

|         | Autumn  |  | Spring  |   | Summer  |   |
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| Subject | 1 <sup>st</sup> Half Term   | 2 <sup>nd</sup> Half Term  | 1 <sup>st</sup> Half Term   | 2 <sup>nd</sup> Half Term   | 1 <sup>st</sup> Half Term   | 2 <sup>nd</sup> Half Term   |
| English | The Hunger Games<br>How and why can people be cruel? How do we change things?   | Poetry – Reading and Writing<br>How is language used to create a connection between the poem and the reader? | Wonder<br>How are the different perspectives presented?   | Wonder<br>What is the effect of a change of perspective?                                  | A Midsummer Night's Dream<br>Why is Shakespeare such a significant writer?  | Speaking and Listening<br>How can I ensure my research and opinions reach my target audience clearly and with impact? |
| Reading | NGRT<br>Reading a Century<br>Can you challenge yourself to read 100 pages? How many times can you do this before October half term? | Challenging Authors<br>Which author are you going to challenge yourself with this half term?                 | Book Project<br>Can you produce an outstanding book project and present to your class before February half term?                        | Non-Fiction Challenge<br>Which exciting non-fiction texts will you devour this half term? | Classics Challenge<br>Can you tell your teacher about a classic book you have read this half term and if you think it deserves that status? | Class Challenge<br>Can your class rise to the challenge? Look in the library to see how the competition are doing!    |
| Maths   | Sequences;<br>Understand and use algebraic notation;<br>Equality and equivalence  | Place value and ordering integers and decimals; Fraction decimal and percentage equivalence                  | Solving problems with addition and subtraction; Solving problems with multiplication and division; Fractions and percentages of amounts | Operations and equations with directed number; Addition and subtraction of fractions      | Constructing, measuring and using geometric notation;<br>Developing geometric reasoning   | Developing number sense; Sets and probability; Prime numbers and proof  |

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| <p>Science</p>          | <p>Introduction unit: Lab safety and Equipment. You will make the leap into Year 7 Science safely and scientifically – learning the basics for all practical work.</p> <p>Earth: Earth Structure &amp; Universe<br/>How are sedimentary, igneous and metamorphic rocks formed? How does light reach Earth? What is the importance of Earth in the Universe?</p> | <p>Ecosystems: Interdependence &amp; Plant Reproduction<br/>What are the relationships between living organisms in an environment? How are plants adapted to reproduce?</p> <p>Electromagnets: Voltage, Current &amp; Resistance<br/>How are components in electrical circuits identified? What is the link between current and potential difference? What effect do electrostatic forces have on objects?</p> | <p>Energy: Costs &amp; Transfers<br/>What are the different stores of energy and how can they be transferred? How can the different fuels used in the UK provide us with electricity? How energy can be used in the home?</p> | <p>Forces: Speed &amp; Gravity<br/>How are speed and acceleration linked? How can forces affect the motion of objects? How are mass and weight related?</p> <p>Organisms: Movement &amp; Cells<br/>What is the importance of the human skeleton? How can muscles produce movement? How do cells work for an organism?</p> | <p>Matter: Particle Model &amp; Separating mixtures<br/>How can the particle model explain all states of matter? How can mixtures be separated?</p> <p>Genes: Variation &amp; Human Reproduction<br/>Why is variation within a species important? How is the male and female reproductive system adapted for successful reproduction?</p> | <p>Reactions: Metal &amp; Non-metals, Acids &amp; Alkalis<br/>What are the properties of metals and non-metals? What different types of reactions occur? Where can acids and alkalis can be used in everyday life?</p> <p>Waves: Sound &amp; Light<br/>What is sound and how does it behave? What is light and how does it behave?</p> |
| <p>Computer Science</p> | <p>ICT Skills Development and Online Safety</p> <p>How does Google Classroom work? What is Cyberbullying and how can it be prevented? Where can you get help?</p>   | <p>Computer Systems</p> <p>What does a computer system look like? How can a computer system be explained using the IPO Cycle?</p>  | <p>Data Representation: Binary and Denary Number Systems</p> <p>How do computers see the world? What is binary? How do you convert from binary to denary and vice versa? What is binary addition?</p>                         | <p>Spreadsheets</p> <p>What is a spreadsheet and why do organisations use them? What are the steps in the development of a spreadsheet? How can a spreadsheet be used</p>   | <p>Programming with edublocks</p> <p>What is graphical based programming and how can programs be created by manipulating program elements graphically?</p>  | <p>Introduction to Python Programming</p> <p>What is Python? How can you create pictures and shapes using Python Turtle?</p>   |

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|  |  |  |  | to manipulate and present data? |  |  |
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| History   | <p><b>Overview: The Iron Age to the Tudors</b></p> <p>How Much did Britain change?</p> <p><b>1066 and all that!</b><br/>How did William take over and control England?</p> | <p><b>Power of Medieval Kings</b></p> <p>How much power did Kings really have over England?</p>  | <p><b>The Crusades</b></p> <p>The Crusades – why where they such an important historic event?</p>   | <p><b>Everyday life of a Medieval Peasant</b></p> <p>Was life mucky and miserable for all medieval peasants?</p>          | <p><b>The Tudors, 1485-1603</b></p> <p>How did Henry VIII gain power over the Church?</p>   | <p><b>The English Civil Wars</b></p> <p>How did the authorities keep control?</p> <p>Who had the most power, the monarch or Parliament?</p>   |
| Geography | <p><b>Weather</b><br/><i>What's going on in the troposphere?</i></p> <p>Investigating weather and climate in the UK and around the world<br/>Includes fieldwork</p>        | <p><b>Weather</b><br/><i>What's going on in the troposphere?</i></p> <p>Investigating weather and climate in the UK and around the world<br/>Includes fieldwork.</p> <p><b>Amazing Asia</b><br/><i>How diverse is the continent of Asia?</i></p> <p>Key geographical concepts of sustainability and climate change embedded in a tour of Amazing Asia.</p> | <p><b>Amazing Asia</b><br/><i>How diverse is the continent of Asia?</i></p> <p>Key geographical concepts of sustainability and climate change embedded in a tour of Amazing Asia.</p> | <p><b>The UK</b><br/><i>How well do you know the UK?</i></p> <p>A study of the physical and human geography of the UK</p> | <p><b>The UK</b><br/><i>How well do you know the UK?</i></p> <p>A study of the physical and human geography of the UK</p> <p><b>Shaping the landscape</b><br/><i>How does erosion shape our land?</i></p> <p>A study of erosional processes. Includes coastal, fluvial and glacial erosion. RHB fieldwork</p> | <p><b>Shaping the landscape</b><br/><i>How does erosion shape our land?</i></p> <p>A study of erosional processes. Includes coastal, fluvial and glacial erosion. RHB fieldwork</p> |
| French    | <p><b>Introducing myself!</b><br/>Bonjour, comment ça va?</p> <p><b>School equipment</b><br/>Dans mon sac ....?</p>  | <p><b>Likes and dislikes</b><br/>Qu'est-que tu aimes?</p> <p><b>Descriptions</b><br/>Je me decrie ...?</p>   | <p><b>Pets</b><br/>Tu as un animal?</p> <p><b>My family</b></p>   | <p><b>Where I live</b><br/>Tu habites ou?</p> <p><b>Weather</b><br/>Il fait beau?</p>                                     | <p><b>Opinions</b><br/>Qu'est-ce tu aimes faire?</p> <p><b>Personalities</b><br/>Je suis ...?</p>   | <p><b>French music and film</b><br/>Qu'est-que tu regardes?</p> <p><b>Opinions/Reasons</b><br/>Ce-que j'aime ...?</p>   |

|        |  | <p><b>Pets</b><br/>Tu as un animal?</p> <p><b>Christmas</b><br/>Noel c'est comment en France?</p>  | <p>Qui est dans ta famille?</p>  | <p><b>Food and Drink</b><br/>Qu'est-que tu aimes?</p>  | <p><b>Descriptions</b><br/>Je suis ...?</p>  |  |
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| German | <p><b>Hallo! – Introduction to German basics</b></p> <p><b>Wer bin ich? (Who am I?)</b></p> <p>Language (Themes / Topics / Vocab):</p> <ul style="list-style-type: none"> <li>• Greetings and how you feel</li> <li>• Basic personal info (name, age, where you live)</li> <li>• Basics (colours / numbers / alphabet, countries)</li> <li>• Phonics – German sounds and spellings</li> <li>• Intercultural understanding: Germany / German / the Germans</li> </ul> | <p><b>Hallo! – Introduction to German basics</b></p> <p><b>Wer bin ich? (Who am I?)</b></p> <p>Language (Themes / Topics / Vocab):</p> <ul style="list-style-type: none"> <li>• Greetings and how you feel</li> <li>• Basic personal info (name, age, where you live)</li> <li>• Basics (colours / numbers / alphabet, countries)</li> <li>• Phonics – German sounds and spellings</li> <li>• Intercultural understanding: Germany / German / the Germans</li> </ul> | <p><b>Ich bin ein Star! – Securing and developing the basics of German</b></p> <p><b>Kannst du dich und deine Familie beschreiben? (Can you describe yourself and your family?)</b></p> <p>Language (Themes / Topics / Vocab):</p> <ul style="list-style-type: none"> <li>• Greetings and how you feel</li> <li>• Basic personal ID (name, age, where you live, birthday)</li> <li>• Saying what you have and describing things you have</li> <li>• Basics (colours / days / months /</li> </ul> | <p><b>Ich bin ein Star! – Securing and developing the basics of German</b></p> <p><b>Kannst du dich und deine Familie beschreiben? (Can you describe yourself and your family?)</b></p> <p>Language (Themes / Topics / Vocab):</p> <ul style="list-style-type: none"> <li>• Greetings and how you feel</li> <li>• Basic personal ID (name, age, where you live, birthday)</li> <li>• Saying what you have and describing things you have</li> <li>• Basics (colours / days / months /</li> </ul> | <p><b>Kevin das coole Kaninchen</b></p> <p><b>Was machst du gern? (What do you like doing?)</b></p> <p>Language (Themes / Topics / Vocab):</p> <ul style="list-style-type: none"> <li>• Revision of basics: (Name / Age / Where you live / Birthday)</li> <li>• Pets / Family</li> <li>• Looks / Character / Personality</li> <li>• Free time activities / Hobbies</li> <li>• Some German words for different kinds of Food and Drink</li> <li>• Saying when you do something (Days /</li> </ul> | <p><b>Kevin das coole Kaninchen</b></p> <p><b>Was machst du gern? (What do you like doing?)</b></p> <p>Language (Themes / Topics / Vocab):</p> <ul style="list-style-type: none"> <li>• Revision of basics: (Name / Age / Where you live / Birthday)</li> <li>• Pets / Family</li> <li>• Looks / Character / Personality</li> <li>• Free time activities / Hobbies</li> <li>• Some German words for different kinds of Food and Drink</li> <li>• Saying when you do something (Days /</li> </ul> |

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|           |  |  | <p>numbers / alphabet, countries)</p> <ul style="list-style-type: none"> <li>• Pets &amp; family</li> <li>• Physical descriptions &amp; character</li> </ul>  | <p>numbers / alphabet, countries)</p> <ul style="list-style-type: none"> <li>• Pets &amp; family</li> <li>• Physical descriptions &amp; character</li> </ul>   | <p>Months / Seasons / Times of Day)</p> <ul style="list-style-type: none"> <li>• Saying where you do something (in / on / at ...)</li> <li>• Simple opinions</li> </ul>  | <p>Months / Seasons / Times of Day)</p> <ul style="list-style-type: none"> <li>• Saying where you do something (in / on / at ...)</li> <li>• Simple opinions</li> </ul>   |
| P.E.      | <p>Outwitting opponents; develop fundamental skills, learn to choose, combine and perform skills with fluency, consistency, accuracy and quality.</p> <p>How can we succeed defensively?</p> | <p>Outwitting opponents; develop fundamental skills, learn to choose, combine and perform skills with fluency, consistency, accuracy and quality.</p> <p>How can we succeed offensively?</p> | <p>Fitness &amp; Badminton; Develop flexibility, cardiovascular fitness, muscular endurance, strength and body composition. Hand eye coordination; agility and balance; developed through skill isolation and game play.</p> <p>Can you name the basic rules of net and wall games?</p> | <p>Fitness &amp; Badminton; Develop flexibility, cardiovascular fitness, muscular endurance, strength and body composition. Hand eye coordination; agility and balance; developed through skill isolation and game play.</p> <p>Can you demonstrate stretches and identify the working muscle?</p> | <p>Athletics , Tennis and Cricket / Rounders; Develop different skill areas; throwing, jumping, running (long &amp; short distance). Striking &amp; Fielding practices; develop control and safe and effective throwing and catching techniques.</p> <p>Can you name a wide range of track and field events?</p> | <p>Athletics , Tennis and Cricket / Rounders; Develop different skill areas; throwing, jumping, running (long &amp; short distance). Striking &amp; Fielding practices; develop control and safe and effective throwing and catching techniques.</p> <p>Can you explain key words related to striking and fielding games?</p> |
| 3D Design | <p>Health and Safety Introduction</p> <p>Why is it important to follow the rules in the workshop?</p>  | <p>Key Tag</p> <p>How do you cut and shape plastic?</p>  | <p>2D Design “The Basics”</p> <p>What is CAD? How do we use it?</p>   | <p>Bookend</p> <p>Why is the saying “measure twice cut once” important?</p>  | <p>Bookend</p> <p>Why do you need to use joints in corners?</p>  | <p>Drawing Skills</p> <p>What are construction lines and why would you use them?</p>  |

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| Food Tech | <p>Health &amp; Safety and Hygiene Introduction</p> <p>Why is personal Hygiene important in the kitchen?</p>   | <p>Healthy foods and the eat well plate</p> <p>What do the different nutrients do for the human body?</p>  | <p>Weighing, measuring and Baking</p> <p>When baking, why is it important to maintain the correct ratios?</p>   | <p>The Great Scone Experiment</p> <p>Explain how one recipe can be adapted to make sweet or savoury products?</p>   | <p>Introduction to pastry</p> <p>Why are there different types of pastry? Can you name their properties?</p>  | <p>The Great Eskdale Bake off!</p> <p>Which three methods do we use to bake products?</p>  |
| Drama     | <p>Coach trip<br/>How do we create a character?</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Freeze frame</li> <li>• Hot seating</li> <li>• Role on the wall</li> </ul> | <p>Waxworks<br/>Can you create a story with your class which would engage an audience through a range of drama techniques?</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Freeze frames</li> <li>• Mime</li> <li>• Character development</li> <li>• slow motion</li> </ul> | <p>Mrs. Cole<br/>Can you see the same story from different points of view through performance techniques?</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Thought tunnel</li> <li>• Sound collage</li> <li>• Physical theatre/body propping</li> </ul> <p>Characters' point of view- empathy</p> | <p>Mission Impossible<br/>Physical theatre and dance<br/>How can we explore the language of movement to communicate meaning to an audience?</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Physicality</li> <li>• Movement</li> <li>• Timing</li> <li>• Musicality</li> <li>• Performativity</li> </ul> <p>Choreography</p> | <p>Say that again<br/>How can we use drama to highlight and challenge the issue of bullying?</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Script reading, performing and writing</li> <li>• Creating own scripted anti-bullying play</li> </ul> | <p>Keep it local<br/>How can we create our own performance based on a local story?</p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Taking a local story - Dracula</li> <li>• Create a trailer based on the story</li> <li>• Working within a genre</li> </ul> |
| Art       | <p>What is <b>mark making</b> and how can I develop my skills when using pencil?</p>   | <p>What is <b>mark making</b> and how can I develop my skills when using pencil?</p>   | <p><b>African Pattern</b><br/>How does culture influence art? Colour? Design?</p>   | <p><b>African Pattern</b><br/>How does culture influence art? Colour? Design?</p>   | <p><b>David Hockney</b><br/>What can David Hockney teach us about capturing the local landscape?</p>  | <p><b>David Hockney</b><br/>What can David Hockney teach us about capturing the local landscape?</p>   |
| PTE       | <p><b>The Island: origins of religion and belief</b></p>   | <p><b>The Island: origins of religion and belief</b></p>   | <p><b>Should religious buildings be sold to feed the starving?</b></p>  | <p><b>Did Jesus exist?</b></p>  | <p><b>What was so radical about Jesus?</b></p>  | <p><b>What is challenging about religious today?</b></p>   |

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|       | <p><b><i>What makes a religion?</i></b></p> <p>The Shipwreck</p> <p>Community rules</p> <p>Birth - Christianity</p> <p>Birth - symbolism</p> <p>Sikh wedding</p> <p>Christian wedding</p> <p>Death rites</p>  | <p><b><i>What makes a religion?</i></b></p> <p>Creation stories</p> <p>Holy buildings</p> <p>Holy Books</p>  | <p>Should religious people do more?</p> <p>What difference does the mosque make to Muslim life?</p> <p>What does the Sikh community do?</p> <p>See Jesus in the face of the poor</p>   | <p>FILM Miracle Maker</p> <p>Evidence from historians</p> <p>Archaeological evidence</p> <p>Turin Shroud</p>   | <p>What was Jesus like?</p> <p>Why did people have a problem with Jesus?</p> <p>Who were the Jewish people expecting?</p> <p>Radical Jesus</p>  | <p>Religious commitments</p> <p>Ummah and local mosque</p> <p>Jihad</p> <p>Sikhism</p>   |
| Music | <p><b>Singing</b></p> <p>What can we sing?</p> <p>Echo songs, rounds, part-songs, unison songs, signing songs.</p> <p>Introduction to the musical elements</p> <p><b>Skills</b></p> <p>Voice control</p> <p>maintaining own part</p> <p>memory skills</p> | <p><b>Beethoven</b></p> <p>How do you play the keyboard?</p> <p>Beethoven</p> <p>Ode to Joy</p> <p>Christmas songs</p> <p>Treble clef notes</p> <p>dynamics</p> <p>legato/staccato</p> <p><b>Skills</b></p> <p>Keyboard Skills;</p> <p>Reading music on the stave;</p> | <p><b>What are chords and how do you work out the chords in a key?</b></p> <p>Chords of a scale</p> <p>Rhythmic notation</p> <p>Primary and Secondary chords</p> <p>Reading a lead sheet</p> <p>tonality</p> <p><b>Skills</b></p> <p>Reading rhythmic notation</p> <p>Appraising skills</p> <p>Keyboard skills</p> <p>Playing chords</p> | <p><b>How do you play and compose in a Blues style?</b></p> <p>Walking bass</p> <p>12 bar blues chord sequence</p> <p>Blue notes</p> <p><b>Skills</b></p> <p>Guitar/keyboard skills</p> <p>Reading and playing chords</p> <p>Reading a lyric sheet</p> <p>Composing in a blues style</p> | <p><b>How do you compose in an impressionist style?</b></p> <p>Debussy</p> <p>La Mer</p> <p>Whole tone scale</p> <p>Pentatonic scale</p> <p>Pedal note</p> <p>semitone/chromatic</p> <p><b>Skills</b></p> <p>*Playing with expression - rubato and varying dynamics</p> <p>*Improvising</p> | <p><b>WCT 1 - Baroque</b></p> <p><b>How successful is your composing, using 3 motifs from Bach's Toccata in D minor.</b></p> <p><b>Singing revival</b></p> <p>D minor scale</p> <p>Motif</p> <p>Improvisation</p> <p>*Perform three motifs from Bach's toccata and Fugue in D minor</p> <p>*Keyboard Skills;</p> |

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|       | co-ordination (signing)<br>Reading music (basic)   | Keyboard skills –<br>hand position,<br>finger<br>numbers<br>Singing and playing<br>with dynamic<br>variation  |  |  |   | *Coordination –<br><br>Right and left<br>hand<br><br>*Singing skills  |
| PSHCE | <b>Transition, Change<br/>and our Eskdale<br/>Community</b><br><br>An introduction to the<br>Eskdale School<br>Community and the<br>Importance of finding<br>our best selves.<br>Includes an<br>introduction to<br>aspirations and<br>careers. | <b>Friendships, Respect<br/>and Relationships</b><br><br>Managing new and<br>changing friendships.<br><br>Self-worth, romance<br>and friendships<br>(including online) and<br>relationship<br>boundaries. | <b>Staying Safe online<br/>and Offline</b><br><br>Online safety<br>including gaming.<br><br>The effects of energy<br>drinks, alcohol,<br>smoking and e-cigs.<br><br>Financial Security | <b>Diversity</b><br><br>Multicultural Britain,<br>Equality and breaking<br>down stereotypes.<br><br>How to tackle<br>prejudice and<br>discrimination | <b>Puberty, Body<br/>Development and<br/>Health</b><br><br>Healthy routines,<br>influences on health,<br>puberty, unwanted<br>contact and FGM | <b>Politics, Parliament<br/>and Me</b><br><br>Why is politics<br>important?<br>How is our country<br>run?<br><br>Elections and<br>campaigning.<br><br>How money can be<br>managed |