

Achieving Excellence

**Overview of Year 7 Curriculum: Spring Term 1 (January – February 2023)**

This is an outline for students, parents and carers of the curriculum that students will be studying this half-term. All lessons are available on Google Classroom, following the same curriculum that is taught in school.

Details of homework and students' timetables are available on the SIMS App-for support please contact [aralph@leftwichhigh.com](mailto:aralph@leftwichhigh.com). For regular updates please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Where to find Lessons	Learning Focus and resources
<b>Support &amp; Resources</b>	RM Launch Pad <i>(Log in via the school website)</i>	Go to <a href="http://www.leftwichhigh.com/">http://www.leftwichhigh.com/</a> Click the envelope icon. Log in using school username and password. All learning resources can be found here: Google Classroom; SAM learning; Seneca; MathsWatch; ActiveLearn; Accelerated Reader. For support please contact: <a href="mailto:passwordreset@leftwichhigh">passwordreset@leftwichhigh</a>
<b>Tutor Time</b>	Google Classroom 7D -3di4goj 7F - nv4pden 7G - 6kqgkgz 7H - 4exjpkq 7J - p3x2myj 7L -3qgzykw 7M – 5wmra77 7W – 3m2ecdz	Students will follow a planned Tutor Time programme developing skills in Leadership; Organisation; Resilience; Initiative and Communication.  Monday: Achieving Excellence (A) Character Development (B) Tuesday: Head's Assembly (Hall) Wednesday: Tutor-led Drop Everything and Read (DEAR) - we will continue to read <i>The Boy at the Back of the Class' by Onjali Q. Rauf.</i> Thursday: Year Leader's Assembly Friday: Literacy/Numeracy Challenge
<b>Art</b>	Google Classroom  7W - fevpbg3 7F - mfyj5oh 7H – dzlhsch 7M - j73rhoc 7L - tl2dbiy 7G - g4wvzcy 7J - 5qorihp 7D - gtxdaap	This is a 7 week/lesson term. 'Pop Art' collages are still to be completed. Pupils are creating their own drawing using images and onomatopoeia words. They use some printed images but we encourage as much drawing as possible. Pupils then use pencil crayons, ensuring they use a variety of colours to create shade and tone. Lichtenstein features are used to complete the background. Pupils are showing their creativity, compositional skills and use of line, along with pencil crayons, which they shade with. Lesson 1 and 2 Finishing off. Pupils are experimenting with colour, using acrylic paint. They are using both primary and secondary colours and creating at least 5 shades. Then this is being put into practice by applying to colour to sphere's. Lesson 3 -7, paint experimentation.  Should pupils be isolating, Art work that is assessable from home is on google classrooms.
<b>CC&amp;M</b>	Google Classroom	<b>SAM Learning</b> Centre ID: CW9CH

	Adams: ku33pyu Batra: ecfbjto Cockcroft: wydanyj Daley: ard3k37 Jones: puqkv3e Knowles: qak6sk3 Parchment: wceczx6 Whitlock: nw2xhfh	User ID: School email or <i>D.O.B. in 6 digits followed by initials</i> Password: <i>D.O.B. in 6 digits followed by initials</i>  <b>Topic 7.2 Digital Images</b> – Students will be using Photoshop to manipulate digital Images. Alternative digital editing links will be available for students accessing learning remotely via Google Classroom and unable to use specialist software.  <b>Topic 7.3 Computational Thinking</b> – Students will be solving problems and using algorithmic design to solve problems using block programming and BBC Microbit to develop ideas. Supporting materials and in-class presentations are available on Google Classroom as well as useful links.  All lesson materials will be on Google Classroom and work will be submitted online as well. Homeworks will be set on SAM Learning.					
<b>D&amp;T</b>	Google Classroom Code: 7WP1 - p57ixmd 7WP2 - gvdbrcx 7WP3 - kjg3qzg 7JK1 - 53bn3ju 7JK2 - fn3mg4r 7JK3 - s3oms3g 7BD1 - qfc5zkt 7BD2 - qj6pkcs 7BD3 - mufvceg 7AC1 - osrqord 7AC2 - hksvow6 7AC3 - kgvc3q	Students have now moved on to their second material area. Their Google Classroom remains the same. Within each area focus will be on working safely and skill acquisition. <b>Food</b> They will work on basic skills of food preparation and using equipment correctly and safely, building on their skill levels over increasingly complex practical tasks. They will study the Eatwell guide and basic nutrition. Students will be provided with ingredient's lists for all practical lessons, and they will be available on the google classroom. <b>Materials Technology</b> They will learn how to use a range of basic hand and power tools to shape both timber and polymers in the workshop. They will follow the 'Design Process' to design and make an animal/creature pencil holder. Additional learning will be posted on the google classroom. <b>Textiles</b> They will look at how to use a range of Textiles equipment, design their own repeat patterned fabric and construct a pencil case. Using the sewing machine, overlocker and heat press. Additional learning will be posted on the google classroom.  D&T work that is accessible from home is on Google Classrooms, Teachers may also email students individually with further details.					
<b>EfL</b>	Google Classroom <b>Same as Tutor Group</b>	<b>Spring 1:</b> Through videos and scenarios, students will understand emotions they might face during puberty and how to deal with physical changes they might face. They will be taught to identify signs of depression and anxiety and where to get help and support if they need it. They will also be encouraged to improve their mind-set to help address life challenges/situations. <table border="1" data-bbox="523 1615 1398 1971"> <tr> <td>L1. Understand what to expect during puberty- what's normal and why does it happen?</td> </tr> <tr> <td>L2. Understand periods-the menstrual cycle and PMS</td> </tr> <tr> <td>L3 Understand how we keep good mental health and recognise symptoms of depression</td> </tr> <tr> <td>L4. Understand what mindfulness is and how can it help us with our mental health</td> </tr> <tr> <td>L5. Understand how I can we keep good mental health and cope successfully with anxiety (<b>Assessment Task</b>)</td> </tr> </table>	L1. Understand what to expect during puberty- what's normal and why does it happen?	L2. Understand periods-the menstrual cycle and PMS	L3 Understand how we keep good mental health and recognise symptoms of depression	L4. Understand what mindfulness is and how can it help us with our mental health	L5. Understand how I can we keep good mental health and cope successfully with anxiety ( <b>Assessment Task</b> )
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<b>English</b>	Google Classroom Whole Cohort:	Students continue with the <b>The Fantastical</b> unit with the following lessons remaining: <b>LANGUAGE:</b>					

	<p><b>Y7 English Hub: 464mytf</b></p>	<p>CW Suspension of Disbelief  Review Writing  Comic Strip  Creative Writing: Story Planning  Creative Writing: Story AT</p> <p><b>LITERATURE:</b>  Letter to Baba Yaga  Creative Transformation  Identifying Contrasts  Foreshadowing  Extract Question AT  Action, Description &amp; Dialogue  Building Character  Creation of Fantasy World</p> <p>Students then begin their new unit: <b>Globe Trotters</b> from W/C 6<sup>th</sup> February. They will delve into a selection of cultural poetry from around the globe:  L1 – What is Culture?  L2 – Kennings  L3 – Poetic Terms  L4 – Blessing 1  L5 – Water Aid  L6 – Blessing 2  L7 – Refugees 1 (Please note: this unit continues after February half term)</p> <p>All lessons, and their relevant resources, are uploaded on the Y7 English Hub (22-23) on Google Classroom. As well as the above, we strongly encourage students to read regularly; they have a fortnightly Reading for Pleasure lesson where they work on their Reading Passport: Bronze. This is also on the main English Hub.</p>
<p><b>French</b></p>	<p>Google Classroom  Seneca  ActiveLearn</p>	<p><b>Topics:</b> School  Week 1 saying what you do in certain weathers  Week 2 Giving opinions on sport  Week 3 Talking about free time activities  Week 4 Discussing sport in French speaking countries  Week 5 Discussing activity preferences  Week 6 Talking about a celebrity.  Week 7 Preparation and completion of extended writing task  NB: Some classes have a 4/2 split and may be slightly ahead or slightly behind dependant on how lessons fall.</p>
<p><b>Geography</b></p>	<p>Google Classroom  <b>Year 7 Geography Hub j5esm3x</b></p>	<p>Students will study the topic <b>Tomorrow's Challenges</b>.  Lesson focuses will be;</p> <p>L1: What is energy?  L2: Where is most energy consumed?  L3: What is non-renewable energy?  L4: Advantages and disadvantages of non-renewable energy  L5: The greenhouse effect  L6: What are carbon footprints?  L7: Is climate change natural?  L8: Global impacts of climate change  L9: Local impacts of climate change  L10: Global responses to climate change  L11: Local responses to global waring  L12: Our school's response to climate change</p>

<p><b>History</b></p>	<p>Google Classroom</p>	<p>This half-term Y7 will be moving on to their fourth enquiry question: <b>Could a medieval ruler do as they liked?</b></p> <p>Lesson focusses will be:</p> <p>L1: What made a good medieval ruler?  L2: Empress Matilda  L3: Murder of Thomas Becket  L4: Eleanor of Aquitaine  L5-7: King John and the Magna Carta x3  L8: Simon de Montfort and Parliament  L9: Genghis Khan  L10-11: Peasants Revolt x2  L12: Review- Similarity and difference</p> <p>Once completed, students will then be moving on to their fifth enquiry question: <b>Why has Timbuktu been called the ‘jewel of the medieval world’?</b></p> <p>L1: The geography of Mali.  L2: The Mali Empire.  L3: The Great Hajj.  L4: Building Timbuktu.</p> <p>All instructions and resources can be found in their individual History Google Classroom. If students have any questions, they can contact their History teacher.</p>
<p><b>Maths</b></p>	<p>MathsWatch  Google Classroom    cq3fgjs</p>	<p>Lesson resources are provided on Google Classroom. Students should complete the work set on MathsWatch. (Username: First2intialssurname@leftwichhigh e.g. John Smith, JoSmith@leftwichhigh) Password: Leftwich</p> <p>Week 1 – ST1 Feedback &amp; Response  Week 2– Writing Formulae &amp; Substitution  Week 4 – Metric Units  Week 5 – Rounding  Week 6 – Vertical and Horizontal Lines  Week 7 – Reflection &amp; Rotation</p>
<p><b>Music</b></p>	<p>Google Classroom</p>	<p><b>What makes a good song?</b></p> <p>Students will explore the genre of popular song in terms of the different structural, textural and elemental components in order to provide a more in-depth answer to the unit’s title: ‘What Makes a Good Song?’ They will explore song structure and how a typical popular song is made up of different structural elements before exploring (or revisiting) primary (I, IV, V and V7) and secondary chords (VI), song textures and instruments, timbres and sonorities used to accompany popular songs. Hooks are Riffs in popular songs are also explored briefly.</p> <p>Through a series of performing and listening tasks, students use lead sheets of popular songs to perform parts from and to analyse musical features from which introduces them to this form of musical notation.</p> <p>This is not a “song writing” unit, but through the exploration and analyses of popular songs, it does provide valuable skills, knowledge and understanding to prepare pupils to create their own songs in future project.</p> <p>Lesson 1 – Exploring the song ‘Shape of you’ by Ed Sheeran, looking at lyrics, riffs and structure.</p> <p>Lesson 2 – Exploring the song ‘Shape of you’ by Ed Sheeran, looking at melody.</p>

		<p>Lesson 3 – Exploring the song ‘Shotgun’ by George Ezra, looking at lyrics, riffs and structure.</p> <p>Lesson 4 - Exploring the song ‘Shotgun’ by George Ezra, looking at melody.</p> <p>Lessons 6 and 7 – Performing a popular song.</p> <p>Lesson 8 and 9 – Composing a popular song, using all of the ‘good bits’ studied so far.</p> <p>Lesson 10 - Sharing of work, recording and assessment.</p>																				
PE	Google Classroom	<table border="1" data-bbox="504 443 1343 685"> <thead> <tr> <th>Teacher</th> <th>JT</th> <th>ST</th> <th>MT</th> <th>HM</th> </tr> </thead> <tbody> <tr> <td>4th January</td> <td>Rugby</td> <td>Handball</td> <td>Table tennis</td> <td>Fitness</td> </tr> <tr> <td>23<sup>rd</sup> January</td> <td>Fitness</td> <td>Table tennis</td> <td>Rugby</td> <td>Handball</td> </tr> <tr> <td>13<sup>th</sup> February</td> <td>Handball</td> <td>Rugby</td> <td>Fitness</td> <td>Table tennis</td> </tr> </tbody> </table> <p>Students will follow the activities indicated in the timetable above. The content of each lesson can be found in the corresponding ‘topic’ folder on their Google Classroom.</p>	Teacher	JT	ST	MT	HM	4th January	Rugby	Handball	Table tennis	Fitness	23 <sup>rd</sup> January	Fitness	Table tennis	Rugby	Handball	13 <sup>th</sup> February	Handball	Rugby	Fitness	Table tennis
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RS	Google Classroom (nxs5hja)	<p>Students will continue studying the topic <b>Symbolism</b>. Their lessons and resources can be found on Google Classroom. Students should work their way through the lesson PowerPoints, completing any tasks they come across. Lessons 1-8 of the Symbolism topic were taught during the first term.</p> <p>As part of the Symbolism topic students will study the following lessons:  Lesson 9: Explore the symbolism of the Passover (Pesach) festival for Jews  Lesson 10: Explore the symbolism of Diwali for Hindus  Lesson 11: Explore the symbolism of Vaisakhi for Sikhs</p>																				
Science	Teams (Key Stage 3 Science folder)	<p>7A: C2 &amp; P2  7B: P1 &amp; P2  7C: C1, P2 &amp; C2  7D: B2 &amp; C2  7J: B1, P2 &amp; C1  7K: B1, C1 &amp; P2  7P: P1, B1 &amp; B2  7W: C1 &amp; B2</p> <p>B1: Cells: Lesson 1-Understanding what makes something living, Lesson 2 &amp; 3-Learning about parts of plant and animal cells, Lesson 4-The light microscope and how it works, Lesson 5-Using the light microscope to observe specimens, Lesson 6-Learning about specialised animal cells, Lesson 7-Learning about specialised plant cells, Lesson 8-Classification, Lesson 9-Understanding diffusion, Lesson 10-Learning about tissues, Lesson 11-Learning about organs, Lesson 12-Learning about organ systems, Lesson 13-Adaptations of organisms for survival, Lesson 14-Natural selection and the survival of organisms, lesson 14 – long answer, lesson 15 – end of topic quiz</p> <p>B2: Reproduction: Lesson 1-The Egg and The Sperm, Lesson 2-Male and Female reproductive organs, Lesson 3-Growth in the womb, Lesson 4-The Menstrual Cycle, Lesson 5-Puberty, Lesson 6-Mother to Baby, Lesson 7-Plant structure and fertilisation, Lesson 8-Spreading pollen, Lesson 9-Inside the Nucleus, Lesson 10-End of unit test and application, Lesson 11-Long Answer Question</p> <p>C1: Separating Mixtures: Lesson 1- Recognising substances, Lesson 2-Purity, Lesson 3-Dissolving HSW, Lesson 4-Filtration, Lesson 5-Distillation, Lesson 6-Chromatography Theory, Lesson 7-</p>																				

		<p>Chromatography Practical and Analysis, Lesson 8-Quick quiz assessment, Lesson 9-Long answer question</p> <p>C2: Acids &amp; Alkalis: Lesson1- Identify characteristics of acids &amp; alkalis, Lesson 2- Red cabbage indicator, Lesson 3- Litmus indicator, Lesson 4- Universal indicator, Lesson 5-pH of soil, Lesson 6- Neutralisation Theory, Lesson 7- Neutralisation Practical, Lesson 8- Neutralisation Method and Analysis, Lesson 9- Quick quiz assessment, Lesson 10- Long answer question</p> <p>P1: Forces &amp; Motion: Lesson 1-Introduction to forces, Lesson 2-Measuring forces, Lesson 3- Balanced and unbalanced forces, Lesson 4-Resultant force, Lesson 5-Hooke's Law, Lesson 6- Friction, Lesson 7-Air resistance, Lesson 8-Upthrust, Lesson 9-Measuring and calculating Speed, Lesson 10-Distance-time graph, Lesson 11-Application and Quick Quiz, Lesson 12-Long answer question</p> <p>P2: Particles &amp; Energy: Lesson 1-States of Matter and Particles, Lesson 2-Changes of State, Lesson 3-Brownian motion and diffusion in liquids and gases, Lesson 4-Types of energy and conservation of energy, Lesson 5-Energy transfers in different processes , Lesson 6-Analysis of burning fuels HSW, Lesson 7-Food as a fuel, Lesson 8-Direction of energy transfer, Lesson 9-Conduction, Lesson 10- Convection, Lesson 11-Radiation, Lesson 12-Insulation, Lesson 13-Heat vs Temperature, Lesson 14- Application and Quick Quiz, Lesson 15-Long answer question</p> <p><a href="#">Teams Link</a></p>
<p><b>Spanish</b></p>	<p>Google Classroom Seneca ActiveLearn</p>	<p><b>Topics:</b> School</p> <p>Week 1 Talking about school subjects you study</p> <p>Week 2 giving opinions about subjects</p> <p>Week 3 describing your school</p> <p>Week 4 Describing what you do at break</p> <p>Week 5 Focus on listening skills to practise opinions</p> <p>Week 6 Revisit and recall the unit of work</p> <p>Week 7 Preparation and completion of extended writing task</p> <p>.</p>