

ARMTHORPE ACADEMY

LONG-TERM PLAN AUTUMN 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					
Autumn 1	<p>The Man With The Yellow Face</p> <p>Short story by Anthony Horowitz.</p> <p>Writing a scene description.</p> <p><i>Selecting information from a text, inference, structure of a text, writer's craft and language connotations.</i></p> <p><i>Conventions of descriptive writing, redrafting and rewriting.</i></p>	<p>Formative Reading</p> <p>Assessment: How does the writer use language to engage the reader? Lesson 4.</p> <p>Summative Reading</p> <p>Assessment: Comprehension test. Lesson 11.</p> <p>Formative Writing: Describe the scene at a train station. Lesson 18.</p>	<p>As the first scheme in Y7, this provides an understanding of, and opportunity to assess, pupils' capability in comprehension, language analysis and written accuracy. For pupils it builds the foundations of the approach to textual analysis at secondary school by explicitly teaching each analytical skill, e.g. inference, which is then built upon in every later scheme.</p>	<p>Skimming Scanning Close reading Climax Sentence structure Narrative structure Evidence Emotive language Narrator Impressions Onomatopoeia</p>	
Autumn 2	<p>A Christmas Carol</p> <p>Canonical Victorian novel by Charles Dickens.</p> <p><i>Context of Victorian England, presentation of character (Scrooge, Marley, GOC Past, GOC Present, GOCYTC, The Cratchits), structure across a novel inc. how a character changes, use of Victorian language</i></p>	<p>Formative Reading</p> <p>Assessment: What impact does the GOC Past have on Scrooge? Extract. Lesson 7.</p> <p>Summative Reading</p> <p>Assessment: How does the character of Scrooge change throughout the novel? Extract and wider novel. Lesson 17.</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. ACC provides an introduction to Victorian context and language, which is essential for Jekyll and Hyde in Y10, and to the Victorian narrative form, built upon in Gothic Narratives (Y8)</p>	<p>Solitary Tight-fisted Representation Remorse Suffering Regret Society Ogre Phantom Slave</p> <p>Similes Synonym Tension Atmosphere Annotate Chronological Summarise Justify Pathetic fallacy</p>	

French					
Autumn 1	<p>Bienvenue au cour de français. (Welcome to the French lesson)</p> <p><i>-Being able to introduce yourself in French (name, nationality, age and birthday)</i></p> <p><i>- Being able to distinguish French phonics</i></p>	<p>Vocabulary test</p> <p>Homework</p> <p>End of unit test - Speaking (Puppet show)</p>	<p>Fundamental languages skills are introduced and developed during this unit to build confidence in language production for now and the future.</p> <p>GCSE topic</p>	<p>Tier 2</p> <p>Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph,</p>	<p>Tiers 3</p> <p>Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier,</p>
Autumn 2	<p>Ce que j'aime (What I like)</p> <p><i>-Being able to ask for school equipment and items in the classroom.</i></p> <p><i>-Being able to give opinions on sports and animals</i></p> <p><i>- Discover a French comic and film – Astérix et Obélix</i></p>	<p>Vocabulary test</p> <p>Homework every</p> <p>End of unit test - writing:</p> <p>End of unit test - reading :</p>	<p>Using language for everyday interactions.</p> <p>Opinions introduced early to be build up for the next few years.</p> <p>Introduce to French culture in order to link language learning to a wider cultural experience.</p> <p>GCSE topic</p>	<p>Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph</p>	<p>Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier</p>

Geography					
Autumn 1	What Is Geography and where do I fit in? <ul style="list-style-type: none"> • Human • Physical • Environmental • Social • Political • Economic • Local to Global Scale • Attenborough 	Pedro Morales write up A decision making exercise based on migration Outside activities to include orienteering, scale and directions	We begin with an overview of the definitions of scale that students will encounter throughout Geography Careers <ul style="list-style-type: none"> • Surveyor • Environmental Engineer 	Global National Country Migrate Human Geography Physical Geography Economic Social	Geographical Continent Shanty Town Life Expectancy Environmental Political
Autumn 2	Mapskills <ul style="list-style-type: none"> • Local Area • School site • Armthorpe • Doncaster • Yorkshire • England • Britain • UK 	Mapskills Test Using local maps, a skills based test using the map skills developed (Treasure map)	Skills based using essential geographical skills that are reoccurring throughout the course and into KS4 Careers <ul style="list-style-type: none"> • Planning Officer • Cartographer 	Global Choropleth Maps Grid references	OS maps Map symbols
History					
Autumn 1	What is history?	Multiple choice exercise where students will have to choose and analyse appropriate evidence to answer a skills question	This introductory module is designed to introduce year 7 students to key skills in history that they will need for the KS3 and potentially the KS4 curriculum. Each lesson will focus on a	Source (primary and secondary) Interpretation Analysis Assess Describe	

			key question that students will need to answer using a key historical skill ex: source based work/ interpretations/change and continuity etc	Explain Evidence Inference Change and continuity Cause consequence
Autumn 2	<i>The Rise and Fall of an Empire: Britain 1066-1956</i>	Two assessment questions per term (One practice assessment and one formal) Regular key word tests throughout the module	Students need to have a broad understanding of British history and that is what this module will do. It will have a chronological focus that starts with the Norman Conquest of 1066 and ends with the Suez Crisis of 1956. With this module, students will recognise how Britain came to be the largest empire in the world and how it gradually declined. Topics covered will include: The Black Death; Wars of the Roses; Exploration; The English Civil War; The Development of the British Empire; The Industrial Revolution; WW1; WW2; the dismantling of Empire.	The Norman Conquest Invasion Anglo-Saxon William the Conqueror The Magna Carta The Feudal System Peasants Revolt Hundred Years War Statute of Labourers Poll Tax Renaissance Empire Industrial Revolution Black Death Reformation
Computer Science				
Autumn 1	<p>Folders & File management</p> <p>Word Processing</p> <ul style="list-style-type: none"> • Shapes • Images • Email 	Series of mini assessments to show skills using a word processor to develop documents, presentations skills, working with images and tools to create shapes.	<ul style="list-style-type: none"> • Students initially need to be able to organise files and folders before creating documents. • Keyboard skills are developed using a Word processing application. • Formatting tools are used to aid with general presentation skills using shapes, images and text. • Basic online communications skills creating/sending/receiving emails. 	<ul style="list-style-type: none"> • Software applications • File management • Formatting tools
Autumn 2	<ul style="list-style-type: none"> • Hour of code • Logo 	Series of mini assessments to show skills developed using	<ul style="list-style-type: none"> • Introduction to programming concepts. Ideas to link with: breaking down a problem, 	<ul style="list-style-type: none"> • Abstraction • Decomposition

	<ul style="list-style-type: none"> Algorithms & logo Scratch 	decomposition and algorithms to solve problems using two different programming languages.	removing unnecessary detail, creating a step by step plan. Promote problem solving skills independent skills and resilience.	<ul style="list-style-type: none"> Algorithm Thinking Algorithms De-bug
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Art & Design

Autumn 1	CITYSCAPE <ul style="list-style-type: none"> Students will learn to recognise and identify the visual qualities of accurate, detailed drawing and illustration. Be introduced to and research the work of Matteo Pericoli. Develop drawing skills by using pencil, fine liner/ biro to apply accurate detail in creating and replicating a cityscape. Students will design and produce a series of drawings, illustrations and polyprints of cityscapes. 	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"> Building upon prior knowledge of observational drawing and art making skills from KS2 – information sought during transition week and planned for. Engaging, simple but effective first project of KS3. Using a wide range of materials to show the possibilities of the subject. Fundamental that students engage in observational drawing. Utilising observational drawing skills and applying them in new media – printmaking. Introduction to pattern and repetition in an artwork and the effects t can create. <p>Career links: Architect</p>	Scale Proportion Printmaking Emboss Line Detail Ink/biro Repetition Precise Panorama Architecture Polyprint Polystyrene Negative Relief Accuracy Structure
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<p>Autumn 2</p>	<p>POP ART PORTRAITS</p> <ul style="list-style-type: none"> • Students will engage in the visual qualities of colour, shape and line. • Be introduced to the Pop Art movement and research the work of Roy Lichtenstein. • Further develop drawing skills by using pencil, colour theory in using colour pencil and felt tip pens. • Produce an oil pastel print. • Produce a series of drawings, illustrations and slogans inspired by Pop Art. 	<p>Formative assessment approaches:</p> <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"> • Student will be introduced to colour theory. This will build upon what was learnt/cover any misconceptions at KS2. • Further develop observational drawing and printmaking knowledge. • Learn about art movements – Pop art being an easily accessible and engaging one. <p>Career links: Illustrator, Graphic Designer</p>	<p>Benday dots Vibrant Explosive Emotion Expression Outline Primary colours Everyday - objects Comic strips Art Movement Slogan Brands Advertising Media Illustration</p>
<p>PE</p>				
<p>Autumn 1</p>	<p>Outwitting opponents</p> <p><i>Students will use a range of tactics and strategies to overcome opponents in direct</i></p>	<ul style="list-style-type: none"> • Practical performance – students will work in certain groups/classes based on their ability levels 	<ul style="list-style-type: none"> • Invasion games are generally covered first as they use the most transferrable skills from KS1 and KS2 (throwing, catching, moving). 	<ul style="list-style-type: none"> • Progression • Adapting • Technique • Tactic • Adhering

	<p><i>competition through team and individual games</i></p> <p>(Rugby, netball, hockey, football, basketball, handball and badminton)</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>This then allows students’ abilities to be built upon.</p> <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"> • Pulse raiser
Autumn 2	<p>Outwitting opponents</p> <p><i>Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</i></p> <p>(Rugby, netball, hockey, football, basketball, handball and badminton)</p> <p>Health and fitness</p> <p><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"> • Invasion games are generally covered first as they use the most transferrable skills from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon. • 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

Performing Arts				
<p>Autumn 1</p>	<p>Introduction to Drama</p> <p>Students will learn and develop basic drama/performance skills whilst studying fairy tale story scripts.</p> <p><u>Drama focus:</u></p> <ul style="list-style-type: none"> • Facial Expression • Use of Voice • Body Language • Actions/movements/gestures • Focus 	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: Students will develop a short drama performance in small groups that they will perform to the class and be assessed on.</p> <p>Students will be assessed on the following criteria:</p> <p>Facial Expression /5 Use of Voice /5 Body Language/Actions /5 Focus /5 Confidence /5</p>	<p>Introduction to drama, teaching basic performance skills.</p>	<p>Facial expression Voice Body language Action Movement Gesture Focus Corpsing Script Plot Storyline Actor/Actress Rehearsal Performance</p>
<p>Autumn 2</p>	<p>Introduction to dance</p> <p>Students will learn and develop basic dance/performance skills based on *a chosen dance style*</p> <p><u>Dance focus:</u></p> <ul style="list-style-type: none"> • Actions • Timing/counts • Levels • Formations • Style 	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: Students will develop a short dance performance in small groups that they will perform to the class and be assessed on.</p> <p>Students will be assessed on the following criteria:</p>	<p>Introduction to dance, teaching basic performance skills.</p>	<p>Action Movement Neutral Timing Counts Levels Formations Style Facial expressions Focus Choreography</p> <p>Sequence Rehearsal Performance</p>

		Action /5 Timing /5 Levels/Formations /5 Focus /5 Confidence /5		
Hospitality & Catering				
Autumn 1	Introduction to the food room, use of small basic equipment. Understanding the food room layout including hazards and safety. Understanding basis personal hygiene. Introduction to the Eat well plate. Accident and fire safety. Working as a team.	Completing rules and posters on basic hygiene and safety. Practical assessment task. Subject specific spellings on key words covered.	This is taught to introduce students to basic knife skills to carry put practical tasks. Knowledge on health and safety when prepare food. These are all basic life skills for the future.	New vocabulary (key words) Contamination, hygiene, hazard, demonstration, preparation and equipment.
Autumn 2	How to use basic light equipment safely and effectively. How to use the oven and hob safely? Basic knowledge and understanding of food poisoning and the risk of cooking with meat.	Completing practical knife skills. Test on how to use the oven and hob correctly. Spelling and evaluation of their products. Group tasks and worksheets.	This is taught for student to have the knowledge of how to use a cooker safely. This is a useful skill to show independence and take responsibility, building on knife skills using the 'bridge and claw' method.	Research, bacteria, evaluation, salmonella, independent, poisoning.
PSHE				
Autumn 1	Understanding myself: 1. (H1) how are we all unique? Recognising and demonstrating personal strengths build self-confidence and self-esteem, good health and wellbeing.	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Transition between primary and secondary school can be difficult so learning about resilience, mental health and building confidence is essential for smooth transition, along with strategies that can be used to overcome setbacks.	Resilience Self esteem Self confidence Characteristics Strategies

	<ol style="list-style-type: none"> 2. (H2) Understand what can affect wellbeing and resilience? E.g. changes in life, relationships and achievement. 3. (H9) strategies to understand and build resilience as well as respond to disappointment and setbacks. 4. (H3) The impact that media and social media can have on how people think about themselves including body image, physical and mental health. 5. (H6) how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. 6. (H7) Characteristics of mental and emotional health and strategies for managing these 			
Autumn 2	<p>Staying healthy and safe:</p> <ol style="list-style-type: none"> 1. (H20) Strategies for maintaining personal hygiene including oral health and prevention of infection. 2. (H26) Information about alcohol, nicotine and other legal and illegal substances including their short term and long-term health risks. 3. (H30) How to identify risk and manage personal safety in increasingly independent situations, including online. 4. (H31) Assessing and reducing risk in relation to health, wellbeing and personal safety. 5. (H17) Balanced diet and the impact of healthy lifestyle and unhealthy food choices. 	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Students need to be made aware how to stay safe and avoid unnecessary harms. Everything within the half term is are issues they may come across around this stage of secondary school and life. It is also statutory PSHE for KS3.</p>	<p>Hygiene Substance misuse Independence Assessing Maintaining.</p>

	6. (H1) The importance and strategies for maintaining a balance between school, work, leisure, exercise and online activities.			
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Science – see below

Maths – see below

Science		
	EOT Title	Careers Link
Autumn 1	Transition	What is a Scientist Different careers in Science Investigating Scientific concepts
Autumn 2	Matter Energy	Forensic Science – Chromatography STEM - Uses of Elements Nutritional Science – Energy in foods Engineering – Insulation and heat loss/transfer

Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
HT1	<i>HT1 Retrieval Starters</i>	7.01	Place value and Number sense	Writing Numbers from Words, Writing Numbers into words, Decimal Place Value, Writing decimals from words, Place Value Holder Zeros, Odd and Even numbers, Comparing and Ordering Integers, Comparing and Ordering Negative Integers, Comparing and Ordering Decimals, Comparing and Ordering Negative Decimals, Square numbers, Square Roots	<i>Integer, Odd, Even</i>
	<i>HT1 Fluency Quizzes</i>	7.02	Addition and Subtraction	Adding integers, Adding decimals, Subtraction of integers, Complex subtraction, Subtraction with decimals, Complex subtraction with integers and decimals	<i>Sum, Difference, Total</i>
	<i>HT1 Hegarty Maths Clips</i>	7.03	Perimeter	Perimeter of Irregular Shapes, Perimeter of Regular Polygons, Manipulating the Perimeter of Regular Polygons, Perimeter of Rectangles and Parallelograms, Manipulating the Perimeter of a Rectangle and Parallelogram, Perimeter of An Isosceles Triangle or an Isosceles Trapezium, Perimeter of a Compound Shape, Manipulating the Perimeter of a Compound Shape	<i>Perimeter, Irregular, Regular, Isosceles, Trapezium, Polygon</i>
		7.04	Rounding & Estimation (in real life situations)	Rounding to the nearest 10, 100, 1000, Rounding to the nearest decimal place, Rounding to the nearest integer, Problem solving, Mixed practice exercise (no examples), Estimation	<i>Significant figure, Decimal place, integer</i>
HT2	<i>HT2 Retrieval Starters</i>	7.05	Multiplication and Division	Powers of 10, Decimal Multiplication, Column Multiplication, Decimal Multiplication, The Division Calculation, Short Division, Dividing Decimals	<i>Product, Divisor, Dividend</i>
	<i>HT2 Fluency Quizzes</i>	7.06	Factors and Multiples	Introducing Multiples, Finding the Lowest Common Multiple, Divisibility Tests, Factors, Finding the Highest Common Factor, Using the HCF and LCM, Introduction to Prime Numbers	<i>Factor, Multiple, Prime number</i>
	<i>HT2 Hegarty Maths Clips</i>	7.07	Area of rectangles and triangles and parallelograms	Rectangles, Squares, Parallelograms, Triangles, Estimation, Compound Shapes	<i>Area, vertical, perpendicular</i>