Year 7 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**My Sister Lives on The Mantlepiece** *Transition from primary to secondary school and aims to develop empathy and understanding in students.* Understand themes and characters in a text. Develop debating skills. - Develop transactional writing skills. - Improve oracy skills and develop a love of reading.	**A Christmas Carol** *Opportunities to compare life in the 1800s to modern life, develop empathy skills and explore good morals.* Explore characterisation in a Victorian novel. Introduction to analysis. Develop inference skills. Develop an understanding of how and why writers create effective characters.	**Creative Writing** *Analyse examples of effective description in texts to allow their own creativity to flourish and develop confidence with their own writing* Understand different genres in literature. Experiment with different writing styles and techniques. Develop communication skills.	**A Midsummer Night's Dream** *Explore the relationships between characters in the play 'A Midsummer Night's Dream' and how these relationships d evelop across the play. They will also be given opportunities to relate key themes to modern day issues.* Explore the context of a play. Understand the difference between a novel and a play. Further develop inference skills and ability to select evidence from a text. Explore characterisation and relationships in a text.	**War Poetry – WW1** *Develop an understanding of life in WW1, therefore allowing them to empathise with those affected. This scheme also aims to develop confidence with poetry skills and a love of reading poetry.* Understand the importance of contextual information. Build on inference skills and start to build analysis skills. Explore emotions in poetry and develop empathy skills. Explore connotations within a text. Develop oracy skills.	**Literature throughout time** *Explore key characters across time allowing them to explore changes in both society and literature. They will also develop their confidence with discussing* Explore characterisation across texts. Develop an understanding of the changes in literature across time. Evaluate the way characters are presented.
Maths	**Basic algebra** • Understand and use the concepts of expressions, equations, formulae and terms • Use and interpret algebraic notation, • Simplify and manipulate algebraic expressions a bracket • Interpret simple expressions as functions • Substitute numerical values into formulae **Calculations with integers, decimals and directed numbers** • Understand and use place value • Apply the four operations, to integers and decimals • Use conventional notation for priority of operations, • order numbers including decimals. **Presenting data** • Explore types of data • Construct and interpret graphs • Select appropriate graphs and charts	**Prime factors, HCF and LCM** • Use the concepts and vocabulary • Use positive integer powers and associated real roots • sequences of triangular, square and cube numbers, simple arithmetic progressions **Fractions and decimals** • Express one quantity as a fraction of another, • Define percentage as 'number of parts per hundred' • Express one quantity as a percentage of another • Apply the four operations to proper fractions, improper fractions and mixed numbers • Be able to compare different fractions	**2D and 3D shapes** • Use conventional terms and notations: • Use the standard conventions for labelling • Draw diagrams from written description • Identify properties of the faces, surfaces, edges and vertices of: • Derive and apply the properties and definitions of: special types of quadrilaterals, **Angle facts and rules** • Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles • Understand and use alternate and corresponding angles on parallel lines • Derive and use the sum of angles in a triangle to derive properties of regular polygons) **Solving equations** • Recognise and use relationships between operations, including inverse operations • Solve linear equations in one unknown algebraically • Solve linear equations with the unknown on both sides of the equation	**Ratio** • Understand and use ratio notation • Solve problems that involve dividing in a ratio **Decimals and percentages** • Use calculators to find a percentage of an amount using multiplicative methods • Identify the multiplier for a percentage increase or decrease • Use calculators to increase (decrease) an amount by a percentage • Know that percentage change = actual change ÷ original amount	**Sequences** • To identify a sequence • To work out the nth term for a linear sequence **Averages** • Investigate averages • Explore ways of summarising data • Analyse and compare sets of data **Converting units and estimation** • Use standard units of measure and related concepts • Use standard units of measure using decimal quantities where appropriate • Change freely between related standard units in numerical contexts • Measure line segments and angles in geometric figures • Round numbers and measures to an appropriate degree of accuracy • Estimate answers; check calculations using approximation and estimation, • Recognize and use relationships between operations, including inverse operations	**Perimeter, area and volume** • Use standard formulae for area and volume • Find missing lengths in 2D shapes when the area is known • Know formula for and calculate the area of a trapezium • Find the surface area of cuboids when lengths are known • Find missing lengths in 3D shapes when the volume or surface area is known • Compare lengths, areas and volumes using ratio notation • Identify and apply circle definitions and properties, • Know the formulae:for circumference of a circle • Calculate areas of circles and composite shapes **Transformations** • Work with coordinates in all four quadrants • Solve geometrical problems on coordinate axes • Identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation • Describe translations as 2D vectors

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Science	**Introduction to Science** Developing scientific theories by having and then testing an idea, based on some prior knowledge. Investigations as a cycle, where this is then evaluated and leads to further questions. The idea of scientific convention, with things being done in a similar way by scientists around the world. **Biology A** Spiral curriculum themes: Organisms and ecosystems Cells, Movement, Interdependence and Plant Reproduction	**Chemistry A** Spiral curriculum themes: Matter and Reactions Particle model, separating mixtures, metals and non-metal, acids and alkalis	**Physics A** Spiral curriculum themes: Forces and Elecromagnets Speed, gravity, voltage and resistance, current.	**Chemistry B** Spiral curriculum themes: Earth The universe and earth structure including the rock cycle	**Biology B** Spiral curriculum themes: Genes Variation and human reproduction	**Physics B** Spiral curriculum themes: Energy and waves Snergy costs, energy transfer, sound and light
History	**What did the Romans do for us?** What is History? How do historians use evidence? How is our country shaped by our past? What did the Romans do for us? Key historical vocabulary: chronology; period; era; century Second order concepts: significance; change and continuity; similarity and difference.	**Norman Conquest** *Who should be King?* Why did Harold win the Battle of Stamford Bridge? Why did William win the Stamford Bridge? How did England change under William?	**Christendom and the Crusades** *Why were the Crusades so important?* What was a Crusade? Why did they happen? How did they impact on England and the wider world?	**Who was the most tyrannical Tudor?** Who were the Tudors? Why did Henry VIII split from the Church? How did the Tudors deal with their enemies?	**Why was there a witch craze in the seventeenth century?** What was a witch? Why did people believe in witches? How did social change	**How did the plague change life in England?** What is bubonic plague? How accurate is Children of Winter? Why is Eyam special?
Geography	**What does Geography mean to me?** Appreciation of the 2 largest challenges facing our planet today: Climate change Environmental pollution Establish a foundation of core concepts that all geography learning will encompass. To become mindful global citizens with an awareness that their decisions impact on all scales	**Fantastic Places** Global locational awareness inc. Asia/Africa/USA/UK Exposure to different and unusual places broadening their understanding of the world Human interactions and how they change and shape places Stewardship of places past & present and evaluation of decisions that have effected these places.	**Into Africa** Locational knowledge and spatial awareness of Africa Impacts of tourism Comparison & connections between life in UK and Africa (food, charities, shopping habits, home & work life) Exploitation of resources and conflict	**Water cycle and rivers** Physical processes relating to fluvial processes Hydrological cycle Fluvial landforms Understand how human and physical processes influence and change landscapes How much activity relies on the effecting functioning of natural systems	**Investigating weather** Appleton Microclimate investigation Weather and climate Build on KS2 knowledge Physical processes Skills Understand how human and physical processes influence environment and climate Fieldwork to collect, analyse and draw conclusions Interpret aerial and satellite photographs	**Topical geography** Locational knowledge and spatial awareness of Russia, India and the Middle East Human interactions Extend locational and spatial knowledge of Russia, India and the Middle East Understand similarities, differences and links between places
Art (Unit	**Colour mixing** **Lucy Jones** The students are working on a project primarily to do with colour and emotion. This is linked to information about their previous school and how		**Insects** Drawing from insects and identifying Explore painting Design an insect in a specimen box/jar for display and label with a made up name.		**Animal Parade** Students will explore the design process and learn about a wide variety of British and international artists. Students will work as a team to design,	

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	they are settling into the academy. It allows them to look at themselves in their new context and reflect on their previous learning. What are primary, secondary and tertiary colours How does colour effect your mood and create emotional responses What is special about Lucy Jones and her work How does the work of Steve McCurry relate to Lucy Jones How does the work of David Hockney relate to that of Lucy Jones and Steve McCurry How do you use, ready mix paint, watercolour paint, oil pastel, pencil, photography, digital manipulation. Enquiry into colour, emotion, the work of Lucy Jones, Steve McCurry and David Hockney.		Make insect using clay/wire Students will develop their drawing accuracy and establish cross curricular links with biology. They will explore three dimensional drawing and application of textile/colour/tone/shade to shown shape and form. This builds upon previous learning and use of block colours and materials.		construct and then apply finished artwork to their own 3D animal. This builds upon drawing skill developed in previous projects and introduces students to working in 3D.	
DT (Unit Carousel)	Food Hygiene & Food Skills Students will be developing their practical food skills and health and hygiene. Students will focus upon the health and safety, safe working practices and healthy eating.	Resistant Materials Bookends Focus on resistant materials and is used to develop students health and safety and hand craft skills in the work shop. Making– what is health and safety in the workshop, accurate use of tools. Design– What are initial designs and design development. Understanding– what are structures and manufactured timbers	Textiles Bean Bags Students will develop the skills and confidence on the sewing machine. Students will learn how to analyse a design brief and design a suitable product. Students will further their understanding of the requirements of a target market.	Food Nutrition & Food Skills Students will be developing their practical food skills and health and hygiene. Students will focus upon the health and safety, safe working practices and the eat well plate and a balanced diet.	Resistant Materials Vacuum Formed Clock Designing a clock that involves new machinery and manufacturing processes. Shaping timber as well as heating and forming plastic. Looking at the finishing techniques of these materials- wet/dry, polishing	Textiles Cultural Cushion Cover The pupils will investigate and analyse a range of cultural design styles; focussing on pattern. Pupils will build on sewing machine skills. developing skills and independence using sewing machines. Pupils will explore a range of techniques and processes to include in their cushion cover design. Pupils will learn to evaluate their successes and resolve problems.
PE	**Traditional Sports** Football • Describe key points of the basic skill technique. • Look at basic skills including passing, dribbling and shooting. Badminton • Describe key points of the basic skill technique. • Looking at the basic shots that are available, including overhead clear and drop shot. Looking at the different styles of serves. Fitness • Explain how the component of fitness being worked on may-improved fitness may help your performance.	**Traditional Sports & OAA** Badminton • Describe key points of the basic skill technique. • Putting learnt shots into practice for doubles and singles. Rugby • Describe key points of the basic skill technique. • Looking at learning and performing basic passing, catching the ball whist moving and can safely tackle. Fitness • Explain how the component of fitness being worked on may-improved fitness may help your performance. • Explain why the component of fitness is	**Dance & Fitness** Dance • Will be able to replicate subject specific movement material • Will be able to choreograph movement/sequences independently • Students will be able to evaluate strengths and weaknesses. Gymnastics • Demonstrate skills and techniques required to perform various gymnastics moves. • Evaluate own and others performance and plan for improvements in future. • Students will be able combine movements	**Non Traditional** Tchoukball • Develop key skills and knowledge on the game to allow them to play in competitive situations. • Describe key points of basic throwing and catching techniques within tchoukball. Trampolining • Develop key knowledge on the health and safety. • Understand how to perform basic movements on the trampoline • Demonstrate skills and techniques required to perform effectively at trampolining. Handball • Describe key points of basic throwing and	**Athletics** Improvement on Physical Fitness using components of fitness. Students will experience a range of athletic events, both track and field Students should all have an understanding of technique required to perform effectively in a number of athletic events. To enable success in extra curricular and sports day. Students should have a result for events they complete that can be compared to ESAA rankings.	**Summer Sports** **Rounders, Cricket & Softball** • Students will demonstrate skills and techniques required to perform effectively in rounders, cricket and softball. • To be able to be able perform the basic Rounders, cricketing and softball skills e.g. receiving and catching the ball, Intercepting, Throwing, Hitting, Running between posts, post work, tactics, team work and Bowling. • To incorporate these skills into small sided and full sided games of Rounders, softball and cricket.

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	• Explain why the component of fitness is important to build up your fitness over time.	important to build up your fitness over time. OAA • Develop team building skills to solve problems and complete tasks. • Build up resilience and put resilience into practice when using the climbing wall.	to create a short sequence. Gym and Fitness • To build up student's fitness over a period of several weeks, linking in previous knowledge on components of fitness. • Students will understand the importance of fitness and will be able to demonstrate pulse taking. • Students to have basic knowledge on names of muscles and bones. OAA • Develop team building skills to solve problems and complete tasks. • Build up resilience and put resilience into practice when using the climbing wall.	catching techniques within handball. Look how they may differ from Tchoukball. • Describe key points on how to perform basic movements • Gain a clear understanding of how to play the game and demonstrate this in a competitive situation.		
ICT	**E-safety and Digital Literacy** NC Point 8 Children instructed how to log on and use the Appleton Academy resources safety. Students will be shown their network storage and how to submit work for assessment. Students will be shown how to set up their files and folders following department guidelines and will be shown how they will be assessed. In the first lesson, students will sit a baseline test (format to be decided) which will evaluate how capable students are online and what they already know about e-safety.	**Hardware and Software** NC point 5: computing Students will identify different hardware and software and explain their purpose within a computer system. Students will investigate how different hardware communicates via an Operating system and the role of software in making things work. Students will progress to analyse how instructions are stored and executed and be able to explain the role of the CPU, RAM and HDD in relation to executing instructions. Students will look at different types of storage and be able to make recommendations based upon a case study.	**Programming/Python** NC: Points 1,3 and 8 Introduction sto programming. They will program in two languages, a simple block based like they will be used to from primary school and Python in preparation for GCSE computer Science. Students will learn how to program and to designs algorithms that solve a given purpose as will develop computational thinking skills along the way.	**Binary** This unit introduces students to binary. They will study how computers communicate in base 2 and convert a mixture of denary and binary numbers to their alternative forms. Students will study place value tables and investigate ascii and hexadecimal data representation in a computer system.	**Music in Micro:bits** This unit builds on the previous Micro:bit unit, introducing audio programming elements. Cross-curricular links with Music (Songs/compositions from music mirrored in this unit).	**Graphic Design** This introduces the students to Adobe FW, standard tools and techniques of graphic design and concepts such as bitmap/vector. Students learn how to respond /meet client briefs.
RE	**Different Religions: Tolerance and Multiculturalism** Islam Sikhism Judaism Christianity Explore the key beliefs and teachings of Islam and Sikhism A study of the idea of multiculturalism with a further focussed look at anti-semitism. Outline the main teachings of Jesus		**Life after death** A study of Life After death both religious and non-religious. Pupils will look at ideas in Christianity and secular ideas. They will be given opportunity to develop own questioning skills and demand answers from scripture and secular scholars.		**Morality** Utilitarianism Deontology Examples and application of moral theory Animal ethics, Christianity and Hinduism Evaluate moral thoeries Apply key theories to big moral issues Consider problems in the context of animal rights and religious viewpoints.	

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MFL (Spanish)	**Family and Relationships** • Introduction to Spanish • Introduction to phonics • Giving your name and age • Extending range of numbers • Give our birthday • Describing our family structure • Give info about family members • Extending numbers further • Giving information about • our family members • Starting to give physical descriptions of ourselves and our family members • Describe our personalities and the personalities of our family members	**Family and Relationships** • Intro to Día de Muertos • Intro to Día de Todos los Santos • Comparing 'Halloween' celebrations in Mexico and in Spain • Giving information about the family pets that we have • Desribing these pets • Comparing ourselves and our family members • Giving information about that jobs that our friends and family do • Talking about jobs that we would like to do • Practise using opinion phrases	**My Hobbies** • To discuss whether we normally play any sports. • To give our opinion on different sports. • To give justified opinions on different types of music. • To expand our descriptions of our hobbies by talking about instruments that we play. • To talk about the activities that we do depending on the weather. • To discuss activities that we normally do in our free time.	**My Hobbies** • To give and justify our opinion on different types of TV programme. • To discuss when we do different activities, including days of the week. • To give and justify our opinions on different types of films. • To compare different types of films. • To say at what time films are being shown • To discuss how Easter is celebrated in Hispanic countries and its significance	**House and Home** • Describing the type of house that you live in • Describing where you live • Describing the rooms that are in your house • Describing rooms in the house including the furniture that can be found there • Talking about what we do at home.	**My City** • Describe what your town or city is like • Describing what there is in your town. • Inviting people to do different activities • Describing what you do in town depending on the weather • Describing what you're going to do this weekend.
Music	Basic keyboard skills and Performance. Level 1. Leaning to read music notation. Learning keyboard performance techniques.	The Musical Elements; Harry Potter Identifying key musical elements (Texture, Timbre, Dynamics, Pitch, Tempo, Duration, Silence, Structure) Composing to a stimulus. Performing as an ensemble	Using Our Voice: Musical Theatre Singing - Revolting Children (Matilda) Developing the voice as an instrument. Learning songs for performance. Creating a music theatre performance.	Music Technology: Using Garage Band Introduction to Garage band. Basic techniques Creating a small motif for dance music.	Song Parody's- Music Technology based. Introduction to song parody's. Continuing Music Technology Skills and Techniques. Composing a Parody.	Composing for the BIG Screen- Film Music- using Music Technology. Enhancing student knowledge of Film Music and Film Composers. Developing students' composition skills. Enhancing students' Music Technology skills.
Drama	Introduction to Drama Introduction to key drama and theatre techniques. Learning how to develop and create a character.	Introduction to using Scripts Creating a character- Stanislavski techniques. Emotions- Voice, movement and gesture. Using scripts- annotating and role on the wall Rehearsal techniques /learning lines.	Charlie and the Chocolate Factory. Introduction to the story version of Charlie and the Chocolate Factory. Developing characterisation through performance. Devising scenes for performance.	Darkwood Manor Introduction to creating suspense, and tension in theatre. Developing characterisation through tension.	Dance- Following Choreography- Musical Theatre. Dance- following set choreography to Uptown Funk. Working together.	Improvisation. Creating characters from improvisation scenes. Developing our improvisation and performance skills.