

Year 7 Learning Maps – Spring 1

| Ghost Boys | | | | |
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| <p>Prior Learning This topic builds on the comprehension skills you learnt in primary school, when you were required to choose evidence and demonstrate understanding of meaning. You will also use skills of text analysis that you developed during the study of language use in texts as part of the ‘Shakespearean Villains’ and ‘Poetry from Other Cultures’ topics, earlier in Year 7.</p> <p>Furthermore, this topic will enhance your skills in non-fiction writing (letters, speeches, articles) that you will have explored in primary school.</p> | | <p>Current Learning In this topic you will learn about how to effectively analyse plot, characters, themes and language within a novel. You will also learn how to structure your views and ideas on a topic to write persuasively about different important societal issues.</p> <p>This topic is important for you to develop your knowledge of English because it will enhance your understanding of text analysis and your ability to produce extended persuasive responses that are effectively structured and use a range of punctuation.</p> <p>As part of developing your non-fiction writing skills you will be taught the PERSUADE, MADFOREST and HAIRS acronyms to support with developing detail and purpose when producing a non-fiction text.</p> | | <p>Subsequent Learning This topic will prepare you for further text analysis in Year 7 as part of the Literature Through the Ages unit. It will also equip you with the skills to be successful in your study of William Shakespeare’s ‘Romeo and Juliet’ in Year 8. This topic will also prepare you for non-fiction writing topics influenced by social and political poetry in Year 8.</p> <p>You will be required to demonstrate the ability to analyse texts across your English Language and English Literature studies in Key Stage 4. This topic will be particularly important in preparing you for exploration of a fiction text and planning and creating your own non-fiction text on an important issue.</p> |
| Lesson Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | Parental/carer support: |
| Week 1: Context and Chapters 1-2 | Week 7: PERSUADE and Figurative Language | Characterisation Narrative perspective Themes Methods Writer’s intentions Context Ideologies Connotations Juxtaposition Semantic field | You can engage with the following novels to further develop your knowledge of important contemporary social and political issues: <ul style="list-style-type: none"> • All American Boys by Jason Reynolds and Brendan Kiely • Dear Martin by Nic Stone • Finding Langston by Lesa Cline-Ransome • Long Way Down by Jason Reynolds • Refugee Boy by Benjamin Zephaniah | <ul style="list-style-type: none"> • Watch ‘The Hate U Give’ based on the novel by Angie Thomas, exploring the treatment of black teenagers by the police • Have discussions about race with your son/daughter, here is an article to support you • Watch Peggy McIntosh’s TED Talk • Follow: The Conscious Kid |
| Week 2: Chapters 4-7 | Week 8: Introduction to MADFOREST/HAIRS and Review Writing | | | |
| Week 3: Characterisation and Relationships | Week 9: Article Writing | | | |
| Week 4: Key Themes and Character Relationships | Week 10: Letter Writing | | | |
| Week 5: Guilt, Forgiveness and Prejudice in the text | Week 11: Assessment Planning and Writing | | | |
| Week 6: Introduction to PERSUADE and Speech Writing | | | | |

Fractions, Decimals and Percentages - continued

| Fractions, Decimals and Percentages - continued | | | |
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| Prior Learning | | Current Learning | |
| <p>This topic builds on your prior knowledge from Key Stage 2, deepening your understanding of fractions, decimals and percentages through reasoning and extending to higher order problems.</p> | | <p>In this topic you will learn how to interchange between fractions, decimals and percentages and how to apply four operations to fractions, decimals and percentages.</p> | |
| Lesson Sequencing | | Subsequent Learning | |
| <p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> • Converting fractions, decimals and percentages • Converting between improper fractions and mixed numbers • Adding and subtracting fractions • Multiplying and dividing fractions • Adding and subtracting decimals • Multiplying and dividing with decimals | | <p>This topic will prepare you for using decimals and fractions in all further units such as ratio, shape and algebra.</p> | |
| Tier 3 Vocabulary | | Wider Reading Opportunities | |
| <p>Improper fraction Mixed number Simplify Product Equivalent</p> | | <ul style="list-style-type: none"> • Fractions in Disguise: A Maths Adventure by Edward Einhorn • The Number Devil by Hans Magnus Enzensberger • Murderous Maths by Kjartan Poskitt • The Adventures of Penrose the Mathematical Cat by Theoni Pappas <p>Recommended revision guides can be purchased. Please ensure you purchase according to the following information: Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up</p> | |
| Ways in which parents/carers can support | | Ways in which parents/carers can support | |
| | | <p>Support your child's progress through:</p> <ul style="list-style-type: none"> • Maths Watch - to complete homework and access further revision. • Corbett Maths - for extra support videos and work on the topics stated. • Accessing their Microsoft Teams for directed exercises on current topics. | |

| Percentages and Proportions | | | |
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| <p>Prior Learning You should already have the understanding that percentage means out of 100. That 100% is all of something, 50% is half, and 25% is one quarter. You will have covered dividing by 2, 4 and 10 in Key Stage 2 to help with finding 50%, 25% and 10% of a number. You should be able to recall your times tables, covered in Key Stage 2.</p> | | <p>Current Learning In this topic you will be introduced to writing one number as a percentage of another, converting between fractions, decimals and percentages, finding the percentage of an amount and increasing/decreasing an amount by a simple percentage. Furthermore, in this topic you will learn to find the best value in a problem, and basic proportion.</p> | |
| | | <p>Subsequent Learning This topic will prepare you for all further learning. Successful mathematicians are able to find percentages and use them in real life situations. Converting between fractions, decimals and percentages will support in solving mathematical problems in the future.</p> | |
| Lesson Sequencing | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| <p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> To write an amount as a percentage To convert percentages into decimals and fractions To convert between fractions, decimals and percentages To find the percentage of an amount with and without a calculator To increase/ decrease an amount by a percentage To compare proportions To use proportions within recipes | <p>Percentages Fractions Decimals Convert Compare Proportion Equivalent Multiples Increase Decrease Discount</p> | <ul style="list-style-type: none"> 100 Days of decimals, percents and fractions: Math Drills <p><u>Recommended revision guides:</u> Students in Set 1- Higher level Students in Set 2 and 3 - Foundation level Students in Set 4 - Catch up</p> | <p>Support your child's progress through:</p> <ul style="list-style-type: none"> Maths Watch - to complete homework and access further revision. Corbett Maths - for extra support videos and work on the topics stated. Accessing their Microsoft Teams for directed exercises on current topics. |

| C2 - Metals and Non-metals & Acids and Alkalis | | | | |
|--|--------------------------------------|--|---|--|
| Prior Learning | | Current Learning | | Subsequent Learning |
| This topic builds on properties and changes of materials from the Year 5 curriculum, which looks at properties and uses of materials such as metals and wood. It also links to the previous Chemistry topic C1, which looks at the particle model of matter. | | In this topic you will learn the physical and chemical properties of metals compared to non-metals. You will also cover the reactions of acids and alkalis and be able to identify these chemicals from their names and formula. | | This topic will prepare you for learning about the periodic table of elements and being able to balance equations in Year 8. You will also learn skills such as writing a practical method which will prepare you for GCSE extended writing questions. |
| Lesson Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| Lesson 1 | Metals and non-metals | Periodic table | The Royal Society of Chemistry has many useful resources including experiments, careers and further reading. 'KS3 CPG Science Revision Guide' contains useful revision materials for the science course. | Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers. |
| Lesson 2 | Reactions and metals | Metals | | |
| Lesson 3 | Reactivity of metals | Non-metals | | |
| Lesson 4 | Acid and alkalis | Displacement | | |
| Lesson 5 | Neutralisation | Oxidation | | |
| Lesson 6 | Planning an investigation | Reactivity | | |
| Lesson 7 | Completing an investigation | pH | | |
| Lesson 8 | Investigating the reactivity series | Indicators | | |
| Lesson 9 | Directed improvement time and review | Base | | |
| | | Acid | | |
| | | Concentration | | |
| | | Malleable | | |
| | | Ductile | | |
| | | Sonorous | | |

| B2 - Interdependence and Plant Reproduction | | | | |
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| Prior Learning This topic builds on the Key Stage 1 and Key Stage 2 science curriculum. This includes the basic structure and function of flowering plants, classification of animals and their habitats, constructing food chains and identifying predators and prey. | | Current Learning In this topic, you will learn about food webs and how changes in the environment can affect whole ecosystems. You will also learn how plants are adapted to reproduce successfully. You will be able to describe different methods of pollination. | | |
| Subsequent Learning This topic will link to B2 in Year 8 where you will study photosynthesis in plants. It will prepare you for GCSE Biology, where in B2 you will study plants, and human impact on ecosystems and the environment. It will also prepare you for B3 and B4, which will look at photosynthesis and respiration respectively. | | | | |
| Lesson Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | |
| Ways in which parents/carers can support | | | | |
| Lesson 1 | Food chains | Ecosystem | 'KS3 CPG Science Revision Guide' contains useful revision materials for the science course. Explore National Geographic . | Encourage students to use their course home learning booklets to revise and practice key information after each lesson. Ensure students are accessing Microsoft Teams to complete work directed by their teachers. Encourage students to watch documentaries such as - A Plastic Ocean or Extinction Facts . |
| Lesson 2 | Food webs | Population | | |
| Lesson 3 | Factors affecting populations | Producer | | |
| Lesson 4 | Seed dispersal | Consumer | | |
| Lesson 5 | Plant reproduction | Decomposer | | |
| Lesson 6 | Seed models one | Pollen | | |
| Lesson 7 | Seed models two | Ovules | | |
| Lesson 8 | Interdependence | Pollination | | |
| Lesson 9 | Directed improvement and reflection time | Fertilisation | | |
| Lesson 10 | C2/B2 assessment | Carpel | | |

HISTORY

| Hastings - continued | | | | | |
|---|----------------------------|---|--|--|--|
| <p>Prior Learning This topic builds on the content you learned in primary school about the Vikings, and the Anglo-Saxon struggle for control of the Kingdom of England.</p> <p>It also builds upon your chronological understanding of the history of Britain, which you have been studying throughout Year 7.</p> <p>Finally, it builds upon the narrative writing skills you learned in primary school, and during the Romans topic.</p> | | <p>Current Learning In this topic you will learn about the turmoil which existed in England in the year 1066, and the different claimants to the throne. You will also discover the methods used by William to secure his grip on power.</p> <p>This topic is important for you to develop your historical skills and knowledge because it will help you hone your ability to write clear narrative accounts, develop arguments in your essays, and select relevant, precise evidence to support your answers.</p> | | <p>Subsequent Learning This topic will prepare you for future learning about life in Medieval England, as you will have gained knowledge on the existing social and political structures in the country.</p> <p>It will also equip you with the skills you need to be successful in your exams in Key Stage 4 as Paper 2 contains a narrative account question.</p> <p>You will be required to demonstrate the ability to develop arguments, using evidence, throughout all other topics in Key Stage 3, 4 and 5.</p> | |
| Lesson Sequencing | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support | | |
| 1 – What was England like before 1066? | Angles | <p>The following books are very engaging and interesting:</p> <p>1066: I was There by Jim Eldridge</p> <p>The Battle of Hastings by Gillian Clements</p> <p>This is a challenging, but fascinating read:</p> <p>The Norman Conquest by Marc Morris</p> | <p>You could watch the documentaries below with your son/daughter:</p> <p>BBC – The Normans The Normans - Men from the North - Episode 1/3 - BBC Documentary - Bing video</p> <p>Amazon Prime – William the Conqueror Watch William the Conqueror Prime Video (amazon.com)</p> | | |
| 2 – Who should be the next King of England? | Cavalry | | | | |
| 3 – What happened at Stamford Bridge? | Confessor Disembowelled | | | | |
| 4 – What happened during the Battle of Hastings? | Fyrd Heir | | | | |
| 5 – How did Godwinson really die? | Housecarl Longboat | | | | |
| 6 – Was the Battle of Hastings won or lost? | Monasteries | | | | |
| 7 – What problems did William face? | Saxons | | | | |
| 8 to 10 – How did William secure control of the country? | | | | | |

GEOGRAPHY

| Weather and Climate | | | | |
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| <p>Prior Learning Before studying weather and climate, you will be aware of the different weather patterns and seasons within the UK. The Key Stage 2 curriculum in primary school covered ‘climatic zones, biomes and the water cycle’.</p> <p>There is a particular focus on weather and climate in the UK, with some global climatic zones covered. So your knowledge of places so far will be really useful.</p> | | <p>Current Learning This is an essential topic to build on knowledge and skills from Key Stage 2 and previous topics in Year 7. Linking to earth sciences, we will explore how different types of weather are created. We then teach you how these weather/climatic conditions are measured and monitored.</p> <p>You will learn how weather can impact on our physical (and human) landscape and how to apply a range of fieldwork skills. You will be able to improve your fieldwork skills by investigating weather on the school site and learning about how the data you collect can be presented and analysed.</p> | | <p>Subsequent Learning In Years 8 and 9, we have topics such as Climate in Crisis and Savage Storm where you will apply your knowledge from this topic to see how climates differ by location and latitude. You will also be able to link this topic to learning about how climate can influence human processes on population and development.</p> <p>If you decide to take Geography at GCSE, this Year 7 Weather and Climate topic gives you a great foundation for the Global Climatic unit. When you recall key terms and information from Years 7 - 9 this helps to scaffold your learning in Years 10 and 11.</p> |
| Lesson Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| Lesson 1 | Weather and climate introduction | Weather Climate Troposphere Air Pressure Anticyclone Depression Cumulonimbus Relief Convectional Precipitation Temperature Anemometer Barometer | Reading, resources, worksheets and extended tasks are available on the website below: geographyalltheway.com - Key Stage 3 (11 - 14 yrs) - Weather This outlines and applies the key terms and vocabulary from this topic on climate, weather and cloud type: Climatic zones - Climate, weather and cloud types - KS3 Geography Revision - BBC Bitesize | Encourage your child to be aware of local or national news stories linked to the weather and climate as well as daily meteorological forecasts, weather apps/news. Watch documentaries, often produced by the BBC, about weather and climate. You can also support your child by promoting wider reading and supporting them with homework where possible. |
| Lesson 2 | Weather - where and why? | | | |
| Lesson 3 | Air pressure and masses | | | |
| Lesson 4 | Rainfall and depressions | | | |
| Lesson 5 | Types of clouds | | | |
| Lesson 6 | Climate graphs | | | |
| Lesson 7 | Microclimate mini-fieldwork plan and methods | | | |
| Lesson 8 -9 | Microclimate mini-fieldwork collection and presentation | | | |
| Lesson 10 | Assessment/feedback and improvement. | | | |

SPANISH

El instituto: School

Prior Learning

This topic builds on what you learnt in our previous topic about describing and introducing yourself. It will include previously learnt vocabulary such as numbers, days of the week, connectives, key verbs and opinion phrases.

Current Learning

In this topic you will learn to write and talk about your school life in Spanish. You will be able to describe your timetable and give your own opinions about your school uniform and the subjects you study. You will also learn to tell the time in Spanish during this topic.

Subsequent Learning

This topic will prepare you for becoming a more confident speaker of Spanish as the vocabulary we learn, such as opinions, can be applied to any topic. After this topic we move on to talking about our week, so knowledge of the present tense and being able to give the time will be crucial to later learning.

Lesson Sequencing

Tier 3 Vocabulary

Wider Reading Opportunities

Ways in which parents/carers can support

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|--------|--|---|--|---|
| Week 1 | My school subjects | El instituto- School Mi horario- My timetable Las asignaturas- School subjects La ropa- Clothes Me gusta- I like No me gusta- I do not like porque- because y- and también- also pero- but | Research the school day in Spain and other Spanish speaking countries. | To build more cultural awareness and develop language skills, you can visit BBC Bitesize to watch short clips on different topics. Find out about the Spanish school day . |
| Week 2 | My timetable | | | |
| Week 3 | School buildings | | | |
| Week 4 | My clothes and school uniform | | | |
| Week 5 | Present tense and opinions | | | |
| Week 6 | Culture week: How does the experience of Spanish speaking school children compare to ours? | | | |

RE

| Environmental and Animal Issues | | | |
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| <p>Prior Learning This topic builds on your knowledge base from topic one, based on Christianity. You will learn how to apply knowledge of Christian beliefs about creation and the value of the world, to issues surrounding caring for the environment, and the use and abuse of animals.</p> <p>Throughout this topic you will also continue to develop your skills of explanation, selecting specific evidence from religious texts, and sources of authority, to support your explanations. You will also continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them to moral issues and beliefs.</p> | | <p>Current Learning In this topic you will learn about a variety of religious beliefs about how to care for the environment and animals. You will be introduced to a number of key Christian concepts such as dominion and stewardship, to develop your understanding of creation and its application to the environment and animals. You will also work on your skills of evaluation and debate, discussing issues such as whether we have a duty to look after the environment and whether animals are there for the benefit of humans or not.</p> <p>This topic is important for you to develop your knowledge of religious beliefs and they can be applied to moral issues. You will also consider alternative responses and ways in which we can protect and sustain the earth and animal life.</p> | |
| | | <p>Subsequent Learning This topic will initially introduce you to the key concepts of dominion and stewardship, which underpin many other religious responses to moral issues. You will refer to both concepts throughout Key Stage 3, 4 and 5 RE when looking at moral issues that arise in Medical Ethics, War and Crime. You will also begin to develop your skills in explanation and evaluation, which you will use throughout your time in RE at Ridgewood.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.</p> | |
| Lesson Sequencing | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| <ol style="list-style-type: none"> 1. Stewardship, dominion and the Sanctity of Life 2. Animal rights 3. Religious attitudes towards the use of animals 4. The use of animals for food 5. Animal experimentation 6. Wild animals 7.-8. The use and abuse of animals (group project) 9. The value of the world 10. Environmental issues 11. Religious responses 12. Environmental issues - conservation | <p>Stewardship Dominion The Sanctity of Life Creation Liberalists Fundamentalists Conservation Vivisection Vegan Vegetarian Natural resources Deforestation Global warming Climate change</p> | <p>You can use independent study opportunities to engage with the following websites and articles about religious views relating to the environmental and animal issues:</p> <p>Is the Earth sacred?</p> <p>Does it matter how we treat animals?</p> | <p>Explore the websites of religious charities that focus on supporting the environment and animal rights:</p> <p>A Rocha</p> <p>Operation Noah</p> <p>Watch documentaries such as ‘An Inconvenient Truth’, or the David Attenborough series ‘Our Planet’ together could help to raise students’ awareness of the environmental issues facing the world today.</p> |

ICT

E-Safety - continued

| Prior Learning | | Current Learning | Subsequent Learning | |
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| This topic builds on your PSHCE knowledge of being safe online. It will also build on any Key Stage 2 learning linked to E-Safety. | | In this topic you will learn key knowledge about staying safe online and how to recognise risk. You will also understand possible solutions to problems you may encounter when using the internet. | This topic will prepare you for safe future use of the internet, especially out of school. It will also give you the knowledge of how to react in a range of situations relating to problems you may encounter when using the internet. | |
| Lesson Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| Lesson 1 | Social Media | E-Safety | Online Safety for Children - Tips & Guides NSPCC Pre-teens (11-13) online safety advice Internet Matters | Parents/carers can familiarise themselves with support and practical tips to help their child use the internet safely and smartly: Child Safety Online: A practical guide for parents and carers whose children are using social media - GOV.UK (www.gov.uk) Online Safety for Children - Tips & Guides NSPCC Information, Advice and Support to Keep Children Safe Online (internetmatters.org) Parents and Carers Safer Internet Centre |
| Lesson 2 | E-Safety | Social media | | |
| Lesson 3 | Sexting | Sexting | | |
| Lesson 4 | Video games | Personal data | | |
| Lesson 5 | Addictions | Report | | |
| Lesson 6 | Cyber bullying | Block | | |
| Lesson 7 | Spam and phishing | Mental health | | |
| Lesson 8 | The internet and personal information | Addictions | | |

Art

| Gustav Klimt | | | | |
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| Prior Learning This topic develops your knowledge, understanding and technical skills covered in the baseline topic. | | Current Learning In this topic you will learn about the artist Gustav Klimt, his use of patterns, symbols and how to tell a narrative in a visual way. You will explore methods that Klimt used and learn methods in the application of pattern. You will create a personal response inspired by his work, symbolising elements of your life. | | Subsequent Learning This topic will prepare you to consider/use pattern in future work. It will support you to visualise ideas in a pictorial manner and use a narrative within your work. |
| Week Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| Week 1 | Klimt Artist Page | Symbolism Decorative Pattern Motif Symmetry Repetition proportion abstract ornate | Browse: WikiArt – Gustav Klimt WikiArt – The Tree of Life by Gustav Klimt | Discuss with your child the things that are important in their life. Support your child to consider the symbols they could use to represent each of the things that are important in their life. |
| Week 2 | Klimt Pattern Layering | | | |
| Week 3 | Aboriginal Art Investigation | | | |
| Week 4 | Understanding different types of pattern | | | |
| Week 5 | Evaluating 'The Tree of Life' and the use of symbols | | | |
| Week 6 | Symbols and tree design | | | |
| Week 7 | Planning for final piece | | | |
| Week 8 | Final piece | | | |

DRAMA

Inside Out

| Inside Out | | | |
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| Prior Learning This topic builds on your knowledge of characterisation skills such as facial expressions, body language, use of voice, reactions, status, and eye contact. You have learned these in earlier topics such as Matilda (where we created monologues for key characters and performed small sections of script). | | Current Learning In this topic you will learn a range of performance techniques and apply these to a performance. You will develop key terminology linked to these performance techniques and independently apply characterisation skills as part of a performance This topic is important for you to develop your knowledge of performance techniques and how to develop a successful performance. You will consider the impact of your application of performance techniques and characterisation, when creating your own character. | |
| | | Subsequent Learning This topic will prepare you for further performance technique development throughout Key Stage 3. It will equip you with the characterisation skills to produce an effective character that will assist you in Y8 and Y9 when exploring character development. You will be required to demonstrate the ability to explore, describe and apply characterisation skills across Performing Arts at Key Stage 4. | |
| Lesson Sequencing | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| Lesson 1: Introduce the emotions – leaving the Control Centre | Non-Verbal Communication Characterisation Proxemics Freeze Frame Thought-Tracking Marking The Moment Stock Characters Exaggeration Narration Direct Address | You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: <ul style="list-style-type: none"> National Theatre – All About Theatre The Ultimate Drama Pot Collection: 100 Monologues for Young Performers – Joanne Watkinson National Youth Theatre Monologues: 75 Speeches for Auditions: Speeches for Young People - Michael Bryher | Explore our Digital Theatre+ package. All students will be provided with the log in details to access this amazing resource. Here we would suggest watching the following productions: Interview with Hattie Morahan: On Acting Interview with Dominic Rowan Productions to watch: The Railway Children You may also want to see some local live theatre at CAST . This regional theatre offers a range of productions throughout the year. |
| Lesson 2: Anger's scene | | | |
| Lesson 3: Disgust's scene | | | |
| Lesson 4: Fear's scene | | | |
| Lesson 5: Joy's scene | | | |
| Lesson 6: Sadness' scene | | | |
| Lesson 7: Whole performance | | | |

MUSIC

| Canon in Swing | | | | |
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| <p>Prior Learning This topic builds on your vocal skills from primary school.</p> <p>This topic also develops your understanding of rhythm and notation from the previous topic in Year 7. You should be able to recall note values and the notes of the treble clef stave to support your understanding.</p> | | <p>Current Learning In this topic, you will sing and be part of a vocal ensemble. You will learn a whole class performance of a piece of music called 'Canon in Swing'.</p> <p>You will develop your vocal skills through a series of workshops that will support the improvement of your vocal intonation, projection and expression.</p> <p>You will then be given an extended task in a smaller vocal ensemble to arrange your own version of this piece of music, developing your understanding of musical structures, vocal harmony and dynamics and articulation.</p> | | <p>Subsequent Learning This topic gives you the opportunity to work as part of an ensemble. Your ensemble skills will become more developed, as you feel more confident to perform in front of others. Singing also enriches your mind and body and this can boost your confidence and expression.</p> <p>This learning will help you prepare for further performance topics which are part of the GCSE pathway. You will also have a better understanding of four part harmony which is an important part of compositional understanding at GCSE level.</p> |
| Lesson Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| Lesson 1 | Whole class performance and vocal skill workshop | Performance Acapella | <p>You have access to our subscription to Focus on Sound. Click on the link: and then log in using your Microsoft Teams account.</p> <p>Alternative wider reading opportunities: Singing 101 This is a Voice Sing Out Loud Online Vocal Resources</p> | <p>Encourage singing at home. There are many resources that can support you with this. YouTube is a great starting point for online vocal tuition and a range of backing tracks.</p> <p>Encourage your son/daughter to attend the local community and school choir. We also offer a wide range of instrumental lessons at school including vocal tuition. Please contact Mrs Moran via the school website for further information.</p> |
| Lesson 2 | Understanding musical structures | Contrapuntal | | |
| Lesson 3 | Developing our Improvisation skills | Improvise | | |
| Lesson 4 | Individual group performance workshops | Sequence Harmony | | |
| Lesson 5 | Rehearsal of group vocal performance focusing on dynamics and articulation | Dynamics Canon | | |
| Lesson 6-7 | Listening and peer assessment, finalising the performance. | Diminuendo Crescendo | | |

PSHCE

| Personal Safety - continued | | | | |
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| <p>Prior Learning This topic builds on work that you have looked at in primary school and during PDP time on safety and how you can ensure you stay safe. It will build on knowledge and understanding you have gained during your safeguarding lessons and the work studied during anti-bullying week to ensure you know how to stay safe online, as well as off.</p> | | <p>Current Learning In this topic you will learn key information about personal safety and how you can ensure you remain safe in a variety of contexts both on and offline.</p> <p>You will develop key knowledge and understanding on the basic skills in first aid, looking at information provided by St Johns Ambulance and other emergency services.</p> <p>This topic is important to develop a foundation of how to ensure you and your family and friends can remain safe now and into adulthood and for you to learn important skills on risk management and processing and dealing with emergencies.</p> | | <p>Subsequent Learning This topic will prepare you for the further learning in PSHCE right through to the end of year 11. It will introduce you to key concepts that relate to your personal safety and how you can ensure you are putting yourself in the best position to keep yourself as safe as possible in different situations that you may find yourself in.</p> <p>This topic will also prepare you for further learning on the emergency services and the role that they play within society. You will develop the skills to successfully seek and use help when it is needed, to ensure you are able to continuously support your physical and mental health.</p> |
| Lesson Sequencing | | Tier 3 Vocabulary | Wider Reading Opportunities | Ways in which parents/carers can support |
| Lesson 1 | Personal safety what does this mean? | CPR Cyberbullying Online trolling Hoax Respect Responsibilities Emergency | You can use independent study opportunities to engage with the following websites. Look at the information and advice given on the St Johns ambulance page and the roles and responsibilities of police officers and the career path they have. Get first aid advice St John Ambulance (sja.org.uk) What our officers have to say about working at SYP - SYP (southyorks.police.uk) | You can support your children in learning about this by talking to them about how they would deal with different emergency situations and discussing the role our emergency services have played, including any personal accounts when you may have needed the emergency services and how they helped. |
| Lesson 2 | Basic first aid – treatment of common injuries | | | |
| Lesson 3 | Basic first aid - life saving – CPR | | | |
| Lesson 4 | Online safety - bullying and identifying harmful behaviour | | | |
| Lesson 5 | Respect to people in authority and how to contact emergency services | | | |
| Lesson 6 | Talking about emotions and the impact of actions on mental health | | | |
| Lesson 7 | Assessment – keeping our friends safe | | | |