

St Michael's Prep School



**Curriculum Overview  
Trinity Term 2019 - 20  
Year 7**

## Curriculum Overview

### Year 7



This document identifies the topics covered across the curriculum in the Trinity Term of Year 7. Useful websites for further exploration at home are included and book recommendations are identified in red text.

Subject	Trinity Term
<b>Art</b>	<ul style="list-style-type: none"><li>• Online Learning: Art Challenges</li><li>• Winter Landscapes: PPT sent each week with drawing/art exercises and research tasks</li><li>• Spaces &amp; Places</li><li>• Research: Ian Murphy</li><li>• Painting techniques</li><li>• Drawing techniques</li></ul> <p><a href="http://www.tate.org.uk/">www.tate.org.uk/</a> <a href="http://www.moma.org/">www.moma.org/</a> <a href="http://www.nationalgallery.org.uk/">www.nationalgallery.org.uk/</a> <a href="http://www.haringkids.com/">www.haringkids.com/</a></p>
<b>DT</b>	<ul style="list-style-type: none"><li>• Online Learning:</li><li>• Extended tasks</li><li>• PPT sent each week with design exercises and research tasks</li><li>• Online DT Challenges</li><li>• Bug Hotel</li></ul>
<b>Drama</b>	<ul style="list-style-type: none"><li>• Students created a series of questions for the strategy of Hot Seating to be applied to the protagonist of the devised story studied in the Lent Term. They then performed as the Boy answering those questions. They then designed a poster for the imagined production. Finally, they began to look at expanding the character by considering relaxation processes and developing a series of questions about an invented character using the theatre practitioner Stanislavski's idea of the "Magic If."</li></ul>

- CFT version of Beauty and the Beast. Then they designed and created a puppet for a puppet theatre version of the story. Next, they devised answers to a series of questions about the play's characters using the theatre practitioner Stanislavski's idea of the "Magic If." Finally, they designed a set element (the castle) for the production , and a poster for the production.

## English

- Novel study: Trash  
[www.bbc.co.uk/bitesize/ks3/English](http://www.bbc.co.uk/bitesize/ks3/English)  
[www.oxforddictionaries.com/words/spelling](http://www.oxforddictionaries.com/words/spelling)  
[www.timestutorials.co.uk](http://www.timestutorials.co.uk)  
[www.edplace.com](http://www.edplace.com)

## French

- Studio 2 - Hobbies (module 1), Talking about:
  - Television
  - Films
  - Reading
  - The internet
- Revision of the present tense of all verbs
- Introduction to the perfect tense
- End of unit tests in writing /listening/reading
- Introduction to German

Without password:

[www.education.vic.gov.au/languagesonline/french/french.htm](http://www.education.vic.gov.au/languagesonline/french/french.htm) (Language online)

<http://www.bbc.co.uk/schools/primarylanguages/french/>

[www.linguascope.com](http://www.linguascope.com)

Elementary level for vocabulary learning and consolidation

Intermediate level for Y7 advanced and Y8 CE

[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) (Studio 1 and 2)

Students in Y5-Y8 will have access to the textbook used in class to revise vocabulary and revisit the lessons from home

[www.vocabexpress.com](http://www.vocabexpress.com)

## Games

- Girls –Cricket and Rounders
- Pairs Kwik Cricket, basic skills: bowling, batting, fielding, throwing and catching and wicket keeping. Basic rules.
- Rounders: brief work on throwing and catching, hitting. Positions. Tactics.
- Boys – Cricket: Batting, bowling, spin bowling, fielding, backing up, throwing, wicket keeping, tactical awareness and role of the Captain. Appropriate match practice and Laws of the game.

[svcc1734.org/](http://svcc1734.org/)

[www.holmesdalecricketclub.co.uk/](http://www.holmesdalecricketclub.co.uk/)

[www.7oaks-ac.org.uk/](http://www.7oaks-ac.org.uk/)

[www.7oakstriclub.co.uk/](http://www.7oakstriclub.co.uk/)

[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

## Geography

- Ordnance map skills
- 4 and 6 grid referencing, 16-point compass. Measuring distance techniques.
- Contours and relief
- Creating 3D contour models.

<https://www.oakabooks.co.uk/collections/geography>

## History

- The Murder of Thomas Becket
- The Black Death

[www.bbc.co.uk/bitesize/ks3/history/middle\\_ages](http://www.bbc.co.uk/bitesize/ks3/history/middle_ages)

*Understanding History 1, Taylor, Shuter, Child & Hodge*

*History for CE: Medieval Realms – Britain 1066-1485, Bob Pace*

## ICT

- Code Combat parts 1 & 2
- Students also have access to CodeMonkey and TypingClub which are web based and instructions sent via SeeSaw.

## Latin

- Stages 9 and 10 of Cambridge Latin Book 1
- The dative case
- Verbs that take the dative case
- Subject pronouns and all forms of the verbs
- Roman Baths, Education and Rhetoric

[www.cambridgescp.com](http://www.cambridgescp.com)

<https://www.memrise.com>

[Easy Latin Puzzles by Julian Morgan](#)

[Make this Roman fort/villa two model books by Iain Ashbourne](#)

## Maths

- Probability – review and extension
- Geometry/Measure - Transformations (revise rotation, reflection, translation), enlargement
- Algebra – review of previous terms' work and extension
- Data - Conversion graphs, scatter graphs, line of best fit, correlation
- Speed, distance, time
- Revision – various topics as needed
- Problem solving in all above areas and CE practice
- Questions from scholarship papers for potential scholars

MyMaths <http://www.mymaths.co.uk>

BBC Bitesize KS3 Maths <http://www.bbc.co.uk/education/subjects/zqhs34j>

<http://nrich.maths.org/secondary-lower>

[Mrs J Rules – simple self-help maths book, helpful for years 3-6 and those who find maths a challenge in years 7 and 8](#)

[Maths Dictionary by Peter Robson – helpful for all pupils for reference and to assist parents in keeping up with maths terminology](#)

[The 13+ Maths Study Book for CE by CGP – helpful for year 7 and 8 pupils. Contains whole common entrance syllabus. Provided to all Year 8 pupils on loan.](#)

## Music

### **Understanding Musical Texture**

In this unit pupils will learn to identify the main kinds of textures and layers used in music. They will demonstrate their knowledge and understanding through selected listening, performing tasks and

compositions. There will be opportunities to use music technology and to work collaboratively on developing new pieces.

<http://interactivesites.weebly.com/virtual-instruments.html>

<http://www.sphinxkids.org/>

<http://www.soundjunction.org/>

<http://soundation.com/>

PE

- Athletics – Further development of all track and field events, including measuring run-ups, improved technique for high jump, tactics for longer distance running. Introduction of shot put and javelin.

PSHE

- Wellbeing – Respect – Yourself and others
- Consumer issues
- Divorce and relationships
- World issues – How does this affect us

RS

- The Creation
- The Environment
- Special topic focus: The Ethics of Human Treatment of the Environment

[www.bbc.co.uk/ethics/introduction/intro\\_1.shtml](http://www.bbc.co.uk/ethics/introduction/intro_1.shtml)

[www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Science

### **Biology**

- Interdependence: classification, feeding relationships, pyramids of number and biomass, changes in ecosystems, predator-prey cycling, human impact on ecosystems, food security.

<https://www.bbc.com/bitesize/guides/zq4wjxs/revision/1> (Food chains and food webs)

### **Chemistry**

- Elements and Compounds: elements and compounds; atoms and molecules; chemical symbols; naming compounds; simple chemical formulae.

<http://www.bbc.co.uk/education/guides/zt2hqv4/revision> (Atoms, elements and compounds)

### **Physics**

- Sound: sound waves; volume and pitch; auditory ranges.

<https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z8mmb82> (What are sound waves?)

<https://www.bbc.co.uk/bitesize/guides/z8d2mp3/revision/1> (Sound waves)

- Light: transmitted light; reflection; refraction; colours.

<https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z27mgdm> (What are light waves?)

<https://www.bbc.co.uk/bitesize/guides/zq7thyc/revision/1> (Light waves)

<https://www.bbc.co.uk/bitesize/topics/zw982hv/articles/z7rtng8> (What is colour?)

Doddle: [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk)

The children have been given individual usernames; password = password

AQA KS3 Science 1, Hodder Education

AQA KS3 Science 1 Know and Apply Practice Book, Hodder Education

Useful resources for a variety of subject areas: [www.espresso.co.uk](http://www.espresso.co.uk) (Log in details = ID: Student32965, Password: password1)

Information relating to national curriculum expectations: <https://www.gov.uk/national-curriculum/overview>



## Structure of the School Day

Activity	Time	Notes
Registration (DEAR on some days)	8.20-8.40	Children sent up from the playground from 8.15am
Form/Ass/Chapel/Singing Practise	8.40-9.00	
1	9-9.35	Lesson 1
2	9.35-10.10	Lesson 2
3	10.10-10.45	Lesson 3
Break	10.45-11.15	
4	11.15-11.50	Lesson 4
5	11.50-12.25	Lesson 5
6	12.25-13.00	<b>Lesson 6 &amp; Lunch for Y3&amp;4 on <u>Wednesday</u></b>
Lunch session 1	1.00-1.35	Year 3 to lunch from 1.00pm and then other year groups are called as the queue diminishes
Lunch session 2 <b>(except Wednesday for Y3&amp;4)</b>	1.35-2.10	Continuation of lunch
7	2.10-2.45	Lesson 7
8	2.45-3.20	Lesson 8
9	3.20-3.55	Lesson 9
End of day	3.55-4.00	Pack up bags and go home or sandwiches before activity
	4.00-4.10	Sandwiches (activity children only) or home at 4.00
Activities	4.10-5.00	