



# The JF Way

#nothingshortofremarkable

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## Year 7 Curriculum Summary: Term 3

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>	
Pattern Vincent Scarpace Use of pattern in design work Non-Western art: Aboriginal Art Knowledge of the history and lives of the aboriginal people.	Construction of pattern motifs and repeats. Design skills Pottery skills - Slab building and incised and applied decoration Research skills Drawing skills; consolidating knowledge of line and markmaking. Consolidation of colour mixing and painting skills
<b>Computing</b>	
Understanding Computers	Students will begin to understand the fundamentals behind how a computer system works. They will cover inputs/outputs, processing, memory and storage
Networks	Students will learn about networking and the internet, how computers linked together can be used in different situations
<b>Drama</b>	
Study of Live Theatre – Peter Pan	Students will continue to develop their understanding of key Drama vocab. They will be able to spot the skills that they have learnt in lessons, during a live performance. Students will learn how to use the “What, How, Why, Justify” paragraph structure. Students will develop their understanding of design elements in Theatre.
<b>Design and Technology</b>	
<b>Students will rotate around the following three subjects as a carousel through the three terms:</b>	
<b>Food Preparation &amp; Nutrition – Healthy Eating</b> <ul style="list-style-type: none"> <li>Understand how to utilise sensory testing.</li> <li>Evaluation of diets and understanding of the Eatwell guide.</li> <li>Impact of seasonal food on the environment.</li> <li>The importance of eating healthily and what that means.</li> <li>Understanding the meaning of Enzymic Browning and Dextrinization.</li> </ul>	<ul style="list-style-type: none"> <li>Safe and hygienic preparation of ingredients and food products.</li> <li>Use of a variety of kitchen equipment; food processors, stick blenders, hob, oven, grill, blast chiller.</li> <li>Enrobing and using an oven safely.</li> <li>Testing food for readiness.</li> <li>Adapting a recipe and working independently.</li> </ul>



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<p><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.</p>	<p>The importance of Health &amp; Safety in the workshop            Using a variety 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</p> <p>Following the design cycle to Investigate, Plan, Create and Evaluate</p>
<p><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</p>	<p><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</p>
<b>English</b>	
<p><b>The Local Area</b>            15 lessons            The Local Area unit, convened by Miss Mugridge involves looking at a range of forms on non-fiction writing and then completing a piece of non-fiction persuasive writing.</p> <p><b>Introduction to the Gothic</b>            15 lessons            Students study a range of Gothic extracts in Mr Church’s unit with a focus on using the text as an inspiration for creative writing within a target genre.</p>	<ul style="list-style-type: none"> <li>• Use of TiPToP paragraph framework for persuasive writing</li> <li>• Embedding DAFORREST persuasive writing techniques</li> <li>• Exploring a range of non-fiction texts</li> <li>• Use of TiPToP paragraph framework for descriptive writing</li> <li>• Embedding SLAMPOPS descriptive writing techniques</li> <li>• Exploring a range of Gothic extracts</li> </ul>



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<b>Geography</b>	
<p><b>Exploring Africa:</b> Pupils will investigate the continent and countries of Africa, exploring both the physical and human features as well as misconceptions people have about Africa. Pupils will examine the population distribution across the continent and link this to physical and human characteristics. We will also study Africa as a tourist destination with a focus on foods, retail, technologies and sports associated with the continent. Students will cover areas such as urbanisation and challenges; including life in the slum settlements. Focus on the Horn of Africa including Ethiopia and Djibouti.</p>	<p>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.</p>
<b>History</b>	
<p><b>Early Tudors 1485 - 1558</b> Students will gain an understanding of life in England during the early Tudor period. They will learn about the lives of the key monarchs such as Henry VIII and Elizabeth, the major challenges they faced and the actions they undertook. They will consider the impact of Henry VII's victory at Bosworth and that of the religious changes caused by the Reformation. They will study the lives of Black people in Tudor England through case studies of John Blanke, Jacques Francis and Mary Filis amongst others. They will be afforded the opportunity to compare how people with disabilities were treated in the Tudor period compared with that of earlier times.</p>	<p>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 Tudor period was with life in the earlier medieval periods and today for ordinary people, including those with disabilities. 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.</p>



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<b>Mathematics</b>	
<p><b><u>New Topics</u></b></p> <p><b><u>Fractions and Percentages:</u></b></p> <ul style="list-style-type: none"> <li>• order fractions.</li> <li>• calculate fractions and percentages of amounts.</li> <li>• be able to add, subtract, multiply and divide with fractions</li> <li>• add and subtract with mixed numbers.</li> <li>• convert between fractions, decimals and percentages.</li> <li>• calculate percentages of an amount using written methods and through using a calculator.</li> <li>• Increase and decrease values by a percentage</li> <li>• solve percentage change problems.</li> </ul> <p><b><u>Presenting Data, Averages and Probability</u></b></p> <ul style="list-style-type: none"> <li>• Represent data in frequency tables, bar charts and pictograms and pie charts.</li> <li>• calculate averages and understand the difference between the mode, median and mean.</li> <li>• calculate the range of a dataset.</li> <li>• Use numbers to describe probability.</li> <li>• List the set of all possible outcomes to create a sample space diagram to help calculate probabilities more easily.</li> </ul>	<p>Students will build upon their knowledge of all things fractional. They will revisit and consolidate the skills required to work with fractions, decimals and percentages. They will then begin to apply these skills to enable them to perform calculations using standard methods. Students will apply these skills to answer questions in real life settings using these skills.</p> <p>Students will review and extend on the work introduced in Year 6 on statistics. They will learn how to present data using a range of diagrams, learn how to calculate a variety of averages and develop their understanding of probability to enable them to calculate probabilities of equally likely events.</p> <p>At the end of the term the students will undertake a statistics project that involves learning to use the Excel spreadsheet package.</p>
<b>Modern Foreign Languages (MFL)</b>	
<p><b><i>Students will study two languages across the year. All Yr7 students study French until February half-term, then start to study either German or Spanish dependent on tutor group.</i></b></p>	
<b>German</b>	
<p><b>Module 2 - School</b>            School subjects            Opinions and reasons for school subjects            Dates and times            Describing teacher            School facilities and rules            Understanding longer texts</p> <p><b>Module 3 – Sport</b>            Leisure activities            How often you do activities            Mobiles and computers            Prediction strategies            Making writing interesting and varied</p>	<p><b>Module 2</b>            Weil with opinions and reasons            Word order, sein/ihr, prepositions in, an, auf, neben</p> <p><b>Module 3</b>            Gern with the verb spielen, opinions, word order, future using the present tense</p>



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<b>Spanish</b>	
<p><b>Module 2 - Free time</b>            What you like to do            What you do in your spare time            The weather            Sports            Reading about different hobbies            Challenging written texts            Longer conversations</p> <p><b>Module 3 - School</b>            School subjects            Opinions about school subjects            Describing your school            Talking about break time            Understanding about schools            Telling the time            Describing uniform and what you are going to wear</p>	<p><b>Module 2</b>            Giving opinions using me gusta + infinitive, -ar verbs in the present tense, using cuando, hacer and jugar, question words</p> <p><b>Module 3 Skills</b>            Using -ar verbs to say what we do, me gusta(n) +e/la/los/las, a/some and the, -er and -ir verbs, prediction as listening strategy, writing a longer text, near future tense, this/these</p>
<b>Music</b>	
<p><b>Voices in layers</b> – vocal skills and techniques in group composition</p> <p><b>Caribbean Music</b> – learning to play chords, experiencing steel drums</p>	<p>Composing            Listening            Ensemble            Performance            Steel drum workshop</p>
<b>Physical Education</b>	
Athletics	Explore a variety of track and field events, preparing pupils for the Moorways District Athletic event, in June. Pupils will learn how these events are measured and organised, with a big emphasis on health and safety with throwing events.
Rounders	Batting technique, outwitting an opponent and learning the official rules.
Tennis	To learn and understand the basic rules of tennis and explore a variety of beginner techniques, through various types of shots.



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<b>Science</b>	
Nutrition Separating techniques Electricity Ecosystems Space	Science skills: <ul style="list-style-type: none"> <li>• Planning investigations: writing detailed methods, safety precautions</li> <li>• Conducting investigations, including safely working with Bunsen burners and electrical equipment</li> <li>• Analysing data, including finding and describing errors, plotting graphs and explaining trends</li> <li>• Mathematical skills:               <ul style="list-style-type: none"> <li>• How to use science equations</li> <li>• Using and identifying units</li> <li>• Calculating averages</li> </ul> </li> </ul>
<b>Personal Development (PD)</b>	
Friends, respect and relationships: Students will know what 'consent' means and how important this is. Students will be able to describe what makes a good friend and explain why some relationships aren't positive.  Throughout this term, students will use 'Unifrog' to embed their careers education.	Students will know what a healthy relationship looks like.
<b>Religious Education (RE)</b>	
RE: Hinduism.  Students will be learning about the beliefs of the Hindu gods, Hindu Festivals and how people live following the Hindu faith.	Students think about different cultures around them and how people of different faiths worship.