



# The JF Way

#nothingshortofremarkable

**We are AMBITIOUS. We are COMMITTED. We are PROUD.**

## Year 7 Curriculum Summary: Term 2

The table below shows the knowledge and skills that Year 7 students are learning in their subjects this term.

Topic / Knowledge	Skills
<b>Art and Design</b>	
Colour – Painting and Drawing Knowledge of Franz Marc. Knowledge of Michael Craig-Martin Knowledge of Anni Albers Textiles- Weaving	Drawing skills using line. Research skills Consolidation of colour mixing Painting skills Using the style of an artist Compositional skills Weaving skills
<b>Computing</b>	
Flowol Programming Scratch Programming	Flowol: Programming with flowcharts. In their first programming unit, students will learn how to control hardware as well as important programming constructs such as sequence, selection and iteration. Scratch programming: Scratch will continue on many elements of the previous unit but with more focus on free form coding and variables.
<b>Drama</b>	
Learning how to use a stimulus to devise their own piece of theatre.  Understanding how we can use our bodies to tell a story, looking at how movement can develop a piece of theatre.	Mime Physical Theatre Tableau Gestures Working collaboratively Character development Proxemics Vocal techniques Devising from a stimulus Flashbacks and flashforwards Monologues
<b>Design and Technology</b>	
<b>Student will rotate around the following three subjects as a carousel through the three terms:</b>	
<b>Food Preparation &amp; Nutrition – Healthy Eating</b> Understand how to utilise sensory testing Evaluation of diets and understanding of the Eatwell guide Impact of seasonal food on the environment The importance of eating healthily and what that means. Understanding the meaning of Enzymic Browning and Dextrinisation	Safe and hygienic preparation of ingredients and food products Use of a variety of kitchen equipment ; food processors, stick blenders, hob, oven, grill, blast chiller. Enrobing and using an oven safely. Testing food for readiness. Adapting a recipe and working independently.



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<b>Resistant Materials: Wooden Aeroplane</b> To understand the concept of "Quality of Finish" To fit parts together using either interference or clearance fit To understand how components are made and fitted together to produce a completed product	The importance of Health & Safety in the workshop Using a variety of tools and techniques to mark out materials accurately Use of range of hand tools to cut and shape materials Safe use of machine tools such as pillar drill, disc sander and scroll saw  Following the design cycle to Investigate, Plan, Create and Evaluate
<b>Graphic Design: Ball in the Hole handheld game</b> How to respond to a Design Brief Development of original ideas Writing a specification to meet the user's needs Analysis of existing products Utilising Computer Aided Design and Computer Aided Manufacture	<b>Drawing Skills</b> Learn how to use a range of drawing equipment Using a drawing board to produce accurate drawings The purpose of construction lines Colour theory – including the colour wheel, complimentary and harmonious colour schemes Isometric drawing with tonal shading
English	
<b>Poetry: 'Childhood'</b> 15 lessons The 'Childhood' poetry unit, convened by Mrs Cocking, involves looking at a range of poems discussing aspects of childhood experiences. The outcome is an extended essay where students must demonstrate their analytical skills in writing.  <b>Shakespeare: The Tempest</b> 15 lessons Students study The Tempest in Miss Grace's unit with a focus on using the text as an inspiration for creative writing.	<ul style="list-style-type: none"> <li>Revisiting the skill of identifying methods from half term 1</li> <li>Metaphors</li> <li>Use of PETA paragraph framework for analysis</li> <li>Revisiting effect on the reader</li> <li>Similes</li> <li>Sensory description</li> <li>Expanded noun phrases</li> <li>Use of TiPToP paragraph framework for narrative writing</li> </ul>



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<b>Geography</b>	
<b><u>Economies/Map skills – ‘Our World’</u></b>  <b>What do we mean by economies? How does this change from a local to global scale?</b> <ul style="list-style-type: none"><li>• Pupils will learn about economic activities and what they are like at different scales, from local to global.</li><li>• Pupils will learn the ways in which jobs can be arranged into groups or sectors.</li><li>• Pupils will be made aware of careers interests/aspirations they have.</li><li>• Pupils will learn the range of jobs people do and how jobs have changed over time.</li><li>• Pupils will learn what trade is and how it has become global.</li><li>• Pupils will be introduced to a variety of map skills including, maps, symbols, direction, scale, grid references and relief/shape of the land. Where possible integrated into the economies unit.</li><li>• Pupils will learn how the UK economy has developed and how our links with the world have grown – Globalisation.</li></ul>	Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21st Century.
<b>History</b>	
<b><u>Medieval Life 1066 – 1483</u></b>  Students will gain an understanding of life in Britain during the Middle Ages. Using knowledge of the Feudal system, they will learn about the lives of the peasant/villein and Knights both in the village and in the growing towns. They will be afforded the opportunity to make comparisons between London and the City of Baghdad. They will consider the impact of the Black Death as well as the benefits of the Crusades. Finally, they will study the power of the monarch through two case studies of Henry II and John. They will evaluate how successful John was as King and how his actions have been interpreted by contemporaries and modern historians.	There will be a continued focus on second order concepts such as chronology, cause, consequence, and significance. Students will understand why events must be placed into chronological order. They will begin to consider how similar life in the Middle Ages was in the villages with life in the towns.  They will use a variety of sources to gain a deeper understanding of life in England as well as being afforded the opportunity to explore England’s position in the wider world. They will consider the provenance of sources and make judgements about their utility.



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<b>Mathematics</b>	
<p><b><u>Discovering Algebra and Bits and Pieces</u></b></p> <p><b><u>Half Term 3: Factors, Multiples, Primes and Indices</u></b> Students will recap KS2 knowledge relating to Squares and Cubes before working with prime factors to solve problems relating to highest common factors and lowest common multiples. They will be shown how to calculate efficiently using their calculator when working with numbers in index form.</p> <p><b><u>Half Term 4: Working with Algebra</u></b> Students will begin a deep dive into the world of algebra. Students will learn new skills in manipulating algebraic expressions through collecting terms, working with brackets, factorising and using substitution in formulae. They will then use these skills to develop an understanding of balancing to solve equations and construct their own equations to solve real life problems.</p>	<p><b><u>Algebra:</u></b></p> <p><b><u>Half Term 3:</u></b></p> <ul style="list-style-type: none"> <li>list factors and multiples for a number as well as calculate the highest common factor and lowest common multiple.</li> <li>Write a number using the product of its prime factors.</li> <li>Learn and be able to recall square and cube numbers and square and cube roots.</li> <li>Apply the index laws to calculate accurately when numbers are presented in index form.</li> <li>Learn how to use a calculator to solve a range of questions including indices.</li> </ul> <p><b><u>Half Term 4:</u></b></p> <ul style="list-style-type: none"> <li>Construct expressions, expand brackets, factorisation and substitution</li> <li>Solve one and two step equations.</li> <li>Construct equations and solve harder multi-step equations, including where the unknown appears on both sides</li> <li>Explain linear sequences using term to term rules.</li> <li>Understand how algebraic expressions generate sequences and find the algebraic (nth) term of a linear sequence.</li> </ul>
<b>Modern Foreign Languages (MFL)</b>	
<p><b><i>Students will study two languages across the year. All Yr7 students study French until half-term, then start to study either German or Spanish dependent on tutor group</i></b></p>	
<p><b>French</b></p> <p><b>Module 3 Content: In Town</b> Talking about places in a town or village Understanding French prices Saying where you go at the weekend Using the verb aller Inviting someone out Ordering drinks or snacks in a café Saying what you are going to do Using the near future tense Visiting Paris</p>	<p><b>French</b></p> <p><b>Module 3 Skills</b> The verb aller, vouloir, tu and vous, near future tense, using two tenses together</p> <p><i>February half-term onwards – students will study German or Spanish.</i></p>



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<b>Spanish</b> <b>Module 1 Content: Self and Relationships</b> Spanish pronunciation Introducing yourself Personality Numbers Ages, brothers and sisters Birthdays alphabet Pets	<b>Spanish</b> <b>Module 1 Skills</b> Adjectives that end in -o/-a, the verb tener, making adjectives agree with nouns, variety in writing
<b>Music</b>	
<b>Changing Places</b> – reading treble clef and keyboard technique	Composing Listening Ensemble Performance
<b>Physical Education</b>	
HRF Basketball Tag Rugby Orienteering Netball Table Tennis Interform Football & Netball	Racket sports – To learn and understand the rules of table tennis and explore the basic techniques.  HRF – To understand the importance of measuring the different states of heart rate (bpm) and how this correlates with intensity.  Other sports – Ball mastery/technique work, outwitting an opponent and learning the official rules. Promoting a love for healthy and active lifestyles through various methods.  Orienteering skills - Map reading and navigation. Working with a team to problem solve and achieve a goal.



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<b>Science</b>	
Forces Acids and Alkalis Sound Nutrition and digestion	Science skills: <ul style="list-style-type: none"><li>• Planning investigations: writing detailed methods, safety precautions</li><li>• Conducting investigations using newton metres, separating techniques and investigating magnetism</li><li>• Analysing data, including finding and describing errors, plotting graphs and explaining trends</li></ul> Mathematical skills: <ul style="list-style-type: none"><li>• How to use science equations,</li><li>• Using, identifying and converting units</li><li>• Calculating averages</li></ul>
<b>Personal Development (PD)</b>	
Staying safe online and offline: Students will learn about the dangers of society both on and offline. They will know the dangers of online gaming, drugs and alcohol.  Celebrating differences: Students will understand how they can help break down stereotypes and understand what the equality act is.  Throughout this term, students will use 'Unifrog' to embed their careers education.	The main intention is to raise awareness of drugs and associated problems regarding health and society. The topic should inform students of the risks so that they are able to make informed decisions as they grow up and to keep themselves safe.
<b>Religious Education (RE)</b>	
Islam:  Students will learn the fundamental knowledge and values of Islam and be introduced to knowledge of the culture.	The main intention is to increase the cultural capital of the students to ensure that they can celebrate one another's differences and have a further understanding of why people who follow specific faiths make the decisions that they do e.g. to celebrate or not celebrate different holidays and festivals.