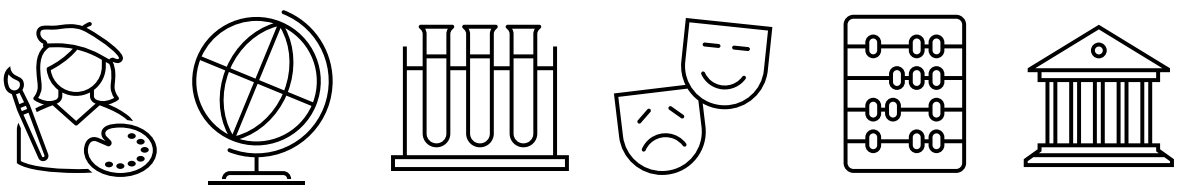
Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 7

Term: Autumn

Contents

Purpose of Booklet

Subjects:

English
Maths
Science
Geography
History
RS
Computing
French*
Spanish*
German*
DT*
Food*
Textiles*
Drama
Music
PSHE
PE
Art

*Students only study one from French, Spanish and German.

*Students study each of DT, Food and Textiles on rotation throughout the year.

Purpose of Booklet

This booklet is intended as part of our legal obligation to provide appropriate work to students who are not able to attend school.

This could include students who are suspended, having an additional SEND learning need or a medical condition.

The booklet should allow families (and students) to fully understand which topics are being covered each term and in each subject.

These booklets, in conjunction with our Knowledge Organisers, will enable families to be much more familiar with the curriculum their children are studying.

The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

Within each subject area in this booklet, you will find a summary of the learning being covered (including skills and knowledge), links to online learning resources that match with the curriculum and some suggested tasks and activities.

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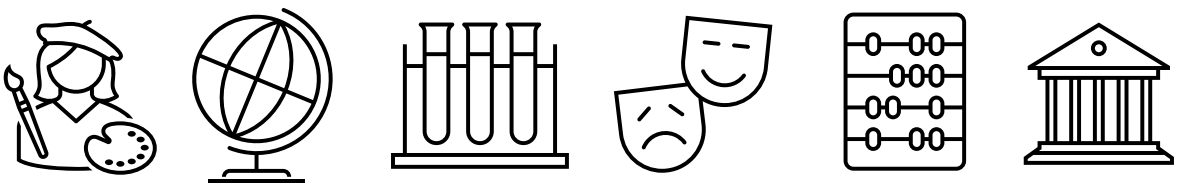
English



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English
Summary of Learning:

Year 7 students will be studying 'Some places more than others' by Renee Watson.

Big Questions:

· Why is it important to understand other people and where they come from?

· What different forms can we use to express ideas and emotions?

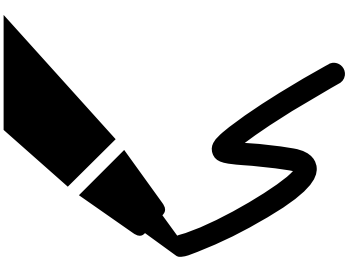
· How do stories/texts help us understand ourselves?

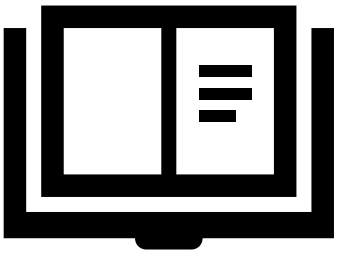
Students will understand and define...

- Literary terminology: character, narrator, protagonist, speaker, setting, theme, atmosphere, tone, dialogue, imagery, figurative language, metaphor, simile, rhyme, rhythm, context, poem/poetry, article, novel.
- Vocabulary: identity, prejudice, resistance,
- Key Contextual Factors: Harlem Rennaissance, Black History – Frederick
- Douglass, Malcolm X, Maya Angelou, Martin Luther King

Students will develop their skills as writers by looking at how to write persuasive letters.

Students will also be analysing poetry on themes of love.





English
Sources of work:

Summary of the book:
https://www.booksfortopics.com/book/some-places-more-than-others/

Introduction of writing and understanding poetry:
https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/creative-writing-poetry-5439/lessons?sid-1c8a92=gLAQF-gtHn&sm=0&src=3

Book review:
https://mgbookvillage.wordpress.com/2019/10/04/book-review-some-places-more-than-others-by-renee-watson/

Practice writing cohesively:
https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/avoiding-fragments-fused-sentences-and-comma-splices-using-capital-letters-and-w/lessons?sid-449483=M_U599Lu19&sm=0&src=3

Reading and descriptive writing:
https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/fiction-reading-and-descriptive-writing-7cc5/lessons?sid-6c27b6=YCg-9jHWB-&sm=0&src=3

English
Possible Tasks:

- A letter to your future self
- Write a diary entry as Amara as you encounter your day in Harlem.
- Write a description of the subway in New York.
- Create a character profile of Amara
- Write a letter to your local council about creating a new playground or park area. (Using letter writing skills)
- Create a poster about why people should visit 125th street.
- Draw a comic strip about a part of the story in Some Places More than Others (choose a chapter or section, not the whole novel!)
- Work through the poetry writing lessons on Oak Academy and write a poem about a topic of your choice. If you need inspiration: a poem about someone you care about, a poem about a place that is special, a poem about a book or story that you love, a poem about nature.
- Write the opening to a short story that includes a mysterious character, paying particular focus on your literacy and grammar skills.
- Design a book cover for Some Places More Than Others
- Complete a poem about something that makes your identity.

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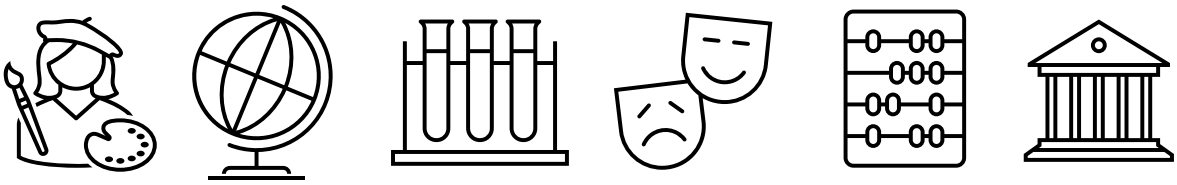
Maths



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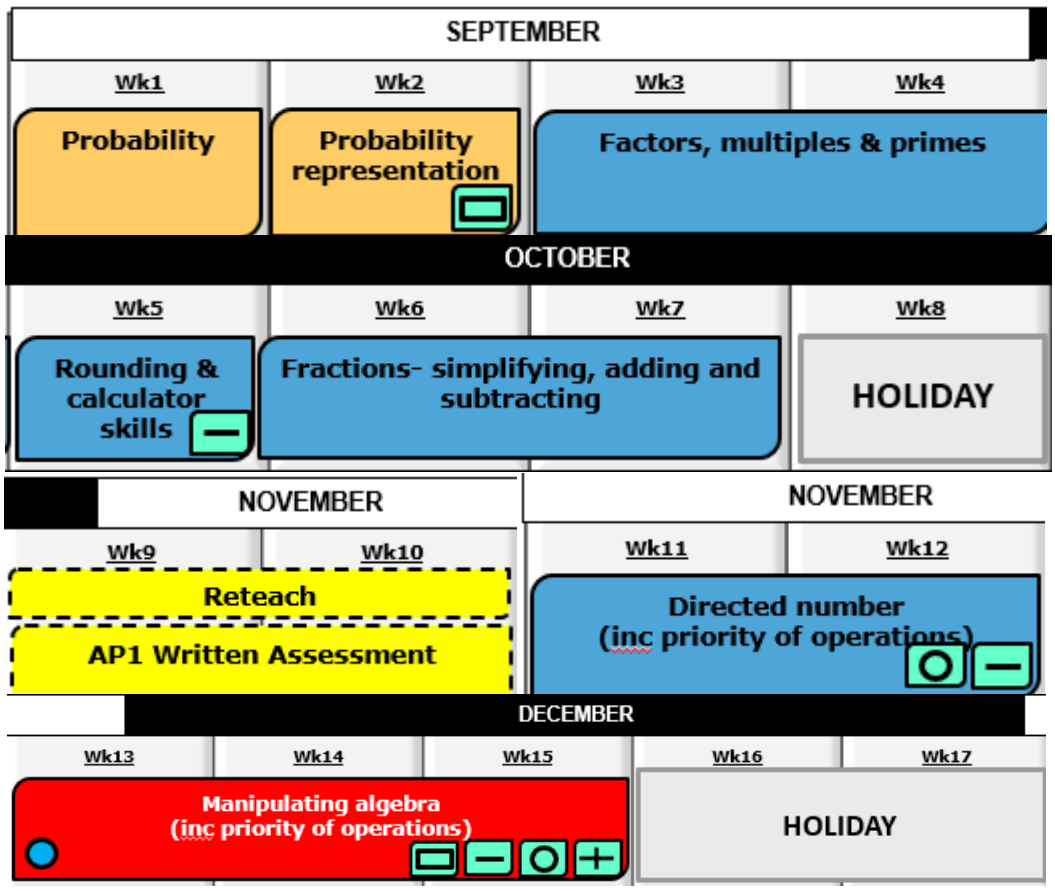
Maths
Summary of Learning:



YR 7 Math Topics

1) Probability
2) Probability Representations
3) Factors, Multiples & Primes
4) Rounding & Calculator Skills
5) Fractions- (Simplify, Add & Subtract)
6) Directed Number (Priority of Operations)
7) Manipulating Algebra (Priority of Operations)
8) Exploring Sequences
9) Fractions-Multiplying & Dividing
10) Decimals
11) Proportional Reasoning (inc. best buys)
12) Ratio
13) Unit of Measure
14) Properties of Shapes (inc. lines of Symmetry/rotational)
15) Perimeter & Area
16) Circle (Area & Circumference)
17) Coordinates grids & introducing Straight Line Graph

Sources of work: Term 1

- Language of probability
- Probability line
- Calculating probability
- Listing outcomes
- Two way tables
- Experimental probability
- Mutually exclusive events
- Probability using Venn diagrams
- And/or probability questions
- Factors, multiples and primes
- HCF and LCM
- Prime factor decomposition (Product of prime factors)
- Fractions: Simplify, add and subtract

Sources of work: Term 2

- Ordering numbers
- Directed numbers – adding and subtracting
- Directed numbers – multiplying and dividing
- Order of operations
- Algebraic Vocabulary
- Algebraic notation
- Algebraic notation – multipyling
- Collecting like terms
- Substitution
- Expanding single brackets
- Factorising single brackets

Possible Tasks:

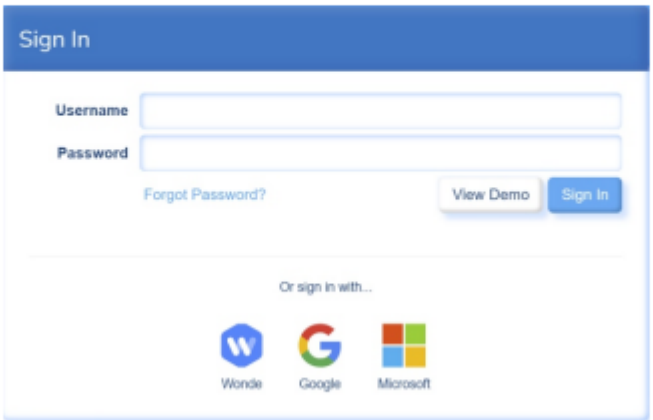
Complete the tasks on mathswatch

Logging into mathswatch

First things first, let's log in

Please navigate to vle.mathswatch.co.uk using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



Login details:

USERNAME: firstnamelastname@bristolmet

PASSWORD: mathswatch

Student guide:

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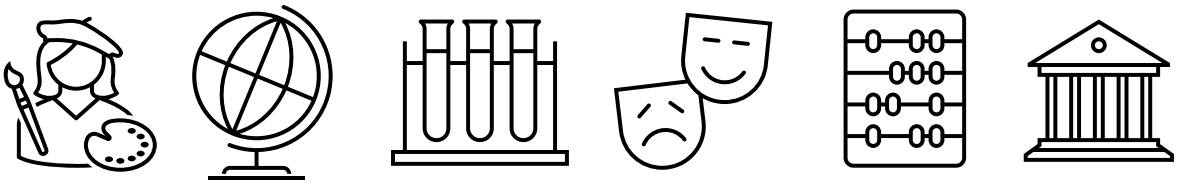
Science



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Science
Summary of Learning:

Unit Title : Particles

Knowledge and skills

- Recall the properties of the different states of matter (solid, liquid and gas) in terms of the particle model
- State that atoms and molecules are particles.
- Describe the differences in arrangements, in motion and in closeness of particles
- modelling solids liquids and gases
- describe the arrangement and motion of particles in different states of matter

Unit Title : Separation techniques

Knowledge and skills

- describe mixtures and methods to make mixtures including dissolving
- Describe what is meant by the term mixture
- Know the key terms of dissolving e.g. solute, solvent, solution
- Describe the process of dissolving
- Describe and perform simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography.
- Be able to describe filtration
- Be able to describe the process of evaporation
- Be able to describe simple distillation e.g. to produce pure water from sea water
- Be able to describe the process of chromatography

Science
Summary of Learning:

Unit Title: Cells

<u>Knowledge and Skills</u>

- Describe cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
  - •Name the parts of a light microscope
  - •Describe how to make a slide
  - •Draw and label plant and animal cell, describe similarities and differences
  - •Calculate magnification
- Recall the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- Describe the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.

Science
Sources of work & Possible Tasks:
Make notes from videos, complete section quiz (Left of page)

1. Particles

Solids liquids and gases

https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/zqpv7p3#zv7mqfr

Changes of state

https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/zyhntrd

2. Separating mixtures

Pure substances

https://www.bbc.co.uk/bitesize/topics/zych6g8/articles/zhjptrd

Dissolving

https://www.bbc.co.uk/bitesize/topics/zych6g8/articles/zs9sp4j

Filtration

https://www.bbc.co.uk/bitesize/topics/zych6g8/articles/zfwbvwx

Evaporation

https://www.bbc.co.uk/bitesize/topics/zych6g8/articles/z9rwwnb

Distillation

https://www.bbc.co.uk/bitesize/topics/zych6g8/articles/zjdssk7

Chromatography

https://www.bbc.co.uk/bitesize/topics/zych6g8/articles/zkqjjsg

Science
Sources of work & Possible Tasks:
Make notes from videos, complete section quiz (Left of page)

3. Cells

Cells, tissues, organs and organ systems

https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm

Animal and plant cells

https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zkm7wnb

Specialised animal cells

https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zfj3rwx

Specialised plant cells

https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/z2vrr2p

How to use a microscope

https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zbm48mn

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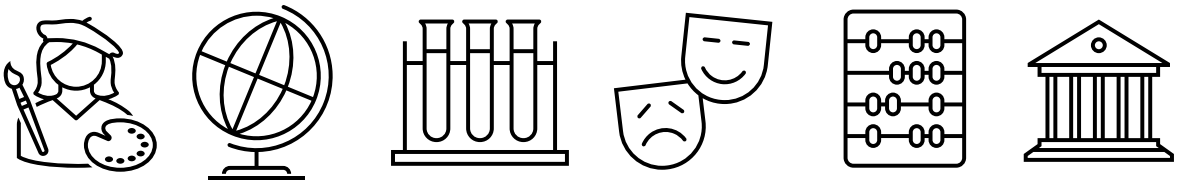
Geography



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Summary of Learning: Yr7 – Geography - Autumn

Where do we live in the UK and the wider world?

- What is a geographer?
- Our place in the world
- Our place in the UK
- Our place in Bristol
- School-site fieldwork

Skills and knowledge:

- 4 and 6 fig. gird reference
- 4 and 8 point compass
- Physical and human features
- Data collection and presentation

Keywords:

continent / ocean / physical / human / longitude / latitude / scale / environment

Why is the Lake District a unique environment?

- The importance of landscapes
- Mapping the Lake District
- The physical making of the Lake District
- The human making of the Lake District
- Why do people visit the Lake District
- Evaluating tourism in the Lake District

Skills and knowledge:

- height on maps eg contours and spot heights
- formation of glacial features
- understanding land-use

Key Words:

National Park / contour lines / glacial / corrie / tarn / u-shape valley / freeze-thaw / tourism / mining

Sources of Work:
Yr7 – Geography - Autumn

Where do we live in the UK and the wider world?

What is the Geography of the UK? – this link is aimed at KS2 but will be a good re-cap of learning about the geography of the UK.

Atlas Skills - a look at atlas skills/world maps – including longitude and latitude.

World Maps - Continents and Oceans - continents and oceans.

Map Skills - Grid References – a how-to for grid references (and distances) on a map.

Why do geographers do fieldwork? – a useful link regarding fieldwork in geography.

Why is the Lake District a unique environment?

Introduction to the Lake District – an overview of the Lake District and of National Parks.

Using Maps - Contours and Symbols – a look at using maps with contour lines and map symbols.

Glacial Formation and Features – a guide to the anatomy of a glacier.

Landscapes of the Lake District – a look at how some of the landscapes of the Lake District were made.

Formation of Glacial Features – generic look at glacial landforms.

Pressures on National Parks – a look at tourism and pressures on National Parks.

Possible Tasks:
Yr7 – Geography - Autumn

1. Bristol OS Map Click on the link which will take you to an OS map of Bristol City Centre. Have a play around by zooming in and out. What map symbols can you see? What would your route be from one side of town to the other?
2. Find a blank world map on Google Images. Paste this into Word or PowerPoint. Label on 6 places around the world that mean something to you. For example, where you or your family originate from; the country of your favourite food/film/popstar/footballer; your favourite holiday location or maybe just somewhere you would really like to visit. Write a short paragraph for each to explain why it is on your map.
3. Fieldwork at home! Create a table like below. Chose three times of the day and count how many people walk past in a 2-minute period. Repeat on another day…is there a pattern? Can you draw your results in a graph? What happens if you count traffic rather than people?

Time of day	Tally	Total

4. Google search an image of Angle Tarn in the Lake District. Label on the features you can see and write a paragraph to explain how it was formed.
5. Helvelyn OS Map Click on the link which will take you to an OS map of the Lake District. Have a look around at the contour lines and spot heights. What features can you find? Can you find a c-shaped corrie around a tarn? Describe a route of walking from one spot to another. Would it be uphill, flat, downhill, steep, gentle etc?
6. Create a table of the pros and cons of tourism in a National Park. Then write a short paragraph to explain why you think tourism should/shouldn't happen in the Lake District.

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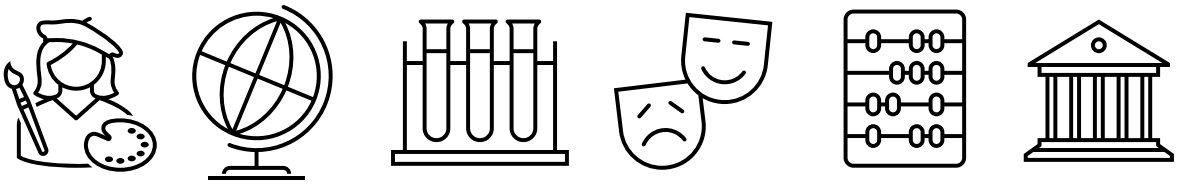
History



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History
Summary of Learning:

Why did William win the Battle of Hastings?

- Who is Simon Schama
- Who were the contenders to the throne?
- The Battle of Stamford Bridge
- The Battle of Hastings
- Why did William win?
- Historical Interpretations

Skills and knowledge:

- Causation
- Interpretations
- Chronology

Keywords:

Decade / Century / Cavalry / Claimant / Fyrd / Heir / Housecarls

What was the Black Death?

- What was life like in Medieval England
- What was the Black Death
- Medieval causes of the Plague
- Medieval cures
- Statue of Labourers
- Peasants Revolt

Skills and knowledge:

- Consequence
- Change & Continuity
- Short- and long-term impacts

Key Words:

Buboes / Bubonic / Flagellants / Miasma / Peasants Revolt / Plague / Poll Tax / Pneumonic / Religion / Rebellion/ Superstition

History
Sources of work:

Why did William win the Battle of Hastings?

https://www.teachertube.com/videos/battle-of-hastings-simon-schama-389776

https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zrnd7nb – These videos show the events of the Battle of Hastings.

The Battle of Hastings – An in depth look at the events of 1066

Using evidence to support historical arguments – How to use evidence in history

Here come the Normans – a useful link on all the changes that the Normans made after 1066

What was the Black Death?

Life in the Times of the Black Death in Bristol - An overview of the Black Death in Bristol

The Peasants Revolt: Events of 1381 – a video and quiz on the Peasants Revolt of 1381

Dr Mike Ibeji follows the deadly path of the Black Death – a look into the journey of the Black Death across the United Kingdom

Formation of Glacial Features – generic look at glacial landforms.

History
Possible Tasks:

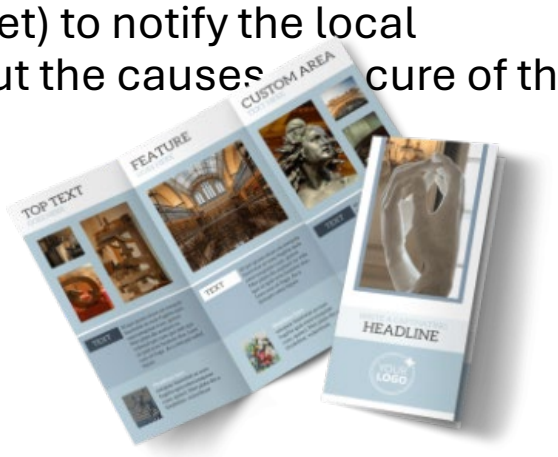
1. Create a mindmap and note down all of the characteristics that you think would make someone a good King/ Queen. Can you think if any real or fictional examples of a good rule? Draw or describe the perfect leader.

2. Using the video links on the Battle of Hastings, create a comic book strip of the main events of the Battle – include the outcome.

3. Research the English language – How many words can you find that come from the Normans (William I from Normandy in France). i.e. – Mutton, blouse…

4. Make your own 'Doomsday Book'. Interview as many people around you as you can. Record down their name, age, landholdings (property they might own), number of animals.

5. Create a pamphlet (leaflet) to notify the local medieval people all about the causes cure of the Black Death.



6. https://www.britannica.com/event/Peasants-Revolt - Using this visual interpretation of the Peasants Revolt, see what you can learn about the size, and nature of the rebellion

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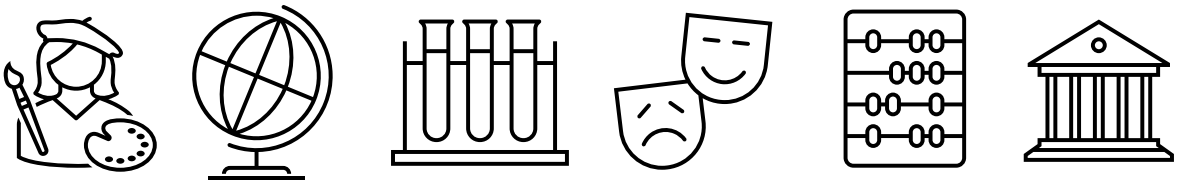
RS



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Summary of Learning: Yr7 – Religious Studies - Winter

Term1&2 – Stories of the Prophets

For interactive home learning please join the KS3 Religious Studies Seneca class by signing up to the Seneca website and joining the lass using the following code:

Seneca code: r61btn26ln

Supportive links:

- https://www.bbc.co.uk/bitesize/articles/z2kcdnb
- https://www.bbc.co.uk/bitesize/articles/zsk7h4j
- https://www.bbc.co.uk/bitesize/articles/zw3vcxs

Scheme of learning

•Key Content and possible lesson structure:

•What are the Abrahamic religions? (Abraham's genealogy/ monotheism/ Torah/ locate in world religions timeline- could make visual map)

- •Brief exploration of concept of prophethood; who is sent? Who is sending? And prophecy

•What are prophets & where do we find their stories? (Torah intro & timeline of prophets/ definitions of prophets & prophecy)

- •Describe the Torah and what the Abrahamic Faiths have in common. Introduce monotheism.

•The Story of Adam

- •Share and discuss the narrative in Genesis 3: Students should be guided to draw out a number of moral lessons from the narrative. These may conflict with one another. Explain reasons for Adam and Eve being good or bad role models.
- •Example of LENS: Importance of free will and consequences, importance of creation, stewardship, repentance and gratitude, what does this teach about gender?

•The Story of Noah:

- •Describe the story of Noah's Ark and the covenant in it. Generate opinions about the story and give reasons to support these.
- •Example of LENS: Importance of loyalty in a corrupt world, obeying God, stewardship, covenant and renewal

•The Story of Abraham: Father of a Nation (covenant/Sacrifice of Isaac)

- •Describe the story of Abraham and the Sacrifice of Isaac and interpret what the meaning of this story could be.
- •Example of LENS: monotheism, obeying God, promises and covenant, loyalty, patience, sacrifice

•The Story of Moses: (upbringing/ dual heritage)

- •Outline the story of the prophet Moses. (upbringing, identity conflict, killing the Egyptian, escaping to the desert)
- •Example of LENS: leadership, covenant, faith, courage, trust and hope for a promised land, identity, morality, redemption

•Moses: Freeing the Hebrews

- •the Burning Bush, 10 plagues, the Exodus.
- •Debate on whether Moses was a good role model

•Moses: the Ten Commandments & the Torah

- •Outline the story of the 10 Commandments and the Golden Calf
- •Discuss whether the Laws from the prophets should still be followed today.

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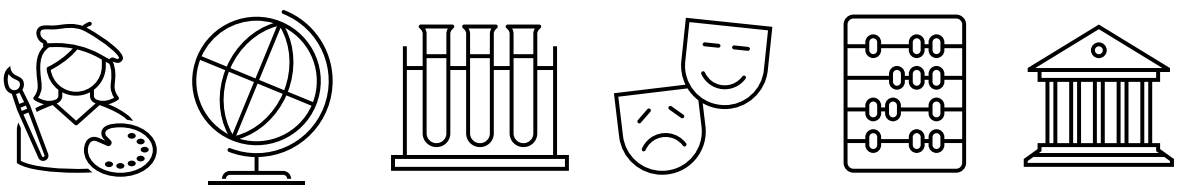
Computing



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Computing
Summary of Learning:

Internet safety:

- What makes a strong password?
- How can you stay safe online?
- Cloud computing

Skills and knowledge:

- Rules to create a strong password, e.g. at least 8 letters long
- Knowing what is safe to post online and what you must keep private
- What are the advantages and disadvantages of Cloud computing?

Keywords:

Unauthorised access / uppercase / lowercase / private information / remote server / local machine

Computer hardware:

- What is an embedded system?
- What are the key components that make up any computer?
- What are examples of input devices, output devices, and storage devices?

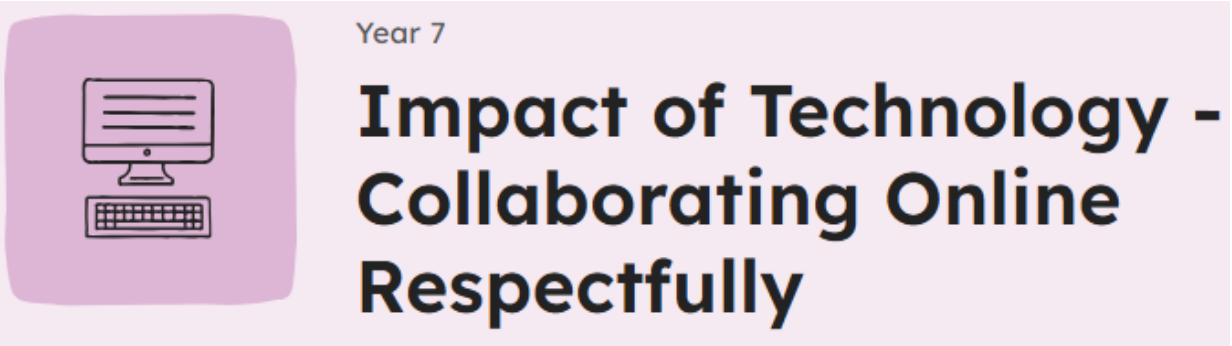
Skills and knowledge:

- Define an embedded system
- Define CPU, RAM, and secondary storage
- Identify input, output and storage devices e.g. a keyboard, monitor, hard drive

Keywords:

Embedded system / general purpose system / RAM / CPU / secondary storage / input device / output device / storage device / hard drive

Computing
Sources of work:



Term 1: Oak Academy computing – collaborating respectfully online

- Account security
- Cyberbullying
- Reporting harmful content

Click here to access these lessons

Term 2: Oak Academy – computing systems

- General purpose computers – what they have in common
- Computer components
- Operating systems

Click here to access these lessons

Computing
Possible Tasks:

Task 1: Become an internet safety pro!

Use Google to search for ‘Interland’ and complete the activities.

Task 2: Give advice to your friend

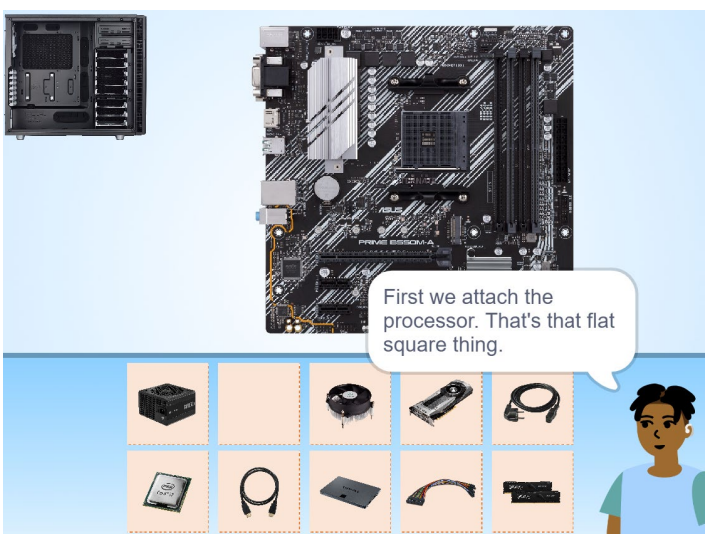
Write down your 5 top tips for staying safe online. Think about:

- What is it safe to share online?
- What is it not safe to share online?
- How can you keep your personal information secure?

Task 3: Learn how to build a computer

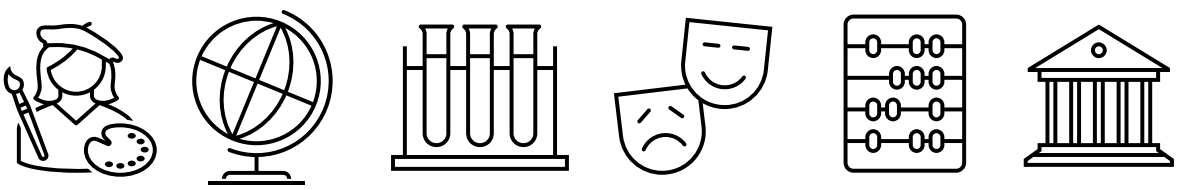
Click the link below to learn about each component of a computer and how they fit together!

https://scratch.mit.edu/projects/980056386/fullscreen/



Bristol Metropolitan Academy

Spanish



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Spanish
Summary of Learning:

Languages and Me

- Being a language detective
- Name
- Numbers
- Dates/birthdays
- Age
- Classroom objects
- Colours (adjectives)
- Verb to have in spanish (tener)
- Family and friends vocab
- Personality
- Physical appearance
- To be (ser) and reinforce to have (tener)

Skills and knowledge:

- **Listening** – Use of teacher and student TL. Textbook/other exercises.
- **Speaking**- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students.
- **Reading** - Textbook/other exercises.
- **Writing –** Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- **Translation** – Textbook/other exercises

Key grammar:

- Ser and tener
- adjectival agreement,
- simple opinion phrases, opinions and reasons, me gusta(n),
- Comparatives (más...que; menos...que; and tan....como)

For vocabulary and grammar refer to knowledge organiser

Spanish
Sources of work:

- https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/
- Knowledge organiser on school website

- https://www.linguascope.com/
- Beginners, Spanish.

- https://www.bbc.co.uk/bitesize/subjects/zfckjxs KS3 Spanish

- https://www.memrise.com/
- Vocabulary KS3 Spanish.

- https://es.duolingo.com/

- https://www.youtube.com/@EasySpanish

Spanish
Possible Tasks:

- Discover patterns and clues in different languages
- Learn how to say/write "Mi name is..." In Spanish (Me llamo...)
- Learn the numbers in Spanish
- Learn how to say your birthday in Spanish
- Write down the months and days in Spanish
- Write down your age using the vern (tener)
- Describe the items or objects you can find in your pencil case or your class.
- Learn the colours in Spanish
- Write down the conjugation of the verb tener and learn how to say (I have = tengo)
- Learn family vocab such (madre; padre; hermana...)
- Learn adjectives to describe the personality
- Describe your own personality
- Learn the adjective to describe your physical appearance
- Write down the conjugation of the verb ser and learn how to say (I am= soy)

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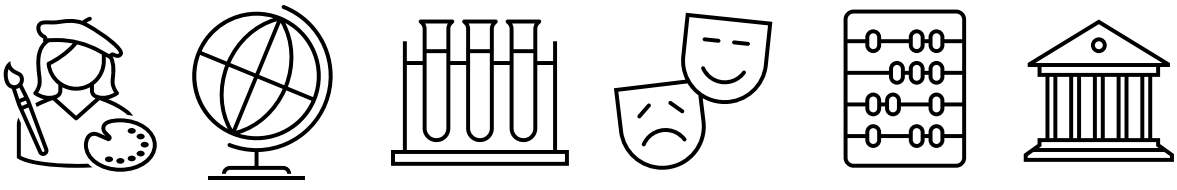
German



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German
Summary of Learning:

Languages and Me

- Being a language detective
- Name
- Numbers
- Dates/birthdays
- Age
- Classroom objects
- Colours (adjectives)
- Verb to have
- Family and friends vocab
- Personality
- Physical appearance
- To be and reinforce to have

Skills and knowledge:

- **Listening** – Use of teacher and student TL. Textbook/other exercises.
- **Speaking**- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students.
- **Reading** - Textbook/other exercises.
- **Writing –** Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- **Translation** – Textbook/other exercises

Key grammar:

- Haben and sein
- adjectival agreement,
- simple opinion phrases, opinions and reasons,
- Comparatives

For vocabulary and grammar refer to knowledge organiser

German
Sources of work:

- https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/
- Knowledge organiser on school website

- https://www.linguascope.com/
- Beginners, German

- https://www.bbc.co.uk/bitesize/subjects/zfckjxs KS3 German

- https://www.memrise.com/
- Vocabulary KS3 SGerman

- https://es.duolingo.com/

- https://www.youtube.com/@EasyGerman

German
Possible Tasks:

- Discover patterns and clues in different languages
- Learn how to say/write "My name is..." In German
- Learn the numbers in German
- Learn how to say your birthday in German
- Write down the months and days in German
- Write down your age
- Describe the items or objects you can find in your pencil case or your class.
- Learn the colours
- Write down the conjugation of the verb haben and learn how to say
- Learn family vocab such
- Learn adjectives to describe the personality
- Describe your own personality
- Learn the adjective to describe your physical appearance
- Write down the conjugation of the verb sein and learn how to say

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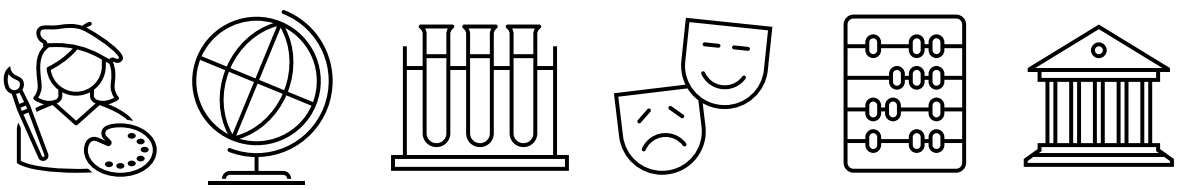
DT



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DT
Summary of Learning:

Skills:

- Product analysis
- Designing for a client
- Designing a product
- Annotating
- Measuring and marking out
- Manufacturing
- Computer aided design/Computer aided manufacture
- Finishing (surface decoration)
- Evaluating

Knowledge:

- Health and safety in a workshop
- How to draw and render in 2D
- How to develop designs based on feedback
- Impact of timber-based products on the environment
- Use of tools, machinery and equipment
- Use of computer aided design software

Keywords:

Analyse / Safety / Hazard / Client / Design / Annotation / Environment / Function /Material / Appearance / Manufacturing / CAD/CAM / Finish / Equipment / Feedback / Evaluate

Overview of lessons:

In Year 7 Design & Technology, the student focus is on wood, designing and creating a Gumball Machine. Students will be able to understand the importance of health and safety when manufacturing a product with a variety of tools and equipment. Students build on their drawing and rendering skills through design and learn how their ideas can be developed after collecting feedback from others. Students learn how to design to appeal to the needs and wants of a specific client and evaluate their success at the end of the project through an oral presentation to the rest of the class.

DT
Sources of work:

Links to website:

Health & Safety - https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zq89qyc

Product Analysis - https://www.bbc.co.uk/bitesize/topics/ztcrjfr/articles/ztmcqyc

Materials - https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zmgrdnb#zt49qyc

Designing - https://www.bbc.co.uk/bitesize/topics/ztcrjfr/articles/zy7rjfr

Tools & Processes

https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zjjh3qt

CAD - https://www.bbc.co.uk/bitesize/topics/ztcrjfr/articles/zw8y9ty

Evaluating - https://technologystudent.com/designpro/eval1.htm

DT
Possible Tasks:

1. Research and highlight what the 6 R's of sustainability are in Design & Technology using notes and/or sketches. Discuss how you can use the 6 R's when designing a product to reduce the impact on the environment.
2. Design a health and safety information leaflet that can be given to children between the ages of 7-10. It should be eye catching and informational using both images and text.
3. Find 3 products around your home that you think have been well designed. Create a written piece that explains how the products have been designed well. Think about the user and explain how the product is suited for them. Include how you think the products could be improved further.
4. Design a comic strip which highlights how to use one of the tools and equipment found on the 'tools and processes' link on the previous page.
5. Choose a new electronic product (from your home or found online). Write at least 150 words about why customers should buy it. What makes it better than others on the market?
6. Create a research leaflet aimed at children in Y7 on any design movement from the last 100 years (e.g. pop art, futurism, etc). Your leaflet should contain both information and images.

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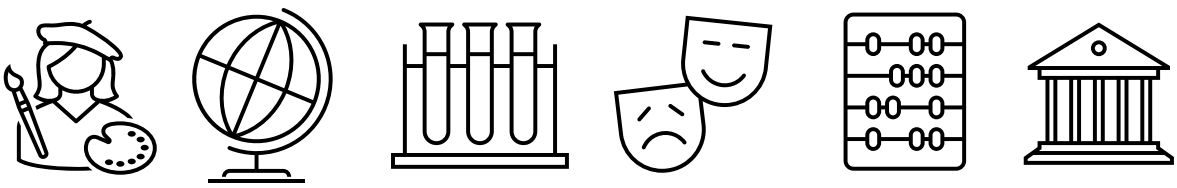
Food



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Food
Summary of Learning:

Skills

Weighing

Measuring

Whisking

Combining a dough

Knife Skills

Oracy

Knowledge

Health and Safety in the kitchen

Reading a recipe

Macro and micronutrients

Where our food comes from

Balanced diets

Cooking methods

Keywords

Nutrients / Macronutrients / Micronutrients / Carbohydrates / Fats / Protein / Vitamins / Minerals / Cross-contamination / Whisking / Measuring / Weighing / Oven / Heating / Cooking / Chopping / Baking / Frying / Boiling / Simmering

Overview

In year 7 food, every other lesson is theory-based learning about healthy diets, why nutrients are needed by the body and their food sources, special dietary requirement and where food comes from. The other lesson will be practical where you will learn how to cook certain dishes safely, some of these include: pasta salad, vegetable stir fry, scones, cheese twists, pizza and a cooking methods experiment.

Food
Sources of work:

https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/1

https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/7

https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/6

https://www.youtube.com/watch?v=fiFi-d0RwKo

https://www.youtube.com/watch?v=uhNvNMOMBg8

https://www.youtube.com/watch?v=wVJUD8SSQRA

https://www.bbcgoodfood.com/recipes/pizza-margherita-4-easy-steps

Food
Possible Tasks:

- Create a poster of at least 5 key words used in your Food Technology lessons.
- Write down the key words and their definitions. Present the poster in an exciting way and remember to check your spellings!

- Research Mary Berry or Paul Hollywood.
- Produce an information sheet about them and their work. You should include:
- Where they are from
- Famous books/programmes
- Dishes they are famous for

Watch an episode of 'The Great British Bake Off' on TV or YouTube.
Summarise what you thought of the episode, the products baked and how you think the contestants did. Explain if the star baked deserved the award and why/why not. Type or write your summary on A4 paper.

Keep a food diary to record what you eat in one day and analyse it against the Eatwell Guide. Then, write an eating plan you could follow to make your diet healthier.

Thinking about '5-a-day' - conduct a survey to assess how many fruit and vegetables people eat. Present your results in graphs, analyse your findings and make recommendations about how fruit and vegetable consumption could be improved.

Create a comic strip to explain a new process you have learnt in your food practical lessons. Use colour and notes in your comic strip.

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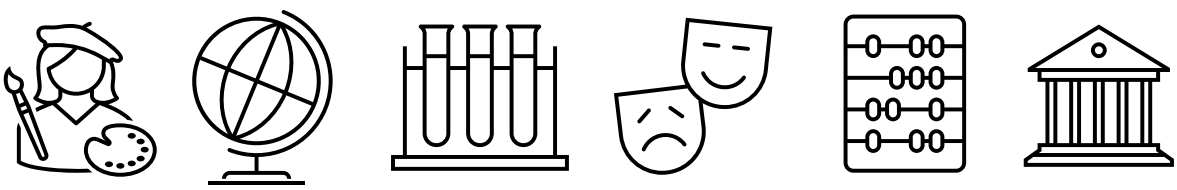
Textiles



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Textiles
Summary of Learning:

Skills:

•Threading a Sewing machine

•Sketching

•Annotation

•Fabric Cutting

•Drawing Templates

•Tie Dye

•Applique

•Straight/Zigzag Stitch

•Hand Stitching

•Pinning

Knowledge:

•Health and Safety

•Natural & Synthetic Fibres

•6 R's

•How to thread a sewing machine

•Sewing machine troubleshooting

•

Keywords:

•Sensory, Applique, Hand Stitch Sewing Machine, Thread, Needle, Bobbin, Tie Dye, Stitch selector, Stitch Length, Pins, Fabric scissors

Overview of Lesson:

In year 7 students will create a sensory Monster cushion.

students will learn how to work safely in the Textile classroom. How to identify the individual parts of a sewing machine, and how to thread the machine safely .

Students will learn how to create a straight and zig zag stitch and troubleshoot basic machine faults.

Students will be introduced to sketching initial ideas and annotating them to communicate their ideas. Students will become familiar with natural and synthetic fibres, and their effects on the environment.

Students will be introduced to and experiment with textile techniques such as applique and tie dye to decorate their designs. Students will then learn to pin and hand stitch to finish their products.

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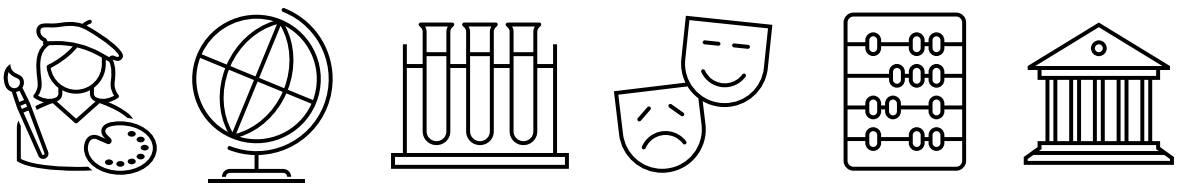
Drama



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Summary of Learning: Yr7 – Drama - AUTUMN

What is Script & Character about?

Effective scripting

- What happens at the beginning of the script?
- Where is it set?
- Who are the characters being introduced?
- What are the characters saying and doing?
- How will the writer will hook the audience from the get-go?
- How will the writer generate curiosity to keep the audience engaged?
- What happens in the middle of the script?
- How is the plot unfolding?
- How is this section building towards the ending?
- How is the writer keeping the audience hooked?
- What happens in the middle of the script?
- How is the plot unfolding?
- How is this section building towards the ending?
- How is the writer keeping the audience hooked?

Skills and knowledge

To develop characterisation skills and to understand effective plot

Keywords:

- **Plot:** the storyline or main events of a piece of theatre
- **Structure**: the way in which a play is organised eg. Acts, scenes, episodes etc.
- **Characterisation**: the way a playwright creates a character and makes them believable
- **Themes**: the subject of a play or ideas contained within in
- **Dialogue**: conversation between two or more characters
- **Style**: the way in which a play is presented, e.g. Naturalistic, hyper-real etc.
- **Genre**: the type of drama (closely linked to form). E.g. Pantomime, Commedia etc.
- **Atmosphere:** the mood or tone of a piece
- **Setting:** the time period, location and physical landscape of a piece of theatre

Character keywords

•Physical and Vocal skills
•The importance of voice
•Embodying Emotion
•Paraverbal skills
•Actioning
•Characterisation
•Rehearsal techniques

How do these elements make an effective performance?

Give examples of where you have seen these elements on TV, in a play or in a film?

Why are genres important when scriptwriting?

•Action (the protagonist takes risks leading to situations such as fights, escapes etc)
•Adventure (the protagonist journeys to epic or distant places)
•Comedy (funny, comical events and characters)
•Crime (detective, court, gangster, murder mystery etc)
•Drama (serious real life in depth development of characters and emotional struggles)
•Fantasy (magical, sci fi, futuristic, fairy tales, fables etc)
•Historical (about the past, real life people and events)
•Romance (relationships
•Horror (no violence or gruesome details allowed. Paranormal accepted)
•Mystery (solving puzzle, clues, justice)
•Science fiction (time travel, space, aliens etc)
•Thriller (fear, excitement, suspense)

Research these genres and describe what makes them successful genres?

Sources of Work:
Yr7 – Drama- AUTUMN

How to make characterisation effective?

https://www.youtube.com/watch?v=xLocLH3e8jw

https://www.youtube.com/watch?v=NRhteCMgYoU

https://www.youtube.com/watch?v=NRhteCMgYoU

How to write an effective script

https://www.youtube.com/watch?v=lxppshnt_x0

Script format

https://www.youtube.com/watch?v=HVWD4S4jdX0

Why are these techniques important for characterisation?

•Physical and Vocal skills
https://www.youtube.com/watch?v=LWVPsnsvuvQ

•The importance of voice
https://www.youtube.com/watch?v=qwptXx_2Fq4

•Embodying Emotion
https://www.youtube.com/watch?v=S2F8owQA6vc&t=135s

•Paraverbal skills
https://www.youtube.com/watch?v=5T0IUK5URNk

•Actioning https://www.youtube.com/watch?v=nbPMr-I3rNI

•Rehearsal techniques
https://www.youtube.com/watch?v=hUFTJsLKcvc

Possible Tasks:
Yr7 – Drama - AUTUMN

1. Research a variety of stereotypical characters (i.e the villain, the hero, the damsel in distress) and create a PowerPoint slide or 1 side of A4 on each character describing their traits and physical / vocal skills
2. Become a character (i.e. the President). Write a paragraph using dialogue they would deliver. Choose 6 different emotions and perform this paragraph using each of these emotions from start to finish.
3. Write your own script for 2 characters (choose setting, consider characterisation and relationships, plot and structure)
4. Create 3 characters and design a character profile for each (describe appearance, voice, physical skills, costume, relationship with others, age, background)
5. Choose a character from a book, film or TV. Create a presentation (word, written or PowerPoint) on this character
6. Select a genre and write a script or scene to show this genre. Include elements of what the genre entails (i.e. if your script is fantasy, how will you show this
7. Design options – create costume designs and settings for your script and character

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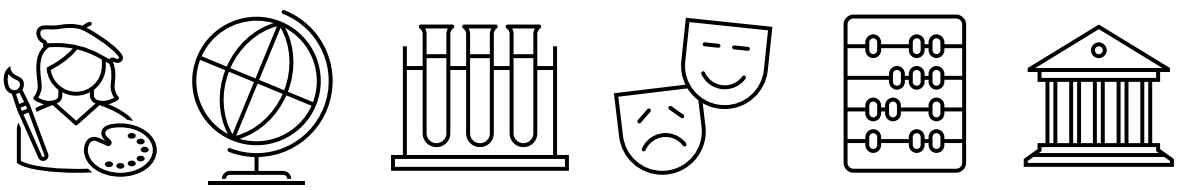
PE



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PE
Summary of Learning:

BOYS PE

Sports for the term:

- Rugby
- Basketball
- Table Tennis

Skills and Knowledge:

- Rugby
- Basketball: dribble, lay-up
- Table Tennis

Keywords:

- Rugby: Tackle, Try, Backwards Pass, Tag, Scrum
- Basketball: Dribble, Shoot, Lay-up, Rebound, Double Dribble
- Table Tennis: Serve, forehand, backhand, spin, rally, paddle

GIRLS PE

Sports for the term:

- Basketball
- Netball
- Rugby
- Dance

Skills and Knowledge:

- Basketball: dribble, lay-up
- Netball: Passing, footwork, positions, shooting
- Rugby: backwards pass, formations,
- Dance: Action, Space, Dynamics and relationships

Keywords:

- Basketball: Dribble, Shoot, Lay-up, Rebound, Double Dribble
- Netball: Pass, footwork, pivot, Centre pass, shoot.
- Rugby: Tackle, Try, Backwards Pass, Tag, Scrum
- Dance: Action, Space, Dynamics and relationships

EVEREYONE

- Components of Fitness

PE
Sources of Work and Possible Tasks:

These tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- Create a fact file about rules & regulations. A fact file is a single page document that describes the major facts of a subject / topic.
- Create a fact file about techniques & tactics. Choose 2 skills and describe the techniques involved as well as 2 tactics to outwit an opponent.
- Using YouTube, find a fitness video and follow it to improve your fitness.

Basketball:

- Hand eye co-ordination in sport- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-developing-fundamental-and-transferrable-skills-fbd4/lessons/how-is-hand-eye-coordination-used-in-sport-6hjk6r?sid-292a1d=hmxiyIsbPj&sm=0&src=4

Netball:

- Draw a basic outline of a netball court (labels can be simple).On your diagram, label all 7 player positions on one team.

Rugby:

- How to overcome opponents in sport- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-developing-fundamental-and-transferrable-skills-fbd4/lessons/how-to-overcome-opponents-in-sport-6rvk6t?sid-b9f022=nPr9hHfv8X&sm=0&src=4
- https://www.thenational.academy/teachers/curriculum/physical-education-secondary-ocr/units/invasion-games-problem-solving-with-tactics-and-strategies-through-rugby

Dance:

- Actions, Space, Dynamics. https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/dance-activity-an-introduction-to-choreographic-processes-devices-and-intention/lessons/use-and-application-of-action-space-and-dynamics-6nj34t?sid-26ad92=EWS7VphCfn&sm=0&src=4

Table Tennis:

- https://www.thenational.academy/teachers/curriculum/physical-education-secondary-ocr/units/net-and-wall-games-teaching-others-tactics-and-strategies-in-table-tennis

Components of Fitness:
https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/health-related-exercise-activity-components-of-fitness-157d/lessons?sid-524c5d=M4RPibTkAU&sm=0&src=3

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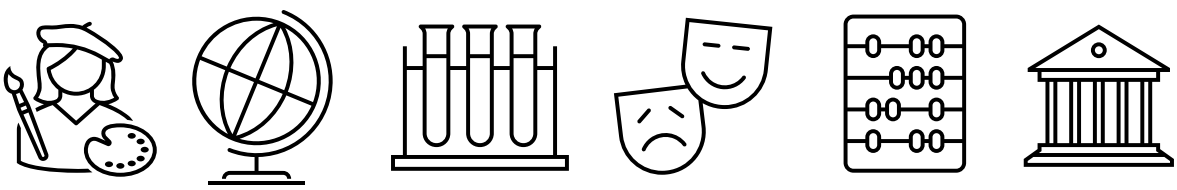
Art



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Art
Summary of Learning:

Unit Title: Year 7 Key skills for Art and creating

Key Essentials/Skills:
1: Observational Skill: Drawing
2: Understanding of other Artists, designers and crafts people
3: Skills/Processes/techniques
4: Learn how to: Plan/Develop/Design projects

WHY are children learning this?
1 : Students will be taught to use a range of techniques to record their observations as a basis for exploring their ideas.

2: Students will develop knowledge, understanding and responses to the work of **key Skills**. Students will learn how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work, through discussion and written word.

3: Students will develop knowledge, skills and understanding by applying the Artistic Elements of: Line, Shape, Tone, Colour, Pattern, Texture, Space and Form.
Students will be taught to use a range of techniques and media, including collage, painting, printing and sculpture, increasing their ability in the handling of different materials.

4: Students will produce creative work exploring their own ideas. They will learn to design, investigate, experiment, review, evaluate and annotate in order to support the creative process, taking risks and safely failing, as well as being successful.

Key Words:
Nature, environment, collage, illustration, colour theory, proportion, shape, form, structure, line, texture, tone, pattern, colour (hue, tint, shade, primary, secondary, tertiary, contrasting, complementary, warm/cool), composition, abstract, still life, positive & negative shape, foreground, middle ground, background.

Art
Sources of work:

Links to work by

Drawing Challenge- Using Line and Tone - Art Demonstration

https://www.youtube.com/watch?v=a5P1jdhx4Rw

How to Draw Perspective for Beginners

https://www.youtube.com/watch?v=g9ge4XBNRwA

Drawing Basics Course (14/17) - Sketching & Shading a Still Life

https://www.youtube.com/watch?v=bxsI-OZ_xhc

Exploring Mark Making Inspired by Van Gogh- Art Demonstration

https://www.youtube.com/watch?v=eujD5wXrPTY

All About Form: Take Your Art to The Third Dimension - Understanding the Elements of Art a

https://www.youtube.com/watch?v=8P6OPDgEqw4

Color Theory

https://www.youtube.com/watch?v=bNnlz_4xJD0

Develop Observational Drawing Skills using Proportion and Tone- Art Demonstration- Scissor Drawing

https://www.youtube.com/watch?app=desktop&v=QyZs4alERCA

Link to CLF online learning:

https://learn.clf.uk/lesson/art/year-7-art-2/

https://www.youtube.com/watch?v=MmKZs_Ub9mg

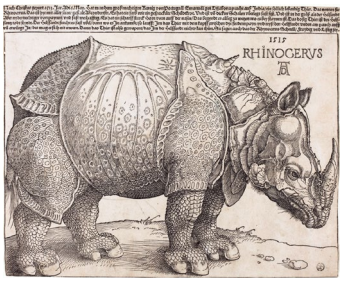
Wildlife information & links to tasks:

https://www.worldwildlife.org/teaching-resources

Art
Possible Tasks:

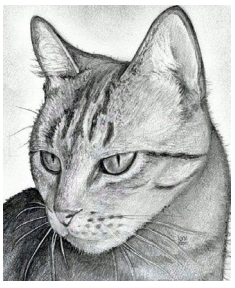
Research tasks:

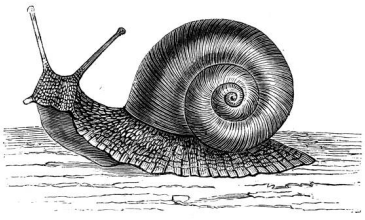
Complete a fact file on Durer, one of the most famous drawers in the world. Albrecht Dürer (1471–1528)



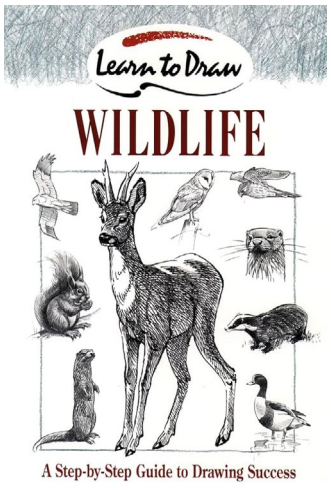
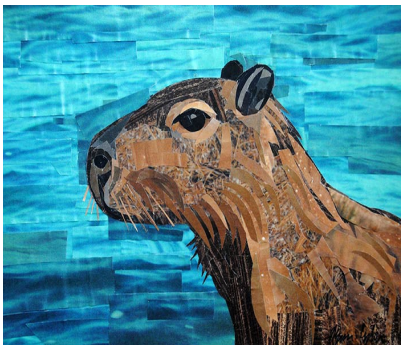
Drawing tasks:

Produce an observational drawing of an animal . Make sure that you use a pencil and shade it in accurately, showing all the different areas of light and dark and shades of colour too





Design your own wildlife poster.



Make a wildlife collage either digitally or with found materials such as: newspaper, magazines, flyers, drawings, leaves,