



NT CURRICULUM

IT'S YOUR STORY TO TELL

Year 7

Learning Journal

Term 1

2022

**YEAR 7 Terms 1 – 3 Inclusive**

By the end of this unit, I will know:

	Evidenced	Refined	Key Vocabulary
Term 1: Natural Forms			Abstraction Analyse Chalk Charcoal Complementary Composition Colour Theory Collage Drawing Form Golden Section Rectangle Fibonacci Sequence Harmonious Ink Landscape Mixed media Natural Forms Oil pastel Painting Pattern Pen Photograph Primary Refine Record Sculpture Secondary Shading Shape Techniques Texture Tone
How to analyse artists' styles to influence my own work.			
I can use proportion in drawing and sculpture			
How to look carefully at shape when drawing and sculpting			
I am able to use a variety of tones when shading			
I am able to develop mark making techniques to show texture and detail			
I am able to draw from primary and secondary sources			
I am able to create designs for a 3D form			
I am able to construct a 3D form with clay			
I can refine the surface of a clay model using detail and texture			
Term 2: Abstract Colour			
How to analyse artists' styles to influence my own work.			
Understand colour theory (primary, secondary, harmonious and complimentary colours).			
Understand abstract art.			
How to mix a wide range of colours when using paint.			
How to explore using tints and shades when painting			
How to use a range of painting techniques			
How to control paint well			
Compositional skills			
Collaging techniques			
Term 3: Landscape			
How to analyse artists' styles to influence my own work.			
How to explore the work local artists responding to our local landscape.			
How to record the landscapes from primary and secondary sources.			
How to experiment with drawing techniques, using a range of materials			
How to use a range of mark making tools and techniques.			
How to use my knowledge of colour theory to develop my work.			
How to explore texture and mark making to create expressive artwork.			

**YEAR 7 - Term 1: Computing****Using Computers Safely, Effectively & Responsibly, Introduction to Coding through Kodu**

By the end of this unit, I will know:

**Key Vocabulary****Key Idea Using Computers Safely, Effectively & Responsibly**

I can use basic file management techniques to create folders, save, copy, move, rename and delete files and folders and make backup copies of files Area

I can recognise extensions for common file types such as .doc or .docx, .ppt, .jpg etc

I can keep my files in well organised and in appropriately named folders

I can explain what constitutes a "strong" password for an online account

I can describe a code of conduct

I can list some of the dangers and drawbacks of social networking sites

I can list some possible responses to cyberbullying

I can send and reply to emails, and send attachments

I can use a search engine to find information

I can describe guidelines for keeping their identity secure on the Internet

I can describe what is meant by identity theft and how to minimize the risks of this

I can identify a probable phishing email and deal with it appropriately

I can describe how to minimize the danger of having their computer infected by a virus

I can resize images before attaching to emails

I can explain the advantages and disadvantages of email as a method of communication

I can manage a Contacts list efficiently for email

I can use an email signature

I can use the advanced features of a search engine

I can describe why the information they find may not be accurate

Key Idea: Introduction to coding through Kodu**At the end of this Unit all pupils should be able to:**

Identify what the terms program, navigate, object and world mean in computer games design

Explain that a computer program requires a precise series of instructions to operate

Create and alter basic landscape features in Kodu

Describe the possible ways in which a character can be made to move within Kodu

Describe a range of game techniques such as pathing, clones and creatables

Explain how behaviours can change for a character

Describe what is meant in programming by the term selection

Most pupils will be able to:

Explain why it is important to define program steps in a series of very specific instructions

Explain the steps involved in programming at least two different methods to make a Kodu move, one manual and one automatically					
Explain the difference between cloning and creatable techniques and give the advantages of each in terms of ease of program maintenance					
Explain how the selection concept of pages in Kodu can be used in order to code different behaviours					
Explain a range of techniques for creating a landscape which is suitable for a given purpose					
Some pupils will be able to:					
Apply a range of skills to modify and create a simple game world which interacts with objects					
Apply knowledge and understanding to modify a game to make a Kodu move in response to behaviours					
Link knowledge and understanding to independently create or modify a game, adding extra depth and complexity by using a range of more advanced game techniques such as power ups, timers etc.					
Explain how to use scoring and methods such as colour winning to add additional depth to their games					

Target(s)

Using Computers Safely, Effectively & Responsibly

Progress statement (please circle one):

I am: Above On Working towards Below

Out of 40 I scored:

I will now GRIT my tests in 'red pen', after my teacher has given me 'green pen' feedback.

Clear next steps (via individual feedback)

Introduction to coding through Kodu

Progress statement (please circle one):

I am: Above On Working towards Below

Out of 20 I scored:

I will now GRIT my tests in 'red pen', after my teacher has given me 'green pen' feedback.

Clear next steps (via individual feedback)

**YEAR 7 - Term 1: Design Technology**

By the end of this unit:

SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
✓	✓	✓	✓

Key Vocabulary

Provenance
Designing
Measuring
Soldering
Components
Circuits
Sewing
Structure
Forces
Mechanical

By the end of this year I will be able to:

Complete a 2d design that is coloured and labelled
To weigh and measure ingredients/materials to achieve a successful result
To use a range of equipment safely
To work hygienically

Food

I am able to use my knife skills
I am able to use the cooker safely
I understand the eatwell guide
I understand food provenance/food miles

Textiles

I understand the safe use of textile equipment
I am able to use of the sewing machine
I understand the introduction to smart materials
I am able to design to a set brief
I am able to cut and shape fabrics

Engineering

I understand marking out and measuring
I understand drilling, cutting and shaping
I understand soldering/preparing electronic circuits
I can assemble fan components accurately
I have investigated materials: hard/soft woods
I understand types of motion
I understand structures and functions
I understand rotary mechanical systems
I can use problem solving skills

Target(s)

Target...



YEAR 7 – Drama Term 1:

The Forest Drama / Heroes and Villains

By the end of this unit:

SUMMARISE	ORGANISE	RECALL	TEST YOURSELF
✓	✓	✓	✓

Key Vocabulary

Character
Projection
Collaboration
Improvisation
Still images
Monologue...

The Forest Drama

I will be able to work collaboratively and perform in front of my peers.

I will be able to use still image and deliver a monologue.

I will be able to work together in small groups and perform a whole class performance.

I will create a character within our piece of Drama.

I will understand what makes a good still image.

I will write a monologue and know what one is.

I will question the decisions made as a group.

Heroes and Villains

I will know what a melodrama is and how one is performed.

I will gather facts on a 'real hero' in society, performing their story using a range of techniques.

I will have created a character with exaggerated body language and vocal skills.

I will understand stereotypes of three key characters.

I will research real heroes in society and perform their narrative in groups.

I will learn about Irena Sendler

I will question what makes someone a real hero.

Slow Motion
Exaggeration
Tone
Stereo-type
Narration
Freeze-Frame
Positioning

Target(s):

**YEAR 7 – Term 1: Short stories and The Giver**

By the end of this unit, I will understand

**Key Vocabulary**Vertical Ladder and Through the Tunnel:

Why do Flegg and Jerry feel compelled to take on these challenges?

How do the descriptions show these physical reactions?

How does the setting change as the challenge increases?

The Landlady and Lamb to the Slaughter:

What is meant by a stereotype?

How does the setting foreshadow what is going to happen at the end?

How is the patriarchy challenged?

The Giver:

Jonas's society have levelled hills, and made a world without colour. Why?

How is the society Jonas lives in different from our own?

How is Jonas' world presented to be a Utopian society?

What is meant by a symbol?

What is meant by connotation?

Why have the elders chosen to stop memories being given to the community?

What are Jonas' family relationships like?

How have Jonas' relationships with friends changed?

Why is there a danger to society of free choice and freedom of thought?

Gabriel is referred to as a baby not a newchild at the end. Why?

Why is there a danger to society of free choice and freedom of thought?

How is the luxury of the surroundings in the society a compensation for what has been lost?

**YEAR 7 – Term 1.1 and 1.2**

SUMMARISE



ORGANISE



RECALL



TEST YOURSELF

**Key Vocabulary:****By the end of this unit, I will know:****1.1 The Seven Dimensions of Religion**

What Philosophy means for a religion

What Ethics means for a religion

What Rituals means for a religion

What Experiences means for a religion

What Material means for a religion

What Social means for a religion

What Myths means for a religion

Why religions have certain things in common

1.2 Environmental Ethics

Creationism vs Big Bang Theory

Why we should be stewards of the earth

The impact of dominion

How we can take social responsibility over the environment

How religious teachings can have an impact on our local environment

How businesses take social responsibility



YEAR 7 - Term 1: French

By the end of this unit, I will be able to:



SUMMARISE



ORGANISE



RECALL



TEST YOURSELF

Key
Vocabulary

Je me présente (Getting to know you)

use different greetings in French

use the French alphabet to spell my name

understand French phonics

use numbers 1-31, use numbers 31 -100, days of the week and months

say my age and when my birthday is

say what is and is not in my bag

name classroom items and use classroom language

talk about family

use the verb avoir = to have

understand subject pronouns

talk about my pets and use adjectives

describe physical appearance, hair, eyes, height and build

describe myself and understand how to use colours and adjectives

use the verb être = to be

use all the vocabulary in reading, listening, writing and speaking tasks

Mes Loisirs (My Hobbies)

understand vocabulary related to Halloween celebrations in France

use the regular -er verbs in the present tense with je, tu, il and elle: aimer adorer detester jouer

revise subject pronouns

talk about sports with jouer or faire= to play or to do

talk about weather and different activities

use the 4 basic opinion phrases

say what I like or dislike

say why I like or dislike something

say what I like to do

say which hobbies / sports I like /dislike

use adverbs of frequency

use ir and re verbs in the present tense

use vocabulary related to Christmas celebrations in France

**YEAR 7 - Term 1:**

By the end of this unit, I will know:

**Key Vocabulary****7.1 How on Earth did we get here? I can.....**

Label a blank map of the world with the 7 continents and 5 oceans.

Describe the key stages of the rock cycle using keywords.

Outline the Big Bang theory.

State arguments for and against the Big Bang Theory

Outline the main changes in evolution during the different eras.

Describe the 3 types of geography that are studied.

Explain why it is important to study our planet in different ways.

Locate features accurately on a map

Calculate the length of different periods of geological time

Calculate the chronological order of key events in evolution

Justify my opinion relating to the Big Bang Theory

Describe the rock cycle using a flow chart/diagram

7.2 What happens when the land meets the sea? I can....

Identify human and physical features and locate them on a map

State the different physical features along Newquay's coastline.

Describe how constructive and destructive waves affect the coast.

Explain how headlands and bays are formed using a range of keywords.

Describe the formation of a stump in chronological order.

Apply keywords and annotations to diagrams to show my understanding of longshore drift.

Explain how the action of the waves have changed

Newquay's coastline over time.

Outline features of hard and soft engineering.

Explain the advantages and disadvantages of hard and soft engineering.

Assess the effectiveness of different types of coastal engineering in different locations.

State reasons why the coastline of Newquay has such economic and environmental importance.

Locate features accurately on a map using Latitude and Longitude

Identify key human and physical characteristics on an OS Map using symbols and the key

Calculate the distance from one point to another on an OS Map

Create an accurate and annotated fieldsketch

Use photographs to compare physical features and their changes over time

Use satellite images of identify human and physical features

Use an atlas to record the longitude and latitude readings of physical features.

Justify a decision

**YEAR 7 - Term 1: Getting a flavour of the world: who we are and where we have come from.**

By the end of this unit,

**Key Vocabulary****What is History? how historians use evidence to tell us our history?**

I will know about the different period and eras in time.

I know different at least seven different periods or eras in history.

I can remember different types of evidence.

How do Historians use time, chronology & sources?

I understand about time and centuries.

I know what an anachronism is and how to spot it.

I will be able to use evidence to learn about a murder mystery

I will understand how a skeleton tells us about our past.

The Greeks and civilisation.

I know when the Greeks were around.

I understand about democracy and civilisation.

Who visited us first? The Nebra Sky disc

I can ask questions about when and where the disc was made.

I can learn about who visited Cornwall and why.

Who were the Romans and what did they do for us?

I will know ten things the Romans left us with in 410CE

I can explain why the Romans were important and what life was like.

Was Boudicca a goodie or baddie: Using Tacitus to tell us the story.

I can read and highlight Tacitus, a Roman source.

I can understand who Boudicca was and why she is important.

The Angles, Saxon & Jutes arrive: what changes?

I will understand where people migrated from and moved to.

I will be able to say the names of places after each invading group.

How should Cedric be punished?

I will know what crimes and punishments there were in Anglo-Saxon society.

I will understand how Anglo-Saxon people were tried and how the wergild worked.

I will understand what Cedric is guilty of and how he should be tried and punished.

Chronology
BCE/CE
Anno Domini
Nebra disc
Carnon Downs
Agriculture
Trade
Anachronisms
Democracy
Romans
Greeks
Civilisation
Tacitus
Boudicca
Angles
Saxons
Crime & punishment
Wergild
Iceni Tribe
Cedric

Targets:

Additional Curriculum Content:

**YEAR 7 - Term 1: Algebraic Thinking and Reasoning with Number**

By the end of this unit, I can:

**Key Vocabulary****Sequences**

Describe and continue diagrammatical and numerical sequence

Predict and check the next term(s) of a sequence

Represent sequences in a table or on a graph

Recognise linear and non-linear sequences

Find the missing numbers within a sequence (H)

Algebraic Notation

Use one- and two-step function machines with numbers, diagrams and letters

Substitute values into one- and two-step expressions

Generate sequences given an algebraic rule

Represent one- and two-step functions graphically

Equality and Equivalence

Understand and use fact families (numerical and algebraic)

Solve one-step linear equations using inverse operations

Understand the meaning of like and unlike terms

Understand the meaning of equivalence

Simplify algebraic expressions by collecting like terms

Place Value

Recognise the place value of integers and decimals up to one billion

Write integers up to one billion in words and figures

Position integers and decimals on a number line

Round integers to powers of 10 and significant figures

Compare two numbers using =, \neq , $<$, $>$, \leq , \geq

Order a list of numbers (integers and decimals)

Find the range and median from a list of numbers

Write 10, 100, 1000 etc as powers of 10 (H)

Write integers in the form $A \times 10^n$ (H)Write decimals in the form $A \times 10^n$ (H)**Fractions, Decimals and Percentages**

Represent fractions as diagrams and on a number line

Identify equivalent fractions

Understand fractions as decimals

Understand the meaning of percentages using a hundred square

Convert fluently between fractions, decimals and percentages

Use and interpret pie charts

Explore fractions, decimals and percentages above 1 (H)

Target(s)

YEAR 7 – Term 1: Exploring Musical Elements

By the end of this unit, I will be able to:

SUMMARISE



ORGANISE



RECALL



TEST YOURSELF



Key Vocabulary

Exploring Elements

Sing and play as part of an ensemble group using appropriate sounds, timbres, voices and pitch.

Perform a solo line within a whole class performance.

Understand the musical elements (MAD TSHIRTS) and their definitions and be able to identify them in the music that I listen to

Perform and/or create a range of different rhythms through call and response and improvisation.

Recognise how structure works within a pop song using key vocabulary to label the different sections.

Develop your understanding of what a chord is and how to play a chord

Strum a chord pattern on the ukulele, developing your ability to transition between chords.

Introduction

Verse

Chorus

Middle 8

Bridge

Ostinato

Unison

Solo

Ensemble

Syncopation

Conjunct

Disjunct

Melody

Articulation

Dynamics

Texture

Structure & Form

Harmony

Instrumentation

Rhythm

Time Signature

Targets:



YEAR 7 Science - Term 1

By the end of this unit, I will be able:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Introduction to Science and the laboratory					Hypothesis Variables Independent Control Dependent Particles Solid Liquid Gas Separation techniques
Identify potential dangers in the laboratory					Filtration
Identify risks with potential dangers and suggestions for how to work safely					Evaporation
Identify and draw a wide range of scientific apparatus					Chromatography
Describe what each piece of apparatus is most suitable for					Distillation
Light a Bunsen burner safely					Cells Microscope
Name the different Bunsen burner flames					Nucleus
Use scientific apparatus to make appropriate measurements					Cell membrane
Practical skills					Mitochondria Cytoplasm Cell wall Vacuole Chloroplasts Unicellular Diffusion Energy Conduction Convection Radiation Renewable Non-renewable
Write a hypothesis – a scientific question answered through practical					
Identify the independent variable (Change)					
Identify the dependent variable (measure)					
What is controlled to make it a fair test					
Use tables to present experimental results, include title and headings with units					
Independently draw an appropriate graph – bar for discontinuous data – scatter for continuous data					
<ul style="list-style-type: none"> With a title Graph bigger than half a page with a sensible scale Labelled axis with units Smooth line of best fit 					
Be able to read off the graph a value not on the results table					
Interpret results from investigations					
Use scientific knowledge to explain findings					
Evaluate investigations and practical work suggesting where modifications to the plan would improve the results					
Chemistry – Particle & mixtures					
Draw a diagram to show the arrangement of particles in the different states – solid, liquid and a gas					
Describe the arrangement of the particles in a particular state and relate it to its properties					
Explain the properties of the different states of matter using ideas about the arrangement of the particles and their energy					
Use ideas about particles and energy to explain what happens when objects are heated and gases and liquids diffuse					
Explain with labelled diagrams how the separation techniques filtration, evaporation, chromatography and distillation are used.					
I can plan a method to separate an unknown mixture.					
I can use separation techniques to successfully separate a mixture.					
Biology - Cells					
Make detailed observations using a microscope safely and correctly					
Label the different parts of a microscope and identify the functions of the different parts of a microscope					
Identify common problems when using a microscope and suggest how they may be corrected					

Calculate the magnification of the eyepiece and the objective lenses				
Make an onion and cheek cell slide				
Draw detailed observations of what you can see at the different magnifications available				
Identify the parts of an animal cell and explain their functions				
Identify the parts of a plant cell and explain their functions				
Describe a unicellular organism with examples				
Explain how unicellular organisms survive through diffusion				
Describe how living things are organised into cells, tissues, organs and organ systems				
Physics - Energy				
Describe types of energy stores				
Describe energy before and after a change				
Describe how energy is transferred by particles in conduction and convection				
Describe how an insulator can reduce energy transfer				
Describe some sources of infrared radiation				
Explain how energy is transferred by radiation				
Discuss the advantages and disadvantages of renewable and non-renewable energy resource				
Describe how energy can be wasted				

Target(s)

**YEAR 7 - Term 1 Spanish**

By the end of this unit, I will be able to:

**Me Presento (Getting to know you)**

use Spanish phonics to pronounce new words

say [the alphabet in Spanish](#)

use greetings in Spanish

say my name and ask others their name

know the verb *llamarse*

say how I am feeling

use numbers 1-31, and birthdays

say the months

say my age and my birthday

name [classrooms items](#) in Spanish and use [classroom language](#)

list members of my family and give information about them

use the full paradigm of the verb *ser*use the full paradigm of the verb *tener*

talk about my pets and other people's pets

use colours to describe pets

describe people's physical appearance

describe myself and understand how to use adjectives

use all of the vocabulary in reading, listening, writing and speaking tasks

Mi Tiempo Libre (My Free Time)

talk about the Day of the Dead in Mexico

understand Spanish phonics

say what activities I do in my spare time

use a variety of opinions in Spanish to say what I like to do

use a list of adjectives to explain my opinions

use the present tense of -ar, -er, -ir in the full paradigm

use a range of frequency adverbs to say how often I do different activities

recognise and use weather phrases

say what I do in different weather

use *jugar/hacer* to talk about different sports

find out about Christmas celebrations in Spain

Target(s)



YEAR 7 – Term 1 Physical Education

By the end of this unit, I will know:

	SUMMARISE ✓	ORGANISE ✓	RECALL ✓	TEST YOURSELF ✓	Key Vocabulary
Dance					Communication
Explore a range of dance actions (e.g. travel, jump, turn, crouch, stamp)					Unison
Explore a range of dance dynamics (e.g. fast, slow, sharp, fluent)					Choreograph
Explore the use of space in dance (e.g. formation, level, pathway)					Coordination
Explore a range of dance relationships (unison, canon, complementary)					Cardiovascular system
Choreograph and perform as a solo, duet and ensemble / group using choreographic devices (e.g. different sides, level, body part, dance relationships)					Balance
Performance (focus, projection, musicality, sensitivity to other dancers, sense of style, commitment, engagement with performance)					Power
Badminton					Agility
The basic Grip & ready position					Reaction time
The Court playing areas used in badminton					Adhering
How to perform the Overhead Clear					
How to perform the various serves					
How to record basic singles scoring					
How to perform ½ court Singles matches					
Gymnastics					
Basic skills – handstand, headstand, forward & backward roll, sideways rolling					
Balancing – single and pair. •points of contact, centre of balance.					
Travelling – along, over, under partner, mats and equipment. •Rotation, jumping and leaping.					
Canon and unison – linking balances and travel.					
Use of low level apparatus •benches, beams, table top, low table					
Individual and pair routines					
Mirroring and matching					
Orienteering					
How to develop knowledge & understanding of map orientation					
How to develop knowledge & understanding of map reading and key landmarks					
How to navigate the green map through star orientation.					
How to navigate red map collecting 2 codes at a time.					
How to navigate green map as quickly as possible.					
Rugby					
Handling - Introducing catching and passing					
Running with the Ball - Develop the pass and introduce running with the ball.					
Team defence - Marking players and the introduction of the offside line.					
Team Attack - Develop running with the ball and introduce lateral passing and avoiding contact.					
Ball in contact (rucking) - Recap on ball presentation and introduce mini rucks to small sided games.					
Scrummaging - Introduce good scrummage technique and three man scrums to small sided games.					
Tackling - Technique for the side on and front on tackle and introduce these into the small side games and presentation of the ball by attacker.					

Netball				
Passing – chest, bounce, shoulder. 3 second rule				
Basic footwork and footwork rules				
Dodging and Indicating				
Defending a player / marking the ball. Obstruction and contact rule.				
½ and full court games, basic rules, positions and positional responsibilities				
Basketball				
Basic Ball Skills intro: 3 different types of passing				
End Ball game with Triple Threat position				
Recap on passing with movement introducing pivot foot and triple threat recap				
Shooting: Jump and Set shot –in close high % accuracy Small sided games with designated protected shooting zone				
Recap on passing with movement introducing pivot foot and triple threat recap				
Shooting: Jump and Set shot –in close high % accuracy Small sided games with designated protected shooting zone				
Dribbling: use of fingers and arm extended. Role of non-dribbling arm and body position to protect ball. Dribbling at pace, confined areas, change of direction, both hands. In 3v3 games 1 nominated player to bring ball up court, introducing principle of half court and point guard Figure of 8 Lay Up drill to recap dribbling, shooting and rebounding Small games introducing/reinforcing certain rules ; Contact, DB, Travel, Half Court violation				
4v4 games with students refereeing to develop understanding of the rules of the game and develop their officiating skills				
Football				
Moving with the ball – use of both feet, keep close, head up, attack space, different types of turn				
Ball control – using different body parts dependent on pace and height of ball				
Passing – use of both feet, 3v1/4v1				
Shooting – use of both feet, different types – side foot and instep				
Basic defending and attacking strategies applied in small sided games (4v4/5v5)				
Basic rules – pass back, throw ins and corners				
Hockey				
How to perform basic dribbling techniques				
How to perform the push pass				
How to perform basic tackling (block tackle)				
How to perform basic attacking skills (driving into space, elimination skills)				
Basic rules – how to start a game, feet, self take				
Small sided games				



YEAR 7 - Term 1

By the end of this unit, I will know:

SUMMARISE
✓

ORGANISE
✓

RECALL
✓

TEST YOURSELF
✓

Key Vocabulary

I can use SELF-AWARENESS to understand the things I like and dislike about being a Year 7 student at Newquay Tretherras, and to be able to focus on the positives.

I can use AMBITION to understand and design all the visual and informative elements to create an "About Me" project poster.

I can use COLLABORATION to evaluate my own "About Me" project poster, and the projects of other students.

I can use CURIOSITY to research and create an imaginative family coat of arms.

I can use RESILIENCE to stand against and challenge bullying.

I can use RESPONSIBILITY to understand the importance of friends and celebrate them.

I can use EMPATHY to explore the positives and negatives of my community.

Target(s)