

## Curriculum Planning Document

<b>Subject</b>	<b>ART and Design</b>
<b>Year group</b>	<b>7</b>
<b>Unit Title</b>	<b>Inspired by Nature</b>

<b>Aims of this unit, include Intent/ Implementation / Impact</b>
<p>The Key Stage 3 Art Curriculum is designed to allow students to work towards key areas of study Art and Design: <b>Research and Develop, Explore and Refine, Observe and Record, Respond and Present</b></p> <p>This Unit allows students opportunities to explore a diverse range of Artists, contexts and references as they develop their own response.</p> <p>This Unit is designed for students to gain experience using the elements of Art with a multi-disciplined approach as they respond to relevant inspiration points. The curriculum is planned to develop key skills and knowledge to make the necessary progress towards Key Stage 4.</p> <p>This Unit is planned to give students an insight into the overarching ideas, skills, techniques and visual literacy used by artists as part of a creative cycle, with an aim to understand how this leads to transferable skills and influences career pathways.</p> <p>In Art lessons we aim to build confidence, encourage students to take ownership of their work and to develop their own creative thinking. Young people should enjoy their learning and be proud of the work they have produced.</p> <p><b>Observational Drawing:</b> Introduction to observational drawing techniques.</p> <p><b>Clay techniques and Relief:</b> Explore texture and relief through the Clay Medium.</p> <p><b>Printmaking:</b> Explore mark-making and pattern through relief printmaking.</p> <p><b>Painting techniques and learning about colour:</b> Learn about colour theory and painting techniques. Trial and Experiment with methods demonstrated.</p> <p><b>Painting Outcome - Application of painting technique:</b> Create Individual student outcome inspired by microscopic images Apply knowledge of painting techniques practised previously.</p> <p><b>Experiments with Materials inspired by microscopic images:</b> Explore Tactile materials and collage. Explore a range of adventurous drawing techniques and materials.</p>

<b>Emerging</b>	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>• I can visually respond to the work of Artists. E.g Make a copy, use their style in my work</li> <li>• I can understand the inspiration points of a range of artists.</li> <li>• I can recognise the purpose of different types of drawing.</li> </ul> <p><b>REFINE:</b></p> <ul style="list-style-type: none"> <li>• I can use printmaking to develop images, I have an emerging understanding of line and mark-making.</li> <li>• I can use clay and other tactile materials, I have an emerging understanding of texture and pattern.</li> </ul>
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	<ul style="list-style-type: none"> <li>I can explore colour and tone to practise different paint techniques.</li> </ul> <p><b>RECORD:</b></p> <ul style="list-style-type: none"> <li>I can record what I see from observation, I have an emerging understanding of a range of drawing techniques.</li> <li>I can begin to express my ideas, I have an emerging understanding of the formal elements of Art.</li> </ul> <p><b>PRESENT:</b></p> <ul style="list-style-type: none"> <li>I can follow techniques demonstrated, I have an emerging understanding of different Art materials to create my own artwork.</li> <li>I can document my artistic journey.</li> </ul>
Developing	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>I can visually respond to and analyse the work of Artists to inform my own creative outcomes.</li> <li>I can understand the creative journey and intention of a range of artists to support my own ideas.</li> <li>I can recognise the purpose of different types of drawing.</li> </ul> <p><b>REFINE:</b></p> <ul style="list-style-type: none"> <li>I can use printmaking to process images through line and mark-making.</li> <li>I can use clay and other tactile materials to explore texture and pattern.</li> <li>I can use a range of paint techniques to explore colour and tone.</li> </ul> <p><b>RECORD:</b></p> <ul style="list-style-type: none"> <li>I can record what I see from observation using appropriate drawing techniques.</li> <li>I can express my ideas using the formal elements of Art.</li> </ul> <p><b>PRESENT:</b></p> <ul style="list-style-type: none"> <li>I can apply my knowledge of Art materials and techniques to create personal artwork in response to a range of starting points.</li> <li>I can articulate and document my artistic journey.</li> </ul>
Securing	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>I can effectively respond to and analyse the work of Artists, informing my own successful creative outcomes.</li> <li>I can effectively understand the creative journey and intention of a range of artists to support my own ideas.</li> <li>I can effectively recognise the purpose of different types of drawing and implement these in my working methods.</li> </ul> <p><b>REFINE:</b></p> <ul style="list-style-type: none"> <li>I can effectively use printmaking techniques to process images through line and mark-making, producing successful outcomes.</li> <li>I can effectively use clay and other tactile materials to explore texture and pattern producing successful outcomes.</li> <li>I can effectively use a range of paint techniques to explore colour and tone producing successful outcomes.</li> </ul> <p><b>RECORD:</b></p> <ul style="list-style-type: none"> <li>I can effectively record from observation using appropriate drawing techniques producing successful outcomes.</li> <li>I can effectively express my ideas using the formal elements of Art producing successful outcomes.</li> </ul> <p><b>PRESENT:</b></p> <ul style="list-style-type: none"> <li>I can effectively apply my knowledge of Art materials and techniques to create personalised artwork in response to a range of starting points.</li> <li>I can articulate and document my artistic journey through quality written, verbal and visual responses.</li> </ul>
Exceeding	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>I can perceptively respond to and critically analyse the work of Artists to make well informed and sophisticated creative outcomes.</li> <li>I can understand more complex creative journeys including the context and intention of a range of artists to support my own ideas.</li> <li>I can successfully recognise the purpose of different types of drawing and implement these</li> </ul>

methods in my own work.

**REFINE:**

- I can confidently use printmaking techniques to process images using line and mark-making to create dynamic and well- refined outcomes.
- I can confidently use clay and other tactile materials to explore texture and pattern, creating well-considered and expressive outcomes.
- I can confidently apply a range of paint techniques to explore colour and tone, showing high levels of skill and accuracy.

**RECORD:**

- I can successfully record from observation to a high level of accuracy using appropriate, bold and energetic drawing techniques.
- I can successfully express my ideas using the formal elements of Art in an original way.

**PRESENT:**

- I can effectively apply my knowledge of Art materials and techniques to create skilled and personal artwork in response to a range of starting points demonstrating an exceptional quality.
- I can articulate and document my artistic journey through high quality written, verbal and visual responses.

## 7.2 Chemistry - The Periodic Table

<b>Subject</b>	Science
<b>Year group</b>	7
<b>Unit Title</b>	The Periodic table

Aims of this unit:

**Intent** Students will be acquainted with the Periodic Table, its layout and how elements are organised in groups and periods.

**Implementation** Students will be given a periodic table to annotate, carry out and watch a series of experiments with Group 1 and 7 elements.

**Impact** Students to be able to sort elements using chemical data and relate this to their position in the periodic table. Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>I can state that the horizontal rows of the Periodic Table are called periods, and the vertical columns are called groups.</li> <li>I can state that as you go down a group and across a period the elements show patterns in physical properties.</li> <li>I can identify hazards of working with Group 7 elements.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I can state that the elements in Group 1 all react in a similar way and show a pattern in reactivity and physical properties.</li> <li>I can make and record observations of chemical reactions in a table.</li> <li>I can state that the elements in Group 7 all react in a similar way and show a pattern in reactivity and physical properties.</li> <li>I can state that the elements in Group 0 are unreactive.</li> <li>I can state that as you go down Group 0 the elements show patterns in physical properties.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>I can use data to describe a trend in physical properties.</li> <li>I can use data to describe a trend in physical properties of Group 1 elements.</li> <li>I can use data showing a pattern in physical properties to predict the missing value for an element in Group 1, Group 7 and Group 0.</li> <li>I can use observations of a pattern in chemical reactions to predict the behaviour of an element in Group 1, Group 7 and Group 0.</li> <li>I can use data to describe a trend in physical properties of Group 7 elements.</li> <li>I can identify control measures when working with Group 7 elements.</li> <li>I can use data to describe a trend in physical properties in Group 0.</li> <li>I can describe the reactions of Group 0 elements.</li> </ul>

<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>● I can use data showing a pattern in physical properties to predict the missing value for an element.</li> <li>● Predict the position of an element in the periodic table based on information about its physical and chemical properties.</li> <li>● I can choose elements for different uses from their position in the periodic table.</li> <li>● I can use data about the properties of elements to find similarities, patterns and anomalies.</li> </ul>
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## 7.2 Chemistry - Atoms and elements

<b>Subject</b>	Science
<b>Year group</b>	7
<b>Unit Title</b>	Atoms and elements

Aims of this unit:

**Intent** For students to understand the particle model and how to determine the difference between an element, atom and compound.

**Implementation** The particle model will first be introduced and the periodic table with the symbols to each element.

**Impact** This is a foundational unit with students learning the building blocks of life and the world. Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>I can state what an element, atom and compound is.</li> <li>I can write the symbols of hydrogen, oxygen, nitrogen, carbon, hydrogen, iron, zinc, copper, sulfur, aluminium, iodine, bromine, chlorine, sodium, potassium and magnesium.</li> <li>I can state what a polymer is.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I can state that every element has its own type of atom.</li> <li>I can use particle diagrams to classify a substance as an element, mixture, or compound.</li> <li>I can name simple compounds.</li> <li>I can use particle diagrams to classify a substance as an element or compound.</li> <li>I can represent simple compounds using models.</li> <li>I can state some uses of polymers.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>I can correctly write down the chemical symbols of 16 elements and, given chemical symbols, write down their names.</li> <li>I can represent atoms and elements using particle diagrams.</li> <li>I can compare the properties of an atom of an element to the properties of many atoms.</li> <li>I can represent elements, mixtures, and compounds using particle diagrams.</li> <li>I can compare the properties of a compound to the properties of the element whose atoms it contains.</li> <li>I can name compounds using their chemical formulae.</li> <li>I can name the elements present and their relative proportions, given chemical formulae.</li> <li>I can represent elements, compounds, and mixtures using particle diagrams and physical models</li> <li>I can explain how polymer properties make them suitable for their uses.</li> <li>I can explain how polymer properties depend on their molecules.</li> </ul>

**Exceeding**

- I can use particle diagrams to predict physical properties of elements and compounds.
- I can deduce a pattern in the formula of similar compounds and use it to suggest formulae for unfamiliar ones.
- I can use particle diagrams to help to explain why a compound has different properties to the elements whose atoms it contains.
- I can compare and contrast the properties of elements and compounds and give a reason for their differences.
- I can describe and explain the properties of ceramics and composites.

## Curriculum Planning Document

<b>Subject</b>	<b><u>Mandarin</u></b>
<b>Year group</b>	<b><u>Year 7</u></b>
<b>Unit Title</b>	<b><u>Family and Pets</u></b>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• Listening: I can recognise some words for family members and pets.</li> <li>• Reading: I can recognise some characters for family members and pets.</li> <li>• Speaking: I can say some words for family members and pets.</li> <li>• Writing: I can write words for family members and pets in pinyin.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Listening: I can understand simple sentences about family members and pets. I can recognise numbers.</li> <li>• Reading: I can read simple sentences about family members and pets. I can recognise numbers.</li> <li>• Speaking: I can say simple sentences about family members and pets.</li> <li>• Writing: I can write words for family members and pets in characters.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• Listening: I can understand longer sentences about family members and pets. I can understand sentences using measure words.</li> <li>• Reading: I can read longer sentences about family members and pets. I can understand sentences using measure words.</li> <li>• Speaking: I can say longer sentences about family members and pets.</li> <li>• Writing: I can write simple sentences about family members and pets in characters.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• Listening: I can understand longer sentences and questions about family members and pets.</li> <li>• Reading: I can read longer sentences and questions about family members and pets.</li> <li>• Speaking: I can say longer sentences and questions about family members and pets. I can use measure words in my sentences.</li> <li>• Writing: I can write longer sentences and questions about family members and pets in characters. I can use measure words in my sentences.</li> </ul>



## Curriculum Planning Document

<b>Subject</b>	<b>Computing</b>
<b>Year group</b>	<b>7</b>
<b>Unit Title</b>	<b>Modelling Data - Spreadsheets</b>

<b>Aims of this unit</b>
This unit takes students from having little knowledge of spreadsheets to being able to confidently model data with them. It uses engaging activities to progress students from using basic formulas to writing their own COUNTIF statements. It also gives students a set of skills to use in Computing lessons and across the curriculum.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can identify columns, rows and cells</li> <li>• I can apply colour to individual cells in a spreadsheet</li> <li>• I can sort data in tables</li> <li>• I can state the difference between data and information</li> <li>• I can collect data for a given purpose</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can identify columns, rows, cells, and cell references in spreadsheet software</li> <li>• I can shade cells, apply borders, and change font colours</li> <li>• I can use filters to sort data</li> <li>• I can describe the difference between data and information</li> <li>• I can analyse and interpret the data for a given purpose</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can name cell ranges</li> <li>• I can shade cells, apply borders, and change font colours</li> <li>• I can write formulas to perform basic calculations</li> <li>• I can determine whether sources of data were primary or secondary</li> <li>• I can use the functions SUM, MAX, MIN, and COUNTA in a spreadsheet</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can apply formatting techniques effectively</li> <li>• I can use autofill to quickly perform calculations</li> <li>• I can create appropriate charts in a spreadsheet</li> <li>• I can use the functions AVERAGE, COUNTIF, and IF in a spreadsheet</li> <li>• I can use conditional formatting in a spreadsheet</li> </ul>

# Curriculum Planning Document

Subject	<u>Drama</u>
Year group	<u>7</u>
Unit Title	<u>Melodrama</u>

Aims of this unit, include **Intent/ Implementation / Impact**

This unit intends to introduce students to a new genre of theatre, Melodrama, rooted in exaggerated performances to extend core knowledge learnt in the Autumn Term. Melodrama performances typically focus on 'stock characters' which most students in the year group will already be familiar with, ensuring accessible entry to the curriculum for all abilities. The unit aims to develop the confidence of students when performing by requiring them to experiment with different aspects of their body and voice in an exciting and entertaining environment. Students will look at the importance and impact of techniques such as audience interaction, gesture and narration in more depth. The additional skills gained from studying these techniques include improved communication and expression, both verbally and non-verbally, and development of performance and evaluation abilities. For students wanting to exceed in this unit, a range of stock characters should be displayed, as well as a consistent high energy approach to performance and improvisation tasks.

The study of Melodrama allows classes the opportunity to explore and challenge common stereotypes relating to gender, culture and social class. The impact of this will be a secondary knowledge of the subject and its varying performance types, along with improved analytical, evaluative, creative thinking and communication skills.

This unit will be assessed through a performance and a short written task.

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can list <i>some</i> of the stock characters and some of their characteristics (at least 3 per character)</li> <li>• I can portray an exaggerated emotion (tier 1 – e.g. happy, sad, angry)</li> <li>• I can identify and use <i>at least one</i> drama technique related to melodrama, e.g. audience interaction</li> <li>• I can understand the concept of a target audience</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can list <i>all</i> of the stock characters and some of their characteristics (at least 5 per character)</li> <li>• I can portray an exaggerated emotion (tier 1 and 2 – e.g. excited, confused, shocked)</li> <li>• I can identify and use <i>some</i> drama techniques related to melodrama to a rehearsed performance, e.g. audience interaction, asides, etc.</li> <li>• I can understand the concept of a target audience and use this to influence my work</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can list <i>all</i> of the stock characters and experiment with performing as <i>some</i> of the characters</li> <li>• I can portray an exaggerated emotion and create a gesture to demonstrate this (tier 1)</li> <li>• I can identify and use <i>some</i> drama techniques related to melodrama to a rehearsed or improvised performance, e.g. audience interaction, asides, etc.</li> <li>• I can create an appropriate piece of work for my target audience</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can list <i>all</i> of the stock characters and experiment with performing as <i>all</i> of the characters</li> <li>• I can portray an exaggerated emotion and create a gesture to demonstrate this (tier 1 and 2)</li> <li>• I can implement melodramatic emotions into a scene to clearly demonstrate how the character is feeling</li> <li>• I can identify and use <i>all</i> drama techniques related to melodrama to a rehearsed or improvised performance, e.g. audience interaction, asides, etc.</li> <li>• I can create an appropriate piece of work for a range of target audiences</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>



## Curriculum Planning Document

Subject	<u>Drama</u>
Year group	<u>7</u>
Unit Title	<u>Romeo and Juliet</u>

Aims of this unit, include **Intent/ Implementation / Impact**

During this half term, students will be introduced to the well-known story, Romeo and Juliet, by playwright William Shakespeare. Students will study a number of characters, including lead and ensemble roles, and work with the text to explore key themes, moments and concepts found within the play. Students will be introduced to the Iambic Pentameter, and experiment with using this in their own writing. Students will be asked to demonstrate a number of different techniques, including freeze frame, mime, monologue, and mirroring. For those wishing to advance their knowledge, students are encouraged to watch various performances of this classic play and analyse and evaluate the performer's voice and physicality. Lessons during this half term will give students an equal opportunity to explore the text in a practical form, as well as enhancing writing ability through booklet tasks.

Students will complete an end of unit assessment where they will perform a key extract from the text, and answer an evaluative question in their booklets (Green Box Question).

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can list <i>some</i> of the characters and some of their characteristics (at least 3 per character)</li> <li>• I can recall <i>some</i> key facts about the playwright of study (William Shakespeare) and theatre of this time</li> <li>• I can write a monologue in the voice of a character from the text (Romeo and Juliet)</li> <li>• I can change my voice and/or physicality to demonstrate a character from the play with limited control</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can list <i>all</i> of the characters and some of their characteristics (at least 5 per character)</li> <li>• I can recall all key facts about the playwright of study (William Shakespeare) and theatre of this time</li> <li>• I can write a monologue in the voice of a character from the text and perform with sound control</li> <li>• I can change my voice and physicality to demonstrate a character from the play with sound control</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can list <i>all</i> of the characters and experiment with performing as <i>some</i> of the characters</li> <li>• I can recall all key facts about the playwright of study (William Shakespeare) and theatre of this time</li> <li>• I can write a monologue in the voice of a character from the text and perform most of the extract from memory with sustained control</li> <li>• I can change my voice and physicality to demonstrate a character from the play with sustained control</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can list <i>all</i> of the characters and experiment with performing as <i>all</i> of the characters</li> <li>• I can recall all key facts about the playwright of study (William Shakespeare) and theatre of this time and explain how both literature and theatre both changed as a result</li> <li>• I can write a monologue in the voice of a character from the text and perform all of the extract from memory with assured control</li> <li>• I can change my voice and physicality to portray a character from the play with assured control</li> <li>• I can participate as an audience member to analyse and evaluate a performance</li> </ul>



## Curriculum Planning Document

<b>Subject</b>	<b>Design &amp; Technology</b>
<b>Year group</b>	<b>7</b>
<b>Unit Title</b>	<b>Introduction to the workshop</b>

Aims of this unit, include **Intent/ Implementation / Impact**

**The aims of this unit are to introduce students to: workshop health and safety; the design process; hand tools and machinery; the properties of plastic; sustainability; and influential designers. Students will develop skills, knowledge and understanding through two design and make tasks, developing and refining their skills throughout the unit.**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can understand the H&amp;S rules</li> <li>• I can design ideas which include some of the points of the specification</li> <li>• I can describe all the main stages of manufacture in the correct order</li> <li>• I can label a few of the tools and equipment</li> <li>• I can produce diagrams</li> <li>• I can cut some simple shapes that look mostly like my original design</li> <li>• I can saw within 3 to 4mm of the original design</li> <li>• I can show some evidence of filing and wet and drying the edges of my acrylic</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can be safe in the workshop and know most of the H&amp;S rules</li> <li>• I can design ideas which include most of the points of the specification</li> <li>• I can describe all the main stages of manufacture in the correct order</li> <li>• I can label some of the tools and equipment</li> <li>• I can produce clear diagrams</li> <li>• I can cut a few shapes that are a little complex and look like the original design.</li> <li>• I can saw within 2 to 3mm of the original design</li> <li>• I can file the edges of my acrylic so that it has no chips and most of it is smooth and shiny</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can demonstrate how to be safe in the workshop</li> <li>• I can design creative ideas which include all the points of the specification</li> <li>• I can describe all the main stages of manufacture in full sentences and in the correct order</li> <li>• I can label most of the tools, equipment and processes</li> <li>• I can produce diagrams that are well drawn and coloured</li> <li>• I can cut some complex shapes that closely resemble the original design</li> <li>• I can saw within 1 to 2mm of the original design</li> <li>• I can file the edges of my acrylic so that it has no chips or deep grooves and most of it is smooth and shiny</li> </ul>

<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>• I can demonstrate how to be safe in the workshop and implement the H&amp;S rules to others</li> <li>• I can design creative and original ideas which include all the points of the specification and show that I've thought about the techniques, tools and equipment I will use</li> <li>• I can describe all the main stages of manufacture in detailed full sentences and in the correct order</li> <li>• I can label all tools, equipment and processes</li> <li>• I can produce diagrams that are detailed, well-drawn and coloured neatly</li> <li>• I can cut complex shapes that very closely resemble the original design</li> <li>• I can saw within 1mm of the original design.</li> <li>• I can file the edges of my acrylic so that it has no chips or deep grooves and they are smooth and shiny</li> </ul>
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## Curriculum Planning Document

<b>Subject</b>	<b>English</b>
<b>Year group</b>	<b>Year 7</b>
<b>Unit Title</b>	<b>Shakespeare</b>

Aims of this unit, include <b>Intent/ Implementation / Impact</b>
<ul style="list-style-type: none"> <li>To develop an appreciation and love of reading, and read increasingly challenging material</li> <li>To read widely and critically</li> <li>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> </ul>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>I can recall main points from texts.</li> <li>I can locate some points and information in simple texts.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>I can identify familiar features of language and/or structure, with limited comment.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>I can make limited comments on a text's explicit contextual factors</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>I make limited use of relevant vocabulary.</li> <li>I mark some sentences with capital letters and full stops correctly.</li> <li>I make limited use of some Standard English.</li> <li>I spell simple words with limited accuracy, which detracts from overall meaning.</li> </ul>
<b>Developing</b>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>I can make simple inferences and deductions supported by simple textual references</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>I can make simple comment on the effect of language and/or structural features</li> <li>I make simple</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>I can make simple comments on a text's explicit contextual factors.</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>I choose straightforward, simple vocabulary</li> <li>I use simple, undeveloped sentences with some control of basic punctuation.</li> <li>I make use of simple Standard English.</li> <li>I mostly spell simple words accurately, with some with some inconsistency which may detract from overall meaning.</li> </ul>
<b>Securing</b>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>I am able to make some inferences from texts.</li> <li>I am able to use some appropriate textual references.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>I am developing an explanation of the effect of language and/or structural features on the reader with some appropriate textual detail</li> </ul>



	<ul style="list-style-type: none"> <li>• I am developing my use of subject terminology, mainly appropriately.</li> </ul> <p>AO3:</p> <ul style="list-style-type: none"> <li>• I have a developing sense of a text's contextual factors and a developing sense of they contribute to my reading of the text.</li> </ul> <p>AO6:</p> <ul style="list-style-type: none"> <li>• I choose a developing range of vocabulary</li> <li>• I am developing a variety of sentence structures for purpose and effect including an attempt at some complex sentences.</li> <li>• I use a generally accurate range of punctuation.</li> <li>• I am developing accuracy in my use of Standard English.</li> <li>• I spell simple words accurately.</li> <li>• I am developing accurate spelling of complex words and those containing irregular patterns</li> </ul>
Exceeding	<p>AO1:</p> <ul style="list-style-type: none"> <li>• I make increasingly explained responses to texts</li> <li>• I make increasing use of textual references to support explanation</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• I increasingly explain the effects of the writer's choices of language and/or structural features on the reader with a range of relevant textual detail</li> <li>• I make increasing use of subject terminology.</li> </ul> <p>AO3:</p> <ul style="list-style-type: none"> <li>• I have an increasing understanding of a text's contextual factors and how they inform my reading of the text.</li> </ul> <p>AO6:</p> <ul style="list-style-type: none"> <li>• I choose an increasingly varied and effective range of vocabulary</li> <li>• I use an increasing variety of sentence structures for purpose and effect, including complex sentences.</li> <li>• I use an increasingly secure range of punctuation.</li> <li>• I use Standard English in an increasingly competent way.</li> </ul>

## Curriculum Planning Document

Subject	<b><u>Food Preparation and Nutrition</u></b>
Year group	<b><u>7</u></b>
Unit Title	<b><u>Healthy Eating</u></b>

### Aims of this unit, include **Intent / Implementation / Impact**

We provide a **broad, balanced, inspiring** and **relevant** Food curriculum for our students at Pinner High School. It aims to develop **passion, independence, resilience, creativity and instil a love of learning** in our students from their very first encounter with the subject, in year 7. The Food curriculum aims to provide students with **invaluable life skills** and **knowledge required** to cook nutritious and healthy dishes for themselves and others. It will also enable students to **make informed choices** about their future in particular **further studies** and wider **career opportunities**. The Food curriculum is not only planned for students to achieve top grades in examinations but also to equip them to become **well rounded, confident, life- long learners** with effectual **transferable skills** who will make valuable contributions to the society in which they live.

In this unit, students **develop** an **understanding of** and **apply** the **principles of health and nutrition**. They **learn to cook a variety of dishes, predominantly** savoury dishes to **feed themselves and others** in a **healthy and varied way**. Students **develop competence** in using a range of cooking techniques, utensils and electrical equipment, different methods of heat transfer and awareness of how to use their senses to season dishes well and combine ingredients. They also learn to adapt recipes to meet the nutritional needs of different groups of people. Understand the source, seasonality and characteristics of a broad range of ingredients.

	<b>Skills / Knowledge / Understanding / Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>I can know what equipment to use to measure liquids, dry and small quantities of ingredients.</li> <li>I can work safely and hygienically when preparing and cooking food.</li> <li>I can use basic preparation and cooking techniques with some assistance.</li> <li>I can label the parts of the Eatwell guide.</li> <li>I can state what I like and what I don't like about my product.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I can choose equipment to measure liquids, dry and small quantities of ingredients.</li> <li>I can state the importance of working safely and hygienically when preparing and cooking food.</li> <li>I can demonstrate basic preparation and cooking techniques on my own.</li> <li>I can explain why a variety of nutrients, water and fibre are needed for a healthy balanced diet.</li> <li>I can explain the good and bad points of my product.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>I can calibrate weighing scales and use other equipment to measure liquids, dry and small quantities of ingredients.</li> <li>I can discuss the importance of working safely and hygienically when preparing and cooking food.</li> <li>I can prepare food using some cooking skills, techniques and methods of cooking with confidence.</li> <li>I can apply the principles of nutrition and health to make recipes healthier..</li> <li>I can discuss the success of my product while considering areas for improvement.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>I can calibrate weighing scales and use other equipment to measure liquids, dry and small quantities of ingredients accurately.</li> <li>I can explain the importance of working safely and hygienically when preparing and cooking food.</li> <li>I can demonstrate a range of cooking skills, techniques and methods of cooking with confidence.</li> <li>I can use the nutritional information on food labels to make wise food choices</li> <li>I can use sensory testing vocabulary to evaluate and analyse the food I have made in detail while considering the views of the users.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>Geography</b>
<b>Year group</b>	<b>7</b>
<b>Unit Title</b>	<b>Climate Change</b>

Aims of this unit, include **Intent/ Implementation / Impact**

To develop student's awareness of key geographical skills (mapping) through an exploration of different types of maps

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can match up the definitions of climate change</li> <li>• I know the climate change has occurred over time</li> <li>• I can describe a cause of climate change</li> <li>• I can explain an effect of climate change</li> <li>• I can name a solution to fixing the problem of climate change</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I know the definition of climate change</li> <li>• I can describe how climate change is happening by stating a piece of evidence</li> <li>• I can differentiate between human and physical causes of climate change</li> <li>• I can explain the effects of climate change using key terms</li> <li>• I understand the difference between mitigation and adaption strategies</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I know the difference between global warming and climate change</li> <li>• I can explain that climate change is happening by using evidence</li> <li>• I can explain the human and physical causes of climate change</li> <li>• I can explain the effects of climate change by relating it to a case study</li> <li>• I can give multiple examples of mitigation and adaptation strategies</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can identify how climate change is changing</li> <li>• I can evaluate the evidence of climate change and explain how each one proves that climate change is happening</li> <li>• I can evaluate which cause of climate is the most significant and explain why</li> <li>• I can use multiple examples of case studies that demonstrate the effects of climate change</li> <li>• I can evaluate whether mitigation or adaptation strategies are more significant in fixing the problem of climate change</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>History</b>
<b>Year group</b>	<b>Year 7</b>
<b>Unit Title</b>	<b>Topics</b> <ul style="list-style-type: none"> <li>How different were the Islamic Empires from Medieval London? <i>Similarity and Difference</i></li> <li>What does the Mali Empire reveal to us about Africa's position in the world in 14<sup>th</sup> century? <i>Significance</i></li> <li>What difference did the Black Death make? <i>Causation</i></li> </ul>

Aims of this unit, include <b>Intent/ Implementation / Impact</b>
<p>The aim of these units is to build on prior knowledge from the first term to develop students understanding of the Medieval period by looking at different parts of the world. Students will build an understanding of how to compare two time periods by using similarities and difference language to explain how different Medieval London and Baghdad were at the time. Students will explore and understand how advanced Baghdad was in scientific developments and discoveries that have shaped our world. Students then will learn and assess the significance of richest rulers to have lived (Gold and Salt) in Mali. Then students will study the Black Death impact on England. This enquiry allows students to understand how a big event can impact a local community differently to nationally. All enquires build on prior knowledge to help students reach judgements to answer the overall enquiry question and make connections to previous units. Students by the end of term one should have clearer understanding of key historical terms such empire and power. Students will make progress and achieve their academic potential through a vigorous curriculum designed to stretches students</p>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>I can make some inferences from historical sources to describe Medieval England , Baghdad and Mali</li> <li>I can make some observations from scholarship to describe Mansa Musa's life</li> <li>I can present to the class some similarities and differences between Medieval London and Baghdad</li> <li>I can use simple and generalised knowledge in my writing to answer the enquiry questions</li> <li>I can describe what life was like in Medieval England due to the Black Death</li> <li>I can use some causation vocabulary to explain the impact of the Black Death</li> <li>I can start to make simple judgements about how different Medieval London and Baghdad were in Medieval times and why the Mali Empire was significant</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I can make some accurate inferences from historical sources to describe Medieval England , Baghdad and Mali</li> <li>I can make some accurate observations from scholarship to Mansa Musa's life</li> <li>I can present to the class many similarities and differences between Medieval London and Baghdad</li> <li>I can I can use some accurate knowledge in my writing to answer the enquiry questions</li> <li>I can explain what life was like in each time period (Medieval England and the Black Death)</li> <li>I can regularly use causation vocabulary to explain the impact of the Black Death</li> <li>I can make some accurate judgements about the history studied.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>I can make accurate inferences from historical sources to describe Medieval England , Baghdad and Mali</li> </ul>

	<ul style="list-style-type: none"> <li>• I can make accurate observations from scholarship to describe Mansa Musa's life</li> <li>• I can present to the class many accurate similarities and differences between Medieval London and Baghdad</li> <li>• I can use accurate and relevant knowledge to support my arguments in answering the enquiry questions</li> <li>• I can explain what life was like in each time period (Medieval England and the Black Death) and make connections between the time periods</li> <li>• I can regularly use causation vocabulary to explain how different Medieval London and Baghdad were in Medieval times and why the Mali Empire was significant</li> <li>• I can make accurate judgements about the history studied.</li> <li>• I can start to evaluate the evidence I have learnt and start to question its merits</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can make precise and relevant inferences from historical sources to describe Medieval England, Baghdad and Mali</li> <li>• I can make precise and relevant observations from scholarship to describe Mansa Musa's life</li> <li>• I can present to the class many accurate similarities and differences between Medieval London and Baghdad and use a range of examples to support my presentation</li> <li>• I can precisely selected accurate and relevant knowledge to support my arguments in answering the enquiry questions</li> <li>• I can explain what life was like in Medieval England during the Black Death and impact it had</li> <li>• I can use a variety of causation vocabulary to explain how different Medieval London and Baghdad were in Medieval times and why the Mali Empire was significant</li> <li>• I can make coherent, logical and accurate judgements about the history studied.</li> <li>• I can make evaluation statements about the evidence I have learnt and ask some questions about its merits</li> </ul>

## Curriculum Planning Document

Subject	<u>Music</u>
Year group	<u>7</u>
Unit Title	<u>UNIT 2 – The Classical Period in Music and Treble Clef</u>

Aims of this unit, include **Intent/ Implementation / Impact**

- To explore and identify notes in the treble clef.
- To introduce instrumental work on the keyboards.
- To listen to and perform music from the Classical Period
- Describe some musical features from the Classical Period.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can recognise and identify some notes in the treble clef.</li> <li>• With some assistance, I can compose a melody by converting the letters of my name.</li> <li>• I can perform simple music on the keyboard that use a limited range of notes.</li> <li>• I am aware when I make a mistake.</li> <li>• I can recognise some different pitches by listening to them.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can mostly recognise and identify notes in the treble clef.</li> <li>• I can compose a melody by converting the letters of my name.</li> <li>• I can perform simple music on the keyboard mostly accurately.</li> <li>• I can perform mostly in time with a backbeat.</li> <li>• I can recognise some 1-bar melodies by listening to them.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can recognise and identify notes in the treble clef.</li> <li>• I can compose a 4-bar melody by converting the letters of my name.</li> <li>• I can perform music on the keyboard accurately and with good technique.</li> <li>• I can perform on the keyboard with two hands or as a duet with good timing.</li> <li>• I can recognise different mini melodies by listening to them.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can recognise and identify notes in the treble clef, on the stave and beyond.</li> <li>• I can compose a 4-bar melody with accompaniment by converting the letters of my name.</li> <li>• I can perform more complex music on the keyboard, accurately and with good technique.</li> <li>• I can perform with two hands as a solo and as part of a duet with good timing.</li> <li>• I can recognise multiple mini melodies by listening to them and also spot mistakes.</li> <li>• I can identify some common features in music from the Classical Period.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	PRE
<b>Year group</b>	7
<b>Unit Title</b>	Buddhism

Aims of this unit, include **Intent/ Implementation / Impact**

The aim of this unit is to ensure that students have a strong foundation knowledge of the beliefs, teachings and practices in Buddhism. This includes specific information about how Buddhism began, the teachings of the Buddha and how Buddhists practice Buddhism in 21<sup>st</sup> century Britain.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can describe key information about Buddha's childhood.</li> <li>• I can name the four sights.</li> <li>• I can name the four Noble Truths.</li> <li>• I can describe what Buddhist monks do in a day.</li> <li>• I can give key terms relating to Buddhism, for example the Noble Eightfold Path and reincarnation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can explain why the four sights influences Buddha to leave his childhood home.</li> <li>• I can describe the journey Buddha took to achieve enlightenment.</li> <li>• I can describe the importance of the four Noble Truths and how they help overcome suffering.</li> <li>• I can describe key information about the Noble Eightfold Path.</li> <li>• I can describe how the Noble Eightfold Path influences Buddhists today.</li> <li>• I can describe what Buddhists believe about reincarnation.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can explain the importance of Dharma (Buddha's teachings) with reference to key sources of wisdom or teachings from these.</li> <li>• I can state which of the teachings in Buddhism I think is the most important with reasoned arguments to support my point.</li> <li>• I can evaluate why meditation is so important and how it can help achieve enlightenment.</li> <li>• I can explain the importance of suffering and explain how Buddha's teachings can help overcome suffering.</li> <li>• I can identify key similarities and differences between Buddhist teachings about life after death and Abrahamic religions.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can give a developed account on why the Four Noble Truths and Eightfold Path are important with reference to sources of wisdom and teachings which I can explain in my own words.</li> <li>• I can evaluate the impact of Buddhist teachings in 21<sup>st</sup> century Britain with a developed argument for which I think is the most influential teaching as well as consideration of counter arguments.</li> <li>• I can evaluate the extent to which karma and reincarnation impacts the actions of a Buddhist.</li> </ul>

	<ul style="list-style-type: none"><li>• I can analyse whether Buddhist beliefs about the afterlife are more similar than different to Abrahamic religions.</li></ul>
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	<ul style="list-style-type: none"><li>• I can evaluate the importance of the different types of meditation and how it helps achieve enlightenment.</li></ul>
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## Curriculum Planning Document

Subject	Spanish
Year group	Year 7
Unit Title	Mi Instituto; Module 3; Spring Term 2

Aims of this unit
<p><b>Intent:</b> To understand and produce language about days, the time and opinions on school subjects, facilities, teachers.</p> <p><b>Implementation:</b> Viva Book 1, Module 3, direct teacher instruction and practice of language through four skills</p> <p><b>Impact:</b> Students transfer knowledge of grammar rules for nouns and adjectives and verbs of opinion and practice in a new topic context. Through reference to a paradigm (verb table), they have more freedom to create sentences beyond the first person.</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>I can listen to words and short phrases and understand their meaning..</li> <li>I can say single words and short phrases with help sheets and imitate correct pronunciation</li> <li>I can read and understand key words and translate them into English.</li> <li>I can copy short sentences, changing one or two key words or label items.</li> <li>I can understand some grammar rules such as common verbs in the first person (tengo, soy, me llamo) and the parts of speech such as noun, verb, adjective.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I can listen to short phrases and understand the key words and opinions of the speaker.</li> <li>I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings.</li> <li>I can read and understand the key words and opinions in sentences using familiar language.</li> <li>I can translate short sentences into English with help sheets.</li> <li>I can write several short sentences, with help sheets, and give opinions.</li> <li>I can use verbs in the present tense, to talk about myself with help sheets.</li> <li>I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>I can listen to short phrases and understand the main point/ opinion/reasons of the speaker.</li> <li>I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings.</li> <li>I can read and understand the main point/ opinion/ reason in sentences using familiar language.</li> <li>I can translate short sentences into English without help sheets</li> <li>I can write several short sentences from memory and give opinions with reasons.</li> <li>I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> <li>I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>I can listen to and understand sentences with two main points and opinions with a reason</li> <li>I can hold a short conversation, describe a picture and answer questions using longer sentences.</li> <li>I can read and understand paragraphs with a range of vocabulary, including unfamiliar language.</li> <li>I can write short paragraphs or sentences with two ideas that are linked from memory</li> <li>I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> </ul>

- |  |                                                                                                                         |
|--|-------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• I can write about someone and say what I am going to do in the future</li></ul> |
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## Curriculum Planning Document

Subject	Spanish
Year group	Year 7
Unit Title	Mi Tiempo Libre; Module 2; Spring Term 1

Aims of this unit
<b>Intent:</b> To understand and produce language about likes, dislikes, hobbies and sports, weather and time phrases <b>Implementation:</b> Viva Book 1, Module 2, direct teacher instruction and practice of language through four skills <b>Impact:</b> Students are able to structure longer sentences and include justified opinions

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>I can listen to words and short phrases and understand their meaning..</li> <li>I can say single words and short phrases with help sheets and imitate correct pronunciation</li> <li>I can read and understand key words and translate them into English.</li> <li>I can copy short sentences, changing one or two key words or label items.</li> <li>I can understand some grammar rules such as common verbs in the first person (tengo, soy, me llamo) and the parts of speech such as noun, verb, adjective.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I can listen to short phrases and understand the key words and opinions of the speaker.</li> <li>I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings.</li> <li>I can read and understand the key words and opinions in sentences using familiar language.</li> <li>I can translate short sentences into English with help sheets.</li> <li>I can write several short sentences, with help sheets, and give opinions.</li> <li>I can use verbs in the present tense, to talk about myself with help sheets.</li> <li>I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>I can listen to short phrases and understand the main point/ opinion/reasons of the speaker.</li> <li>I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings.</li> <li>I can read and understand the main point/ opinion/ reason in sentences using familiar language.</li> <li>I can translate short sentences into English without help sheets</li> <li>I can write several short sentences from memory and give opinions with reasons.</li> <li>I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> <li>I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>I can listen to and understand sentences with two main points and opinions with a reason</li> <li>I can hold a short conversation, describe a picture and answer questions using longer sentences.</li> <li>I can read and understand paragraphs with a range of vocabulary, including unfamiliar language.</li> <li>I can write short paragraphs or sentences with two ideas that are linked from memory</li> <li>I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> <li>I can write about someone and say what I am going to do in the future</li> </ul>



## Curriculum Planning Document

Subject	Mathematics
Year group	7
Unit Title	Fractions

Aims of this unit, include <b>Intent/ Implementation / Impact</b>
<ul style="list-style-type: none"> <li>- To be able to calculate with fractions</li> <li>- To understand percentages, fractions and decimals</li> </ul>

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can use fraction notation to describe parts of a shape</li> <li>● I can compare simple fractions</li> <li>● I can use diagrams to compare two or more simple fractions</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can change an improper fraction to a mixed number</li> <li>● I can identify equivalent fractions</li> <li>● I can simplify fractions by cancelling common factors</li> <li>● I can work with equivalent fractions and decimals</li> <li>● I can understand percentage as 'the number of parts per 100'</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can add and subtract simple fractions</li> <li>● I can calculate simple fractions of quantities</li> <li>● I can write one number as a fraction of another</li> <li>● I can convert a percentage to a number of hundredths and tenths</li> <li>● I can use different strategies to calculate with percentages</li> <li>● I can express one number as a percentage of another</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can add and subtract mixed numbers</li> <li>● I can calculate fractions of amounts</li> <li>● I can use division to write a fraction as a decimal</li> <li>● I can work with equivalent percentages, fractions and decimals</li> </ul>



## Curriculum Planning Document

<b>Subject</b>	<b>Mathematics</b>
<b>Year group</b>	<b>7</b>
<b>Unit Title</b>	<b>Probability</b>

Aims of this unit, include <b>Intent/ Implementation / Impact</b>
<b>- To be able to use the correct language and calculate probability</b>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can use the language of probability</li> <li>● I can list and count outcomes</li> <li>● I can calculate probability based on equally likely outcomes</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can use a probability scale with words</li> <li>● I can understand the probability scale from 0 to 1</li> <li>● I can compare probabilities</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can calculate probability of A or B happening by counting outcomes</li> <li>● I can calculate the probability of an event not happening</li> <li>● I can record data from a simple experiment</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can estimate probability based on experimental data</li> <li>● I can make conclusions based on the results of an experiment</li> <li>● I can use probability to estimate the number of expected wins in a game</li> <li>● I can apply probabilities from experimental data in simple situations</li> </ul>





## Curriculum Planning Document

<b>Subject</b>	<b>Mathematics</b>
<b>Year group</b>	<b>7</b>
<b>Unit Title</b>	<b>Ratio and Proportion</b>

Aims of this unit, include <b>Intent/ Implementation / Impact</b>
<b>- To be able to calculate ratios and proportions</b>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can use direct proportion in simple contexts</li> <li>● I can use ratio notation</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can solve simple problems involving direct proportion</li> <li>● I can reduce a ratio to its simplest form</li> <li>● I can use ratios and measures</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can use the unitary method to solve simple word problems involving direct proportion</li> <li>● I can reduce a three-part ratio to its simplest form by cancelling</li> <li>● I can divide a quantity into two parts in a ratio given in words</li> <li>● I can solve word problems involving ratio</li> <li>● I can use fractions to describe and compare proportions</li> <li>● I can understand and use the relationship between ratio and proportion</li> <li>● I can use percentages to describe proportions</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can simplify a ratio expressed in fractions or decimals</li> <li>● I can divide a quantity into two parts in a given ratio</li> <li>● I can use percentages to compare simple proportions</li> <li>● I can understand and use the relationship between ratio and proportion</li> </ul>

