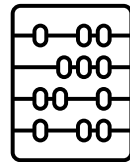
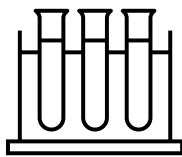
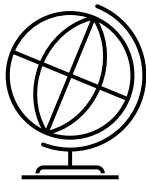


Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 7

Term: Spring

Contents

Purpose of Booklet

Subjects:

English

Maths

Science

Geography

History

RS

Computing

Spanish*

German*

DT*

Food*

Textiles*

Drama

Music

PE

Art

*Students only study one from Spanish or 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.

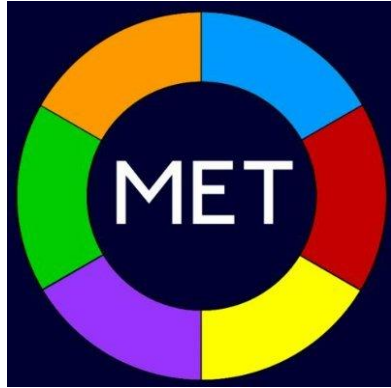
This could include students who are suspended, having an additional SEND learning need or a medical condition.

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.

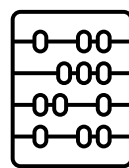
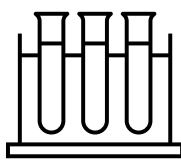
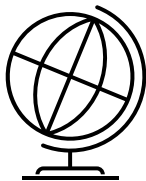
The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

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.



Bristol Metropolitan Academy

English



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English

Summary of Learning:

Year 7 students will be studying *Great Expectations* by Charles Dickens.

Big Questions:

- How do writers create and develop characters?
- How do writers use novels and articles to comment on society?
- What is the effect of historical context on a novel and a writer?

Students will understand and define...

Literary and Linguistic: Simile, metaphor, personification, protagonist, symbolism, connotations, command/imperative, exclamation, question, statement

Vocabulary: Benefactor, Benevolence, Victim(ise), Morality, Hierarchy

Key contextual factors: Class system, Victorian England, e.g. workhouses

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.



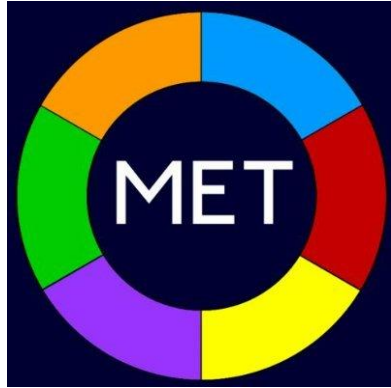
English Sources of work:

- Context, book overview and character descriptions
<https://www.uoanbar.edu.iq/eStoreImages/Bank/679.pdf>
- Key plot details
- <https://www.bbc.co.uk/bitesize/guides/zsg96fr/revision/2>
- Introduction to poetry
- [https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/creative-writing-poetry-5439/lessons](https://www.thenational.academy/teachers/programmes/english-secondary-ks3/l/units/creative-writing-poetry-5439/lessons)
- Writing skills- Creative writing
- <https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons?page=1>
- Short story- Creative writing
- <https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/creative-writing-short-stories-cb59/lessons>
- Letter writing
- [Lesson: To write a persuasive letter | Oak National Academy \(thenational.academy\)](#)
- Life in the Victorian Times (ignore the links to Jane Eyre)
- [Lesson: The Victorian era | Oak National Academy \(thenational.academy\)](#)

English

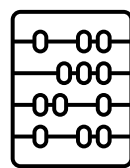
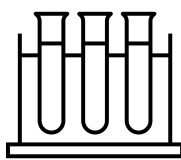
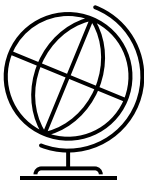
Possible Tasks:

- A letter to your future self
- Character description of Miss Havisham (Read the character description)
- Write a diary entry as if you are a Victorian child (Use your five senses)
- Write a description of Victorian London (1-3 paragraphs)
- Create a character profile for Pip
- Write a letter to your local council about creating a new playground or park area. (Using letter writing skills)
- Create a poster about what life was like in the Victorian Times
- Draw a comic strip about a part of the story in Great Expectations (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 Great Expectations.



Bristol Metropolitan Academy

Maths



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Summary of Learning:

JANUARY				
Wk18	Wk19	Wk20		
Reteach		Manipulating algebra		
AP2 Written Assessment				
JANUARY		FEBRUARY		
Wk21	Wk22	Wk23	Wk24	Wk25
Exploring sequences (AP2 - Data drop 31/01/24)		Fractions- multiplying and dividing	HOLIDAY	Fractions- multiplying and dividing
MARCH				
Wk26	Wk27	Wk28	Wk29	Wk30
Decimals	Proportional reasoning (inc best buys)		Ratio	

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

Possible Tasks:

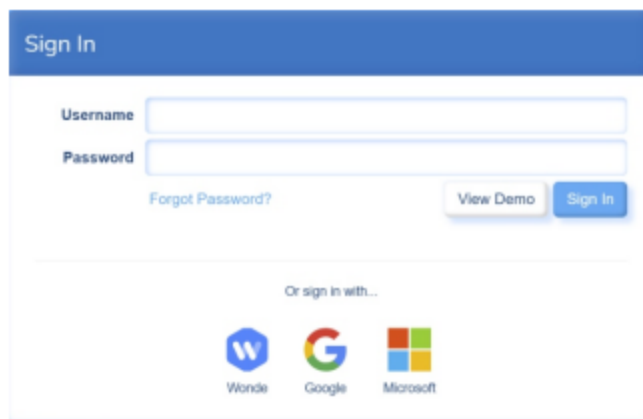
Complete the tasks on [MathsWatch](#)

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:



The screenshot shows the 'Sign In' page for MathsWatch. It features a blue header with the text 'Sign In'. Below the header, there are two input fields: 'Username' and 'Password'. To the right of the 'Password' field, there is a 'Forgot Password?' link, a 'View Demo' button, and a 'Sign In' button. Below these fields, there is a section titled 'Or sign in with...' with three icons: 'Wonde' (a blue circle with a white 'W'), 'Google' (the multi-colored 'G' logo), and 'Microsoft' (the four-colored square logo).

Login details:

USERNAME: firstnamelastname@bristolmet

PASSWORD: mathswatch

(all lower case, no spaces)

For more information on how to use MathsWatch, please read through the Student/Parent guide [here](#).

Sources of work

The links below take you to the relevant MathsWatch page.

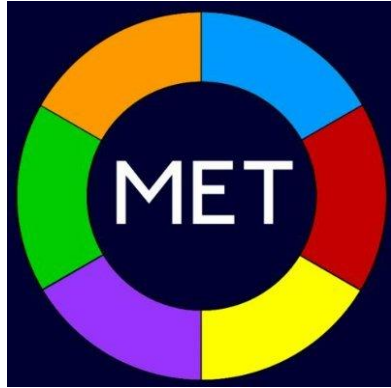
- [Language of probability](#)
- [Probability line](#)
- [Calculating probability](#)
- [Listing outcomes](#)
- [Two way tables](#)
- [Experimental probability](#)
- [Mutually exclusive events](#)
- [Probability using Venn diagrams](#)
- [And/or probability questions](#)
- [Factors, multiples and primes](#)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

Term 3 – Sources of work

- [Priority of Operations](#)
- [Algebraic Vocabulary](#)
- [Algebraic Notation](#)
- [Formulae Expressed in Words](#)
- [Collecting Like terms](#)
- [Algebraic Simplification – Multiplication](#)
- [Expanding Brackets](#)
- [Substitution](#)
- [Number Patterns](#)
- [Sequences – Term-to-Term Rule](#)
- [Fibonacci Sequences](#)
- [Geometric Sequences](#)
- [Special Sequences \(Square/ Triangular numbers\)](#)
- Also starting multiplying and dividing fractions.
For links see [Term 4](#)

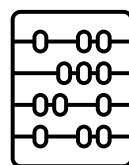
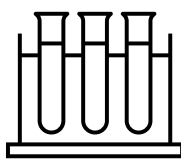
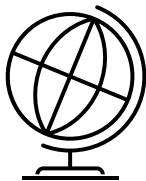
Term 4 – Sources of work

- [Fractions – Multiplying an integer](#)
- [Fraction of an amount](#)
- [Multiplying fractions](#)
- [Dividing an integer by a fraction](#)
- [Dividing fractions](#)
- [Place Value – Decimals](#)
- [Ordering decimals](#)
- [Multiplying and dividing decimals by powers of 10](#)
- [Multiplying decimals](#)
- [Dividing decimals](#)
- [Proportional reasoning](#)
- [Introduction to ratio](#)
- [Equivalent ratio and simplifying](#)
- [Sharing in a ratio](#)



Bristol Metropolitan Academy

Science



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Science

Summary of Learning:

Unit Title : Energy stores and Transfers

• Knowledge and Skills

- Students will:
- describe the use of insulators
- identify energy stores
- describe processes that involve energy transfer including changing motion, dropping an object, stretching a spring, metabolism of food, burning fuels.
- recall energy as a quantity that can be quantified and calculated;
- recall the total energy in a transfer has the same value before and after a change
- describe energy transfer investigations (spirit burners, including deciding on best fuel)
- state and describe conduction, radiation, convection, evaporation (link to the particles unit).
- Maths skills 4a

• Skills- planning – variables, and conclusions

- Investigate which fuel provides the most thermal energy to a fixed volume of water.
- To be able to identify control variables (distance of boiling tube, time, volume of water) independent variable (type of fuel), dependent (temperature, temperature change)
- **To be able to explain how to control these variables.**
- **To be able to explain why these variables need to be controlled, and what would happen if you didn't control them.**
- Interpret qualitative and quantitative data to describe simple patterns, supported by some evidence and recognize anomalous results.
- **To be able to manipulate data to draw conclusions and explain them using scientific knowledge and understanding.**
- **To be able to assess the strength of evidence, deciding whether it is sufficient to support a conclusion.**

Unit Title : Reproduction

Knowledge and Skills

Students will:

describe reproduction in humans (as an example of a mammal) including:

the structure and function of the male and female reproductive systems

the menstrual cycle (without details of hormones),

label and identify the gametes, egg and sperm cells

the process of fertilisation,

gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Skills- Evaluation (modelling)

To discuss ethical issues around the use of contraception (religious issues around different forms contraception, responsibilities of each couple, STI's, law about age of consent)

Science

Summary of Learning:

Unit Title : Reproduction

Understanding

relate the structure of the egg and sperm cell to their function. (Cell specialisation) E.g sperm cell has a tail so that it can swim.

describe heredity as the process by which genetic information is transmitted from one generation to the next.

Include the idea that the nuclei from the ovum and sperm cell fuse at fertilisation so the parent's genetic information is passed on to the offspring. (There is no requirement to teach students about genetic diagrams.)

describe different types of contraception and explanations of how these function.

Unit Title: Microbes and disease

Knowledge

Students will:

recall pathogens as disease causing organisms, these include fungi and bacteria. Label diagrams of each and be able to identify them if given diagrams of them, using their key features.

describe how the physical and chemical defences of the human body provide protection from pathogens.

recall that antibiotics can only be used to treat bacterial infections

Skills planning, scientific development

CORE practical compare amounts of bacteria on washed and non-washed hands

•Write a hypothesis that links two variables.

•**To be able to use scientific knowledge to explain a prediction**

•To be able to select appropriate equipment independently, **explain why particular pieces of equipment are appropriate** and write a logically ordered method to compare amounts of bacteria on washed and non-washed hands.

• Identify possible hazards to themselves and others. Make, and act on, suggestions to control obvious hazards

•Scientific development - **ethical issues around immunisation/vaccination)**

Science

Sources of work & Possible Tasks:

Make notes from videos, complete section quiz (Left of page)

1. Energy

<https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/zg2sn9q>

<https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/zm6yf82>

<https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/cwxcj6>

<https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/dycr2p>

2. Reproduction

<https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/wb6xbk>

<https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/mx94xs>

<https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/zvwb3j6>

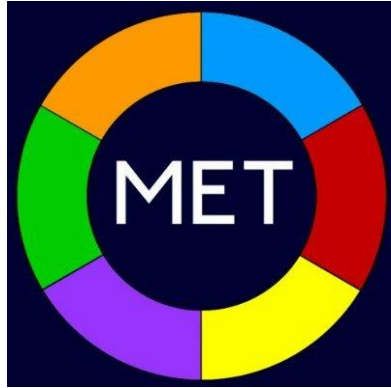
3. Microbes + disease

<https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/b2nn9q>

<https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/2kvydm>

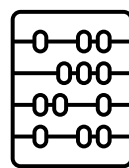
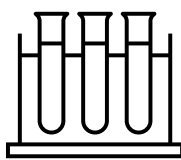
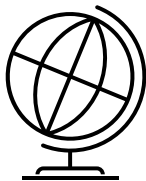
<https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zrs44xs>

<https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/z877v9q>



Bristol Metropolitan Academy

Geography



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Geography

Summary of Learning:

Yr 7 – Geography - Spring

Rivers

To know the physical processes and landforms of rivers, how they are managed and how floods affect humans.

- We are learning this in order to:
- Be able to explain the links between the human and physical geography of river landscapes.
- Be able to appreciate the importance of rivers and how they are managed.
- Know the effects flooding can have on the human environment.

Skills and knowledge:

Describe how water travels round in a system to create river environments

- Identify the main processes of the hydrological cycle.
- Identify the main features of a drainage basin.

Describe how a river changes from source to mouth.

- Describe the processes of erosion and deposition on a river.
- Identify and explain the formation of the features of a river (including waterfalls, meanders)
- Identify the changes of the long profile of a river. (Upper, middle, lower)

Describe how floods impact on our lives.

- Explain the human and physical causes of flooding. (heavy rain, steep slopes, impermeable rock, baked and saturated ground, urbanisation, deforestation).
- Describe the causes and impacts (social, economic, environmental) of river flooding (using a named river e.g. River Severn)
- Be able to give the difference between hard and soft engineering.
- Name and explain examples of hard and soft engineering.

Keywords:

- Evaporation / Condensation / Precipitation / Infiltration / Interception / precipitation / Transpiration / Ground water flow / Surface run off / Source / Mouth Watershed / Drainage basin / Tributary Erosion / Hydraulic action / Abrasion / Attrition/ Solution / Deposition / Flood / Hard engineering / Soft

Geography Sources of work:

- [Hydrological cycle](#) – this page from The Met office explains the water cycle using images and videos.
- [Features of river source to mouth](#) – This page takes you through the journey of a river from source to mouth and highlights key features such as waterfalls, meanders and oxbow lakes
- [Causes and impact of flooding](#) – this page takes you through the reasons why rivers flood, the impact of this and how rivers can be managed to prevent flooding

Geography Possible Tasks:

- Rivers
 - a) Pick a River from the list and use google to search and create a fact file about it: The River Severn, The Nile, The Mississippi (Include where is it? How long is it? where does it start and end? What is it used for (think transport/farming and energy) Any fun facts about the river e.g. What is the Severn Bore and why does it happen?)
- Hydrological (water) cycle
 - a) Imagine you are a water particle and create a cartoon story board of your journey around the hydrological cycle
 - b) Create a tops and tails or matching game of key words and meanings for the hydrological cycle. Challenge someone at home to a game!
- Features of river source to mouth
 - a) Create an annotated (labelled) diagram of cross section of a meander using this [video](#) to help you
 - b) Use google to find out about High Force Waterfall – What is it, where is it, how did it form?
- Causes and impact of flooding
 - a) Use this [website](#) to look at Flooding in Bangladesh. Create a poster about the cause and impacts of flooding in Bangladesh. How is this managed in the short term (straight away) and the long term

Geography

Year 7 Summary of Learning:

We are learning this in order:

- To know the size and scale of Russia
- To know what biomes are found in Russia and why they are found here
- To identify the link between physical and human landscapes
- Understand the challenges that landscapes can bring to a country

Content: Knowledge and skills

Students will be able to:

Describe the location and geographical features of Russia.

- Name examples of Russia's neighbours, physical features and human features.
- Explain the relationship that Russia's physical features has on its human landscape.
- Using an atlas to locate Russia and its neighbours.

Describe and explain the variety of climate types in Russia.

- know and recognise the 5 major types of biome in Russia.
- Accurate interpretation of climate graphs.

To assess the importance of different environments in Russia.

- be able to locate and describe a variety of landscapes in Russia
- explain why some of these landscapes are important and need protecting.

Explain how animals and plants adapt to the Russian tundra climate.

- describe at least 5 characteristics that will allow a plant and animal to survive in the tundra biome.
- Create their own animal and explain how its characteristics allow it to survive in the tundra biome.

To understand how the size of Russia provides opportunities and challenges for the population and economy.

- Use their knowledge of Russia's physical geography to explain why people live where they do.
- Say why the size and climate of Russia has an impact on its economic growth due to resources, industry type and transportation
- To assess how the physical geography of Russia has influenced its human geography.

Concepts:

Place and Space unique locations within Russia

Interdependence - links between human and physical features of a country

Environmental impacts – how human activity causes impacts

Terminology and Vocabulary (subject specific and academic):

- Eurasia - a term used to describe the combined continental landmass of Europe and Asia.
- Arctic circle - line of latitude at 66 degrees north of the equator.
- Biome – a large community of plants and animal found in a major habitat such as the rainforest.

Geography Sources of work:

Links:

Map of Russia

https://earth.google.com/web/@46.97096686,59.23523163,-1219.61667291a,6202430.08886755d,35y,0h,0t,0r/data=CgRCAggBOgMKATBCAggASg0I_____ARAA

BBC bitesize:

<https://www.bbc.co.uk/bitesize/articles/zcrx2v4#z37xm39>

Seneca: <https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/>

Overall geography wikipedia:

https://en.wikipedia.org/wiki/Geography_of_Russia

Russia's climate: https://en.wikipedia.org/wiki/Climate_of_Russia

How is Russia Changing: [How is Russia changing? – KS3 Geography - BBC Bitesize](#)

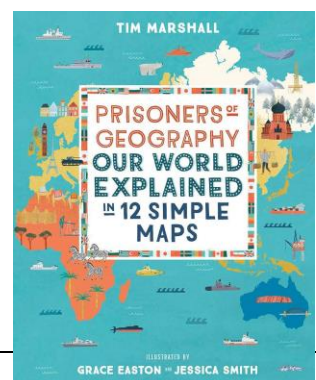
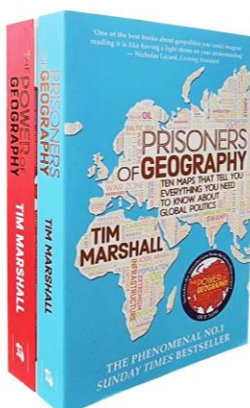
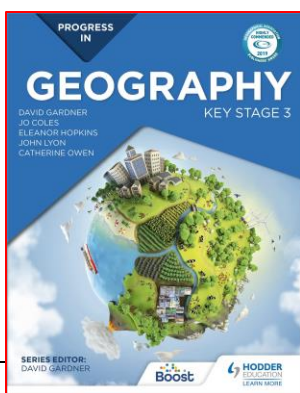
Khan academy:

<https://www.khanacademy.org/signup?isteacher=1>

Internet Geography:

<https://www.internetgeography.net/topics/what-are-climate-graphs/>

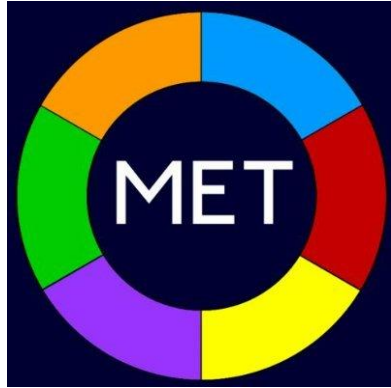
Highly recommend Geography KS3 by David Gardener, other books to consider: Prisoners of Geography and Powers of Geography:



Geography

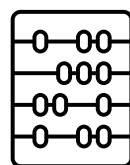
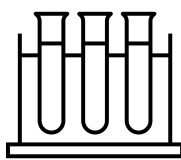
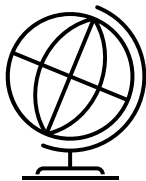
Possible Tasks:

- Use Google Earth and Google maps to identify countries which border Russia, how many countries? Can you name 5?
- Be able to describe and explain a biome, can you identify which biomes exist in Russia, explain why this is?
- Identify Russia's physical landscapes, where are the main mountain ranges in Russia?
- Identify which parts of Russia exist within Europe, which parts exist in Asia
- Name and locate Russia's major cities
- Create your own climate graph from precipitation and temperature data
- Identify at least two animals that live in the Russian Tundra, explain how they are adapted to that area
- Can you identify the main resources found in Russia? Using a map, can you describe their location?
- Can you identify where the vast majority of people live in Russia? Can you explain why they live there?
- What is the link between where people live and the climate?
- Why did Russia plant its flag on the North pole?



Bristol Metropolitan Academy

German



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German

Summary of Learning:

People around me and my life a school

- Describe yourself (appearance and personality).
- Describe others – Family and friends
- Questioning
- I get on with/ I don't get on with
- Simple opinions
- Regular verbs
- Subjects & opinions and reasons
- Uniform & adjectives
- Teachers & adjectives
- Time

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:

- adjectival agreement, simple opinion phrases,
- Intensifiers, opinions and reasons, ,
- Comparisons and superlatives (ext.),
- Possessives (my,your,his,her)
- Verb endings in the present tense, pronouns, opinion phrases,
- Intensifiers, opinions and reasons
- Comparisons and superlatives (ext.),

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/>

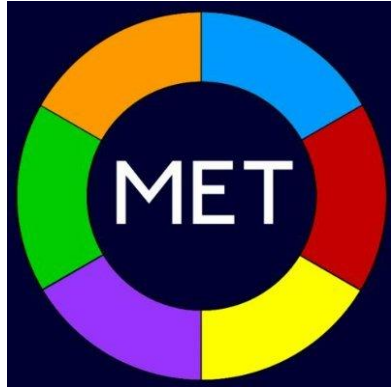
Beginners, German.

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

- <https://www.German.>

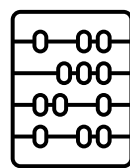
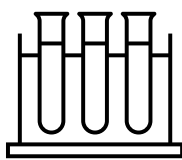
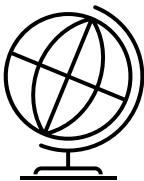
- <https://es.duolingo.com/>

- <https://www.easygerman.com>



Bristol Metropolitan Academy

History



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History

Summary of Learning:

How advanced was the Islamic World?

- Who were the Abbasid Caliphs?
- How did life in Medieval Baghdad compare to Medieval England?
- The Golden Age of Islam
- Islamic Medicine

Skills and knowledge:

- Similarities and Differences (to Medieval England)
- Significance

Keywords:

Abbasid/ Arab/ Astronomy/ Caliph/ Caliphate/
Golden Age of Islam/ Scholar

What caused the Reformation in England?

- Life in Tudor England
- Differences between the Catholic and Protestant Churches.
- Who was Henry VIII?
- What changes did Henry VIII make to religion in England?
- Dissolution of the Monasteries

Skills and knowledge:

- Causation
- Change

Key Words:

heir/ Roman Catholic/ Protestant/ Break with Rome/
Dissolution of the Monasteries

History Sources of work:

How advanced was the Islamic World?

[Medieval Islamic Civilisations](#) – An overview of Medieval Islamic Civilisations with a video and quizzes.

[The Islamic Golden Age](#) – An online lesson about how Baghdad became such an important cultural centre.

[The decline of the Abbasid Caliphate](#) – An online lesson about the fall of the Abbasid Caliphate and their connections to the wider world.

[Early Islamic Inventions](#) – Information and a quiz about inventions in the Islamic World.

What caused the Reformation in England?

[Who was Henry VIII?](#) – Information, activities and a quiz about Henry VIII.

[Henry VIII and the Catholic Church](#) – An online lesson about why Henry VIII became unhappy with the Catholic Church.

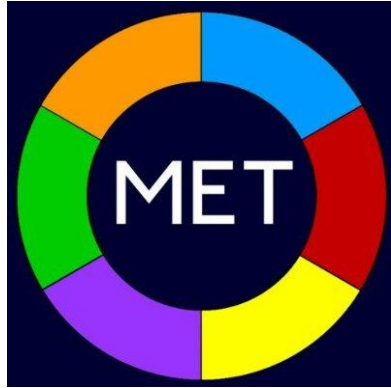
[Lesson Block - The causes of the Reformation in England](#) – A series of lessons that support with answering what caused the Reformation in England. Including the dissolution of monasteries.

[African people and their lives in Tudor England](#) – Information, game and videos about the African people who lived in Tudor England.

History

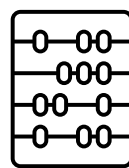
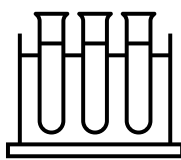
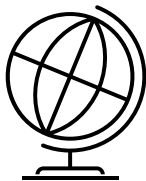
Possible Tasks:

1. [Life in Medieval England](#) – Watch the video on this link and create a table to compare similarities and differences between life in Medieval England and Islamic World (this information will have been learnt from the links shared on previous page).
2. Create a mind-map of Early Islamic Inventions using this link. [Early Islamic Inventions](#)
3. [How advanced was the Islamic World.pdf](#) Using the link write a PEE paragraph to explain one way the Islamic World was more advanced than Medieval England.
 - **Point:** *One way that the Islamic World was more advanced than Medieval England was...*
 - **Evidence:** *For example...*
 - **Explain:** *This shows that the Islamic World was more advanced because...*
4. [Terrifying Tudors Game](#) – Use this link to play the ‘Terrifying Tudors’ game.
5. <https://tudorhistory.org/wives/> - Choose one wife of Henry VIII from this website and create a poster including 10 important facts about them.
6. Create a presentation about Henry VIII, this can be done on PowerPoint, including information about himself, his marriages and the changes he made to religion in England.



Bristol Metropolitan Academy

RS



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Summary of Learning: Yr7 – Religious Studies - Spring

Term 3 – who was Jesus?

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

Seneca code: r61 btn26ln

Supportive links:

- <https://www.bbc.co.uk/bitesize/articles/zk4fxyc>
- <https://www.bbc.co.uk/bitesize/guides/z43f3k7/revision/2>
- <https://www.bbc.co.uk/bitesize/articles/zh99jfr>

Term 3 – who was Jesus? Scheme of learning

1. Introduction lesson: Who was Jesus?. Alt: what makes an inspiring person?
 - 1.Explore the nature and purpose of Jesus: incarnation and salvation
 - 2.Alt: was Jesus divine?: Images, different ideas of Jesus
2. Who is my neighbour? (Good Samaritan & agape love)
 - 1.Outline the **parable** of the Good Samaritan
 - 2.Explain what Jesus meant by the idea of neighbour & how modern Christians can put it into action
 - 3.LENS: How do parables link to the identity of Jesus? (teacher, human, activist)
3. Where is the kingdom of God? (Lost Son)
 - 1.Investigate the concept of kingdom in Christianity and how Christians try to embody it, illustrating with the parable of The Lost Son
 - 2.Explain what the kingdom looks like & where it is- Heaven and Earth
 - 3.LENS: How do parables link to the identity of Jesus? (divine, rebel, activist)
4. What can God's power do? ((miracles) 2 lessons)
 - 1.Study two miracles and reflect on how they demonstrate the power of God
 - 2.How miracles point to Jesus' divine nature
 - 3.Cover these miracles: feeding the 5000/ turning water into wine/ walking on water/ the paralysed man and categorise them as nature miracles and healing miracles

Keywords:

Parable, Gospel, Miracle, Agape, Messiah

Summary of Learning: Yr7 – Religious Studies - Spring

Term 3 – who was Prophet Muhammad?

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

Seneca code: r61 btn26ln

Supportive links:

- <https://www.bbc.co.uk/bitesize/topics/zyb4q6f/watch/zf9k2hv>
- <https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/3>
- <https://www.bbc.co.uk/bitesize/articles/znhjcqt>

Term 3 – who was Muhammad? Scheme of learning

•Who is the Prophet Muhammad?

- Describe Islamic history of Pre-Islamic Arabia. (for example: polytheism, infanticide, unlimited polygamy, usury)
- Review the key concepts of monotheism and prophecy
- Outline the life of Muhammad

•How did religious experiences influence Muhammad? (Night of Power, the Night Journey, Hijrah)

- Explain the idea of revelation
- Describe key religious experiences for Muhammad (Night of Power, the Night Journey, Hijrah, Constitution of Medina)
- Suggest why these stories are significant in Islam
- To know that the Qur'an is the divine word of God

•Did the constitution improve the lives of the people of Medinah? (Ummah & constitution of Medina)

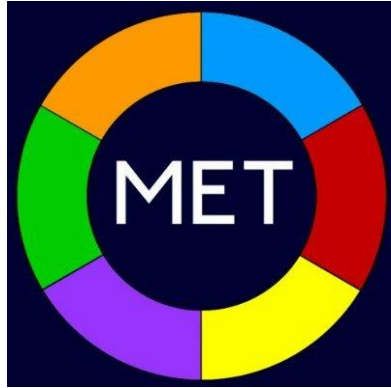
- To know the Constitution of Medina was radical for its time for the rights it gave to women, tribes, poor and multi-faith community

•What did the Prophet Muhammad teach? (Sunnah and Hadith)

- Reflect on what the will of God is according to the main rules for living.
- To know why Muslims may refer to the Prophet Muhammad as “A mercy to all mankind”
- Explain what Muslims can learn from Sunnah and Hadith (Suggested, but not necessary examples include: Story of Bilal, Crying Camel, Sour Grapes and the abusive woman)

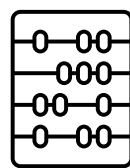
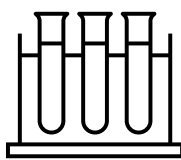
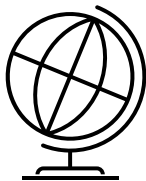
Keywords:

Islam, Tawhid, Ummah, Prophet, Sunnah



Bristol Metropolitan Academy

Computing



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Computing

Summary of Learning:

Programming and computational thinking:

- How do I break down a problem into its components?
- What is programming useful for?
- How can I document my code?

Skills and knowledge:

- Using block-based programming in Scratch
- Interpreting and solving problems
- Creating an algorithm
- Recognising patterns to simplify algorithms
- Reading and understanding block-based code
- Creating flow charts and trace tables
- Following a flowchart based on different inputs to determine the output

Keywords:

Algorithms / decomposition / abstraction /
sequence / selection / iteration / flowcharts / trace
tables

Computing Sources of work:



Year 7

Programming essentials in Scratch: part I

[Oak Academy – Programming essentials in Scratch: part I](#)

This sequence of lessons covers programming fundamentals using the online program Scratch:

- Sequencing
- Variables
- Selection
- Operators
- Iteration
- Problem solving



Year 7

Programming essentials in Scratch: part II

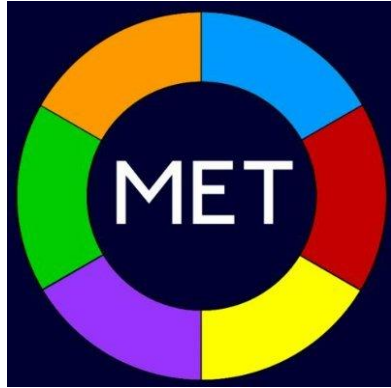
[Oak Academy – Programming essentials in Scratch: part II](#)

This sequence of lessons allows students to practice block-based programming skills even further, introducing a few embedded concepts:

- Subroutines
- Condition-controlled loops
- Lists
- Creating your own programs from a blank page

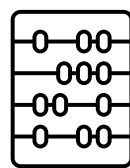
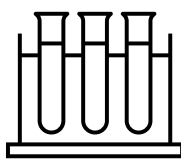
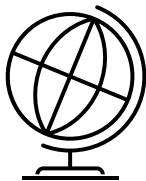
Computing Possible Tasks:

1. Use this link to find the Scratch file:
<https://oaknat.uk/2Qyanz4>
Move the blocks into the correct sequence so that the lyrics to the song Frère Jacques are in the correct order. The first one has been done for you.
2. Use this link to find the Scratch file:
<https://scratch.mit.edu/projects/528318732/editor/>
Run the code and see what happens. Notice that there are some parts that don't work. Move around the blocks and add your own blocks to complete the Big Ed chat bot.
3. Rearrange the blocks in this Scratch program:
<https://scratch.mit.edu/projects/333221140/editor/>
Make a program that asks a single quiz question "What is the capital city of Spain?" If the user gets the answer correct (Madrid), then it should add 1 to the score and say, "That is correct". If the user doesn't answer correctly, the program should say "Incorrect".
4. <https://scratch.mit.edu/projects/334132253/editor/>
Complete subroutine q3. The following question has already been added for you:
Paris stands on which river?
The answer is: Seine
Give the same responses as subroutines q1 and q2.
5. Make your own quiz in Scratch! Use task 4 as a guide for which types of blocks you should use. Write a quiz with questions about yourself that a friend should know the answers to, such as "How many pets do I have?" and "What is my favourite colour?"



Bristol Metropolitan Academy

Spanish



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Spanish

Summary of Learning:

People around me and my life a school

- Describe yourself (appearance and personality).
- Describe others – Family and friends
- Questioning
- I get on with/ I don't get on with
- Simple opinions
- Regular AR (Sp) present tense/ Regular verbs
- Subjects & opinions and reasons
- Uniform & adjectives
- Teachers & adjectives
- Time

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,
- Intensifiers, opinions and reasons, me gusta(n),
- Comparisons and superlatives (ext.),
- Possessives (my,your,his,her)
- Verb endings in the present tense, pronouns, opinion phrases,
- Intensifiers, opinions and reasons
- Comparisons and superlatives (ext.),

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/>

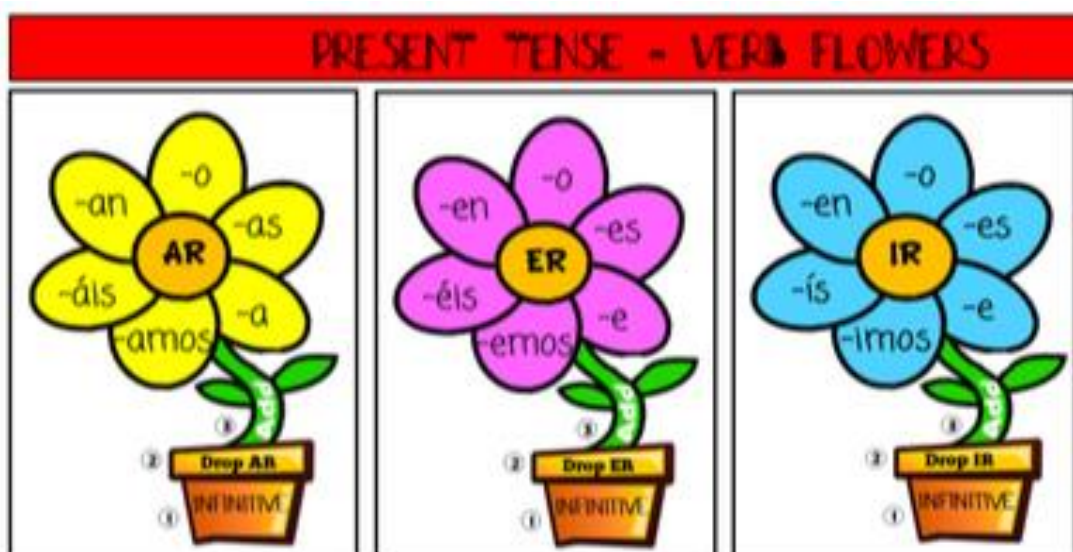
Vocabulary KS3 Spanish.

- <https://es.duolingo.com/>

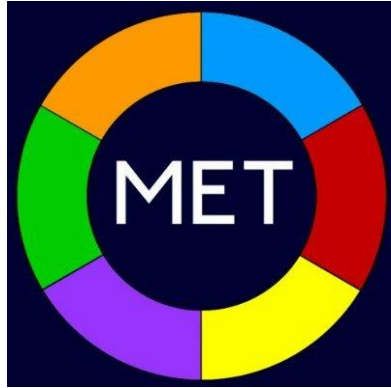
- <https://www.youtube.com/@EasySpanish>

Spanish Possible Tasks:

- Describe the personality of a celebrity and a family member.
- Give your opinion about your school subjects and justify them.
- Create your own conjugation flowers in present tense and use the model below to help you

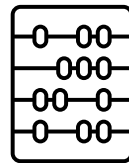
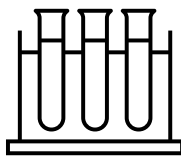
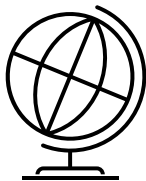


- Describe your timetable in Spanish
- Describe your favourite teachers at BMA.
- Describe your school uniform and give your opinions and justify them. (Challenge: What your ideal uniform would look like?).
- Draw five clocks and label the time in Spanish.
- Say what time school starts and finishes



Bristol Metropolitan Academy

German



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German

Summary of Learning:

People around me and my life a school

- Describe yourself (appearance and personality).
- Describe others – Family and friends
- Questioning
- I get on with/ I don't get on with
- Simple opinions
- Regular) present tense verbs
- Subjects & opinions and reasons
- Uniform & adjectives
- Teachers & adjectives
- Time

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:

- adjectival agreement, simple opinion phrases,
- Intensifiers, opinions and reasons,
- Comparisons and superlatives (ext.),
- Possessives (my,your,his,her)
- Verb endings in the present tense, pronouns, opinion phrases,
- Intensifiers, opinions and reasons
- Comparisons and superlatives (ext.),

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

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

- <https://www.memrise.com/>

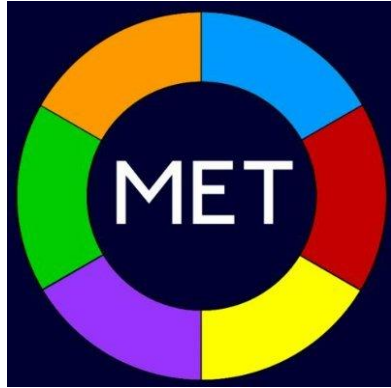
Vocabulary KS3

- <https://es.duolingo.com/>

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

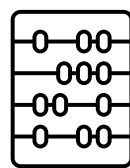
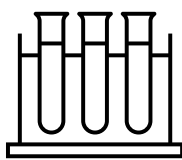
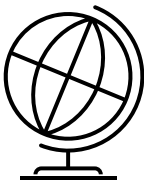
German Possible Tasks:

- Describe the personality of a celebrity and a family member.
- Give your opinion about your school subjects and justify them.
- Describe your timetable
- Describe your favourite teachers at BMA.
- Describe your school uniform and give your opinions and justify them.
(Challenge: What your ideal uniform would look like?).
- Draw five clocks and label the time
- Say what time school starts and finishes



Bristol Metropolitan Academy

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/ztcjrjfr/articles/ztmcqyc>

Materials -

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zmgrdnb#zt49qyc>

Designing -

<https://www.bbc.co.uk/bitesize/topics/ztcjrjfr/articles/zy7rjfr>

Tools & Processes

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

CAD -

<https://www.bbc.co.uk/bitesize/topics/ztcjrjfr/articles/zw8y9ty>

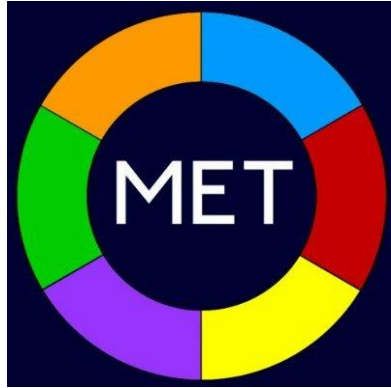
Evaluating -

<https://technologystudent.com/designpro/eval1.htm>

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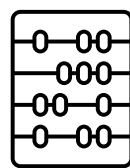
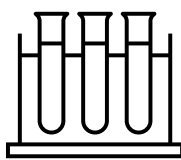
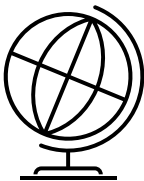
Possible Tasks:

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.



Bristol Metropolitan Academy

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

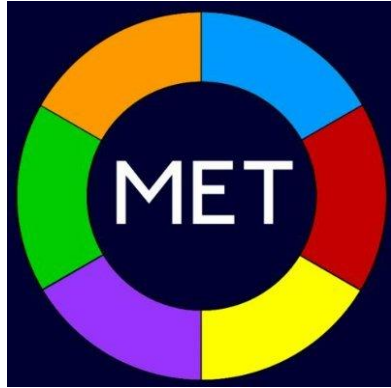
Watch an episode of 'The Great British Bake Off' on TV or YouTube.

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.

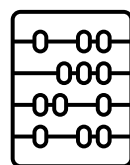
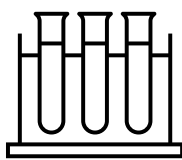
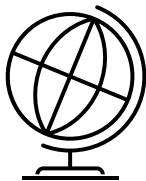
Thinking about '5-a-day' - conduct a survey to assess how many fruit and vegetables people eat. Present your results in graphs, analyse your findings and make recommendations about how fruit and vegetable consumption could be improved.

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.



Bristol Metropolitan Academy

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.



Textiles Sources of work:

Health and safety in the textiles classroom

<https://wordwall.net/resource/199521/d-t/health-and-safety-in-the-textiles-classroom>

How to thread a sewing machine [click this link](#)

How to thread a bobbin [click the link](#)

How to create the Applique technique

<https://www.youtube.com/watch?v=lwe0NJPCSOg>

What are the 5 senses?

<https://www.youtube.com/watch?v=q1xNuU7gaAQ>

How to sew a cushion

https://www.youtube.com/watch?v=7gPvP_gsHAM

1. Health and Safety

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zq89qyc#zxqwxg8>

2. Natural & Synthetic Fibres

<https://www.bbc.co.uk/bitesize/guides/z74bcj6/revision/5>

3. 6 R's

<https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/4>

5. Applique

<https://www.bbc.co.uk/bitesize/articles/zsdcjfr#zf94239>

6. Tie Dye

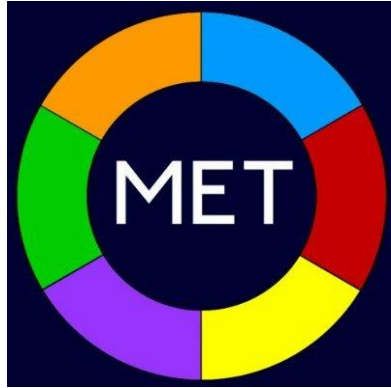
<https://www.youtube.com/watch?v=OdxHdFnpj0>

Textiles

Possible Tasks:

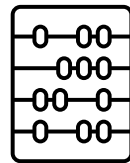
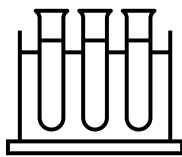
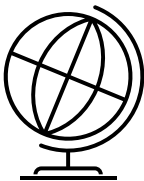
1. Create a poster explaining the difference between natural and synthetic fibres.
2. Evaluate a textile product in your home. Create an imaginative re-design including detailed annotations explain your changes.
3. Design a new school uniform, label your ideas explain the materials used and their effect on the environment.
4. Re-use an old piece of clothing and improve it by adding embellishments/techniques you have learnt.
5. Complete a poster about a fashion designer of your choice. Explain what you like about their work.
6. Complete a poster promoting the 6R's. What are they and how will each category help the environment.





Bristol Metropolitan Academy

Drama



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Summary of Learning: Yr7 – Drama - Spring

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 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- Spring

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=lxppsht_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=LWVPsnsuvuQ>

- 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>

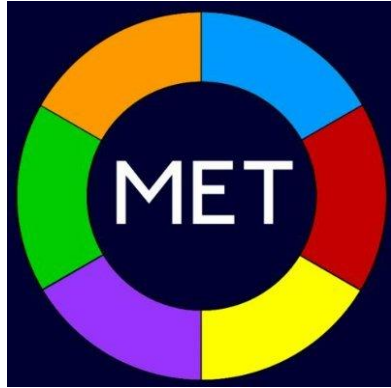
- Rehearsal techniques

<https://www.youtube.com/watch?v=hUFTJsLKcvc>

Possible Tasks:

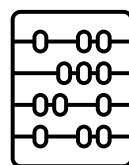
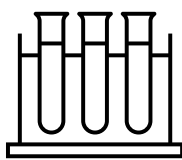
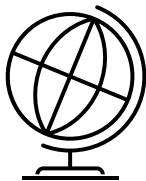
Yr7 – Drama - Spring

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



Bristol Metropolitan Academy

Music



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Music

Summary of Learning:

What makes a 'Great' Composer?

Instruments of the orchestra

- Orchestral Families
- Instrument Timbre and Recognition

Staff Notation

- Treble clef reading
- What is a chord?
- Melody and melodic shapes

Practical learning

- Basic piano keyboard skills
- Combining pitch and rhythm in staff reading
- Keeping pulse with changing rhythms and/or tempo

Historical and Global Context

- Perceptions of 'Greatness'
- Awareness of historical context and 'fair' representation
- Our ability to reframe 'Greatness' for ourselves considering underrepresented communities

Music Sources of work:

Instrumentation and Timbre

<https://www.bbc.co.uk/bitesize/articles/z222p9q>

<https://teachinggadget.com/samba-instruments-quiz/>

<https://teachinggadget.com/instruments/general-musicianship/games-general-musicianship/odd-one-out-instrument-families/>

<https://teachinggadget.com/instruments/general-musicianship/games-general-musicianship/instrument-names-of-the-orchestra/>

Treble Clef reading and Notation

<https://www.bbc.co.uk/bitesize/guides/z6ch8xs/revision/1>

<https://teachinggadget.com/instruments/general-musicianship/pitch/pitch-quiz-treble-clef-level-2/>

<https://teachinggadget.com/instruments/general-musicianship/pitch-general-musicianship/pitch-quiz-treble-clef-level-3/>

Melody

<https://www.bbc.co.uk/bitesize/articles/zkwtvj6#zngg9ty>

<https://teachinggadget.com/instruments/general-musicianship/pitch-general-musicianship/melody-machine/>

Historical and Global Context

<https://www.bbc.co.uk/bitesize/articles/z26f8p3#z9n4xg8>

<https://www.bbc.co.uk/bitesize/articles/z6jm3qt>

Music Possible Tasks:

Bristol Met has a whole school account for and online music service, accessed via:

www.teachinggadget.com

This is used for homework tasks but is extensive and can also support classroom learning.

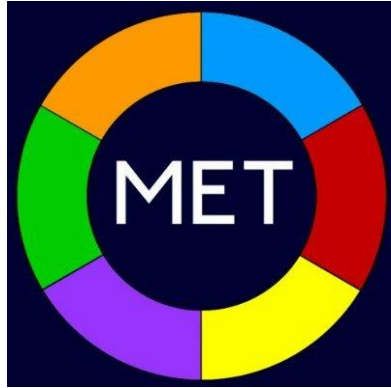
Students must Login to this site using the credentials:

Username: BristolMetropolitanAcademy

Password: music

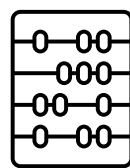
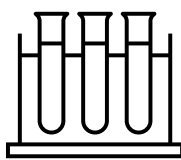
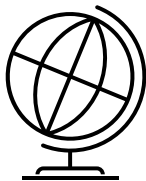
NOTE – Spaces and capital letters must be as above.

Students can use the suggested links on the previous page or choose any activity of their chose to study music at home.



Bristol Metropolitan Academy

PE



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PE

Summary of Learning:

BOYS PE

Sports for the term:

- Gymnastics
- Football
- OAA (Outdoor Adventurous Activities)
- Health and Wellbeing

Skills and Knowledge:

- Gymnastics: Rolls, balance, travel, shape
- Football: Dribbling, passing, shooting, rules
- OAA: teamwork, problem solving, orienteering
- Health and Wellbeing: warm-ups, muscles, effects of exercise, components of fitness

Keywords:

- Gymnastics: body tension, stillness, extension
- Football: passing, shooting, dribbling, defending, attacking
- OAA: listening, communication, teamwork, confidence
- Health and Wellbeing: intensity, fitness, aerobic endurance

GIRLS PE

Sports for the term:

- Gymnastics
- Football
- Fitness
- Badminton

Skills and Knowledge:

- Gymnastics: Rolls, balance, travel, shape
- Football: Dribbling, passing, shooting, rules
- Fitness: Effects of exercise, healthy lifestyles
- Badminton: Serving, grip, rally, rules

Keywords:

- Gymnastics: Body tension, flexion, extension
- Football: Accuracy, power, control
- Fitness: Components of fitness, pulse, intensity
- Badminton: Forehand, backhand, shuttlecock

PE Sources of work:

BOYS PE

Gymnastics:

How do we train balance- <https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/health-related-exercise-activity-components-of-fitness-157d/lessons/how-can-we-train-balance-ccu3ac#slide-deck>

Rebeka Andrade Beam Routine- <https://www.youtube.com/watch?app=desktop&v=9DzYXX7CMi8>

Football:

Skills and techniques: <https://www.bbc.co.uk/bitesize/guides/zgqw7hv/revision/1>

Rules and Regulations Football - <https://www.bbc.co.uk/bitesize/topics/zg3bv4j>

Lionesses full game: https://www.youtube.com/watch?v=uMNeb0_uAfg

OAA:

Lessons 1-3: <https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/outdoor-and-adventurous-activity-following-instructions-and-problem-solving-skil/lessons>

Health and Wellbeing:

Muscles - <https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1>

Joe Wicks - <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

GIRLS PE

Fitness:

Health benefits of Physical activity - <https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/3>

Joe Wicks - <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

Football:

Rules and Regulations Football - <https://www.bbc.co.uk/bitesize/topics/zg3bv4j>

Lionesses full game: https://www.youtube.com/watch?v=uMNeb0_uAfg

Gymnastics:

How do we train balance- <https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/health-related-exercise-activity-components-of-fitness-157d/lessons/how-can-we-train-balance-ccu3ac#slide-deck>

Rebeka Andrade Beam Routine- <https://www.youtube.com/watch?app=desktop&v=9DzYXX7CMi8>

Badminton:

Rules and Regulations Badminton- <https://www.bbc.co.uk/bitesize/topics/zpht6fr>

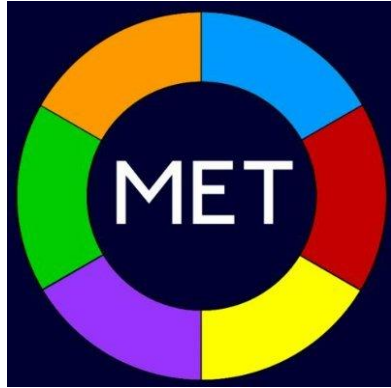
Hand eye coordination- <https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-developing-fundamental-and-transferrable-skills-fbd4/lessons/how-is-hand-eye-coordination-used-in-sport-6hjk6r#slide-deck>

PE

Possible Tasks:

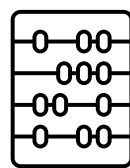
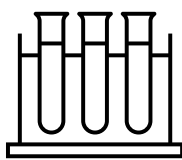
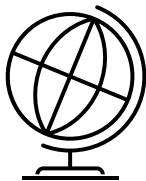
All tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- Create a knowledge organiser about rules & regulations. A knowledge organiser 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.
- Perform and practice techniques using Youtube for basic drills, skills and idea.
- Create a suitable 10-minute warm up. This could contain a pulse raiser, stretching and a skill rehearsal section.
- Using YouTube, find a fitness video and follow it to improve your fitness.
- Find a video of your current sport on YouTube and analyse performance of participants. Can you describe 3 strengths / weaknesses of 2 varying positions.



Bristol Metropolitan Academy

Art



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Art

Summary of Learning:

Unit Title: Year 7 Natural World: How has the Natural world inspired artists and designers?

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 **Dmojo & Courtney Mattison**. 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 Dmojo:

<https://www.hkwalls.org/festivals/hkwalls-2016-sham-shui-po/dmojo-2016/>

<https://www.youtube.com/watch?v=ILTlupiYlgs>

<https://www.youtube.com/watch?v=-y2mKy3A9d0>

Courtney Mattison website:

<https://courtneymattison.com/>

Make your own digital street art:

<https://www.tate.org.uk/kids/games-quizzes/street-art>

Link to CLF online learning:

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

How to draw sealive step-by-step:

<https://www.youtube.com/watch?v=JJzLmh-QrPs>

https://www.youtube.com/results?search_query=how+to+draw+a+sea+urchin

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

Wildlife information & links to tasks:

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

Art Possible Tasks:

Research tasks:

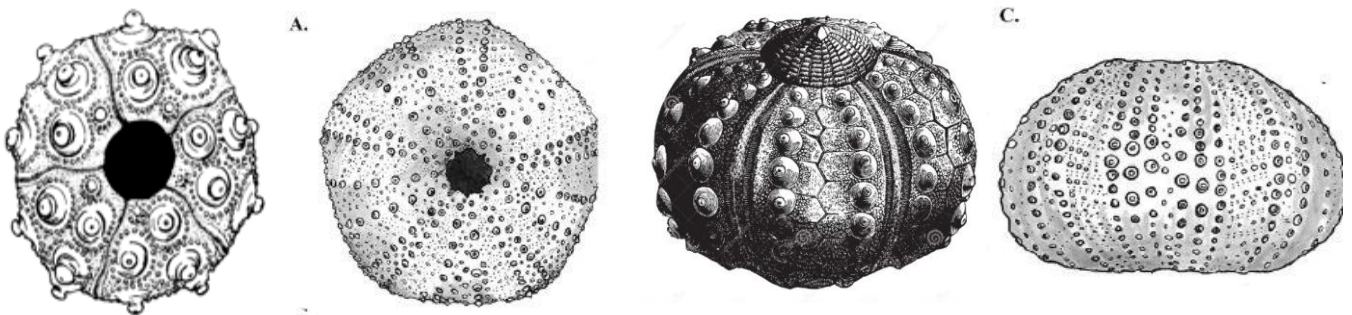
Complete a fact file on your favourite nature themed artist.
Extension, complete a drawing inspired by one of their works

Millie Marotta – Drawing
Sophie Munns - Drawing
Yellena James – Watercolour
Ernst Haeckel - Drawing
Andy Warhol - Print
E A Seguy - Print
Angie Lewin - Print

Peter Randall Page - 3D
Alice Ballard – 3D
Kate Malone - 3D
Anna Atkins – Photography
Karl Blossfelt - Photography
Alison Headley- Print
Lisa Reich - Textiles

Drawing tasks:

Produce an observational drawing of your favourite sea Urchin.
Make sure that you use a pencil and shade it in accurately, showing all the different areas of light and dark.



Design your own street art inspired by Dmojo. Use a range of tonal, colour, shape and pattern to reflect the style of his work.



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

