



# QUEEN'S PARK HIGH SCHOOL

## Year 7 – Half Term 3

Subject	Title	Unit Summary	Assessment
English	<i>Secrets of a Sun King</i>	Students will study Emma Carroll's historical adventure novel <i>Secrets of a Sun King</i> . We will examine the ways in which Carroll explores the post-WW1 context, develops characterisation and setting, and maintains suspense through the text. Students will develop their analytical and essay-writing skills.	<b>1 hour essay writing task:</b> How does Carroll present the Mendozas?
Maths	<b>U6 – Positive and negative numbers</b>	Calculations with positive and negative numbers	Application of knowledge and skills from the first 7 units of work through cumulative assessment (ALA 3): <ul style="list-style-type: none"> <li>• Calculations using positive and negative numbers</li> <li>• Basic algebra skills</li> </ul>
	<b>U7 – Introduction to Algebra</b>	Basic algebra skills: using brackets/collecting like terms/factorising	
Science	<b>Biology 1 Cells, Organs &amp; Organ Systems</b>	Students will learn about: <ul style="list-style-type: none"> <li>• Cells; structure of animal and plant cells, studying cells with microscopes and diffusion.</li> <li>• Function of organ systems; muscular, skeletal, breathing and circulatory system.</li> </ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on the effect of surface area on time for diffusion</b> .  To demonstrate knowledge, apply understanding and analyse information in an end of unit test on biology 1 content.
History	<b>How significant was 1066 for Britain?</b>	1066, including the contenders, the key battles. Why William was able to defeat Harold.	"William's archers were the main reason why he won the Battle of Hastings" – How far does your study of the Battle of Hastings show this?
Geography	<b>Global Health</b>	<ul style="list-style-type: none"> <li>• Case study of a pandemic (COVID-19)</li> <li>• Case study of a communicable disease (Ebola)</li> <li>• Case study of a non-communicable disease (Obesity)</li> </ul>	Students will complete a 40 minute ALA. Students will answer questions based on all topics covered, and answer one long answer question based on the management strategies for Ebola.
French	<b>Distinguishing between having and being</b>	<ul style="list-style-type: none"> <li>• Phonics: silent final e, é/-er/-ez, liaison and nasal sounds en/an and on.</li> <li>• Vocabulary: job titles and professions</li> <li>• Grammar: the verbs <i>être</i> and <i>avoir</i>, definite articles and pluralisation</li> </ul>	<b>Listening and speaking focus</b> 15 minute assessment reading aloud and verbally responding to questions about a short text in French. 1-1 assessment with teacher.
Spanish	<b>Saying what people do</b>	<ul style="list-style-type: none"> <li>• Phonics: ce/ci, cue/cui/cua</li> <li>• Vocabulary: hobbies and interests</li> <li>• Grammar: AR verbs in the present tense and negation</li> </ul>	<b>Writing focus</b> 30 minute assessment focused on vocabulary, conjugation and gap fill activity in Spanish.



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Computing	Programming essentials in Scratch	Applying the programming constructs of sequence, selection, and iteration in Scratch.	Multiple choice and written test about Scratch code and marked piece of programming work
PE	Each class will be learning a different sport so please refer to the curriculum section of the school website.		
Drama	The Holocaust	Students explore this significant cultural event and use their <b>characterisation</b> skills to show an empathetic understanding of the horrors of the event. They explore <b>freeze frames</b> and <b>soundscape</b> in conjunction with <b>monologue</b> . Class discussions form the backbone of this unit	<b>PERFORMANCE:</b> Students will explore a key moment in the storyline of a captured and incarcerated victim of the Holocaust and through sensitive use of dramatic techniques, will explore the emotions of the story.
Art	Colour	Students will describe and evaluate Hodgkin and Paolozzi's artwork. Experiment with wet and dry media using different techniques to create a small framed painting. They will develop understanding of primary and secondary colour mixing.	Work is assessed holistically and will evidence students' ability to: <b>Research and develop</b> ideas from the study of Hodgkin and Paolozzi. <b>Explore and refine</b> the use of painting materials, tools and techniques. <b>Observe and record</b> shapes using marks, tone and texture. <b>Respond and present</b> a framed painting based upon their imagination.
Music	Fanfare	<ul style="list-style-type: none"> <li>Listening, analysing, performing and composing fanfares</li> <li>Exploring the elements of music: instruments of the orchestra</li> </ul>	Performing - a fanfare keyboard performance  Composing - a fanfare composition  Listening - written appraisal questions focusing on sonority, melody and accompaniment  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.
	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.



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			Design a suitable product based on a design brief. Safely demonstrate practical skills when using hand tools to work with wood
	<b>Food Technology Health and Safety</b>	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.
<b>World Views</b>	<b>Philosophy</b>	<ul style="list-style-type: none"> <li>• Explore the origins of human theistic belief exploring early man's ideas of God.</li> <li>• Examine the concepts of agnosticism, atheism and compare types of theism.</li> <li>• Examine teleological (design) and cosmological arguments for the existence of God</li> <li>• Explore scientific explanations for the existence of the universe.</li> <li>• Analyse the compatibility of theistic and scientific claims</li> </ul>	<p><b>Formative assessment question:</b> 'There is enough evidence of design in nature to show that God exists.' Do you agree with this statement? <b>Explain</b> your views.</p> <p><b>Summative assessment question:</b> "Evaluate the arguments for and against the existence of God"</p>
<b>PSHCE</b>	<b>Autonomy &amp; Advocacy</b>	<ul style="list-style-type: none"> <li>• Making and maintaining friendships including friendship challenges and regulating emotions</li> <li>• Identifying and challenging bullying including online</li> <li>• Communicating online / social media</li> </ul>	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.