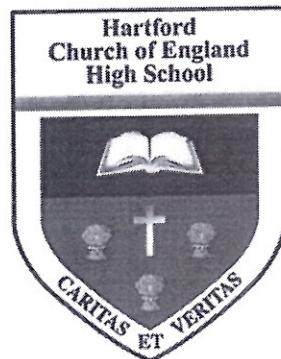


Year 7

Curriculum Maps

Hartford Church of England High School



Year 7 Long Term Plan English



Year 7 Intent / End Point: Year 7 students can read easily, fluently and with good understanding. Students have acquired a wider vocabulary and developed confidence in speaking and listening, articulating their viewpoint and participating in debate.

Principles that underpin your curriculum						
	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Unit title</u> (Short titles 2/3 words.)	<u>My Sister Lives on the Mantelpiece</u>	<u>Descriptive Writing - Childhood</u>	<u>Oliver Twist</u>	<u>Oliver Twist with non-fiction writing</u>	<u>A Midsummer Night's Dream</u>	<u>Innocence v Experience Poetry</u>
Reading	Character analysis Language analysis Context Genre analysis Information retrieval Narrative voice	Approaching non-fiction texts Evidence retrieval Develop understanding of how vocabulary and figurative language presents meaning	Character analysis Theme analysis Language analysis Context Genre analysis Information retrieval	Approaching non-fiction texts Comparison of texts from different time periods Identifying and examining persuasive techniques	Evidence retrieval Shakespearean context Analysis of language Analysis of structure Evidence retrieval Analysis of character	Poetic techniques Theme analysis Language analysis Evidence retrieval
Writing	Use of persuasive writing techniques Use of structural features Analysing linguistic techniques and how they can present meaning Analytical paragraphs	Use of descriptive writing techniques Use of structural features Develop resilience to write at length Refine drafting skills	Use of persuasive writing techniques Use of structural features Analysing linguistic techniques and how they can present meaning Analytical paragraphs	Articulating a clear viewpoint Using persuasive techniques Engaging openings Exploratory paragraphs Effective conclusions Using ambitious vocabulary	Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary Exploring a writer's intentions	Structuring a comparison Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary
Speaking and Listening	Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary Use of standard English	Articulating opinions Use of standard English Discussing different viewpoints	Use of standard English Oracy improvement through use of Tier 2 vocabulary	Use of standard English Articulating opinions Use of standard English	Use of standard English Oracy improvement through use of Tier 2 vocabulary	Performing poetry Use of standard English
Middle Stake Testing	S/TN 1 – How does Pitcher present the character of Jamie? S/TN 2 – How does Pitcher present the theme of racism?	STN 1 – Descriptive writing	STN 1 – Dickens present the character _____	STN 1 – How does Dickens present the writing character _____	S/TN 1 – Non-fiction writing	S/TN 1 – How does Shakespeare present the character of Titania?
High Stake Testing		STN 2 – Descriptive writing	STN 2 – Dickens present the theme	STN 2 – Reading/extract	S/TN 2 – How does Shakespeare present the character of Helena?	S/TN 2 – Poetry question from relevant anthology.
Skills development	They can identify and analyse how linguistic techniques present meaning. They become increasingly confident readers who can approach a range of different texts and genres. They can articulate viewpoint and become increasingly confident using ambitious vocabulary.		Reading: How does Pitcher present ideas of Islamophobia? Writing: write a description as inspired by the image		Reading: How does Shakespeare present Hermia? Writing: write a description as inspired by the image	

Long Term Plan Year 7 Maths



Year 7 Intent / End Point: Our Year 7 students will be able to recall and use notation, facts and definitions and perform multi-step procedures. They will be able to interpret and communicate by making deductions and use reasoning to obtain results. We enable our students to solve problems by translating simple mathematical and non-mathematical problems into mathematical processes and interpret results in the context of a given problem.

Building blocks are key in every lesson as students develop their fluency to enable them to apply their skills and knowledge.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Strand	Number & Shape	Number & Algebra	Number	Algebra	Shape	Handling Data
Fluency	Understand and use place value for decimals, measures and integers of any size Use Addition and Subtraction, including formal written methods, applied to integers, decimals Estimate calculations by rounding	Use Multiplication and Division, including formal written methods, applied to integers, decimals Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple	Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1 Use addition and subtraction, including formal written methods, applied to proper and improper fractions, and mixed numbers Compare and order fractions by creating common denominators Interpret fractions as operators	Solve calculations requiring understanding of BIDMAS (know that the inverse of squaring is 'square rooting') Use the basic rules of algebra Simplify and manipulate algebraic expressions to maintain equivalence by multiplying a single term over a bracket or by taking out common factors Substitute into simple formulae	Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles Derive, describe and illustrate properties of triangles, quadrilaterals and other plane figures [for example, equal lengths and angles] using appropriate language and technologies Describe, sketch and draw regular polygons, and other polygons that are reflectively and rotationally symmetric	Read and plot coordinates in all 4 quadrants Describe, interpret and compare observed distributions of a single variable through the use of the mean Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams
Application	Problem solving with number Calculate and solve problems involving perimeters of rectangles and compound shapes (not circles) Standard units of length Standard Form	Derive and apply formulae to calculate and solve problems involving area of triangles and rectangles	Problem solve with fractions in real life contexts including money	Substitute into real life formulae e.g. cost if given an hourly rate Use previous area and perimeter work with algebra to solve problems	Use angle facts to solve algebraic problems Work with polygons involving algebra Understand the purpose of finding a measure of central tendency and that as well as the mean, the other ones typically used are mode and median Worded problems, where a two way table is not given	Understand the purpose of finding a measure of central tendency and that as well as the mean, the other ones typically used are mode and median Worded problems, where a two way table is not given
Middle Stake Testing	6 question grids Try Now's	6 question grids Try Now's	6 question grids Try Now's	6 question grids Try Now's	6 question grids Try Now's	Assessment 1
High Stake Testing						Assessment 2
Skills Development	We will work to ensure fluency in the basics across all 5 mathematical strands. Students will be able to recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures. Students will be taught to interpret results in the context of a given problem and make connections to other areas of mathematics. Standard written methods can be used in a variety of contexts and the effective use of a calculator is developed.					

Long Term Plan (Year 7 Biology)



Year 7 Intent / End Point: Students will develop a strong foundation in the basic systems of both plants and animals as laid out in the “Big Ideas in Biology” (as outlined on the Learning Journey), Starting with cells and organs they will go on to systems including the skeletal and muscular system. They will use their knowledge of cells to describe the process of reproduction, and will also study the changes that occur during adolescence. Their last topic will look at ecology and allow students to assess the impact of human activity and the importance of biodiversity.

	Phase 1- HT1 & HT2		Phase 2 - HT3/HT4	Phase 3 - HT5/HT6
Unit title	7A Cells, Tissues and Organ Systems	7C Muscles and Bones	7B Sexual Reproduction	7D Ecosystems
Subject Knowledge	<ul style="list-style-type: none"> • cells as fundamental unit of living organisms • function of cell organelles • similarities and differences between plant and animal cells • hierarchical organisation of multicellular organisms 	<ul style="list-style-type: none"> • the structure and functions of the gas exchange system in humans and the mechanism of breathing • the structure and functions of the human skeleton • the function of muscles • the impact of exercise 	<ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age 	<ul style="list-style-type: none"> • Interdependence including food webs • organisms and the environment including bioaccumulation • variation between and within species • importance of biodiversity
Working Scientifically	<p>Students learn to use a light microscope correctly, identify mistakes and follow multiple steps to set up and use a slide</p>	<p>Students perform practicals that allow them to make careful observations, draw a conclusion and suggest criteria to be used in evaluations.</p>	<p>Students learn how to write a Scientific Method and make predictions using scientific hypotheses</p>	<p>Students learn to present data as frequency diagrams, scatter graphs, bar charts. They learn that in an experiment, one variable is usually changed and another is measured</p>
Literacy and Numeracy	<p>Students learn to divide written information into given sections (for an investigation report), and explain why internationally agreed symbols and conventions are necessary in science</p> <p>Students will practise calculating magnification and using SI units of measurement</p>	<p>Students need to understand that information can be presented in different ways to communicate scientific ideas clearly.</p> <p>Students will be given the opportunity to collect data and decide on the most appropriate methods of presentation</p>	<p>Students will identify key points in a text and develop clear points in order to present ideas and opinions (using structured note-taking methods)</p> <p>Students should use tables to spot patterns</p>	<p>Students work to develop clear paragraphs in order to present ideas and opinions (using ideas about structuring a paragraph to make a point).</p>
Middle Stake Testing	End of unit test 7A Purposeful Practice (Try now)	End of Unit Test 7C Purposeful Practice (Try now)	End of Unit Test 7B Purposeful Practice (Try now)	End of Unit Test 7D Purposeful Practice (Try now)
High Stake Testing			Assessment 1	End of Year Assessment
Skills development	From the start of Year 7, students will steadily grow in confidence when using mathematical skills, thinking scientifically and communicating their ideas clearly and logically.			

Yr 7 Long Term Plan (Chemistry)



Year 7 Intent / End Point: Students will study part of each of the “Big Ideas” in Chemistry (as outlined on the Learning Journey). Beginning with a study of the properties of different substances and how this knowledge is used to devise separating techniques. This extends into the properties of acids and alkalis. Students then learn the particulate nature of matter and how this helps to explain different properties. Finally, they learn about different atoms and elements and how they are rearranged in chemical reactions - and their abundance in the Earth and the Atmosphere.

		Phase 1 - HT1 & HT2		Phase 2 - HT3		Phase 3 - HT5	
Unit title	Subject Knowledge	7E Mixtures and Separation	7F Acids and Alkalis	7G-The Particle Model	7H- Atoms, Elements and Molecules.		
Working Scientifically	<ul style="list-style-type: none"> Recall the three states of matter and identify solids, liquids, gases. Classify Mixtures Describe how factors affect how much of a substance dissolves. Describe what happens during evaporation. Describe how chromatography is used to separate mixtures. Explain how distillation works. 	<ul style="list-style-type: none"> The meaning of hazard symbols. Describing acids and alkalis in terms of pH. Understanding & using the pH scale. Understanding neutralisation and uses of it. 	<ul style="list-style-type: none"> Properties of states of matter in terms of the particle model including pressure Similarities and differences, between solids, liquids and gases Brownian motion in gases Differences in arrangements, motion and closeness of particles explaining properties. 	<ul style="list-style-type: none"> Differences between atoms, elements and compounds Chemical symbols and formulae for elements and compounds Combustion, thermal decomposition, oxidation and displacement reactions The composition of the Earth 			
Literacy and Numeracy	<p>Students learn how to use a Bunsen burner. Identify risks to themselves and others and state the meaning of risk, hazard. Recognise a range of risks and plan appropriate safety precautions.</p> <p>Students learn how to write a scientific method. Divide written information into: sections, groups, bullet points. Develop logical sequences of points in writing.</p>	<p>Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety.</p> <p>Students conduct a full investigation into indigestion remedies</p>	<p>Describe how evidence and observations are used to develop a hypothesis into a theory. Explain how evidence and observations support or do not support a certain theory.</p>	<p>Describe how evidence and observations are used to develop a hypothesis into a theory. Explain how evidence and observations support or do not support a certain theory.</p>	<p>State the difference between quantitative and qualitative data.</p> <p>Interpret tables, bar charts, pie charts and scatter graphs. Identify the best way to present different types of data.</p>		
Middle Stake Testing	End of Unit Test 7E Purposeful Practice (Try now)	End of Unit Test 7F Purposeful Practice (Try now)	End of Unit Test 7G	Purposeful Practice (Try now)	End of Unit Test 7H Purposeful Practice (Try now)		
High Stake Testing			Assessment 1			End of Year Assessment	
Skills development	Students will learn how to work safely and assess risk during investigations. They will learn how to write a scientific method and how to present different forms of data for scientific evidence.						

Yr7 Long Term Plan (Physics)



Year 7 Intent / End Point: Students will study part of each of the “Big Ideas” in Physics. Beginning with a study of Energy, pupils will develop a strong foundation of the different energy stores, how energy can be transferred, the variety of energy resources used and the need to make informed decisions about how humans use these resources. This extends into the study of Electricity. Pupils will then learn the names of both contact & non-contact forces & describe their effects on moving & stationary objects. Finally students will learn about Sound, how it's produced & how it may be transmitted through different media.

	Phase 1 (HT1 & HT2)	Phase 2 (HT3 & HT4)	Phase 3 (HT5 & HT6)	
Unit title	7I Energy	7J Current Electricity	7K Forces	
Subject Knowledge	<ul style="list-style-type: none"> • Energy, comparing results. • Energy stores and transfers, fossil fuels. • Renewable/non renewable energy sources (advantages/disadvantages) • Energy & efficiency 	<ul style="list-style-type: none"> • Electric current, measured in amperes, in circuits, series and parallel circuits and the domestic ring • Current and the flow of charge • Potential difference and measuring voltage • Resistance 	<ul style="list-style-type: none"> • The effect of contact and non-contact forces on an object • How force affects the extension of a spring • The effects of friction and how it can be changed • The effect of pressure and how to calculate it • Identifying balanced and unbalanced forces 	<ul style="list-style-type: none"> • How sound is produced & how it travels through solids, liquids & gases • Understand that sound waves transfer energy
Working Scientifically	Students learn to use ratio notation to make fair comparisons	Students will learn to identify when a physical model is being used, and what its parts represent. Use a simple physical model to explain a simple phenomenon.	Students will learn the use of conventions when communicating scientific knowledge and be able to take notes from presentations and videos (including the ordering of notes).	Students will learn to identify patterns in line graphs and scatter graphs and extract simple information from them.
Literacy and Numeracy	Students learn to identify key points in texts (including topic sentences) and develop clear summaries (using key points & key points)	Students will learn to describe the benefits of organising information or data in tables.	Students will learn to record numbers using appropriate units for common measurements. Convert measurements into the same units in order to compare them. Recall the meanings of some prefixes used in the SI system (centi-, milli-, kilo-).	Students will learn to present data in line graphs and scatter graphs. Evaluate different ways of remembering information (concept maps, diagrams & mnemonics)
Middle Stake Testing	EOU Test - 7I Purposeful Practice (Try now)	EOU Test - 7K Purposeful Practice (Try now)	EOU Test - 7J Purposeful Practice (Try now)	
High Stake Testing		Assessment 1	EOU Test - 7L Purposeful Practice (Try now) End of Year Assessment	
Skills development	Students will learn how to present data graphically & learn how to interpret different data sets. They will also learn how to use simple physical models to understand & explain scientific phenomena.			

Year 7 – Religious Studies

Year 7 Intent / End Point: Year 7 will be introduced to key world faiths, investigating key Beliefs, Teaching and Practices. They will be provided with a safe environment to question and reflect upon all information and encouraged to identify key similarities and differences between different religious persuasions. Throughout all modules pupils will be encouraged to personally reflect and respond to information. Pupils begin their journey with a focused investigation into the key beliefs of Christianity as a means of emphasising our school ethos and then move into to an exploration the alternative viewpoints that can be followed in British society. There is a significant focus this year on the chronology of 3 key religions and the historical links between them.

Principles that underpin your curriculum					
<u>Unit title</u>	Basic Christianity	Basic Religions	Judaism, Preparing The Way	The Passion Of Christ	Islam
<u>Learning About Religion (Knowledge)</u>	<ul style="list-style-type: none"> School Motto (Theme- Who is God?) How do we know? (Theme- Revelation) Where do we come from? (Theme- Creation) What went wrong? Sin (Theme- suffering) Who will rescue us? (Theme- Rescue) Where are we going? (Theme- Judgement/Afterlife) 	<ul style="list-style-type: none"> Introduction to world religions (Mono, Poly and atheist) Does God speak? (Theme- Revelation) Where do we come from? (Theme- Origins) How do religions explain evil and suffering? (Theme- suffering) Is there any hope? (Theme- Rescue) What happens when we die? (Theme- Judgement/Afterlife) 	<ul style="list-style-type: none"> Genesis 3:15: The serpent crusher versus temptation of Jesus (the promise of a rescue) Exodus 12: the Passover Ruth: The family Redeemer 2 Samuel 7: the true King Psalm 110: world ruler, eternal priest Isaiah 53: the substitute 	<ul style="list-style-type: none"> Who do people say Jesus is? Was Jesus the Messiah? Do the events of Holy Week truly tell us who Jesus was? Why did Jesus Die? Should Jesus have been sentenced to death? What happened on Easter Sunday? Is there evidence for the resurrection of Jesus? Did Jesus rise from the dead? 	<ul style="list-style-type: none"> Role Model- Muhammad Belief in action- 5 pillars Place of Worship- Mosque Commitment- Fasting Community- Zakah Ceremony- Hajj Belief- life after death
<u>Learning From Religion (Reflection)</u>	<ul style="list-style-type: none"> Did God create the earth? Can we live without sin? 	<ul style="list-style-type: none"> Exploration of similarities and differences between the 6 main world religions 	<ul style="list-style-type: none"> Comparison of Jewish beliefs and practices to Christianity Judaism as the prophecy of development of Christianity 	<ul style="list-style-type: none"> Is there proof of the resurrection of Jesus? How significant are the events in the life of Jesus and Jewish Prophecy? 	<ul style="list-style-type: none"> Comparison of Muslim beliefs and practices to Christianity Responsibility in the community Life after death
<u>Middle Stake Testing Response to REFLECTIVE QUESTIONS'</u>	<ul style="list-style-type: none"> How can/Can we know about God What is our biggest problem as humans? Is death the end? 	<ul style="list-style-type: none"> How can we explain where humans come from? What are our origins? 	<ul style="list-style-type: none"> How does the temptation of Jesus emphasise the beginnings of Old Testament fulfilment? The true king- explain characteristics of good leader and how these interpretations differ between old and new testament 	<ul style="list-style-type: none"> Was Jesus the Messiah or a trouble maker? Did Jesus rise from the dead? 	<ul style="list-style-type: none"> Would Islam exist without Muhammad? How would believing in the afterlife change your outlook on life?
<u>High Stake Testing</u>		Assessment 1		Assessment 2	
<u>Skills development</u>	<p>All students will investigate the concept of religion through information gathering and asking relevant questions. This will require students to interpret information, which includes drawing meaning, interpreting religious language and suggesting meaning of religious texts. Personal reflection will become a core skill within RE, encouraging pupils to ponder upon feelings, relationships and experiences relating to beliefs and practices. Students will also develop higher levels of respect, showing tolerance of others' beliefs, opinions and cultures.</p> <p>Students are encouraged to embrace difference and ask searching questions.</p>				



Long Term Plan Year 7 History

Year 7 Intent / End Point: In Year 7 our aim is to deliver a broad, ambitious and balanced history curriculum, which allows students to develop a sound chronological understanding of life in Britain and the wider world since the Iron Age and up until the Early Modern Period. Students will be exposed to current historical debates and encouraged to focus on the key skills of description, explanation and evaluation. Students will also foster important British values, such as tolerance and respect, but will be able to make links between different periods of history and world events.						
Unit Title	HT1	HT2	HT3	HT4	HT5	HT6
How British is Britain? Invaders and Settlers	Q1: What was life like in the Iron Age? Q2: How did the Roman Invasion affect Britain? Q3: Were the Dark Ages that dark? Q4: Who were the Vikings? Q5: How British were the British by 1051? Q6: How had Britain changed from the Iron Age up until 1066?	Q1: Who were the contenders for the throne in 1066? Q2: Who became King after Edward the Confessor's death and how did the other contenders react? Q3: Who won the Battle of Stamford Bridge? Q4: Why did William win the Battle of Hastings? Q5: How did William control England after 1066? E.g. Feudal System, Domesday Book and Motte and Bailey Castles	Q1: Who were the contenders for the throne in 1066? Q2: Why did Thomas Becket fall out with Henry II? Q3: Was King John really a bad king? Q4: Why is the Magna Carta so important? Q5: What was the Black Death? Q6: Why did the Peasants Revolt in 1381?	Q1: How did Castles develop during the Middle Ages? Q2: Why did Henry VIII break away from Rome? Q3: Why was there a religious Helter Skelter? Edward VI to Mary I Q4: How did the Church change from Edward VI to Mary I? Q5: Why did Philip II of Spain decide to send an Armada to attack Elizabeth? Q6: Why did England defeat the Armada? Q7: Why did Parliament win the Civil War? Q8: Who were the two armies that fought in the Civil War? Q9: Why did Parliament win the Civil War? Q10: The trial of Charles I (why was the king executed?) Q11: What was life like under Cromwell?	Q1: What started the Reformation? Q2: Why did Henry VIII decide to kill Mary, Queen of Scots? Q3: Why did Philip II of Spain decide to send an Armada to attack Elizabeth? Q4: How did England defeat the Armada? Q5: Who was James I? Q6: Why did the Catholics want to kill James I? Q7: Why did Charles I have problems with Parliament? Q8: Who were the two armies that fought in the Civil War? Q9: Why did Parliament win the Civil War? Q10: The trial of Charles I (why was the king executed?) Q11: What was life like under Cromwell?	Q5: Who was James I? Q6: Why did the Catholics want to kill James I? Q7: Why did Charles I have problems with Parliament? Q8: Who were the two armies that fought in the Civil War? Q9: Why did Parliament win the Civil War? Q10: The trial of Charles I (why was the king executed?) Q11: What was life like under Cromwell?
Skills	<ul style="list-style-type: none"> • Describing events • Explaining significance • Similarity and Difference • Continuity and Change 	<ul style="list-style-type: none"> • Describing events • Source analysis • Explaining significance • Similarity and Difference • Continuity and Change • Evaluation 	<ul style="list-style-type: none"> • Describing events • Source analysis • Explaining significance • Similarity and Difference • Continuity and Change • Evaluation 	<ul style="list-style-type: none"> • Describing events • Source analysis • Explaining significance • Similarity and Difference • Continuity and Change • Evaluation 	<ul style="list-style-type: none"> • Describing events • Source analysis • Explaining significance • Similarity and Difference • Continuity and Change • Evaluation 	<ul style="list-style-type: none"> • Describing events • Source analysis • Explaining significance • Similarity and Difference • Continuity and Change • Evaluation
Middle Stake Testing	1-Explain what life was like during Iron Age Britain. 2-Write a spy report to William, Duke of Normandy about what England and Britain was like pre-1066	1-Explain who the contenders for the throne were in 1066? 2-Why did William win the Battle of Hastings?	1-Was King John a good or a bad king? 2-How did the church change from Edward VI to Mary?	1-Explain why Henry VIII broke away from Rome? 2-What was the Black Death?	1-Why did Elizabeth I decide to kill Mary, Queen of Scots? 2-Why was the Spanish Armada defeated?	1-Explain the importance of the English Civil War 2-Was Cromwell a hero or a villain?
High Stake Testing	Assessment 1 – Norman Conquest and why the Middle Ages mattered (HT3)		Assessment 2 – Religious changes under the Tudors and Significance of Tudor and Stuart Monarchs (HT6)			
Skills development	Students will build on their knowledge of History from KS2 and gain a broad but solid background of the changes that have taken place from the Iron Age to the early Modern era. Students will have the opportunity to interrogate historical sources and debates, developing their skills of analysis and evaluation. They will also develop concepts, such as causation and consequence along with change and similarity.					

Long Term Plan Year 7 Geography

Year 7 Intent / End Point: In Year 7 our key theme is '*Living with the natural world*' where we explore fundamental **physical processes** such as **atmospheric processes**, **fluvial processes** and **coastal processes** that **shape landscapes, change over time** and also how **humans interact** within those landscapes.

	HT1	HT2	HT3	HT4	HT5	HT6
Living with the natural world	Weather and Climate	Climate Change	Rivers	Coasts	Coastal management	Biomes of Africa
Physical and Human	<p>P 1.: What is weather and climate?</p> <p>P 2.: What powers our weather?</p> <p>P 3.: What are the different types of precipitation?</p> <p>P 4.: Why is our weather so changeable?</p> <p>P 5.: How can we show the climate of a place?</p> <p>P and H: 6: What is a microclimate?</p> <p>P and H: 7: Does Hartford C of E High School have a microclimate?</p>	<p>P 1: How has Earth's climate changed?</p> <p>P 2: What are the causes of climate change? (Natural and Human)</p> <p>P and H 3: What are the effects of global warming?</p> <p>P and H 4: Effects around the world.</p> <p>P and H 5: Who will suffer most?</p> <p>P 6: What can we do?</p>	<p>P 1: The water cycle</p> <p>P 2: How does a river change on its journey to the sea?</p> <p>P 3: Features of the upper course</p> <p>P 4: Features of the middle course</p> <p>P 5: Features of the lower course</p> <p>H 6: How do humans affect rivers?</p>	<p>P 1: What are waves?</p> <p>P 2: Processes of coastal erosion.</p> <p>P 3: Features of erosion.</p> <p>P 4: Transportation processes</p> <p>P 5: Features of deposition.</p>	<p>P 1: Map skills Hurst Spit biomes of Africa?</p> <p>P 2: Methods of coastal management</p> <p>P 3: Evaluating management methods</p> <p>H 4: Why is there conflict at the coast?</p> <p>P 5: Map skills Swanage Bay</p>	<p>P 1: What are the main biomes of Africa?</p> <p>P 2: Where are Africa's rainforests located?</p> <p>P 3: What are the characteristics of the Congo rainforest?</p> <p>P and H 4: What threats does the Congo rainforest face?</p> <p>P and H 5: Is tourism good or bad for Kenya?</p> <p>P 6: How are plants and animals adapted to the Sahara desert?</p>
Skills	<p>Describing processes</p> <p>Explaining processes</p> <p>Comparing graphs</p> <p>Fieldwork – Primary data collection, analysis, conclusion</p>	<p>Describing graphs including changes over time</p> <p>Explaining the formation of landforms</p> <p>GIS</p> <p>Evaluation of human impacts</p>	<p>Describing processes</p> <p>Explaining the formation of landforms</p> <p>GIS</p> <p>Aerial photographs</p>	<p>OS map skills and grid references</p> <p>Aerial photographs</p> <p>Describing</p> <p>Evaluation</p>	<p>Atlas skills</p> <p>Aerial and satellite photographs</p> <p>Longitude and latitude</p> <p>GIS</p>	<p>Atlas skills</p> <p>Aerial and satellite photographs</p> <p>Longitude and latitude</p> <p>GIS</p>
Middle Stake Testing	<p>Describe how the sun can power our weather</p>	<p>Explain the two causes of climate change</p>	<p>Describe how a river's long profile changes on its journey to the sea.</p>	<p>Explain how the sea can erode the coastline</p>	<p>Explain how management strategies can be used to protect the coast</p>	<p>Explain why deforestation occurs in the Congo rainforest</p>
High Stake Testing	<p>Explain why the west coast of the UK receives more rain than the east coast</p>	<p>In your opinion who will suffer the most? Justify your decision</p>	<p>Explain how humans can affect rivers</p>	<p>Explain how sediment can be transported along the coast</p>	<p>In your opinion, is tourism good or bad for Kenya?</p> <p>Justify your decision</p>	
	Assessment 1 – Weather and Climate and Climate Change (HT3)			Assessment 2 – Weather and Climate, Climate Change, Rivers, Coasts and Coastal Management (HT6)		
Skills development	Pupils will build on their knowledge of globes, maps (at different scales) and atlases. Through the development of GIS pupils will be able to view, analyse and interpret data. Pupils will be able to experience a local fieldwork study, collect primary data, which will be analysed in order to draw a conclusion based on their hypothesis.					



Year 7 Spanish Long Term Plan



Principles that underpin your curriculum						
	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	Me Presento	Familia	Mi Instituto	Mi Vida Escolar	Mis Pasatiempos	El Mundo de Deporte
Vocabulary	1. Greetings, name and nationality [1,4] (a, d, g) 2. Age [3] (c) Birthdays [3, 5] (a, b, c, e,f) 3. Appearance and character [2, 6, 7] (a,e) 4. Hair and eyes [2, 3, 6] (a,h) 5 Family members [1, 3, 5, 6, 7] (a, c, d, f,h) 6. Family descriptions [1, 2, 3, 6, 7] (a,c,d,e,f,h)	1. Dates [1,8] (c,e,g) 2. School subjects and opinions [1, 2, 5, 6, 8] (a, c, e,g) 3. My timetable [8] (a,b,e) 4. Teachers [4, 5, 7](d) 5. Breaktime [1, 3] (f) 6. School facilities [1, 5, 8] (b,d,e) 7. School uniform [4, 5, 8] (a,b)	1. Opinions on hobbies [1] (a, b) 2. Free time [2] (c) 3. Activities and weather [2, 4] (c, d, g) 4. Sport and sports personalities [1,3, 4,6] (a, g) 5. Spanish & world sports events [2, 3, 4] (e) 6. Next weekend plans [5] (a,b,f)	1. Definite and indefinite articles 2. Regular AR verbs – yo, tú, él/ella (present) 3. TENER – yo, tú, él/ella (present) 4. ESTAR – yo tú (present) 5. Possessive adjectives – mí(s), tú 6. Adjectives – regular & com irregular gender agreement 7. Negative structures	1. Opinion structures (+ infinitive) 2. AR/ER verbs – yo, tú, él/ella, nosotros 3. Preposition A (a + el) 4. HACER (yo, tú, él/ella, nosotros) 5. Near future tense (yo, tú, nosotros) 6. Opinion verbs with indirect object pronouns	1. Opinion structures (+ infinitive) 2. AR/ER verbs – yo, tú, él/ella, nosotros 3. Preposition A (a + el) 4. HACER (yo, tú, él/ella, nosotros) 5. Near future tense (yo, tú, nosotros) 6. Opinion verbs with indirect object pronouns
Grammar	a. [a], [o], [u] b. [e], [i] c. [ɛ] d. [ɪ] e. Soft/hard [g] f. [h] g. [v] h. [r]	a. Soft/hard [g] b. Soft/hard [c] c. [v] d. [ɪ] e. [h] f. [e], [i] g. [a,e,i,o,u] h. [r]	a. [i] b. Soft/hard [g] c. Soft/hard [c] d. [ɪ] e. [r] f. [que] g. [u], [e]	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar (WT/SP/K&G)	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)
Middle Stake Test	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar (WT/SP/K&G)	High Stakes Assessment 1	High Stakes Assessment 1	High Stakes Assessment 1	High Stakes Assessment 2	High Stakes Assessment 2
High Stake Test						
Skills development (L,R,W,S)	Students gain confidence in communication and can listen to standard, familiar forms of spoken language and read a range of different sources, authentic or adapted, to obtain information and respond. Phonics are introduced to enable them to understand and reproduce the most common Spanish sounds. The curriculum also allows students to manipulate vocabulary and grammar in order to produce written accounts					

Year 7 Long Term Plan ART



Year 7 Intent / End Point:

Students will be introduced to the key visual elements of Colour, Tone, Form, Line, Pattern, shape, composition and texture. Students will be able to apply their knowledge of the core principles effectively to plan and develop independent final pieces. Drawing skills will be developed to allow students to be more confident when expressing visual information.

Principles that underpin your curriculum		<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
Unit title	Colour	Tone/form	Shape/Composition	Pattern	Texture	Pattern	Egyptian Art
Explore ideas, record experiences	Basic colour theory Colour mixing	Skills journal booklet	Skills journal booklet Sketchbook	Skills journal booklet	Skills journal booklet Sketchbook	Skills journal booklet	Skills journal booklet Sketchbook
Develop proficiency in drawing, painting and other art, craft techniques	Painting skills Application of paint	Drawing/Shading techniques The sphere challenge	Cave art style stencil Drawing to create a composition Line/Mark making	Drawing to communicate understanding	Create a texture hand Review mark making techniques.	Drawing techniques 3Dimensional scarab beetle – intro to sculpture	
Evaluate and analyse creative work using the language of art, craft and design.	Colour theory vocabulary Vocabulary	Understand how light effects the shading of 3D forms	Communication – how early man tried to communicate using symbols – student individual response	How the ancient Greeks created a narrative in their pot designs – student independent response	Select techniques previous key vocabulary	Design own scarab beetle using knowledge of shape and pattern	
Know about great artists, craft makers and designers and understand the historical and cultural development of their art form.	Matisse research and Colour theory application task	Susannah Blaxhill natural form drawing Knowledge organiser	Kandinsky based composition. Cave Art - communication	Greek Pots historical context Gustav Klimt Yayoi Kusama	Van Gogh landscape	Egyptian Art historical context	
Middle Stake Testing	Colour theory Do Now retrieval tasks Questioning	Do Now tonal gradients	Cave art composition understanding of composition	Greek Pots sheet 1 Greek Pots sheet 2 Application of sgraffito technique	Ability to apply different textures Handling of materials and techniques	Do Now key skills Egyptian colour theory Egyptian Canopic jars research	
High Stake Testing	Assessment 1 Painting the colour wheel/colour mixing skills.	Assessment 2 Drawing 3D stacked forms and shapes				Assessment 3 Egyptian God drawing Final scarab beetle	
Skills development							Students should become more confident in the application of skills and in particular in the use of drawing to communicate visual responses. Students should be able to respond to a stimulus and draw upon their developing knowledge to produce a piece of independent art work.

Long Term Plan Year 7 Design & Technology

During Key Stage 3, students are taught as part of a 'carousel' system, where classes of students rotate around the Technology staff and classrooms every 12 weeks.

Year 7 Intent / End Point: Control & Resistant Materials- Year 7 is all about ensuring the pupils are equipped with the basic knowledge and skills they will need to work safely and effectively in the workshop. They will learn how to measure accurately, and how to record their measurements correctly on their design work. They will learn about Timber, and the methods available to work with it to create high quality products. They will also be introduced to Systems design and learn how it can be used to select the most suitable electronic components to create a working product. At the end of Year 7 pupils should be able to work confidently and safely in the workshop, when making products that they have designed themselves.

Year 7 Intent / End Point: Food Tech:- By the end of Year 7, students will be fully aware of food safety and hygiene and the basic principles of a balanced diet. This knowledge will enable them to adapt and modify recipes to make them suitable for any dietary needs.

Students will be able to put this knowledge into practice by cooking safely regularly a mixture of savoury and sweet dishes.

Principles that underpin the curriculum			
Unit title	Food Technology	Control	Resistant Materials
Knowledge	Hgiene and Nutrition	Sensors & Circuits	Woods & Measuring Accurately
Application (Design and Make)	<ul style="list-style-type: none"> Understand hazards in the food room and hygiene Understand the principles that underpin a healthy diet and nutrition Understand how to modify recipes by adapting the nutrients used. Understand intolerances and food allergies 	<ul style="list-style-type: none"> Primary & Secondary research. Annotation & Labelling, Basic circuit theory Use of sensors and systems diagrams. Electronic components, resistor colour codes Safety in the workshop, soldering safely, Testing circuit integrity using a multi-meter 	<ul style="list-style-type: none"> Types of wood & their characteristics, Wood Joints, Wood Finishes, British Standard for adding dimensions, Vacuum forming Safety in the workshop Properties of PVA Evaluating Products
Evaluate	<ul style="list-style-type: none"> Practical 1- Fruit Crumble Knife skills and rubbing in method Practical 2- Chicken Goujons Handling skills and preparing meat safely Practical 3- Couscous Salad Knife skills, incorporating 5-a-day Practical 4- Mini pizza Rubbing in method & shaping dough Practical 5- Making butter focus on one of the key macronutrients Practical 6- Oat Cookies Creaming method and dish modification 	<ul style="list-style-type: none"> Design: Freehand sketching Intro to Rendering Modelling from card. Subtractive manufacture using wood. Creating a quality finish. Soldering Circuit testing 	<ul style="list-style-type: none"> Design: Use researched measurements to create 2 suitable designs. Rendering Using the mitre saw, creating accurate right angles, gluing, creating a quality finish. Vacuum forming
Middle Stake Testing	<ul style="list-style-type: none"> Students will complete an evaluation task after each practical, which will outline areas that work well, as well as areas for improvement. 	<ul style="list-style-type: none"> Evaluate: Using user feedback Comparison of product against criteria 	<ul style="list-style-type: none"> Evaluate: Comparison of product against criteria
High Stake Testing	<ul style="list-style-type: none"> Bacterial/hazards Theory Assessment Practical Assessment 	<ul style="list-style-type: none"> Cookie Modification Theory assessment. Practical Assessment 	<ul style="list-style-type: none"> Design Task Practical assessment Theory Assessment Theory Assessment
	Assessment 1 – Mid year point		Assessment 2- End of Year
Skills development	<p>In Control and Resistant Materials, pupils will focus on developing graphics skills through designing, and building their confidence when working with tools and machinery in the workshop.</p> <p>In Food technology, students will develop safe working practices in the kitchen with a focus on knife skills. They will be able to prepare ingredients skilfully and safely using the bridge and claw grip. They will develop preparation skills by learning the rubbing in method to create 'short' or crumbly products, and they will learn how to create light spongy textured products using the creaming method. They will develop the skill of modification to improve products in terms of taste, texture and nutrition.</p>		



Long Term Plan: DRAMA – Year 7

Year 7 Intent / End Point: Students will have a strong foundation of key acting skills and a working knowledge of core Drama terminology: still image, facial expression, body language, mime, gesture, improvisation, physical theatre, vocal projection, pitch and tone. They will be confident performing in front of their peers, and will be able to give constructive feedback to others.

Principles that underpin your curriculum						
	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
Unit title	Basic Skills	Pantomime	Fables (Physical Theatre)	The Island	Set Text - Frankenstein	
Exploring	Neutral Position/ Still image/ Facial Expression/ Mime/ Spontaneous & Polished improvisation/ Blocking	The conventions of Pantomime/ Genre/ Comedy/ Slapstick/ The Origins of Theatre/ Direct Address/ Audience Participation	The conventions of Physical Theatre/ The Origins of Theatre (Story Telling)/ Power/ Levels/ Corpsing/ Negotiating/ Problem Solving/ Empathy	Role Play/ Characterisation/ Sustaining character/ Corpsing/ Negotiating/ Problem Solving/ Empathy	Playwright/ Genre/ Gothic/ Empathy/ Stage Directions/ Setting/ Props/ Costume/ Theatre Roles/ Themes/ Characterisation/ Sustaining character/ Corpsing/ Staging/ Blocking/ Cues	
Devising	Each lesson students will be devising/ creating short scenes using the key acting skills: facial expression, mime and improvisation.	Each lesson students will be devising/ blocking short scenes from <i>Aladdin</i> using script extracts and the conventions of Pantomime: direct address, audience participation, vocal projection	Each lesson students will be devising/ creating scenes from well-known fables using the taught physical theatre techniques: mime, gesture, stance and status.	Each lesson students will be working in role, sustaining their character throughout, using pitch, pace, tone and volume to make their character's intentions clear.	Each lesson students will be working with the script to realise scenes on stage. They will devise the staging/ movement of characters using their understanding of blocking , and levels to create engaging performances that demonstrate power and powerlessness.	
Performing	A polished improvisation, utilising the key Drama skills listed above.	Performance of a devised piece using the conventions of Pantomime.	Performance of a choice using Physical Theatre techniques	Performance of a devised piece inspired by the theme.	Performance of a key extract from the text. Students will be expected to perform off script, and to have learnt cues/ positioning on stage.	
Middle Stake Testing	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding
High Stake Testing			Performance of a devised piece using key Drama Skills.		Performance of a key extract from the text.	
Skills development	Students will acquire key acting skills: still image, facial expression, body language, mime, gesture, improvisation, physical theatre vocal projection, pitch and tone. For Middle Stake Testing , students will be tested on their knowledge of Drama terminology and techniques through a written assessment (knowledge organisers will provide the content for revision). High Stake Testing will be a practical assessment in which students will demonstrate application of the learnt terminology and techniques.					



Music Long Term Plan Year 7



Year 7 Intent / End Point: By the end of Year 7 each learner will be familiar with C and G major and A minor learning how scales and primary chords are structured for performances and composition. They will identify texture, tonality, meter, rhythm, pitch and dynamics when describing music as well as reflecting on their own work. They will also be confident in singing and have a secure knowledge of Noteflight; the ukulele/guitar and keyboard.

Principles that underpin your curriculum						
Unit title	HT1	HT2	HT3	HT4	HT5	HT6
Performing	Rhythm	Indian Classical Music	Major and Minor	The Music of Elgar Western classical music	Singing/ukulele	CHORDS
<u>Composing</u>	<ul style="list-style-type: none"> • Perform various rhythms in time signatures and semibreves, minims, crotchets, semiquavers, dotted notes 	<ul style="list-style-type: none"> • Finding notes on the keyboards. Improvise using the rag, drone and tabla. 	<ul style="list-style-type: none"> • Learn to find notes on the keyboards semitones/tones Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave in C major and/or A minor. 	<ul style="list-style-type: none"> • Finding notes on the keyboards. • Play a more complex melody using Pomp and Circumstance in the key of G major 	<ul style="list-style-type: none"> • Reading from chord diagrams and tab. Performing primary chords 	<ul style="list-style-type: none"> • Find out how major and minor chords are constructed through performance activities using primary chords in C major and/or A minor
<u>Listening and Evaluating</u>	<ul style="list-style-type: none"> • Brief: Compose a four bar rhythm using semibreves, minims, crotchets, semiquavers, making use of phrasing and using Noteflight • Identify simple time signatures • Identify the sounds of semibreves, minims, crotchets, semiquavers, dotted notes 	<ul style="list-style-type: none"> • Brief: Compose a drone with a rag with careful thought to structure and pulse as the rag goes through the different sections. • Rag Brindabani • Understand the context and content of Indian Classical music. 	<ul style="list-style-type: none"> • Brief: Create melodic song-lines shaped by lyrics and/or harmonic intention. • Brief: Make an arrangement of Pomp and Circumstance developing the bass line using the root note of the chords. 	<ul style="list-style-type: none"> • Through DO NOW Retrieval and listening activities focus on the pitch of a scale, ascending, descending, tonality • PULSE TEMPO RHYTHM 	<ul style="list-style-type: none"> • Pomp and Circumstance: Understand the context and content of Pomp and Circumstance analysing the pitch of the melodic line and march like rhythm • PITCH, TONALITY 	<ul style="list-style-type: none"> • Through DO NOW (Retrieval) and listening activities the focus will be on evaluation, accuracy of playing, tonality • PULSE TEMPO RHYTHM • PITCH TONALITY
<u>Middle Stake Testing</u>	<ul style="list-style-type: none"> • Compose a 4 bar rhythm TRY NOW Task to give Students a chance to improve (performance/composition) 	<ul style="list-style-type: none"> • Indian music using Noteflight TRY NOW pupils given a chance to improve 	<ul style="list-style-type: none"> • Compose a 4 bar melody TRY NOW Task to give Students a chance to improve (performance/composition) 	<ul style="list-style-type: none"> • Pomp and Circumstance in groups TRY NOW pupils given a chance to improve 	<ul style="list-style-type: none"> • Performance Twinkle Twinkle Little Star TRY NOW Task to give Students a chance to improve 	<ul style="list-style-type: none"> • Create an arrangement of Twinkle Twinkle Little Star TRY NOW Task to give Students a chance to improve (performance/composition)
<u>High Stake Testing</u>	<ul style="list-style-type: none"> • Note values • Indian music characteristics • Time signatures 			<ul style="list-style-type: none"> • Previous knowledge • How to work out a scale • Notes on the stave 		
<u>Skills development</u>	<ul style="list-style-type: none"> • Performance skills – sight read basic notation both rhythmically and melodically paying attention to timing and ensemble performance • Composition – using basic notation Students will learn to compose rhythmically and melodically up to 4 bars of music in C Major, A minor and perform in G major. They will also learn how to identify primary chords from a scale and understand how they are formulated. • Listening skills – Understand the meaning of texture, tonality, meter, rhythm, pitch and dynamics using musical terms at least at a basic level. • Singing is taught every two weeks and each learner will sing within the class, in two parts. 					

Year 7 – Physical Education Long Term Plan

Year 7 Intent / End Point: Physical Education at Hartford Church of England High School aims to encourage a life-long love of physical education and sport, both recreational and competitive, with the aim of promoting a healthy, active lifestyle.

We aim to ensure that all students:

- Develop a sound level of knowledge and understanding of a variety of different sports

- Gain the necessary knowledge and motivation to lead a healthy and active lifestyle when they leave Hartford.

Principles that underpin your curriculum										
Year 7	HT1	HT2	HT3	HT4	HT5	HT6				
BOYS 1	1 – 4 5 – 8	INDUCTION UNIT INDUCTION UNIT	HOCKEY FOOTBALL HOCKEY	16 – 18 OAA GYM OAA	DANCE RUGBY DANCE	ATHLETICS CRICKET ATHLETICS TENNIS	TENNIS SOFTBALL CRICKET	CRICKET SH TENNIS ROUNDERS CRICKET		
BOYS 2										
GIRLS 1		INDUCTION UNIT INDUCTION UNIT	NETBALL GYM NETBALL	DANCE HOKEY DANCE	HOKEY FOOTBALL OAA	ATHLETICS S/Field ATHLETICS	S/Field			
GIRLS 2										
Ability to evaluate and opportunities to develop leadership, Technique										
Students will get 2aster sessions in all the activities covered in Year 7. Students will experience team games. Fitness tests will be conducted so students can compare themselves to National Data. Team building activities will also be done.										
Personal wellbeing/ healthy life choices										
Students track their own fitness through completing baseline fitness tests and compare to National Data.										
Middle Stake Testing										
Initial Fitness testing compared to National Data. Purposeful practice questions on the importance of warm ups and cool downs as well as how to prevent injuries.										
High Stake Testing										
Skills development										
Throughout the year students will start to develop a wide range of technical and tactical aspects of each sport. Furthermore, they will develop a range of holistic life skills such as confidence, communication, resilience and team building, which all contribute to developing a fully rounded sporting individual in Year 7.										

