



# QUEEN'S PARK HIGH SCHOOL

## Year 7 – Half Term 4

Subject	Title	Unit Summary	Assessment
English	<i>Secrets of a Sun King</i>	Students will study Emma Carroll's historical adventure novel <i>Secrets of a Sun King</i> . We will examine the ways in which Carroll explores the post-WW1 context, develops characterisation and setting, and maintains suspense through the text. Students will develop their analytical and essay-writing skills.	<b>1 hour descriptive writing task:</b> Based on this image, write a description of Tutankhamun's tomb.
Maths	<b>U8 – Fractions and fractions of amounts</b>	<ul style="list-style-type: none"> <li>Working with equivalent fractions and converting between fractions, decimals and percentages</li> <li>Finding fractions of amounts</li> </ul>	Application of knowledge and skills from the first 10 units of work through cumulative assessment (ALA 4): <ul style="list-style-type: none"> <li>All work on fractions</li> <li>Calculations with percentages</li> </ul>
	<b>U9 – Four operations with fractions</b>	<ul style="list-style-type: none"> <li>Calculations involving four operations with fractions</li> <li>Simplifying answers</li> <li>Problem solving using fractions</li> </ul>	
Science	<b>Chemistry 2</b> pH scale, Metal Reactions & Rocks	Students will learn about: <ul style="list-style-type: none"> <li>pH scale; acids and alkalis, neutralisation and making salts.</li> <li>Reactions involving metals with acids, oxygen and displacement reactions.</li> <li>Rocks; the earth's structure, sedimentary, igneous, metamorphic and the rock cycle.</li> </ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on reactivity of different metals with acid.</b>  To demonstrate knowledge, apply understanding and analyse information in an end of unit test on chemistry 2 content with cumulative knowledge from chemistry 1.
History	<b>What was life like in the Middle Ages? – Comparing similarity and difference</b>	A study of life in the middle ages, including towns and villages, crime and punishment, entertainment.	Compare everyday life in the middle ages with everyday life today. In what ways were they similar and different?
Geography	<b>The UK Seaside</b>	<ul style="list-style-type: none"> <li>Coastal management strategies.</li> <li>Coastal landforms of erosion</li> <li>Coastal landforms of depos</li> </ul>	Students will complete a 40 minute ALA. Students will answer questions based on all topics covered, and answer one long answer question based on coastal management strategies.
French	<b>Talking about what you do</b>	<ul style="list-style-type: none"> <li>Phonics: ain/in, è/ê, ch and ç</li> <li>Vocabulary: free time and hobbies</li> <li>Grammar: the verb <i>faire</i> and singular forms of regular ER verbs in the present tense.</li> </ul>	<b>Writing focus</b> 30 minute assessment focused on vocabulary, conjugation and gap fill activity in French.



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Spanish	Saying what there is around you and describing it	<ul style="list-style-type: none"> <li>Phonics: qui, que, ga, ge, gi, go and gu</li> <li>Vocabulary: describing places</li> <li>Grammar: the verbs <i>hay, tiene, ser</i> and <i>estar</i></li> </ul>	<b>Listening and speaking focus</b> 15 minute assessment reading aloud and verbally responding to questions about a short text in Spanish. 1-1 assessment with teacher.
Computing	Using media: gaining support for a cause	Creating a digital product for a real-world cause.	Self and teacher assessment of blogs created
PE	Each class will be learning a different sport so please refer to the curriculum section of the school website.		
Drama	Fairytales	Students will explore a range of fairytales and canonise them to turn them into modern performances. They will explore <b>narration, characterisation, physical theatre, accent</b> and <b>gesture</b> to recreate these classic storylines.	<b>PERFORMANCE:</b> Students will be given one fairytale to turn into a contemporary performance exploring how the moral and message of the story can be conveyed and made relevant to a modern audience
Art	Colour	Students will describe and evaluate Hodgkin and Paolozzi's artwork. Experiment with wet and dry media using different techniques to create a small framed painting. They will develop understanding of primary and secondary colour mixing.	Work is assessed holistically and will evidence students' ability to: <b>Research and develop</b> ideas from the study of Hodgkin and Paolozzi. <b>Explore and refine</b> the use of painting materials, tools and techniques. <b>Observe and record</b> shapes using marks, tone and texture. <b>Respond and present</b> a framed painting based upon their imagination.
Music	Fanfare	<ul style="list-style-type: none"> <li>Listening, analysing, performing and composing fanfares</li> <li>Exploring the elements of music: instruments of the orchestra</li> </ul>	Performing - a fanfare keyboard performance  Composing - a fanfare composition  Listening - written appraisal questions focusing on sonority, melody and accompaniment  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. Evaluation of their design skills and printing techniques.



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	<b>Design Technology Resistant Materials Desk Tidy</b>	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
	<b>Food Technology Health and Safety</b>	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.
<b>World Views</b>	<b>Humanism and Atheism</b>	<ul style="list-style-type: none"> <li>• Explore what atheism is, its origins and the view of various atheist thinkers in the world today.</li> <li>• Examine the concept of humanism and its relevance in an increasingly secularised Britain.</li> <li>• Analyse the values of humanist thinkers and finding value in life without religious beliefs.</li> </ul>	<b>Summative assessment question:</b> "You need God to give life true meaning and purpose". <b>Evaluate this statement.</b>
<b>PSHCE</b>	<b>Choices &amp; Influences</b>	<ul style="list-style-type: none"> <li>• Diet and exercise</li> <li>• Hygiene and dental health</li> <li>• Sleep</li> </ul>	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.