

Year 7 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>My Sister Lives on The Mantlepiece (Contemporary Novel)</p> <p><i>Transition from primary to secondary school and aims to develop empathy and understanding in students.</i></p> <p>Understand themes and characters in a text. Develop debating skills. - Develop transactional writing skills. - Improve oracy skills and develop a love of reading.</p>	<p>A Christmas Carol (Victorian Novel)</p> <p><i>Pupils will read a Victorian novel and have the opportunities to compare life in the 1800s to modern life, develop empathy skills and explore good morals.</i></p> <p>Explore characterisation in a Victorian novel. Introduction to analysis. Develop inference skills. Develop an understanding of how and why writers create effective characters.</p>	<p>Classical Mythology (Creative Writing)</p> <p><i>Analyse examples of effective description in texts to allow their own creativity to flourish and develop confidence with their own writing</i></p> <p>Understand different genres in literature. Experiment with different writing styles and techniques. Develop communication skills.</p>	<p>A Midsummer Night's Dream (Shakespearean Drama)</p> <p><i>Explore the relationships between characters in the play 'A Midsummer Night's Dream' and how these relationships develop across the play. They will also be given opportunities to relate key themes to modern day issues.</i></p> <p>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.</p>	<p>An Introduction to Poetry Throughout Time (Poetry)</p> <p><i>Explore how poetry is used to express feelings about topical issues, political movements and historical events. Students will have opportunities for discussion about modern conflicts.</i></p> <p>Be able to explain how writers explore contemporary themes in poetry. Explore context and show an understanding of historical events. Further build analytical skills to include: selecting quotations, exploring their effect, zooming in on single words and commenting on the reader. Write from different perspectives.</p>	<p>Women in Literature (Fiction Reading)</p> <p><i>Explore key characters across time allowing them to explore changes in both society and literature. They will also develop their confidence with discussions and understand how the presentation and experience of women differs.</i></p> <p>Explore characterisation across texts. Develop an understanding of the changes in literature across time. Evaluate the way characters are presented.</p>
Maths	<p>Basic algebra</p> <ul style="list-style-type: none"> 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 <p>Calculations with integers, decimals and directed numbers</p> <ul style="list-style-type: none"> Understand and use place value Apply the four operations, to integers and decimals Use conventional notation for 	<p>Prime factors, HCF and LCM</p> <ul style="list-style-type: none"> Use the concepts and vocabulary Use positive integer powers and associated real roots sequences of triangular, square and cube numbers, simple arithmetic progressions <p>Fractions and decimals</p> <ul style="list-style-type: none"> 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 	<p>2D and 3D shapes</p> <ul style="list-style-type: none"> 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, <p>Angle facts and rules</p> <ul style="list-style-type: none"> 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) 	<p>Ratio</p> <ul style="list-style-type: none"> Understand and use ratio notation Solve problems that involve dividing in a ratio <p>Decimals and percentages</p> <ul style="list-style-type: none"> 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 	<p>Averages</p> <ul style="list-style-type: none"> Investigate averages Explore ways of summarising data Analyse and compare sets of data <p>Converting units and estimation</p> <ul style="list-style-type: none"> 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 	<p>Perimeter, area and volume</p> <ul style="list-style-type: none"> 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 <p>Transformations</p> <ul style="list-style-type: none"> Work with coordinates in all four quadrants

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	<p>priority of operations,</p> <ul style="list-style-type: none"> order numbers including decimals. <p>Presenting data</p> <ul style="list-style-type: none"> Explore types of data Construct and interpret graphs Select appropriate graphs and charts 		<p>Solving equations</p> <ul style="list-style-type: none"> 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 		<p>operations, including inverse operations</p>	<ul style="list-style-type: none"> 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
Science	<p>Being a Scientist</p> <p>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.</p> <p>The idea of scientific convention, with things being done in a similar way by scientists around the world.</p> <p>Being a Biologist</p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Cells, Movement, Interdependence and Plant Reproduction</p>	<p>Being a Chemist</p> <p>Spiral curriculum themes: Matter and Reactions</p> <p>Particle model, separating mixtures, metals and non-metal, acids and alkalis, magnets.</p>	<p>Being a Physicist</p> <p>Spiral curriculum themes: Forces and Electromagnets</p> <p>Speed, gravity, voltage and resistance, current, electromagnets</p>	<p>Project Escape Earth: How did the Earth get here?</p> <p>Spiral curriculum themes: Earth</p> <p>The universe and earth structure including the rock cycle</p>	<p>Project Escape Earth: How did we get here?</p> <p>Spiral curriculum themes: Genes</p> <p>Variation and human reproduction</p>	<p>Project Escape Earth: How do we get there?</p> <p>Spiral curriculum themes: Energy and waves</p> <p>Energy costs, energy transfer, sound and light</p>
History	<p>How did the Normans conquer England?</p> <p><i>The development of Church, state and society in Medieval Britain 1066-1509</i></p> <p>Students will explore the build-up to the Norman Conquest and the impact it had on England. They will engage with primary sources and develop their ability to make supported historical judgements based on evidence.</p>	<p>Why were the Crusades so significant to the medieval world?</p> <p><i>The development of Church, state and society in Medieval Britain 1066-1509</i></p> <p>Students will explore the reasons for England's involvement in the Crusades and the different motivations for participation. They will study the leaders of the Crusades and explore the similarities and differences between them. They will also explore the impact the Crusades had on the medieval world.</p>	<p>How tyrannical were the Tudors?</p> <p><i>The development of Church, state and society in Medieval Britain 1066-1509</i></p> <p>Students will learn about the Tudor monarchs and the religious changes they implemented. They will consider the impact of these changes on England and explore historical interpretations of different individuals, considering why different historians might have different views.</p>	<p>Why did Englishmen fight Englishmen in the 1600s?</p> <p><i>The development of Church, state and society in Britain 1509-1745</i></p> <p>Students will explore the causes of the English Civil War, linking back to the religious motives considered in earlier modules. They will explore the meaning of the concept of a republic and consider where the foundations of democracy lie by linking to earlier rebellions against the monarchy.</p>	<p>Why was there a witch craze in the seventeenth century?</p> <p><i>The development of Church, state and society in Britain 1509-1745</i></p> <p>Students will build on their knowledge of the social upheaval of the sixteenth and seventeenth centuries to evaluate the causes of the witch craze. They will explore sources contemporary to the period and engage with complex and challenging concepts as they consider the impact of different factors.</p>	<p>How did the Silk Roads shape the world?</p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Students will explore the development of the Silk Road and its importance to medieval Asia and Europe, as well as its longer term legacy. Students will engage with extracts from Peter Frankopan's <i>The Silk Roads</i> and develop their understanding of how historical interpretations are created.</p>

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Geography	<p>Fantastic Places</p> <p>An understanding of how human and physical processes influence and change landscapes, and how human activity relies on the effective functioning of natural systems</p> <p>Build on knowledge of maps and atlas'</p> <p>Develops place knowledge and an understanding of similarities, differences and links between places</p> <p>Develops locational knowledge and spatial awareness of the world's countries</p> <p>Use of detailed place-based examples at a variety of scales.</p>	<p>River flooding</p> <p>Develop an understanding of physical geography by considering how physical processes lead to river flooding</p> <p>Develop an understanding of how human and physical processes interact to influence and change landscapes</p> <p>How much human activity relies on the effective functioning of natural systems.</p>	<p>Africa & mobile technology</p> <p>An enquiry approach to exploring what Africa is like now and the challenges and opportunities it faces in the future.</p> <p>An understanding of physical and human features of a region within Africa.</p> <p>An understanding of the key processes in relation to tourism, daily life and the exploitation of resources linked to mobile technology</p> <p>Build on knowledge of globes, maps and atlas'</p>	<p>Investigating weather</p> <p>Appleton Microclimate investigation</p> <p>An investigation into the microclimate of the academy.</p> <p>Developing an understanding of the role of the environments in affecting microclimate.</p> <p>Fieldwork to collect, analyse and draw conclusions</p> <p>Interpret aerial and satellite photographs</p> <p>UK Extreme weather</p> <p>Develop and overview of the UK climate and the types of weather hazards experienced in the UK.</p> <p>Study a recent UK weather event to understand the causes before considering the economic and environmental impacts of it.</p>	<p>Anthropocene-The age of humans</p> <p>Develop an appreciation of the global issues facing our planet today and develop an awareness of the increasingly complex geographical systems in the world.</p> <p>An understanding of how human and physical processes interact to influence, and change landscapes, environments and the climate and how human activity relies on effective functioning of natural systems</p>	<p>Sustainable living</p> <p>Revisit the idea of sustainability with a focus on identifying the features of sustainable urban living</p> <p>Develop an understanding of the role of urban transport strategies as part of sustainable urban living</p>
Art (Unit Carousel)	<p>Formal elements</p> <p>Students will identify and explore the formal elements and principles of art & design to form a clear understanding and foundation within the subject. This will provide a strong basis to develop skills and techniques in the future. Students will use Insects as the broad topic in which to explore the formal elements and drawing techniques.</p> <p>Students will respond to the seven formal elements visually, inspired by a range of artists and exploring a variety of media:</p> <p>LINE Drawing pencil</p> <p>COLOUR Coloured pencil</p> <p>TONE Charcoal drawing</p> <p>PATTERN Watercolour painting</p> <p>TEXTURE Tonal pencil, coloured pencil and paint</p> <p>FORM Pencil, paint and card</p> <p>SHAPE 3D construction</p>		<p>Colour mixing and Typography</p> <p>The students begin by working on a project primarily to do with colour and emotion. This is linked to information about their previous school and how 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?</p> <ul style="list-style-type: none"> • Students are then taught principle research techniques which are the basis for future learning and taught clear presentation expectations for sketchbook work. • Students explore and compare the work of Sonia Delaunay and Ben Eine. • Students are introduced to typography, learn the importance of perspective and will be able to identify and describe how artists use this in their work to create effective pieces of art. • Students will develop their own typography and develop their 2D designs in to a 3d card construction sculpture. <p>What is special about Sonia Delaunay and her work? How does the work of Ben Eine relate to Sonia Delaunay? How is typography used? How do you use, acrylic, watercolour paint, oil pastel, 3D card construction, pencil & photography? Enquiry into colour, emotion, the work of Sonia Delaunay/Ben Eine, perspective, sculpture and typography.</p>		<p>Recycling</p> <ul style="list-style-type: none"> • Explore traditional Japanese stab binding techniques to produce a recycled sketchbook. • Create still life observational drawings from primary source using mix media. • Students will apply research techniques and develop analytical skills when learning about the work of Tone Holman. • Students will explore the design process and work as a team to design, construct and apply weaving and rag rug techniques to add detail, texture and colour to their 3D recycled sculpture. • Students will be expected to photograph, edit and analyse their visually exciting outcome using Adobe Photoshop. <p>This builds upon drawing and making skills developed in previous projects and introduces new Photoshop editing skills that they can use at GCSE. This encourages students to become independent learners who can work as part of a team to develop a large piece of public art.</p>	

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DT (Unit Carousel)	Food Healthy Eating Learners 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. Learners will gain a basic understanding to presentation of various dishes.		Product Design PD M&Ms Dispenser/ Retro Tv Gadget Holder Learners will work with resistant materials by using different specialist tools and equipment, they will also develop health and safety awareness in a workshop environment. Learners will develop their own style of designing and develop these ideas into 3D concepts through modelling and making.		Textiles Cultural Cushion Cover Learners will investigate and analyse a range of cultural design styles; focussing on pattern. Pupils will build on sewing machine skills. 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 <ul style="list-style-type: none"> Describe key points of the basic skill technique. Look at basic skills including passing, dribbling and shooting. Badminton <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Explain how the component of fitness being worked on may-improved fitness may help your performance. Explain why the component of fitness is important to build up your fitness over time. OAA <ul style="list-style-type: none"> Develop team building skills to solve problems and complete tasks. Build up resilience and put resilience into practice when using the climbing wall. 	Traditional Sports & OAA Badminton <ul style="list-style-type: none"> Describe key points of the basic skill technique. Putting learnt shots into practice for doubles and singles. Football <ul style="list-style-type: none"> Describe key points of the basic skill technique. Look at basic skills including passing, dribbling and shooting. Fitness <ul style="list-style-type: none"> Explain how the component of fitness being worked on may-improved fitness may help your performance. Explain why the component of fitness is important to build up your fitness over time. OAA <ul style="list-style-type: none"> Develop team building skills to solve problems and complete tasks. Build up resilience and put resilience into practice when using the climbing wall. 	Dance & Fitness Dance <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 to combine movements to create a short sequence. Gym and Fitness <ul style="list-style-type: none"> 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. 	Non Traditional Tchoukball <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Describe key points of basic throwing and 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. 	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.
ICT		Digital Literacy NC Points 5, 7, 8 and 9 Learners will learn how to log on and use Office 365 and Windows 10 Appleton Academy resources productively and safely. Learners will be		Fundamentals of Computing NC Points 1, 2, 3, 4 and 6 This unit introduces learners to binary. They will study how computers communicate in base 2 and		Graphic Design NC Points 7 and 8 This unit introduces learners to key concepts of 2D graphic design and digital graphics. There will

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	<p>shown their network storage and how to submit work for assessment. They will be shown how to set up their files and folders following department guidelines and will be shown how they will be assessed. The focus will then move on to using local and cloud-based resources collaboratively across a range of devices to produce group-made products. The final focus will be on E-safety, particularly the 'digital footprint'.</p> <p>Development from: Y1-Y6 HT1 e-safety. Supporting: continuing safe and productive use of internet enabled devices and software throughout secondary Rationale: Collaborative, cloud-based working is an essential skill in the digital age and will be the norm for working in most industries using ICT. This area of e-safety can cause difficult and long-term pastoral problems in secondary.</p>	<p>convert a mixture of denary and binary numbers to their alternative forms. Following this, students will program with Microsoft's block-based editor and the BBC Micro:bit computers, designing algorithms that solve a given purpose as well as developing computational thinking skills along the way. They will then be introduced to audio programming elements. Cross-curricular links with Music (Songs/compositions from music mirrored in this unit).</p> <p>Development from: Y1 HT2,3,5 pictograms, lego builders, coding, Y2 HT2 coding, Y3 HT2,3,5 coding, spreadsheets, databases, Y4 HT 3,4,5 coding, spreadsheets, databases, Y5 HT2,3,4,5 coding, spreadsheets, databases, Y6 HT 2,3,4,6 coding, spreadsheets, text adventures, databases Supporting: computational thinking, future programming option choices Rationale: understanding binary and algorithms improves numeracy and logical/computational thinking skills.</p>	<p>be a focus on bitmap image creation and editing using Adobe Photoshop and vector image creation and editing using Adobe Illustrator. To form an industry link, these new skills will be applied via a set brief from a local graphic designer, who will judge the responses and choose winners to be given awards in year group assembly.</p> <p>Development from: Y2 HT6 creating pictures, Y7 HT3-4 Fundamentals of computing. Supporting: KS4 options art, photography, product design, CMP, iMedia, media studies. Rationale: introducing learners to Photoshop and Illustrator early will encourage their artistry and not to rely on proprietary image enhancements and filters. It will also help to alleviate knowledge gap/ misconceptions in KS4.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RE</p>	<p>Different Religions: Tolerance and Multiculturalism Islam Sikhism Judaism Christianity</p> <p>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</p>	<p style="text-align: center;">Life after death</p> <p>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.</p>	<p>Morality</p> <p>Utilitarianism Deontology Examples and application of moral theory Animal ethics, Christianity and Hinduism</p> <p>Evaluate moral theories Apply key theories to big moral issues Consider problems in the context of animal rights and religious viewpoints.</p>

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MFL (Spanish)	<p>¡Nos conocemos!</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore how sound symbol relationships in Spanish differ from English. • use tongue twisters, poems and songs to practise their Spanish pronunciation. • introduce themselves. • give information about basic likes and dislikes. • discover the countries in which Spanish is an official language. • get to know these countries. 	<p>¡Pintamos con palabras!</p> <p>Students will:</p> <ul style="list-style-type: none"> • continue to improve their pronunciation through implicit and explicit phonics instruction. • describe their own appearance and personality. • describe the appearance and personality of those important to them. • explain whether they have any pets and describe animals, both domestic and wild. • start to describe images. • begin to understand how festivals might be celebrated differently in Spanish-speaking countries. 	<p>¡Ampliando horizontes!</p> <p>Students will:</p> <ul style="list-style-type: none"> • continue to improve their pronunciation through implicit and explicit phonics instruction. • explain what sports they play. • give their opinions on different sports and start to justify these. • increase their understanding of important elements of Spanish culture by learning about El Clásico, Hispanic sports, Hispanic instruments and genres of Hispanic music. • explain if they would like to try a new sport and why. • explain if they play an instrument. • explain which is their favourite type of music and why. • bring together their ideas on music and sport to present more information about themselves. 	<p>¡Ampliando horizontes!</p> <p>Students will:</p> <ul style="list-style-type: none"> • continue to improve their pronunciation through implicit and explicit phonics instruction. • explain how often they and others watch different types of TV programmes and films. • explain if they are artistic. • give their opinion on some famous works of art by Hispanic artists. • explain how often and what they and others read. 	<p>¡Fiestas y festivales!</p> <p>Students will:</p> <ul style="list-style-type: none"> • continue to improve their pronunciation through implicit and explicit phonics instruction. • gain an understanding of how different festivals are celebrated in the Spanish-speaking world. • gain an understanding of the reasons for which these festivals are celebrated. • describe the key points of some Hispanic festivals. • give their justified opinion on different Hispanic festivals. • explain which festivals they would like to experience and why. • present information about a festival which they celebrate for a Spanish-speaking audience. 	<p>¡En la ciudad!</p> <p>Students will:</p> <ul style="list-style-type: none"> • continue to improve their pronunciation through implicit and explicit phonics instruction. • describe the location and features of Bradford. • explore cities in Spanish-speaking countries. • describe and evaluate cities in Spanish-speaking countries. • compare different cities in Spanish-speaking countries. • explain where they would like to live/visit in the future. • describe images of different cities around the world. • describe the climate in different cities.
Performing Arts	<p>Drama: Fairy tales</p> <ul style="list-style-type: none"> • Identify and execute performance skills that contribute to creating a successful character. • Identify and execute performance skills for dramatic conventions and techniques [freeze frame, thought track and narration] • Use facial expression, body language and tone of voice to convey character and emotion • Stay in role and perform with confidence and awareness of audience 	<p>Music: Musical genres</p> <ul style="list-style-type: none"> • Describe and explain the musical features and techniques of a range of musical genres • Demonstrate vocal and performance skills and techniques within a range of musical genres • Create and compose musical ideas reflective of musical genres • Perform individually and within an ensemble demonstrating the musical techniques of a range of genres 	<p>Drama: A Midsummer Night's Dream</p> <ul style="list-style-type: none"> • Understand and explore the characters and plot of A Midsummer Night's Dream through dramatic techniques and conventions • Take part in teacher directed workshop, demonstrating understanding of dramatic techniques to portray character • Devise scenes from the play demonstrating understanding of drama techniques and conventions 	<p>Music: The Carnival of the Animals</p> <ul style="list-style-type: none"> • Describe and explain the musical features of The Carnival of the Animals • Describe and explain orchestral instruments and the sections of the orchestra • Create and compose music demonstrating understanding of the genre 	<p>Drama: Improvisation, devising and development</p> <ul style="list-style-type: none"> • Work successfully within a group to develop a performance • Demonstrate characterisation skills within a different genre • Devise and create scenes for a performance building tension for dramatic effect • Perform with flair, confidence and creativity 	<p>Music: World Music</p> <ul style="list-style-type: none"> • Demonstrate ensemble performance skills, techniques and understanding using the djembe to reflect the genres of African drumming and Samba • Demonstrate improvising and composing skills to reflect the genres of African drumming and Samba • Demonstrate vocal skills, techniques and understanding in the style of African music • Create and compose music demonstrating understanding of the genre