

ARMTHORPE ACADEMY

LONG-TERM PLAN SPRING 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				
Spring 1	Animals in Captivity: Non-fiction reading and writing Non-fiction analysis skills – <i>synthesis, comparison, inference, selecting information from a text</i> Non-fiction writing skills – <i>writing a speech for peer group, writing a newspaper article.</i> Speaking and Listening – <i>point of view, developing reasons, persuasive techniques.</i>	Formative Reading Assessment: How does the writer present SeaWorld as a positive environment? Lesson 5. Summative Writing Assessment: Write a persuasive speech for your year group arguing for / against a ban on animals in circuses. Lesson 14.	Speaking and Listening helps to meet the oracy focus of the KS3 National Curriculum for English. Pupils in Autumn 1 began to develop textual analysis skills on a fiction text, this is expanded in this unit by developing these textual analysis skills on non-fiction texts. Links to careers: Journalism, editing, public speaking skills.	Cruelly Endangered Humane Mystical Unnatural Domesticated Unnecessary Mistreatment Enraptured Unanimous Unequivocal Hostile Captivity
Spring 2	Culture and Identity: Poetry Island Man by Grace Nichols, Blessing by Imtiaz Dharker, Half Caste by John Agard, Stealing by Carol Ann Duffy. <i>Writer's craft and language connotations.</i> Non-Fiction Writing: Informal Letters <i>Audience, Purpose, Tone and Format.</i>	Formative Reading Assessment: Compare how a sense of identity is presented in Island Man and Blessing. Lesson 10. Summative Writing Assessment: Write a letter to a pen pal describing your culture and identity, and finding out about theirs. Lesson 15.	This unit is part of the seminal world literature that we teach at Armthorpe: providing pupils with an introduction to different cultures through poems by authors of a variety of backgrounds and ethnicities. This is essential in our school context in Y7 to widen pupils' worldviews. This unit introduces poetry skills that are developed in Y8 (Conflict poetry) and Y9 and Y10.	Foreign Adventurous Continent Diverse Chaotic Claustrophobic Harmonious Patriotic Distinct Culture Caribbean Identity

French				
Spring 1	Ma zone (my area) <i>-Being able to categorise the member of your family, say where you live and what you eat for breakfast and lunch</i> <i>-Being able to do a forecast weather</i>	Vocabulary test Homework every End of unit test - writing: End of unit test - speaking :	Using language for everyday interactions. 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
Spring 2	C'est perso (it's perso) <i>-Being able to say what you like and dislike,</i> <i>-Being able to describe yourself and someone else</i>	Vocabulary test Homework every End of unit test - writing: End of unit test - reading :	Consolidate use of opinions Introduction of new topic talking about other people (not only use of "I") GCSE topic	
Geography				
Spring 1	World Wide Road Trip <ul style="list-style-type: none">ContinentsOceansCountriesCitiesHabitatsEcosystemsRich and poor	Homework to be given weekly of 10 capital cities	Developing an understanding of people and place within the world and the nature of different ecosystems and habitats Careers <ul style="list-style-type: none">OceanographersEnvironmental campaignersConservation Manager	Habitat ecosystem Sustainability Brandt Line Emergent trees canopy Poverty biome
Spring 2	What Kills Us <ul style="list-style-type: none">Plate tectonicsVolcanoes Contrasting LIC/HIC Emergency aid V Development aid	Independent Volcano study An independent research based project on a volcano of the student's choice Homework-Weekly spelling tests of Tier 3 words Students create a model of a volcano and science experiment to explode them	Developing a further understanding of the broader knowledge of physical geography and the causes and effects of earthquakes and volcanoes on a global scale. If any recent volcanoes 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">VolcanologistAid worker	Tectonics Constructive plate margin Composite volcano Destructive plate margin Shield volcano Collision margin Lava Conservative margin magma Pangea Pyroclastic flow Crater Ash cloud Extinct Ring of Fire Dormant Eruption Core mantle Seismic waves

History				
Spring 1	<i>The Rise and Fall of an Empire: Britain 1066-1956</i>	<ul style="list-style-type: none"> ➤ Two assessment questions per term (One practice assessment and one formal) ➤ Regular key word tests throughout the module 		Wars of the Roses Exploration Imperialism Plantagenet Tudor Stewart
Spring 2	<i>Blood, guts and gore: The history of crime and punishment in England</i>	<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 year 7 thematic study module. It will have a change and continuity focus which will allow students to recognise how crime and punishment has changed over time.	Trial by ordeal Vagrancy Heresy Treason Blood feud Retribution Justice
Art & Design				
Spring 1	PATTERN <ul style="list-style-type: none"> Students to be introduced to 'pattern' within an artwork. Produce artist research on the art of Iain MacArthur. Produce drawings and experiments using pattern in pencil and fineliner. Design and produce a relief sculpture of a patterned head in cardboard. 	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. 	<ul style="list-style-type: none"> Students to be introduced to three –dimensional elements in art by producing a relief portrait. Revisit and build upon the detail and accuracy achieved in the cityscape project and apply in this SOW. Develop own ideas – responding to national curriculum guidelines. Learn basic 3D cutting and adhesive understanding. 	Pattern Detail Repetition Precision Tone Pointillism Rendering Gradient Relief Three Dimensional

		<ul style="list-style-type: none"> • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students 		
Spring 2	TREES <ul style="list-style-type: none"> • Students to further develop skills and knowledge of tone and observational drawings • Be introduced to watercolour painting. • Students will produce accurate copies of trees, details and close-up imagery of branches and leaves in a realism style • Produce drawing in pencil, gradient techniques in biro and watercolour paintings. 	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"> • Students to be introduced to watercolour painting – a simple form of painting. • This should build upon colour theory knowledge previously acquired in felt-tip studies from Pop Art Portrait project. • Seasonal change in weather and effect on trees/nature – encouraging students understand and engage in their surroundings. • To revisit painting knowledge of KS2 and expand skills set. • Refine/teach basic colour theory • Broaden student knowledge of application of tone – introduction of cross-hatching with biro. 	Tone Form Quality of Line Texture Nature Detail Precise Proportion Scale Consistency of paint Gradient Cross hatching Colour theory – primary/secondary

Hospitality & Catering				
Spring 1	Introduction to nutrition, why nutrient are important in our daily diet. Development of practical skills. Healthy lifestyle	This is assessed through knowledge of the basic nutrients. Group tasks, video clips, spellings, and practical assessments. Worksheets, matching tasks.	This is taught for students to understand how nutrition can keep use healthy, this subject can be linked to science and physical education. This will help student as they grow and development their knowledge and can have an effect on their future lifestyle.	Nutrition, lifestyle, development, educate, healthy.
Spring 2	How to weigh and measure ingredients and liquids correctly. Developing practical skills in the preparation of cooking and baking goods.	By using PP to give students a basic understanding, practical task, worksheets, independent research, spelling tests, assessments.	his is taught has this can help to develop their numeracy skills, understanding weights and measures and how to convert them.	Weighing, measuring, numeracy, assessment, ingredients.
PE				
Spring 1	<p>Aesthetic activities <i>Students will develop their technique and improve their performance in other competitive sports (Gymnastics, trampolining, dance)</i></p> <p>Health and fitness <i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i></p>	<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 following and sharing rules with others. • Questioning – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding 	<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 • Pulse raiser • Maximum heart rate • Aerobic • Anaerobic
Spring 2	Net/wall activities	<ul style="list-style-type: none"> • Practical performance – students will work in certain groups/classes 	<ul style="list-style-type: none"> • Weather- the weather is a large factor in choosing PE activities for certain times of year. 	<ul style="list-style-type: none"> • Progression • Adapting • Technique

	<p><i>Students will develop their technique and improve their performance in other competitive sports</i> (Badminton, table tennis)</p>	<p>based on their ability levels</p> <ul style="list-style-type: none"> • Officiating – Students' knowledge will be demonstrated when following and sharing rules with others. • Questioning – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding 	<p>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.</p>	<ul style="list-style-type: none"> • Tactic • Adhering
Performing Arts				
Spring 1	<p>Musical Theatre</p> <p>Students will study musical theatre as a style of performance, this will be explored through 'Aladdin'. Students will focus on the drama, dance and music elements of a musical.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a musical theatre performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria: Drama /5 Dance skills /5 Music skills /5 Performance skills /5</p>	<p>Students have developed their skills and are now applying it to different performance styles.</p>	<p>Music Timing Rhythm Song Lyrics</p>
Spring 2	<p>Physical Theatre</p> <p>Students will study physical theatre as a style of performance.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p>	<p>Students have already learnt the basics of physical theatre in Y7, they have since developed their drama/dance skills so can revisit this</p>	<p>Movements Action Gesture Level</p>

	Physical theatre is a collaboration of dance and drama skills, using physical movement to tell a story.	<p>Summative: students will work towards a physical theatre performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria: Movement /5 Facial expression /5 Storytelling /5 Response /5 Focus /5 Confidence /5</p>	performance style at a higher level. They will be asked to respond to a stimulus and devise rather than being given a theme.	Formation Plotting Staging Direction Devising Realistic Story telling Response Stimulus
PSHE				
Spring 1	British values and debate <ol style="list-style-type: none"> 1. Rule of law 2. Respect/tolerance 3. Individual liberty 4. Democracy 5. Debating strategies (1) 6. Debating strategies (2) 	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	These are school and life values essential for life in and out of school.	
Spring 2	Religious Education <ol style="list-style-type: none"> 1. History of religion <ul style="list-style-type: none"> - Early religion e.g. Paganism , concepts of Gods and Goddesses - Religion in the local area 2. Religious texts and beliefs <ul style="list-style-type: none"> - The Bible, The Qur'an, The Torah - Beliefs about men and women across religions 3. Religion and the community 	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Our students and some parents from the local area are often unaware of different religions and beliefs. Therefore it is essential that students are taught about people who are different to themselves to avoid issues around racism later in life. They will be taught about the difference between the religions rather than the religions themselves.	

	<ul style="list-style-type: none">- Daily practices of Christians, Buddhists and Sikhs- Daily practices of Muslims, Hindus and Jewish people			
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Science – see below

Maths – see below

Science		
	EOT Title	Careers Link
Spring 1	Organisms	Medical Sciences – Anatomy and Physiology, healthy diet, Health and Well being
	Forces	Design/Engineering/vehicle safety – Aerodynamics, Pressure, braking and stopping distances
Spring 2	Reactions	Chemist – chemical reactions, tests for gases, chemical equations, pH
	Earth	Geologist – Rock Cycle, Weathering, Fossilisation Astronomy – Solar System, Moon and Satellites, Big Bang theory Geographer – Seasons of the Earth,

Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
HT3	HT3 Retrieval Starters	7.08	Fractions as part of a whole	Fractions from diagrams, Equivalent Fractions, Simplifying fractions, Express one quantity as a fraction of another, Convert between improper fractions and mixed numbers	Numerator, Denominator, Equivalent
	HT3 Fluency Quizzes	7.09	Fraction - addition & subtraction	Adding and Subtracting fractions with equal denominators, Adding and Subtracting mixed numbers with equal denominators, Adding and Subtracting fractions with different denominators	Mixed number, Improper fraction
	HT3 Hegarty Maths Clips	7.10	Fractions - compare and order	Placing fractions on a number line, Comparing fractions, Compare and Order Fractions, Order fractions and decimals	Ascending, Descending, Equivalency
		7.11	Fraction of an amount	Simple fractions of an amount, Worded problems: finding a fraction of an amount, Worded problems: finding the original amount	Numerator, Denominator, Equivalent
HT4	HT4 Retrieval Starters	7.12	Order of operations	Division and Multiplication before Addition and Subtraction, Placing the correct value or operation, Evaluating from left to right, Prioritising indices and roots, Prioritising brackets, Prioritising calculations within fractions, Prioritising calculations within roots, Inserting brackets	Indices, Roots, Exponents
	HT4 Fluency Quizzes	7.13	Basic rules of algebra	Negative Numbers: adding and subtracting, Basic Rules of Algebra, Algebraic Perimeter, Adding and Subtracting Algebraic Fractions	Simplifying, Like Terms
	HT4 Hegarty Maths Clips	7.14	Expand and factorise	Negative Numbers, Multiplying Terms, Expanding a Single Bracket, Expanding and Simplifying, Brackets, Dividing Algebraic Terms, Factorising Expressions, Algebraic Area, Algebraic BIDMAS	Expand, Simplify, Factorise
		7.15	Substitution	Positive Integers, Negative Integers, Decimals, Fractions, Real Life Formula	Positive, Negative, Integer, Decimal, Fraction

