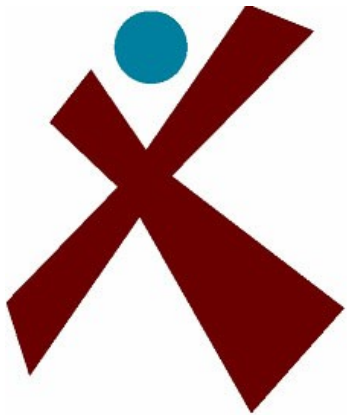
The background features a large, stylized number '7' in a dark purple color. Behind the '7' are concentric circles in shades of light blue and pink. Three children are standing in front of the '7'. On the left is a young boy with blonde hair, wearing a maroon sweater over a light blue collared shirt and black trousers, carrying a black messenger bag. In the center is a taller boy with brown hair, wearing a grey zip-up jacket over a white t-shirt and dark blue jeans, holding a red bucket. On the right is a girl with blonde hair, wearing a black sweater over a light blue collared shirt and black tights, carrying a blue and white striped tote bag.

**'What will I be
learning
in Year 7?'**

2010–2011



Sprowston Community High School
Specialist School for Performing Arts & Media

Year 7

A typical Year 7 timetable shows that in a fortnight a student has the following number of lessons

Core Subjects

English – 6

Maths – 6

Science – 6

Art - 2

CZ – 1

Drama – 2

Geography – 2

History – 3

ICT - 2

MFL – 5

Music – 2

PE – 4

Personal Social Health Education – 2

RS - 2

Tech – 5

Students are set in Maths, Science and MFL and taught in tutor groups for most groups except technology where there is a limit on the group size and PE where students are taught in single sex groups.

The following is a synopsis of what is being covered in each subject area, which skills are being employed and the homework set.

Any subject queries should be addressed to Heads of Faculty. The Heads of Faculty are;

English Department- Mr M Cotter

Humanities Department- Mr J Allerhand

MFL Department- Ms M C Sells

Vocational Education- Mr J Reeve

PE Department- Miss S Leeds

Science Department- Mr J Oakley

Drama Department- Ms D Money

Art Department- Ms R Mason

Design & Technology Department- Mr G Parker

Maths Department- Mr T Daunt

ICT Department- Mrs E Shephard

The Arts- Elaine Humpleby

English

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	Me, Myself and I Looking at features of autobiographical writing	Reading and creative writing which is clear and accurate	Through a writing piece about myself.	Autobiography Task: Exploring biography and autobiography key features.
	Activity Day Leaflet Looking at the language used in leaflets.	Reading and Writing	Producing a leaflet about my trip to Whitlingham Broad	Collecting leaflets for analysis.
	Poetry Looking at a range of poetry types.	Reading, Writing, Presenting and discussion	Producing an anthology of your own poetry.	Gathering poems/favourite poems to share with the class.
	The Novel Reading and writing tasks based on the novel.	Reading and Writing Empathy	A reading task based on the novel.	Researching the context of the novel e.g. social/historical or current affairs linked to the novels themes.
Spring	Non Fiction Writing (to include newspapers) Analysis of non fiction texts.	Reading a range of non-fiction texts focusing on topic audience and purpose.	Writing my own non fiction, focusing on the topic, your audience and the purpose.	Reading a range of newspapers and collecting interesting articles. Opportunity for independent research to write non-fiction text for assessment.
	Speaking and Listening. Individual	Presenting and speaking clearly.	An individual talk	Reading Challenge and preparing book talk.
	Myths and Legends Reading myths and legends	Reading and writing Being creative	Writing my own but emphasising peer/self assessment.	Creating own Greek myth characters. APP writing assessment (completion).
Summer	Media Unit Reading and aspect of the media	Reading media texts	I will write about a media text	
	Shakespeare An introduction to Shakespeare with focus on drama	Reading and understanding character/language	Through drama A speaking and listening assessment	Researching modern adaptations of Shakespeare plays.
	Shared texts - Stories, Drama and Poetry around a theme with some pre 1914 element. Study of a selection of texts which have something thematic in common.	Reading and Writing different texts.	My first comparison of	Research task(s): Historical, Social and Cultural Context.

Maths

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	Algebra 1 Sequence and Functions	Generating and describing simple integer sequences. Finding sequences given practical situations. Using letter symbols to represent unknown numbers or variables.	End of module test. Describing the rules of a sequence. Finding terms of a sequence. Using function machines. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating where sequences and functions are used in everyday situations.
	Number 1 Place value, integers and calculations	Using decimal notation and place value. Comparing and ordering decimals in different context. Ordering, adding and subtracting positive and negative integers. Adding and subtracting decimals. Mental calculations. Interpreting the display on a calculator.	End of module test. Making numbers given digits. Placing numbers on a number line. Ordering numbers. Adding and subtracting positive and negative numbers and decimals. Multiplying and dividing by powers of 10. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating place value, integers and calculations in everyday situations. Independent booklet Number 1 Sorting Diagrams 2
	Shape Space and Measure 1 Perimeter and area. 2D and 3D shapes	Using names and abbreviations of units of measurement to measure and calculate answers to problems involving length and area. Using formula for area of a rectangle. Converting one metric unit to another. Reading and interpreting scales on instruments. Using 2-D representation to visualise 3-D shapes.	End of module test. Calculating perimeter and area of given shapes. Using correct units to describe lengths. Converting from one metric unit to another. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating how perimeter, area, 2D and 3D shapes are important and used in everyday situations. Independent booklet Areas, Perimeter, Money, Time, Mass and Measures 1 & 2
	Number 2 Fractions, decimals and percentages	Describing parts of shapes in fraction form. Simplifying fractions, identifying equivalent fractions. Converting between decimals, fractions and percentages. Adding and subtracting fractions. Multiplying a fraction by an integer. Calculating fractions and percentages of quantity and measurement. Comparing fractions, decimals and %.	End of module test. Describing shaded area of a shape as a fraction. Writing equivalent fractions. Calculating fractional, decimal and percentage amounts of integers. Converting between fractions, decimals and percentages. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating the use of fractions, decimals and percentages in everyday situations. Independent booklet Fractions 1 and 2
	Handling Data 1 Processing, representing and interpreting data. Probability	Finding the mode, median, mean and range of data. Modal class for grouped data. Using a frequency table. Interpreting diagrams and graphs. Using probability to explain the likelihood of an event occurring. Finding all possible outcomes of an event.	End of module test. Finding mode, median, mean and range of given data. Writing probabilities on a probability line. Calculating probabilities. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating data and probability in everyday situations. Independent booklet Probability 1 Graphs 1 Sorting Diagrams
	Algebra 2 Expressions and formulae	Using letter symbols to represent unknown quantities Using algebraic operations. Simplifying expressions by collecting like terms. Multiplying a bracket by a single term. Substituting into a simple expression and formulae.	End of module test. Writing expressions. Substituting into an expression. Simplifying expressions. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating formulae in everyday situations.

Spring	Shape Space and Measure 2 Angles, shapes and Coordinates	Using correct vocabulary. Labelling lines, angles and shapes correctly. Estimating angles. Using a protractor to measure angles. Identifying different types of lines and 2D shapes. Using facts about angles. Writing coordinates of points	End of module test. Correctly naming types of angles. Calculating angles. Identifying types of lines and 2D shapes. Drawing lines and angles. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating where and how angles, shapes and coordinates are used in everyday situations. Independent booklet Shapes
	Handling Data 2 Specifying, planning, collecting, processing, representing and interpreting data	Reading information. Deciding on which data is relevant to an enquiry. Collecting and organising small sets of data. Designing a data collection sheet or questionnaire. Constructing and interpreting tables, charts and graphs.	End of module test. Writing a questionnaire. Completing a frequency table. Drawing a charts and graphs. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating data use in everyday situations. Independent booklet Graphs 2
	Number 3 Place value, four operations	Using decimal notation and place value. Multiplying integers by 10, 100 and 1000. Dividing integers by 10, 100 and 1000. Using the four operations in calculations involving integers and decimals. Using the order of operations including brackets in calculations. Mentally calculate answers. Using a calculator correctly.	End of module test. Multiplying and dividing by powers of 10. Multiplying and dividing integers. Multiplying a decimal by a decimal. Dividing a decimal by an integer. Estimate answers. Inputting and reading a calculator display correctly. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating place value and four operations in everyday situations. Independent booklet Number 2 and 3
	Algebra 3 Integers, powers and roots Sequences, functions and graphs	Using multiples, factors, common factors and primes. Recognising types of numbers. Generating and describing integer sequences. Generating terms of a sequence given a rule. Generating sequences from practical contexts. Drawing mapping diagrams. Generating coordinate pairs that satisfy a linear rule. Plotting graphs of linear functions.	End of module test. Describing numbers correctly. Completing a sequence in the form of table. Writing a sequence given the rule. Writing the rule for a sequence. Finding a rule given input and output of a function machine. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating why integers, powers and sequences are used in everyday situations.
	Shape Space and Measure 3 Lines, angles, triangles and quadrilaterals. Construction	Identifying different types of lines. Using angle facts of a point and lines. Identifying and using angle, side and symmetry properties of triangles and quadrilaterals. Using a ruler and protractor to measure and draw lines, angles and construct triangles. Solving geometrical problems.	End of module test. Calculating angles in a given shape. Naming 2D shapes. Constructing perpendicular and parallel lines. Constructing triangles. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating construction of angles, line and polygons in everyday situations. Finding examples of polygons. Independent booklet Symmetry
	Number 4 Fractions, decimals, percentages, ratio and proportion	Recognising the equivalence of fractions, decimals and percentages. Calculating percentages and using percentages to compare amounts. Writing ratio in its simplest form. Dividing a quantity into two parts given a ratio.	End of module test. Converting between fraction, decimals and percentages. Calculating a fractional, and percentage amount of a given quantity. Writing a ratio in its simplest form Calculating a ratio amount. Order fractions, decimals and percentages. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating the use of fractions, decimals, percentages and ratios in everyday situations.

Summer	Algebra 4 Equations, formulae and identities	Using letter symbols to represent unknown numbers. Using algebraic operations. Simplifying linear algebraic expressions by collecting like terms. Multiplying a single term over a bracket. Constructing and solving linear equations.	End of module test. Writing expressions. Simplifying expressions. Completing statements. Solving equations. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating the use of equations and formulae in everyday situations.
	Shape Space and Measure 4 Transformations and symmetry	Using correct notation associated with reflections, translations and rotations. Drawing reflections, translations, rotations. Drawing lines of symmetry.	End of module test. Plotting coordinates. Reflecting points. Stating lines of symmetry. Translate, reflect and rotate a given shape. Describing transformations. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating the use of transformations and symmetry in everyday situations. Independent booklet Coordinates
	Handling Data 3 Handling data and Probability	Constructing bar line graphs. Interpreting and drawing diagrams and graphs. Finding mode, median, mean and range of given data. Finding the modal class. Comparing distributions using appropriate information Writing a statistical report. Using the probability scale from 0 to 1. Finding probabilities. Using experimental probability.	End of module test. Calculating mode, median, mean and range. Constructing a pie chart. Commenting on given data. Listing possible outcomes of an event. Placing event on a probability scale. Calculating probability of events. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating where probability is used in everyday situations. Independent booklet Probability 2
	Number 5 Integers, powers, roots, fractions, decimals and percentages	Rounding positive whole numbers to nearest 10, 100 or 1000. Rounding decimals nearest whole number or one decimal place. Using tests of divisibility. Efficiently add and subtract whole numbers and decimals up to two places. Multiplying and dividing three digits by two digit whole numbers. Multiplying and dividing decimals with one or two places by a single digit whole number. Adding and subtracting fractions. Multiplying fractions by an integer.	End of module test. Rounding numbers to a given degree of accuracy. Multiplying two and three digit numbers by a two digit number. Dividing a decimal by a one or two digit integer. Dividing an integer by a decimal. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating where integers, powers, fractions, decimals and percentages are used in everyday situations. Independent booklet Decimals, Problems
	Algebra 5 Equations, formulae and identities. Sequence, functions and graphs	Constructing and solving linear equations with integer coefficients. Substituting positive integers into linear expressions. Deriving formulae. Generating sequences from practical contexts. Drawing straight line graphs.	End of module test. Solving an equation. Writing a formula. Drawing graphs given the equation or function. Writing a rule linking x and y. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating where equations and graphs are used in everyday situations.
	Shape Space and Measure 5 Geometrical reasoning. Transformations. Constructions	Solving geometrical problems involving angle, side and symmetry properties of triangles. Constructing quadrilaterals. Constructing nets of 3D shapes.	End of module test. Constructing nets of 3D shapes. Naming solids given the nets. Stating if a shape has any kind of symmetry. Stating the shape given their properties. Discussion with peers and teacher. Written work and group presentations.	Relevant chapter from homework book. Revision of class work. Work set from www.mymaths.co.uk www.samlearning.com Investigating how construction of shapes is used in everyday situations.

Science

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Biology	Cells and Microscopes	<p>What skills will I be practising? Science is a skill based subject. Throughout the year pupils will be working in small groups and completing practical tasks. Science also places a strong emphasis on teaching literacy, numeracy and ICT skills. Developing a broad accurate scientific vocabulary is essential to understanding and explaining scientific concepts.</p> <p>Understanding science will also involve your child developing his/her Learning and Thinking Skills and sometimes the Learning Objective of a lesson will focus on these.</p> <p>Learning and Thinking Skills include:</p> <p>Independent Learning e.g. Research</p> <p>Team Working e.g. Practicals</p> <p>Effective Participation e.g. Taking part in discussions</p> <p>Self Managing e.g. Working towards long term goals or completing extended homework tasks.</p> <p>Reflective Learning e.g. Evaluating practical procedures and analysing data</p> <p>Creative Thinking: e.g. Children developing their own theories and ideas based on observation, data and evidence.</p>	<p>How will I be assessed and what will I be assessed on? There will be an end of module test for each unit. These marks will be recorded and will help us monitor your child's progress.</p> <p>Every half term your child will be asked to complete an extended piece of homework which will be peer and self assessed. They will then be asked to improve this work before it is finally assessed by the teacher.</p> <p>All the assessed homework tasks are available on FRONTER. Other Independent Learning tasks can be accessed by following the link to MOODLE</p> <p>In addition students will be asked to do short homework tasks throughout the year. These will not necessarily be written tasks.</p>	
	Reproduction			
	Ecology			
	Variation			
Chemistry	Acids and Alkali			
	Chemical Reactions			
	Particle Reactions			
	Solutions			
Physics	Energy Resources			
	Circuits			
	Forces			
	Space			

Art – within art the themes can last for a term or a term and a half and can change each year, but the new skills introduced remain the same and are developed further in subsequent years alongside additional new skills. The order in which the skills are delivered in each year is at the discretion of individual teachers and the availability of resources.

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
	Observational Drawing Colour Theory Portraiture Printmaking The work of selected artists Formal Elements	Using pencils to show line & tone Mixing and using different paints/colours Drawing self portraits Mono Print techniques Analysing the work of others	Continual assessment as work develops focusing on the skills being used and assessment of final pieces.	Collection of images and objects, research into selected artists and their work.

Citizenship

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	School Community (Rights & Responsibilities)	Teamwork Communication Independent thinking Creative learning Self-managing homework tasks Independent enquiry	Independent project on how the problem of litter can be improved in our communities. Set at the beginning of the term and due in before the end of term. Own preferred learning style is encouraged as students have open-ended tasks. Marked according to national Curriculum levels.	See previous box.
Spring	Young people and the law (Rights and responsibilities, democracy and justice)	Teamwork Communication Independent thinking Creative learning Self-managing homework tasks Independent enquiry	Independent project on disciplining young people and should they go to jail. Set at the beginning of the term and due in before the end of term. Own preferred learning style is encouraged as students have open-ended tasks. Marked according to national Curriculum levels.	See previous box.
Summer	British Diversity (identities)	Teamwork Communication Independent thinking Creative learning Self-managing homework tasks Independent enquiry	Independent project on British Diversity. Set at the beginning of the term and due in before the end of term. Own preferred learning style is encouraged as students have open-ended tasks. Marked according to national Curriculum levels.	See previous box.

Drama

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	Getting to Know You	Working together to produce a piece of drama to show what you can already do	Working together, performing to an audience	
	Darkwood Manor	Improvisation, questioning, working in role, still images, sound collages	Working together, performing to an audience, use of voice and movement to create atmosphere and characters	Rehearsing together, finding or creating props
Spring	Dance/movement	Use of motif, different dance relationships	Creating and performing a group dance	
	Melodrama	Different stereotypical characters, asides, exaggerated acting style, basic script work in pairs (acting and reacting)	Working together, performing to an audience, use of voice and movement to create atmosphere and characters	Learning lines, rehearsing together, creating sound effects or finding background images
Summer	Working with script	Using script conventions to write a basic script, making basic directorial decisions, performing a short script using lines and stage directions,	Working together, performing to an audience, use of voice and movement to create atmosphere and characters	Learning lines, rehearsing together
	Creating a piece of drama	Using any/all the ideas explored this year to create a piece of drama to perform to an audience of their class or another class	Working together, performing to an audience, use of voice and movement to create atmosphere and characters	Rehearsing together, finding or creating props, sound effects and background images

Geography

This is the approximate order of the topics that we cover in Y7. However these may change, particularly if there is a major news story to investigate. One major homework task is set per term.

The details and resources will be posted on Fronter.

However staff will also set shorter tasks to encourage research and the learning of key ideas and locations.

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
	<p>Planet Earth You will learn about the structure of the Earth and the map of the world using quizzes and games. You will investigate how continents might have moved as an introduction to plate tectonics. You will investigate how you are connected to other parts of the world through the goods and services you use.</p>	<p>Internet research and atlas skills</p> <p>Thinking skills – solving puzzles</p> <p>Literacy</p> <p>ICT</p>	<p>Your 'logo homework' will be assessed. We will look at your effort, research and presentation.</p> <p>Assessment of your knowledge of the location of places</p>	<p>You will complete a 'logo homework' – a project researching the goods and services you use over a day that have logos and where they are made.</p>
	<p>Investigating Gum ... You will work in a team as a gum-making factory to help you learn how a business is run and how this relates to geography and jobs. You will investigate the problem of gum around the school and make decisions about the solutions to the problem</p>	<p>Teamwork, speaking skills, numeracy</p> <p>How to carry out an investigation – data collection and presentation, report writing</p> <p>Decision making and map skills</p>	<p>Your investigation into the gum problem will be assessed. We will look at your data collection, presentation of maps and graphs and your report.</p>	<p>You will continue to improve your knowledge of places by using recommended internet map games or our 'maps' booklet. Shorter homeworks will be set to help you learn key words and ideas and the location of places.</p>
	<p>Tracking Britain and getting to know the map In this unit you will learn how the Island of Britain came to be located where it is and how it became an island. You will increase your knowledge of where places are in Britain</p>	<p>Map skills</p> <p>Thinking skills</p> <p>Report writing</p>	<p>Assessment of your knowledge of the location of places</p> <p>Your homework project will be assessed – including effort and creativity</p>	<p>You will be given a choice from a list of longer homework tasks. Your chosen task will allow you to investigate your local area and use your creative skills.</p>
	<p>Where did people come from to settle in Britain? Where did they choose to live? You will investigate the different groups of people who have settled in Britain and how people in the past chose where to live. You learn how cities like Norwich have grown to be like they are today by carrying out a simulation task.</p>	<p>Internet research</p> <p>GIS – using Google Earth and Streetview</p> <p>Timelines</p> <p>Thinking skills and decision making/ simulation</p> <p>Map and photo interpretation</p>	<p>Your decision making task into how people choose where to live will be peer assessed</p>	<p>You will continue to improve your knowledge of places by using recommended internet map games or our 'maps' booklet.</p>
	<p>Coast detectives ... You will investigate Britain's spectacular coastline and how it came to be like that</p>	<p>Creativity – for example, making photo animations, models, a movie or Power Point presentation</p> <p>OS map and photo interpretation, including using GIS</p> <p>Literacy</p>	<p>Formal assessment of reports / mapwork</p>	<p>Shorter homeworks will be set to help you learn key words and ideas or the location of places.</p>
	<p>Geography in the news When important events occur that are connected to geography we will stop what we are doing to investigate them.</p>	<p>Research, report writing, map skills, speaking skills</p>	<p>Depending on the event you will probably be asked to do research and create a report that may be assessed.</p>	<p>Depending on the event you will probably be asked to do research and create a report that may be assessed.</p>

History

Use Schoolhistory.co.uk and www.mrbright.co.uk for additional resources.

2 terms spent on Medieval realms	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
	Chronology Skills (Chronology)	Creative Thinkers	Sorting exercise on key events leading up to Battle of Hastings	
	Battle of Hastings (Chronology)	Creative Thinkers	Research key stages of the battle Role-Play	
	Why did William win? (Causation)	Self Assessment	Formal Assessment	Formal Assessments Write essay on Why William won?
	How did the Normans change England? (Change and Continuity)	Group Work	Memory game on Motte & Bailey Castles Design castle board game	SAM Learning tasks on key changes made by the Normans
	Who holds Power? Crown V Church (Cultural, Ethnic and religious diversity)	Independent Learning	Research power & wealth of the Church using a variety of sources. Formal Assessment on the murder of Thomas Becket	Formal Assessments Write essay on who was responsible for Becket's death.
	The reputation of King John Significance of the legend of Robin Hood. Why did King John sign the Magna Carta? (Interpretation)	Group Work	Explore the reputation of King John and the legend of Robin Hood.	Study interpretations of King John (good King bad King).
	Black Death and peasants revolt (Significance)	Group Work Independent Learner	Explore the causes of the Peasants' Revolt. Focus on what happened in Norwich.	Formal Assessment: Compile a report on the Peasants' Revolt from a peasant's perspective.
1 Term spent on Black peoples of the Americas	Positive images/ Achievements of black people now and in the past (Cultural, Ethnic and religious diversity)	Team worker	Explore the significant contributions of African Americans to the development of modern America.	Research task: Gather evidence of the influence and impact of African Americans.
	Time-line from slavery to freedom (Chronology)			
	The role of racism/economics in triangular trade (Causation)	Group Work	Role-play on Triangular Trade	
	Why do historians disagree about conditions on the plantations? (Interpretation)	Creative Thinkers	Evaluate positive and negatives images of slavery and plantation life.	Describe a typical day in a slave's life.
	To what extent did slaves resist? (Significance)		Significance of Underground Railroad. Types and nature of resistance.	Write an account of the escape of Henry Box Brown.
	Emancipation: Did it bring real freedom? (Change and Continuity)	Discussion	Focus on the pace of change for African Americans from the end of the Civil War.	Formal Assessment on whether Emancipation brought about real improvements in the lives of African Americans.
	The role and significance of key individuals in protest/resistance (Significance)	Independent Learner	The significance of key individuals in the struggle for Civil Rights.	Research a key individual.

ICT

	What will I be learning about?	What skills will I be practicing?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	7.0 Introduction to ICT at Sprowston High School. Classroom expectations, use of the network. Computer misuse act.	Logging on to the system, Fronter (the Virtual Learning Environment) and Sam Learning.	ICT Basics Worksheet	ICT Basics Worksheet Sam Learning for Independent study. Preparatory homework is on a weekly basis for most units as lessons must concentrate on technical skills and not preparation of content.
	7.1 Using ICT Appreciation of audience, copyright and searching for multimedia files	Collecting Sound, Images and Text files. Word processing, desktop publishing and presentation software skills.	Creating a word processed document for a younger audience. Creating a Desktop Published document for an adult audience. Creating a multi-media presentation. Peer, self and teacher assessed.	Collecting appropriate images, text and sound files from the internet and save onto Fronter for use in lessons Sam Learning for Independent study
	7.2 Using the Internet Safety on line, Understanding internet search tools; Bias, validation and copyright; Creating a webquest.	Internet searching using search engines, key words, strings and Boolean operators. Creating a document with text and images and embedded hyperlinks.	Use of internet search tools and formation of search criteria for other to use in a webquest. Self, peer and teacher assessment.	Searching for appropriate information and images using search tools for use in lessons. Sam Learning for Independent study
Spring	7.3 Creating a Newsletter. Create a newsletter in groups. Practicing planning, group work and desktop publishing. Also using the VLE as a blog for group discussions about the project.	Creating text in a graphics program. Formatting text and text boxes in a desktop publishing document. Handling text files. Formatting background. Rotating and layering images.	Skills used in planning and production of the newsletter. Self, peer and teacher assessment.	Searching for appropriate information and images using search tools for use in lessons. Independent study includes the design, research and production of own newsletter.
	7.4 Spreadsheet and Data Modelling	Creating a simple spreadsheet; Practicing formulae; Replicate; Simple functions including SUM, MAX, MIN, AVE and IF	Production of a spreadsheet including simple formatting, formulae and functions. Planning, design and production of their own spreadsheet.	Design of own spreadsheet including research of expenditure to put in the spreadsheet and layout design.
Summer	7.5 Making a Movie	Making a movie using video and image clips. Adding captions, titles and credits for a movie for a particular purpose and audience.	Making the movie. Self and teacher assessment	Sam Learning for independent study of related topics
	7.6 Use of ICT in Society. Researching a topic of their choice and creating presentation material for the research content	Using software that they have used this year e.g. presentation, desktop publishing or movie maker, plan, design and develop a presentation on an ICT topic of choice to a chosen audience e.g. GPS to Year 6 audience	Use of research data, including editing skills and effectiveness of presentation. Creation of content e.g. digital photography, video and sound recording.	Collection of appropriate preparatory content including text, images, video and sound files

Please be aware that a new scheme of work is currently under development which will encompass most of the above activities. Students will be expected to research and collect content materials before nearly every lesson because of the need to concentrate of technical skills in lesson time. Homework will often be set to research on the internet. Where internet access is unavailable at home, at least one lunchtime a week will be set aside for ICT homework. During this lunchtime an ICT teacher will be available to support students who have problems accessing the course and also to catch up those who have missed lessons through illness. This is important as each unit is taught in a block that builds on skills from the previous lesson.

MFL

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn				
German	Greetings and Family	Discriminating between English and Foreign language sounds. Technique for memorising. Strategies to understand a text. Reading } Listening } - Constantly every week. Speaking } Writing } Memorising	End of unit test Formal testing of 2 skills every term, either reading, speaking, listening or writing	Linguascope and a tantot web sites. (Subscription numbers and log on details given to students).
Spanish	Introducing Yourself and School Subjects			
French	Greetings and Family			
Spring		Use previous knowledge to work out meaning. Asking questions. Write clearly.	End of unit test Formal testing of 2 skills every term, either reading, speaking, listening or writing	Linguascope and a tautot webb sites. (Subscription numbers and log on details given to students).
German	School and House			
Spanish	The Family			
French	School			
Summer		Redraft Improve accuracy and quality	End of unit test Formal testing of 2 skills every term, either reading, speaking, listening or writing	Linguascope and a tautot webb sites. Subscription numbers and log on details given to students).
German	Food and Hobbies			
Spanish	Your house and the rooms			
French	Sports and Hobbies			

Music

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn 1	Elements The elements of Music and Samba	Pulse – Keeping in time with a steady beat. Playing rhythm patterns Knowledge and understanding of Samba music	Playing together skills (Pulse)	SAM Learning: Tempo – Fast/Slow Pitch – High & Low Dynamics – Loud/Soft Duration – Note Values
Autumn 2	Voice The Orchestra	Voice Pitching notes Reading notation Breathing Projecting Sound Expression and Volume Orchestra 4 Sections Instruments Layout / How it developed	Singing Skills	SAM Learning: Pitch – Strings Pitch – Woodwind Pitch – Brass Voices and Tuning
Spring	Gamelan Music	Keyboard white note pitches Learning Playing patterns in time with a Pulse Improvising patterns in time with a pulse/backing Culture and Context	Improvising Skills	SAM Learning: - Texture – thick / thin - Keyboard Layout
Summer	Melody	Steps leaps and repeated notes. Catchy Hooks Repetition and Form Learn to play “Love me Tender” on the Keyboard Working on accuracy and fluency. Compose an original tune – use Sibelius software to input your melody.	Composing skills	SAM Learning Pitch – Clefs Scales – Notes on the staff Pitch – Treble & Bass

PE - Girls

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	Swimming Exercising safely and effectively	Perseverance/determination in distance swims. Reproducing techniques front crawl/back stroke.	All PE lessons assessed against the following; Developing techniques in physical activity.	
	OAA Identifying and solving problems	Problem solving. Communication, cooperation skills. Giving, following and interpreting information. Map reading skills.	Making and applying decisions.	
	Netball Outwitting opponents	Following rules, developing techniques passing/foot work working as a team, simple techniques.	Developing physical and mental fitness.	
Spring	Football Outwitting opponents	As netball but developing techniques in dribbling and passing.	Evaluating and improving skills.	
	Fitness Exercising safely and effectively	Leading others through warm ups. Perseverance and determination in fitness training.	Making choices about healthy, active lifestyles.	
	Gym Accurate replication	Recognising danger/ working safely. Creative thinking. Working with others. Choreography.	Students are assessed throughout a block of work. Each teacher will provide relevant tasks which allow for ongoing assessment to take place.	
Summer	Athletics	Working at maximum levels. Perseverance and determination. Recognising safety. Measuring and recording. Developing techniques.		
	Rounders	Following rules. Developing techniques (throwing and catching) use of tactics.		

PE - Boys

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	Football (Outwitting opponents)	As for girls but developing techniques in passing, turning and shooting.	As for girls	
	Fitness As Girls	As for girls	As for girls	
	Gym As Girls	As for girls	As for girls	
Spring	Swimming As Girls	As for girls	As for girls	
	Rugby (Outwitting opponents)	Recognising danger/safety working as a team. Developing techniques passing, dodging and tackling.		
	OAA As Girls	As for girls	As for girls	
Summer	Athletics As Girls	As for girls	As for girls	
	Cricket As Girls	As for girls	As for girls	

RS

	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
Autumn	What is Buddhism?	How to understand and learn the key ideas of a religion.	Test. Key ideas in Buddhism.	Learning for the test.
	Exploring and reflecting on one idea in Buddhism.	Research, empathy, creativity, reflection, writing up.	Creative research project on one idea in Buddhism.	Research and write up the project.
Spring	What is Chistianity?	How to understand and learn the key ideas of a religion	Test. Key ideas in Christianity.	Learning for the test.
	Exploring and reflecting on one idea in Christianity.	Research, empathy, creativity, reflection, writing up.	Creative research project on one idea in Christianity.	Research and write up the project.
Summer	What is Hinduism?	How to understand and learn the key ideas of a religion	Test. Key ideas in Hinduism.	Learning for the test.
	Exploring and reflecting on one idea in Hinduism.	Research, empathy, creativity, reflection, writing up.	Creative research project on one idea in Hinduism.	Research and write up the project.

DT

Subject areas (9 week project)	What will I be learning about?	What skills will I be practising?	How will I be assessed and what will I be assessed on?	Homework and Independent Learning
<p>Product Design</p> <p>Hanging Mobile project</p>	<p>For many pupils it may be their first time in a workshop using a variety of tools and equipment for the first time. This project focuses on getting to know and use a variety of resistant materials (metals, plastics and wood) and understand their properties. You will build up some basic skills and then apply what you have learnt to produce a hanging mobile. You will also learn about the basic design process which involves conducting research, drawing and developing ideas before making a final product.</p>	<p>During the project you will practise using appropriate tools to cut, shape and finish different types of resistant materials. You will be taught how to do this to a high quality.</p> <p>You will use design and modelling skills to present your ideas and problem solving skills in order to make a functional end product.</p>	<p>The areas that you will be assessed on in this project are how you explore and create ideas, and the making of your hanging mobile.</p> <p>There are a number of ways you will be assessed. You will use self assessment and peer assessment sheets to help you consider your progress throughout the project. You will also be assessed by your teacher at the end of the project, awarding your work a Key Stage 3 National Curriculum level.</p>	<p>Worksheets will be issued during the project furthering knowledge about a range of Resistant Materials</p>
<p>Product Design</p> <p>LED key light project</p>	<p>You will be introduced to basic graphic design skills before starting the LED Keychain project. You will conduct research via "product analysis" of existing products and packaging. You will then design your own LED Keychain Light and packaging applying the basic graphic techniques. You will be taught how to use the Computer to help you with your work. You will learn how to communicate, develop and plan your ideas and evaluate how successful your final outcome is.</p>	<p>You will practise several graphical techniques and consider the presentation and layout of your design work.</p> <p>You will also be using your analytical skills to look at an existing product in detail to help you with your own ideas.</p>	<p>The areas that you will be assessed on in this project are how you communicate your ideas, how you plan your practical work and the making of your LED key light and packaging. There are a number of ways you will be assessed. You will use self assessment and peer assessment sheets to help you consider your progress throughout the project. You will also be assessed by your teacher at the end of the project, awarding your work a Key Stage 3 National Curriculum level.</p>	<p>Worksheets will be given as homework to practise basic graphical skills within the first 4 weeks of the project.</p>
<p>Food Tech</p> <p>Getting to grips with Food</p>	<p>You will become familiar with the food technology room and understand the importance of safety and basic hygiene within this environment. You will be taught how to use a variety of different kitchen equipment safely and correctly and will be preparing a range of ingredients for various dishes. You will begin working towards your 'Licence to Cook.' This is a series of practical assessments and online tutorials and assessments.</p> <p>You will investigate and discuss different food issues from nutrition to organic and fair-trade products.</p> <p>You will learn to write specifications and evaluations of the products you make and be taught how to use sensory analysis</p>	<p>You will use a variety of skills for both written and practical work. You will present information in a variety of ways. You will focus on using all basic equipment including the cooker in a safe manner and practise personal and food hygiene. You will use your I.T skills to complete 'Licence to Cook'.</p>	<p>The areas that you will be assessed on in this project are expertise with practical skills. The 'Licence to Cook' online assessment and planning and evaluation work.</p> <p>There are a number of ways you will be assessed. You will use self assessment and peer assessment sheets to help you consider your progress throughout the project. You will also be assessed by your teacher at the end of the project, awarding your work a Key Stage 3 National Curriculum level.</p>	<p>You will cook in lessons every week and will need to bring your own ingredients. You will be given the list of ingredients you need to bring a week before the lesson. If there is a problem with a recipe or the ingredients please give your teacher at least 48hours notice, so alternative work can be arranged. You will need a note in your journal from your parents to explain the problem. Please provide your own clean apron with your name on.</p> <p>Evaluation sheets will also be provided as homework and will be attached in the journals.</p>
<p>Textiles</p>	<p>You will learn about how fabrics are made and their properties. You will also learn many practical skills including weaving, embroidery and patchwork and will practise at using a variety of equipment including the sewing machines, correctly and safely. You will also conduct research that will help you with design work</p>	<p>You will need to work safely in a textiles classroom as you learn new and improve practical skills using specialised materials and equipment. You will also be using I.T research and design skills to help you consider making a product for a different target market.</p>	<p>The areas you will be assessed on are your making and research skills. You will use self assessment and peer assessment sheets to help you consider your progress throughout the project. You will also be assessed by your teacher at the end of the project, awarding your work a Key Stage 3 National Curriculum level</p>	<p>You will produce a detailed research project over the first 5 weeks. A worksheet will be given in the first lesson to let you know what you need to do each week. This homework will be needed to help you with the work you will do in school for the last 4 weeks of the project.</p>