



QUEEN'S PARK HIGH SCHOOL

Year 7 – Half Term 5

Subject	Title	Unit Summary	Assessment
English	Introduction to Shakespeare	Students will explore the life and times of William Shakespeare, gaining an insight into conventions of genre and characterisation. Students will study a range of extracts from <i>Romeo and Juliet</i> and <i>Macbeth</i> , with a focus on reading for understanding. Students will develop their analytical and essay-writing skills.	1 hour essay writing task: How does Shakespeare present Tybalt in <i>Romeo and Juliet</i> ?
Maths	U10 - Percentages	<ul style="list-style-type: none">Finding percentage of amountsIncreasing and decreasing amounts by a percentage	Application of knowledge and skills from the first 10 units of work through cumulative assessment (ALA 4): <ul style="list-style-type: none">All work on fractionsCalculations with percentages
	U11 - Ratio	<ul style="list-style-type: none">Use ratio notationUnderstand link between fractions and ratioDividing amounts in given ratio	Application of knowledge and skills from all units of work through END OF YEAR cumulative assessment to assess all work covered during the year.
Science	Physics 2 Motion & Space	Students will learn about: <ul style="list-style-type: none">Describing motion; calculating speed, distance-time graphs and acceleration.Space physics; mass and weight, our place in the universe, seasons and phases of the moon.	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment on the effect of ramp height on speed. To demonstrate knowledge, apply understanding and analyse information in an end of unit test on physics 2 content with cumulative knowledge from physics 1.
History	How did people explain disease in the Middle Ages?	How people explained and cured disease in the Middle Ages. The impact of the Black Death on Britain for short and long term.	Source analysis: How useful is source A to a historian studying the impact of the Black Death?
Geography	Map Skills	This unit will cover the following skills: <ul style="list-style-type: none">Using directionGrid referencesMap symbols	Students will complete a 40 minute ALA. Students will answer questions based on all the skills covered in this topic.
French	Talking about what others do	<ul style="list-style-type: none">Phonics: qu, j, tion, ien and revisiting vowels.Vocabulary: free time and hobbiesGrammar: plural forms of regular ER verbs in the present tense.	Reading and writing focus 1 hour assessment focused on reading comprehension and tangled translation into English.



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Spanish	Talking about giving and wanting using <i>dar</i> and <i>querer</i>	<ul style="list-style-type: none"> Phonics: j, n, ñ, v, b, r and rr Vocabulary: celebrations, gifts and family members Grammar: irregular verbs <i>dar</i>, <i>querer</i> and <i>tener</i> 	Reading and writing focus 1 hour assessment focused on tangled translation into English.
Computing	Modelling data: spreadsheets	Sorting and filtering data and using formulas and functions in spreadsheet software	Editing a spreadsheet, using the skills learned over the unit – marked by the teacher
PE	Each class will be learning a different sport so please refer to the curriculum section of the school website.		
Drama	Our Day Out	In this first piece of script work, students will explore the socio-economical context of Willy Russell's <i>Our Day Out</i> and look at transforming script into performance through effective characterisation	PERFORMANCE: Students will rehearse and perform a scene from <i>Our Day Out</i> and will be tasked with learning the lines
Art	Still Life	Students will describe, evaluate Laura Letinsky and Floris van Dijck still life work Experiment with different drawing materials and techniques. Experiment with photography and photoshop skills to create a digitally manipulated photograph.	Work is assessed holistically and will evidence students' ability to: Research and develop ideas from the study of Letinsky and van Dijck. Explore and refine the use of drawing, photographic and Photoshop skills. Observe and record shape using marks, colour and composition. Respond and present a digitally manipulated photographic still life.
Music	Musical Theatre	<ul style="list-style-type: none"> Listening to and learning about the history and features of musical theatre Ensemble and solo performances of songs and music from musical theatre. Composing a rap 	Performing - ensemble performance of a musical theatre piece Composing - rap composition Listening - written appraisal questions focusing on structure Music theory questions during silent starters
Technology	Students complete a rotation of the 3 topics below over the course of the year.		
	Design Technology Textiles Design Skills	Students will develop ideas and use different design skills and techniques to create a poly tile print for a T-shirt design.	Work is assessed holistically and will evidence students' ability to: Design a suitable print based design for a T-shirt product. Evaluation of their design skills and printing techniques.



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	Design Technology Resistant Materials Desk Tidy	Students will work to a brief to develop individual design ideas to create a wooden desk tidy. They will understand health and safety when working in a workshop.	Work is assessed holistically and will evidence students' ability to: Show knowledge and understanding of woods and their properties. Design a suitable product based on a design brief. Safely demonstrate practical skills when using hand tools to work with wood
	Food Technology Health and Safety	Students will prepare and cook savoury dishes using a range of cooking techniques. They will understand health, safety and hygiene and know how to apply it in a given situation.	Work is assessed holistically and will evidence students' ability to: Show knowledge and understanding of health and safety in the kitchen. Apply knowledge to industry settings and during practical tasks. Evaluate their own work.
World Views	Judaism	<ul style="list-style-type: none"> Explore Jewish beliefs about the nature of God. Examine the concept of covenant between man and God. Learn about the lives of two important prophets in Abrahamic faiths – Abraham and Moses. Link the lives and teachings of the prophets to the concept of covenant. Examine the 10 commandments as a cornerstone of Judaeo-Christian belief. Explore Jewish scriptures, places of worship and food laws. 	<p>Formative assessment questions: Various shorter explain type questions on various Jewish beliefs and practices e.g. Pesach, worship in the synagogue.</p> <p>Summative assessment question "The covenant with Moses is more important than the covenant with Abraham." Evaluate this statement.</p>
PSHCE	RSHE Relationships, Sex, Health Education	<ul style="list-style-type: none"> Puberty including menstrual wellbeing and managing change Body satisfaction and self-concept Relationship boundaries Unwanted contact Female Genital Mutilation 	Ipsative Assessment is used in PSHCE. This assessment method focuses on students assessing their own personal progress and growth against a set of 'I can' statements.