

Year 7 Art

Spring Term		
What we are studying? (Our enquiries)	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Students have 1 lesson of Art each week.</p> <p>How do we make colour in Art? Introduction to colour theory using paint</p> <p>In which ways does looking at the work Wassily Kandinsky inspire our own ideas and artwork?</p> <p>In which ways does making a copy of an artist's work develop our skills in art?</p> <p>How do we respond to music through our artwork?</p> <p>How can do we create a Kandinsky inspired collaborative artwork?</p>	<ul style="list-style-type: none"> •What are the primary colours? •How would you mix a secondary colour? •What is a complementary colour? •What is a tertiary colour? •What do you need to remember to apply paint skilfully? •Who was Wassily Kandinsky? • What is synaesthesia cognate? •What is/are the inspirations of Wassily Kandinsky? •What is abstract art? •In which ways does making an artist copy improve our observation skills? •Which colours might you use to express joy?..why? •Which colours might you use to express sadness?...why? •What is the importance of cutting and folding accurately for collaborative artwork? 	<p>Encourage your child to create a colour circle at home using printed materials and swatches:</p> <p>https://www.google.com/search?q=the+colour+wheel+ks3&rlz=1C1GCEA_enGB1032GB1032&source=lnms&tbn=vid&sa=X&ved=2ahUKEwi9xo7ngbj8AhWaiVwKHQWXCRMQ_AUoAnoECAEQBA&biw=1280&bih=520&dpr=1.5&safe=active&ssui=on#fpstate=ive&vld=cid:8f8741e3,vld:PCP1ji_HnO4</p> <p>Read about the theory of colour: https://www.bbc.co.uk/bitesize/topics/zw982hv/article/z7rtng8</p> <p>Learn about Wassily Kandinsky https://www.wassilykandinsky.net/</p> <p>Continue to encourage your child to practice observation drawing and shading using a full range of tone. Kitchen and household objects are good starting points.</p>

Year 7 English

A Midsummer Night's Dream

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><i>Year 7: How is love dramatized throughout the play??</i></p> <p><u>Content:</u></p> <ol style="list-style-type: none"> 1. Who was William Shakespeare and what inspired him to write <i>A Midsummer Night's Dream</i>? 2. How is Ancient Athens shown as severe? 3. Who is in conflict in Act 1? 4. What are the two settings of the play? 5. Why does Shakespeare set the play in two settings? 6. Which characters feel unrequited love? 7. What is the purpose of the love potion? 8. Which characters are the comic relief? 9. What is the meaning of the quote "The 	<p>Questions based on the information within the <i>A Midsummer Night's Dream</i> booklet.</p> <ol style="list-style-type: none"> 1. How is dramatic irony used to create comic relief within the play? 2. How is conflict developed over the course of the play? 3. How is love represented within the play? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 2. Complete modules on Century Tech. <p>https://www.century.tech/</p>

<p>course of true love never did run smooth.”? 10. How is the dramatic chaos in the play resolved at the end?</p>		
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Year 7 French

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><u>Half Term 1</u></p> <p><u>Content:</u></p> <p>This unit will give students the opportunity to talk about their school, including subjects, amenities and teachers.</p> <p>There will be a strong emphasis on expressing their opinion, so they develop their discussion skills.</p> <p><i>Tu étudies où ?</i></p> <p><i>Comment est ton collègue ?</i></p> <p><i>Quelle est ta matière préférée ?</i></p> <p><i>Quelle matière tu n'aimes pas ?</i></p> <p><i>Tu étudies le Français depuis quand ?</i></p> <p><i>Comment sont tes profs ?</i></p>	<p>What class are you in?</p> <p>What do you like about your school?</p> <p>What is your favourite subject? What subject don't you like and why?</p> <p>How long have you been studying a specific subject? Do you like it?</p> <p>What do you think of your teachers?</p>	<p>Log in to languagenut.com</p> <p>Work related to the topics will be set up.</p>

Half Term 2

Content:

This half term, we will discuss the differences between French and English schools, their timetables, clubs and school rules.

Décris ton emploi du temps.

Tu fais partie d'un club ?

Que fais-tu pendant la récré ?

Que penses-tu du règlement ?

Tu préfères le système Anglais ou le système Français ?

Tell me about your timetable.

Are you a member of a club?

What do you do during break time?

Are you happy about the school rules?

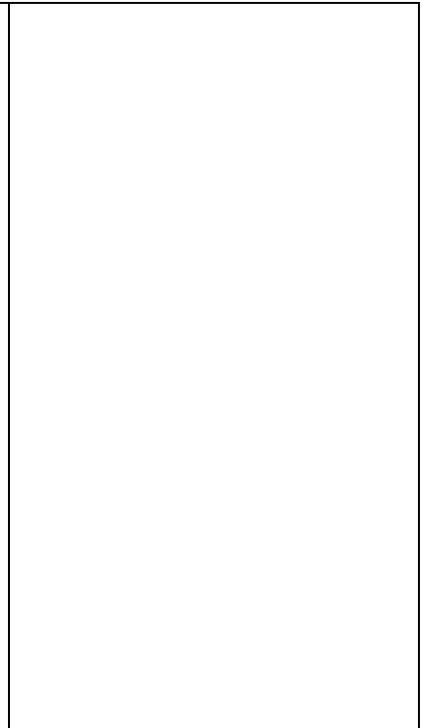
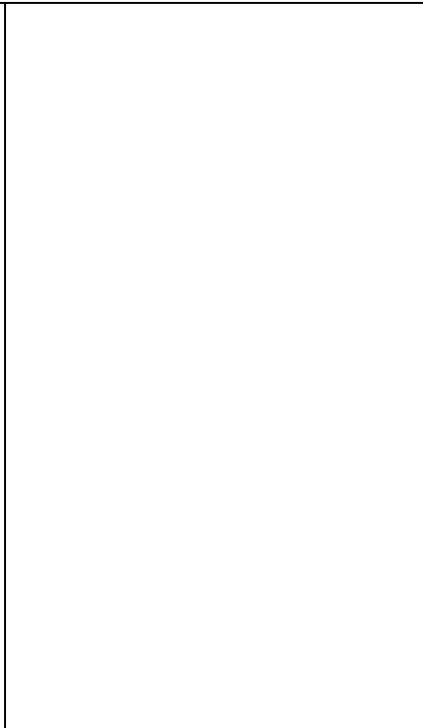
Which system do you prefer, the French or the English?

Year 7 Geography

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><u>Half-term 1 and 2</u></p> <p>Resources & Trade Brilliant Biomes</p> <p>In this unit we are learning where most of our possessions come from and how and where they are made and sold. We will investigate the main types of jobs – raw materials, manufacturing, and services.</p> <p>We will then study about types of work, resources, and trade in the UK and Europe to find out what was going on in the past and today. We will improve our skill in using OS maps and learn how to find four-figure grid reference as well as using online versions of OS maps.</p> <p>Brilliant Biomes</p> <p>We begin Unit 4 by exploring how the biotic (living) parts of an ecosystem such as plants and animals interact with the abiotic (non-living) parts such as sunlight, water,</p>	<ol style="list-style-type: none"> 1) What are raw materials? 2) What is manufacturing and trade? 3) What can OS maps tell us about infrastructure in different settlements? 4) How does the UK make its wealth today? 5) How is Europe connected to trade and resources? 6) What are the major biomes of the world? 7) How does latitude influence biomes? 8) What are the characteristics of the deciduous forest? 9) How biodiverse is the deciduous forest biome? 10) Which biome do we live in? 	<p>Students should complete online work based on Seneca.</p> <p>On Seneca, KS3 Geography Natural resources</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>7 Natural Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7.1 Rocks <input type="checkbox"/> 7.2 Soils <input type="checkbox"/> 7.3 Water <input type="checkbox"/> 7.4 Fossil Fuels <p>15 Ecosystems</p> <ul style="list-style-type: none"> <input type="checkbox"/> 15.1 The Major Biomes <ul style="list-style-type: none"> <input type="checkbox"/> 15.1.1 Distribution of Major Biomes <input type="checkbox"/> 15.1.2 Biome Features: Tropical & Temperate Forests <input type="checkbox"/> 15.1.3 Biome Features: Tundra <input type="checkbox"/> 15.1.4 Biome Features: Deserts <input type="checkbox"/> 15.1.5 Biome Features: Grasslands </div>

and soil. Then we pan out to look at large-scale ecosystems, known as biomes.

We learn that each biome has its own unique characteristics, for example tropical rainforests are warm and wet and have an enormous range of plant and animal life, whereas the tundra is cold and dry and supports far fewer species. We learn that latitude (distance from the equator) is the main reason for these unique biome characteristics.



Year 7 History

Spring Term		
What we are studying? (Our enquiries)	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<ol style="list-style-type: none"> 1. What does the story of Mansa Musa reveal about medieval Africa? 2. What were the effects of English expansion? (Story Summary) 3. How did one village respond to the Black Death? 	<p>Enquiry: What does the story of Mansa Musa reveal about medieval Africa?</p> <ol style="list-style-type: none"> 1. What was significant about Mansa Musa's pilgrimage to Mecca? 2. What does Mansa Musa's pilgrimage to Mecca reveal about Mansa Musa and the Mali Empire? 3. What does the story of Mansa Musa reveal about the Mali Empire? <p>Enquiry: What were the effects of English expansion?</p> <ol style="list-style-type: none"> 1. What were the effects of English expansion upon England? 2. What were the impacts of English expansion for Wales? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet 2. Use the work booklet to go through any missed lesson(s). The booklet contains everything from the purpose of each lesson to the readings and learning activities <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 3. https://classroom.thenational.academy/units/what-does-the-life-of-mansa-musa-reveal-about-medieval-mali-3c3c 4. https://classroom.thenational.academy/units/how-far-did-the-black-death-change-the-medieval-world-4dc3

	<p>Enquiry: How did one village respond to the Black Death?</p> <ol style="list-style-type: none">1. What was the village of Walsham like before the Black Death?2. How did the Black Death impact Walsham in 1348?3. How much change and continuity was there for Walsham after the Black Death?	
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Year 7 Music

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking/ what can you do at home to assist them?	What do I do if my child was absent, or I want them to do extra work?
<p>Power of the Pentatonic</p> <p>MAD T SHIRT – Musical Elements</p> <p>Topics that will be studied include:</p> <p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> • Melody • Articulation • Dynamics • Texture • Structure • Harmony and Tonality • Instrumentation • Rhythm • Tempo • Pentatonic Scale <p><u>Practical skills</u></p> <ul style="list-style-type: none"> • Piano • Playing a scale <p><u>Composition</u></p> <ul style="list-style-type: none"> • Composing (writing) melodies on the piano 	<ul style="list-style-type: none"> • Look at the knowledge organiser for the topic and quiz them regularly on the definitions of the keywords • Ask them about the music they are listening to – ask them to describe any of the MAD T SHIRT musical elements. • Listen to music at home • Ask your child how many notes there are in the pentatonic scale and ask them to sing them – we did this in class! 	<p>https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/music</p> <p>https://www.musictheory.net/ (this is useful to work on musicianship)</p> <p>https://www.bbc.co.uk/bitesize/subjects/zmsvr82</p>

Year 7 RE - Buddhism

In Autumn we learnt Hinduism and were introduced to the concepts of monotheism, polytheism and atheism. As we move into Spring we will explore Buddhism, a religion that does not have a God to decide how easy it is to follow a religion that is non-theistic. We will reflect on what we know about the Buddha being an avatar of Vishnu as we follow his journey from Siddhartha Gautama to The Buddha by reading an extract from the Dhammapada or the Dhammacakkappavattana Sutta.

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Year 7: What does Buddhism teach us about believing, thinking, and living?</p> <p>Content:</p> <ol style="list-style-type: none"> 1. What impact did the four sights have on Buddhism? 2. What did Buddha teach the five monks after achieving Enlightenment? 3. What school of Buddhism would the Buddha belong? 	<p>Questions based on the information supplied in the Buddhism Knowing Religions textbook, Collins.</p> <p>History and belief of Hinduism</p> <p>Approximately how long ago did Buddhism begin?</p> <p>2 Approximately how many people in the world are Buddhists?</p> <p>3 On what continent do 99 per cent of Buddhists live?</p> <p>4 What happened in Queen Maya's dream when she was pregnant with Siddhartha?</p> <p>5 Name one relative of Siddhartha other than his mother.</p> <p>6 What four sights did Siddhartha see after leaving the palace?</p> <p>7 What did Siddhartha achieve under the Bodhi tree?</p> <p>8 What did Siddhartha do under the Bodhi tree in order to achieve this?</p> <p>9 What is the name of the evil being that tried to distract Siddhartha whilst he was sitting under the Bodhi tree?</p> <p>10 What is dukkha?</p> <p>11 What is an ascetic?</p> <p>12 What is the name of the four teachings of Siddhartha that form the basis of Buddhism?</p> <p>13 Siddhartha gave eight instructions for people to follow in order to achieve enlightenment. What are they known as?</p>	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 2. Teacher Guide Buddhism Knowing Religions, Collins 3. Research Hinduism using BBC Bitesize <p>https://www.bbc.co.uk/bitesize/topics/znkxpv4</p>

	<p>14 What is the name given by Buddhists to a lifestyle between luxury and having nothing?</p> <p>15 What is the dharma?</p> <p>16 What is the Sangha?</p> <p>17 Name two rules that a monk must follow.</p> <p>18 What would you find in a stupa?</p> <p>19 What is meant by parinirvana?</p> <p>20 Who was the Indian emperor who converted to Buddhism?</p> <p>Unit 2: Buddhism in the modern world</p> <p>1 What is a Bodhisattva?</p> <p>2 Which school of Buddhism believes in Bodhisattvas?</p> <p>3 What is a mandala?</p> <p>4 Who is the leader of Tibetan Buddhism?</p> <p>5 Name two objects that a Buddhist might focus on when meditating.</p> <p>6 What is a mantra?</p> <p>7 What do Tibetan monks make mandalas from?</p> <p>8 What do the monks do after displaying the mandala?</p> <p>9 What is the bhavacakra?</p> <p>10 What would a statue of the starving Buddha teach Buddhists?</p> <p>11 Why is the Buddha often portrayed with long earlobes?</p> <p>12 What is remembered at Wesak?</p> <p>13 What happens at Kathina?</p> <p>14 Name two places a Buddhist might go on pilgrimage.</p> <p>15 Why would Buddhist pilgrims go to these sites?</p> <p>16 In which country did Pol Pot become dictator?</p> <p>17 Who was Maha Ghosananda?</p> <p>18 Who is Thich Nhat Hanh</p> <p>19 What is the Thai Forest Tradition?</p> <p>20 Approximately how many Buddhists live in the UK?</p>	
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Year 7 Science

What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?	How will my child be assessed this term?
<p>B1.2 (Reproduction)</p> <p>Students will learn about how a range of organisms reproduce and understand the mechanisms involved in biological and physiological changes which occur in these organisms. Students will learn the differences between sexual and asexual reproduction. Students will understand the importance of the menstrual cycle and its governance by hormones and make links to early embryo development. Students will learn in detail the reproductive</p>	<p>"• State changes that happen to males and females during puberty</p> <ul style="list-style-type: none"> • Define sexual and asexual reproduction • Describe the processes of plant sexual reproduction" "State the definition of gamete <p>Identify the features of sexual reproduction</p> <p>Compare the plant gametes to animal gametes" "Define asexual reproduction</p> <p>Identify the features of asexual reproduction</p> <p>Compare the processes of sexual and asexual reproduction" "</p> <p>State the changes that occur during puberty</p> <p>State the parts of the male and female reproductive systems and describe their functions</p> <p>State the definition of a hormone" "</p> <p>State the definition of ovulation</p>	<p>Human Reproduction https://www.bbc.co.uk/bitesize/topics/zybbkqt/article/zwb6xbk</p> <p>Flowers and Pollination https://www.bbc.co.uk/bitesize/topics/zybbkqt/article/zgwb3j6</p> <p>Fruit and Seeds https://www.bbc.co.uk/bitesize/topics/zybbkqt/article/z64t6g8</p>	<p>Assessments released: 8th Feb 2023 Format: 1 paper Section A - 30 MCQs</p> <p>Section B - standard and extended response 60% of content examined will be from Y7 Spring units. 40% of content examined will be from Y7 Autumn units. Duration: 50 min Y7 Content assessed: B1.2 (Reproduction) C1.2 (Atoms, Elements and Compounds) P1.2 (Space)</p> <p>You will have a mastery quiz at the end of each unit. This will consist of a section A (MCQ) and section B (short answer questions).</p>

<p>parts of the plant and sophisticated mechanisms have developed to increase the chances of future generations.</p>	<p>Describe the stages of the menstrual cycle</p> <p>Use the menstrual cycle to predict when ovulation will occur"</p> <p>"</p> <p>State the definition of fertilisation, implantation and gestation</p> <p>Identify the structures formed during gestation</p> <p>Explain the function of the placenta"</p> <p>"Define pollination</p> <p>Identify the male and female gametes in plants</p> <p>Dissect and identify the parts of a flower"</p> <p>"Describe the features of a good results table</p> <p>To describe the process of plant fertilisation"</p> <p>"To recall methods of seed dispersal</p> <p>To explain how a seed is adapted to its method of dispersal</p> <p>"Which is the best definition of an element?</p> <p>How are atoms and elements different?</p> <p>Which correctly shows elements only?</p>		
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<p>C1.2 (Atoms, Elements and Compounds)</p> <p>In this unit will you learn the difference between atoms, elements, and compounds. You will understand what everything around you in the living world is made of. All substances are composed of atoms. An atom is the smallest part of an element that can exist. One atom of a substance has different properties to many atoms of that substance. The atoms in an element are the same, but the atoms in different elements are different. Different elements have</p>	<p>What is the definition of an atom?</p> <p>Why do different elements have different properties?</p> <p>Methane is not found in the Periodic Table. What does this tell you about methane?</p> <p>What is the symbol for Lithium?</p> <p>How are elements with similar physical and chemical properties grouped?</p> <p>Which property of metals makes it useful as bells?</p> <p>Which word describes non-metals tendency to shatter easily?</p> <p>Which property of gold makes it suitable for use in coins?</p> <p>2. Beryllium reacts with oxygen to make...</p> <p>What is the definition of a molecule?</p> <p>What is the correct formula for a compound where one atom of carbon is chemically bonded to two atoms of oxygen?</p> <p>What does the subscript (little number) after an element symbol represent?</p>		
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<p>different properties because they contain different types of atom. You will learn about metals and non-metals and you will understand how the Periodic Table is organised/arranged. You will learn how scientists use shorthand to name chemicals using formula. You will understand the different properties of matter.</p> <p>P1.2 (Space)</p> <p>This unit begins with developing pupil understanding of the force of gravity, including a review of contact and</p>	<p>"What is the definition of a compound?</p> <p>What would the formula of a compound that contains one atom of calcium, one atom of carbon and three atoms of oxygen?</p> <p>Name the order of the planets in our solar system</p> <p>Define force</p> <p>Define gravity"</p> <p>"Define gravity</p> <p>Describe how gravitational field strength is affected by mass</p> <p>Describe how gravitational field strength is affected by distance"</p> <p>"Define mass and weight</p> <p>Explain the difference between mass and weight</p> <p>Calculate the weight of an object in different gravitational field strengths"</p> <p>"Name the force that keeps objects in orbit</p> <p>Describe how one object orbits another (e.g. Moon around Earth)</p>	<p>Elements, compounds, and mixtures</p> <p>https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zngddp3</p> <p>Atoms and molecules</p> <p>https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zc86m39</p> <p>Symbols and formulae</p> <p>https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zmsk4xs</p> <p>What is carbon?</p> <p>https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zhhdqhv</p>	
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<p>non-contact forces and the relationship between the force and distance of objects. Pupils then go on to cover the difference between mass and weight using their understanding of gravitational field strength. This is one of the first times that pupils are introduced to three-term equations, so is developed slowly using a constant value for gravitational field strength (using examples on Earth first) to practice the mechanics of calculations, before the objects can be moved to different gravitational field strengths, making the calculations one step more complicated. They then move on to learn about how</p>	<p>Evaluate a model of how gravity keeps the Moon in orbit" "Interpret pie charts</p> <p>Interpret bar charts and histograms</p> <p>Explain the differences between bar charts and histograms" "State the order of the planets in the solar system</p> <p>Use a model to represent the scale of the solar system</p> <p>Describe how evidence is used in the scientific process" "State the meaning of natural satellite and artificial satellite</p> <p>Describe how satellites are kept in orbit</p> <p>Explain how artificial satellites are useful to humans " "Describe the position of the Earth's axis</p> <p>Describe how the Earth's axis and rotation relate to day and night and seasons</p> <p>Explain why days are longer and hotter in summer" "State the definition of an eclipse</p> <p>Describe what happens during a solar eclipse</p> <p>Explain the differences and similarities between a</p>	<p>What are elements? https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zqr4tv4</p> <p>What is oxygen? https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/z83kng8</p> <p>Metals and non-metals https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/z8qrr2p</p> <p>The Periodic Table https://www.bbc.co.uk/bitesize/guides/zg923k7/revision/4</p> <p>Space:</p> <ul style="list-style-type: none"> • Features of the solar system • The sun as a star • Days, months, years, and seasons • Phases of the moon 	
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<p>gravity keeps objects in orbit as well as more detail about our solar system, including using a number of models to represent different phenomena. Pupils then learn about natural and artificial satellites, applying their knowledge of how objects stay in orbit. Finally, they cover the movement of the Earth itself and the effect of its tilt on seasons, before looking at how the movement of the Earth and the Moon results in eclipses.</p>	<p>solar eclipse and a lunar eclipse"</p>	<ul style="list-style-type: none"> • Light years • What are tides <p>https://www.bbc.co.uk/bitesize/topics/z8c9q6f</p> <p>Earth and Space:</p> <ul style="list-style-type: none"> • What is the universe? • What is a galaxy? • What is a star? • What is a nebula? • What is a solar system? • The planets • The force of gravity • Mass and weight • Years and seasons • Days and nights • Path of the sun <p>https://www.bbc.co.uk/bitesize/articles/z7jvf82</p>	
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