/contents/>

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7

Term: 3B

Title: Acids and Alkalis



What went before: Metals and Non-Metals



Learning Intentions

- Know that acids have a pH of less than 7, neutral solutions have a pH of 7, and alkalis have a pH of above 7
- Acids and alkalis can be corrosive or irritant
- Examples of strong and weak acids and alkalis
- Describe neutralisation and give examples of neutralisation
- Know examples of indicators



Where next: Y8



Vocabulary

1. **Hazard:** anything that can cause you harm
2. **Irritant:** a substance that causes pain, itching, or discomfort
3. **Corrosive:** able to damage metal, stonework, clothes and skin
4. **pH:** scale of acidity and alkalinity from 0 to 14
5. **Indicators:** substances used to identify whether unknown solutions are acidic or alkaline



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What colour does methyl orange turn in an alkali?
2. Write the general word equation for a neutralisation reaction.
3. Which common laboratory acid has the formula HNO_3 ?
4. How can an acidic bee sting be neutralised, and why does this work?
5. What effect does acid rain have on lakes and soil, and why is this harmful?

Homework Expectations:

Sparx homework

Useful Resources to Support Learning

Links:

<https://www.bbc.co.uk/bitesize/articles/zcnhxbk>

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 3A and 3B Title: Light



What went before: Sound



Learning Intentions

- Energy can be transferred by waves
- Longitudinal waves passed on by particles of a material
- The ear is a detector of sound waves of a certain frequency range
- Sound waves can be described in terms of frequency, amplitude and wavelength



Where next: Forces



Vocabulary

1. **Transparent:** light is transmitted through
2. **Translucent:** light is transmitted but is scattered
3. **Opaque:** light is not transmitted
4. **Reflection:** where light bounces off an object, can be diffuse or specular
5. **Refraction:** light **changing speed**, and therefore **direction**, as it crosses a boundary



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Name the line that is perpendicular to a surface where the light hits it.
2. In the law of reflection, what does the angle of incidence equal?
3. From what type of surface does diffuse reflection occur?
4. From what type of surface does specular reflection occur?
5. What is called when the moon moves between the Earth and the Sun?

Homework Expectations:

Sparx Science

Useful Resources to Support Learning

Assessment Check Points

Links:

[BBC Bitesize - Light](#)
[BBC Teach - Light](#)
[National Geographic - Eclipses](#)

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7

Term: 3A

Title: Metals and Non-Metals



What went before: N/A



Learning Intentions

- Describe the test for hydrogen gas
- Describe reactions of metals with oxygen and acids
- Write word equations for reactions
- Use experimental results for displacement to suggest an order of reactivity of various metals



Where next: Acids and Alkalis



Vocabulary

1. **Conductor:** A substance which allows electricity & heat to flow through it
2. **Malleable:** Able to be bent or hammered into a shape
3. **Ductile:** Able to be stretched out into thin wires
4. **Oxidation:** Reaction in which a substance combines with oxygen
5. **Reactivity:** The tendency of a substance to undergo a chemical reaction



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Why are metals able to conduct electricity?
2. Why are metals malleable?
3. What is a metal displacement reaction?
4. Why does magnesium displace copper from copper sulphate solution?
5. Why does no reaction occur between copper and magnesium sulphate?

Homework Expectations:

Sparx homework

Useful Resources to Support Learning

Links:

<https://www.bbc.co.uk/bitesize/articles/zfw7jsg>

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 3A and 3B Title: Sound



What went before: Particles



Learning Intentions

- Energy can be transferred by waves
- Longitudinal waves passed on by particles of a material
- The ear is a detector of sound waves of a certain frequency range
- Sound waves can be described in terms of frequency, amplitude and wavelength



Where next: Light



Vocabulary

1. **Volume:** How loud or quiet a sound is, in decibels (dB)
2. **Pitch:** How low or high a sound is. A low (high) pitch sound has a low (high) frequency
3. **Amplitude:** The maximum amount of vibration, measured from the middle position of the wave, in metres
4. **Wavelength:** Distance between two corresponding points on a wave, in metres
5. **Frequency:** The number of waves produced in one second, in hertz
6. **Auditory range:** The lowest and highest frequencies that a type of animal can hear



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Describe a longitudinal wave
2. What is the audible range of a human?
3. What is the speed of sound in air?
4. Describe an echo
5. Which part of the inner ear changes vibrations into electrical signals?

Homework Expectations:

Sparx Science

Useful Resources to Support Learning

Assessment Check Points

Links:

- [BBC Bitesize - Sound](#)
- [BBC Teach - Sound](#)
- [Fuse School - The Ear](#)

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Design and Technology



Year Group: 7

Term: 3

Title: Smoothie Packaging – Design & Manufacture



What went before: Mini Figure Project



Learning Intentions

- Investigate existing smoothie packaging using **ACCESS FM**
- Identify how packaging appeals to different **target audiences**
- Analyse branding, colour, materials and sustainability
- Write and use a **design brief** using the 3Ws and 1H
- Design logos that are simple, memorable and appropriate
- Annotate design ideas clearly using ACCESS FM
- Develop packaging nets for cartons and containers
- Understand legal requirements for food packaging
- Use CAD/CAM and laser cutting safely and accurately
- Manufacture and assemble packaging prototypes
- Evaluate final outcomes against the design brief



Where next: Year 8 - Rotation



Vocabulary

1. **Branding:** How a product looks and is presented to customers
2. **Target Audience:** The group a product is designed for
3. **Packaging:** The container that protects and presents a product
4. **Net:** A flat shape that folds into a 3D package
5. **Score Line:** A dotted fold line
6. **Laser Cutter:** A CAM machine that cuts using a focused beam of light
7. **Barcode:** Machine-readable product code
8. **Ingredients Panel:** List of contents in food packaging



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Why is packaging important?
2. Name two legal requirements on food packaging.
3. What makes a good logo?
4. What is a development net?

Homework Expectations:

- Create a mind map analysing smoothie packaging.
- Design three logo ideas and annotate them.
- Improve work following DIRT feedback.
- Write a final evaluation using WWW / EBI.
- Revise vocabulary using the Knowledge Organiser.

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://www.youtube.com/@DTEBishops>
[Design Technology Student](#)
[Lego History](#)

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Drama



Year Group: 7 **Term: 3A** **Title: Cloudbusting**



What went before: The Tempest



Learning Intentions

- To learn how to read, analyse a play text
- To be able to use my basic drama skills to bring a section of the text from page to stage



Where next: The Tempest



Vocabulary

1. **Plot:** The sequence of interconnected events within the story of a play, novel, film, epic, or other narrative literary work. More than simply an account of what happened, plot reveals the cause-and-effect relationships between the events that occur
2. **Characterisation:** In acting this is the process of creating and embodying a specific character's personality, physical traits, emotions, and motivations to make them believable and engaging for an audience
3. **Stage directions:** The instructions in a play for technical aspects of the production, such as lighting, sound, costume, scenery or props and, most importantly, the movement of actors onstage. It is the stage directions that tell you what a character looks like, where they travel in the space and what the space looks and sounds like
4. **Tension:** The suspense generated by conflicts (internal or external), unexpected revelations, or when the audience knows more than the characters
5. **Atmosphere:** The surrounding feeling or "tension" that is in a scene, similar to a physical atmosphere



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. How can we use space to show relationships between characters?
2. How can we use a variety of vocal skills to bring characters to life?
3. How can I use my physicality to show my characters emotions?
4. How can I create tension on stage?
5. How can I make my audience think and feel in a performance?

Homework Expectations:

Revision using Knowledge Organisers
Learning lines

Useful Resources to Support Learning

Assessment Check Points

Links:

Practical	Yes
Written test	No
Homework	No
Speaking	Yes
Listening	No

Learning Programme

Subject: Drama



Year Group: 7 Term: 3B Title: The Tempest



What went before: Cloudbusting



Learning Intentions

- To Know how I can explore scripted work and add moments of comedy into them
- Understand the basic plot of the Tempest and its characters and be able to use my characterisation to play them successfully
- To learn how dramatic skills such as slow motion, creating atmosphere, status, synchronisation can be used in performance to add impact to an audience



Where next: Exploring realism. Evacuation.



Vocabulary

1. **Comic Relief:** A temporary break from intense emotion that allows the audience (or reader) to relax before the drama starts again
2. **Status:** The level of power, importance, or influence a character has in relation to another character or their surroundings
3. **Synchronisation:** Two or more performers moving, speaking, or acting at the exact same time. It is a key physical theatre skill used to create a strong, unified, and precise ensemble effect on stage
4. **Reporting:** Characters describing what has/is or will happen directly to the audience
5. **Montage:** A technique where a series of short, quick, and self-contained scenes or images are grouped together to tell a story, explore a theme, or show the passage of time. It is a non-realistic style often used in drama to skip over, speed up, or summarise events



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. Why do you think comic relief is important?
2. How can we show the status of a character?
3. Why do you think Shakespeare used breaking the 4th wall?
4. How can synchronisation add drama/comedy to a performance?
5. How can we reduce a story to its key events/moments effectively?

Homework Expectations:

Revision using Knowledge Organisers
Online quiz

Useful Resources to Support Learning

Assessment Check Points

Links:

Practical	Yes
Written test	No
Homework	No
Speaking	Yes
Listening	No

Learning Programme

Subject: Food and Nutrition



Year Group: 7 Term: 3 Title: Nutrition, Skills and Sustainability

What went before: Food Skills in Practice

Learning Intentions

- Understand healthy eating guidelines – Pupils will explore the Eatwell Guide, proportions of food groups, and how to create balanced meals
- Develop practical skills with savoury dishes – Pupils will prepare and cook soups, couscous salad, and egg-based dishes using a range of safe methods
- Investigate seasonality and environmental impact – Pupils will consider food miles, seasonality of fruit and vegetables, and sustainability in food choices
- Apply knowledge through revision and evaluation – Pupils will review their learning, complete sensory evaluations, sit an end-of-year assessment, and contribute to cleaning and organising the food room

Where next: Year 8

Vocabulary

1. **Eatwell Guide:** A model that shows the proportions of different food groups needed for a healthy, balanced diet
2. **Seasonality:** The times of year when certain fruits and vegetables are naturally harvested and at their best
3. **Food miles:** The distance food travels from where it is grown or made to where it is eaten
4. **Protein:** A nutrient found in foods like eggs, meat, beans and pulses that helps the body grow and repair itself
5. **Sustainability:** Producing and using food in ways that protect the environment and support future generations

<p>Knowledge Organiser Quiz Questions</p>	<p>Answers</p>	<p>Homework Expectations</p>	<p>Parent Guide</p>
--	-----------------------	---	--------------------------------

1. What are the 5 classification groups for fruit?
2. Why do we need raising agents?
3. Name the 3 ways heat is transferred to food when cooking.
4. What are the 4 C's of food safety?
5. When choosing dairy products to eat what should be considered?

Homework Expectations:

Written homework fortnightly
Preparation of ingredients for practical lessons

Useful Resources to Support Learning	Assessment Check Points	
<p>Links:</p> <p>https://www.foodafactoflife.org.uk/11-14-years/</p> <p>https://www.bbc.co.uk/bitesize/articles/zmwvvgdm#zws4r2p</p> <p>https://www.thenational.academy/pupils/programmes/cooking-nutrition-secondary-year-7/units</p>	Practical	Yes
	Written test	Yes
	Homework	Yes
	Speaking	No
	Listening	No

Learning Programme

Subject: French



Year Group: 7

Term: 3A

Title: Where I live and what I eat



What went before: Hobbies and Activities



Learning Intentions

- To talk about what I eat and drink for breakfast
- To look at Bastille Day
- Talk about places in town
- To revise and recall how to talk about myself, my school, my house and my town (Year 7 content) as part of structured revision for my exam



Where next: In the Cafe



Vocabulary

1. **to conjugate verbs:** how to change a verb to reflect who is speaking
2. **adjectival agreement:** to change an adjective to match the noun it is describing
3. **nouns and articles:** to learn the words for a and the and when to use them
4. **the verb avoir:** to understand the verb to have
5. **prepositions:** to use connecting words to form a more complex sentence



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. Give five breakfast foods
2. Describe Bastille Day
3. Give six places in town
4. Describe your town in three sentences
5. Write a paragraph to talk about yourself, your school and your town

Homework Expectations:

Exam revision and feedback

Useful Resources to Support Learning

Assessment Check Points

Links:

[Talking about food in French](#)

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: French



Year Group: 7

Term: 3B

Title: In the Cafe



What went before: Talking about Myself and where I Live



Learning Intentions

- Respond fully to feedback from my Year 7 examination
- Understand prices
- To say where you go at the weekend
- To say when we go to certain places at the weekend
- To invite someone out
- To order drinks and snacks in a café
- To say what I am going to do in the near future



Where next: Holidays



Vocabulary

1. **present tense:** the tense used to describe what is happening now
2. **near future tense:** the tense used to say what will happen in the immediate future
3. **to conjugate verbs:** to form verbs according to who is speaking
4. **adjectival agreement:** to ensure adjectives agree with the noun they are describing
5. **formal v informal pronouns:** to learn the different words in French for you



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Give the name of five places you may visit at the weekend
2. Design a menu
3. Give two ways you could invite someone out
4. Order food and drink in a cafe
5. Say three things you are going to do in the future

Homework Expectations:

You will have 2 vocabulary quizzes
You will have 2 Satchel quizzes

Useful Resources to Support Learning

Links:

[Talk about where you live in French](#)

Assessment Check Points

Practical	No
Written test	No
Homework	No
Speaking	Yes
Listening	No

Learning Programme

Subject: Geography



Year Group: 7 Term: 3a / 3b Title: What is an Economy?



What went before: Rivers



Learning Intentions

- What is an economy, from local to global?
- What is happening down on the farm?
- Why is manufacturing all about choosing the right site?
- Why is the tertiary sector increasing?
- How does a chocolate bar connect the sectors of the economy?
- How does the UK trade with other countries?
- What is globalisation?
- How has containerisation accelerated globalisation?



Where next: Year 8 Coasts



Vocabulary

1. **Service:** Something helpful that the public needs, such as transport, education, hospitals or energy supplies
2. **Economy:** The wealth and resources of a country in terms of the goods that are produced and consumed there
3. **Globalisation:** The increasing links between countries around the world as a result of the movement of goods, services and money
4. **Transnational:** A business that is found in more than one country
5. **Employment sectors:** All the types of jobs in the economy grouped into sectors



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Name the 4 types of industry
2. Name a primary industry.
3. What happens in the secondary industry?
4. Tourism is an example of which industry
5. What is globalisation?

Homework Expectations:

Students will be expected to complete regular quizzes to test knowledge and understanding.

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://www.bbc.co.uk/bitesize/topics/zvwtsbk>

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: History



Year Group: 7

Term: 3

Title: Life Through the Ages



What went before: Power in the Middle Ages



Learning Intentions

- To understand how the lives of ordinary people have changed through the ages
- To be able to make comparisons across different periods
- To understand what thematic history looks like



Where next: Year 8 – The Tudors

Vocabulary

1. **Standard of living:** the quality of peoples' lives – housing, food, jobs, health, etc
2. **Public health:** the health of all the people in the country and what the government does to look after this
3. **Crime and Punishment:** the laws of a land, how they protect people, and how they punish them
4. **Law enforcement:** the people who ensure that the laws of the land are followed
5. **Timeline:** chronological arrangement of events in the order of their occurrence



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What does 'chronological order' mean?
2. What does 'medicine' mean?
3. What is 'surgery'?
4. When was the medieval period?
5. When was the early modern period?

Homework Expectations:

Several tasks designed to reinforce new learning

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://www.bbc.co.uk/bitesize/topics/zqjwxnb/articles/zdkssk7>
<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: IT



Year Group: 7 **Term: 3A** **Title: Python Turtle**



What went before: Algorithms



Learning Intentions

- Learn key instructions to use with Python Turtle
- Understand what loops are and use loops to help create shapes and refine my code
- Change the appearance of my turtle and the shapes I create
- Ask for user input and store in a variable



Where next: Marketing



Vocabulary

1. **Python Turtle:** coding tool that lets you write programs that will draw on the screen
2. **Sprite:** the object that moves around the screen and draws when you give it commands
3. **Command:** an instruction that you type into your code to tell the sprite what to do
4. **Loop:** a piece of code that lets you repeat the same set of instructions multiple times
5. **Variable:** storing a value in your code so that it can be used later on in the program



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. What is a variable in Python Turtle?
2. Why do we use loops in computer programs?
3. Which command would you use to change the colour of a turtle's pen?
4. What command would you use to make the turtle move forward 100 steps?
5. If we wanted the turtle to draw a square, we could use a loop to help us. How many times would we need to loop to repeat?

Homework Expectations:

Students will receive homework using the platform Wayground. This will comprise of a small number of recall questions based on the learning for this topic so far.

Useful Resources to Support Learning

Assessment Check Points

Links:

[Python Turtle practiced activities](#)

Practical	Yes
Written test	No
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: IT



Year Group: 7

Term: 3B

Title: Digital Media



What went before: Python Turtle



Learning Intentions

- Identify key features of promotional materials
- Understand the importance of a Brand and colour scheme
- Create a poster for a given purpose
- Use feedback to improve my work



Where next: Y8



Vocabulary

1. **Target Audience:** specific group of people your presentation is designed for. This can be based on age, hobbies, job, location
2. **Marketing:** Creating documents to promote something
3. **Consistent design:** Making sure that all documents made have the same design features such as colour scheme, fonts, font sizes, logos
4. **Colour scheme:** making sure you use a small range of colours consistently throughout all your documents
5. **Wireframe:** A simple plan of a design that shows where objects will go on a document before creating the final product



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. What is a wireframe?
2. What does consistent design mean?
3. What is a brand?
4. How can we tell whether a source of information is credible?
5. What is a colour scheme?

Homework Expectations:

Students will receive homework using the platform Wayground. This will comprise of a small number of recall questions based on the learning for this topic so far.

Useful Resources to Support Learning

Links:

[BBC Bitesize- searching effectively online](#)
[BBC Bitesize- Copyright and Creative Commons Licenses](#)

Assessment Check Points

Practical	Yes
Written test	No
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Music



Year Group: 7 Term: 3a / 3b Title: Instruments of the Orchestra



What went before: Fanfares



Learning Intentions

- I will develop knowledge of the families of the orchestra and the instruments within those families
- I will develop knowledge of how musical instruments create their sounds
- I will develop my listening and appraising skills in identifying how composers use instruments in their pieces to reflect emotions, characters and different styles of music



Where next: Keyboard Orchestra Performance – Star Wars Theme



Vocabulary

1. **String family:** the collection of instruments within the orchestra which use vibrating strings to create their sound. Violin, Viola, Cello, Double Bass & Harp
2. **Woodwind family:** the collection of instruments within the orchestra which use air from the player vibrating against a single or double reed (except flute) to create their sound. Flute, Clarinet, Oboe & Bassoon
3. **Brass family:** the collection of instruments within the orchestra which use the players breath and the vibration of their lips down a metal tube to create their sound (except the trombone which uses a slide). Trumpet, French horn, Trombone, Tuba
4. **Percussion family:** the collection of instruments within the orchestra which require to be hit or shaken to create the vibrations for sound



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What is the smallest and highest pitch instrument of the String family?
2. Other than amending the vibration on the players lips, how can the pitch be changed on a trumpet?
3. What two instruments from the woodwind family require a DOUBLE reed?
4. Is a tambourine a TUNED or UNTUNED percussion instrument?
5. Who stands at the front of an orchestra and directs the players and keeps everyone in time?

Homework Expectations:
Listening examples (pre-learning)

Useful Resources to Support Learning

Links:

- [Meet the Orchestra - Strings](#)
- [Meet the Orchestra - Woodwind](#)
- [Meet the Orchestra - Brass](#)
- [Meet the Orchestra - Percussion](#)
- [Peter and the Wolf - Characters and Instruments](#)

Assessment Check Points

Practical	Yes
Written test	No
Homework	Yes
Speaking	No
Listening	Yes

Learning Programme

Subject: RE



Year Group: 7

Term: 3A

Title: Where do people go to find affirmation of faith?



What went before: Did Jesus really rise from the dead?



Learning Intentions

- To understand what a pilgrimage is
- To explain why religious believers might go on a pilgrimage
- To give examples of pilgrimage sites and explain their significance to believers



Where next: What happens when faith and courage collide?

Vocabulary

1. **Pilgrimage:** a journey to a holy place, which can lead to a personal transformation, after which the pilgrim returns to their daily life
2. **Pilgrim:** a traveller who is on a journey to a holy place
3. **Lourdes:** a place important to Catholics due to a series of visions of the Virgin Mary to a young girl, Bernadette Soubirous
4. **Jerusalem:** a city in Isreal that has religious significance for many faiths
5. **Reconciliation:** the restoring of friendships



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What is a pilgrimage?
2. Give 2 reasons why someone might go on a pilgrimage
3. Give 1 place that Christians might go on pilgrimage and say why
4. Give 1 place that non-Christians might go on pilgrimage and say why
5. How have some pilgrimage sites been shaped by conflict?

Homework Expectations:

Fortnightly Satchel quiz

Useful Resources to Support Learning

Links:

[Pilgrimage - Lourdes and Iona](#)

[Christian Pilgrimage Lourdes and Iona](#)

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: RE



Year Group: 7 Term: 3B Title: What happens when faith and courage collide?



What went before: Where do people go to find affirmation of faith?



Learning Intentions

- To explain what a martyr is and why people might become one
- To understand why some people are considered heroic
- To examine the lives of individuals who have inspired others through their faith in action



Where next: Year 8 – Ethics – Is it fair?

Vocabulary

1. **Martyr:** A person who is killed because of their religious or other beliefs
2. **Courageous advocate:** Someone who supports, champions and speaks up for a cause that is important and meaningful to them
3. **Courage:** The ability to do things that frighten us. Being brave
4. **Resilience:** Never giving up
5. **Faith:** believing in something without needing proof



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What is a martyr?
2. Why did Malala win a Nobel Peace Prize?
3. Who gave a famous speech entitled 'I have a Dream'?
4. Give 3 reasons why someone might be considered heroic.
5. What method did Gandhi choose in order to bring about change in India?

Homework Expectations:

Fortnightly Satchel quiz

Useful Resources to Support Learning

Links:

[Introducing Modern Martyrs](#)
[10 Historical Christians who Changed the World](#)

Assessment Check Points

Practical	No
Written test	No
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Spanish



Year Group: 7 **Term: 3A** **Title: Dónde vivo**



What went before: Talking about your school



Learning Intentions

- To recap and revise how to introduce myself, my family and pets, your school, my hobbies and my house as part of structured revision.
- To describe where I live
- To say what there is in my town or village
- To complete my Year 7 examination



Where next: en el café



Vocabulary

1. **present tense:** to say what is happening now
2. **to conjugate verbs:** to change a verb so that it reflects who is speaking
3. **adjectival agreement:** to ensure an adjective agrees with the verb it is describing
4. **nouns and articles:** to learn the words for a/the
5. **the verb querer:** to be able to use the verb “to want”
6. **prepositions:** to extend sentences using linking words



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Write 3 sentences to introduce yourself
2. Give 3 places you could live in
3. Give the name of 5 places in town
4. Write 4 sentences about your school
5. Describe 2 hobbies and give an opinion about them

Homework Expectations:

Exam and revision feedback

Useful Resources to Support Learning

Assessment Check Points

Links:

[Exploring the town](#)

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: Spanish



Year Group: 7

Term: 3B

Title: En el café



What went before: Dónde vivo



Learning Intentions

- Respond to feedback for my exam confidently
- To tell the time in Spanish
- To say what you do at what time
- To order in a café
- To say what I am going to do at the weekend
- Study a film about a Spanish speaking country



Where next: My holidays



Vocabulary

1. **present tense:** to say what is happening now
2. **to conjugate verbs:** to change a verb so that it reflects who is speaking
3. **adjectival agreement:** to ensure an adjective agrees with the verb it is describing
4. **nouns and articles:** to learn the words for a/the
5. **the verb querer:** to be able to use the verb “to want”
6. **prepositions:** to extend sentences using linking words



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. Recap your numbers up to 30
2. Tell the time in Spanish
3. Give the names of 5 food items
4. Give 3 activities you are going to do at the weekend
5. Write a paragraph about the Spanish film you have watched

Homework Expectations:

You will have 2 vocabulary tests
You will have 2 Satchel quizzes

Useful Resources to Support Learning

Assessment Check Points

Links:

Spanish food and drink

Practical	No
Written test	No
Homework	No
Speaking	Yes
Listening	No