



St. Joseph's College

Curriculum Booklet 2018-2019

Year 7





Maths - Year 7

Half Term 1	<p>1 - Statistics and Probability Identify sources of primary and secondary data. Use two-way tables. Interpret and draw dual bar charts and compound bar charts. Compare sets of data using averages and the range. Draw and interpret grouped frequency diagrams, pie charts and scatter graphs.</p> <p>2 Number skills Understand the difference between multiples, factors, primes. Find all the factor pairs of any whole number. Find the HCF and LCM of two numbers. Add, subtract, multiply and divide positive and neg. numbers. Use index notation for squares and square roots. Calculate with squares and square roots. Estimate answers to complex calculations.</p>
Half Term 2	<p>3 Algebra: Equations, functions and formulae Simplify expressions by collecting like terms; Construct expressions using four operations; Substitute into formulae. Derive formulae from a description; Expand expressions involving brackets; Substitute into and factorise an algebraic expression.</p> <p>4 Number: Fractions Compare and simplify fractions; Write one number as a fraction of another. Work out simple fractions of amounts; Write an improper fraction as a mixed number. Add and subtract fractions; Work with equivalent fractions, decimals and percentages. Use division to write a fraction as a decimal; Divide an integer and a fraction by a fraction. Multiply a fraction by a fraction; Add and subtract mixed numbers; Enter time as a mixed number into a calculator; Multiply and divide a mixed number.</p>
Half Term 3	<p>5 Geometry and Measures: Angles and shapes Work out unknown angles when two or more lines meet or cross at a point; Work out unknown angles involving parallel lines; Describe the line and rotational symmetry of triangles; Use properties of a triangle to work out unknown angles and solve problems. Describe the line and rotational symmetry of quadrilaterals; Describe the properties of quadrilaterals. Solve problems involving quadrilaterals; Work out the interior and exterior angles of a polygon.</p> <p>6 Number: Decimals Write decimals in ascending and descending order; Round to decimal places; Add and subtract decimals; Multiply a decimal by an integer; Use place value to multiply decimals. Divide a decimal by a whole number; Divide a number by a decimal; Convert between fractions decimals and percentages; Compare different proportions using percentages; Calculate percentages with and without a calculator; Calculate percentage increases and decreases and reverse percentages.</p>
Half Term 4	<p>7 Algebra: Equations Write and solve simple equations; Solve problems using equations. Write and solve two-step equations; Write and solve equations that have brackets; Write and solve equations with letters on both sides; Solve equations that include x^2 and x^3; Use trial and improvement to find solutions to 1 decimal place.</p>
Half Term 5	<p>8 Ratio and Proportion: Multiplicative reasoning Convert between metric and imperial units; Write a ratio in its simplest form; Share a quantity in 2 or more parts in a given ratio. Understand the relationship between ratio and proportion; Solve simple word problems involving ratio/direct proportion; Write ratios in the form 1 : n; Solve best buy problems.</p> <p>9 Geometry & Measure: Perimeter, area and volume Calculate the area of triangles; parallelograms and trapeziums; Calculate the perimeter of shapes (rectangles and triangles); Calculate the area of shapes made from rectangles/ triangles; Identify nets of different 3D shapes; Know the properties of 3D shapes. Calculate the surface area and volume of a cube and a cuboid; Convert between different units of volume: cm^3, ml and litres; Convert between metric measures for area and volume.</p>
Half Term 6	<p>10 Algebra: Sequences and graphs Work out the terms of an arithmetic sequence using the term-to-term rule; Work out a given term in a simple arithmetic sequence; Work out and use expressions for the nth term in an arithmetic sequence; Generate sequences and predict how they will continue; Recognise geometric sequences and work out the term-to-term rule; Use positive and negative coordinates. Work out the midpoint of a line segment; Recognise and draw straight-line graphs; Recognise graphs of $y = x$ and $y = -x$</p>
Homework	Students are expected to complete two pieces of homework per week on Hegarty Maths as a minimum but this can increase to three per week. This should take 15 minutes per task. This will be set on a Monday week 1 and collected in on a Wednesday week 2; This will then be reset on a Wednesday week 2 and collected on a Monday week 1
One thing to read	The formula sheet in the planner
Skills you need to start with	Times tables; Analogue Time; Shape vocabulary; Basic +/- and fractions and percentages
What the current Year 7 say	"I can understand Algebra now!"
By the time you finish KS3 you'll be ...	A brilliant mathematician.



<h1>English - Year 7</h1>	
Half Term 1	<p>Pre-1914 Literature: Students will explore the conventions of genre, context of the historical period and the writer's use of language within Victorian short stories, including extracts from Sherlock Holmes stories and 'The Hound of the Baskervilles'.</p>
Half Term 2	<p>Writing Skills: Students will hone their writing to be able to meet the demands of narrative and descriptive writing based on stimulus from a variety of contemporary fiction.</p>
Half Term 3	<p>Shakespeare: An Introductory Unit Students will enjoy a thematic approach to interrogating Shakespeare's writing and the important literary tradition he cultivated. Students will have exposure to a number of Shakespearean plays related to a specific theme to develop a love and appreciate for his dramatic work.</p>
Half Term 4	<p>Writing Skills: Students will further sharpen their writing to demonstrate their viewpoints and perspectives based on stimulus from a variety of non-fiction sources.</p>
Half Term 5	<p>Poetry from Different Cultures: Students will explore how the poetry of different cultures echoes the diversity of the world and city in which they live. Students will consider how their experiences influence their interpretation to develop their analysis skills.</p>
Half Term 6	<p>Novel Study (text to be determined at a later date): Students will conclude the year by undertaking the analysis of a modern novel. They will explore theme, character, plot, narrative structure and writer's intentions throughout. Novels to be decided based on student interest and ability.</p>
Homework	<p>Students are expected to read for 30 minutes a day; this could be a newspaper or other non-fiction source or a fictional novel of their own choosing. The school library has ample choice. Students are set one extended piece of homework per week. This could be creative writing like a speech, or language analysis. Students are also set various tasks to complete on Doodle.</p>
One thing to read	<p>Anything – for at least 30 minutes a day! A variety of challenging non-fiction and fiction sources.</p>
Skills you need to start with	<p>Reading skills Spelling Grammar An understanding of language and structural devices</p>
What the current Year 7 say	<p>"I didn't think I'd be able to understand Shakespeare, let alone find it so much fun!"</p>
By the time you finish KS3 you'll be ...	<p>A keen, creative and critical writer. An analytical, proactive reader who has been exposed to a range of viewpoints and perspectives.</p>



Science - Year 7

Half Term 1	Students cover the following ideas in science: asking scientific questions, planning investigations, recording data, analysing data and evaluating data. Topics to be covered: Topic 6: Reactions 6.1 – Acids and alkalis/ 6.2 Metals and non-metals
Half Term 2	Topic 8.1 Organisms which include key ideas such as Levels of organisation, The skeleton, Movement: joints, Movement: muscles and Uni-cellular organisms. Topic 8.2 Cells delves deeper into more specialised cells – topics include: Observing cells, Plant and animal cells and Specialised cells. Topic 1.1 Speed introduces the idea of forces – topics include: Balanced and unbalanced, Measuring Speed and Distance–time graphs. Topic 3.1 Energy cost. This topic focuses on the idea of energy and how it plays an important role in our everyday lives. The topics include: Food and fuel, Energy resources, Energy and power, Energy transfer, Energy adds up and Energy dissipation.
Half Term 3	Topic 5: Matter. Topics include the following: Particle model, the particle model, States of matter, Melting and freezing, Boiling, More changes of state, Diffusion, Gas pressure and Inside particles. Topic 5.2 Separating mixtures. Topics include the following: Pure substances and mixtures. Solutions, Solubility, Filtration, Evaporation and distillation.
Half Term 4	Topic 9: Ecosystems. Topics include the following: Interdependence, Food chains and webs, Disruption to food chains and webs, Ecosystems and Competition. Topic 9.2 Plant reproduction. Topics include the following: Flowers and pollination, Fertilisation and germination. Topic 2: Electromagnets. Topics include the following: Potential difference and resistance, Potential difference, Resistance, Series and parallel circuits. Topic 2.2 Current. Topics include the following: Current and Charging up. Topic 7: Earth. Topics include the following: Earth structure, The structure of the Earth, Sedimentary rocks, Igneous and metamorphic rocks, The rock cycle and Ceramics.
Half Term 5	Topic 7.2 Universe. Topics include the following: The night sky, The Solar System, The Earth, The Moon and changing ideas. Topic 10: Genes. Topics include the following: Variation, Continuous and discontinuous and Adapting to change. Topic 10.2 Human reproduction. Topics include the following: Adolescence, Reproductive systems, Fertilisation and implantation, Development of a foetus and The menstrual cycle.
Half Term 6	4: Waves. Topics include the following: Sound, Sound waves and speed, Loudness and amplitude, Frequency and pitch, The ear and hearing. Topic 4.2: Light. Topics include the following: Light, Reflection, Refraction, The eye and vision and Colour.
Homework	Pupils should spend at least 60 minutes a week completing Science homework, this may be in their exercise books, research on the internet or tasks on the Doodle platform.
One thing to read	Activate 1 Science textbook
Skills you need to start with	Reading skills Spelling Grammar Basic numeracy skills
What the current Year 7 say	“Science is fun!” “Practical experiments are my favourite parts of the lesson!”
By the time you finish KS3 you’ll be ...	A knowledgeable and great thinker in the field of science.





Geography - Year 7

Half Term 1	<p>Atlas Enquiry Students will use atlases to locate major continents, oceans, seas, countries and capitals, which will be plotted/labelled on outline maps of the world. Students will begin to use maps to give longitude and latitude coordinates of locations</p>
Half Term 2	<p>OS Map Skills Students will learn how to show direction and interpret different map scales. and measure straight line and actual distance on a map.</p>
Half Term 3	<p>Interpreting Maps Students will become familiar with OS maps and the standard symbols used. Students will give 4- and 6-figure grid references to locate various features on a map.</p>
Half Term 4	<p>Relief and Topography Students will identify different ways in which height is shown on maps, as well as learn that contour lines are drawn to show different landforms. Students will then be able to begin to identify different landform features on a map, such as a steep-sided valley, or a river.</p>
Half Term 5	<p>The British Isles Students will identify the difference between The British Isles, The UK and Great Britain, in order to locate important human and physical features on an outline map. Students will then draw together all of their map work skills to construct their own contour line map, and create a 3D-model of it.</p>
Half Term 6	<p>Exploring Antarctica Students will compile a detailed continent-study of Antarctica, focussing on the physical land topography and climate; research explorers who travelled to Antarctica; examine what animals make up the food chain; identify key similarities and differences between Antarctica and the Arctic; describe the changes happening to ice at the poles and evaluate whether climate change is a cause for concern.</p>
Homework	<p>Students are expected to complete one piece of independent study per week; this could be an online Doodle activity such as a content PowerPoint, followed by a revision and learning-check quiz, or a more extended, written assignment that could require additional research.</p>
One thing to read	<p>A range of articles on NatGeo Kids</p>
Skills you need to start with	<p>Atlas and Map Skills:</p> <ul style="list-style-type: none"> • Use a range of different maps of different scales to identify key physical and human features, and to describe location using high level geographic terminology • Recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases • Draw, label, annotate, understand and interpret sketch maps <p>Graphical Skills:</p> <ul style="list-style-type: none"> • Label and annotate and interpret different diagrams, maps, graphs, sketches and photographs • Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes <p>Cartographic Skills:</p> <ul style="list-style-type: none"> • Use and understand coordinates, scale and distance • Describe and interpret geo-spatial data presented in a GIS framework • Interpret cross sections and transects
What the current Year 7 say	<p>“that’s sick”</p>
By the time you finish KS3 you’ll be ...	<p>A highly skilled geographer, who will be able to navigate without using Google Maps!</p>





<h1>History - Year 7</h1>	
<p>Half Term 1</p>	<p>History Skills</p> <p>Students will gain an understanding of the meaning and importance of chronology in history Students will be able to extract information from a historical source and begin to use prior knowledge to assess the usefulness of this information Students will put their source skills into practice by investigating Tollund man</p>
<p>Half Term 2</p>	<p>Normans</p> <p>Students will explain and evaluate the causes of William's success at the Battle of Hastings Students will investigate the consequences of Norman rule over England, with a special focus on change and continuity Students will conduct an in depth enquiry into the use of castles</p>
<p>Half Term 3</p>	<p>Middle Ages</p> <p>Students will study the significance of key medieval events such as the Magna Carta, Black Death and Peasants' revolt Students will examine life for ordinary people in the Middle Ages</p>
<p>Half Term 4</p>	<p>Crusades and the Islamic world</p> <p>Students will explore Baghdad and investigate the golden age of Islam Students will evaluate the causes and consequences of the crusades and assess their significance in history</p>
<p>Half Term 5</p>	<p>Tudors</p> <p>Students will investigate the rule of Henry VII Students will explain what Henry VIII was like as King Students will evaluate the causes and consequences of the Break from Rome</p>
<p>Half Term 6</p>	<p>Tudors</p> <p>Students will assess interpretations of Mary I Students will explain the causes and consequences of the Spanish Armada Students will explain why Elizabeth ordered the execution of Mary Queen of Scots</p>
<p>Homework</p>	<ul style="list-style-type: none"> • Kahoot quizzes (to be written by teachers next year) • Preparation reading based on historylearningsite.com or BBC Bitesize • Diary entry from each time period studied
<p>One thing to read</p>	<p>Relevant Horrible Histories books</p>
<p>Skills you need to start with</p>	<p>Understanding of how to put events in time order The different between a cause and a consequence</p>
<p>What the current Year 7 say</p>	<p>History is fun! You learnt about a lot of battles and fun weird facts</p>
<p>By the time you finish KS3 you'll be ...</p>	<p>A keen and critical historian with knowledge of a range of significant historical periods</p>





Religious Education - Year 7

<p>Half Term 1</p>	<p>Christianity: The Old Covenant During the Autumn A half term, students will study The Old Testament (or <i>The Hebrew Bible</i>). They will understand the different ways individuals read the Bible (i.e. literally, liberally or conservatively). The students will then analyse and examine various stories from the Old Testament (or <i>The Hebrew Bible</i>), in light of these interpretations, e.g. The Creation story, Noah's Ark, the story of the Prophets Moses and Abraham etc.</p>
<p>Half Term 2</p>	<p>Christianity: The New Covenant We split the Autumn B half term into two distinct parts. In the first half we focus on the prophetic verses regarding Christ from The Old Testament (or <i>The Hebrew Bible</i>). In the second half of this half term, we look at the early life of Jesus, including the Incarnation and his early ministry, including his teaching, parables, and miracles. We conclude whether these teachings are still relevant in our modern world, or whether they are out-dated. We study the life of Jesus until his 'triumphant Entry into Jerusalem' (Palm Sunday).</p>
<p>Half Term 3</p>	<p>Christianity: The New Covenant The later life of Jesus, resurrection and life of Early Christianity is our focus throughout the Spring A half term. We pick up the story of Jesus from his 'triumphant entry into Jerusalem'. We begin to ask questions that have puzzled the greatest of theologians, for example, why those who shouted "Hosanna to the Son of David!" had then shouted 'Crucify him!' a few days later? We do this throughout the course. We examine Jesus' death by crucifixion, resurrection and ascension, by analysing all four Gospel accounts. We move on to study Pentecost, its significance for Christians today and the formation of the Early Church.</p>
<p>Half Term 4</p>	<p>Lasallian Family and Vocation Now that the students have settled into rules and routines of the College, during Spring B we study the history of the La Salle Order, the Lasallian traditions and the history of the school. Students will examine the life of St Jean Baptist de La Salle and the legacy of his life in the tri-centenary of his passing. Once we have looked at the aim of the La Salle Order and Lasallian traditions, we focus on the vocation of the students. What is their role in life today? What is their calling in life for the future? What part, if any, does God play in their past, present and future?</p>
<p>Half Term 5</p>	<p>Sacraments In the Summer A half term, we study and examine the 7 Sacraments of the Catholic Church. The students study all of the Sacraments. Beginning at the Sacrament of Baptism, all through the Sacrament of the Anointing of the Sick. The students will study the Biblical foundations of each sacrament and the importance of them for the lives of Catholics today.</p>
<p>Half Term 6</p>	<p>Faith, Service and Community- The last part of the Y7 curriculum focusses on the work of Christians today. The programme of study begins with the analysis of the radical teachings of Catholic Social Teaching (CST) and moving on to the work of Catholic charities including CAFOD. We look at different types of poverty and why it is important for religious believers to support the poor and needy. This foundation of Catholic Christianity will serve the student s well for their GCSEs. The students will move on to study other religions in the next coming years.</p>
<p>Homework</p>	<p>Students will receive homework every week, this will vary from a piece of work expected the week after to an extended project work requiring more time to complete it.</p>
<p>One thing to read</p>	<p>For those unfamiliar with The Bible stories then a children's version of The Bible will be helpful. Also will internet research on the history of St Jean Baptist de La Salle and the work of the Lasallian Order today be useful for the students.</p>
<p>Skills you need to start with</p>	<p>Reading skills; spelling, punctuation and grammar. Be able to confidently engage with different views, even if you are not able to fully engage in well-reasoned arguments (<i>we will teach you that!</i>)</p>
<p>What the current Year 7 say</p>	<p>"I really enjoy the discussions between people from different religions"</p>
<p>By the time you finish KS3 you'll be ...</p>	<p>An up-and-coming theologian, a critical thinker, respectful of all faiths (and those of none) and finally able to confirm your own religious belief (or none),</p>



Art & Design - Year 7 - Everyday Objects.

<p>Term 1</p>	<p>Understanding Drawing and the Formal Elements in Art Key Skills: Part 1</p> <p>Students will explore</p> <p>Line: Weight, Contour, and Continuous. Artist: Kathy Miles Shape: Organic Shapes, Geometric Shape, Organic Forms, Geometric Forms. Colour: Colour wheel and colour theory: Primary, Secondary, Tertiary, Complementary, Analogous Students will study and research a range of artists.</p>
<p>Term 2</p>	<p>Key Skills: Part 2</p> <p>Students will explore</p> <p>Tone: Gradation, tonal scale, mark making. Pattern: Repetition, Rotation, Reflection, Tessellation Composition: Mid ground, Foreground, Background, Viewpoints, Focal point. Students will study and research a range of artists e.g. Kelvin Okafor, M.C. Escher, Bridget Riley. Extension: Texture lessons.</p>
<p>Term 3</p>	<p>Observational Drawing using a range of wet and dry media Drawing for different purposes Revisit Formal Elements through drawing: Composition, Dramatic Lighting, Still life, Viewpoints Develop annotation skills and use of key terms Using a different skill/media/processes and techniques.</p>
<p>Homework</p>	<p>Students are expected to spend at least 1hr. on their Homework. The work will be a combination of Drawing, Artists Research, Annotations, Analysis and Evaluations.</p>
<p>One thing to read</p>	<p>About the different styles of Art and Artists, you enjoy. Any recent Art exhibition in London that you could visit</p>
<p>Skills you need to start with</p>	<p>Drawing skills A basic understanding of the Formal Elements in Art Art Appreciation</p>
<p>What the current Year 7 say</p>	<p>I never thought I could draw, until now.</p>
<p>By the time you finish KS3 you'll be ...</p>	<p>A creative and competent Artist who is able to explore ideas, processes and techniques in Art with both skill and confidence.</p>



Physical Education - Year 7

Half Term 1	<p>G&T Scope- Students are baseline assessed across a range of core sports and skills.</p> <p>Basketball- Students will develop skills utilising effective decision making, offensive and defensive plays and apply this to small sided games to increase tactical awareness and understanding.</p>
Half Term 2	<p>Rugby- Students will begin with development of ball familiarisation into non-contact conditioned games, developing their game awareness and intricacies of the game before applying this into safe and effective contact games.</p> <p>Swimming- Students will begin with competency tests to determine current level of ability before developing their front crawl and back stroke technique with a focus on the leg and arm action to increase the effectiveness of the stroke action.</p>
Half Term 3	<p>Table Tennis- Students will apply rules and skills to singles and doubles gameplay before developing the serve and focusing on the manipulation and outwitting of an opponent using a plethora of forehand and backhand shots.</p> <p>Handball- Students will be introduced to the basics of the game before advancing to defensive structures and offensive plays. Students will also compare the differences between the delay and fast break principles.</p>
Half Term 4	<p>Football- Students will develop their skills to focus on tactical decision making such as scanning and penetration using a range of passes to create goal scoring opportunities.</p> <p>Athletics- During athletics lessons, students will complete lessons in a cycle of track, throw and jump. Results during lessons are compared to English Schools Athletics Association guidelines and awarded in a bronze, silver and gold system.</p>
Half Term 5	<p>Cricket- Students will develop their skills of setting a field and apply this to small sided fielding games. Students will then focus their attention on a range of batting techniques and develop this alongside their effective bowling delivery.</p>
Half Term 6	<p>Rounders- Students will analyse and depict the tactical elements of rounders and how to effectively use field placement to decrease run rate. Students will also look to find gaps in the field to strike the ball during small sided games.</p>
Homework	<p>For homework before September, please instruct your son to research and develop their understanding of “What an effective warm up looks like”. This will then help students to deliver a warm up to their peers during class when they begin in September.</p>
One thing to read	<p>Sport-related current news and published reports about the World Cup this summer. England Rugby RFU Secondary School’s rugby ready rules.</p>
Skills you need to start with	<p>An understanding of basic invasion game rules and principles. Basic competency relating to hand-eye co-ordination Adequate level of physical fitness.</p>
What the current Year 7 say	<p>“PE is always fun and I look forward to my lessons where I progress at the sports I enjoy. I thought I knew lots about sport when arriving at St Joseph’s, but my PE teacher helped me to improve. There are lots of sports that we do each year”</p>
By the time you finish KS3 you’ll be ...	<p>A competent and reflective well rounded sportsman who is able to listen to and provide feedback on performance throughout both individual and team based games.</p>



Design Technology - Year 7

<p>Rotation 1 (9 weeks)</p>	<p>Acrylic Clocks Students will research the design movement 'Art Deco' in order to design a clock based on the style's characteristics. Designs will be hand drawn and then finalised using CAD (computer aided design) software, showing awareness of positive and negative space. Students will see and understand how the laser cutter is used to produce the designs from acrylic plastic (computer aided manufacture). They will then use equipment such as the line bender to make the clock freestanding, assemble it with bought-in components and learn how to take professional photos of their final products. Their projects will be documented at each stage from research to evaluation but the assessment focus of the project will be research. Alongside this practical project, students will learn the theory of plastics and their use in the world today.</p>
<p>Rotation 2 (9 weeks)</p>	<p>Metal Coat Hooks Students will design and make coat hooks in the Engineering workshop. They will learn theory surrounding metals alongside a working knowledge of the material through bending, forming and finishing. Finally, students will test and evaluate their products; the assessment focus of this project.</p>
<p>Rotation 3 (9 weeks)</p>	<p>Food The food specialism will enable students to develop basic culinary skills and give them a basic understanding of nutrition and healthy eating principles so that they can build confidence when working in the kitchen. They will learn a variety of skills including cutting skills and knife handling. They will practise a range of cooking methods including steaming, baking and frying. Food safety and personal hygiene is also a main focus.</p>
<p>Rotation 4 (9 weeks)</p>	<p>Pop-Up Cards Through working with a variety of thicknesses of paper, card and board, students will understand their characteristics and different uses. They will learn how to convert 2D designs into 3D using nets to create a fun and creative pop-up card for an occasion of their choice. Students will sketch ideas learning design development and illustration as well as practical skills that they will use again in Year 8, such as how to use a craft knife safely and accurately.</p>
<p>Homework</p>	<p>A variety of tasks depending on the focus of the project ranging from research and presentation, drawing and designing, communication of ideas and analysing, evaluating and testing.</p>
<p>One thing to prepare...</p>	<p>Students are expected to be creative and be inspired by the world around them. Trips to galleries and museums in and around London can help this and students are always encouraged to take a sketch book with them to record ideas that can be used in their school projects. Ideas can be recorded as notes, sketches, photos or collages. Students can also find ideas in art and design magazines and at craft fairs.</p>
<p>Skills you need to start with</p>	<p>Using basic equipment including a pencil, colouring pencils, fine liners, a ruler and a protractor. Knowledge of the differences and uses of sellotape, double sided tape and masking tape will also help.</p>
<p>What the current Year 7 say</p>	<p>"It was great actually making something and being able to take it home after I finished the project."</p>
<p>By the time you finish Year 7 you'll be ...</p>	<p>Practised in the various aspects of the linear design process (research - designing - making - testing and evaluating). Have an understanding of and working knowledge of 4 material areas (plastic, metals, paper and boards and food). Be able to create both computer and hand drawn sketches and working drawings and be able to use a range of tools, equipment and stationary safely and confidently.</p>



Spanish - Year 7

Half Term 1	<p>Introducing yourself Talking about your personality Using adjectives that end in -o/-a Talking about age, brothers and sisters Using the verb tener (to have) Saying when your birthday is Using numbers and the alphabet</p>
Half Term 2	<p>Talking about your pets Making adjectives agree with nouns Writing a text for a time capsule Adding variety to your writing Say what you like to do Talk about your free time Navidad & Christmas Card Competition</p>
Half Term 3	<p>Weather Sports Say what you study Give opinions about school</p>
Half Term 4	<p>Describe your school Talk about what you do at break Describe your family Describe hair & eyes Describe where you live – flat/house</p>
Half Term 5	<p>Describe your family Describe hair & eyes Describe where you live – flat/house</p>
Half Term 6	<p>Describe your town/village The time Ordering in a café Say what you are going to do</p>
Homework	<p>You'll be given one homework a week – learning for a spelling test, using ActiveLearn (online package), worksheet etc</p>
One thing to research	<p>Go onto some Spanish websites and find something you are interested in. If you type .es at the end you will find it helps. Research your favourite Spanish sportpeople!</p>
Skills you need to start with	<p>Listening, speaking, reading and writing!</p>
What the current Year 7 say	<p>“me encanta el español porque es fantástico”</p>
By the time you finish KS3 you'll be ...	<p>Able to talk about yourself, your family & your school – all from memory! Wow!</p>





<h1>ICT and Computing - Year 7</h1>	
Half Term 1	<p>E Safety Students will learn to use technology safely and responsibly, take measures to protect their identity and privacy when using the internet, identify good and bad online behaviour, including cyberbullying and scams. Students will define key terms to do with privacy and security threats and demonstrate understanding of ways to report concerns.</p>
Half Term 2	<p>Hardware and Software Students will demonstrate understanding of what kinds of devices can be considered computers, know the difference between hardware and software and understand what several input and output devices are used for. Students will evaluate appropriate input and output devices for a given scenario and show an understanding of what a CPU is.</p>
Half Term 3	<p>Programming with Scratch Students will be able to create simple programs in scratch and be able to debug programs in scratch Students will be able to write programs to do specific things, use variables in scratch, produce a sequence algorithm using scratch, produce a selection algorithm using scratch and also be able to produce a iteration algorithm using scratch</p>
Half Term 4	<p>Designing an App Students will evaluate current applications, design an application for a specific target audience, create an application for a specific target audience and evaluate their application</p>
Half Term 5	<p>Creating Graphics Students will evaluate current animated characters Students will design a graphic for a specific target audience Students will create a graphic for a specific target audience Students will evaluate their graphic</p>
Half Term 6	<p>Binary Students will identify that binary data is made up of 1s and 0s Students will demonstrate understanding of how binary representation works (e.g. 101 = 5) Students will convert numbers from binary to decimal and vice-versa</p>
Homework	<p>Students are expected to complete <i>at least</i> two pieces of independent study per week; this could be an online Doodle activity such as a content PowerPoint, followed by a revision and learning-check quiz, or a more extended, written assignment that could require additional research.</p>
One thing to read...	Any introduction to computer Science
Skills you need to start with	You will need an enquiring mind that is good at solving problems.
What the current Year 7 say...	'I never thought I would be able to make a character move on the screen in a game that I created.'
By the time you finish KS3 you'll be...	Able to write enough code to make a simple game.

