



Year 7 Learning Programmes Autumn Term

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Learning Programme

Subject: English



Year Group: 7 Term: 1a Title: Fantasy Genre (Reading Skills)



What went before: KS2 National Curriculum



Learning Intentions

- Identify key quotations in a range of fantasy texts
- Understand conventions of the fantasy genre
- Infer meaning from quotations
- Identify key vocabulary in a range of fantasy texts
- Identify key linguistic terms in a range of fantasy texts
- Analyse language in a range of fantasy texts



Where next: Fantasy Genre (Writing skills)



Vocabulary

1. **Fantasy:** imagining impossible or improbable things
2. **Implicit:** suggested though not directly expressed
3. **Narrative:** perspective - the 'lens' through which a story is told
4. **Conjunction:** a word to connect clauses or sentences
5. **Onomatopoeia:** the formation of a word from a sound associated with what is named e.g. sizzle



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Which Phillip Pullman book is looked at during this topic?
2. Who wrote Wranglestone?
3. What three things are common in many of the fantasy worlds?
4. What does infer mean?
5. What does PEAD stand for?

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

Links:

<https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z4ck8hv>
<https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z4vq7yc>

Assessment Check Points


Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: English





Year Group: 7 Term: 1b Title: Fantasy Genre (Writing Skills)

 **What went before:** Fantasy Genre (Reading skills)


 **Learning Intentions**

- Use a range of descriptive devices in my writing, including adjectives, adverbs, similes, metaphors, onomatopoeia and personification
- Use paragraphs to structure my writing effectively
- Vary my sentences for effect
- Use a wider range of punctuation with confidence and accuracy
- Use a wider range of punctuation for effect
- Zoom in on interesting details to engage my reader

 **Where next:** Introduction to Shakespeare


 **Vocabulary**

1. **Genre:** a style or category of art, music or literature
2. **Paragraphs:** a section of a piece of writing that focuses on one theme
3. **Simile:** a comparison between two dissimilar objects that uses the word 'like' or 'as'
4. **Metaphor:** suggests what something is like by comparing it with something else and saying it 'is' that
5. **Personification:** giving human qualities to something that isn't human


Knowledge Organiser
Quiz Questions

Answers




Homework
Expectations


Parent
Guide



1. Give an example of a present participle
2. Why is an exclamation mark used?
3. Name one writing convention.
4. What is a verb?
5. What does a possessive apostrophe do?

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/zn8tkmn/articles/zhwkky>
<https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/zmt2vk7>

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: Maths



Year Group: 7 Term: 1a Title: Sequences, Algebraic Expressions and Equality / Equivalence



What went before: KS2 National Curriculum



Learning Intentions

- To be able to describe and continue linear and non-linear sequences
- To find missing terms within a sequence and Fibonacci sequences
- To find inputs and outputs of numerical and algebraic functions
- To be able to find the function, given the input and output of a one or two-step function machine
- To be able to substitute values into one and two-step expressions
- To be able to solve one-step equations
- To be able to identify like and unlike terms and to collect like terms



Where next: Place Value and Fractions, Decimals, Percentages



Vocabulary

1. **Linear:** a linear sequence produces a straight line when plotted as a graph
2. **Equation:** a statement that two expressions have the same value
3. **Expression:** a collection of quantities, made up of constants and variables, linked by signs and not including an equals sign
4. **Substitute:** to replace one expression or term by something of equivalent value
5. **Like terms:** terms that contain exactly the same variable and each variable is raised to the same power



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. If $x = 10$, what is the value of $3x$?
2. Simplify $6x - 4x + 3x$
3. Solve $2x = 8$
4. Complete the linear sequence: 3, __, 15, 21, __, 33
5. Find the next two terms: 256, 64, 16

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: 1b Title: Place Value and Fractions, Decimals, Percentages



What went before: Sequences, Algebraic Expressions and Equality/Equivalence



Learning Intentions

- To be able to identify the place value of integers and decimals
- To be able to round to integers, decimal places and significant figures
- To be able to compare and order integers (up to 1 billion) and decimals using inequality symbols
- To be able to find the range and the median
- To be able to convert between fractions and decimals including recurring decimals and fractions and decimals that are greater than 1
- To be able to use and interpret pie charts
- To be able to represent fractions in various forms



Where next: Four Operations and Fractions/Percentages of Amounts



Vocabulary

1. **Integer:** the set of numbers used in counting (0, 1, 2, 3, 4, ...) as well as the negative versions of these numbers (-1, -2, -3, -4, ...). Often called “whole numbers”
2. **Significant figure:** used to express the relative importance of the digits in a number; the most important being the first non-zero digit. After that, zeros are significant
3. **Inequality:** an expression such as $y < 3$, meaning that y can take any value which is less than 3
4. **Standard Form:** a way of writing really big or really small numbers. Written in the form $A \times 10^n$ where A is a number between 1 and 10 and n is an integer
5. **Recurring decimal:** a decimal which goes on repeating itself without end



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. Express 19/25 as a percentage
2. Express 74% as a fraction
3. Find the median: 7, 10, 7, 12, 7, 12
4. Find the range 12, 3, 5, 6, 12, 15, 3
5. Round 0.06574 to 1 significant figure

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: 1a

Title: Cells



What went before: Introduction to science



Learning Intentions

- Label a plant and animal cell
- Describe the functions of the cell parts
- Explain the purpose of specialised cells



Where next: Movement



Vocabulary

Cell: The unit of a living organism - contains parts to carry out life processes

Multi-cellular: Living things made up of many types of cells

Tissue: Group of cells of one type

Organ: Group of different tissues working together to carry out a job

Cell membrane: Surrounds the cell and controls movement of substances in and out

Nucleus: Contains genetic material (DNA) which controls the cell's activities

Vacuole: Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances

Mitochondria: Part of the cell where energy is released from food molecules

Cell wall: Strengthens the cell. In plant cells it is made of cellulose



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. What is the function of the nucleus?
2. Name the three structures only found in plant cells and not in animal cells
3. Which piece of equipment do we use to see cells?
4. Give the equation for actual size of a cell using the magnification and image size
5. Name three specialised cells found in animals

Homework Expectations:

Weekly Sparx Science homework tasks on current learning and previous learning. Students should use their knowledge organisers and exercise books to help them complete Sparx homework

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://thebishopsbluecoat.sharepoint.com/teams/KS3Science2>
<https://www.bbc.co.uk/bitesize/subjects/z4882hv>

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 1a Title: Movement



What went before: Cells



Learning Intentions

- Use the scientific names for the major bones of the body.
- Describe how antagonistic muscles bring about movement
- Describe the function of the tissues that make up a joint



Where next: Particles



Vocabulary

1. **Joints:** Places where bones meet
2. **Bone marrow:** Tissue found inside some bones where new blood cells are made
3. **Ligaments:** Connect bones in joints
4. **Tendons:** Connect muscles to bones
5. **Cartilage:** Smooth tissue found at the end of bones, which reduces friction between them
6. **Antagonistic muscle pair:** Muscles working in unison to create movement



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What are proteins from your diet needed for in the body?
2. Why does the body need vitamin C?
3. Does a tendon attach bone to bone or bone to muscle?
4. What is the function of the skeleton?
5. What is an antagonistic muscle?

Homework Expectations:

Weekly Sparx Science homework tasks on current learning and previous learning
Students should use their knowledge organisers and exercise books to help them complete Sparx homework

Useful Resources to Support Learning

Links:

<https://thebishopsbluecoat.sharepoint.com/teams/KS3Science2>
<https://www.bbc.co.uk/bitesize/subjects/z4882hv>

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 1a / 1b Title: Particles



What went before: Movement



Learning Intentions

- Identify substances as solids, liquids and gases
- Draw and explain particle model of matter
- Describe properties of solids, liquids and gases using particle model of matter



Where next: Mixtures



Vocabulary

1. **Particles:** tiny building blocks that make up all matter
2. **Arrangement:** how particles are positioned (close together or far apart)
3. **Change of state:** a change from solid to liquid, or liquid to gas (as examples)
4. **States of matter:** solid, liquid, and gas
5. **Energy:** affects how fast particles move and how spread out they are



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. How do particles in solids move?
2. Is the volume of liquids fixed or not fixed?
3. Which is the most dense state of matter?
4. What does 'contraction' mean?
5. Name the change of state from gas to liquid

Homework Expectations:

Weekly Sparx Science homework tasks on current learning and previous learning
Students should use their Knowledge Organisers and exercise books to help them complete Sparx homework

Useful Resources to Support Learning

Links:

<https://thebishopsbluecoat.sharepoint.com/teams/KS3Science2>
<https://www.bbc.co.uk/bitesize/topics/z9r4jxs>

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 1a / 1b Title: Mixtures



What went before: Particles



Learning Intentions

- Describe what a mixture is
- Explain how to separate different types of mixtures
- Explain the purpose of different types of separating techniques



Where next: Speed



Vocabulary

1. **Mixtures:** Two or more elements or compounds that are not chemically joined
2. **Soluble:** Able to dissolve
3. **Filtration:** Technique separating soluble and insoluble substances
4. **Distillation:** Separating two liquids with different boiling points
5. **Chromatography:** Separating dissolved substances within a liquid



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What does 'soluble' mean?
2. What can chromatography separate?
3. What does distillation separate?
4. What is a solute?
5. What is a solvent?

Homework Expectations:

Weekly Sparx Science homework tasks on current learning and previous learning
Students should use their Knowledge Organisers and exercise books to help them complete Sparx homework

Useful Resources to Support Learning

Links:

<https://thebishopsbluecoat.sharepoint.com/teams/KS3Science2>
<https://www.bbc.co.uk/bitesize/articles/zghptrd>

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 1a / 1b Title: Speed



What went before: Mixtures



Learning Intentions

- To be able to calculate speed, distance or time
- To interpret data from distance time graphs
- To identify and explain resultant forces



Where next: Gravity



Vocabulary

1. **Average speed:** The overall distance travelled divided by overall time for a journey
2. **Instantaneous speed:** The speed of an object at a particular moment in time
3. **Distance-time graph:** Represents the journey of an object through its distance and how long it took to travel
4. **Gradient:** The angle of a line on a line graph
5. **Force:** A push or pull on an object



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. How do you calculate average speed?
2. What are the units for speed?
3. What does a steep line on a distance-time graph represent?
4. How do you calculate relative speed?
5. What happens to speed if the forces acting on it are balanced?

Homework Expectations:

Weekly Sparx Science homework tasks on current learning and previous learning
Students should use their Knowledge Organisers and exercise books to help them complete Sparx homework

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://thebishopsbluecoat.sharepoint.com/teams/KS3Science2>

<https://www.bbc.co.uk/bitesize/articles/zw9qwmb>

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 1a / 1b Title: Gravity



What went before: Speed



Learning Intentions

- To understand the direction of gravity
- How to calculate the weight of an object using a planet's gravitational strength
- To state the difference between mass and weight



Where next: Human Reproduction



Vocabulary

1. **Gravity:** A non-contact force that acts towards the centre of the earth
2. **Newtons:** Measurement of force
3. **Weight:** Effect of gravity on an object's particles
4. **Mass:** Measures the amount of particles in an object
5. **Gravitational field:** Area around an object that gravity acts on



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. Which direction does gravity act?
2. How do we measure gravitational field strength?
3. How do we calculate weight?
4. Which planet has the strongest gravitational field strength?
5. What units measure weight?

Homework Expectations:

Weekly Sparx Science homework tasks on current learning and previous learning
Students should use their Knowledge Organisers and exercise books to help them complete Sparx homework

Useful Resources to Support Learning

Links:

<https://thebishopsbluecoat.sharepoint.com/teams/KS3Science2>
<https://www.bbc.co.uk/bitesize/articles/zr3xh39>

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science



Year Group: 7 Term: 1b Title: Human Reproduction



What went before: Gravity



Learning Intentions

- Label the organs of the male and female reproductive organs
- Describe the changes that occur to males and females during puberty
- Describe the stages that occur during conception and evaluate methods of contraception
- Suggest the events that take place during the IVF process



Where next: Biology topic on Variation



Vocabulary

1. **Fertilisation:** Joining of a nucleus from a male and female sex cell
2. **Uterus:** Where a baby develops in a pregnant woman
3. **Ovulation:** Release of an egg cell during the menstrual cycle, which may be met by a sperm
4. **Foetus:** The developing baby during pregnancy
5. **Placenta:** Organ that provides the foetus with oxygen and nutrients and removes waste substances



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. Which part of the female reproductive system produces egg cells?
2. What happens during fertilisation?
3. What is the name of the male sex cell that contains the genetic material of the father?
4. Which fluid surrounds the foetus in the uterus and protects it from bumps?
5. What does the placenta carry from the mother to the baby?

Homework Expectations:

Weekly Sparx science homework tasks on current learning and previous learning

Students should use their knowledge organisers and exercise books to help them complete Sparx homework

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://thebishopsbluecoat.sharepoint.com/teams/KS3Science2>
<https://www.bbc.co.uk/bitesize/subjects/z4882hv>

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Design and Technology



Year Group: 7 Term: 1 Title: Introduction to Design and Technology



What went before: KS2 National Curriculum



Learning Intentions

- Identify potential hazards and demonstrate safe use of **tools, equipment, and materials**
- Develop basic **isometric drawing skills** to represent 3D objects clearly
- Learn how to create **perspective drawings** to show depth and realism in designs
- Use drawing techniques to **communicate ideas effectively and accurately**
- Gain an introduction to **Computer-Aided Design (CAD)** using Onshape
- Learn how to create simple **2D sketches and 3D models** in Onshape
- Understand how CAD is used in **industry and product design**
- Apply both **hand drawing and CAD skills** to develop and present design ideas
- Build confidence in working **independently and safely** when designing and making
- Evaluate your work and identify **areas for improvement** in both drawing and CAD



Where next: Mini Figure Project – Design and Manufacture



Vocabulary

1. **Isometric Drawing:** A 3D drawing method where the object is shown at equal angles, usually using 30-degree lines, so the height, width and depth can be seen
2. **2D Drawing:** A flat drawing that shows only two dimensions, such as height and width
3. **3D Drawing:** A drawing that shows three dimensions: height, width and depth, making the object look more realistic
4. **Rendering:** Adding colour, shading, texture or detail to a drawing to make it look more realistic
5. **Function:** What a product is designed to do or how it works
6. **Aesthetics:** How a product looks, including its shape, colour, style and overall appearance



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What is a hazard in a Design and Technology workshop?
2. What is isometric drawing and what angle are the lines drawn at?
3. What is the difference between 2D and 3D drawing?
4. What is perspective drawing and what does it show?

Homework must follow the **Masters of Knowledge programme**. Students are expected to regularly revise and recall key knowledge using their knowledge organiser, practice key vocabulary, and demonstrate secure understanding through accurate, well-presented work

Useful Resources to Support Learning

Links:

<https://www.youtube.com/@DTEBishops>
Design Technology Student

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	Yes
Listening	No

Learning Programme

Subject: Drama



Year Group: 7 Term: 1a Title: The Basics of Drama



What went before: N/A



Learning Intentions

- To be able to **describe** and **justify** how to use these skills and the impact they can have on the audience
- To be able to apply the drama skills learnt to a performance
- To learn how we can tell stories and impact our audience



Where next: A Christmas Carol



Vocabulary

1. **Concentration:** focusing fully on the task or performance without getting distracted
2. **Communication:** sharing ideas, feelings, or information through voice, body language, or facial expressions
3. **Co-operation:** working well with others, listening, and contributing as part of a team
4. **Still image** or **freeze frame:** when performers hold a pose without moving to show a moment, idea, or emotion in a scene - like pressing pause on a movie
5. **Characterisation:** the way an actor creates and shows a character using voice, movement, facial expressions, and emotions so the audience understands who they are
6. **Mime:** a type of acting where no words are used. The performer tells a story using only body movements, gestures, and facial expressions
7. **Vocal Techniques:** ways an actor uses their voice to make a performance more interesting or clear, such as changing volume (loud/quiet), pitch (high/low), pace (speed), and tone (feeling or mood)



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What is a still image and why can it be effective?
2. What vocal and physical skills can we use to portray a character?
3. What is mime?
4. How can we show status in a scene?
5. What are the 3 C's of a good drama lesson?

Homework Expectations:












Multiple choice quizzes to check knowledge

Useful Resources to Support Learning

Assessment Check Points

Links:

Practical	Yes
Written test	No
Homework	Yes
Speaking	No
Listening	No

<h1 style="text-align: center;">Learning Programme</h1> <h2 style="text-align: center;">Subject: Drama</h2>			
Year Group: 7	Term: 1b	Title: A Christmas Carol	
 What went before: The Basics of Drama			
 Learning Intentions			
<ul style="list-style-type: none"> To be able to perform a range of different characters and emotions on stage To be able to create an atmosphere and make an audience feel specific emotions To learn how we can use dramatic skills to convey a story to the audience 			
 Where next: Exploring in depth characters (Washbrook)			
 Vocabulary			
<ol style="list-style-type: none"> Narration: narration is when a person (the narrator) tells the story to the audience. This can explain what is happening, describe events, or give extra information that the characters might not say` Status: status shows how important or powerful a character is compared to others. A high-status character might be confident and in control, while a low-status character might seem nervous or unsure Tension: tension is the feeling of suspense or excitement in a scene. It makes the audience curious or worried about what will happen next Flashbacks: flashbacks are moments in a drama where the action goes back in time to show something that happened earlier in the story Atmosphere: atmosphere is the mood or feeling of a scene. It can be created using voice, movement, lighting, sound, and setting (e.g. spooky, happy, tense) 			
 Knowledge Organiser Quiz Questions		Answers 	
 Homework Expectations		Parent Guide 	
<ol style="list-style-type: none"> How can show the status of a character? How can we use narration effectively in a performance? How can we create an atmosphere in a scene? How can we show flashback effectively in performance? How can we create tension in a scene? 		Homework Expectations: Multiple choice quizzes	
Useful Resources to Support Learning 		Assessment Check Points 	
Links:		Practical	Yes
		Written test	Yes
		Homework	No
		Speaking	No
		Listening	No

Learning Programme

Subject: Food and Nutrition



Year Group: 7 Term: 1 Title: Introduction to Food and Hygiene



What went before: KS2 National Curriculum



Learning Intentions

- Understand the importance of food hygiene and safety. Students will learn how to work safely in a food room, apply personal hygiene rules, understand first aid basics, and explain how bacteria can cause food poisoning
- Develop safe and accurate food preparation skills. Students will be able to demonstrate correct use of knives (bridge and claw techniques), safe use of the oven and hob, and appropriate cleaning and washing-up routines
- Apply knowledge of food hygiene to practical cooking tasks. Students will show how to prevent cross-contamination, follow correct storage rules, and apply the “4Cs” (cleaning, cooking, chilling, cross-contamination) when preparing a range of simple dishes
- Gain confidence in basic cooking methods and techniques. Students will practice and refine methods such as rubbing in, melting, creaming, weighing and measuring, and using a variety of cooking methods (boiling, baking, grilling)



Where next: Food skills in practice



Vocabulary

1. **Hygiene:** Keeping yourself and the kitchen clean to stop germs spreading onto food
2. **Bacteria:** Tiny living organisms, some of which can cause food poisoning if they multiply in food
3. **Cross-contamination:** When harmful bacteria spread from one surface, food, or piece of equipment to another
4. **Rubbing-in method:** A baking technique where fat is rubbed into flour with fingertips until the mixture looks like breadcrumbs
5. **Aeration:** Adding air into a mixture (for example by whisking, beating, or creaming) to make baked products light and fluffy



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. How do you treat a burn?
2. Name 3 Macronutrients
3. What does the term cross-contamination mean?
4. Which method is used to make crumble: rubbing-in, creaming, or melting?
5. What is Bacteria - define

Homework Expectations:

Written homework fortnightly
Preparation of ingredients for practical lessons

Useful Resources to Support Learning

Links:

<https://www.foodafactoflife.org.uk/11-14-years/>
BBC Bitesize - Healthy Diet
Oak National Academy - Cooking and Nutrition

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: French



Year Group: 7 Term: 1a Title: Introducing Myself



What went before: KS2 National Curriculum



Learning Intentions

- Introduce myself.
- Follow instructions in the classroom.
- Give opinions with reasons
- Understand basic verb conjugations with -er verbs
- Use avoir (to have) and être (to be)



Where next: My School



Vocabulary

1. **Present tense:** how you describe what is happening now
2. **Conjugate verbs:** to form the different parts of the verb
3. **Adjectival agreement:** to ensure an adjective agrees with the noun it is describing
4. **Nouns:** objects and people
5. **Negative phrases:** sentences that you put in the negative



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. How do you say what your name is?
2. How do you say when your birthday is?
3. Name five classroom instructions
4. Say how old you are and count to ten
5. Write out the verbs avoir and être

Homework Expectations:

You will have two vocabulary tests
You will complete two worksheets

Useful Resources to Support Learning

Assessment Check Points

Links:

[Introducing yourself in French](#)

Practical	No
Written test	No
Homework	Yes
Speaking	Yes
Listening	No

Learning Programme

Subject: French



Year Group: 7

Term: 1b

Title: My School



What went before: Introducing Myself



Learning Intentions

- Express opinions about school subjects
- Describe my school uniform
- Give opinions about my uniform
- Describe my daily routine on a school day
- Tell the time
- Talk about my school facilities
- Understand cultural differences between schools in France and



Where next: Hobbies and Weather



Vocabulary

1. **Present tense:** how you describe what is happening now
2. **Conjugate verbs:** to form the different parts of the verb
3. **Adjectival agreement:** to ensure an adjective agrees with the noun it is describing
4. **Nouns:** objects and people
5. **Negative phrases:** sentences that you put in the negative



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. Name five items of clothing
2. Describe your uniform in three sentences
3. Name six places in your school
4. Describe two school facilities
5. Talk about differences between the French and English education system

Homework Expectations:

You will have 2 vocabulary tests
You will have 2 online quizzes

Useful Resources to Support Learning

Assessment Check Points

Links:

[Going to Primary School in France](#)

Practical	No
Written test	No
Homework	Yes
Speaking	No
Listening	Yes

Learning Programme

Subject: Geography



Year Group: 7 Term: 1a / 1b Title: What is Geography?



What went before: KS2 National Curriculum



Learning Intentions

- What is geography? Human, physical and environmental geography
- To identify and locate the world's key human and physical features
- To identify and locate the UK's key human and physical features
- To develop skills used to read an OS map
- To understand the difference between weather and climate
- To investigate the process of rainfall and understand the 3 types of rainfall
- To explore the extreme weather that the UK experiences



Where next: Is the Earth Running out of Resources?



Vocabulary

1. **Environmental world:** Habitats, such as mountains, forests, oceans, and how they develop and change
2. **Human world:** How and where people live, develop and earn a living
3. **Physical world:** What our planet is like, the work of rivers, the sea and ice
4. **Climate:** What the weather in a place is usually like over a period time (30 years)
5. **Weather:** The state of the atmosphere – for example how warm or cold, wet or dry it is



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What does human geography mean?
2. What does physical geography mean?
3. What is the useful rhyme for remembering the order of 4 figure grid references?
4. Name 3 types of rainfall
5. Which part of the UK is generally the wettest and why?

Homework Expectations:

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

Useful Resources to Support Learning

Links:

- <https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z6hb3j6>
- <https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/ztpgbqt>
- <https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/zhnrg7h>
- <https://www.bbc.co.uk/bitesize/topics/zx38q6f>

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: History



Year Group: 7

Term: 1a

Title: How Can Historians Discover the Past?



What went before: KS2 National Curriculum



Learning Intentions

- To understand the academic studying of history
- To be able to use key words
- To be able to develop key historical skills



Where next: Norman England



Vocabulary

1. **Historian:** someone who writes about or studies history
2. **Timeline:** a chronological arrangement of events in the order of their occurrence
3. **Source:** evidence made or written at the time of an event and within 5 years of the event
4. **Interpretation:** evidence made or written 5 or more years after an event
5. **Archaeology:** the study of human history from digging up objects and other remains



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What is an invasion?
2. When were the Dark Ages?
3. What is a Viking?
4. What is an Anglo-Saxon?
5. Who were the Romans?

Homework Expectations:

Several tasks designed to reinforce new learning

Useful Resources to Support Learning

Assessment Check Points

Links:

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: History



Year Group: 7 Term: 1b Title: Norman England



What went before: How can Historians Discover the Past?



Learning Intentions

- To understand who the Normans were
- To be able to explain how the Normans conquered England
- To be able to explain how William won the Battle of Hastings
- To be able to explain how William kept control of England



Where next: Medieval England



Vocabulary

1. **Heir:** a person who has legal claim to a title or a throne when the person holding it dies
2. **Turning point:** a time at which a decisive change in a situation occurs
3. **The Feudal System:** the name for a power structure where people held their land in return for promising loyalty, known as doing homage, and providing services such as working or fighting for their lord
4. **Castle:** a type of home that was built to protect the people inside a military fortification
5. **Rebellion:** an act of armed resistance to a government or leader



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. When was William of Normandy crowned king?
2. Name the four Norman kings
3. What date was the Battle of Stamford Bridge?
4. Name the three Plantagenet kings
5. What date was the Battle of Hastings?

Homework Expectations:

Several tasks designed to reinforce new learning

Useful Resources to Support Learning

Links:

<https://www.bbc.co.uk/bitesize/topics/zshtyrd>
<https://www.bbc.co.uk/bitesize/topics/zvhjdp3>

Assessment Check Points

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: IT



Year Group: 7

Term: 1a

Title: Online Behaviours



What went before: KS2 National Curriculum



Learning Intentions

- Understand the importance of online safety and responsible internet use
- Develop skills to evaluate the credibility and validity of online content
- Recognise the risks associated with sharing personal information and the concept of digital consent
- Recognise and respond to potential online risks and threats
- Develop empathy and understanding towards others in online interactions
- Recognise the influence of online targeting, online reputation, and the consequences of online bullying



Where next: Digital Storybooks



Vocabulary

1. **Digital Tattoo:** A permanent record or trace left behind by everything you post or share on the internet
2. **Phishing:** When someone sends a fake email or message pretending to be a real company or person to trick you into giving away personal information, like passwords
3. **Fake news:** Information that is not true or is changed to seem more exciting or shocking so people will pay attention to it
4. **Credibility:** How trustworthy or believable something is. A website or person with high credibility gives accurate and reliable information
5. **Online disinhibition:** When people act differently online than they would in real life, often being meaner or saying things they wouldn't normally say face-to-face



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

Parent
Guide



1. What is a phishing email?
2. Name two features of a phishing email
3. What makes a strong password?
4. What is a digital tattoo?
5. Why is file management important?

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:

- [BBC Bitesize- Online Safety](#)
- [BBC Bitesize- Bias and Reliability](#)

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: IT





Year Group: 7 Term: 1b Title: Digital Storybooks

 **What went before:** Online Behaviours

 **Learning Intentions**

- Identify the target audience for different books and explain my reasons
- Understand why consistent design is important for a storybook
- Use animation and transition tools to engage my target audience
- Understand how action buttons can help navigate between slides

 **Where next:** Understanding Computers

 **Vocabulary**



1. **Target Audience:** specific group of people your presentation is designed for. This can be based on age, hobbies, job, location
2. **Animation:** an effect that makes text or images move or appear on a slide
3. **Action Button:** clickable shape in PowerPoint that can take you to another slide
4. **Transition:** the movement between slides in a presentation
5. **PowerPoint:** a piece of software that allows users to create presentations made up of slides

 Knowledge Organiser Quiz Questions	Answers 	 Homework Expectations	Parent Guide 
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1. What is PowerPoint?
2. What is a transition in PowerPoint?
3. What is an animation?
4. What is an action button used for?
5. Why is it important to think about your target audience when creating a presentation?

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: YouTube- curated playlist of skills walkthrough videos	Practical	Yes
	Written test	No
	Homework	No
	Speaking	No
	Listening	No

Learning Programme

Subject: Music



Year Group: 7 Term: 1a / 1b Title: Elements of Music



What went before: KS2 National Curriculum



Learning Intentions

- Understand what the elements of music are
- Use listening and appraising skills to describe the elements of music



Where next: Ukulele and Keyboard Performance Skills



Vocabulary

1. **Pitch:** how high or low the notes are
2. **Dynamics:** how loud or soft the notes are
3. **Tempo:** how fast or slow the music is
4. **Instrumentation:** what instruments or sounds are used
5. **Rhythm:** the pulse or beat, long notes or short notes used



**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 keep everyone in time?

Homework Expectations:
Listening examples (pre-learning)

Useful Resources to Support Learning

Links:

[Learn Musical Elements Song](#)

Assessment Check Points

Practical	No
Written test	Yes
Homework	No
Speaking	Yes
Listening	Yes

Learning Programme

Subject: RE



Year Group: 7 Term: 1a Title: Does God exist?



What went before: KS2 National Curriculum



Learning Intentions

- To explain the difference between the Semitic and Indian faiths
- To consider secular worldviews
- To evaluate arguments for the existence of God



Where next: What does it mean to belong?



Vocabulary

1. **Semitic faiths:** The faiths that originate from Western Asia and includes Christianity, Judaism and Islam
2. **Indian faiths:** The faiths that originate from the Indian subcontinent and include Hinduism, Sikhism and Buddhism
3. **William Paley:** The person who devised the Design Argument for the existence of God
4. **Goldilocks effect:** The idea that we seem to be living in a 'fine-tuned' universe
5. **Original sin:** The Christian belief that evil and suffering is a result of Adam and Eve's disobedience in the Garden of Eden



**Knowledge Organiser
Quiz Questions**

Answers



**Homework
Expectations**

**Parent
Guide**



1. What are the differences between the Semitic and Indian faiths?
2. Give 2 reasons why someone might not believe in God
3. Explain the Design Argument
4. How does science respond to the Design Argument?
5. Where do some Christians think evil and suffering come from?

Homework Expectations:

Fortnightly Satchel Quiz

Useful Resources to Support Learning

Links:

<https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/2> Arguments for God's existence
<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt> Religions and worldviews

Assessment Check Points


Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No


Learning Programme

Subject: RE





Year **Term: 1b** **Title: What does it mean to belong and be a person of faith?**
Group: 7

 **What went before:** Does God exist?

 **Learning Intentions**

- To consider what it means to belong in different contexts
- To learn about the beliefs of different religions
- To investigate the value that religion has on the lives of believers

 **Where next:** Where in the world is Christianity?

 **Vocabulary**

1. **Brahman:** The name of God in the Hindu faith
2. **Samsara:** The cycle of life, death and rebirth in Hinduism and Buddhism
3. **Guru:** The Sikh term for teacher/guide
4. **Islamophobia:** A form of racism, prejudice and discrimination targeted at Muslims which is rooted in fear
5. **The 5 Ks in Sikhism - 5 symbols of faith:** Kesh, Kachera, Kangha, Kara, Kirpan



Knowledge Organiser
Quiz Questions

Answers




Homework
Expectations

Parent
Guide



1. Explain what each of the 5ks are and why they are important
2. Where do Sikhs, Hindus and Muslims go to worship?
3. What name is given to the three main Gods in Hinduism?
4. What is special about the Guru Granth Sahib in Sikhism?
5. Name the 5 Pillars of Islam and say why they are so important to Muslims.

Homework Expectations:
Fortnightly Satchel Quizzes

Useful Resources to Support Learning 

Assessment Check Points 

Links:

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt> Religions and worldviews

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Spanish



Year Group: 7

Term: 1a

Title: Cómo soy



What went before: KS2 National Curriculum



Learning Intentions

- Introduce yourself
- Talk about your personality
- Talk about brothers and sisters
- Talk about your birthday and age
- Talk about your pets and colours
- Use tener (to have) and ser (to be)



Where next: Talking about your hobbies



Vocabulary

1. **Present tense:** how you describe what is happening now
2. **Conjugate verbs:** to form the different parts of the verb
3. **Adjectival agreement:** to ensure an adjective agrees with the noun it is describing
4. **Nouns:** objects and people
5. **Negative phrases:** sentences that you put in the negative



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations

Parent
Guide



1. How do you say what your name is?
2. How do you say when your birthday is?
3. Name five pets
4. Name six colours
5. Write out the verbs tener and ser

Homework Expectations:

You will have two vocabulary tests
You will complete two worksheets

Useful Resources to Support Learning



Assessment Check Points



Links:

[Talking about yourself in Spanish](#)


Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No


Learning Programme

Subject: Spanish





Year Group: 7 **Term: 1b** **Title: Mi tiempo libre**

 **What went before:** Cómo soy

 **Learning Intentions**

- Say what I like to do in my free time
- Give opinions
- Justify my opinions
- Talk about the weather
- Say what sports you do / play

 **Where next:** Talking about your school

 **Vocabulary**

1. **Present tense:** how you describe what is happening now
2. **Conjugate verbs:** to form the different parts of the verb
3. **Adjectival agreement:** to ensure an adjective agrees with the noun it is describing
4. **Nouns:** objects and people
5. **Negative phrases:** sentences that you put in the negative



Knowledge Organiser
Quiz Questions

Answers



Homework
Expectations


Parent
Guide



1. Give three hobbies
2. Give four opinions
3. Say why you like a hobby
4. Say what the weather is like in each season
5. Give five sports

Homework Expectations:

You will have 2 vocabulary tests
You will have 2 online quizzes

Useful Resources to Support Learning 

Assessment Check Points 

Links:

<https://www.bbc.co.uk/bitesize/topics/zvbbbqt/articles/z627m39>

Practical	No
Written test	No
Homework	No
Speaking	Yes
Listening	No