Year 7	Michaelmas 1		Michaelmas 2		Lent 1		Lent 2		Trinity 1		Trinity 2	
Art	**Observational Drawing** •Using tone and shade, and identifying different types of use for tone and shade. •Drawing from primary observation •Using a range of techniques to draw an accurate simple object from real life •Analysing and evaluating progress using key terminology **Understanding Colour and Pattern through N'debele Artwork** • Research and understand the work of N'debele artists • Understanding how culture and art interlink • Developing colour theory through colour mixing and colour wheel • Developing and refining a final outcome based on research and development work using colour, pattern and N'debele aesthetic. • Evaluating and annotating work.	**October Half Term Holiday**	**Assessments w/c 3/12/18 before Christmas Holidays**	Rotation		Rotation	**February Half Term Holiday**	**Assessments w/c 4/3/18 before Easter Holidays**	Rotation **Using Perspective** • Use one point perspective and develop using vanishing lines and vanishing points • Understand the range of methods that can be used to draw perspective • Apply understanding to developing an image • Use key terminology to evaluate and annotate work as it progresses **Landscape** • Identify and evaluate the work of Claude Monet and David Hockney. • Apply the skills of colour theory and perspective to developing a landscape painting • Produce a final outcome that showcases skills developed Evaluate own outcome fluently using key terminology.	Rotation	**Whitsun Half Term Holiday**	**Assessments w/c 10/6/18 before summer holidays**	Rotation
Technology	Amazing mazes • Design and make activity. • Cutting timber. • Adhesives.		• Rotation		Rotation				Rotation			Rotation

	• Painting and decoration.			systems • Testing and evaluation		
Food	Introduction to Food (R1) • Food safety and hygiene • Kitchen equipment • Evaluating food • Fruit & vegetables • Breakfast and eating well	Introduction to Food (R1) • Food safety and hygiene • Kitchen equipment • Evaluating food • Fruit and vegetables • Breakfast and eating well	Introduction to Food (R1) • Food safety and hygiene • Kitchen equipment • Evaluating food • Fruit and vegetables • Breakfast and eating well	**Eating well (R2)** • The eatwell guide • Nutrition and moral choice • Dairy foods and alternative • Staple foods • Beans, meat…. • Meal appeal with vitamins	**Eating well (R2)** • The eatwell guide • Nutrition and moral choice • Dairy foods and alternative • Staple foods • Beans, meat…. • Meal appeal with vitamins	**Eating well (R2)** • The eatwell guide • Nutrition and moral choice • Dairy foods and alternative • Staple foods • Beans, meat…. • Meal appeal with vitamins
Maths	**Numbers and the number System** • **Primes, factors, multiples and sequences** **Counting and comparing** • **Ordering integers, decimals, fraction and mixed numbers** **Visualizing and Constructing** • **Identifying symmetry, constructing triangles using protractors and compass** •	Investigating Properties of Shape • Recognize and use properties of 2D and 3D shapes Algebraic Proficiency • Use and understand algebraic notation: simplify, substitute, factorize, Patterns and Sequences • Recognize and use simple arithmetic progressions	Exploring Fractions, Decimals and Percentages • Calculations with fractions and percentages • Conversions between fractions decimals and percentages Proportional Reasoning • Understand, use and recognize proportions • Simplify and share amounts by a given ratio	**Checking and Approximations** • **Round numbers to a specified number of places and significant figures** • **Use significant figures to estimate calculations** **Calculations** • **Formal methods of multiplying and dividing integers and decimals.** • **Order of operations**	Solving Equations and Inequalities • Solving one, two and three step inequalities. • Solve equations with brackets Calculating Space • calculate area, surface area, volume and perimeter of simple 2D and 3D Shapes	Data and Probability • calculate averages • draw and interpret simple statistical diagrams • understand and use simple probability
English	**<u>Poetry From Other Cultures</u>** • Learning to Embed and sentence level analysis • Poetic Techniques • Afro-Carribean Poetry and socio-historical context.	**<u>Shakespearean Rhetoric</u>** • 3 Appeals of rhetoric • Rhetorical techniques • Shakespearean speeches • Shakespearean context and history • Analysis	**<u>Animal Farm</u>** •	**<u>Greek Myths</u>**	**<u>Antigone</u>**	**<u>The Crucible</u>**
RE	**<u>Christianity</u>** **<u>The Bible New Testament</u>** **Themes include:** *1.* What do Christians believe? 2. What do Christians learn	**<u>Christianity</u>** **<u>The Bible Old Testament</u>** **Themes include:** 1. What the Bible teaches Christians about how they should approach topical	***<u>Christianity</u>*** ***<u>Ethics</u>*** **Themes include:** 1. What do Christians believe about free will? 2. Where do Christians learn about their faith?	**<u>Judaism</u>** **Themes include:** Visit to Catford Synagogue? 1. What do Jews believe? 2. Where do Jews learn about their faith? 3. How do Jews express	**<u>Sikhism and Hinduism</u>** **Themes include:** Trip to Lewisham Gurdwara 1. What do Sikhs believe? 2. Where do Sikhs learn about their faith? 3. What are the five Ks?	**<u>Christianity</u>** **<u>Ethics continue</u>**:- **Themes include:** 1. What do Christians believe about God and forgiveness? 2. What does TRUE forgiveness mean for

	about their faith? 3. How do Christians express/demonstrate their faith, beliefs and spirituality? 4. Explore how the Bible shows Christians how to live in relationship with other Christians. 5. How should Christians live with other faiths? 6. How should Christians live and relate to the community and the world they live in?			global issues. 2. What relationship is there between the Christian Bible and the sacred texts of other faiths? (Islam, Judaism and Sikhism) 3. What are the Christian views of creation? 4. What is the Big Bang Theory? 5. Does the Christian view of creation fit with the Big Bang Theory? 6. Are religion and science compatible?	3. What informs and influences the way Christians make ethical decisions? 4. What sources of authority can Christians apply to their daily lives? 5. What do Christian believe about the just war theory? 6. Was Nelson Mandela a freedom fighter or a terrorist?		/demonstrate their faith, beliefs and spirituality? 4. Ethics and relationships in Judaism. 5. Jewish attitudes to rights and responsibilities. 6. Jewish beliefs about religion and sciences.	4. What do Hindus believe? 5. Where do Hindus learn about their faith? 6. Who was Mahatma Gandhi and what values did he demonstrate?		Christians? a. Look at Jimmy Mizen's family, b. Neville Lawrence, c. What "faith gets shaken stories"
Geography	**South America** **Key Theme:- Brazil and Rainforest** 1.Relief of Brazil 2. Population distribution. 3. Structure of the TRF. 4. Goods and services of the TRF 5. Animal adaptations. 6. Indigenous tribes of the TRF. 7. Direct threats to the TRF 8. Indirect threats to the TRF. 9. Management of the rainforest- ecotourism.		**Asia** **Key Theme:- Tectonics China and Japan** 1.Relief of Brazil 2. Population distribution 3. Theory of plate tectonics. 4. Cross section of the earth and different plate boundaries. 5. Mt Ontake volcanic eruption 2014- features, impacts and management. 6. Sischuan 2012 earthquake- features, impacts and management. 7. Japan 2011 Tohoku earthquake and tsunami	**N. America** **Key Theme:- USA and Rivers- Mighty Mississippi.** 1.Relief of USA 2. Population distribution 3. Long profile of a river. 4. Erosional and transportation processes. 5. Physical causes of flooding. 6. Human causes of flooding. 7. Flooding case study- impacts and management.		**Africa.** **West Africa – Development Dilemmas** 1.Relief of Nigeria 2. Population distribution. 3. Growth of a megacity (Lagos). 4. The winners and losers of Lagos. 5. Rural poverty. 6. Small scale development projects. 7. Large scale development projects.	**Europe** **Impact of the Ice Age on the UK.** 1.Relief of the UK 2. Population of the UK. 3. Geological timescales. 4.Geological cycle and geology of the UK. 3.Glaciated landscapes of the UK. 5. Impacts of physical landscape on human activities in the UK 6. Impact of		**Asia/Europe** **Russia and Energy** 1.Relief of Russia 2.Population of the UK 3.Biomes of Russia 4. Soils and the nutrient cycle. 5. Russia as a superpower. 6. Energy exploitation. 7. Future of Russia.
History	**<u>Pre 1066, the emergence of Norman rule and Norman England</u>** Skill: causation **Assessment: How did William win the Battle of Hastings?** Key Terms: Invasion and settlement before 1066: Celts, Romans, Anglo-Saxons,		**<u>Medieval Church</u>** Skill: Significance **Assessment: How significant was the Medieval Church?** Key Terms: Church hierarchy Doom paintings Indulgences and Pilgrimages Monks and Nuns	**<u>Medieval Society</u>** Skill: Change and Continuity **Assessment: How did Medieval Society Change?** Key Terms: King John and the Magna Carta Richard II and Peasants Revolt		**<u>Religion and Tudor England</u>** Skill: Causation and Interpretation **Assessment: Why did Henry break with the Catholic Church?** **How effectively did Mary and Elizabeth deal with the religious problem?**	**<u>Stuarts and Civil War</u>** Skill: Significance Local History Depth Study Greenwich **Assessment: What was the impact of the English Civil War?** Key Terms: James VI Gunpowder Plot		**<u>The British Empire</u>** Skill: Interpretation **Assessment: How should the British Empire be remembered?** Key Terms: Creation of the Empire Growth of Empire Case study 1: Australia Case Study 2: India

	Vikings Edward and contenders to the throne The Battle of Stamford Bridge The Battle of Hastings Motte and Bailey Castles The Domesday Book The Feudal System The Harrying of the North			Thomas Beckett and Henry II	Black Death Health Hospitals Surgeons			Key Terms: Henry VIII Excommunication Dissolution of Monasteries Edward VI Crime and punishment Mary I persecutions Elizabeth's Middle Way Spanish Armada	The English Civil War Charles I Cromwell's Rule Charles II and restoration of monarchy			Case Study 3: Africa Decline of the Empire	

Year 7	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
French	Studio 1 Module1 **C'est parti** **1. Mon autoportrait** Talking about likes and dislikes Using regular -er verbs **2. Mon kit de survie** Talking bout your survival kit Using avoir **3. Comment je me vois** Describing yourself Understanding adjective agreement (singular) **4. Et les autres?** Talking about other people Understanding adjective agreement (plural) **5. Il est hypercool** Describing a musician Using the present tense	Studio 1 Module2 **Mon collège** **1. Mes matières** Talking about school subjects Asking questions **2. C'est genial** Giving opinions and reasons Agreeing and disagreeing **3. J'ai cours!** Describing your timetable Using a 12-hour clock **4. Au college en France** Describing the school day Using on to say 'we' **5. Miam-miam!** Talking about food Using the partitive article	Studio 1 Module 3 **Mes passetemps** **1. Mon ordi et mon portable** Talking about computer and mobiles Using regular -er verbs **2. tu es sportif/sportive ?** talking about which sports you play using jouer à **3. qu'est-ce que tu fais ?** talking about activities using the verb faire **4. j'aime faire ça !** saying what you like doing using aimer + the infinitive **5. ils sont actifs** describing what other people do using ils and elles	Studio 1 Module 4 **Ma zone** **1. là où j'habite** talking about your town using il y a…/il n'y a pas de… 2. **perdu dans le parc d'attractions !** giving directions understanding when to use vous and tu **3. le weekend** talking about where you go Using à + the definite article **4. coucou** asking someone to go somewhere using je veux../tu veux + infinitive **5. qu'est-ce qu'on peut faire à… ?** saying what you can do in town using on peut + infinitive	Studio 1 Module 5 **3…2...1 Partez** **1. les vacances, mode d'emploi** using nous to say 'we' talking about holidays **2. Je me prépare** Talking about getting ready to go out Using reflexive verbs(singular) **3. Au café de la plage** Buying drinks and snacks Using higher numbers **4. Je vais aller en colo** Talking about holidays plans Using the near future tense **5. Mes rêves** Saying what you would like to do Using je voudrais + infinitive	Studio 1 Module 6 Studio découverte **1. Animaux** Talking about animals **2. Poésie** Writing a poem **3. Peintures** Describing a painting
Spanish	**¡Viva! 1 Módulo 1 :** **Mi vida** **GCSE theme:** **Identity and culture** **Aim:** Student would be able to Introduce themselves in Spanish, by talking about their personality, age, their family and pets. **Grammar:** Adjectives • ¿Cómo te llamas? • ¿Qué tipo de persona eres? • ¿Tienes hermanos? • ¿Cuándo es tu cumpleaños? • ¿Tienes mascotas*?* • Cómo soy…	**¡Viva! 1 Módulo 2 :** **Mi tiempo libre** **GCSE theme:** **Identity and culture** **Aim:** Student would be able to speak about what do they do in their spare time, including the weather vocabulary. **Grammar:** Regular verbs **ar** verbs) And Irregular verbs hacer and do. • ¿Qué te gusta hacer? • ¿Cantas karaoke? • ¿Qué haces cuando llueve? • ¿Qué deporte haces? • ¿Eres fanático? • ¿Qué haces en tu tiempo libre?	**¡Viva! 1 Módulo 3 :** **Mi instituto** **GCSE theme :** **Current and future study and employment** **Aim:** Student would be able to speak about their school by giving opinions and reasons and the use negative sentences. **Grammar:** Regular verbs **ar-er-ir** verbs Adjectives to talk about others. Use plural definitive and Indefinite articles. • ¿Qué estudias? • ¿Te gustan las ciencias? • ¿Qué hay en tu insti? • Durante el recreo • ¿Te gusta tu instituto?	**¡Viva! 1 Módulo 4 :** **Mi familia y mis amigos** **GCSE theme :** **Identity and culture** **Aim:** Student would be able to describe their family physically and their character and they should be able to describe how they get along with their family members. **Grammar:** Irregular verbs *tener, ser, estar and ir.* Possessive Adjectives to talk about my/your family/home. Use of adjectives with nous agreements. • ¿Cuántas personas hay en tu familia? • ¿De qué color tienes los ojos? • ¿Cómo es? • El carnaval en familia	**¡Viva! 1 Módulo 4 :** **Extra Lessons:** **Mi familia y mis amigos** **GCSE theme :** **Identity and culture** **Aim:** Student would be able to describe where they live, how their home is and what activities they do at home. **Grammar:** Irregular verbs *tener, ser, estar and ir.* Possessive Adjectives to talk about my/your family/home. Use of adjectives with nous agreements. • ¿Cómo es tu casa o tu piso? • Las habitaciones • En mi dormitorio • Que haces en tu casa/dormitorio	**¡Viva! 1 Módulo 5 :** **Mi ciudad** **GCSE theme :** **Local, national, international and global areas of interest.** **Aim:** Student would be able to describe where they live. Tell the time. Order food in a restaurant. Saying what they are going to do at the weekend. **Grammar:** Learing how to use the future tense. Ir (Simple future & Near Future voy a) Use of stem-changing vebs. Indefinite articles many. • ¿Qué hay en tu ciudad? • ¿Qué haces en la ciudad? • En la cafetería • ¿Qué vas a hacer? • ¿Te gusta tu ciudad?

PE	**BOYS** Two groups will choose from the following: **Basketball** Basic rules, passing, shooting and defending. **Table Tennis** Rules, handling of the bat, serve, basic skills such as backhand and forehand push. **Wall Ball** Basic rules, serve, forehand and positioning on court. Inter-house competition: **Football** **GIRLS** **Tag Rugby** Ball handling, passing, scoring, variation games. Inter-house competition: **Tag Rugby**			**BOYS** Both groups will take part in: **Rugby:** Ball handling, passing backwards, tag rugby development and introduction to basic contact. Inter-house competition: **Tag Rugby** **GIRLS** **Trampoline** Introduction to safety rules, basic shapes: Straight jump, half turn, full turn, tuck, straddle and pike and seat drop. Looking at technique and control and linking skills together. Inter-house competition: **Trampoline**	**BOYS** Both groups will take part in: **Football:** Passing technique, shooting technique, defending and tackling, small sided games. Inter-house competition: **Dodgeball** **GIRLS** **Netball** Chest, shoulder and bounce pass technique, footwork skills, introduction to dodging and variation sports ie. End ball. Inter-house competition: **Netball**			**BOYS** Two groups will choose from the following: **Basketball** Basic rules, passing, shooting and defending. **Table Tennis** Rules, handling of the bat, serve, basic skills such as backhand and forehand push. **Wall Ball** Basic rules, serve, forehand and positioning on court. **GIRLS** **Tag Rugby** Ball handling, passing, scoring, variation games.	**BOYS & GIRLS** **Athletics** Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay. Field events – shot-put, discus and javelin. Development of technique and opportunity to practice for sports day! No inter-house due to short half term			**BOYS & GIRLS** Choice of the following activities: **Kwik Cricket** Catching, throwing underarm and overarm technique, basic batting skills. Variation games: non stop cricket, diamond cricket, pairs cricket. **Rounders** Catching, throwing underarm and overarm technique, basic batting skills. Variation games: all on the run, 1,2,3,4 scoring. **Softball** Basic rules, batting catching and variation of rules. **Tennis** Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Variation games focusing on longer rallys. Inter-house competition Boys: **Basketball** Inter-house competition Girls: **Dodgeball**
Science	**<u>Introduction to Science</u>** - Lab safety - Using Bunsen Burners - Hazard symbols **<u>Cells</u>** - Animal vs Plant cells - Using Microscopes - Drawing cells - Specialised cells **<u>Atoms and Elements</u>** - Drawing and labelling an atom. - Recognising elements and their symbols			**<u>Energy and Heat transfer</u>** - Naming different types of energy stores and transfers. - The difference between heat and temperature. - Convection and conduction **<u>Levels of organization</u>** - Describe the levels of organisation in living organisms. - The structure and function of the digestive system	**<u>Light</u>** - How light behaves with translucent, Opaque and transparent objects. - Seeing colour by reflection, absorption and transmission of light. - Dispersion of light and filters. **<u>Reproduction</u>** - The male and female reproductive systems. - Sexual intercourse and fertilisation.			**<u>Sound and Hearing</u>** - Defining sound. - The speed of sound in relation to the particle model of matter. - Interpreting oscilloscope traces. - The structure and function of the inner and outer ear. **<u>The environment</u>** - What makes a good habitat? - Food chains, food webs and bioaccumulation.	**<u>The periodic table</u>** - Dmitri Mendeleev and the development of the periodic table. - Working out the numbers of protons neutrons and electrons in each element. - Patterns in group and periods in the periodic table. **<u>Forces</u>** - Naming and identifying different forces acting on different objects.			**<u>Plants</u>** - The structure and function of the main organs in a plant. - Roots: Their structure and function. - Stem: Structure and function. - Flower: Structure and function. - Pollination and germination. **<u>Space</u>** - Our solar system and the sun. - Moons, eclipses and

	- Recognising and naming compounds			- The structure and function of the skeletal system. **Acids and Alkalis** - Name some acids and alkalis and describe their properties. - Measuring acidity and alkalinity. - Neutralisation and its application.		- Implantation and pregnancy. - Adolescence and the menstrual cycle. **Physical and chemical reaction** - Particle model of matter. - Signs of a chemical reaction and heating/cooling curves - Signs of a chemical reaction and simple word equations			- Prymaids of numbers and biomass. - Predator-prey relationships.		- Drawing free-body diagrams to show the interaction of forces. - Measuring forces. - Calculating the resultant forces acting on objects.			satellites. - Orbits, seasons and the earths tilt. **Conservation project** - Biodiversity. - Methods of measuring biodiversity. - Conservation. - Conservation poster project.	
Music **Drama**	**Pitch Notation (treble clef)** Introduction of Keyboard Skills including applying learning of pitch notation	**Introduction to Drama : Basic Skills** Still Images Thought tracking Showing status Mime/Gesture Role Play		**Pitch Notation (bass clef)** Development of Keyboard Skills including applying learning of pitch notation (bass clef) & playing with 2 hands	**Spears Sports: Applying Skills** Whole class roleplay Forms of staging Roles in TV Broadcast News Creating imaginary environments	**Composing Skills** Improvisation & compositional starting points Rhythmic Duration developed through unit Introduction to music writing software - Sibelius	**Physical Theatre One:** Trust and sequencing Touch Hands Relays Basic Lifts Narration and Physical Theatre		**Composing Skills** Developing good melodies – extension of composing skills Basic musical structures introduced (Call & response; question & answer)	**The Way West:** Whole class role play Whole class immersion Movement to music Mini Monologues	**Tonalities** Learning about scales: chromatic, major & minor. Performing pieces that contrast in tonality.	**Introduction to Stanislavski** Given Circumstances Magic If Imagination Objectives		**Tonalities & Structure** Composing pieces that contrast in tonality within more complex musical structures (Binary, Ternary, Rondo Forms) Using Music Writing Software - Sibelius	**Introduction to Brecht** Breaking the fourth wall Style of acting Multi roling Political messaging
Computer Science	• Understand what is meant by Esafety and how to be safe and responsible while using different technologies. • The impact of the internet and being connected to our wellbeing.			• Describe the function of the hardware components of a computer system (CPU, main memory, secondary storage) and how they work together. • Explain why computers use binary		• Describe what an algorithm is and explain what algorithms are used for. • Express algorithms as flowcharts and written description. • Introduction to programming in			• Explain the difference between algorithms and programs. • Code an algorithm in a high-level programming language. • Describe the characteristics of data types and select		• Explain how computers encode characters using ASCII. • Learn how bitmap images are represented in binary. • Learn how sound is represented in binary. • Describe the		• Learn HTML and CSS. • Develop a basic website with at 3 web pages	

	• Explore different forms of bullying that affect young people.			to represent data and program instructions. • Convert between binary and denary.	Python.			appropriate data types for variables. • Use sequence, selection and iteration in programs.	limitations of binary representation of data when constrained by number of available bits. • Calculate the file sizes of stored data.			