The Bishops' Blue Coat
Church of England
High School

Year 7 Learning Programmes Spring Term

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Learning Programme

Subject: English

Year Group: 7	Term: 2A	Title: Introduction to Shakespeare

What went before?
Fantasy Writing

Learning Intentions

- Understand key contextual points about Shakespeare's life and times
- Understand some of the key features of theatrical performance at the Globe theatre
- Understand the narrative of some of Shakespeare's plays and examine key moments
- Use quotes to support my interpretations of themes and characters
- Use terminology to correctly identify language techniques
- Explore the effect of language techniques on an audience
- Explore Shakespeare's intentions in using language techniques.

Where next?
Poetry Around the World

Vocabulary

Tier 2: **Elizabethan** - The era in which Elizabeth I reigned England.
Genre - The category or style of a piece of art, literature or music.
Patriarchy - A society in which men hold power and women are marginalised.
Tier 3: **Protagonist** - The leading character or one of the major characters in a play, film, novel, etc.
Sonnet - A poem of 14 lines typically having ten syllables per line, often ending in a rhyming couplet.

Knowledge Organiser Quiz Questions **Answers**

1. Name the genres of Shakespeare plays and identify their flags.
2. What was the name of the theatre Shakespeare founded?
3. How many plays did Shakespeare write?
4. What was the role of women in Elizabethan society?
5. What does PEAD stand for?

Homework Expectations **Parent Guide**

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 in literacy skills. Students are expected to get a minimum of 70% correct.

Useful Resources to Support Learning

Links:

https://www.rsc.org.uk/shakespeare-learning-zone?from=dropdown

https://www.bbc.co.uk/bitesize/topics/z726yrd

Assessment Check Points

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: English

Year Group: 7	Term: 2B	Title: Poetry from Around the World

What went before?
Introduction to Shakespeare

Learning Intentions

- Understand about cultures outside of my own experience
- Identify poetic devices
- Learn how to explore an unseen poem using 'MATEs'
- Analyse the effect of poetic devices
- Understand how to explore meaning in poems
- Understand about the history and context behind poems

Where next?
Spoken Language

Vocabulary

Tier 2: **Culture**- The ideas and customs of a people or society.
Context- The circumstances around a text both historical and social.
Tier 3: **Rhyme**- Correspondence of the ending sound of words.
Rhythm- The flow of words due to stressed and unstressed syllables.
Stanza- The grouping of lines within a poem.

Knowledge Organiser Quiz Questions **Answers**

1. What is a key theme?
2. What does it mean to zoom in on a word?
3. What is MATEs?
4. List three poets that we study.
5. List 5 devices you could see in a poem.

Homework Expectations **Parent Guide**

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 in 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/zqsvbqt
https://www.bbc.co.uk/bitesize/topics/z7f3g7h
https://www.poetryfoundation.org/

Assessment Check Points

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: Maths

Year Group: 7	Term: 2A	Title: Four Operations and Fractions/Percentages of Amounts

What went before?
Place Value and Fractions, Decimals, Percentages

Learning Intentions

- To use formal and mental methods for addition and subtraction of integers and decimals
- To solve addition and subtraction problems in real-life contexts
- To add and subtract using standard form
- To understand and use factors and multiples
- To use formal and mental methods for multiplication and division of integers and decimals
- To solve problems involving area of 2D shapes
- To solve problems using the mean
- To find fractions and percentages of amounts
- To find the whole, given a fraction or a percentage of an amount

Where next?
Directed Number and Fraction addition and subtraction

Vocabulary

1. **Standard Form** – a way of writing really big or really small numbers. Written in the form A x 10^n where A is a number between 1 and 10 and n is an integer
2. **Factors** – a number that divides exactly into another number
3. **Multiples** – a number made by multiplying together two other numbers
4. **2D shape** – made by a line or lines drawn on a surface
5. **Mean** – the 'arithmetic' average. Found by adding together all the separate values of the data and dividing by how many pieces of data there are.

Knowledge Organiser Quiz Questions **Answers**

1. Complete 11018 + _____ = 13873
2. Calculate 26.8 – 9.35
3. What is the HCF of 55 and 50?
4. What is the LCM of 18 and 15?
5. Calculate ¾ of £64

Homework Expectations **Parent Guide**

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: 2B	Title: Directed Number and Fraction addition and subtraction

What went before?
Four Operations and Fractions/Percentages of Amounts

Learning Intentions

- To understand and use representations of directed number
- To use the four operations with directed numbers
- To solve two step equations
- To convert between mixed numbers and improper fractions
- To understand and use equivalent fractions
- To add and subtract any fractions/mixed numbers with any denominators
- To use equivalence to add/subtract fractions and decimals
- To add and subtract simple algebraic fractions

Where next?
Geometric Reasoning and Constructing and Measuring

Vocabulary

1. **Numerator**: the "top" number on a fraction
2. **Denominator**: the "bottom" number on a fraction
3. **Mixed Number**: a fraction consisting of an integer and a vulgar fraction
4. **Vulgar fraction**: a fraction where the numerator is less than the denominator
5. **Improper fraction**: a fraction where the numerator is greater than the denominator

Knowledge Organiser Quiz Questions **Answers**

1. Work out 3/5 + 1/3
2. Express 35/6 as a mixed number
3. Express 1 11/13 as an improper fraction
4. Work out 2 - - 3
5. Work out –3 x 9

Homework Expectations **Parent Guide**

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/content

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme
Subject: Science

Year Group: 7 **Term: 2a/2b** **Title: Variation**

What went before: Human Reproduction

Learning Intentions

- Define Variation
- Compare continuous and discontinuous variation
- Plot continuous data in graph form
- List factors which affect variation
- Describe how animals adapt to changes in the environment

Where next: Voltage

Vocabulary

1. **Characteristic:** A particular feature of an organism
2. **Species:** A group of living things that have more in common with each other than with other groups
3. **Variation**: The differences within and between species
4. **Continuous variation:** Where differences between living things can have any numerical value
5. **Discontinuous variation:** Where differences between living things can only be grouped into categories

Knowledge Organiser Quiz Questions

Answers

Homework Expectations

Parent Guide

1. What are the two factors that cause variation?
2. What are genes?
3. Give an example of continuous variation
4. What type of graph would you draw to represent continuous variable?
5. What is a species?

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	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme	Subject: Science

Year Group: 7	Term: 2a/2b	Title: Voltage

What went before?
Variation

Learning Intentions

- Describe how the current, voltage and resistance are related to one another
- Explain that components in circuits can be arranged in series or parallel and describe how these arrangements effect the voltage and current and provide different applications

Where next?
Static

Vocabulary

1. **Potential difference (voltage)**: the energy transferred per coulomb of charge.
2. **Voltmeter**: An instrument used for measuring potential difference.
3. **Ammeter**: An instrument used for measuring current.
4. **Resistance**: Tries to prevent current flowing.
5. **Electrical component**: Something that you put into an electrical circuit.

Knowledge Organiser Quiz Questions **Answers**

1. What are the units of voltage?
2. What is the symbol for a closed switch?
3. What is potential difference also known as?
4. What is resistance?
5. What is the symbol for a battery?

Homework Expectations **Parent Guide**

Sparx Science homework is set each Thursday and it is due each Wednesday.
85% task completion will be accepted if a student has spent 30 minutes or more of active learning on Sparx Science.

Useful Resources to Support Learning

Links:
https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/zd9d239
https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/z6n27yc

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	
Listening	

Learning Programme

Subject: Science

Year Group: 7	Term: 2a/2b	Title: Static

What went before?
Voltage

Learning Intentions

By the end of this topic, I will be able to describe how:

- Charges produced electric fields around them.
- Positive and negative charges interact.
- Static electricity is produced and its effects

Where next?
Earth's Structure

Vocabulary

- **Negatively charged**: A particle that has gained excess electrons.
- **Positively charged**: A particle that has lost electrons.
- **Electrons**: Tiny particles which are part of atoms and carry a negative charge.
- **Charged up**: When materials are rubbed together, electrons move from one surface to the other.
- **Electrostatic force**: The force of attraction or repulsion between charged.
- **Current**: The rate of flow of electric charge, in amperes (A).
- **In series**: A circuit with only one loop.
- **In parallel**: A circuit with more than one loop

Knowledge Organiser Quiz Questions **Answers**

1. Which particle in an atom is negatively charged?
2. If a particle loses an electron, does it become positive or negative?
3. When number of protons equals number of electrons what is the object said to be?
4. What particle moves when 2 insulators are rubbed together?
5. What does a charged object create?

Homework Expectations **Parent Guide**

Sparx Science homework is set each Thursday, and it is due each Wednesday.
85% task completion will be accepted if a student has spent 30 minutes or more of active learning on Sparx Science.

Useful Resources to Support Learning

Links:

https://www.bbc.co.uk/bitesize/articles/zshqqfr

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Science

Year Group: 7	Term: 2a / 2b	Title: Earth's Structure

What went before?
Static

Learning Intentions

- Recall the layers of the earth & describe their structure
- State three major categories of rock & describe their formation
- Model the processes that are responsible for rock formation and link these to rock features
- Describe & explain the stages of weathering and erosion

Where next?
Climate

Vocabulary

- **Weathering:** wearing down of rock by physical, chemical or biological processes
- **Erosion:** friction & movement of rocks by water, ice or wind
- **Minerals:** chemicals that rocks are made from
- **Sedimentary:** formed from layers of sediment, can contain fossils
- **Igneous:** formed from cooled magma, has crystals
- **Metamorphic:** formed from existing rock exposed to heat & pressure over time

Knowledge Organiser Quiz Questions **Answers**

1. Name the layers of the earth
2. Which type of rock is formed by heat and pressure?
3. Name a type of igneous rock
4. Name a type of sedimentary rock
5. What process creates sedimentary rocks?

Homework Expectations **Parent Guide**

Sparx Science homework is set each Thursday and it is due each Wednesday.
85% task completion will be accepted if a student has spent 30 minutes or more of active learning on Sparx Science.

Useful Resources to Support Learning

Links:

BBC bitesize – types of rock
BBC bitesize – Layers of the earth
Youtube – The Rock Cycle

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme	Subject: Science

Year Group: 7	Term: 2A/2B	Title: Climate

What went before?
Earth's Structure

Learning Intentions

- To be able to describe the greenhouse effect and its consequences for Earth.

Where next?
Sound

1. **Combustion:** Burning
2. **Carbon cycle: T**he cycle within which process add and take carbon from the earth's atmosphere
3. **Acid rain:** The result of oxides of sulfur and nitrogen dissolving in the water vapour in Earth's atmosphere
4. **Greenhouse effect:** The warming of the Earth's atmosphere due to increased levels of carbon dioxide in the Earth's atmosphere
5. **Global dimming:** The effect of carbon particulates in the Earth's atmosphere due to the incomplete combustion of fossil fuel

Knowledge Organiser Quiz Questions **Answers**

1. What gases make up our atmosphere today?
2. What are the products of complete combustion of hydrocarbons?
3. What happens to limewater in the presence of carbon dioxide?
4. Name one greenhouse gas
5. Name one source of carbon in the atmosphere

Homework Expectations **Parent Guide**

Weekly SPARX homework

Useful Resources to Support Learning

Links:

https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z6rtp4j#zd4wqfr

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme
Subject: Science (Chemistry)

Year Group: 7 **Term: 2b** **Title: Earth's Resources**

What went before: Climate

Learning Intentions

- Name the four layers of the earth
- Explain the difference between finite and sustainable resources
- Construct displacement reactions using the reactivity series

Where next: Chemical Energy

Vocabulary

1. **Crust**: outermost layer of the earth
2. **Finite resource**: resource that cannot be replaced as fast as it is used
3. **Fossil Fuel**: fuels made from matter of organisms, formed over millions of years
4. **Displacement reaction:** chemical reaction between a more reactive element replacing a less reactive element from a chemical compound
5. **Ore**: rock containing enough metal to be economically worth extracting

Knowledge Organiser Quiz Questions

Answers

1. Which layer of the earth is the thinnest?
2. Which metals are found in the solid, inner core?
3. What type of reaction is used to extract iron from iron ore?
4. Name a metal more reactive than Carbon
5. Which side of a chemical reaction do reactants go?

Homework Expectations

Parent Guide

Homework Expectations:

Complete weekly Sparx Science homework

Useful Resources to Support Learning

Links:

https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zsgkdp3#z3kq2v4

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Art

Year Group: 7	Term: 2A/2B	Title: Pop Art Food

What went before?
Introduction to Art and the Elements of Art

Learning Intentions:

Please use bullet points

- Understand basic colour theory terms and how to apply colour theory to my artwork
- Be able to neatly apply and layer watercolour paint
- Understand how to use and apple watercolour
- Understand and apply the style of artist Wayne Thiebaud to my own work.
- Design and create a three-dimensional sculpture inspired by Wayne Thiebaud
- Successfully create a sculpture using ModRoc

Where next?
Large Complimentary colour oil pastel studies.

Vocabulary

Three-dimensional - Three-dimensional art objects are physical shapes and can be seen from all angles and sides they will have height, breadth, and depth.
Blending - Is where two different colours are placed next to each and there is smooth transition from one colour to the next.
Tone - In painting, tone refers to how light or dark a colour is. One colour can have an almost infinite number of different tones.
Shading - Darkening or colouring of a drawing with lines or blocks of colour, it is used to create depth or make an object look three-dimensional.
Contrast - The arrangement of opposite elements: light vs dark, rough vs smooth, large vs small

Knowledge Organiser Quiz Questions **Answers**

1. What is the painting technique called that Wayne Thiebaud developed?
2. What are two colours called that sit opposite each other on the colour wheel?
3. What art movement is Wayne Thiebauds art associated with?
4. What is the main subject of Pop Art paintings?
5. What word is used to describe a three-dimensional art form that can be made from a variety of materials like stone, clay, wood, or metal.

Homework Expectations **Parent Guide**

- Colour wheel task
- Artist Information Research
- Coloured pencil study
- Final design task

Useful Resources to Support Learning

Links:

Assessment Check Points

Practical	Yes
Written test	No
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: DT

Year Group: 7 | **Term: 2A/2B** | **Title: Mini Figure Project - Design & Manufacture**

What went before?
Intro to DT including, Health and Safety, 2D and 3D drawing techniques and CAD

Learning Intentions

Please use bullet points

- Investigate how products are designed for a target customer using ACCESS FM.
- Research, design and develop a personalised Mini Figure concept.
- Use rendering and annotation to communicate design ideas clearly.
- Learn and apply CAD/CAM processes including 3D printing and laser cutting.
- Develop practical skills: accurate marking out, cutting with a tenon saw, sanding and assembly.
- Evaluate finished work against design criteria and suggest improvements.

Where next?
Graphic Design - Smoothie Packaging

Vocabulary

1. **CAD**: Computer Aided Design: using a computer to help create design drawings and 3D models.
2. **CAM:** Computer Aided Manufacture: using a computer to control machines (e.g., 3D printers, laser cutters).
3. **3D Printing:** Additive manufacturing: building a 3D object by adding layers of material based on a digital CAD model.
4. **Rendering:** Adding colour, tone, texture and shade to drawings or CAD to make them look realistic.
5. **Tenon Saw:** A saw with a stiffened back for accurate straight cuts in wood.

Knowledge Organiser Quiz Questions **Answers**

1. What does CAD stand for?
2. What does CAM stand for
3. What is 3D printing?
4. What is rendering used for?

Homework Expectations **Parent Guide**

Research and summarise a section of Lego history. Complete missing design work (mind map, ACCESS FM analysis, annotated sketches). Write evaluation paragraphs (WWW/EBI, skills, challenges).

Useful Resources to Support Learning

Links:

1. https://www.youtube.com/@DTEBishops
2. Design Technology Student.
3. Lego History

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Drama

Year Group: 7	Term: 2B	Title: The Tempest

What went before?
Students have explored 'The Basics of Drama', 'A Christmas Carol' and 'Washbrook'. Exploring the basic of storytelling and characterisation.

Learning Intentions

Please use bullet points

- Know how I can explore scripted work and show status, tension and comedy.
- 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?
Reading, analysing and performing sections from the play Cloudbusting by Helen Blakeman.

Vocabulary

1. **Plot -** The main events of a story — what happens from beginning to end and how they connect and show a character's journey.
2. **Slow Motion -** When movements are shown more slowly to make a moment stand out.
3. **Script -** The written plan for a play or performance, including what people say and do.
4. **Characterisation -** How an actor shows a character's personality through voice, movement, and actions.
5. **Character depth** - When a character feels like a real person because we understand their feelings, thoughts, personality, and reasons for doing things - not just what they look like on the outside.

Knowledge Organiser Quiz Questions **Answers**

1. What is Status in Drama
2. What is Tension in Drama
3. What is Comic Relief in Drama
4. What is Synchronisation
5. Why is Comic Relief Important?

Homework Expectations **Parent Guide**

Students will complete a knowledge quiz at the end of the Unit.

Homework will be to use their knowledge organiser to revise.

Useful Resources to Support Learning

Links:

Assessment Check Points

Practical	Yes
Written test	No
Homework	Yes
Speaking	Yes
Listening	No

Learning Programme

Subject: Drama

Year Group: 7	Term: 2A	Title: Washbrook

What went before?
Students have explored schemes of work on 'The Basics of Drama and A Christmas Carol'

Learning Intentions

- To learn how to develop characters with depth.
- I will be able to understand how a character's thoughts and feelings can change over time and how I can use my performance skills to show this.

Where next?
Students will be working on Shakespeare's The Tempest

Vocabulary

1. **Status:** How important or powerful a character or person seems in a situation.
2. **Improvisation:** Making up actions or speech on the spot without a script.
3. **Cross-Cutting:** Switching between two different scenes to show they are connected.
4. **Reporting:** When someone tells the audience what has happened instead of acting it out.
5. **Characterisation:** How an actor shows what their character is like through voice, movement, and behaviour.

Knowledge Organiser Quiz Questions **Answers**

1. What is spontaneous improvisation?
2. How can we show depth in our characterisation?
3. What is documentary theatre?
4. Why is it important that a character's emotions change in a narrative?
5. How can we mark a moment in a performance?

Homework Expectations **Parent Guide**

Students will complete a knowledge quiz at the end of the unit of work and therefore homework will be revision from their knowledge organiser.

Useful Resources to Support Learning

Links:

Assessment Check Points

Practical	Yes
Written test	No
Homework	No
Speaking	Yes
Listening	No

Learning Programme	Subject: Food and Nutrition

Year Group: 7	Term: 2A and 2B	Title: Food Skills in Practice

What went before?
Introduction to Food and Hygiene

Learning Intentions

- Consolidate and extend baking skills - apply creaming and all-in-one methods, compare outcomes, and develop confidence in producing consistent baked goods.
- Understand the role of raising agents - explore chemical, mechanical, and biological raising methods, applying this knowledge through practical experiments.
- Develop skills in sensory evaluation –taste, compare, and evaluate products using appropriate vocabulary, identifying differences in texture, flavour, and appearance.
- Apply safe practices when preparing savoury dishes - prepare and cook dishes using raw meat, vegetables, and soup-making techniques, understanding heat transfer and safe handling of ingredients.
- Recognise the cultural and religious significance of food –learn about the links between food and Christian celebrations such as Easter, reflecting on how food traditions shape cultural identity.

Where next?
Nutrition, Skills and Sustainability

Vocabulary

1. **Creaming method**: A baking technique where fat and sugar are beaten together to trap air, helping cakes rise.
2. **Raising agent**: A substance or method used to make baked products rise (eg baking powder, yeast, whisking).
3. **Sensory evaluation:** Testing and describing food using sight, smell, taste, touch, and sometimes sound.
4. **Heat transfer**: The way heat moves when cooking food (conduction, convection, radiation).
5. **Celebration food**: Foods that are traditionally made or eaten during festivals or religious events.

Knowledge Organiser 5 Quiz Questions **Answers**

1. How do you treat a small cut?
2. Explain the difference between the claw and bridge hand hold when using knives.
3. What does the term cross contamination mean?
4. What are the 5 sections of the Eatwell guide?
5. What foods should we eat less of?

Homework Expectations **Parent Guide**

Students are expected to bring their own ingredients for practical lessons. At the start of the year, a recipe booklet will be sent home, and practical dates will be published on Satchel each half term. Written homework will be set in booklets designed to help students recall and apply knowledge from theory lessons. This will usually be set twice per half term, though the exact amount may vary depending on the level of practical work being undertaken

Useful Resources to Support Learning

Links:
https://www.foodafactoflife.org.uk/11-14-years/
https://www.bbc.co.uk/bitesize/articles/zmwvgdm#zws4r2p
https://www.thenational.academy/pupils/programmes/cooking-nutrition-secondary-year-7/units

Assessment Check Points

Practical	Yes
Written test	No
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: French

Year Group: 7	Term: 2A	Title: Learning Programme 3

What went before?
Talking about your school, adjectival agreement, present tense of ER verbs

Learning Intentions

- To talk about the weather and seasons
- To talk about the sports you play
- To talk about the sports you do
- To look at sport in French-speaking countries
- To give information about what you like doing in your free time
- To ask and answer questions

Where next? Saying where you live, talking about what you eat and drink and describing your physical characteristics

Vocabulary

1. **Present tense**: the tense used to talk about what you are doing now
2. **To conjugate verbs**: how to change a verb to reflect who is speaking
3. **Adjectival agreement**: how to match your adjective ending to the verb it is describing
4. **Subject pronouns**-the person who is speaking
5. **Infinitive**: the part of the verb which means "to do something"

Knowledge Organiser Quiz Questions **Answers**

1. Can you give five different types of weather in French?
2. Name two sports involving a ball
3. Name two sports that you do standing up
4. Say three things you like to do in your free time
5. Ask somebody what they do in their free time

Homework Expectations **Parent Guide**

- Preparation for 2 Satchel quizzes
- Preparation for 3 vocabulary tests

Useful Resources to Support Learning

Links:

https://www.bbc.co.uk/bitesize/guides/zhhvd6f/revision/1

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	Yes

Learning Programme		Subject: French
Year Group: 7	Term: 2B	Title: Learning Programme 4

What went before?
Weather and activities

Learning Intentions

- To speak about pets and animals
- To use higher numbers in French
- To describe family members
- To describe where you live

Where next?
To talk about what is in your town and food and drink

Vocabulary

1. **Present tense:** 'er' verbs - to say what you are doing now
2. **Possessive adjectives:** saying my, your, his, her, our and their
3. **Adjectival agreement:** making sure your adjectives agree with the noun they are describing
4. **Partitive article:** the words for "some" in French

Knowledge Organiser Quiz Questions	Answers	Homework Expectations	Parent Guide
1.Can you name five countries 2. Say who is in your family 3. Give seven types of pets in French 4. Describe a member of your family 5. Talk about where you live		• 3 vocabulary learning tasks • 2 Satchel quizzes	

Useful Resources to Support Learning	Assessment Check Points	
Links:	Practical	No
	Written test	Yes
	Homework	Yes
	Speaking	No
	Listening	No
	Reading	No

Learning Programme

Subject: Geography

Year Group: 7	Term: 2A/2B	Title: Is Earth Running out of Natural Resources?

What went before:
What is geography, map skills and weather

Learning Intentions

- How do we use our planet as a natural resource?
- What are rocks and are they a natural resource?
- Why are soils the root of life?
- How does the biosphere provide natural resources?
- How does the hydrosphere provide natural resources?
- Why is the world so dependent on oil resources
- What natural resources can be used to generate electricity?
- How can we use natural resources sustainably?

Where next:
Rivers and flooding

Vocabulary

1. **Natural Resources:** substances found in nature that can benefit humans.
2. **Renewable:** resources that can be replaced over time and will not run out.
3. **Non-renewable:** resources that are limited and will run out at some point.
4. **Weathering:** the wearing away of rocks by weather, plants and chemicals.
5. **Soil:** thin layer on the earth's surface containing minerals, water and organic matter, vital for plant growth.

Knowledge Organiser Quiz Questions **Answers**

1. What are the Earth's 4 spheres?
2. What is the difference between renewable and non-renewable resources?
3. Name 3 types of rocks.
4. What can the tropical rainforest provide for humans?
5. What does sustainability mean?

Homework Expectations **Parent Guide**

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/zjsc87h
https://www.bbc.co.uk/bitesize/articles/zq7jqfr#zbvsydm
https://www.rgs.org/schools/resources-for-schools/natural-resources
https://www.lessonup.com

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: History

Year Group: 7	Term: 2A/2B	Title: Power in the Middle Ages

What went before?
The Normans

Learning Intentions

- Who had the most power in the Middle Ages?
- What was the Medieval Church like?
- What caused the murder of Thomas Becket?
- Who had more power? Was it the King or the Church?
- King John – an evil King?
- Why did the barons revolt?
- Why were peasants so angry in 1381?

Where next?
Life Through the Ages

Vocabulary

1. **Power -** when a group of people or an individual has control and influence over people's beliefs, actions, and behaviour.
2. **The Clergy** – someone who works for the church.
3. **Excommunicated** – to be banned and cut off from the Catholic Church.
4. **Baron** – a powerful lord granted land by the King.
5. **Chancellor** – one of the king's closest advisors, helping with the creation and writing of laws.

Knowledge Organiser Quiz Questions **Answers**

1. Who was murdered at Canterbury Cathedral?
2. What happened to King John?
3. What was the name of the wars that hoped to 'reclaim' the Holy Land?
4. What year was the Peasants Revolt?
5. What does the Pope control?

Homework Expectations **Parent Guide**

There will be tasks set by teachers across the topic. Where tasks are not set, there is an expectation that students will revisit and revise their work from previous topics and access their knowledge organisers.

Useful Resources to Support Learning

Links:

Medieval society, life and religion - KS3 History - BBC Bitesize

Assessment Check Points

Practical	No
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: ICT

Year Group: 7	Term: 2A	**Title:** Understanding Computers

What went before?
Digital Storybooks- Using PowerPoint

Learning Intentions

- Understand what input and output devices are and identify a few devices for each category
- Explain the main hardware on the motherboard
- Explain what secondary storage is and why we need it
- Identify the different expansion cards used in computers
- Explain the different types of software used in computers

Where next?
Algorithms- Understanding how we give computers instructions

Vocabulary

Hardware: the physical parts of a computer system
Software: the programs on a computer that help it perform certain tasks
Memory: where a computer stores files and software
Input Device: used to provide data to a computer system
Output Device: used to communicate the outcomes of data that has been processed

Knowledge Organiser Quiz Questions **Answers**

1. What type of device is a keyboard?
2. What type of internal storage stores all the instructions to boot up a computer?
3. What type of storage is a hard drive?
4. What does the CPU do?
5. What software do we use to interact with a computer system?

Homework Expectations **Parent Guide**

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:
Oak Academy- Key Computer Hardware
BBC Bitesize- Software
Parts of a computer activity
Input, Output, Storage- match up activity

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: ICT

Year Group: 7	Term: 2B	Title: Algorithms

What went before?
Understanding Computers

Learning Intentions

- Understand what is meant by the term algorithm
- Be able to write a simple algorithm
- Know what a flow chart is
- Identify the purpose of different flow chart symbols
- Create a flowchart
- Understand basic sorts and searches a computer can do

Where next?
Python Turtle- Programming skills

Vocabulary

1. **Algorithm:** a sequence of instructions used to solve a problem, or complete a process
2. **Sequence:** the order instructions need to go in to be completed correctly
3. **Instruction:** a single action that can be performed by a computer processor
4. **Flowchart:** a visual diagram showing the sequence of instructions in an Algorithm
5. **Selection:** deciding the next instruction that needs to happen by answering a question

Knowledge Organiser Quiz Questions **Answers**

1. What shape is used to show a process?
2. How many lines would a decision shape have leaving it?
3. Which item in a list do we start with when completing a binary search?
4. Why would we use a merge sort?
5. When writing an algorithm, the instructions have to be in the correct _____?

Homework Expectations **Parent Guide**

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- Flowcharts
BBC Bitesize- Binary Search
BBC Bitesize- Merge Sort

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Music

Year Group: 7 | **Term: 1B - 2A** | **Title:** Basic Music Theory

What went before?
Elements of Music, Keyboard skills, Ukulele skills

Learning Intentions

- Understanding the building blocks of music theory and notation
- You will gain knowledge and understanding of music theory up to grade 1 standard

Where next?
Continued keyboard skills to apply knowledge

Vocabulary

1. **Treble Clef**: notes are written on this clef to represent higher sounds
2. **Semibreve:** a 4 beat note
3. **Minim**: a 2 beat note
4. **Crotchet**: a 1 beat note
5. **Quaver**: a half beat note

Knowledge Organiser Quiz Questions **Answers**

1. What is the quick way of remembering the notes in the spaces of the treble clef stave?
2. What is the acronym to remember the notes on the lines of the treble clef stave?
3. How long does a minim last for?
4. Where would you find C on the keyboard
5. What is the name of a 4 beat note?

Homework Expectations **Parent Guide**

- Satchel quizzes
- Revision using Knowledge Organisers

Useful Resources to Support Learning

Links:

musictheory.net - Exercises

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	Yes, revision
Speaking	No
Listening	Yes

Learning Programme

Subject: Music

Year Group: 7 | **Term: 1B-2A** | **Title:** Keyboard Skills

What went before?
Elements of Music, Ukulele skills, Basic theory

Learning Intentions

Please use bullet points

- Understand the layout of the keyboard and correct playing posture
- Reading simple treble notation
- Perform short pieces and reflect on progress
- Add left hand chords to right hand melodies
- Add rhythmic background beat to keep to a pulse

Where next?
Apply knowledge to 'Fanfares'

Vocabulary

1. **Middle C**: this is where the right-hand thumb should be positioned.
2. **Melody**: where different pitches are played in succession to produce a tune or 'melody'
3. **Chords:** where the left hand plays an accompanying note to the melody
4. **Background rhythm**: the keyboard can produce a background beat for students to play along to. This develops a sense of timing and pulse.

Knowledge Organiser Quiz Questions	**Homework Expectations**
1. Where can you find C on the keyboard? 2. How many notes are in the musical alphabet? 3. What note is on the bottom line of the stave? 4. How long does a note like this last for? 5. What word do we associate the rhythm of two quavers together?	Satchel quiz

Answers | **Parent Guide**

Useful Resources to Support Learning

Links:

Keyboard Note Identification
Keyboard Reverse Identification

Assessment Check Points

Practical	Yes
Written test	No
Homework	No
Speaking	No
Listening	No

Learning Programme	Subject: Music

Year Group: 7	Term: 2B	Title: Fanfares

What went before?
Elements of Music, Uke and Keyboard skills, Basic theory

Learning Intentions

- I will develop knowledge of the purpose, ceremonies and people associated with fanfares
- I will develop knowledge of key composers and repertoire of fanfares I will develop knowledge of musical requirements for producing a successful fanfare and then use this to compose my own fanfare.
- I will develop performance skills using both percussion and keyboard (as brass) by practicing and performing a fanfare of my choosing.

Where next?
Instruments of the orchestra

Vocabulary

1. **Fanfare:** a short piece of music played for the arrival of someone important. Usually a flourish of trumpets.
2. **Timbre:** the instruments used in a piece of music.
3. **Brass**: trumpets, Trombones, Horns, Tubas. Common in Fanfare music.
4. **Percussion**: instruments which are hit or shaken to create their sound. Common in Fanfare music.
5. **Texture**: Unison, Harmony, Canon, Call and response, Contrary Motion

Knowledge Organiser Quiz Questions	Answers	Homework Expectations	Parent Guide
1. When or why would a fanfare be performed? 2. What instruments are characteristic of a fanfare? 3. What is the musical elements of Texture? 4. Describe the texture of 'Contrary Motion'. 5. What does the texture 'Unison' mean?		Satchel Quiz or revision using Knowledge organiser.	

Useful Resources to Support Learning

Links:

Fanfare (Master) Cbr 2025.pptx

Assessment Check Points

Practical	Yes
Written test	Yes
Homework	No
Speaking	No
Listening	No

Learning Programme

Subject: RE

Year Group: 7	Term: 2A	**Title:** Where in World is Christianity?

What went before?
What does it mean to belong?

Learning Intentions

- Who is Jesus?
- Why is Jesus still remembered?
- What was the Great Commission?
- Where can Christianity be found?
- How did Christianity get to the North of Britain?
- What does Christianity look like across the world?
- How do Christians across the world express their faith?
- How safe is it to be a Christian in the world today?
- How and why do artists represent Jesus as a global Messiah?

Where next?
Why do people believe Jesus rose from the dead?

Vocabulary

1. **Jesus**: Jewish preacher and religious leader who is the central figure of Christianity.
2. **Great Commission**: the instruction given Jesus to his followers to spread his message to all nations, making disciples through baptism.
3. **Creed:** 'creed' comes from the Latin word credo, meaning 'I believe and trust'. A statement of faith.
4. **St. Aidan:** Irish monk and missionary credited with converting the Anglo-Saxons to Christianity in Northumbria.
5. **Persecution:** hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs.

Knowledge Organiser Quiz Questions	**Homework Expectations**
1. Who was Jesus Christ? 2.What is the Great Commission? 3. What does the term creed mean? 4. What is a missionary? 5. What is religious persecution?	Homework will be set fortnightly as quizzes on Satchel

Answers **Parent Guide**

Useful Resources to Support Learning

Links:

https://www.bbc.co.uk/teach/class-clips-video/articles/zdgv47h
https://www.bbc.co.uk/bitesize/articles/zk4fxyc

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: RE

Year Group: 7	Term: 2B	Title: Did Jesus really rise from the dead?

What went before?
Where in World is Christianity?

Learning Intentions

- Who do people say Jesus is? 1a and 1b
- How do the events of Holy Week truly tell us who Christians believe Jesus was?
- Why did Jesus die?
- What happened on Easter Sunday?
- Where is the evidence for the resurrection of Jesus?
- Did Jesus really rise from the dead?

Where next?
Where do people go to find affirmation of faith?

Vocabulary

1. **Holy week**: the week before Easter, starting on Palm Sunday.
2. **Prophecy**: a prediction of what will happen in the future.
3. **Atonement:** the action of making amends for a wrong or injury.
4. **Physical resurrection**: the belief that after death, the physical body is restored to life in a new, transformed, and immortal state, free from corruption and death
5. **Spiritual resurrection**: a future spiritual resurrection of the soul into an afterlife.

Knowledge Organiser Quiz Questions **Answers**

1. What is the name of the week that comes before Easter?
2. How was Jesus put to death?
3. Why was the death of Jesus important?
4. Which 2 ways do Christians believe we might live after death?
5. What is a prophecy?

Homework Expectations **Parent Guide**

Homework will be set fortnightly as quizzes on Satchel

Useful Resources to Support Learning

Links:

https://www.bbc.co.uk/bitesize/articles/z4t6rj6#zxbfwsg

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Spanish

Year Group: 7	Term: 2A	Title: Learning Programme 3

What went before?
Saying what you like and dislike and using AR verbs in the present tense

Learning Intentions

- Say what subjects I study
- Use the days of the week
- Give opinions about school subjects
- To say what facilities your school has
- To describe my school
- To talk about break time

Where next?
Describing your family and self and using large numbers

Vocabulary

1. **Present tense:** saying what you are doing now
2. **To conjugate verbs**: to put verbs into the form of who is speaking (eg he goes, we eat)
3. **Adjectival agreement**: to ensure your adjectives agree with the verb they are describing
4. **Nouns & articles**: objects and the words for "the" and "a"
5. **Negative phrases**: say what you don't do

Knowledge Organiser Quiz Questions **Answers**

1. Can you say the days of the week in Spanish?
2. How do you say what your favourite day is?
3. Can you give seven school subjects in Spanish?
4. Say what school subjects you like and why
5. Can you say what you eat and drink at break?

Homework Expectations **Parent Guide**

To complete two satchel quizzes
To revise for three vocab tests

Useful Resources to Support Learning

Links:

https://www.bbc.co.uk/bitesize/topics/zfyff82/articles/zstybqt

Assessment Check Points

Practical	No
Written test	Yes
Homework	Yes
Speaking	No
Listening	No

Learning Programme

Subject: Spanish

Year Group: 7	Term: 2B	Title: Learning Programme 4

What went before?
Learning about your school subjects and describing your school

Learning Intentions

- Describe my family
- To use larger numbers 30-100
- Describe my hair and eye colour
- To describe myself and other family members
- To say what other people look like

Where next?
Describing your town and telling the time in Spanish

Vocabulary

1. Present tense - saying what you are doing now
2. Conjugate verbs - to put verbs into the form of who is speaking (eg he does, we eat)
3. Adjectival agreement - to make sure your adjectives agree with the noun they are describing
4. Nouns and articles - objects and the words for « a » and « the »
5. Infinitive - the verb in the form that means « to do »

Knowledge Organiser Quiz Questions **Answers**

1. Can you count to one hundred in tens in Spanish?
2. Give a description of your hair and eyes in Spanish
3. Are you able to describe what a friend is like?
4. Can you give the parts of the verbs tener and ser off by heart
5. Can you say where your town is?

Homework Expectations **Parent Guide**

- Three vocab tests
- Two satchel quizzes

Useful Resources to Support Learning

Links:

https://app.senecalearning.com/classroom/course/8f4c33cc-b1b1-4c49-bff7-f2dd6cc12b1f/section/c817c70c-bd15-4b01-88ac-ef0f82357adb/section-overview

Assessment Check Points

Practical	No
Written test	No
Homework	Yes
Speaking	No
Listening	Yes
Reading	No