



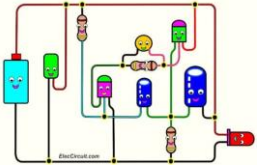
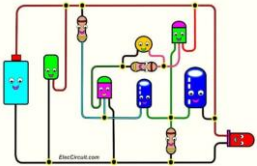
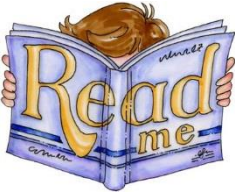
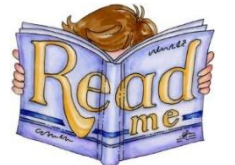






SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p data-bbox="203 188 383 316">ART (1 hour per week)</p> 	<p data-bbox="495 188 1014 376">To begin with, students will develop an understanding of "What is Art for?" by engaging with the work of others from different periods of time in different disciplines.</p> <p data-bbox="495 424 1014 612">Students will then embark on a self-portraiture thematic project, focussing on the importance of learning to draw from direct observation, both from primary & secondary sources.</p> <p data-bbox="495 619 1014 770">Students will explore colour theory and use of specific language by exploring the work of both modern and contemporary artists.</p>	<p data-bbox="1037 188 1565 260">Students will work with and develop an understanding of colour.</p> <p data-bbox="1037 308 1565 496">They will use lots of processes and materials to investigate some of the science of colour and the importance of the formal elements in art such as light, form, proportion.</p> <p data-bbox="1037 544 1565 651">Students will use paint safely and begin to understand its application and properties.</p>	<p data-bbox="1588 188 2078 376">In the final term, students will continue to work on the same thematic approach, this time exploring working in 3D by concluding & realising their 3D portrait.</p> <p data-bbox="1588 424 2078 531">Students will explore independently a portrait by conducting independent research and applying it to own work.</p>
<p data-bbox="203 778 412 858">ART ASSESSMENT</p> 	<ul data-bbox="506 778 1014 967" style="list-style-type: none"> • Baseline assessment – “drawing myself” - before and after teacher’s demonstration. • Self-portrait, line and tones in black & white. 	<ul data-bbox="1037 778 1565 887" style="list-style-type: none"> • Applying colour theory to own portrait when using colour pencils. • Self-portrait/paint. 	<ul data-bbox="1588 778 2078 887" style="list-style-type: none"> • Computer based portrait / Photoshop portrait. • Final 3D portrait



SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>COMPUTER SCIENCE (1 hour per week)</p> 	<p>We begin with an introduction to the subject and school system, followed by a series of lessons focused on computational thinking. Students will use a range of hardware, including Cue Robots. They will use software to write real life algorithms, design flowcharts and begin to apply computing jargon to given situations.</p> <p>The second unit will entail implementing an interactive system based on a given scenario using the modelling software. Students will apply mathematical operations, creating macros and apply conditional formatting as well as creating charts and graphs.</p>	<p>Students will learn to understand the fundamentals of Input, Output and Storage devices, with the opportunity to take part in a practical task assembling a work station. They will learn the language of computers and the theory behind it. They will also be given the opportunity to research the latest hardware trends in the current market.</p> <p>In the second unit, students will get their hands on the micro: bit, which is a handheld, fully programmable computer. They will learn the practical aspects of connecting and configuring the micro-bit before accessing specialised software to learn how to write code for the given project.</p>	<p>In the Data Handling unit students will implement an interactive system based on a given scenario. They will learn and develop how to implement tables, queries and to carry out searches using SQL, forms and reports as well as adding validation rules to prevent data entry error.</p> <p>Moving from the standard desktop PC, students will explore the Raspberry Pi, working within a completely new environment. They will learn the practical aspects of connecting and configuring the Raspberry Pi before accessing specialised software to learn how to program in a text-based language.</p>
<p>COMPUTER SCIENCE ASSESSMENT</p> 	<ul style="list-style-type: none"> • Unit 1: Computational Thinking End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments] • Unit 2: Spreadsheet Modelling • Mid-Way Learning Review • End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments] 	<ul style="list-style-type: none"> • Unit 3: Computer Hardware & Software. Mid-Way Learning Review • End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments] • Unit 4: Micro:Bits (Visual Programming) • Mid-Way Learning Review • End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments] 	<ul style="list-style-type: none"> • Unit 5: Database • Mid-Way Learning Review • End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments] • Unit 6: Python Programming • Mid-Way Learning Review • End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments]

SUBJECT	TAUGHT IN A CAROUSEL ACROSS ONE TERM
<p data-bbox="203 188 472 316">ELECTRONICS (90 minutes per week for 1 term)</p> 	<p data-bbox="495 188 2078 416">In Year 7, students study Electronics for one term. This will be in either the autumn, spring or summer term, depending on which carousel group they are in. During the first half term, students will develop their knowledge and understanding of electronics and electronics systems. The theoretical unit covers basic electronic components, symbols, ohms law, types of circuits, including series and parallel circuits as well as practical skills, such as soldering. Students will develop their knowledge of circuits by prototyping using breadboards, wires, LEDs, switches and buzzers to create circuits based on different scenarios.</p> <p data-bbox="495 424 2078 529">During the second half term, students will use their skills and knowledge acquired from the first half term to assist the completion of their Alien Light project. Students will work through a product life cycle to build, create and program a circuit using specialised software. This project is combined with Product Design and Computer Science.</p>
<p data-bbox="203 542 416 622">ELECTRONICS ASSESSMENT</p> 	<ul data-bbox="495 542 1016 689" style="list-style-type: none"> AP4 – Technical knowledge Assessment AP1 – Design Assessment AP2 – Make Assessment AP3 – Evaluate Assessment

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p data-bbox="203 188 398 316">ENGLISH (3 hours per week)</p> 	<p data-bbox="499 188 1014 611">At the beginning of year 7 your daughter will study the English Literary Canon, its origins and content. She will be introduced to a range of texts from different time periods and genres. Perhaps most importantly, she will be challenged to question the diversity and representation of the current canon and how a wider range of authors should be included in order to be more representative of 21st Century society.</p> <p data-bbox="499 659 1014 1034">In the run up to Christmas students study the 19th Century novel, 'A Christmas Carol'. As part of their study of the novel they will be asked to reflect upon the historical and social contexts which informed its creation alongside key themes and characters. She will have the opportunity to reflect her understanding of the novel by writing a critical essay.</p>	<p data-bbox="1037 188 1563 435">At the beginning of the Spring Term, students work on the skills required for public debate. They will consider a range of contemporary issues, form strong opinions on these and learn to put forward their ideas in a public forum in a confident and effective manner.</p> <p data-bbox="1037 515 1563 946">The poetry we study aims to introduce students to a wide range of literary voices, such as Maya Anjelou's 'Still I Rise', Benjamin Zephaniah's 'The British', Bill Bilston 'Refugees' and Langston Hughes' 'Harlem'. They will develop their analytical skills by looking carefully at how poets 'speak out' about important issues. They will also have the opportunity to write their own poetry inspired by the poems they have studied</p>	<p data-bbox="1588 188 2078 499">We now focus on creative writing skills. We use a range of texts to inform, inspire and model writing short stories by Rabindranath Tagore and Mena Abdullah. Students will also have the opportunity to write their own story inspired by the works they have studied.</p> <p data-bbox="1588 539 2078 1002">At the end of the year students will study either Shakespeare's 'A Midsummer Night's Dream' or 'The Tempest'. Their understanding of the play will be developed through drama activities and discussion of key themes and characters. We also look closely at the historical and social context in which Shakespeare wrote with a view to developing their critical discussion of both the author's intentions and craft.</p>
<p data-bbox="203 1051 412 1131">ENGLISH ASSESSMENT</p> 	<p data-bbox="499 1051 1014 1353">Persuasive Essay 'Why does your favourite poem, play or novel need to be included in the English Literary Canon?' Apprentice Task: Draft critical essay on 'A Christmas Carol'. Mastery Task: polished critical essay on 'A Christmas Carol'</p>	<p data-bbox="1037 1051 1563 1281">Apprentice Tasks: Discursive non-fiction essay on Eco-Tourism; close analysis of one poem. Mastery Tasks: Presentation on Eco-tourism; close analysis of one OR two poems.</p>	<p data-bbox="1588 1051 2078 1353">Apprentice Tasks: Draft narrative piece; critical essay on 'A Midsummer Night's Dream'. Mastery Tasks: Polished narrative piece; dramatic interpretation of a scene from 'A Midsummer Night's Dream' along with commentary on this interpretation.</p>

SUBJECT	TAUGHT IN A CAROUSEL ACROSS ONE TERM
<p data-bbox="203 188 472 363">FOOD & NUTRITION (90 minutes per week for 1 term)</p> 	<p data-bbox="495 188 2078 300">In Year7 students will study Food and Nutrition for a third of the school year in a carousel with Product Design and Electronics for the other half. This may be during the Autumn, Spring or Sumer term depending on which group they are in.</p> <p data-bbox="495 339 2078 651">The Year 7 Programme of Study promotes Healthy Eating. This is hinged on The Eatwell Guide and 5-A-Day and they learn about the basics of Nutrition including the sources and functions of the main nutrients in the body. Students are introduced to food safety and hygiene and are taught to consider themselves as well as others when storing, preparing and making food. Students make a number of dishes promoting “five a day” fruit/vegetable consumption. They are introduced to basic knife skills and learn to use the cooker and other basic equipment. They begin to develop their practical skills and are introduced to a range of cooking methods which help to develop their confidence in using different parts of the cooker. Students are encouraged to make food choices by considering their own needs and selecting ingredients based on seasonality. They learn about the science of bread making.</p>
<p data-bbox="203 818 432 946">FOOD & NUTRITION ASSESSMENTS</p> 	<p data-bbox="495 818 1944 930">At Key Stage 3 students are assessed three times in each rotation. The first assessment point is before half term, where student are set a written Technical Knowledge Assessment. In the second half term, students have an independent project to complete. We assess 5 key areas:</p> <ol data-bbox="546 938 902 1121" style="list-style-type: none"> 1. Planning 2. Preparing 3. Cooking 4. Presentation 5. Analysis and Evaluation <p data-bbox="495 1169 1518 1201">A final written Technical Knowledge Assessment is then set at the end of term.</p>

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p data-bbox="203 189 405 312">FRENCH (2 hours per week)</p> 	<p data-bbox="495 189 1014 887">Your daughter will start this term with learning to give basic information about herself (name, age, talk about siblings and where they live). She will cover the language to talk about family members, pets, colours, days of the week and months, likes and dislikes. In grammar she will learn about genders, possessive articles (my, your) and adjectives (eg size and colours). Pupils will also start to use verbs such as 'to have' and 'to be' and will learn about French -er verbs in the present tense. Students will learn the skill of translating from French into English and from English into French. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing.</p>	<p data-bbox="1037 189 1563 651">Students will learn new grammatical aspects such as possession and preposition and will use more verbs in the Present tense. They will learn vocabulary to describe clothes, weather, seasons and numbers to 100 as well as places in town. At the end of the Spring Term, your daughter will be more confident with her grammar and will have developed techniques to learn new vocabulary and to deal with unfamiliar language.</p>	<p data-bbox="1588 189 2078 730">Students will learn to ask and say the time as well as how to talk about school subjects (like and dislike) and their day at school and will cover the vocabulary of food and drinks. They will continue to consolidate all the grammatical aspects that we have covered so far but in different contexts and will learn more advanced grammatical points. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>
<p data-bbox="203 975 412 1054">FRENCH ASSESSMENT</p> 	<p data-bbox="495 975 1014 1046">Baseline test covering the knowledge, skills taught in term 1</p>	<p data-bbox="1037 975 1563 1046">Longer writing piece (timed conditions) Listening assessment on term 2 content</p>	<p data-bbox="1588 975 2078 1046">Summer examination covering skills and knowledge from terms 1, 2 & 3</p>

<p>GEOGRAPHY (90 minutes per week)</p> 	<p>The Autumn Term begins with identifying the meaning of Geography as well as developing a 'sense of place'. This is then followed by a detailed study of the UKs 'geography' where a range of human and physical differences are identified and explained e.g. house prices, population density, climate and relief.</p>	<p>The Spring term sees the completion of our work looking at UK geography including the concept of 'supply and demand' before commencing learning to do with important geographical skills: map reading. The rest of the term is spent studying the continent of Europe; focussing on the skill of knowledge recall (locational knowledge).</p>	<p>During the Summer Term we investigate how to understand the environment around us and associated issues. A study of National Parks and 'heritage cities' leads on to a field visit to Rochester where primary data is collected, presented and analysed.</p>
<p>GEOGRAPHY ASSESSMENT</p> 	<p>Baseline – Short Location Knowledge Survey (no feedback) Baseline – Multiple-choice Survey Geographical Knowledge (No Feedback) Baseline – Definitions of Geography Poster Presentation Poster Presentation of Country Research Extended writing on UK Climate Differences</p>	<p>Extended Writing - Understanding House Price Differences End of Unit Skills Test on OS Map Skills Short Factual Test – Europe Location Knowledge</p>	<p>Presentation of Investigating Waste at Home Research and Presentation of National Parks Knowledge Summer Examination covering knowledge, concepts and skills from terms 1, 2 and 3. Extended Writing - Rochester Fieldwork Presentation (reported Autumn Year 8).</p>

GERMAN
(2 hours per week)



In the Autumn Term we cover the following topics: introductions, numbers, the alphabet, countries, pencil case items, dates, school subjects, expressing opinions, school timetable, telling the time, classroom language, food and drink, clothes and the German school system.

We cover a large amount of grammar. Students will learn the skill of translating from German into English and from English into German. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing.

In the Spring Term our topics comprise: family, sport, hobbies and free time. We also cover the following grammar points: possessive adjectives (my and your), adjective agreements, plural forms of nouns, using 'gern', using 'sein' and 'ihr' and 'man kann' plus an infinitive. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing.

In the Summer Term we cover the following topics: house and home, countries, weather, transport, directions, food and drink and summer holiday plans. We also cover the following grammar points: using 'es gibt', understanding that the verb is the 2nd idea in a sentence, using prepositions, recognising sentences about the past, understanding the difference between 'du' and 'sie', using 'ich möchte' structures and revising the present tense. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing.

GERMAN
ASSESSMENT

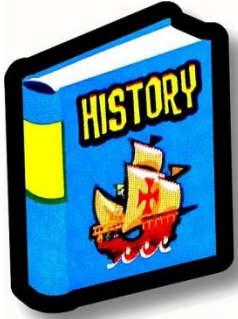


Baseline test covering the knowledge, skills taught in term 1

Longer writing piece and translation (timed conditions)
Listening assessment on term 2 content

Summer examination covering skills and knowledge from terms 1, 2 & 3

HISTORY
(90 minutes per week)

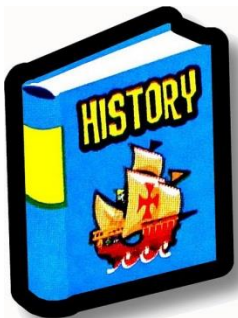


To start with your daughter will spend a brief period of time exploring key History skills such as the use of evidence and the significance of chronology. This will be followed by an introduction to the Anglo-Saxons which will lay the foundations for her study of medieval England during which she will examine issues such as medieval kingship and the impact of the Norman Conquest. As well as learning how to explain the story of historical events, these investigations will require her to develop an understanding of change and continuity but also an awareness of differing viewpoints on the past.

This term we focus on the development of Life, Politics and the Church in Medieval England. Of particular relevance will be the importance of religion and the growing tension between the monarch and the church as seen in the conflict between Thomas Becket and Henry II. We will also study events such as the Black Death and the Peasants' Revolt, focusing on explaining causes and consequences. Finally, we will complete some creative work exploring various aspects of medieval life including where people lived, what people ate, and aspects of medieval literature.

This term, we will expand our horizons away from England and explore the medieval Islamic world and the Crusades through investigating a number of sources and interpretations. This will give a vital opportunity to learn about the wider world in this period. Towards the end of the year we will undertake a joint project with the Geography Department focusing on a study of medieval castles and cathedrals, which we will explore through a visit to Rochester. Our final unit in Year 7 explores the events of the Wars of the Roses in preparation for our study of the Tudors in Year 8.

HISTORY ASSESSMENT



- 1) Baseline Assessment
- 2) Narrative Account Assessment on the Battle of Hastings

Assessment Test on Life, Politics and the Church in Medieval England

- 1) Crusades and the Islamic World Sources and interpretations
- 2) Summer examination.

LATIN (2 hours per week)



In Latin this year pupils will work through Unit 1 of the Cambridge Latin Course. This term, pupils are introduced to the basics of the language. Topics studied include word order, noun cases and some present tense endings. Throughout the year pupils will learn how the Romans lived in Pompeii. This term they focus on houses, dinners, the town of Pompeii and the forum.

Pupils build upon their grammatical knowledge from the first term, learning more noun endings and the imperfect and perfect tense endings. Pupils start to consolidate their understanding of the main concepts by translating short stories from the Dunlop textbook. Background topics studied include the theatre, slaves and freedmen, Roman beliefs about death, gladiatorial shows.

Pupils learn new noun endings, including those for the dative case and the superlative forms of adjectives. They consolidate their knowledge and understanding of the main language features learned in the previous two terms through worksheets and work from the Dunlop textbook. After learning about the baths and Roman schools, pupils do project work based on a background topic studied during the year. After the exams pupils will begin learning about different endings of the present tense.

LATIN ASSESSMENT

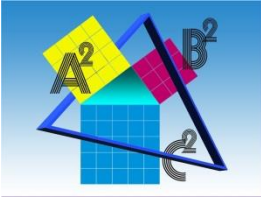


-Show your Progress assessments on Stages 1-4
-Stages 1-4 Language test
-Vocab tests on Stages 1-4

-Show your progress assessments on Stages 5-8
-Stages 5-7 Language Test
-Vocab tests on Stages 5-8

-Show your progress assessments on Stages 9-11
-End of Year Exam on Stages 1-9
-Vocab tests on Stages 9-11

MATHEMATICS
(3 hours per week)

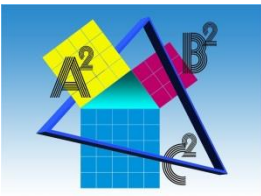


In the Autumn term students study **operations with integers and decimals**, including place value, operations with directed numbers and order of operations. They study the basics of **algebra** including collecting like terms, substitution, using formulae, expanding single brackets and solving simple linear equations. We look at rounding and **using a calculator** effectively. Also covered in the autumn term is calculating **averages** and the range of a list of numbers and from an ungrouped frequency table, extending to comparing two distributions. Students learn about **angles and shapes**, including notation, shape properties, angle facts and bearings. They read and interpret **scales** and convert between metric **units** and from metric to imperial.

In the Spring term students learn about coordinates and plot graphs of simple **linear functions**. They learn about operations with **fractions** including finding equivalent fractions, ordering fractions, converting between fractions and mixed numbers, converting between fractions and percentages and finding fractions of quantities. They **transform shapes** using reflection, translation, rotation and enlargement by a positive integer scale factor and look at symmetry. Students learn how to find the **perimeter and area** of a range of 2D shapes and the surface area and volume of cuboids. The basics of **probability** are introduced, including the probability scale and a comparison of theoretical and experimental probability.

Topics to be studied in the Summer term include how to recognise and use number patterns, generating **sequences** from patterns and finding position-to-term rules for linear sequences. Students learn to **use compasses and protractors** and use these skills in constructing triangles, perpendicular bisectors and angle bisectors. They learn about statistics and the **data handling cycle**, covering questionnaires, data collection, two-way tables and different ways of displaying data such as pie charts and composite bar charts.



MATHEMATICS ASSESSMENT





Content and Problem Solving covering topics taught in first half term

Content and Problem Solving covering topics taught in second half of Term 1 and in Term 2

End of Year Assessment: Content and Problem Solving covering topics taught during Year 7

<p>MUSIC (1 hour per week)</p> 	<p>In the Autumn term the fundamentals of music are introduced through both singing and composition. Work is first undertaken in the area of rhythm, followed by an examination of pitch and melody. Pupils will write their own rhythms and melodies, and perform these to the class. A second topic focuses on singing, and students perform songs as part of a class choir as well as creating their own arrangements of Christmas songs in small groups.</p>	<p>In the Spring term students begin by studying programme music, listening to a wide variety of music from the Classical and Romantic periods, and composing their own music on the theme of 'a storm'. This is followed by a unit on Indonesian Gamelan music.</p>	<p>In the Summer term, students first study jazz, learning about the fundamentals of jazz music and performing a jazz piece with improvisation. Their final unit of the year takes them back to rhythmic work, with a focus on rap.</p>
<p>MUSIC ASSESSMENT</p> 	<p>Assessment of graphics score performance. Self-assessment of singing development and capability.</p>	<p>Assessment of composition and performance of programme music. Self-assessment of class performance of Gamelan music.</p>	<p>Assessment of Jazz performance and improvisation. Self-assessment of performance and composition of rap piece.</p>

<p>PHYSICAL EDUCATION (2 hours per week)</p> 	<p>During the autumn term pupils will study netball, football, badminton and gymnastics. The emphasis will be to develop their ability to perform basic skills and rules and aesthetically pleasing routines.</p>	<p>In the spring term, pupils study tag rugby, fitness, OAA and volleyball. Pupils will begin to develop problem solving techniques, basic skills and rules.</p>	<p>In the summer pupils study athletics, cricket and rounders. The majority of athletics disciplines will be covered, with pupils being expected to learn the basic techniques, rules and tactics.</p>
<p>PHYSICAL EDUCATION ASSESSMENT</p> 	<p>Pupils are assessed on their skills in two sports each half-term</p>		
<p>Netball Badminton Football Gymnastics</p>	<p>Fitness Tag rugby OAA (Outdoor Adventurous Activities) Volleyball</p>	<p>Cricket Rounders Athletics</p>	

PRODUCT DESIGN (90 minutes per week)



In Year 7, students study Product Design for one term. This will be in either the autumn, spring or summer term, depending on which carousel group they are in.

In Year 7 Product Design, students work on two projects.



The 'Animal' project requires students to design and make a wooden ornament, in the shape of an animal of their choice, using **traditional hand manufacture**. This focused practical activity is specific and tightly defined. Students work individually with structured guidance to gain **practical experience and confidence**, using **hand tools and machine tools**.

The 'Enclosure' project requires students to design and make an architectural enclosure out of card, using **computer aided design and manufacture [CAD/CAM]**, to fit a model they have constructed and programmed in electronics. This is a framed design and make activity with some constraints. Students work in pairs in a more independent manner to **deepen practical experience and confidence** in the workshop environment.

PRODUCT DESIGN ASSESSMENT



Design: Communicating ideas through drawing.
Make: Assessment of made product.
Technical Knowledge:
Evaluation: A written evaluation of the project work.

<p>RELIGIOUS STUDIES (90 minutes per week)</p> 	<p>The Religious Studies curriculum in year 7 aims to bring religions to life by following key religious celebrations within the year. We introduce students to the multi-faith context of Redbridge, London and the UK and the importance of understanding different faiths. We then look at the Jewish festivals of Rosh Hashanah and Yom Kippur through Old Testament stories such as the Story of Abraham, Isaac and Job. These stories help us to explore the concepts of sacrifice, atonement, repentance and sacrifice. Students move on to the story of genesis and the original sin before then looking at the Incarnation through a study of nativity stories in time for Christmas.</p>	<p>The key celebrations we follow in the Spring term are Ramadan and Eid, Passover and Easter. Students begin the spring term by studying the origins of Islam. This is explored through the life of the Prophet beginning with the Night of Power in Cave Hira. Students will then move onto the study of another great religious story, the Exodus. They will learn the story, explore its significance for Jewish people alive today, and learn how it is remembered during the celebration of Pesach. Students will learn about the significance and importance of Holy Week for Christians.</p>	<p>Students will explore the key events recorded in the Christian Gospels and why Easter is still important to Christians today.</p> <p>An exploration of the Hindu faith: its key beliefs, an understanding of deities within Hinduism and core practices and religious figures is made with reference and contrast to the Abrahamic faiths they investigated up to this point.</p> <p>Students will also spend time preparing for, practicing revision techniques and reviewing their summer exams.</p>
<p>RELIGIOUS STUDIES ASSESSMENT</p> 	<p>Short Factual Test (knowledge test) on Jewish celebrations.</p> <p>There is also an end of unit test on Term 1 material which assesses students' general understanding and their evaluative skills.</p>	<p>Short Factual Test (knowledge test) on the revelation story and some aspects of term 1 material to consolidate.</p> <p>End of unit test on Term 2 material which assesses students' general understanding and their evaluative skills.</p>	<p>Summer Examination covering knowledge, concepts and skills for Terms 2 & 3</p>

**SCIENCE
(3 hours per week)**



As an introduction to Science, pupils first learn about safety in the lab, apparatus and hazards present while conducting practical experiments. Students are introduced to Data where they become familiar with the different ways in which data can be presented and the specific language and terms needed. In this section students analyse a range of data (Working Scientifically).
 The Key skills that will be targeted and assessed throughout Yr7 will be Knowledge, Application and Working Scientifically.
 The first topic is Cells and Microscopes. Practicals include using microscopes and making onion slides. Students continue with Biology and learn about Body systems. Pupils are taught to describe how the use of a particular model or analogy supports an explanation. These skills will be continually tested throughout each topic both as classwork, assessed homework tasks and practical tasks.

Pupils continue learning all three sciences in Term 2, beginning with the topic Forces which is a challenging and abstract Physics topic. This involves many investigations looking at how forces are fundamental to the world around us. More complex practicals such as Hooke's law, friction, density, upthrust and measuring speed are conducted as pupils are now more familiar and confident with the lab surroundings, safety rules and the use of scientific equipment. Pupils will be expected to determine the variables involved for each of the experiments, represent their data in the appropriate way and be able to analyse and write detailed explanations that address the data they have collected. All Key Skills will be assessed during these investigations.
 Later in the term pupils study the Chemistry topic Solids, Liquids and Gases. This includes using Bunsen burners for the first time, being introduced to the states of matter and particle theory. Pupils are taught to describe more than one model to explain the same phenomenon and discuss the strengths and weaknesses of each model.

The final biology topic for Yr7 is Reproduction and Plants. Pupils are introduced to asexual and sexual reproduction in both plants and animals. Pupils will be able to state the advantages and disadvantages of both in terms of the transfer of genetic information and the survival of the species. The final topic is Earth and Beyond. Pupils learn through research and presentations about the solar system. In addition, pupils are taught to describe and explain the advantages and the disadvantages of space exploration techniques. Pupils learn about the History of the universe and the development and evolution of ideas.

**SCIENCE
ASSESSMENT**

Test on Cells, Microscopes and Body systems. All tests will have questions that assess students on each of the Key Skills.

Test on Forces and States of Matter. All tests will have questions that assess students on each of the Key Skills.

End of Yr7 Summer Exam. The exam will test the students on Yr7 content. Questions will assess students on each of the Key Skills.

Key

Green Highlighting Knowledge

Yellow Highlighting Concepts

Green Highlighting Skills