

**Year 7 Art and Design**  
**The Formal Elements of Art**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>HT1 and HT2: Still Life</b> Learners will record a range of drawing studies in graphite, pen, ink and crayon (Fine Art media). Learning will focus on the Formal Elements of Art. Line, shape, form, tone, texture, pattern, colour, space and composition. Line, tone, form and shape will be the main focus this term. Mark making, blending, shading, enlarging and reducing will be investigated using primary and secondary sources. Learners will encounter and look at great artists, craft makers and designers, for example, Vincent Van Gogh. They will focus on practical skills and techniques.</p>	<p><b>HT3 and HT4: Environment</b> Learners will record a range of studies in Fine Art media looking at the natural and manmade structures in the local environment. Painting techniques will be introduced and perspective revisited. Learners will recall the Formal Elements and focus on line, shape, form, tone, texture, colour and composition. Mark making, blending, shading, enlarging, reducing, layering, colour theory and gridding will be explored using primary and secondary sources. Learners will encounter and analyse great artists, craft makers and designers. They will focus on practical skills and techniques and link theory to the Impressionist Art Movement.</p>	<p><b>HT5 and HT6: African Art</b> Learning will focus on line, shape, form, tone, texture, pattern, colour, space and composition. Relief, collage, decorative techniques and mixed media will be investigated. Learners will look at African art and how sculpture influenced western art. Learners will create research pages from their findings and know about the formal elements. They will be able to analyse, evaluate and make connections with a range of artefacts. Pattern and motif will be a focus here linking to textiles and 3D Art.</p>

**Assessment and Success Criteria**

<p><b><u>HT1</u></b> A baseline test will link to KS2. Focussing on line, tone and form. Keywords and spellings will be recalled with a mini assessment at half term.</p> <p><b><u>HT2</u></b> Drawing studies and annotation.</p>	<p><b><u>HT3</u></b> Mark making assessment. Keywords and spellings will be recalled with a mini assessment at half term.</p> <p><b><u>HT4</u></b> Drawing studies with annotation and final outcome.</p>	<p><b><u>HT5</u></b> Media assessment. Keywords and spellings will be recalled with a mini assessment at half term.</p> <p><b><u>HT6</u></b> Drawing studies with annotation and final outcome. Final sketchbook.</p>
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Year 7 – Computing (SOW)		
Term one	Term two	Term three
HT1 7.1 Intro to Network, E-Mail and E-Safety: Learners will explore the school network and how to use it safely. They will explore e-safety dangers and ways to stay e-safe. Key Software Skills: E-Mail, Search Engines, Presentation	HT1 7.2 History of Computing continued. 7.3 Binary: Learners will explore how computers process information and how to convert denary numbers into binary. Key Skills: Numeracy	HT1 7.4 Spy School continued. 7.5 Programming Learners will explore the skills required to create a basic computer programme using Scratch programming language. Key Software Skills: Programming
HT2 7.2 History of Computing: Learners will explore aspects of cryptography and the role of WW2 in the invention of the first electronic computer. Key Software Skills: Word Processing, Desktop Publishing	HT2 7.4 Spy School: Learners will explore the purpose of spreadsheets, how to format a spreadsheet and why it users might find spreadsheets useful. Key Software Skills: Excel	HT2 7.5 Programming continued Key Software Skills: Programming
Assessment and Exams		
Typing speed assessment  End of unit 7.1 assessment  Mini – Literacy Key word assessments	End of unit 7.2 and 7.3 assessments  Mini – Literacy Key word assessments	Typing speed assessment  End of unit 7.4 and 7.5 assessments  Mini – Literacy Key word assessments

**Year 7 – Drama**  
**(1 lesson a week and a ‘class’ rotation of 15 learners half termly)**

<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>
<p><b>HT1/2: Theatre In the Making:</b>  Learners will be given a range of stimuli for which they must complete imaginative improvisations to create performances considering staging, characters and theatrical skills. Learners will learn to develop their vocal and physical skills.</p> <p><b>Topics : Characterisation, Television Advertising and the Media, Devised theatre and Exploring Social Themes:</b> Learners will be given a range of real-life and fictional scenarios upon which they must create devised work. The scheme of learning is aimed to develop a learners imagination and to also create realistic scenarios to enable learners to transfer classroom learning to real events and the role it serves beyond the classroom.</p>	<p><b>HT3/4: Script Exploration.</b>  Learners will read the play <i>The Terrible Fate of Humpty Dumpty</i> as a class; reading is accompanied by teaching of historical context, style, stage techniques and exploration of the characters' motives and actions. Learners are to be assessed: How would Learners perform a character from an extract in the play. Learners will learn about and explore the theme of bullying. They will consider staging, lighting, costume and props and they will assume the roles of directors, actors, stage managers, sound and lighting technicians.</p>	<p><b>HT5/6: News Reporting:</b>  Learners will create their own topical and socially relevant news report. This will follow research of events and themes accompanied by teaching of historical context, style, stage techniques and exploration of the role and characters motives and actions. Learners are to be assessed: How would Learners perform a role e.g fact based with researched information and background. Learners will learn about and explore the social themes e.g pollution, environment etc. They will consider staging and lighting and they will assume the roles of directors, actors, stage managers, sound and lighting technicians.</p>

**Assessment and Exams**

Learners will be assessed in a practical performance demonstrating their knowledge and skills learned throughout the topics.

## Year 7 ENGLISH

### Unit One

#### **Narratology**

Learners will begin their English journey by exploring the concept of Narratology.

During this unit they will read several short stories and focus on the structures of these stories. They will be introduced to several different story models and map these models next to the story to develop an understanding that stories take reader on a journey and some stories follow similar patterns of events.

#### **Main Learning Points**

1. Stories come in different forms and have been developed
2. Narratives follow a story arc which lead the direction and key stages of the story
3. Stories contain key elements

The aim of this unit will also be to support reading skills in learners.

They will finish this unit by studying a 'history' of literature and being introduced to the literary timeline, which they will refer back to throughout the next 4 years in English.

### Unit Two

#### **Characterisation and Setting**

Learners will build on their learning from unit one by focusing other key elements of a story. They will explore a range of characters and settings

Learners will begin by looking at some of the characters from Greek Myths and The Canterbury Tales before exploring the use of both characterisation and setting in the form of a longer novel.

#### **Main Learning Points**

1. Settings establish a mood
2. Settings can establish a context
3. Settings can function as an extra character
4. Characters are crafted through the way they are described, speak, and interact with other characters
5. Characters develop through a narrative
6. Narrators convey the story to the reader and can be distinguished by person (1st/ 2nd/ 3rd)

#### **Texts Studied:**

Prometheus and Epimetheus, Pandora, Achilles, Icarus, Medusa, The Canterbury Tales, Beowulf, The Boy in Striped Pyjamas, Lord of the Flies

### Unit Three

#### **Form and Structure**

Learners will finish Year 7 with a unit that looks at different forms and structures of writing. Using their developing knowledge of narratology, characterisation and setting from the first two units, learners will develop this knowledge and apply it to texts which are different in form and styles to a novel. They will begin by studying poetry and exploring the different forms of a poem, and the role of setting, characterisation and speaker. During their poetry study they will be introduced to Shakespeare and his sonnets. Learners will then read a Shakespeare play. Again they will be applying their knowledge on characterisation and setting to a different form of writing and exploring the creation and development of characters. They will finish the year with transactional writing during which they will use the Shakespeare play as a springboard for their writing skills.

#### **Main Learning Points**

1. Writing comes in different forms, structures and styles
2. Understanding the concept of a play

#### **Texts Studied:**

An anthology of poetry  
Romeo and Juliet

## Assessment and Exams

Learners will be tested on both knowledge and skills regularly in each unit.

1. In unit one learners will be assessed on their ability to map story arcs and plan effectively.
2. In unit two learners will be assessed on their knowledge of the novel they have studied, their ability to explore characterisation and settings and their creative writing skills.
3. In unit three learners be assessed on their knowledge of Romeo and Juliet, the form and structure of poetry and their transactional writing skills.

## Geography Curriculum

### Year 7

#### **Autumn Term 1**

Exploring the UK

Learners will gain a deep understanding of the human and physical uniqueness of the United Kingdom. The dynamic and modern nature of the United Kingdom will be examined along with the dominant industries and its connection and place within the world.

#### **Spring Term 1**

Exploring the Oceans

This introduction to oceans allows learners to begin to explore the complexities of the ocean environment and the impacts the human activity can have. They will study the importance of oceans and how climate change will affect ocean environments and different groups of people in different countries.

#### **Summer Term 1**

Exploring Cities

Cities are continuing to grow and to become dynamic spaces where different opportunities and challenges emerge. Learners will develop and understanding of this and the process of urbanisation. A detailed examination of different cities will compare the different methods available to overcoming the different challenges that cities now face.

#### **Autumn Term 2**

Exploring China

Learners will begin to explore the human and physical uniqueness of China and compare it to the UK. Many misconceptions exist regarding China, this unit aims to give learners a clear picture of how the most populated nation on the planet interacts with the natural environment and other nations.

#### **Spring Term 2**

Exploring Africa

The continent of Africa is the most diverse on the planet. Learners will discover the many contrasts that exist in Africa and focus on specific countries to look at how different processes, both globally and nationally have influenced the dynamic and diverse continent.

#### **Summer Term 2**

Fieldwork Investigation comparison

Fieldwork continues to be one of the most influential areas of Geography allowing learning to be taken in to the real world. In this introductory unit learners will begin to develop the key skills to build a fieldwork investigation and ask questions about the future development of Manchester city centre.

#### **Assessment**

Assessment will be conducted at the end of two rubrics and in line with school data points. Learners will be assessed on the content from two half terms and will cover a wide range of skills.

1. Recall which focuses on key content and information.
2. Geographical skills which include the use of map, graphs, statistics and infographics.
3. Extended writing and application where learners are required to apply their learning to an extended answer question.

## Health & Wellbeing – Key Stage 3

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>Focus – Character</b>  <b>Competency – Character</b>  <b>Intent – To develop and build character of learners that will give them key skills for life at RSHS and beyond.</b>                      Overview:                      All learners will start with team building exercises where they will discuss in detail what it takes to be a role model, what is meant by the term citizenship and how we can promote equality within sport and physical activity.</p>	<p><b>HT1</b>  <b>Focus – Leadership</b>  <b>Competency – Communication</b>  <b>Intent – To allow learners to develop their self-confidence and range of communication skills through leadership.</b>                      Overview:                      Learners will discover what it takes to be a leader, developing personal qualities and self-confidence through sport and physical activity.</p>	<p><b>HT1</b>  <b>Focus – Decision Making</b>  <b>Competency – Critical Thinking</b>  <b>Intent – To develop confidence when reviewing their own performance and have the knowledge to make tactical decisions.</b>                      Overview:                      Learners will identify different tactics used in a variety of sports and discuss the use of tactical play. Learners will observe and review their own and their peers performance giving tactical advice to improve performance.</p>
<p><b>HT2</b>  <b>Focus – Health &amp; Fitness</b>  <b>Competency – Citizenship</b>  <b>Intent – To ensure all learners understand the benefits of a healthy active lifestyle.</b>                      Overview:                      Introduce the various components of fitness and encourage discussion amongst learners about the benefits of a healthy active lifestyle. Learners will discover different methods of testing physical health and be able to identify of how different types of physical training can improve specific components of fitness.</p>	<p><b>HT2</b>  <b>Focus – Coaching</b>  <b>Competency – Collaboration</b>  <b>Intent – To give learners the tools to reflect on their own performance, identifying strength and areas to improve. Setting targets will allow learners to develop their knowledge of development.</b>                      Overview:                      Using skills covered through the previous leadership focus learners will complete a number of activities where they take the lead, coaching their peers and others. Sharing good practice and setting targets to improve their performance.</p>	<p><b>HT2</b>  <b>Focus – Performance</b>  <b>Competency – Creativity</b>  <b>Intent – To allow learners opportunity to select and combine various skills whilst understanding the demands of successful performance.</b>                      Overview:                      As they come to the end of their year 7 journey learners will reflect on the range of skills covered throughout the year. Learners will be given the opportunity to select, combine and perform their strongest of skills through physical activity.</p>

### Assessment and Exams

Assessment – Ongoing assessment through observation, performance analysis and targeted Q&A.

All learners will end each half term focus with a competitive full year tournament. The key 'I can' statements will form much of our assessment throughout the year and will allow decisions to be made regarding key skills and levels of performance.

## Year 7 – Maths

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>Number: Place Value and Types of Number (5 weeks)</b></p> <ul style="list-style-type: none"> <li>➤ To understand and apply principles of place value to ordering and rounding.</li> <li>➤ To understand and apply multiples, factors and prime numbers.</li> <li>➤ To use and apply powers and roots with and without a calculator.</li> </ul> <p><b>Algebra: Sequences (2 weeks)</b></p> <ul style="list-style-type: none"> <li>➤ Continue a sequence in numbers and patterns.</li> <li>➤ Determine whether a sequence is arithmetic, geometric, Fibonacci or quadratic.</li> <li>➤ Find the first term and the common difference.</li> <li>➤ Find the formula for the position to term rule and use it to find specific terms of a sequence.</li> </ul>	<p><b>HT3</b>  <b>Number: Ratio and Proportion (5 weeks)</b></p> <ul style="list-style-type: none"> <li>➤ Use ratio notation and the principles of simplification with ratios.</li> <li>➤ Divide quantities and measures into given ratios.</li> <li>➤ Understand and apply the unitary method to proportion.</li> <li>➤ Understand and use the relationship between ratio, proportion, fractions and percentages.</li> </ul>	<p><b>HT5</b>  <b>Number: Fractions (5 weeks)</b></p> <ul style="list-style-type: none"> <li>➤ Further develop understanding of fractions using images and manipulatives to try increasingly difficult problems.</li> <li>➤ Confidently complete all operation calculations using fractions and/or mixed numbers.</li> <li>➤ Using pictorial images to solve quantity problems involving fractions.</li> </ul>
<p><b>HT2</b>  <b>Algebra: Sequences (2 weeks)</b>                      – Continued from previous HT.</p> <p><b>Number: Percentages (5 weeks)</b></p> <ul style="list-style-type: none"> <li>➤ Understand the principles of percentages as a proportion and write percentages as fractions and decimals.</li> <li>➤ Calculate percentages with and without a calculator, including the use of multipliers in problems.</li> <li>➤ Understand the principles of percentage change in common contexts, including examples of repeated change.</li> </ul>	<p><b>HT4</b>  <b>Algebra: Expressions (5 weeks)</b></p> <ul style="list-style-type: none"> <li>➤ Understand the use of letters in mathematics and how expressions are formed from different contexts.</li> <li>➤ Apply the basic principles of simplification and substitution to algebraic expressions and formulae.</li> <li>➤ Understand the application of expanding and factorising as they apply to expressions.</li> </ul>	<p><b>HT6</b>  <b>Statistics: Probability (5 weeks)</b></p> <ul style="list-style-type: none"> <li>➤ Understanding the language and concepts of probability and its notation.</li> <li>➤ Explore the differences between theoretical and experimental probability &amp; use relative frequency.</li> <li>➤ Use and explore diagrams associated with probability, including Venn and Tree diagrams.</li> </ul> <p><b>End of Year Project - Sports (2 weeks)</b></p>

### Assessment and Exams

At the end of each topic learners will complete an end of unit assessment to determine progress against the criteria of each unit.  
 Learners will complete termly assessments on content covered to date including basic skills.  
 In Year 7 Exam Week learners will complete a GCSE Foundation Paper.

## Year 7 – MFL (Spanish & French)

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>Spanish: ¡Viva! 1</b>  <b>Módulo 1 Mi vida– My life</b>                      Learners will take part in a wide variety of tasks and activities using language and vocabulary relating to their own lives. They will learn how to greet each other, introduce themselves, and ask and answer questions about where they live. In this scheme of work, learners will understand how to use the present tense of the verb 'ser' (to be) with a range of adjectives in order to be able to describe personality. They will be able to recall and recognise dates using the months of the year and numbers 1-31. They will also use colours to describe pets and understand how to apply correct adjectival agreements.                      The learners will be provided with opportunities to develop the four skills of reading, writing, speaking and listening using role-play, drama, games, video, songs and other authentic materials.</p>	<p><b>HT3</b>  <b>Spanish: ¡Viva! 1</b>  <b>Módulo 3 Mi insti – My school</b>                      Learners will be introduced to the vocabulary for school subjects, which will lead to a discussion on the gender of nouns in Spanish.                      They will continue to develop the skill of conjugating -ar verbs but with a focus on saying what 'we' do. Learners will continue to give opinions and be introduced to the concept of using 'me gusta(n)' + el/la/los/las to discuss school subjects. They will also be encouraged to develop their opinions with the use of connectives and justifications.                      Learners will continue to build their knowledge of descriptive vocabulary and demonstrate greater confidence in applying adjectival agreements.                      Learners will be also introduced to -er and -ir verbs' in order to describe what they do during break and lunch times</p>	<p><b>HT5</b>  <b>French: Studio 1</b>  <b>Module 2 Mon college- My school</b>                      Learners will learn the vocabulary for school subjects. They will Give positive and negative opinions about their school subjects and teachers using and building on the descriptive vocabulary taught in HT2.                      Learners will be introduced to the concept of telling the time in the target language and be able to use this to discuss their own timetables. Learners will be able to describe what they do during break times.                      Learners will continue to build their banks of vocabulary and demonstrate greater confidence in applying accurate grammar such as adjectival agreements.</p>
<p><b>HT2</b>  <b>Spanish: ¡Viva! 1</b>  <b>Módulo 2 Mi tiempo libre-Free time</b>                      Building on the language and vocabulary taught in half-term one, learners will learn how to say what they like to do in their free time using opinion phrases such as 'Me gusta' + infinitive (I like to do). Learners will begin to understand how to use a range of regular -ar verbs in the present tense, predominantly focused on the 'I' form of the verb. They will learn to talk about the weather and sports using 'cuando' (when) as a connective. Learners will spend time specifically focusing on reading skills and speaking skills during this module. They will discuss and demonstrate what linguists mean by reading for gist; identifying cognates and near- cognates; forming questions and how to identify key question words.</p>	<p><b>HT4</b>  <b>French: Studio 1</b>  <b>Module 1 C'est perso- It's personal</b>                      In order to offer learners a varied curriculum, they will begin to learn French for the remainder of the year and will opt for their preferred language at the end of Year 7.                      During this module, learners will be talking about their own interests. They will learn to give opinions and describe themselves using a range of new adjectives. They learn how the adjectives agree with the noun and they will be able to give physical descriptions and descriptions of their personalities. Learners will have the opportunity to develop the four skills using a variety of tasks and activities supported by a range of authentic materials.</p>	<p><b>HT6</b>  <b>French: Studio 1</b>  <b>Module 3 Mes passetemps – My free time</b>                      Learners will be able to say what they like to do in their free time. They will learn how to apply the present tense of regular –er verbs. They will be learn vocabulary to talk about sports and other activities they enjoy doing in their free time. They will be encouraged to learn the full paradigm of the verb 'aimer' (to like) to be, used with the infinitives 'faire' (to do/make) and 'Jouer' (to play) in order to describe what they and other people like to do during their spare time.                      During this module, learners will talk about computers and mobile phones and share their opinions on their benefits and drawbacks.</p>

### Assessment and Exams

Term 1: HT1: Reading assessment – Mi vida  
 Term 2: HT3: Writing/speaking – Mi insti  
 Term 3: HT5: Listening assessment – Mon collège

HT 2: Listening assessment – Mi tiempo libre  
 HT 4: Reading assessment – C'est perso  
 HT6: Writing/speaking – Mes passetemps

**Year 7 – Music**

Term one	Term two	Term three
<p>HT1 <b>Performance Skills</b> Learners will learn how to read a variety of notation such as Graphic Scores and Western Classical. These skills will be used to read music in order to learn how to play a piece of music on the keyboard. Learners will understand what timbre is and how this can be used to change a piece of music. Learners will have an awareness of timbre and be able to identify different timbre in a variety of pieces. Learners will understand how an ensemble works and be able to practice effectively.</p>	<p>HT1 <b>Performance Skills</b> Learners will learn how to read a variety of notation such as Graphic Scores and Western Classical. These skills will be used to read music in order to learn how to play a piece of music on the keyboard. Learners will understand what timbre is and how this can be used to change a piece of music. Learners will have an awareness of timbre and be able to identify different timbre in a variety of pieces. Learners will learn what a chord is and how to play them, both single finger and full. They will use this skill to then add an accompaniment to the melody of their chosen piece of music.</p>	<p>HT1 <b>Performance Skills</b> Learners will learn how to read a variety of notation such as Graphic Scores and Western Classical. These skills will be used to read music in order to learn how to play a piece of music on the keyboard. Learners will understand what timbre is and how this can be used to change a piece of music. Learners will have an awareness of timbre and be able to identify different timbre in a variety of pieces. Learners will learn what a chord is and how to play them, both single finger and full. They will use this skill to then add an accompaniment to the melody of their chosen piece of music.</p>
<p>HT2 <b>Composition skills</b> Learners will understand what the concept of composition is. They will learn what the elements of music are and how these are combined to create a piece of music. Learners will study a variety of leitmotifs in order to establish how to create a successful piece of music and then use this to create their own composition using technology to a Pixar Short Movie.</p>	<p>HT2 <b>Composition skills</b> Learners will understand what the concept of composition is. They will learn what the elements of music are and how these are combined to create a piece of music. Learners will study a variety of leitmotifs in order to establish how to create a successful piece of music and then use this to create their own composition using technology to a Pixar Short Movie.</p>	<p>HT2 <b>Composition skills</b> Learners will understand what the concept of composition is. They will learn what the elements of music are and how these are combined to create a piece of music. Learners will study a variety of leitmotifs in order to establish how to create a successful piece of music and then use this to create their own composition using technology to a Pixar Short Movie.</p>
Assessment and Exams		
<p>Learners will perform their chosen piece of music to the class. Learners will perform their composition to the class using technology. Learners will also be assessed through a variety of listening activities checking their understanding of notation, the musical elements and timbre in particular.</p>	<p>Learners will perform their chosen piece of music to the class. Learners will perform their composition to the class using technology. Learners will also be assessed through a variety of listening activities checking their understanding of notation, the musical elements and timbre in particular.</p>	<p>Learners will perform their chosen piece of music to the class. Learners will perform their composition to the class using technology. Learners will also be assessed through a variety of listening activities checking their understanding of notation, the musical elements and timbre in particular.</p>

## Year 7 – History – September 2020

Term One	Term Two	Term Three
<p><b>HT1</b> <b>What makes a Mancunian?</b> Learners will study the history of their local area and significant events in their own lives. How has Manchester changed over time? How does the landscape around us show our History?</p> <p><b>Migration and Britain</b> Learners will study the role of migration in shaping the history of Britain from before the Roman period to the modern day. Why have people moved to Britain? How has this shaped the history of our country?</p>	<p><b>HT3</b> <b>Conquest and change – How did the Norman Conquest change England forever?</b> Learners will study how and why England was changed forever by the Norman Conquest. Why did castles appear for the first time?</p>	<p><b>HT5</b> <b>Henry, the Reformation and his heirs.</b> Learners will study the importance of Henry VIII and the Reformation by studying the lives of his children. A study of the chronology and significance of events will be used to investigate what impact this will have on the future of England.</p>
<p><b>HT2</b> <b>The Norman Conquest – England and 1066</b> Learners will study Anglo-Saxon society and the background to the Battle of Hastings in 1066. Why did William win? Sources and interpretations of the events will be analysed. Do they tell us the truth about the events?</p>	<p><b>HT4</b> <b>Problems for Medieval Kings – The Church, Barons and the peasants</b> Learners will study the challenges to kings during the Middle Ages by investigating the murder of Thomas Becket, the Magna Carta and the Peasants' Revolt. Which was most dangerous for the monarchs? Why were they significant?</p>	<p><b>HT6</b> <b>The reign of Elizabeth</b> Learners will study key events in the life of Elizabeth I and why she was significant. Focus will be on the importance of her decision not to marry, the defeat of the Spanish Armada and the use of portraits as propaganda. How have other kings and queens controlled their image?</p> <p><b>Gunpowder Plot – Causes and connections</b> Learners will investigate the causes and events of the Gunpowder Plot in 1605. Links will be made with the religious issues since Henry VIII. Were the Plotters actually guilty, or were they framed?</p>

### Assessment and Exams

The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. A formal exam will be held with learners in exam conditions at least once in the academic year.

## Year 7 Science

Term One	Term Two	Term Three
<p><b>HT1</b> <b>Solar system and beyond</b> Learners will use a range of modelling and simulation techniques to understand how the Earth fits into the solar system and the magnitude of the universe.</p> <p><b>Health</b> Learners will use a range of investigative and modelling techniques to understand how lifestyle choices can affect a person's health.</p>	<p><b>HT3</b> <b>Acids and alkalis</b> Learners will use a range of investigative techniques to understand how to make salts using acids and alkalis during neutralisation reactions.</p> <p><b>Variation</b> Learners will use a range of investigative and modelling techniques to understand how variation is caused by differences in the genomes, lifestyles and environments of the individuals. Learners will look at how organisms reproduce and pass on their characteristics.</p>	<p><b>HT5</b> <b>Materials</b> Learners will use a range of investigative techniques to understand different types of materials, their properties and why they are suitable for their uses.</p> <p><b>Movement</b> Learners will use a range of investigative and modelling techniques to understand the hierarchical organisation of multicellular organisms and the biomechanics of how these organ systems interact to create movement.</p> <p><b>Magnets</b> Learners will use a range of investigative techniques to understand magnetic fields, how they impact other objects and how the force naturally exists within the Earth.</p>
<p><b>HT2</b> <b>Forces</b> Learners will use a range of investigative techniques to understand how forces make things change: the speed, direction and/or shape of an object.</p> <p><b>Cells</b> Learners will use a range of investigative techniques to understand how organisms rely on cells to carry out life processes.</p>	<p><b>HT4</b> <b>Communicable disease</b> Learners will use a range of investigative and modelling techniques to understand how the physical health and the mental health of an organism can be affected by numerous factors.</p> <p><b>Energy Stores and Transfers</b> Learners will use a range of investigative and modelling techniques to understand the value of energy, how it is transferred between objects and can be used in physical processes and mechanisms.</p> <p><b>Atmosphere</b> Learners will use a range of investigative techniques to understand how human activities have affected the Earth's atmosphere.</p>	<p><b>HT6</b> <b>Sound</b> Learners will use a range of investigative and modelling techniques to understand how sound behaves</p> <p><b>Interdependence of organisms</b> Learners will use a range of investigative and modelling techniques to understand feeding relationships within a community of organisms.</p> <p><b>Earth's Structure</b> Learners will use a range of investigative and modelling techniques to understand the structure of the Earth, how magma and lava create the properties found in igneous rocks and the effects of weathering and erosion on sedimentary rocks over time.</p>

### Assessment and Exams

Learners will be assessed during each topic and at the end of each half term complete a formal assessment on content from that half term and previous ones. Learners will also complete a formal exam during exam week on content from year 7.