



# YEAR 7 CURRICULUM LETTER SUMMER

Welcome to our Summer term Curriculum Letter. There are plenty of [extra-curricular](#) activities for students to get involved in this half term and many departments will be running exciting activities.

More general information about the curriculum can be found [here](#).

Students will be participating in an Activities Week towards the end of term - information has been sent to parents.

The departments that teach your child have contributed below to let you know what students will be studying this term.

## ART

A series of given 'One Offs' that 'test' pupils' abilities having had two full terms of secondary school Art, taught by a subject specialist. Re-covering of any concepts felt in need of re-emphasis from earlier in the year. Observational drawings in various media at the discretion of the teacher.

## COMPUTER SCIENCE

Unit 04 - Flowol (Sequencing Instructions in an Applied Context).  
Unit 05 - Small Basic Programming.

## CAREERS

As part of their PSHE lessons where they will have an introduction to the World of Work.

## DRAMA

Scripted work: 'The Tree' and Greek Theatre.

## ENGLISH

The first half of this summer term concentrates on writing skills with a focus on transactional writing. A media text, 'The Lion, the witch and the wardrobe' is used as a stimulus to support student learning along with linked non-fiction extracts. Students will learn how to write an effective review and use powerful devices to achieve this.

In the second half of this term, students explore the text 'Frankenstein' in the form of the play but also with supportive extracts from the novel. The analytical task cements their ability to secure their understanding of the What, how, why form and whole essay structure. The linked imaginative task reinforces their skills from other units such as the Wonder Bridging unit thus allowing students to see the progression within their writing skills.

## FOOD & NUTRITION

Healthy Eating and final assessment.  
International cuisines.  
Making sweet and savoury dishes.

## GEOGRAPHY

In Geography lessons, students are immersing themselves in the lives of people of Kenya - learning about traditional lifestyles of Maasai tribes, the quality of life for people living in slums in Nairobi and finally the impacts of tourism in Kenya on the environment and local people.

Geography students will be finishing the year by investigating their local area of Torquay by looking at the Torbay's past and present connections and how it has changed over time. This topic will involve using Ordnance Survey map skills to interpret the landscape and human uses of the area.

## HISTORY

We will be studying the Tudors, from King Henry VII to Queen Elizabeth I (1485-1603).

## MATHEMATICS

Sequences and graphs - nth term, pattern sequences, co-ordinates and line segments, drawing graphs from tables.

Ratio and proportion - Writing ratios, sharing in a given ratio, proportional reasoning.

## MFL: FRENCH

Students will know how to use the future tense to describe their plans for the summer holidays.

## MFL: GERMAN

My friendship group - revising haben, sein and making comparisons.

Film Study:  
Das Wunder von Bern - revising personality traits and physical descriptions.

## MFL: SPANISH

EFilm study based on 'El libro de la vida' .

We will use this to describe: Family, Personal description, Personality descriptions, Opinions and reasons.

## MUSIC

Folk Music, Ensemble Skills 1 - creating and performing music as a group.

## PHYSICAL EDUCATION

Students in Year 7 rotate every 3 weeks which gives them 6 lessons per activity. So each group will have taking part in 2 of the following:

**Athletics** - Students will be introduced to basic athletic skills and develop an accurate replication. Students will develop the skills of sprinting, sustained running, jumping and throwing.

**Rounders** - Students will replicate and improve core skills in batting, bowling and fielding. Students will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs. Students should develop physical literacy/body movement competence and begin to accurately score games.

**Tennis** - Students will be able to demonstrate & use the correct grip and understand the ready position. Students will be able to accurately replicate a basic stroke and maintain a simple rally. They will understand the basic scoring and rules of a double game play. Students will develop their understanding of tactics and play shots within a rally more consistently.

## PSHE

PSHE is taught as part of the rotation. If students are being taught PSHE this half-term they will cover a range of topics including:  
Personal and British Values, Mental Well-Being, Basic First Aid, Personal Hygiene, Puberty, The Importance of Sleep, Body Image and the Media and Bullying.

## RELIGION, PHILOSOPHY & ETHICS

What might it mean to be a British Sikh?

Many students will not have learnt about Sikhi before and so this unit this will be an introduction to some key beliefs, concepts, and values. The emphasis throughout is on how these beliefs and values might impact on the actions of Sikhs in Britain and on why there is diversity within Sikhi. Students will revisit Sikhi in the year 8 unit “Good, bad, right, wrong? How do I decide?”

## SCIENCE

**Biology:**

Cells, Reproduction, Producers, Ecosystems.

**Chemistry:**

Practical skill introduction, Particle model, Separating mixtures, acids and alkali's.

**Physics:**

Energy; Thermal energy transfers 1, Forces 1, Solar System.

## TEXTILES

In the summer term, the focus is on Making. Students are realising their learning from design to product as they make individually designed phone cases, decorated using applique and stitch.

