

# Ralph Sadleir School - Curriculum Overview

## Year 7 Spring Term 2022

English	Mathematics	
<p><b>Reading</b></p> <p>Through reading and studying 'The Tempest' as a class text, pupils will develop skills of:</p> <ul style="list-style-type: none"> <li>Understanding vocabulary.</li> <li>Making inferences using textual evidence.</li> <li>Understanding the purpose, audience and context of texts.</li> <li>Analysing how figurative language, vocabulary and structure present meaning.</li> <li>Studying the effects of setting, plot and characterisation.</li> <li>Understanding how the staging and performance of plays allows for different interpretations.</li> <li>Making critical comparisons across texts.</li> </ul> <p>Pupils will also be learning to use the PEA (Point, Evidence, Analysis) structure for answering language analyses questions.</p> <p><b>Spelling</b></p> <p>Some pupils are revising their learning of high frequency words and Year 5 / 6 spelling lists. Most pupils are learning challenging Year 7 topic-based vocabulary</p> <p><b>Grammar and punctuation</b></p> <p>Pupils will review the following skills from prior learning:</p> <ul style="list-style-type: none"> <li>• Modal Verbs</li> <li>• Prepositions, adverbs and relative clauses.</li> <li>• Inverted commas</li> <li>• Passive verb form</li> </ul> <p><b>Writing</b></p> <p>Through studying and responding to the stimulus of 'The Tempest', pupils will produce writing in the following text-types and genres:</p> <ul style="list-style-type: none"> <li>• Language analysis essay;</li> <li>• Playscript of a missing scene from the play;</li> <li>• Balanced argument about whether Prospero is a hero or a villain.</li> <li>• Descriptive writing about the natural beauty of the island..</li> </ul>	<p><b>Number</b></p> <p>Adding and subtracting integers and decimals; multiplying and dividing integers and decimals; solving financial maths problems; using frequency trees; adding and subtracting numbers in standard form; understanding the order of operations; finding factors and multiples; calculating percentages of an amount both mentally and with a calculator; calculating fractions of an amount; using fractions to find the whole, understanding fractions greater than one; adding, subtracting, multiplying and dividing directed numbers; calculating powers and roots; adding and subtracting fractions, including mixed numbers; adding decimals and fractions.</p> <p><b>Algebra</b></p> <p>Solving two-step equations; substitution with directed numbers; adding simple algebraic fractions.</p> <p><b>Geometry</b></p> <p>Calculating perimeter and area of rectangles, parallelograms, triangles and trapezia; converting metric units.</p> <p><b>Data</b></p> <p>Reading distance tables and timetables; reading and interpreting bar charts and line graphs; calculating the mean.</p>	
	<b>Science</b>	<b>Events &amp; Visits</b>
	<p><b>Reproduction</b></p> <ul style="list-style-type: none"> <li>• reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <li>• reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</li> </ul> <p><b>Pure and impure substances</b></p> <ul style="list-style-type: none"> <li>• the concept of a pure substance</li> <li>• mixtures, including dissolving</li> <li>• diffusion in terms of the particle model</li> <li>• simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography</li> <li>• the identification of pure substances</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>• heating and thermal equilibrium</li> <li>• other processes that involve energy transfer</li> <li>• energy as a quantity that can be quantified and calculated</li> <li>• comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions</li> <li>• using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.</li> </ul>	<p style="text-align: center;"><b>STEM visits</b></p> <p style="text-align: center;"><b>MAG airport trips</b></p>

History	Geography	Art	Design Technology	Music
<p><u>Tudor Life:</u> Investigation into the different experiences of social groups.</p> <p>Study of Tudor: poor people; wealthy people and women.</p> <p>Religion in the Tudor era and religious change.</p> <p>Causes of the Reformation and impact on everyday life.</p> <p>Rule of Elizabeth I and investigation into the secrets of her success.</p>	<p><u>Tectonic Hazards:</u> The Earth's structure Plate organisation and boundaries.</p> <p>Volcanoes: structure, prediction and management + Eyjafjallajokull case study</p> <p>Earthquakes: causes, management and effects + Gorkha Earthquake case study.</p> <p>Tsunamis:causes, management and effects + Indian ocean Tsunami case study.</p>	<p><u>Still life - observational drawing</u> Understanding the process of drawing still life Line and tone development</p> <p><u>Abstraction - Developing creativity</u></p> <p>Looking at pattern Sources of inspiration Wassily Kandinsky research Using oil pastels Using watercolours and watercolour pencils</p>	<p><u>Food technology</u> Bread making Taste testing Pizza making Evaluating Nutrition theory</p>	<p><u>Building Bricks</u> <i>Exploring the core elements of music and building on keyboard skills.</i></p>
Computing	French	Physical Education	Religious Education	PSHE/RSE
<p><u>Sound editing using Audacity</u> Loading sound into software Different types of sound files Copyright issues Creative commons sounds Editing sounds to include: Splitting Trimming Dipping volume Exporting sound files</p> <p><u>Movie Maker video editing</u> Importing images and video Copyright issues Editing videos to include: Splitting Trimming</p>	<p><u>Tout sur moi – all about me:</u> By the end of this unit, pupils will be able to: introduce themselves; say where they live, say what languages you speak and their nationality; learn numbers and the months of the year; describe your appearance and that of another person; name and describe your favourite object; name some French-speaking parts of the world; extend their grammar, language strategies and pronunciation.</p>	<p><u>Table Tennis</u> In this unit pupils will aim to improve their individual technique. Pupils will develop their understanding of tactics and play shots within a rally more effectively and consistently. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. <i>*How do we grip the bat correctly?/What are the most common shots in table tennis? *How can we play a backhand push shot?</i></p>	<p><u>What does it mean to be human?</u> What does it mean to be a human being?; What is the difference between philosophy and theology; What really matters?; How should we treat others?; why is there evil in the world? how has the meaning of life been described previously?; What motivates human behaviour; what are the values of Humanism?; How do Humanists celebrate milestones?</p>	<p><u>Substances:</u> Social norms regarding drugs, alcohol and tobacco; myths and misconceptions around drugs; influence/peer pressure; risks relating to substance abuse.</p> <p><u>Diversity:</u> Multiculturalism, race, religion, LGBTQ+; British Values &amp; 'Ralphie' values; supporting and promoting equality.</p>

<p>Moving or changing order  Adding sound  Adding text  Exporting video</p>	<p><u>Mon monde perso – my personal world:</u>  By the end of this unit, pupils will be able to:  Describe personality; describe their family; give opinions of school subjects; talk about your friends and how long you have known them; talk in detail about their family and home; analyse differences in their personality (past/present); reinforce and extend their grammar, language strategies and pronunciation.</p>	<p><i>*How do we play a forehand push shot?</i>  <i>*How do we perform a serve correctly?</i>  <i>*How can I generate forehand topspin on the ball?</i>  <i>*How can I work together with a playing partner?</i>  <i>*Can I play within the rules of a singles match?</i></p>		
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