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<tr><td colspan="2">YEAR 7</td></tr>
<tr><td>ENGLISH
<u>Recovery Curriculum</u>
Spelling:
• Y5/6 Statutory Spelling list
• Use a thesaurus effectively

Grammar:
• The perfect form of verbs to mark relationships of time and cause
• Expanded noun phrases
• Modal verbs
• Relative clauses
• Using commas to clarify meaning and avoid ambiguity
• Using hyphens to avoid ambiguity
• Parenthesis
• Using semi-colons, colons, dashes to mark boundaries between main clauses</td><td>Reading:
• Increasing their familiarity with a wide range of books (Accelerated Reader)
• Making comparisons within and across books.
• Asking questions to improve understanding.
• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
• Identifying how language, structure and presentation contribute to meaning
• Discuss and evaluate how authors use language, considering the impact on the reader
Writing:
• Note and develop initial ideas, drawing on reading and research where necessary
• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
• Use a wide range of devices to build cohesion
• Precising longer passages
• Using passive tense deliberately for effect</td></tr>
<tr><td>During this year, pupils will have the opportunity to develop the following skills, linked to the Assessment Objectives (AO) which are explicitly assessed for English Language and Literature at GCSE. These apply to our curriculum at KS3:

AO1- Reading, understanding and responding to texts. Developing a personal response. Using textual references, including quotations, to</td><td>Pupils will have the opportunity to develop their knowledge of:
Texts:
The Boy in the Striped Pyjamas by John Boyne

Reading: pupils will develop their knowledge about:
● The Holocaust /social & historical context of the novel (AO1, AO3, AO4 reading).</td></tr>
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support and illustrate interpretations. Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising evidence from different texts. **A02- Analysing the language, form and structure** used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. **AO3 - Showing understanding of the relationship between texts and the contexts** in which they were written. Comparing writers' ideas and perspectives, as well as how these are conveyed across two or more texts. **AO4 Evaluating non-fiction texts** critically and supporting this with appropriate textual references. **AO5 - Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register**. Organising information and ideas, using structural and grammatical features to support coherence and cohesion and texts. **AO6- Using a range of vocabulary and sentence structures for clarity, purpose and effect**, with accurate spelling and punctuation. **AO7 - Presenting in a formal setting.** **AO8 - Listening and respond appropriately to spoken language.** **AO9 - Using spoken standard English appropriately.**	• World War II and its impact on different people in society (AO3). • Winston Churchill's Address to the Nation (AO1, AO2, AO3, AO4 reading, AO7, AO8, AO9). • **Writing: pupils will develop their knowledge about:** • Establishing and maintaining a viewpoint and sustaining the voice of character through diaries and letters. • Analysing and evaluating character and the techniques a writer uses. • Retrieving and recording information and adapting it to suit a different purpose. • Understanding and using the features of oration to produce their own speech, modelled on Churchill's. Recognising persuasive techniques and adapting language to suit audience and purpose. • Planning and writing a balanced argument, structuring points for effect. • Using specific linguistic features and structural devices to enhance their work. • Debating and manipulating an audience . • Using emotive language both orally and in written form to provoke a response from the listener or reader. • Explaining, describing and illustrating ideas to an audience and how to respond to questions raised.
MATHS Recovery Curriculum: Number skills: • Strategies for multiplying and dividing decimals by whole numbers. • Strategies for calculating percentages. • Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers	Data: • Revise vocabulary for circles and pie charts. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average. Decimals and Rounding:

up to 3 decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. Algebra: • Using simple formulae. • How to find missing values using algebra. • Describe linear number sequences.	• Strategies for multiplying and dividing decimals by whole numbers. • Strategies for calculating percentages. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
Pupils will have the opportunity to develop the following skills: **Number skills & Calculating** • Develop their mathematical knowledge and reasoning, through regular problem solving and evaluation of the outcomes. • Consolidate their mathematical capability by extending their understanding of the number system and place value to include decimals, fractions, powers and roots. • Select and use appropriate calculation strategies to solve increasingly complex problems, including those in both familiar and unfamiliar contexts. **Understanding and using algebraic notation** • Using single function machines and series of two function machines with numbers, bar models and letters. • Forming and substituting into expressions, including generating sequences. • Representing functions graphically. • Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships. • Move freely between different numerical, algebraic, graphical and diagrammatic representations.	Pupils will have the opportunity to develop their knowledge of: **Number skills & Calculating** • The concepts and vocabulary of prime numbers, factors (or divisors) and multiples. • The four operations, including formal written methods, applied to integers, decimals. • Conventional notation for the priority of operations, including brackets, powers and roots. • Relationships between operations including inverse operations. • Standard units of mass, length, time, money and other measures. • Approximation through rounding to estimate answers. • Technologies to calculate results accurately and then interpret them appropriately. **Understanding and using algebraic notation** • Understand and use function machines. • Know how to express items using formal algebra.

Analysing and displaying data • Organise data in a range of tables, charts and graphs. • Find the median, mode, mean and range for a set of data. • Compare sets of data, including grouped data, using the averages and range. • Recognise discrete and continuous data and organise and display correctly. • Use graphs to describe correlation between sets of data. **Decimals and Rounding** • Measure and draw lines to the nearest millimetre. • Write decimals in order of size, round decimals to the nearest whole number and to 1 decimal place and to make estimates and approximations of calculations. • Multiply and divide by 10, 100 and 1000 and use to convert metric measurements into the same units to compare them. • Solve simple problems involving units of measurement in the context of length, mass and capacity. • Understand how decimal measures parts relate to each other. • Use scale diagrams and read scales. • Write decimal measures as two related units of measure and interpret metric measures displayed on a calculator. • Use mental calculation methods to multiply decimals and check a result by considering whether it is of the right order of magnitude • Add, subtract, multiply and divide decimals by single-digit whole numbers, including divisions that give decimal answers. • Find the perimeters of a range of shapes and understand how to deduce formulae for perimeters of different shapes • Solve problems involving length and area and understand that	**Analysing and displaying data** • Median, mode and mean. • Discrete and continuous data. **Decimals and Rounding** • Metric measures displayed on a calculator. • Know fractions, decimal and % equivalence for any number.

<table>
<tr><td colspan="2">shapes can have the same area, but different perimeters; and shapes can have the same perimeter but different areas.
• Use metric and imperial units.</td></tr>
<tr><td colspan="2">SCIENCE
<u>Recovery Curriculum</u>:
• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
• Give reasons for classifying plants and animals based on specific characteristics.</td></tr>
<tr><td>Pupils will have the opportunity to develop the following skills;
Working Scientifically for KS3:
• Work with accuracy, precision, repeatability and reproducibility
• Understand that scientific theories develop as earlier explanations are modified to take account of new evidence and ideas
• Evaluate risks in practical work
• Ask questions and develop a line of enquiry based on observations of the real world
• Make a prediction or hypothesis using scientific knowledge and understanding
• Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables
• Apply sampling techniques
• Present observations and data using appropriate methods, including tables and graphs
• Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
• Use SI units (e.g., m, cm, mm) and chemical symbols & formula</td><td>Pupils will have the opportunity to develop their knowledge about:
Biology: Cells, Tissues and Organs –
• Describe the life processes; and use life processes to justify whether something is an organism or is non-living and compare life processes in a range of plants and animals.
• Common plant and animal organs and describe their functions.
• The development of the microscope from Robert Hooke to current day and how it has improved knowledge of cell structure and function.
• A light microscope.
• Calculating total microscope magnification using a formula and be able to prepare a microscope slide.
• The functions of different tissues in an organ.
• The main features commonly found in animal and plant cells and describe the main differences between them.
• The jobs of a nucleus, cell membrane and cytoplasm and what the cell wall, permanent vacuole and chloroplasts do.
• The classification of an organism as an animal or plant based on cell structure.
• Why organ transplants are needed and the issues associated with selling organs and opting out of donating organs.

Chemistry: Mixtures and Separating -
• Consider the concept of a pure substance</td></tr>
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- Identify pure substances.
- Research mixtures, including dissolving.
- Suspensions, colloids, solutions.
- Explain simple techniques for separating mixtures:
  - Filtration
  - Evaporation
  - Distillation

Chromatography

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COMPUTING

Recovery Curriculum:

- How to stay safe online
- Sharing of personal information online
- Using School 360
- Revise using basic programs and systems.

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Pupils will have the opportunity to develop the following skills:

- Understanding how computers have developed over time.
- Researching key historians that have helped develop computers.
- Practically studying components that make up a computer.
- Understanding the use of input, processing and output data.
- Recognising and understanding each component that makes up a computer.
- Learning about the 24/7, social nature of digital media.
- Exploring their own digital lives.
- Learning that it is important to act responsibly when carrying out relationships over digital media.
- Understand how to be safe on the internet and how to protect their identity while using the internet.

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Throughout the term pupils will have the opportunity to develop their knowledge about:

The foundations of computing:

- How computers have developed from the basic calculators and machinery to solve problems, to programmable, general-purpose computers, and some of the key people involved in that process.

The components that make up a computer; input, processing and output. (under the hood)

- Computer hardware to understand what components make up a computer.
- Each component to fully understand how it helps the computer to work and whether it is an input, processing or output device.
- How computer components have developed over time.

Digital literacy & Citizenship:

- Self-awareness by reflecting critically on their behaviour and its impact on

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	others. • Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help. **<u>Scams and Schemes</u>** • Strategies for guarding against identity theft and scams that try to access their private information online.
ART/DT Recovery Curriculum: • Recap on structures project.	
Copper – pupils will have the opportunity to develop the following skills: • Develop an understanding of the importance of copper, both historically and in the present day, and its properties. • Analyse existing artworks and explore an artist's creative practice. • Use product and process analysis to further their understanding of how and why items are made. • Develop drawing and creating skills which allow them to express their ideas. • Practise developing their creative and making skills using metal. • Designing systems to use resources effectively particularly in relation to" waste". • Designing and making a 3D sculpture or product using copper wire and found materials.	**Copper** – pupils will have the opportunity to develop their knowledge about: • The world we live in and how to use resources wisely using UN Sustainable Goal no.12. • Existing artworks, (using prior knowledge about Structures) products and processes to help develop own ideas and to develop an understanding of how artists and makers create their work and sell it.
HUMANITIES <u>Recovery Curriculum</u> – History: • Revisit the Anglo-Saxons and Vikings • Discuss what the country was like before the Norman invasion • Compare groups of fighters.	<u>Geography</u>: • Contextual world knowledge of locations, places and geographical features • Understanding conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space

	• Geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
History - pupils will have the opportunity to develop the following skills: • Describe and begin to make links between features of past societies and periods. • Explain the causes and consequences of key events and changes. • Show the difference between short- and long-term causes. • Use knowledge and understanding to evaluate historical sources. • Select and organise information to produce structured work. • Make links within and across periods and explain connections. • Describe the characteristic features of past societies and periods. • Examine and begin to analyse the causes and consequences of events and changes. • Begin to explain, different historical interpretations of events, people and changes. • Select and combine information from historical sources. • Select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations. **Geography** – pupils will have the opportunity to develop the following skills: • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. • Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. • Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	**The Medieval Age** – pupils will have the opportunity to develop their knowledge about: • England before 1066. • A 'good' king and a 'rightful' king. • How 1066 was a year of crisis. • Motte and Bailey castles. • How castles were used for defence. • The Domesday book. • The Feudal System. • Why Henry II and Thomas Becket fell out with each other. • The Magna Carta. • The Peasants Revolt. **Geography** – pupils will have the opportunity to develop their knowledge about: • Physical, human and environmental aspects of the world. • How the world has changed over time. • Geographical features of North and South America. • Longitude and Latitude and how to use these to locate places on a world map using coordinates. • Map scales and how different scales are used for different purposes. • OS maps and symbols. • 4-figure and 6-figure grid references. • Aerial photographs of our local area.

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- Analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

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- Economy, trade, globalisation and economic sectors.
- Economies and how they evolve through time.

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MFL – FRENCH

Recovery Curriculum:

- Numbers, colours, personal information, classroom commands, months, days of the week, ages.

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Pupils will have the opportunity to develop the following skills:

- Use opinions.
- Understand and respond to a range of familiar questions.
- Read a longer paragraph and pick out details.
- Write a paragraph adapting information from several topics covered.
- Conduct a role-play.
- Use qualifiers.
- Write a short simple text from memory with reasonable spelling.
- Use a bilingual dictionary to look up nouns, adjectives and verbs.

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Pupils will have the opportunity to develop their knowledge about:

C'est perso!

- How to talk about themselves.
- How to talk about likes and dislikes.
- How to talk about different school subjects.
- How to describe their timetable.
- Using the 12 hour clock.

Grammar

- Use "avoir"
- Use regular-er verbs (je/tu/il/elle)
- Understand adjective agreement
- Use the present tense
- Use negatives

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MUSIC

Recovery Curriculum:

- Revise staff and other musical notations.
- Listen to a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.
- Practise listening with attention to detail and recall sounds with increasing aural memory.

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<td>Pupils will have the opportunity to develop the following skills:
• Identify chord types using their ear skills.
• Discuss the effectiveness of a composition and give opinions on the suitability of music for specific purposes.
• Remember names of prominent composers of film music and be able to identify some of their works.
• Compose a sound track for a simple short film using techniques and chord types covered this term.
• Create a score using a combination of graphics and notation for their compositions.
• Interact with music on a more sophisticated level using body percussion.</td>
<td>Music for Film – pupils will have the opportunity to develop their knowledge about:
• A number of prominent composers of music for film.
• Some basic composition techniques used within music for film.
• Texture and timbre in music.
• Orchestration and the instruments of the orchestra.
• More complex chord types and understand their uses in composition.</td>
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<td colspan="2">PE
Recovery Curriculum:
• Continue to promote levels of fitness – Daily Mile, Cooper’s Test.
• Benefits of working as part of a team.
• Rules of football games.
• Basic rules of hockey.</td>
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<td>Pupils will have the opportunity to develop the following skills:
Football –
• Demonstrate a range of passing techniques and can control the ball with different body parts effectively in a practice situation.
• Being effective in a game situation, selecting the best pass to use according to the situation.
• Comment on strengths and areas for improvement and other player.
• Demonstrate good control when dribbling the ball including when under pressure.

Hockey –</td>
<td>Pupils will have the opportunity to develop their knowledge about:
• the rules of the game in good detail.
• the elements of a penalty corner.
• The names of all symbols on a map.
• The benefits of a warm-up.
• How to run as a team effectively.
• How to analyse performance and use results to set targets.</td>
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- Demonstrate that you can use the reverse stick.
- Demonstrate the elements of a penalty corner.
- Demonstrate a shot with control.
- Demonstrate a basic understanding of positions and supporting your team mates.

Cross-country/orienteering

- Developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones.
- Respond effectively to problems and physical challenges, both individually and in cooperation with others.
- Analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.

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PSHE

Recovery Curriculum:

- Opportunities to talk about themselves and their experiences.
- British Values.
- Positive Mental Wellbeing – daily Wellbeing sessions.
- Dealing with anxiety and stress – daily Wellbeing sessions.

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Throughout the term pupils will have the opportunity to develop the following skills:

- Recognise their own personal qualities.
- Reflect on personal strengths.
- Appreciate how other people see them.
- Assertiveness skills.
- Accessing help and support to support mental and emotional health.
- Recognise what makes them feel good.

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Being Me in My World – pupils will have the opportunity to develop their knowledge about:

- Their own identity and how it is affected by a range of factors.
- What influences their life.
- How peer pressure operates within groups.
- How online identity can affect how others see them.
- What they say and do online has consequences for themselves and others.
- Maintaining positive relationships both on and offline.

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- Assessment of own health profile.
- Recognise ways to keep themselves safe practising refusal skills.

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Celebrating Difference – pupils will have the opportunity to develop their knowledge about:

- What prejudice and discrimination are.
- Bystanders and their impact on bullying.
- The Equality Act.
- Accepting difference in others.
- How I allow others to influence me.
- What stereotyping means and its potential impact.
- Where to get help if on the receiving end of bullying, prejudice or discrimination.

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RELIGIOUS EDUCATION

Recovery Curriculum:

- Opportunities to talk about their own feelings and experiences.
- Opportunities to reflect on beliefs about God in other religions.
- Opportunities to think and talk about their own beliefs.

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Pupils will have the opportunity to develop the following skills:

- Ask questions in response to the learning.
- Research, gather and select relevant information, using a range of sources.
- Use key religious vocabulary with accuracy in my written work and orally.
- Express personal opinions in response to the learning.
- Contribute positively in group or whole class discussion by responding and adding to the views of others.
- Organise and present work using a range of different styles.
- Understand the impact a belief or practice can have on followers.
- Show empathy in response to the learning.
- Express clear views about why religions and practices are so important.
- Reflect and make links to own experiences and beliefs.

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Islam - pupils will have the opportunity to develop their knowledge about:

- Highly populated Islamic countries around the world and compare populations to the UK.
- Key beliefs: Tahwid, Risalah, Akhirah.
- The early life of the prophet and important events in his life.
- The holy book of Islam.
- Different groups of Muslims – Sunni, Shi'a, Sufi.

Christianity – pupils will have the opportunity to develop their knowledge about:

- Trinity.
- The life of Jesus as a teacher.
- The Great Commandments.
- Important principles to live by.
- How Christianity influences the UK today.

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• Describe why a sense of belonging is so important to different faiths.	