



QUEEN'S PARK HIGH SCHOOL

Year 7 – Half Term 6

Subject	Title	Unit Summary	Assessment
English	Life Doesn't Frighten Me	Using <i>Life Doesn't Frighten Me</i> as a core text, students will explore the works and biographies of two seminal figures: Jean-Michel Basquiat and Maya Angelou. They will develop their opinion writing skills, exploring what it means to be an artist and what makes a work of art.	1 hour opinion writing task: 'Is graffiti art?' Write a newspaper article sharing your views on this topic.
Maths	U12 - Angles	<ul style="list-style-type: none"> Estimating, measuring and drawing angles Use basic angle facts 	Application of knowledge and skills from all units of work through END OF YEAR cumulative assessment to assess all work covered during the year.
	U13 - Transformations	<ul style="list-style-type: none"> Translate, reflect and rotate shapes Understand line and rotation symmetry 	
Science	Biology 2 Reproduction, DNA, Variation and Extinction	<p>Students will learn about:</p> <ul style="list-style-type: none"> Reproductive systems in animals and plants; organs, pregnancy, menstrual cycle, pollination and seed dispersal. Discovery of DNA structure, variation, adaptations, evolution and extinction. 	<p>Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment on the effect of seed size on distance of seed dispersal.</p> <p>To demonstrate knowledge, apply understanding and analyse information in an end of unit test on biology 2 content with cumulative knowledge from biology 1.</p>
History	What were the Crusades and what was the impact?	Chronological understanding of many crusades and the outcomes	Explain what was important about the Crusades for Britain and Europe.
Geography	Asia	<ul style="list-style-type: none"> Asia's geographical location, countries and capital cities Asia's population and economy Asia's physical features and associated biomes 	Students will complete a 30 minute ALA. Students will answer questions based on the content taught in this topic.
French	Comparing yourself to others	<ul style="list-style-type: none"> Phonics: revisiting vowels. Vocabulary: numbers, family members and free time. Grammar: the verb <i>faire</i>. <i>il y a</i> and possessive adjectives. 	<p>Reading and writing focus</p> <p>1 hour assessment focused on reading comprehension and tangled translation into French.</p>



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Spanish	Talking about what people can, must and want to do	<ul style="list-style-type: none"> Phonics: revisit I, ll, ca, co, cu, cue, cua cui Vocabulary: job titles and professions Grammar: AR verbs in the 'we' form, <i>hacer</i> and modal verbs <i>poder</i>, <i>deber</i> and <i>querer</i> 	Reading and writing focus 1 hour assessment focused on reading comprehension and tangled translation into Spanish.
Computing	Computers and Employment	Creating a presentation or video about the career opportunities in ICT and Computer Science	Self and teacher assessment of presentations/videos created
PE	Each class will be learning a different sport so please refer to the curriculum section of the school website.		
Drama	Introduction to Shakespeare	Over the course of this unit, students will explore script extracts from <i>Macbeth</i> , <i>Romeo and Juliet</i> , <i>Hamlet</i> and <i>A Midsummer Night's Dream</i> . They will learn to deliver lines from a Shakespearian script and understand the key plots of the 4 plays.	PERFORMANCE: Students will rehearse and perform a scene from a Shakespearian text and will be required to focus on the accurate delivery of the lines, characters and atmosphere
Art	Still Life	Students will describe, evaluate Laura Letinsky and Floris van Dijck still life work Experiment with different drawing materials and techniques. Experiment with photography and photoshop skills to create a digitally manipulated photograph.	Work is assessed holistically and will evidence students' ability to: Research and develop ideas from the study of Letinsky and van Dijck. Explore and refine the use of drawing, photographic and Photoshop skills. Observe and record shape using marks, colour and composition. Respond and present a digitally manipulated photographic still life.
Music	Musical Theatre	<ul style="list-style-type: none"> Listening to and learning about the history and features of musical theatre Ensemble and solo performances of songs and music from musical theatre. Composing a rap 	Performing - ensemble performance of a musical theatre piece Composing - rap composition Listening - written appraisal questions focusing on structure 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.



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			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. Design a suitable product based on a design brief. Safely demonstrate practical skills when using hand tools to work with wood
	Food Technology Health and Safety	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.
World Views	Judaism	<ul style="list-style-type: none"> • Explore Jewish beliefs about the nature of God. • Examine the concept of covenant between man and God. • Learn about the lives of two important prophets in Abrahamic faiths – Abraham and Moses. • Link the lives and teachings of the prophets to the concept of covenant. • Examine the 10 commandments as a cornerstone of Judaeo-Christian belief. • Explore Jewish scriptures, places of worship and food laws. 	<p>Formative assessment questions: Various shorter explain type questions on various Jewish beliefs and practices e.g. Pesach, worship in the synagogue.</p> <p>Summative assessment question "The covenant with Moses is more important than the covenant with Abraham." Evaluate this statement.</p>
PSHCE	RSHE Relationships, Sex, Health Education	<ul style="list-style-type: none"> • Puberty including menstrual wellbeing and managing change • Body satisfaction and self-concept • Relationship boundaries • Unwanted contact • Female Genital Mutilation 	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.