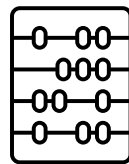
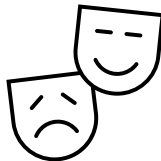
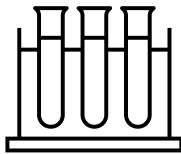
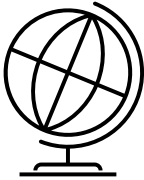


Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 7

Term: Summer

Contents

Purpose of Booklet

Subjects:

English

Maths

Science

Geography

History

RS

Computing

French*

Spanish*

German*

DT*

Food*

Textiles*

Drama

Music

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.

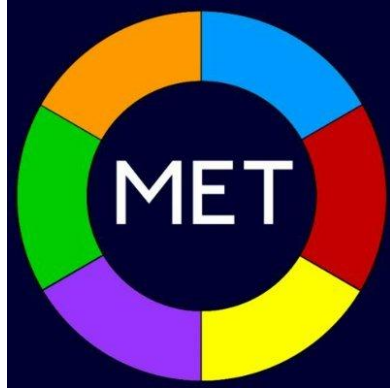
This could include students who are suspended, having an additional SEND learning need or a medical condition.

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.

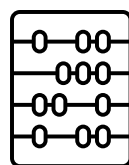
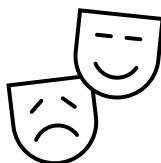
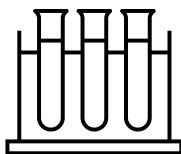
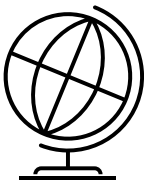
The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

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.



Bristol Metropolitan Academy

English



[Return to contents
page](#)

English

Summary of Learning:

Year 7 students will be studying *The Tempest* by William Shakespeare.

Big Questions:

- How does Shakespeare use 'The Tempest' to explore the complexities of relationships?

How can we use performance to represent characters and themes?

Students will understand and define...

Literary and Linguistic:

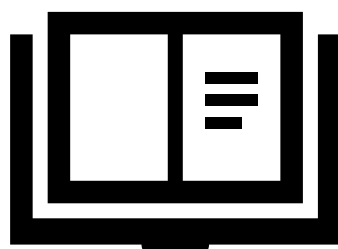
Imagery/metaphor, rhyming couplets, Playwright, Monologue, Soliloquy, Stage Directions.

Vocabulary: tempest, betrayal, vengeance, liberty, savage, obedience, rebellion, forgiveness, authority, patriarchy, native, supernatural

Key contextual factors: Colonialism, British Empire, Shakespeare's theatre

Students will develop their oracy skills as well as drama techniques.

Students will also be analysing poetry on themes of the other.



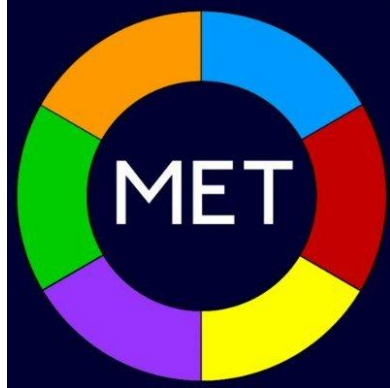
English Sources of work:

- Context, book overview and character descriptions
- <https://senecalearning.com/en-GB/revision-notes/gcse/english-literature/aqa/the-tempest/2-1-2-context>
- Key plot details
- <https://www.bbc.co.uk/bitesize/topics/z37mn39/articles/zb3mtrd#zfts3qt>
- Introduction to themes
- <https://www.bbc.co.uk/bitesize/articles/z8ksvwx#z69w239>
- Writing skills- Creative writing
- <https://www.shakespeare.org.uk/education/teaching-resources/efl-creative-writing-prosperos-island/>
- Oracy and performance
- <https://voice21.org/oracy-and-shakespeare/>

English

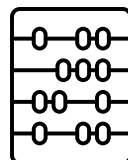
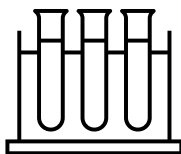
Possible Tasks:

- A letter to the king.
- Character description of Prospero (Read the character description)
- Write a diary entry as if you are Miranda (Use your five senses)
- Write a description of the island (1-3 paragraphs)
- Create a character profile for Caliban
- Write a back home to Milan (what is life like on the island? What do you miss?)
- Create a poster about what life on the island from Caliban's perspective.
- Draw a comic strip about a part of the story in The Tempest (choose a chapter or section, not the whole play!)
- Write a diary entry from Ferdinand's perspective about how he feels.
- Write a newsletter about life on the island and life in Milan.
- 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 The Tempest.



















Bristol Metropolitan Academy

Maths



[Return to contents
page](#)

Summary of Learning:

APRIL					MAY			JUNE	
Wk31	Wk32	Wk33	Wk34	Wk35	Wk36	Wk37	Wk38	Wk39	Wk40
HOLIDAY		Units of measure  	Properties of shapes inc symmetry   		Perimeter & area   		HOLIDAY	Circle area and circumference   	Reteach AP3 Written Assessment
JUNE			JULY		HOLIDAY				
Wk41	Wk42	Wk43	Wk44	Wk45					
Reteach AP3 Written Assessment	Circle area and circumference    (AP3 – Data drop 3/7/25)		Coordinate grids & horizontal/vertical line graphs  						

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:

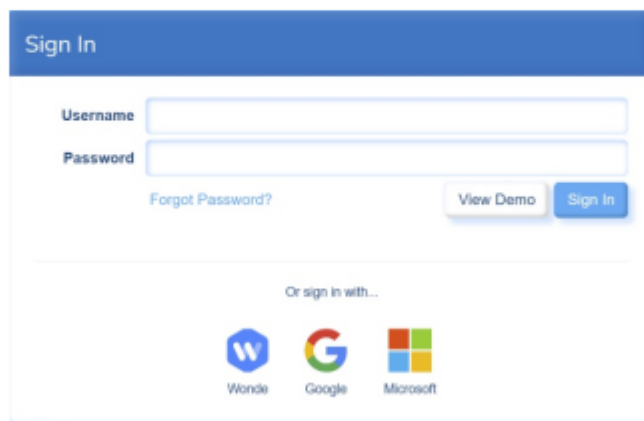
Complete the tasks on [MathsWatch](#)

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 image shows a 'Sign In' form for MathsWatch. It has 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 link that says 'Forgot Password?'. Below the input fields, there are two buttons: 'View Demo' and 'Sign In'. At the bottom of the form, there is a section titled 'Or sign in with...' which contains three icons: Wonde, Google, and Microsoft.

Login details:

USERNAME: firstnamelastname@bristolmet

PASSWORD: mathswatch

(all lower case, no spaces)

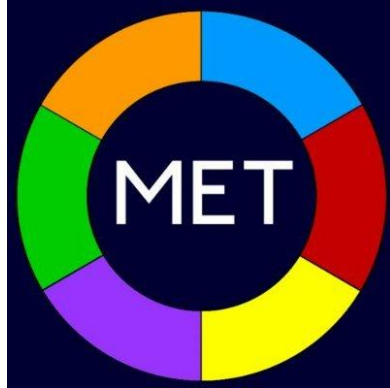
For more information on how to use MathsWatch, please read through the Student/Parent guide [here](#).

Term 5 - Sources of work

- Units of measure – Length, Mass and Capacity
- Units of measure – Time
- Units of measure - Money
- Parallel and Perpendicular lines
- Properties of quadrilaterals
- Properties of triangles
- Line symmetry
- Rotational symmetry
- Perimeter
- Area - rectangles
- Area - parallelograms
- Area – triangles
- Area - trapezuims

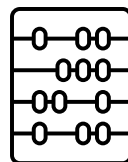
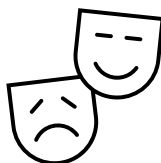
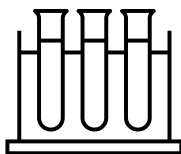
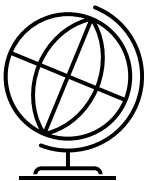
Term 6 – Sources of work

- [Parts of a Circle \(Circle Definitions\)](#)
- [Parts of a Circle \(Tangents, Arcs and Segments\)](#)
- [Circumference of a Circle](#)
- [Area of a circle](#)
- [Dividing fractions](#)
- [Coordinates](#)
- [Problems on Coordinate Axes](#)
- [Equation of a Line Parallel to the x-axis or the y-axis](#)



Bristol Metropolitan Academy

Science



[Return to contents
page](#)

Summary of Learning: Yr7 – Science-Block 4

Unit Title : Physical and chemical changes

• Knowledge and Skills

- Students will:
- describe Brownian motion in gases (relating to diffusion)
- **describe diffusion in liquids and gases driven by differences in concentration**
- recall the difference between chemical and physical changes.
- Recall the law of conservation of mass
- identify and explain characteristics of the differences between physical and chemical changes for example new substances formed, colour changes
- Describe observations seen when chemical changes occur (e.g. colour change, gases produced, change of temperature from the reaction)
- Explaining changes of state in terms of energy store of the particles

• Skills - evidencing and calculating

- Record results in a suitable table.
- **Design and use a suitable results table, and use techniques to increase accuracy, calculating mean values where appropriate** (Surface area, time).
- **To be able to calculate a mean from repeated results**
- **Use of qualitative data to prove if a physical or chemical change has taken place**

Unit Title : Acids and alkalis

Knowledge

Students will:

define acids and alkalis in terms of neutralisation reactions

recall the pH scale for measuring acidity/alkalinity and indicators colour changes

be able to identify the products of neutralisation.

Skills planning- variables

To be able to identify at least 2 control variables (fixed volume of HCl, type of base used). Identify 1 variable to change- mass of base added (independent variable) and 1 variable to measure- pH (dependent variable) for the $\text{CaO} + \text{HCl}$ investigation.

To be able to explain how to control these variables.

Understanding

Be able to explain neutralisation in terms of the formation of a salt and water.

Some very able students will describe neutralisation in terms of OH^- and H^+ ions.

Sources of Work:

Yr7 – Science-Block 4

Unit Title: Electrical circuits

Knowledge and Skills

Students will:

describe electric current, measured in amperes, in series and parallel circuits,
describe potential difference, measured in volts, in series and parallel circuits and using battery and bulb ratings,
recall that resistance is measured in ohms and is defined as the ratio of potential difference (p.d.) to current
design, build, and draw simple circuits
describe the differences in resistance between conducting and insulating components (quantitative).

Skills planning- evaluating

Core practical Investigate the resistance of different lengths of wire using an ammeter.

- Suggest simple improvements to their working methods to improve reliability and accuracy, giving reasons. E.g., repeat readings discard anomalies and take an average, take readings at smaller intervals. Complete investigation whilst wire is cool. Extend by investigating various thicknesses of wire.

Unit Title: Magnetism

Knowledge

- Students will recall how magnetic poles can attract and repel depending on the N and S pole.
- Magnetism acts at a distance.
- describe magnetic fields using representation of field lines
- describe how navigation uses the Earth's magnetic field
- Magnetic field can be found using plotting compasses.

Skills - conclusions

Suggested investigation- Investigate the strength of electromagnets

- To be able to interpret 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.**

Plotting magnetic field with compass WS 3f

Science

Make notes from videos, complete section quiz

1. Physical and chemical changes

<https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/zs7qqfr>

<https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zxgwwnb>

<https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zhp66g8>

<https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zxh7jsg>

<https://www.bbc.co.uk/bitesize/topics/zych6g8/articles/znqbcj6>

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

2. Acids and alkalis

<https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/z38bbqt>

<https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/z9gnn9q>

<https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/zvfxxbk>

<https://www.bbc.co.uk/bitesize/guides/zyn3b9q/revision/1>

3. Electrical circuits

<https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/z8mxgdm>

<https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/zjm8kty>

<https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/z2tjwnb>

<https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/zs3htrd>

<https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/z34yf82>

<https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/zd9d239>

Science

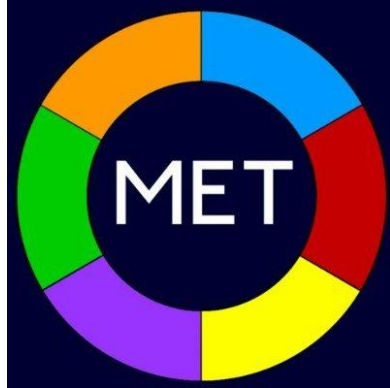
Make notes from videos, complete section quiz

4. Magnetism

<https://www.bbc.co.uk/bitesize/topics/zrvbkqt/articles/zh766g8>

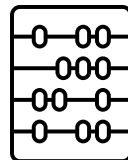
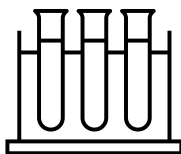
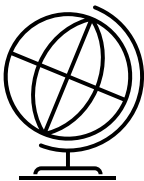
<https://www.bbc.co.uk/bitesize/topics/zrvbkqt/articles/z7922v4>

<https://www.bbc.co.uk/bitesize/topics/zrvbkqt/articles/z8g996f>



Bristol Metropolitan Academy

Geography



[Return to contents
page](#)

Geography

Summary of Learning:

Yr 7 – Geography – Summer

Unit: Why is Russia a vast wilderness?

Students should understand and be able to:

- Locate Russia in the world and examine the key physical and human features in Russia
- Geography of Russia including physical landscapes, lowlands and upland areas
- Russia's climate and the distribution of biomes
- Examine climate graphs and their application
- Identify areas of high and low population density within Russia
- Explain why Russia's population distribution is uneven
- Examine the Russian Tundra. What hazards are associated with the Tundra
- Examine animal and plant adaptations within the Tundra biome
- Is the Arctic a desert. Map on features surrounding the arctic
- Who owns the Arctic. Examine Russia's claim over the arctic
- Does Russia's Geography help or hinder Russia
Examine different positives and negatives surrounding Russia's vast size

Geography Sources of work:

BBC bitesize link:

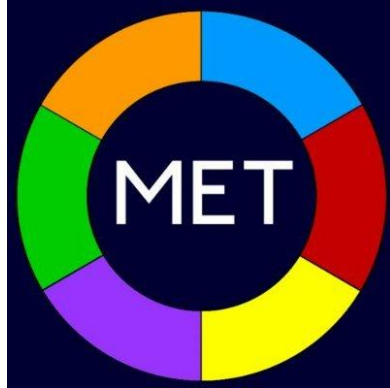
<https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/zcrx2v4#z2mx7yc>

Cool Geography:

https://www.coolgeography.co.uk/gcsen/GCSE_LW_Cold_Characteristics.php

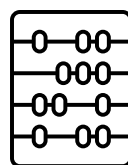
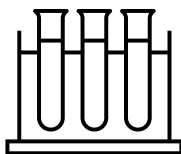
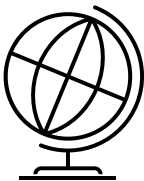
Geography Possible Tasks:

- Be able to identify Russia on a map including the location of it's major cities: Moscow, St Petersburg, Vladivostok etc
- What is a biome? Which biomes exist within Russia?
- Be able to describe the location of Russia's major physical features such as the Ural mountains and Lake Bikal
- Describe and explain the location of Russia's Population distribution
- What is permafrost? How does it prevent development and what hazards does it pose to the communities living on it?
- Is Russia's Geography a benefit or a curse? Use the information about Russia's size and it's access to the world's major Ocean to answer this question
- Identify plant and animal adaptations within the tundra biome, how are flora and fauna adapted to live there?
E.g arctic fox



Bristol Metropolitan Academy

History



[Return to contents
page](#)

History

Summary of Learning:

How should we remember African Kingdoms?

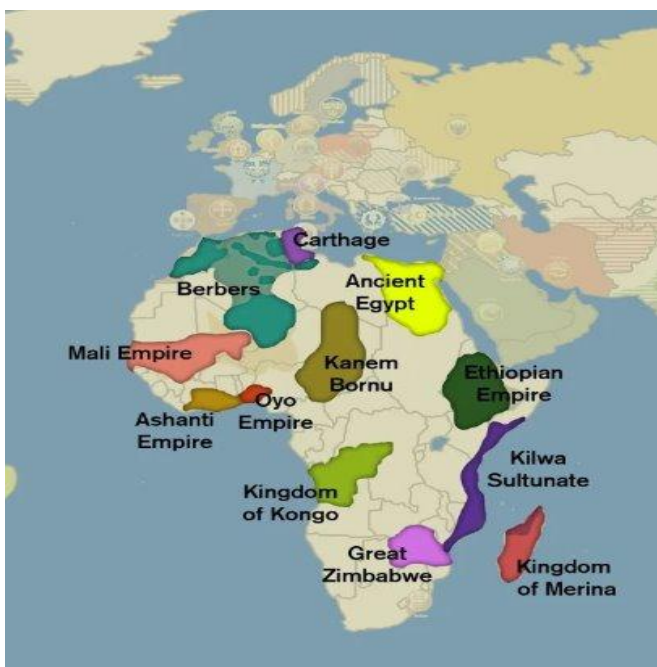
- Geography of African Kingdoms
- Kingdom of Kongo
- Asante Kingdom
- Kingdom of Mali
- Life in Benin

Skills and knowledge:

- Use of Sources
- Significance

Keywords:

historical source/ evidence/ impact/ importance/ legacy



History Sources of work:

How should we remember African Kingdoms?

[Geography of West Africa and Trade](#) – Lesson online to understand the Geography of West Africa and the Ghana Empire.

[Pre Colonial Africa](#)

- Information, videos and activities on pre-colonial African Kingdoms and Empires.

[The Kingdom of Benin](#) - Historical knowledge, activities and a quiz on the Kingdom of Benin.

[Mali Empire and Mansa Musa](#) – Information, video and activities about Mansa Musa and the Mali Empire.

[The importance of gold](#) - Online lesson explaining the importance of gold to West African economy.



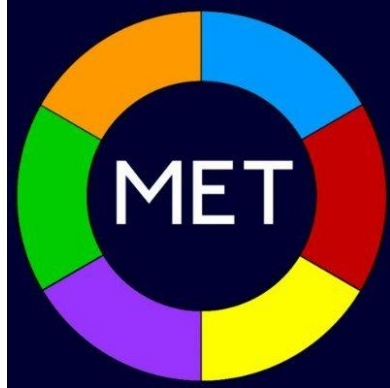
History

Possible Tasks:

1. Choose one African Kingdom and create a poster to display the reasons it is important to remember this African Kingdom.
2. Using the link below to understand how historians use evidence and what evidence is appropriate/useful write a list of evidence a historian could use to learn more about African Kingdoms.
<https://www.bbc.co.uk/bitesize/topics/z6gv6v4/articles/z62vvwx#zp6gg7h>
3. [Mali Empire](#) – Complete this Seneca assignment on the Mali Empire.
4. [What was precolonial West Africa like? - Precolonial Africa - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#)

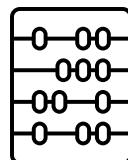
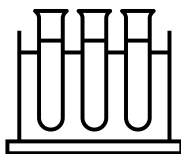
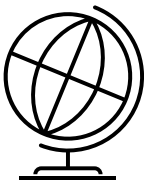
Using this page create a table of the different African Empires/Kingdoms and what they traded.

Kingdom/Empire	Items Traded
Kingdom of Kongo	E.g. Ivory



Bristol Metropolitan Academy

RS



[Return to contents
page](#)

Summary of Learning: Yr7 – Religious Studies - Summer

Term 4- who were the Gurus?

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

Seneca code: r61btn26ln

Supporting links:

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

<https://www.bbc.co.uk/bitesize/articles/znpq47h>

<https://www.bbc.co.uk/teach/class-clips-video/articles/zn4h382>

lesson structure-

Guru Nanak: How did Sikhism begin?

- Detailed overview of the life of the Guru Nanak – with a focus on the conception of the Sikh religion
- Introduction to key terms
- D Analysis: To what extent was Nanak a good teacher?

Guru Amar Das: The Langar

- Brief overview of Amar Das – with a focus on the conception of the Langar.
- Understanding of the Langar, both as a concept and through its application in the Gurdwara.
- Knowledge of the application of Langar (use modern examples of Langar charities and the work of the langar in the Golden Temple)
- **Lens: the impact the Langar has on Sikhs and the wider community. (not only the impact on the people getting fed, but those Sikhs proving the food)**
- D Analysis: To what extent did Amar Das help the disadvantaged in society?

Guru Gobind Singh: The Khalsa

- Brief overview of Gobind Singh - focus on how he defended the Sikhism from the Mughal empire and his martyrdom.
- Understanding of the Khalsa – including its conception, The 5 Ks, how it is practiced today.
- D Analysis: Is the Khalsa as important today as it was during the reign of the Mughal empire?

Guru Granth Sahib: The Holy Book

- Overview of Guru Granth Sahib: general understanding of contents, how it is used and its general significance to Sikhs.
- Include some important passages and their meanings/significance

Summary of Learning: Yr7 – Religious Studies - Summer

Term 6 – who was Siddhartha?

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

Seneca code: r61btn26ln

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

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

<https://www.bbc.co.uk/bitesize/topics/z7dmyrd/watch/z6c3d2p>

<https://www.bbc.co.uk/bitesize/topics/zjk7sbk/watch/zv7dtfr>

lesson structure:

The Life of Siddhartha Gautama & his journey to becoming the Buddha

- Who was Siddhartha Gautama? Where did he come from and what did people believe at the time
- The Buddha's birth narrative and how it shows he is special
- How did the Four Sights trigger Siddhartha's journey towards becoming the Buddha? Old age/ illness/ death/ holy man

What was the Buddha's truth?

- ☐ Enlightenment narrative
- ☐ 4 noble truths and examples of where students can find parallels in their own lives
- ☐ Middle way and the rejection of both materialism and asceticism

The Dhamma- what did Buddha teach?

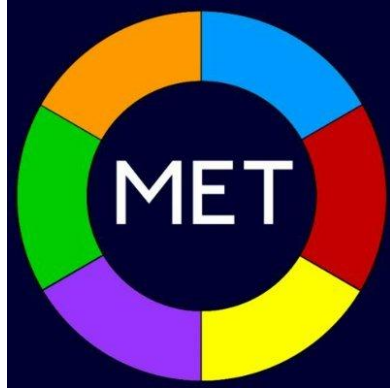
- Clarify Buddha's teachings as the 'Dhamma' or Dharma in Sanskrit
- **The Eightfold Path:** Buddha's 'prescription' to minimise suffering
- 5 moral precepts- ethical guidelines for how to live in a way which eliminates suffering

What are the Three Jewels of Buddhism?

- Explain the Three Jewels as a concept at the heart of Buddhism: Buddha/ Dhamma/ Sangha. So far, we've covered **Buddha** (his life as an example to follow), **Dhamma** (the core teachings) and today **Sangha**: the community of both lay Buddhists & monks/ nuns.
- **Metaphor:** the 3 Jewels are like an umbrella of safety for Buddhists- this is the concept of 'taking refuge' in the Buddha/ Dhamma/ Sangha
- Know that there are 2 'tiers' of Buddhists- lay & monastic

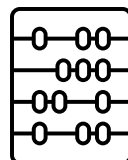
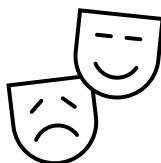
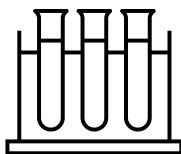
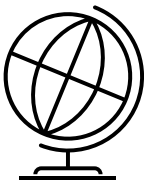
How do Buddhists show their faith?

- ☐ Meditation
- ☐ How 8 fold path/ 5 precepts may be put into practise e.g. vegetarianism for first precept
- ☐ Prayer in Buddhism- use of Bodhisattvas as an aid to enlightenment
- ☐ Mantra
- ☐ Pure land Buddhism



Bristol Metropolitan Academy

Computing



[Return to contents
page](#)

Computing Summary of Learning:

Design Vector Graphics

Summary of Learning

- Why vector images are better for some types of graphics than bitmaps
- How to create objects for a specific purpose or audience
- How to reuse created objects for different projects

Skills & knowledge

- Design Vector Graphics
- Draw and manipulate geometrical shapes
- Using path operations and colours
- Combining multiple tools and techniques
- Create a set of icons, logos or illustrations

Keywords

fill, stroke, pen, path, node, shape, layers, lines, object

Spreadsheets

How spreadsheets are used to manipulate numerical data

What ways spreadsheets can be made to input data, organise events, make reports

How spreadsheets can model different scenarios to help people make informed decisions

Skills & knowledge

This unit focuses on spreadsheet skills. To teach this unit, you will need to know how to:

- Use cell references
- Format data
- Create formulas for add, subtract, divide, and multiply
- Create functions for SUM, COUNTA, AVERAGE, MIN, MAX, and COUNTIF
- Create graphs

Keywords

cell references, sum, if, count, average, min, max, chart, graph, autofill

Computing Sources of work:

[Download Inkscape here](#)

For Windows, Mac & Linux

[Oak Academy: Vector Graphics](#)

This sequence of lessons allows students to practice the principles of vector graphics using the program Inkscape.

[YouTube: Inkscape Lesson 1 - Interface and Basic Drawing](#)

9 minutes 32 seconds

There are over 20 lessons in this playlist that show you how to use the tools in Inkscape

[The Complete Guide To Line Drawing In Inkscape](#)

10 minutes 39 seconds

This Inkscape tutorial covers all the ways to draw lines, from simple straight lines to complex curves.

[Excel Online](#)

Login from home using your existing school account to use Excel online or download it and register with your school details.

[Oak Academy: Spreadsheets](#)

This sequence of lessons covers how to perform all basic operations well and efficiently

[W3 Schools: Excel](#)

Use this online tutorial to explore the spreadsheet and to practice skills

[Excel for Beginners](#)

This playlist contains 40 short lessons to make you an Excel master

Computing Possible Tasks:

[How to Make a Silhouette Portrait from a Photo](#) *8 Minutes 44 seconds*

Inkscape Beginner Tutorial exploring how to make outline and interesting head shapes

[Design A Logo In Inkscape](#)

Design a circular badge logo. Make your own for a school club.

[How To Design Book Covers for Print with Inkscape](#)

Make a book cover to go over a favourite book or even a made up book of your choice.

Make a greeting card: Explore text effects, adding them to shape and formatting a card

[Warping Text and using Path Effects Editor](#)

[The Easy Way to Curve Text in Inkscape](#)

[Make a Greeting Card in Inkscape!](#)

Flags: [Oak Academy: Lesson 1, Task 1 Worksheet](#)

Use the fill tool to create 10 flags of European countries. Make sure you resize rows and columns.

Make a food shop list of 10 products for sale similar to this example.

	A	B
1	Met Grocers	
2	Potatoes	0.40
3	Broccoli	1.10
4	Cabbage	0.80
5	Carrots	1.30
6	Cauliflower	1.60
7	Apples	1.80
8	Oranges	2.10

Give each a price

Say how many of each you sold that day

Calculate the total for each (SUM)

The grand total of everything that was for sale (SUM)

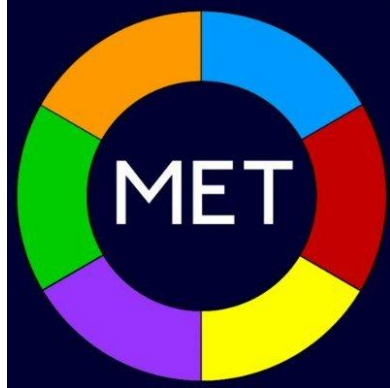
What is the average cost of all the items sold (AVERAGE)

What was the lowest (MIN) and highest priced (MAX)

Can you make a chart for this? [Making a Simple Bar Graph in Excel](#)

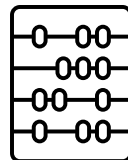
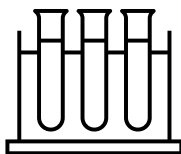
[Practice IF statements](#)

- See if a condition can be met with this interactive tutorial



Bristol Metropolitan Academy

Spanish



[Return to contents
page](#)

Spanish Summary of Learning:

People around me and my life a school

- Consolidation of School and present tense
- School building
- Teachers
- Recap

My freetime

- **Irregular verbs (hacer, jugar)**
- **Present tense time time expresions**
- **Media- Technology,Tv and film.**
- **Sports and hobbies**
- **Frequency and opinions with sports and hobbies**
- **Weather**
- **Consolidation**

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/>

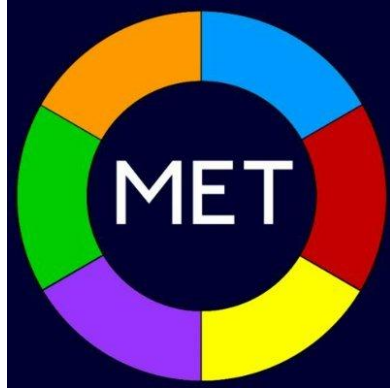
Vocabulary KS3 Spanish.

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

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

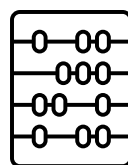
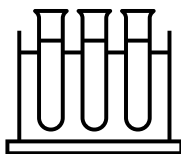
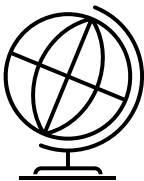
Spanish Possible Tasks:

- Describe what you do during breaktime with opinions and reasons.
- Say your favourite films, adding opinions and reasons.
- Describe the activities that they do during the day giving opinions, reasons and adding adjectives.
- Say what sport activities they do, using connectives, positives and negatives sentences.
- Say what they are going to do in different weather conditions using words, such as: If, when, even if.
- Describe hobbies using adverbs and adjectives.
- Say opinions about hobbies adding reasons.



Bristol Metropolitan Academy

German



[Return to contents
page](#)

German Summary of Learning:

People around me and my life a school

- Present Regular Tense (ER/IR/RE or AR/ER/IR)
- Irregular verbs (Faire/hacer/jugar)
- Present tense time expressions
- Basic media activities (technology, TV and Film)
- Sports, hobbies
- Weather / when & if clauses

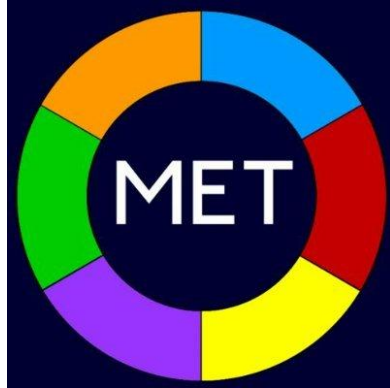
Skills and knowledge:

- **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:

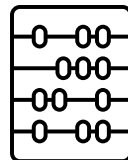
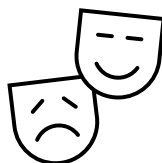
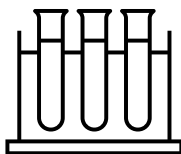
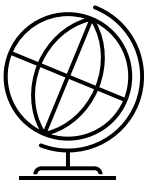
- DOYA – Writing,
- -single words,
- finish the sentence,
- translation and 90 word bullet
- translation

For vocabulary and grammar refer to knowledge organizer



Bristol Metropolitan Academy

DT



[Return to contents
page](#)

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>

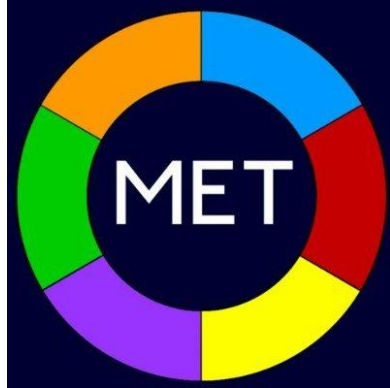
Evaluating -

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

DT

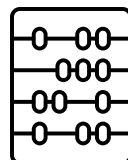
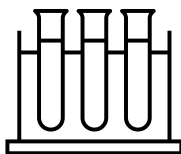
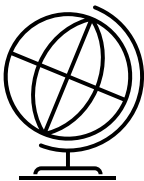
Possible Tasks:

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.



Bristol Metropolitan Academy

Food



[Return to contents
page](#)

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

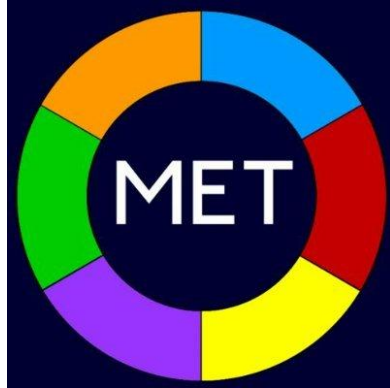
Watch an episode of 'The Great British Bake Off' on TV or YouTube.

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.

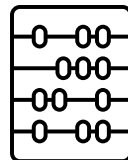
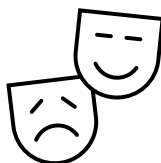
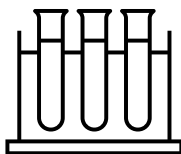
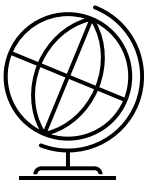
Thinking about '5-a-day' - conduct a survey to assess how many fruit and vegetables people eat. Present your results in graphs, analyse your findings and make recommendations about how fruit and vegetable consumption could be improved.

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



[Return to contents
page](#)

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

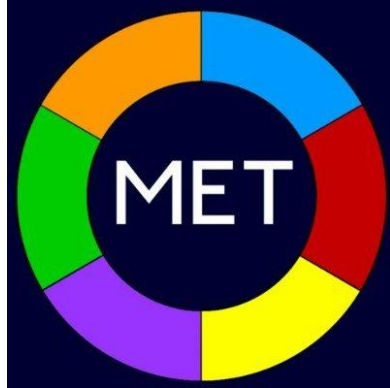
<https://www.youtube.com/watch?v=OdxHdFnpjk0>

Textiles

Possible Tasks:

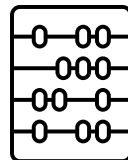
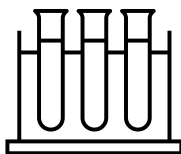
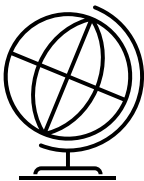
1. Create a poster explaining the difference between natural and synthetic fibres.
2. Evaluate a textile product in your home. Create an imaginative re-design including detailed annotations explain your changes.
3. Design a new school uniform, label your ideas explain the materials used and their effect 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



[Return to contents
page](#)

Summary of Learning: Yr7 – Drama - Summer

Ben Gunn is a fascinating character in *Treasure Island*, Robert Louis Stevenson's classic adventure novel. Once a member of Captain Flint's pirate crew, Gunn is marooned on the island for three years, surviving on whatever he can find and dreaming of cheese a detail that adds humour to his desperate situation. When young Jim Hawkins encounters him, Gunn proves to be an invaluable ally, offering crucial knowledge about the island and its hidden treasure. His time in isolation has made him eccentric, but his resourcefulness and longing for redemption make him a compelling figure. Ultimately, his assistance helps Jim, and his companions secure the treasure, rewarding Gunn with a share of the gold. However, he struggles to adjust to life back in civilization, spending his newfound wealth recklessly a poignant reminder that adventure and treasure do not always bring lasting happiness.

Skills and Knowledge

- Acting out the Ben Gunn scene in *Treasure Island* helps students develop a range of valuable skills. Firstly, it enhances their dramatic performance abilities, encouraging expressive body language, vocal variation, and emotional depth to portray Ben Gunn's eccentric and desperate nature convincingly. They also practice improvisation and adaptability, as Gunn is a quirky, unpredictable character requiring creative interpretation.
- Additionally, students refine their storytelling skills by understanding pacing, tension, and comedic timing, given Gunn's mix of desperation and humour. They gain insight into character development, exploring how isolation has shaped Gunn's personality and motives. Collaboration is another key skill, as students must engage with fellow actors, responding dynamically in scenes with Jim Hawkins and other characters.
- Beyond performance, this exercise improves confidence, public speaking, and communication helpful in both theatrical settings and everyday interactions. Ultimately, stepping into Ben Gunn's shoes allows students to experience the art of bringing a literary character to life while honing a versatile skill set.
- Students studying *Treasure Island* gain valuable insights into Ben Gunn's character, his experiences, and the themes surrounding him. They learn about his past as a former pirate under Captain Flint, which gives him knowledge of treasure hunting, navigation, and survival. His three years of isolation on the island teach him resourcefulness, adaptability, and an understanding of nature, as he relies on his own ingenuity to survive.
- Through Ben Gunn, students explore themes of redemption and transformation—he regrets his past pirate life and seeks a second chance by aiding Jim Hawkins and his companions. His eccentricity and obsession with cheese add humour, making him a memorable figure. His struggles after receiving a share of the treasure highlight a deeper lesson: wealth does not guarantee happiness or fulfilment.
- By examining Ben Gunn's role in the novel, students enhance their understanding of character development, human resilience, and the impact of loneliness on the mind. His story offers a mix of adventure, personal growth, and morality—making him a compelling figure to analyse.

Keywords

- **Marooned** – abandoned on the island for three years
- **Survival** – learning to live off the land with limited resources
- **Treasure** – connected to Captain Flint's buried gold
- **Eccentric** – quirky behavior due to isolation
- **Cheese** – his long-standing craving after being stranded
- **Pirate** – former crew member of Captain Flint
- **Redemption** – seeking a second chance through helping Jim Hawkins
- **Resourceful** – using his ingenuity to survive
- **Secret Cave** – where he hides the treasure
- **Alliance** – his role in aiding Jim Hawkins and his companions

Sources of Work:

Yr7 – Drama - Summer

[https://en.wikipedia.org/wiki/Ben_Gunn_\(Treasure_Island\)](https://en.wikipedia.org/wiki/Ben_Gunn_(Treasure_Island))

<https://www.bbc.co.uk/teach/school-radio/articles/zjmsnrd>

<https://www.bbc.co.uk/teach/school-radio/articles/zjmsnrd>

<https://www.youtube.com/watch?v=O7Wil1rzVzY>

<https://www.youtube.com/watch?v=DnXS5f6AxE>

From 43 seconds

<https://www.youtube.com/watch?app=desktop&v=MnO8SgW9V8M&feature=youtu.be>

Script extract page 4 – 5

<https://visiblefictions.co.uk/script-extracts.docx.pdf>

Possible Tasks:

Yr7 – Drama - Summer

Creative Writing & Interpretation

- **Diary Entries** – Write a series of diary entries from Ben Gunn's perspective during his three years marooned on the island.
- **Character Monologue** – Create and perform a dramatic monologue where Ben Gunn reflects on his past as a pirate and his longing for redemption.
- **Alternative Ending** – Rewrite the ending of *Treasure Island* focusing on what happens to Ben Gunn after receiving his treasure share.

Performance & Role-Playing

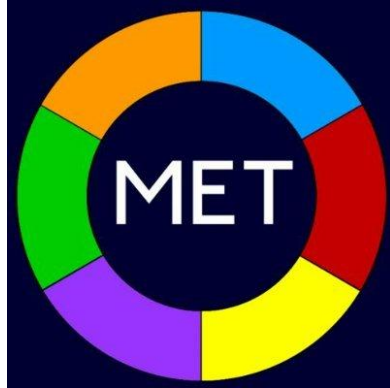
- **Acting Challenge** – Perform the scene where Jim Hawkins first meets Ben Gunn, emphasising his eccentric personality and desperation.
- **Improvised Interview** – In pairs, one plays a reporter and the other plays Ben Gunn, answering questions about his time on the island.
- **Debate** – Discuss whether Ben Gunn was truly a hero in the story or just an opportunist.

Literary Analysis & Discussion

- **Symbolism Exploration** – Analyse how Ben Gunn represents themes of survival, transformation, and redemption in the novel.
- **Character Comparison** – Compare Ben Gunn's character to Long John Silver how do their choices reflect their morality?
- **Historical Context** – Research real-life cases of castaways and compare them to Ben Gunn's experience.

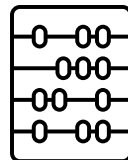
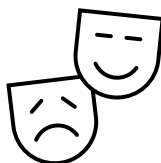
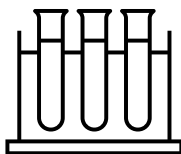
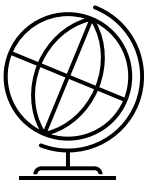
Art & Design

- **Treasure Map Design** – Create a map of Ben Gunn's island, marking key locations like his cave and the treasure site.
- **Character Portrait** – Draw or paint an artistic interpretation of Ben Gunn based on his descriptions in the book.
- **Storyboard** – Illustrate a comic-style storyboard of Ben Gunn's life before, during, and after his time on the island.



Bristol Metropolitan Academy

Music



[Return to contents
page](#)

Music Summary of Learning - Summer

In terms 5 & 6 in music we are working on an ensemble performances of pop songs. Students will have the opportunity to learn multiple instruments and then choose one to focus on and use as part of an ensemble.

As part of this unit of work. Students will listen to a range of popular songs from Europe and America and learn to identify common features.

Performance Skills

- **Keeping to a pulse as a solo musician**
- **Keeping to a pulse as part of an ensemble**
- **Playing chords on a piano**
- **Playing Chords on Guitar**
- **Playing Chords on Ukulele**
- **Playing Basslines on Bass Guitar**
- **Playing Drumbeats using a kit**
- **Singing a melody line**

Composition Skills

- **Arranging a given song**
- **Creating own drum beats**
- **Creating Rhythms for Basslines**
- **Creating strumming patterns/rhythm for guitar or piano**
- **Creating chords from a given starting note (Root)**

Listening/Analytical Skills

- **Identifying orchestral families**
- **Identifying individual instrument Timbres**
- **Identifying time signature**
- **Identifying and matching a pulse**
- **Identifying Tempo**

Music Sources of work:

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://teachinggadget.com/>

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.

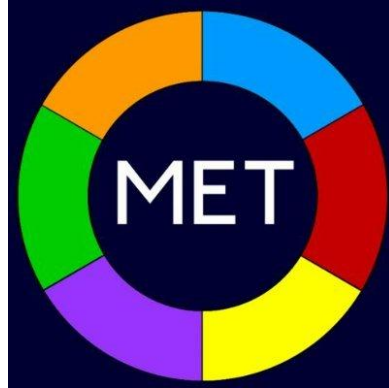
Students must Login to this site using the credentials:

Username: BristolMetropolitanAcademy

Password: music

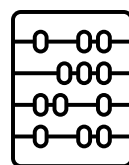
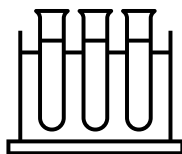
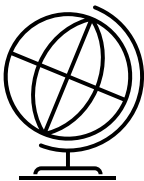
NOTE – Spaces and capital letters must be as above.

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



[Return to contents
page](#)

PE

Summary of Learning:

BOYS PE

Sports for the term:

- Cricket
- Athletics
- Softball
- Tennis

Skills and Knowledge:

- Cricket: bowling, batting, fielding, rules, tactics
- Athletics: jumping, throwing, running, sprinting, relay
- Softball: bowling, batting, fielding, rules, tactics
- Tennis: serving, forehand, backhand, rules, tactics

Keywords:

- Cricket: throw, catch, bowl, bat, wicket, stumps, wide
- Athletics: power, baton, start, finish, race, throw
- Softball: base, bat, backstop, strike, no ball
- Tennis: serve, point, rally, net, volley, out, in

GIRLS PE

Sports for the term:

- Rounders
- Athletics
- Cricket
- OAA (Outdoor Adventurous Activities)

Skills and Knowledge:

- Rounders: bowling, batting, fielding, rules, tactics
- Athletics: jumping, throwing, running, sprinting, relay
- Cricket: bowling, batting, fielding, rules, tactics
- OAA: teamwork, problem solving, orienteering

Keywords:

- Rounders: bowling, batting, fielding, catch, backstop
- Athletics: power, baton, start, finish, race, throw
- Cricket: throw, catch, bowl, bat, wicket, stumps, wide
- OAA: listening, communication, teamwork, confidence

PE Sources of work:

BOYS PE

Cricket:

<https://www.sportplan.net/drills/Cricket/>

Athletics:

<https://www.sportplan.net/drills/Athletics/index.jsp>

Softball:

<https://www.softball-spot.com/>

Tennis:

<https://www.sportplan.net/drills/Tennis/index.jsp>

GIRLS PE

Rounders:

<https://learning.gaa.ie/RoundersSkills>

Athletics:

<https://www.sportplan.net/drills/Athletics/index.jsp>

Cricket:

<https://www.sportplan.net/drills/Cricket/>

OAA:

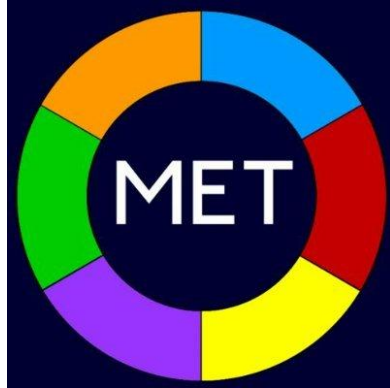
Lessons 1-3: <https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/outdoor-and-adventurous-activity-following-instructions-and-problem-solving-skill/lessons>

PE

Possible Tasks:

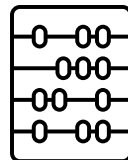
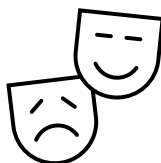
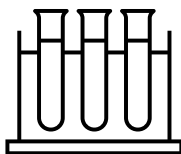
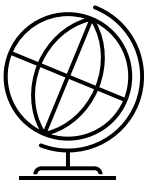
All tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- 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 ideas.
- 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 PE activity on YouTube and analyse performance of participants. Can you describe 3 strengths / weaknesses of 2 varying positions.



Bristol Metropolitan Academy

Art



[Return to contents
page](#)

Art

Summary of Learning:

Unit Title: year 7 Ethnology – Mandala Art

Key Essentials/Skills:

- 1. Artist analysis**
- 2. Observational skills, drawing**
- 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 Prasun Balasubramaniam. 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, wax resist, 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: Mandala, ethnology, culture, symmetry, 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 Prasun Balasubramaniam:

<https://www.instagram.com/prasunfinearts/?hl=en-gb>

<https://www.skillshare.com/en/user/prasunfinearts>

<https://www.youtube.com/c/PrasunBsonu>

Make your own Mandala:

<https://www.youtube.com/watch?v=U49TaN-MkM8>

<https://www.youtube.com/watch?v=D0DdSJWpTQc>

Art

Possible Tasks:

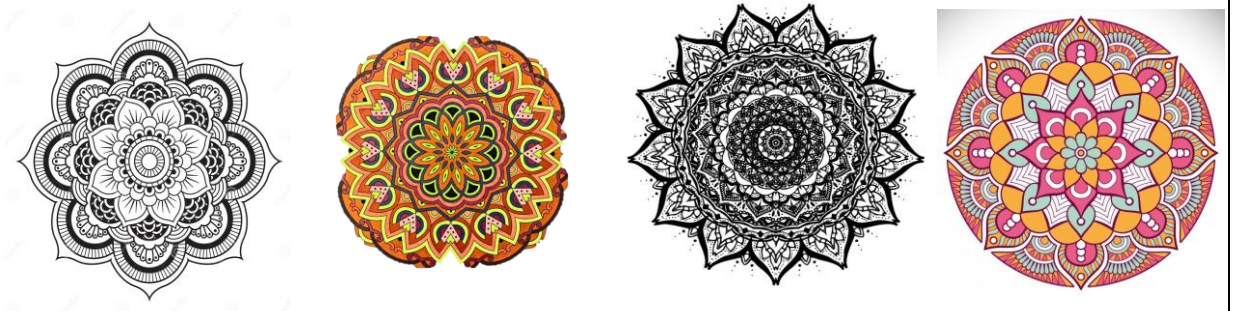
Research Tasks:

Create a fact file on Mandala art and its significance within Buddhist and Hindu cultures.

Extension: Research an additional Mandala artist and create a piece of work inspired by them.

Drawing tasks:

1. Design your own mandala inspired by Prasun Balasubramaniam: starting at the centre, work outwards by adding layers of pattern.



2. Design your own mehndi/henna tattoo
3. Add a mandala to a design to an outline of an animal

