

Subject	Autumn	Spring	Summer
English	<p>Short Stories</p> <p><i>Extracts</i></p> <p>To practise key technical skills and produce a piece of narrative or descriptive writing</p> <p><i>Greek myths</i></p> <p>Exploring a range of Greek myths, discovering key pieces of cultural capital including etymology, philosophy, and archetypes</p>	<p>Writing for different audiences and purposes</p> <p><i>Non Fiction</i></p> <p>How to be a journalist</p> <p>How to be a lawyer</p> <p>How to be a detective</p> <p>How to be an activist</p>	<p>Shakespeare: The Tempest</p> <p><i>Play</i></p> <p><i>Part one:</i> Who is Shakespeare?</p> <p><i>Part two:</i> Reading the play</p> <p>To explore, examine and understand the plot, characterization, writer's methods, themes and context of The Tempest</p>
Maths	<p>Algebraic thinking</p> <ul style="list-style-type: none"> Using algebraic notation Equality and equivalence Sequences <p>Place value and proportion</p> <ul style="list-style-type: none"> Place value and ordering integers and decimals Fraction, decimal and percentage equivalence 	<p>Application of number</p> <ul style="list-style-type: none"> Solving problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages of amounts <p>Directed number</p> <ul style="list-style-type: none"> Four operations with directed number <p>Fractional thinking</p> <ul style="list-style-type: none"> Addition and subtraction of fractions 	<p>Lines and angles</p> <ul style="list-style-type: none"> Constructing measuring and using geometric notation Developing geometric reasoning <p>Reasoning with number</p> <ul style="list-style-type: none"> Developing number sense Sets and probability Prime numbers and proof
Science	<p>Particle Model</p> <p>Speed (Forces)</p> <p>Movement (Organisms)</p> <p>Separating Mixtures</p> <p>Cells</p>	<p>Potential Difference (Electricity)</p> <p>Current (Electricity)</p> <p>Acids and Alkalis</p> <p>Energy Costs</p> <p>Energy Transfers</p>	<p>Sound</p> <p>Light</p> <p>Interdependence (Biology)</p> <p>Plant Reproduction</p> <p>Earth Structure</p> <p>Universe</p>
Art	<p>Colour</p> <p>In this unit students explore colour as a starting point and develop a basic understanding of colour theory. They create images that reflect their observations, memory and imagination. They experiment and develop skills and knowledge using a range of media and processes.</p>	<p>Objects and Viewpoints</p> <p>Students explore familiar objects and record them using a variety of materials as a starting point for their work. They look at the work of still life artists and create a series of work rather than one big piece.</p>	<p>3D Sculpture</p> <p>Students explore 3D making techniques. They develop their making skills and learn about different approaches to representing their experiences of 3D sculptures.</p>
Computing	<p>Digital Literacy 1</p> <p>Computational Thinking</p>	<p>Game design in Scratch</p> <p>Under the Hood</p>	<p>Binary & Logic 1</p> <p>e-Safety & Cyber Security</p>

Drama	<p>THE BIG READ (CREATING) This scheme of work explores drama using the themes of The Big Read book, the book selected by Hollyfield students for incoming year 7 students. Physical theatre, improvisation, devising, problem solving, group work, mime, characterisation and symbolism are a few of the techniques and strategies it covers. The scheme is intended to be delivered to KS3 as part of the introductory work in drama, IN ADDITION TO SUPPORTING 'THE BIG READ' BOOK. The overall objective is that students will build on their understanding of drama strategies and subject vocabulary, as well as enhancing their story building skills. Students will devise and perform their own plays using the skills they have learned from the scheme of work.</p> <p>THE ART OF MIME & SILENT MOVIE (PERFORMING) A basic introduction to collaborative, performance and evaluative work. Including focuses on narrative and characterisation of physical theatre and performance skills such as movement, gesture, facial and physical expression.</p>	<p>GREEK THEATRE (EVALUATING) This scheme of work has the following aims: To provide a brief introduction to the time period of Ancient Greece; to experiment with approaches to Chorus and character; to research and perform Greek myths; to understand the Greek gods; to develop vocal skills and physical skills; to develop written analytical skills and reflection in Drama.</p> <p>COMMEDIA DELL'ARTE (CREATING) The aim of this scheme of work is to allow the students to explore melodrama and commedia dell'arte; they can use a lot of what they learn in their work in a physical way in the future and it helps a lot with characterisation. The first 4 lessons focus on the art of melodrama; there are lots of examples of the characters online and a great resource we use is an episode of the original Sabrina, the Teenage Witch. The remaining 3 lessons focus on commedia dell'arte; again there are lots of resources that we use to demonstrate this style including Blackadder which captures the slapstick nature of this style of comedy</p>	<p>A MIDSUMMER NIGHT'S DREAM (PERFORMING) This scheme of work explores Shakespeare's A Midsummer Night's Dream in performance by focusing on characterisation, design and the realisation of particular scenes. The outcome is for students to gain both a literary and a performance perspective of the play. We also explore The Globe Theatre and performance conditions in the Elizabethan period.</p> <p>LIVE THEATRE (EVALUATING) Students will watch (Digital Theatre screening) a live piece of drama. They will then select a key moment to explore a variety of acting skills (voice/physical/characterisation/communication) used in the production giving a personal analysis and evaluation of the theatrical elements that contributed to its total effectiveness.</p>
Design Technology	<p>To follow on and build up from the knowledge and skills learnt from KS2 and introduce year 7 students to formal drawing and sketching techniques. Show how to successfully layout their work graphically and subtly introduce relevant elements of the four main Assessment objectives for GCSE. Coverage of three Design & Technology projects over the year, Product Design, Textiles and Food Technology, along with basic programming concepts with BBC Micro-Bit in IT.</p>		
MFL (French or Spanish)	<p>All about me Introducing myself: Name, age, nationality. Saying when my birthday is Naming different family members Describing appearance and character Pets</p> <p>Cultural study:: Christmas in the French/Spanish speaking world.</p>	<p>My Free time Naming different sports and hobbies Stating my likes and dislikes and giving opinions Saying what someone else likes to do/doesn't like to do Weather – saying what I do during different types of weather.</p>	<p>School Giving opinions about school subjects School uniform – description and opinions School facilities – description and opinions School rules</p> <p>Photo descriptions Develop spoken skills through a building-blocks approach on describing photos</p> <p>Film project: French: Le Petit Nicolas Spanish: La Misma Luna Describe a film, the characters, predict what will happen next & review the film</p>
Music	<p>Key Elements & Rhythm Developing KS2 work on Key Elements. Using Key Elements to develop composition skills and then into a focus on rhythm. Development of performance skills from KS2 through singing.</p> <p>The Keyboard & Stave Notation Developing performance skills through keyboard skills and notation and devolving rhythms. Key Elements continue to be embedded when listening and analysing music.</p>	<p>The Orchestra & Animals Learning about the orchestra and develop listening skills. Use knowledge of orchestral instruments and key elements from previous topics to compose a piece of music to represent an animal.</p> <p>Programme Music Learning about famous pieces of programmatic music and develop listening and analytical skills using Key Elements vocabulary. Students use this knowledge to develop their own programmatic compositions.</p>	<p>Chinese Music Learning about a Chinese orchestra and how it relates to a Western orchestra (S1). Learning about a variety of Chinese instruments and graphic scores. Learning how to play the pentatonic scale and improvise and using this to develop programmatic compositions (S2) using Chinese features.</p> <p>Music Technology Learning how to use Logic/Garageband to compose their own programmatic pieces.</p>

Geography	<p>UK and Map Skills</p> <p>Students need to understand the human and physical geographical context of the country they live in. Students need to learn how to use maps first as a 'life skill' and second to help them in their future education in geography.</p> <p>Globalisation</p> <p>Students study globalisation to enhance their knowledge, understanding and analysis of the role of interconnections between countries and continents in the modern world and its effect on our everyday lives.</p>	<p>Weather and climate</p> <p>Students should have an understanding of the processes that determine different types of weather events and to be able to understand why climate varies around the world and its impact on biomes</p> <p>Tropical Rainforests</p> <p>Students study tropical rainforests and its many functions, including how the TRF provides us with food and water. Tropical forests are some of the most species-rich and varied environments on the planet. The animals are important in their own ecosystems, and invaluable to humans as sources medicine. Students learn how tropical rainforests also regulate carbon in the atmosphere.</p>	<p>Newly Emerging Superpowers (China and Brazil)</p> <p>In order for students to gain an appreciation of China and Brazil's growing influence in world affairs and how its growth could impact on their own lives and societies.</p> <p>Introduction to Fieldwork</p> <p>Students will gain an understanding of the importance of fieldwork in geography. The unit will focus on the basics of fieldwork skills and look at the reasons why geographers complete practical activities. The unit will offer practical opportunities and prepare the students for future geography study.</p>
History	<p>Crime and Punishment Through Time</p> <p>Students will study how crime, punishment and policing has changed from Roman times to the modern day. They will complete a source-based assessment on medieval outlaws.</p> <p>Medieval Realms</p> <p>We will begin our study by looking at the Norman Conquest. Students will complete an extended writing assessment on the Battle of Hastings.</p>	<p>Medieval Realms</p> <p>Continuing this unit, we will focus on key political changes after the Norman Conquest, and other features of the period such as the power of the church, life in towns and villages, the Black Death and the changing power of monarchs. Students will complete an evidence based assessment assessment on Medieval Peasants and a narrative account on the murder of Thomas Becket.</p>	<p>Medieval Realms/London</p> <p>Students will finish their study of Medieval Realms by looking at England's relations with her neighbours. We will then move onto a depth study of London through the ages, and a local history unit on Kingston and the surrounding area. Students will complete a knowledge recall test on Medieval Realms and final end of Year Exam.</p>
RE	<p>Arguments for existence of God</p> <p>Students learn about and utilise a range of philosophical and logical arguments to evaluate the existence of a God.</p> <p>Nature of God in Christianity</p> <p>Students will extend and deepen their knowledge of Christianity and philosophical skills by examining and evaluating the nature of God in Christianity (but in such a way as it can be applied to other faiths); students will debate questions like 'Is God fair?', 'Would a loving God allow a literal hell to exist (and send people there)?', 'Can God know the future? And if so, does that mean I have no free will?'</p>	<p>Judaism</p> <p>Students learn about the important beliefs and practices within Judaism. There is a focus on examining the importance and purpose behind the Passover meal, linking this to the history of the Jewish people and understanding why it is practised.</p>	<p>Sociology of Islam</p> <p>Students use a range of tools to examine what it means to be a Muslim in Britain today, examining beliefs and practices, and analysing these largely through a sociological lens.</p>
PE/GAMES	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • physically active for sustained periods of time • engage in competitive sports and activities lead healthy, active lives. • Students of different needs/ PAG allowed to progress through streamed classes. • Links to PDW topics and core skills such as communication, teamwork and leadership 		
	<p>Rugby</p> <ol style="list-style-type: none"> 1. Handling/ receiving/ pop pass 2. Attacking line passing 3. Tackling technique 4. Competitive tackling 5. Basic rucking 6. Match play 	<p>Football</p> <ol style="list-style-type: none"> 1. Dribbling skills 2. Passing with instep 3. Control 4. Two vs Two One defending/ attacking 5. Shooting with instep 6. Match play 	<p>Netball</p> <ol style="list-style-type: none"> 1. Types of passes 2. Receiving the ball—one and two footed 3. Types of dodging 2v1 4. Interception 2 v 2 5. Shooting from around the circle 6. Match play

	Volleyball 1. Basic set shot—low net 2. Basic Dig shot—low net 3. Basic Spike shot—low net 4. Set, Dig , Spike combinations—low net 5. High net work 6. Match play	Badminton 1. Grip and striking shuttle 2. Basic Low flick serve 3. Basic net play 4. Basic high flick serve 5. Basic overhead shot 6. Match play	Athletics 1. High Jump 2. Long Jump 3. Shot put 4. Discus 5. Triple jump 6. Track events
	International sports 1. Kabbadi 2. American Football 3. Aussie Rules 4. Gallic Football 5. Futsal	Hockey 1. Grip and dribbling 2. Basic push pass and trap 3. Basic driven pass 4. Basic tackling 5. 1 vs 1 / 3 vs 3 competitive situations 6. Match play	Tennis 1. Grip and striking the ball over the net 2. Basic forehand 3. Basic volley 4. Basic backhand 5. Striking games 6. Match play
	Dance 1. Teacher led choreography: Cultural dance 2. Using formations 3. Applying canon and unison 4. Introduction to dynamics 5. Peer assessment performance 6. Performance	Health and Fitness 1. Fitness testing 2. Cardiovascular endurance 3. Strength 4. Agility 5. Speed 6. Circuit training	Rounders 1. Throwing and catching—under arm over arm 2. Deep fielding—throwing and catching 3. Bowling techniques 4. Striking placements 5. Base fielding 6. Match play
PDW (6 key themes)	Being me in my world Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Dreams and goals Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Relationships Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting
	Celebrating difference Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Healthy me Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Changing me Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support