

ARMTHORPE ACADEMY

LONG-TERM PLAN SUMMER TERM



Y7	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary	
English					
Summer 1	<p>Dystopian Fiction: The Giver Modern novel by female author Lois Lowry. <i>Genre of dystopian fiction, the presentation of character (the Giver, Jonas, Father), writer's craft and language connotations, themes of a text (identity, the role of government, individual liberty and freedom, the role of language).</i></p>	<p>Formative Reading Assessment: How is the character of the Giver presented in Chapters 10 and 11? Lesson 7. Summative Reading Assessment: How are memories presented in The Giver? Extract and wider novel. Lesson 12.</p>	<p>Reading the whole of the novel fits the KS3 National Curriculum focus on reading whole books and studying at least two authors in depth each year. This scheme focuses on pupil enjoyment of reading and having an opinion on what they read. It builds upon the work in ACC on characterisation and how language creates meaning. Provides a modern context for contrast to canon.</p>	<p>Dystopia Utopia Nightmare Ceremony Volunteer Spouse Empathy Bland Precision Elders Restrictive Authoritarian Detached Humanity</p>	<p>Ambiguity Impressions Meaning Draft Personal account Character Profile Debate Review</p>
Summer 2	<p>The Tempest A comedy by William Shakespeare. <i>Introduction to Shakespeare and the context of Elizabethan era, Shakespearean language, the use of humour, the staging of a play, dramatic form and conventions.</i></p>	<p>Formative Writing Assessment: Write a diary entry from Prospero's perspective. Lesson 8. Summative Reading Assessment: Analyse the character of Prospero in Act 1, Scene 2 and Act 5, Scene 1. Lesson 14.</p>	<p>First Shakespeare play studied – comedy in Y7 and then a wide knowledge of Shakespeare's oeuvre is built in Year 8 with Macbeth (historical tragedy) and Romeo and Juliet (romance tragedy). Tempest is studied through the accessible themes of parent-child relationships, heroes vs villains and comedy moments, to get Y7 student enjoying Shakespeare and the theatre. Links to careers: Actor, director, scriptwriter</p>	<p>Insult Elizabethan Humour Repentant Vengeance Shipwreck Civilised Cannibal Marriage Stereotypical Patriarchal Subservient Imprisoned Scheming</p>	<p>Genre Plot Descriptive Comprehension Opinions Diary Perspective Stage directions Asides</p>

				Reconcile	
French					
Summer 1	L'école (school) -Being able give an opinions on your school subjects, describe your school and say your timetable	Vocabulary test Homework every End of unit test – listening	Using language Revision on how to tell the time in French and English (prior-knowledge) Cultural awareness GCSE topic	Tier 2 – definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph Tier 3 – cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier French specific = see folder	
Summer 2	L'école Le petit Nicola. <i>Discover a French book and film set in a French school</i>	Vocabulary test Homework every End of unit test – writing End of unit test – presentation	Widening culture experience and culture capital GCSE topic		
Geography					
Summer 1	What Kills Us Earthquakes Causes, effects and responses HIC & LIC	The Japanese Tsunami A decision making exercise on the cause and impact of the tsunami Japanese tsunami news documentary	If any recent earthquakes arise, then students will be shown up to date news clips, to deepen their knowledge on a global scale Careers <ul style="list-style-type: none"> Seismologist Tectonophysicists 	Epicentre focus Mercalli scale Aftershock	Seismograph Richter scale Magnitude
Summer 2	10,000 Miles, Coasts of the UK <ul style="list-style-type: none"> Features Formation Resorts and aging population Protection 	Why is Mrs Ford Crying? Mystery based around coastal erosion Homework-Weekly spelling tests of Tier 3 words	Developing an understanding of the processes that occur at the coast and what causes coastal erosion, as well as the impact on people living in coastal areas locally on the east coast of England (links to KS4 curriculum on coasts) Careers <ul style="list-style-type: none"> Flood risk Coastal Manager Geologist 	Weathering Freeze-thaw weathering biological weathering Chemical weathering Hydraulic action backwash Mass movement Headlands Bays Stack Longshore drift Beach nourishment rock armour Managed retreat	erosion Swash Fetch Prevailing wind cave arch groynes revetments gabions

History				
Summer 1	Witchcraft in Britain	<ul style="list-style-type: none"> ➤ Two assessment questions per term (One practice assessment and one formal) ➤ Regular key word tests throughout the module 	This will be the first year 7 small study module that will focus on the interpretations of witchcraft in England. It will give students of understanding of why people believed in witchcraft and how it was handled.	Witchcraft Witch law Witch
Summer 2	The Tudor Period	<ul style="list-style-type: none"> ➤ Two assessment questions per term (One practice assessment and one formal) ➤ Regular key word tests throughout the module 	The second, small scale module will provide students with a detailed understanding of how the Tudor Period began and ended. Focus will be on social, political, religious and economic history.	Tudor Henry VII Henry VIII Mary I Edward VI Elizabeth I Catholic Protestant
Art & Design				
Summer 1	TYPOGRAPHY <ul style="list-style-type: none"> • Learn the history, styles and purposes of Typography. • Student to replicate a series of different font type in a variety of media and styles. • Using pencil, fine liner and paint. • Develop own ideas create their own Typeface. 	Formative assessment approaches: <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. 	<ul style="list-style-type: none"> • Student opportunity to develop own ideas and design own font/artwork - Students to choose between a variety of media that they have previously used and been successful at. • Further develop observational drawing. • Introduction to Graphic design. <p>Career links: Graphic Design</p>	Shape Pattern Gradient Optical illusion Precision Expressive Three dimensional Font Typeface Typography Brands Advertising Replicate

		<ul style="list-style-type: none"> • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students 		
Summer 2	STILL LIFE <ul style="list-style-type: none"> • Students to draw from 'life' see the world around them and represent it through Art, a national curriculum requirement. • Arranged in the classroom will be a still life set-up - Students are to use observational skills to create a series of studies from their viewpoint, accurately and with varied media. • Students will use viewfinders that placed around the classroom and produce an observational drawing, repeating this drawing in four chosen mediums decided by student. 	Formative assessment approaches: <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students 	<ul style="list-style-type: none"> • A challenging task and to put observational skills learnt from the year to the test. • Preparation for more advanced observational drawing in Year 8. • Building resilience in drawing by repetition. • Using unusual sources for inspiration, broadening student imagination. 	Scale Proportion Shape Forms Texture Tone Line Repetition Viewpoint Enlarge

Hospitality & Catering				
Summer 1	Development baking skills, such as bread making, basic pastry skills and the importance of weighing and measuring from prior learning. How to develop the presentation and finishing skills?	By showing demonstrations on how to make baked goods, groups tasks, PP presentations, Food tasting and worksheets. Practical skills.	This will develop student baking skills and have an understanding about chemical changes during baking and how this can be linked to science. This is useful if student may want to progress to KS4 as these are showing higher skills.	Kneading, carbon dioxide, yeast, gluten, methods, proving and accurate.
Summer 2	Continuing to develop baking skills, different methods of cake making. Presentation skills.	By showing demonstrations on presentation techniques and how to develop the skills for decorating cakes. Matching tasks, worksheet and PP presentations. Practical skills.	This will develop their presentation and decoration skills which could be useful if wanting to progress KS4 and beyond.	Presentation, decoration. Techniques, fondant, creaming, whisking, melting.
PE				
Summer 1	Performing at maximum levels <i>Students will consider and analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i> (Athletics)	<ul style="list-style-type: none"> • Practical performance – students will work in certain groups/classes based on their ability levels. <i>Students will also compare their results to national data and school records to gain an understanding of their abilities.</i> 	<ul style="list-style-type: none"> • Seasons of competitions – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year. 	<ul style="list-style-type: none"> • Progression • Adapting • Technique • Tactic • Adhering
Summer 2	Striking and fielding <i>Students will develop their technique and improve their performance in other competitive sports</i> (Rounders/Tennis/Softball/Cricket)	<ul style="list-style-type: none"> • Practical performance – students will work in certain groups/classes based on their ability levels • Officiating – Students' knowledge will be demonstrated when 	<ul style="list-style-type: none"> • Weather- the weather is a large factor in choosing PE activities for certain times of year. • Seasons of competitions – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year. 	<ul style="list-style-type: none"> • Progression • Adapting • Technique • Tactic • Adhering

		<p>following and sharing rules with others.</p> <ul style="list-style-type: none"> • Questioning – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding 		
Performing Arts				
Summer 1	<p>Physical Theatre</p> <p>Students will be introduced to physical theatre and explore techniques whilst studying Roald Dahl's 'Matilda'. Physical theatre is a collaboration of dance and drama skills, using physical movement to tell a story.</p>	<p>Formative: Students will be assessed each week on their understanding of physical theatre skills and their application of them to a given scenario.</p> <p>Summative: Student's will also work towards a performance including drama, dance and music skills that they are assessed on at the end of the half term.</p> <p>Students will be assessed on the following criteria: Movement /5 Facial expression /5 Storytelling /5 Focus /5 Confidence /5</p>	<p>Students have already developed basic dance and drama skills so are now going to look at a specific technique which combines them both.</p>	<p>Movements Action Gesture Level Formation Plotting Staging Direction Devising Realistic Story telling</p>
Summer 2	<p>Mime</p> <p>Students will be looking at mime as a performance style. This is a cross over between drama and dance as it is storytelling but through movement.</p>	<p>Formative: Students will be given different scenarios/stimuli each week to explore via mime and assessed on their response to this.</p> <p>Students will be assessed on the following criteria: Actions /5</p>	<p>Students have an understanding of performance and have developed drama/dance skills. They are now looking at a specific technique which combines them both.</p>	<p>Silent Sound Movement Action Gesture Portray Interaction Communication Represent</p>

		Facial expression /5 Storytelling /5 Focus /5 Confidence /5		Embody Symbolise
PSHE				
Summer 1	<p>Growing up:</p> <ol style="list-style-type: none"> 1. (H34) Strategies to manage the physical and mental changes that are a typical part of growing up including puberty and menstrual wellbeing. 2. (R37) Characteristics of abusive behaviours such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation, 3. (R37) Recognise warning signs, how to report abusive behaviours or access support. 4. (R23) services available to support healthy relationships and manage unhealthy relationships. 5. (R35) the roles and responsibilities of parents, carers and children in families. 6. (R22) the effects of change, including loss, separation, divorce and bereavement and strategies for managing these and accessing support. 	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	<p>At the age of 11 many students will be experiencing puberty, students need to know that this is normal and will happen to everybody at some stage, students should be taught in mixed gender classes so that they are made aware of how bodies and feelings may change.</p> <p>Students also should be aware of how to spot abusive behaviours, what to do about it and who can help. Students should have touched on this in primary school but as it is such an important topic, it should be taught again in year 7 as it may prevent it occurring at any age if students have the right information.</p>	Grooming Exploitation Characteristics Bereavement Separation
Summer 2	<p>Relationships:</p> <ol style="list-style-type: none"> 1. (R1) different types of relationships including those within families, friendships, romantic or intimate relationships and the factors that can affect them. 2. (R2) Indicators of positive, healthy relationships and unhealthy relationships, including online. (R7) How the media portrays relationships 	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	<p>Students will more than likely be using social media, this is something we have lots of issues with in school, both through bullying and managing their online avatar, our students should be aware of how to keep themselves safe. Students are getting to an age where they will be feeling new things due to a change in hormones and the body maturing, they need to be made aware of different types of</p>	Intimate Expectations

	<p>and the potential impact of this on people's expectations of relationships.</p> <p>3. (R13) How to safely and responsibly form, maintain and manage positive relationships.</p> <p>4. (R17) strategies to identify and reduce risk from people online that they do not already know, when and how to access help.</p> <p>5. (R14) Qualities and behaviours they should expect and exhibit in a wide variety of positive relationships including in school and wider society, family and friendships.</p> <p>6. (R15) Further, develop and rehearse team work skills.</p>		<p>relationships they may come across though life, be it themselves and learning that it is normal or a friend or relative. Students should be made aware what to look out for to avoid negative relationships and stay safe during the summer holidays.</p>	
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Computing

Summer 1	<p>Computer Systems</p> <ul style="list-style-type: none"> • What is a computer system? • Computer components • Input/output devices 	<p>To complete an end of topic test.</p>	<ul style="list-style-type: none"> • To enable students to be able to identify what a computer system is and understand that some computer systems are dedicated to one specific task. • To be able to list at least 5 internal components of a computer system • To be able to list a number of embedded systems. • To identify and describe the purpose of input and output devices. 	<ul style="list-style-type: none"> • Computer system • Embedded system • Components <ul style="list-style-type: none"> ○ RAM ○ ROM ○ Motherboard ○ CPU ○ Hard drive ○ Graphics card ○ Primary / secondary memory
Summer 2	<p>Spreadsheets (MS Excel)</p> <ul style="list-style-type: none"> • Formatting • Formula • Functions • Graphs 	<p>To complete a spreadsheet task file in an xls format with a range of tasks covering basic formulae, a range of functions to include:</p> <ul style="list-style-type: none"> • Sum • Average • Min 	<ul style="list-style-type: none"> • To gain skills in a range of software applications. • To reinforce the need to select the correct software. • To help with understanding of formulae and functions and introducing the BODMAS rules 	<ul style="list-style-type: none"> • Formula / formulae • Functions

		<ul style="list-style-type: none">• Max• Count• countif. <p>To complete a number of graphs using correct presentation/labelling to include line, bar and pie charts.</p>	that will be needed for future programming tasks.	
Science – see below				
Maths – see below				

Science		
	EOT Title	Careers Link
Summer 1	Electricity and Magnets	Electrician – Circuits, Direct and Alternating current, Resistance Armed Forces/Explorer/Travel – Navigation Engineer – Electromagnets in Industry eg High Speed Trains
	Waves	Medical Sciences – Ultrasound, CT, Xrays Seismologist – measuring speed of waves Radiation Physicist – Radioactive Decay, Uses of Radiation.
Summer 2	Ecosystems	Horticulture – plant reproduction, Photosynthesis and Plant Deficiencies Sport Scientist – Aerobic and Anaerobic respiration, Metabolism
	Genes	Research Scientist – cloning, DNA Structure and Cell cycle Medical Scientist – Genes and Inherited Conditions

Maths

HT5/6	<i>HT5 Retrieval Starters</i>	7.16	Angles	Angles on a straight line, Angles in a triangle, Angles around a point, Angles in a quadrilateral	<i>Angle, Acute, Obtuse, Reflex, Right Angle, Quadrilateral</i>
	<i>HT5 Fluency Quizzes</i>	7.17	Polygons	Labelling Polygons, Triangles, Quadrilaterals, Diagonals	<i>Polygon, Regular, Irregular, Interior, Exterior</i>
	<i>HT5 Hegarty Maths Clips</i>	7.18	Symmetry and reflection	Line Symmetry (Regular polygons, quadrilaterals, triangles), Rotational Symmetry (Regular polygons, quadrilaterals, triangles)	<i>Symmetry, Line of Symmetry, Mirror Line, Rotational</i>
		7.19	Coordinates	Reading Coordinates, Plotting Coordinates (and completing shapes)	<i>X Axis, Y Axis, Coordinate, Quadrant, Vertices, Vertex</i>
HT6	<i>HT6 Retrieval Starters</i>	7.20	Mean	Calculating the Mean, Reversing the Mean (missing data points, exchanging data points, adding data points)	<i>Average, Mean, Frequency</i>
	<i>HT6 Fluency Quizzes</i>	7.21	Two way tables & Venn diagrams	Reading two-way tables, Completing two-way tables using information, Venn diagrams - one intersection, Venn diagrams - multiple intersections	<i>Frequency, Intersection, Union, Set, Element</i>
	<i>HT6 Hegarty Maths Clips</i>				