Year 7 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	My Sister Lives On The Mantelpiece (Lang AO1 AO2 AO4) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters	Victorian Non-Fiction (Children) (Lang AO1 AO2 AO5 AO6) Skills: Language analysis Writing for purpose audience format. Technical accuracy Knowledge: Rhetorical devices Transactional writing structure Socratic writing.	Women in Literature (Lang AO1 AO2 AO5 AO6) Skills: Creating imagery Using descriptive techniques Responding to prompts Technical accuracy Language analysis Knowledge: Language devices Original writing structure Characterisation	Nature Poetry (Lit AO1 AO2 AO4) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters Approaching an unseen text.	Percy Jackson (Lang AO1 AO2 AO3 AO4) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters Classical allusions	The Tempest (Lit AO1 AO2 AO3 AO4) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters Dramatic conventions
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	**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, • Recognise 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	**Being a Scientist –** Working Scientifically You will be able to… …describe different variables …Describe how to perform experiments safely …Name hazards and risks …display data to show findings from experiments **Genes 1** You will be able to… ..Explain that characteristics are passed on from parents to offspring. …Describe what DNA is and where it is found in the cell. …Explain that genes are small sections of DNA that carry instructions for specific characteristics	**Organisms 1** You will be able to… …describe the basic parts of all living things. …name and explain the main parts of animal and plant cells (like the nucleus). …tell how plant cells are different from animal cells. …use a Microscope: Look at cells clearly under a microscope and draw them. …explain how cells build up to make tissues, then organs, then systems, then a whole body. …give examples of special cells and their jobs. · Name your main body systems (like breathing or eating) and what they do. …explain simply how things get in and out of cells (like diffusion).	**Matter 1** You will be able to… …describe the arrangement and movement of particles in solids, liquids, and gases. … explain how heating or cooling a substance causes it to change state. …explain how diffusion works using the particle model. …interpret a heating curve and explain what is happening at each stage. … use the particle model to explain why gases can be compressed, but solids and liquids cannt. **Energy 1** You will be able to… …explain that energy can't be made or destroyed, only moved or spread out. …name and give examples of different types of stored energy (like movement, heat, chemicals, height, stretched things). …describe the ways energy moves (like by pushing, electricity, heating, or light). …explain why some energy is always "wasted" (dissipated) and what efficiency means. …draw simple diagrams to show how energy moves and gets wasted. …tell the difference between renewable (e.g., solar, wind) and non-renewable (e.g., gas, coal) energy sources.	**Energy 1** …explain how energy helps living things (like plants and animals). …know that Joules (J) are used to measure energy. …plan and do a simple experiment about energy, collect results, and explain what happened. …use the correct science words when talking about energy. Science week Complete activities linked to global science themes.	**Forces 1** You will be able to… …define a force as a push or pull. · …explain that forces are interactions between objects. …name and describe key forces (gravity, friction, air resistance, tension, upthrust). · …provide real-world examples of each force. …explain the difference between balanced and unbalanced forces. · …predict the motion of an object based on the forces acting on it. …draw accurate force diagrams using arrows to represent the direction and relative size of forces. …add forces that act in a straight line. …define speed and calculate it using the formula (speed = distance/time). …interpret distance time graph **Ecosystems 1** You will be able to… …know What an Ecosystem Is: …explain what an ecosystem is and give examples of living and non-living things in it. …describe how all the living things in an ecosystem depend on each other and their surroundings. …explain what producers, consumers, and decomposers do. …draw and understand food chains and food webs to show	**Ecosystems 1** …explain why it's important that materials like water are recycled in nature. …explain how people can both help and harm ecosystems, and why having lots of different living things (biodiversity) is a good thing. …plan and do simple investigations in a local habitat, understand the results, and clearly explain what you've found out. Reactions 1 You will be able to… ...distinguish between physical changes and chemical changes ...recognise evidence that a chemical reaction has occurred ...identify the reactants and products in a chemical reaction. ...write word equations to represent common chemical reactions ...describe oxidation as a reaction

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			…give a few good and bad points about different energy sources.		how energy moves from one living thing to another. …give examples of how animals and plants have adaptations (special features) that help them survive in their homes.	
History	**How did the Normans conquer England?** *The development of Church, state and society in Medieval Britain 1066-1509* 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.	**What was life like in medieval England?** *The development of Church, state and society in Medieval Britain 1066-1509* Students will explore what life was like for people in medieval England, considering power, the economy, the role of the Church and religion, and the experience of women. They will also study turning points like the Peasant's Revolt and the Black Death.	**How did the Silk Roads become the centre of the medieval world?** *A study of a significant society or issue in world history and its interconnections with other world developments* 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 *The Silk Roads* and develop their understanding of how historical interpretations are created. They will also study the Crusades and the importance of this conflict.	**Was medieval Africa more powerful than medieval Europe?** *A study of a significant society or issue in world history and its interconnections with other world developments* Students will explore the civilisations of Africa during the medieval period. They will consider the wealth and culture existent in Africa at the time, as well as key developments in medicine, scholarship and religion.	**What was life like in Tudor England?** *The development of Church, state and society in Medieval Britain 1066-1509* 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. Students will explore the idea of daily life during this period of history, considering the different experiences people had.	**Why did Englishman fight Englishman in the 1600s?** *The development of Church, state and society in Britain 1509-1745* 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. They will then build on their knowledge of the social upheaval of the sixteenth and seventeenth centuries to evaluate the causes of the witch craze.
Geography	**Fantastic Places** An understanding of how human and physical processes influence and change landscapes, and how human activity relies on the effective functioning of natural systems Build on knowledge of maps and atlas' Develops place knowledge and an understanding of similarities, differences and links between places Develops locational knowledge and spatial awareness of the world's countries Use of detailed place-based examples at a variety of scales.	**My Local Area** Develop an understanding of the students local area – Wyke, Bradford and the UK considering historical values, landscapes and migration Build on literacy skills, atlas knowledge, use of maps and annotating Photographs Develops place knowledge and spatial awareness of their local areas	**River flooding** Develop an understanding of physical geography by considering how physical processes lead to river flooding Develop an understanding of how human and physical processes interact to influence and change landscapes How much human activity relies on the effecting functioning of natural systems.	**Investigating weather** Appleton Microclimate investigation An investigation into the microclimate of the academy. Developing an understanding of the role of the environments in affecting microclimate. Fieldwork to collect, analyse and draw conclusions Interpret aerial and satellite photographs **UK Extreme weather** Develop and overview of the UK climate and the types of weather hazards experienced in the UK. Study a recent UK weather event to understand the causes before considering the economic and	**Economy and development** Develop knowledge of development and how money can improve a country in terms of social and economic wellbeing Build on locational knowledge of why industries are located where they are and how an economy changes in an area Develops place knowledge and the understanding of similarities and differences between countries. Builds on empathy and understanding of how lives are different around the world.	**Anthropocene-The age of humans** Develop an appreciation of the global issues facing our planet today and develop an awareness of the increasingly complex geographical systems in the world. 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

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				environmental impacts of it.		
Art (Unit Carousel)	**The Basics: Line and Tone** This project will build and develop the students' basic skills of line and tone. Students will be exploring the different ways to use line to create patterns, texture and to represent real objects. Students will be introduced to the artist Van Gogh and his use of mark making. Students will use a number of different materials to explore the use of line (Pencil, fine liner, collage). For the second part of the project students will begin to explore the use of tone in art. This will help to solidify pupil understanding of the technical aspects of shading and the development of tone to represent three-dimensions within their drawings. They will be introduced to different shading pencils and will develop skills to create a range of different tones. They will consider how tone creates a sense of depth in drawings and paintings. The work of Cubist artists will be explored and will inform the development of their own tonal cubist composition as a final outcome for this project. Explore the use of line in art and produce interesting and exciting compositions using only the concept of line and pattern. Investigate the work of line through exploration of artist Vincent Van Gogh and his work on mark making and use this to create own mark making table. To gather and present research on Vincent Van Gogh which will inform and inspire a Van Gogh line extension. Explore the use of tone in art and build shading skills using HB, 2B and 4B pencils. Have an understanding of highlights and shadows and how to represent these in own drawings, understand the positioning of light sources in drawings. Apply technical knowledge of ellipses to create accurate still life drawings. Apply the knowledge of shading to oil pastel application. Create Final outcome showing an accurate still life drawing, cubist influences, precise oil pastel shading and collage.	**Colour & Insects** Students will identify and explore the formal elements and principles of art & design to form a clear understanding and foundation within the subject. This project builds upon the drawing and tonal shading skills from their previous topic and develops colour blending skills. Students are introduced to a breadth of techniques, improving their dexterity, attention to detail & accuracy whilst using a variety of media. These include first-hand observational drawing, using a view finder, exploring stippling & cross-hatching, blending & directional shading with the aim of creating a range of tone and 3 dimensions in their work. Students will respond creatively to primary & secondary source imagery, developing their proficiency in using the seven formal elements, research a range of artists and the Ancient Egyptian culture to build upon their research & analytical skills. Students will apply all their knowledge of the formal elements to create a 3D clay beetle final response using the pinch pot technique. What are the seven formal elements? Why are they important? How will having good knowledge of the formal elements improve my art work? Can you control a range of media well? Can you create an accurate tonal drawing of an insect, using different shading techniques/ media and/or blending? Can you explain interesting information about the Ancient Egyptians? Do you complete tasks to a good standard independently? What is the pinch pot technique?	**Funky Fish** In this project students will explore a variety of mediums to produce 'Funky Fish' artwork ending in a ceramic clay fish final piece. Students will build the basic skills of development in oil pastels, inking, sgraffito and 3D clay sculpting. Students will build upon their prior knowledge and skills gained in drawing in term 1 to produce different stylised drawings of fish in proportion. Students will then think about how their 2d drawings and designs will translate into a 3D ceramic sculpture. Students will continue to build upon their knowledge of colours, hot and cold, harmonious and how they will begin to apply these skills when blending paint within their work. Students will look at a number of artists within this project including Scarpace who using bright colours and bold lines to create an outcome. Explore the different ways in which one concept or theme can be developed within their sketchbook work and how this can lead to a final outcome. Investigate the work of colour through exploration of artist Scarpace and his work on bright inked fish shapes with bold stylised lines and patterns. To gather and present research on Scarpace which will inform and inspire an inked fish with pen patterns as well as a sgraffito piece of work. Explore the use of developing in different materials within the project and evaluate their work to inform decisions for future development work (what works well? Which medium should I use?) Have an understanding of the way in which work can be influenced by an artist but also have the confidence to create their own original style. Apply technical knowledge of 3D clay sculpting to project work Create Final outcome of a clay fish showing accurate proportion and good technical clay skills as well as a good blend of colours when painting and a solid design showing areas of blending as well as areas of pattern.
DT (Unit Carousel)	**Food** **Healthy Eating** Learners develop their knowledge and practical abilities in practical and theory lessons. Students recap the Eatwell guide and identify what nutrients each section provides and why we need the nutrients in our bodies. Students learn about health and safety and food safety looking at key temperatures and safe working of equipment. Students start to look at the production of foods and seasonal ingredients. Students develop their practical skills by promoting independence and focusing on developing safe practical skills in the food room. Bridge and claw, weighing, measuring, baking, simmering, boiling, roux sauce, mixing, grating, rubbing in, segmenting, slicing, chopping,	**Product Design** **Acrylic clocks** 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 through product analysis and understanding the properties of acrylic plastic and putting these into 3D concepts through modelling and making.	**Textiles** **Cultural Cushion Cover** Learners will investigate and analyse a range of cultural design styles; focusing on pattern. Learners will build on sewing machine skills. developing skills and independence using sewing machines. Learners will explore a range of techniques and processes to include in their cushion cover design. Learners will learn to evaluate their successes and resolve problems.

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PE	**Team Sports & OAA** Football - Develop fundamental football skills including dribbling, passing, shooting, and defending. - Understand and apply rules and basic tactics in small-sided games. - Improve teamwork, communication, and spatial awareness in game play. OAA • Develop team building skills to solve problems and complete tasks. • Build up resilience and put resilience into practice when using the climbing wall. Handball -Introduce students to the fundamental skills of handball. - Develop understanding of handball rules, positions, and basic gameplay. - Build confidence in working as a team and participating in invasion games. Rugby - To introduce students to the fundamental skills and concepts of rugby in a safe, inclusive, and engaging environment. - To build confidence in handling, passing, evading, and understanding teamwork in a tag or touch rugby context.	**Dance, Fitness, Badminton, Basketball** Dance -Understand and apply the elements of dance (ASDR) - Develop expressive and performance skills - Explore choreographic devices and group collaboration - Respond creatively to stimuli and structure movement into performance Fitness - Understand the concept of fitness and its components. - Develop cardiovascular endurance, muscular strength, flexibility, and mobility. - Learn how to measure fitness and set personal goals. - Reflect on personal progress and the importance of healthy living. Badminton -To introduce and develop fundamental badminton skills including grip, serve, underarm and overhead clear, and basic tactical awareness. - Students will also learn rules, scoring and how to officiate a singles game. Basketball - Develop fundamental basketball skills (dribbling, passing, shooting, defending) - Understand rules and court positions - Apply skills in small-sided games	**Athletics** - Develop fundamental techniques in athletics events - Understand rules and safety considerations - Improve physical fitness and coordination • Shot Putt • Javelin • Long Jump • High Jump • Relay **Striking and Fielding** Rounders -To develop fundamental rounders skills including throwing, catching, batting, bowling, and fielding. To understand and apply the rules and tactics of the game. Cricket -Introduce students to the fundamental rules, techniques, and strategies of cricket. -Develop core physical skills: batting, bowling, fielding, throwing, catching, and running. -Promote teamwork, communication, and decision-making through competitive and cooperative games. -Foster respect, sportsmanship, and understanding of fair play. Softball - Understand basic rules of softball - Develop core skills: throwing, catching, batting, and base running - Participate in team games and learn game roles.
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 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'. **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.	**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 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). **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.	**Graphic Design** NC Points 7 and 8 This unit introduces learners to key concepts of 2D graphic design and digital graphics. There will 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. **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.
MFL (Spanish)	**¡Nos conocemos!** **¿Cómo estás?** **¿Cómo te llamas?** **¡En mi clase!** **¿Cuál es tu color favorito?**	**¡Mi mascota!** **¿Tienes mascotas?** **To be able to:** **¡Mi familia!** **¿Cuántas personas hay en tu familia?** **¿Cómo eres?**	**¡Descripciones físicas!** **¿Cómo eres?** **¡La ropa!** **¿Qué tiempo hace?** **¿Qué ropa llevas?**

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	¿Cúantos años tienes? **¿Cuándo es tu cumpleaños?** **To be able to:** -Say hello and goodbye and introduce themselves -Use different greetings for different situations -Say your age and birthday -Ask and answer simple questions for each topic area **To learn:** -How to say how are you -How to say your name -Number 1 to 13 -How to tell your age -How to say when your birthday is -The verb: *estoy, no estoy* -intensifer: *muy, bastante, un poco* -Numbers from 14 to 31 -Months of the year -The verb *es* -The verb: *tengo*	**¿Qúe ves en tu clase?** **¿Qué tienes en tu mochila?** **To be able to:** -Say what is your favourite colours -Say what you see in your classroom (GCSE photocard) -Say what you have in your schoolbag -Describe intems using the correct adjectival agreement -Ask and answer simple questions for each topic area **To learn:** -Colours -Items in your classroom -Items in your schoolbag -Opinions phrases: *me gusta, me encanta, odio* -The verb: *veo* -The verb: *tengo, no tengo, hay, no hay* **To revise**: -How to say how are you -How to say your name -Number 1 to 13 -How to tell your age -How to say when your birthday is -The verb: *estoy, no estoy* -intensifer: *muy, bastante, un poco*	-Ask and answer questions using the topic vocabulary -Describe your pets, name and colour -Use the verb to have in the I form -Use negative form of the verb -Recognise the correct determiner depending on gender **To learn:** -What pets you have at home -What colour are your pets -What their name is using the verb *se llama* -What is their age using *tiene* -The verbs *tengo, no tengo* -The indefinite articles *un/una* -The adjectival agreement -Plural forms of nouns **To revise:** -How to say how are you -How to say your name -Colours -Opinions phrases: *me gusta, me encanta, odio* -The verb: *estoy, no estoy* -intensifer: *muy, bastante, un poco*	**¿Cómo te llevas con tu familia?** **To be able to:** -Ask and answer questions using the topic vocabulary -Say how many relatives are in your family -Say what are you like -Say names of relatives -Say age of relatives -Say if you get on well or baldy with your relatives and why **To learn:** -Family members vocabulary -The *possessive* pronouns *mi* -The use if the verb *hay, no hay..* -The verb to be *ser* in the present tense and its conjugation *soy, eres, es, somos, soís, son* -The verbs *se llama, tiene* **To revise:** -How to say how are you -How to say your name -Opinions phrases: *me gusta, me encanta, odio* -The verb: *estoy, no estoy* -intensifer: *muy, bastante, un poco* -The verb: *tengo, no tengo, hay, no hay*	**¿Cómo tienes el pelo?** **¿De qué color son tus ojos?** **¿Llevas gafas?** **To be able to:** -Ask and answer questions using the topic vocabulary -Say your physical appearance -Say someone else's physical appearance **To learn:** -Family members vocabulary -The vocabulary for describing yourself -The use if the verb *tengo, tiene, tenemos.* -The verb to be *ser* in the present tense and its conjugation *soy, eres, es, somos, soís, son* -The verbs *se llama, tiene* -The verb *llevar* for *gafas, pecas, barba, bigote, etc.* **To revise:** -How to say how are you -How to say your name -Colours -Opinions phrases: *me gusta, me encanta, odio* -The verb: *estoy, no estoy* -intensifer: *muy, bastante, un poco* -The verb: *tengo, no tengo, hay, no hay*	**To be able to:** -Ask and answer questions using the topic vocabulary -Say what it the weather like -Say what you wear and like to wear -Say what you normally wear in different places and contexts: weather, school, home, sports centre. **To learn:** -Family members vocabulary -Vocabulary for describing yourself -The use if the verb *tengo, tiene, tenemos.* -The verb to be *llevar* in the present tense and its conjugation *llevo, llevas, lleva, llevamos, lleváis, llevan* -The verbs *hace, hay, llueve, nieva* for weather phrases. -Vocabulary for clothes, accessories and shoes. **To revise:** -How to say how are you -How to say your name -Opinions phrases: *me gusta, me encanta, odio* -intensifer: *muy, bastante, un poco* -The verb: *tengo, no tengo, hay, no hay*
RE	**Why do we study religion?** **Knowledge:** Understand the definition of religion and its key features (beliefs, practices, communities, sacred texts). Know the main reasons why people follow religions, such as **identity, meaning**, **morality**, and **belonging**. Recognise the diversity of religious and **non-religious worldviews** in the UK/globally. Understand how religion has influenced **culture, history, and values in society**. Explore how lenses enrich our ways of understanding the world. **Skills**: Develop the ability to **ask thoughtful questions** about religion and belief. Use **evidence and examples** to explain why religion matters e.g. **analyse scripture**. Show **respectful listening and discussion skills** when exploring different viewpoints. Begin to **reflect on personal beliefs and values** in relation to what is studied.		**What forms a fair & equal society?** **Knowledge:** Explore different religions/worldviews on examples/non-examples of fairness and equality in society & know the difference between the two. Understand the meaning of fairness and equality. Explore **how religious and non-religious worldviews promote fairness and equality (e.g., teachings on justice, compassion…)**. Learn about examples of inequality in society **(e.g., racism, sexism, poverty)** and their impact on individuals and communities. **Skills**: Develop d**iscuss & debate ethical issues** related to fairness and equality. Show **empathy and respect** when exploring different perspectives and experiences. Reflect on **personal values and responsibilities** in promoting fairness. Make **connections between beliefs, actions, and real-world issues** & explore this **in relation to messages in various scriptures**.		**Is only human life valuable?** **Knowledge:** Understand different views on the value of human and non-human life. Explore how beliefs influence attitudes toward animals, the environment, and ethical issues. Learn how life is valued in different cultures and belief systems. Recognise how these views affect decisions in society. **Skills**: **Ask and explore** big questions about life and value. **Express personal views** using clear reasoning and evidence. **Respectfully compare different** perspectives. **Reflect** on how beliefs about life influence actions and choices.	

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PSHCE	Health and wellbeing (keeping safe) **Knowledge:** Balancing independence and risk Using roads responsibly What addiction is Risks of vaping Reporting a concern **Skills**: Understanding risk Informed decision making Self-worth Respecting others		Relationships **Knowledge**: Banter or bullying Child on child abuse Dealing with conflict Dealing with relationships breaking down Trust **Skills**: Respecting others Empathy Self-worth Future planning		Living in the wider world (understanding the law) **Knowledge**: The age of criminal responsibility Protected characteristics Hate crime Racism Homophobia Witnessing crime **Skills:** Informed decision making Respecting others Empathy Understanding risk	
Music	**Rhythm & Body Percussion** Through body percussion and untuned percussion students will: Learn the difference between pulse and rhythm. Identify and perform basic rhythm patterns using the Kodaly method. Identify and perform rests Compose using rhythm grids and staff notation. Perform as a solo, in unison and as an ensemble.	**Ode to Joy – Pitch & Keyboard** Through the study of Beethoven's Ode to Joy students will: Learn how to identify the notes on the keyboard. Perform the C scale using the correct fingers. Perform a piece of music using the correct hands to play treble and bass clef. (Two handed piano playing) Learn to read treble clef staff notation.	**Carnival of the Animals** Through a range of instruments and activities students will: identify and apply the elements of music in composition and performance. Explore and describe the characteristics of orchestral instruments and families. Compose and perform music that represents character and mood.	**My Name is– Rock Beat** Through drum kit and chair drumming stuudents will: Identify and name the parts of the drum kit. Understand and interpret basic drum kit notation (hi-hat, snare, kick). Develop timing and coordination skills to perform grooves in 4/4. Perform the first 8 bars of "My Name Is" by Eminem fluently on the drum kit. Use peer and self-assessment to improve performance accuracy and fluency.	**Pop Music – Ukulele & Voice** - Through singing and the study of the ukulele students will: Learn the strings and part of the ukulele. Learn how to strum rhythmic patterns. Learn how to read chord charts for ukulele. Perform a variety of chord patterns focusing on accuracy and fluency. Perform and sing a range of songs from different genres.	**Folk Music** Through a variety of instruments students will: Recognise Folk Music as a genre distinct from other styles and genres of music. Perform and sing Folk Song melodies in unison. Provide harmonic accompaniments to Folk Songs: drone, pedal, simple keyboard chords. Follow lyrics, melody, and chords on Lead Sheets. Create arrangements of Folk Songs from Lead Sheets.
Drama	**Commedia D'ell Arte** Students will: Understand the origins and performance style of Commedia dell'Arte and Melodrama Explore and perform using stock characters with exaggerated physicality and vocalisation Develop improvisational skills and ensemble performance techniques Analyse the influence of traditional performance forms on modern media	**Pantomime** Students will: Explore features of Pantomime. Learn about vocal and physical skills through characterisation of stock characters. Explore set and costume design in Pantomime. Perform a pantomime script.	**Inside Out** Students will: Identify the dramatic skills needed to communicate an emotion on stage. Students will learn how to use vocal and physical skills to communicate a character's feelings, motivation and intentions. Students will use naturalistic and non-naturalistic techniques to explore a character's inner thoughts.	**Storytelling – Myths and Legends** Students will: Identify what makes a story successful and effective through use of voice. Dramatically explore urban legends and myths. Explore different styles of theatre and their storytelling techniques Consider movement and transitions between scenes using unison and canon. Students will use a range of techniques and styles to perform a story including physical theatre, Greek theatre and verbatim theatre.	**Peter Pan – National Theatre Live** Students will: Understand the story, themes and characters of Peter Pan Understand how to analysis of a live performance. Explore physical theatre, vocal expression and characterisation Develop design interpretations of scenes and explore staging and set design. Reflect on dramatic meaning through group work, design and performance	**The Tempest** Students will: Understand the story, themes and characters of The Tempest Explore physical theatre, vocal expression and characterisation Develop design and performance interpretations of Shakespearean scenes Reflect on dramatic meaning through group work, design and performance https://www.bbc.co.uk/iplayer/episode/b09xjby9/the-tempest

Year 7 Long Term Overview