

# ALMUÑÉCAR INTERNATIONAL SCHOOL



## Year 7 Curriculum 2017 - 18

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# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> English Language	<b>Year 7</b>	<b>Teacher:</b> Sarah Wilde
<b>No. of lessons per week:</b> 5	<b>Date:</b> September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Approx. 2 or 3 chapters per month			Teaching & Learning Styles (VARK):  <b>Visual:</b> <b>Auditory:</b>  <b>Read/Write:</b>  <b>Kinaesthetic:</b>	
Sept	<b>1A Horror and suspense</b> Sentence structure & punctuation skills; use of adjectives/verbs/ adverbs, fronted adverbials; structural/ narrative/genre/ literary and grammatical features of horror and	Unit 1A begins with a focus on learners' writing skills – punctuation, sentence structure, type and length. There is then an investigation of the genre, narrative, literary and linguistic features of horror and suspense texts. Learners will then write their own horror/suspense extract, using a 'toolbox' of techniques. As is the cases with all Units, a range of activities have been put forward, offering teachers a choice from which to select.	<b>Visual:</b> Reading of texts/ PowerPoint activities, animated story 'Francis'. <b>Auditory:</b> Listening to the reading of texts by others. <b>Read/ Write:</b> Exercises from Cambridge Checkpoint and stages textbooks. Write own horror extract. <b>Kinaesthetic:</b> Building and	Sentence structure and punctuation; stylistic, linguistic and rhetorical features of the horror/suspense genre across both reading and writing; narrative structure of horror/suspense texts; precise vocabulary use; speaking and listening skills of discussion, reflection and evaluation;

	suspense texts.		presenting Power Points, grammar games.	strategies for correct spelling.  Learners to write horror/suspense extract, using conventions and features, which will be self/peer assessed.
Oct	<b>1B Poetry – narrative and non-narrative</b> Structural/ thematic/stylistic/ literary features of narrative poems; drama and role play; character diary entries and structural/literary features of non-narrative poems; written responses to poems.	Unit 1B begins with a focus on the poem, 'The Highwayman', and its thematic/narrative/ballad features – and this is then followed by an in-depth exploration of linguistic and rhetorical devices. The differences between narrative and non-narrative poems are managed through a comparative task.	<b>Visual:</b> Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures. <b>Auditory:</b> Listening to the recordings of texts from the Cambridge Textbooks for Stage 7. <b>Read/ Write:</b> Worksheets and self assessment target setting. <b>Kinaesthetic:</b> Presenting ideas in discussions, challenging others with intellectual intentions.	Features of narrative and non-narrative poems; analysis/comment on poets' manipulation of literary, rhetorical and grammatical features; reading skills of inference and deduction, textual evidence; issues of plot, character and theme; linguistic; note-taking; speaking and listening skills of discussion, collaboration, presentation; key sentence structure and punctuation skills. Students to write short poem of their own.

Nov	<p><b>3A Exploring pre-20<sup>th</sup> century fiction</b> Narrative structure/themes/ literary/rhetorical and grammatical features; social, cultural and historical contexts.</p>	<p>Unit 3A begins with reading a novel and includes an analysis of the front cover/opening chapter, characters and plot. This is followed by an investigation of the features of blogs and diaries which are then used by students to write their own diary entry in a particular style. Biography and autobiography are explored through research, speaking and listening.</p>	<p><b>Visual:</b> Reading original material/ novels/ worksheets <b>Auditory:</b> Listening to recordings and to members of the class. Responding to direct questioning. <b>Read/ Write:</b> Responsive writing tasks. <b>Kinaesthetic:</b> Group work, designing class-room, role play.</p>	<p>Mixed exercises (for each theme- e.g. blogs/diaries, newspaper articles)  Written response to a text extract, focusing on essential reading skills  Feb/ March: Topic test on year topics so far  Key sentence structure and punctuation skills, included fronted and embedded clauses: paragraphing; topic sentences; cohesive devices; organisational, linguistic, literary features of blogs/ diaries; features of oral recount; collaboration and discussion.</p>
Dec	<p><b>1C Getting to grips with genre</b> Genre features of science fiction, fantasy, contemporary folk and fairy tales; narrative features of short stories; personal reading preferences/habits;</p>	<p>Unit 1C takes learners through an exploration of genre and the ways in which it impacts on what writers write about and how. The genres of science fiction, fantasy, folk/fairy tales are explored through reading, writing, speaking and listening. Learners' reading preferences are explored and targets suggested.</p>	<p><b>Visual:</b> Flashcards/grammar games <b>Auditory:</b> Listening to the questions of tasks and games online. <b>Read/ Write:</b> creative writing tasks. Worksheets and self assessment target setting. <b>Kinaesthetic:</b> Presentations/chromebooks.</p>	<p>Mixed exercise with exam type questions. Students write a short extract in a genre of their choice. Self/peer assessment  Genre features (including literary and linguistic techniques) across both reading and writing; inference and deduction; key sentence</p>

	book reviews; individual presentations.		Presenting ideas in discussions and presenting a book review.	and punctuation skills; note taking; the speaking and listening skills of discussion, collaboration, explanation, persuasion, description
Jan	<p><b>2B An introduction to journalistic writing</b></p> <p>Issues of bias and viewpoint in journalistic writing/ news websites; oral and written work covering features of journalistic commentary and interviews.</p>	Unit 2B begins with an investigation of the structural and linguistic features of newspaper reports, and corresponding rationale for these, with students then able to incorporate these in a newspaper report of their own. An exploration of bias and viewpoint follows, with students writing a report from two different points of view.	<p><b>Visual:</b> Newspaper articles, physical and online material.</p> <p><b>Auditory:</b> Listening to journalists. Responding to direct questioning of key journalistic features.</p> <p>Responding to set questions that aren't written on the board or typed already for students.</p> <p><b>Read/ Write:</b> Informative writing. Responding to tasks of auditory setting. Creative writing tasks.</p> <p><b>Kinaesthetic:</b> Group work, designing class-room.</p>	Structural features and linguistic features of newspaper reports; paragraphing; topic sentences; cohesive devices; key sentence and punctuation skills including the noun phrase in apposition and direct speech; literary features e.g. simile, metaphor, pun, hyperbole, alliteration, and their effect on meaning; presentational features of reports and web sites in relation to audience and purpose; key skills of discussion, collaboration
Feb	<p><b>2C Contemporary non-fiction: expressing the self</b></p> <p>Straightforward thematic/structural/ linguistic features of biography, autobiography, letters</p>	Unit 2C begins with an investigation of the features of blogs and diaries with these then used by students to write their own diary entry in a particular style. Biography and autobiography are explored through research, speaking and listening.	<p><b>Visual:</b> researching online blogs and diaries, creating own.</p> <p><b>Auditory:</b> Listening to recordings and to members of the class. Responding to direct questioning.</p> <p><b>Read/ Write:</b> Personal writing.</p>	Key sentence structure and punctuation skills, included fronted and embedded clauses: paragraphing; topic sentences; cohesive devices; organisational, linguistic, literary features of blogs/diaries; features of oral

	and diaries; written and oral work.		Creative writing tasks. <b>Kinaesthetic:</b> Group work, designing class-room.	recount; collaboration and discussion.
March	<b>2A Non-fiction types</b> Sentence structure & punctuation skills; structural/ presentational/ linguistic features and conventions of a range of non-fiction text types – to inform, explain, argue, persuade, comment; note taking; write own non –fiction text type using conventions.	Students first explore the features of information/advice texts, then apply the knowledge and understanding to the writing of their own advice text for new students to the school. The features of effective description and comment are then covered through a speaking and listening activity. Students also investigate the features of argue and persuade texts, and then incorporate these in the writing of their own non- fiction text, using ICT.	<b>Visual:</b> Newspaper articles, physical and online material. <b>Auditory:</b> Listening to the readings of non fiction texts. Responding to set questions that aren't written on the board or typed already for students. <b>Read/ Write:</b> Discursive writing. Responding to tasks of auditory setting. Creative writing tasks. <b>Kinaesthetic:</b> Group work, designing class-room.	Across reading and writing, the presentational, organisational, linguistic and literary features of the non-fiction texts/purposes – to inform, explain, describe, argue, persuade, and comment ; inference and deduction; writer's techniques and their impact on meaning; key presentational features of speaking and listening; collaboration, discussion, participation skills; key writing and punctuation skills.
April	<b>3B Exploring pre-20<sup>th</sup> century drama</b> Dramatic structure/themes/literary, rhetorical and grammatical features; social, cultural and historical contexts; basic performance/conventions of gesture,	Unit 3B begins with a focus on the conventions of drama, and consideration of key aspects of performance. Exploration of a play by Bernard Shaw provides students with opportunities to further consider how character, plot and theme can be presented and developed. There is coverage of Elizabethan theatre and the work of Shakespeare.	<b>Visual:</b> Reading original material/ plays/ worksheets etcetera. <b>Auditory:</b> Listening to recordings and to members of the class. Responding to direct questioning. <b>Read/ Write:</b> Creative writing skills. <b>Kinaesthetic:</b> Group presentations. Role	Conventions of drama; note taking ; features of fluent and engaging oral delivery; collaboration and discussion; reading skills – retrieval/location, inference, use of appropriate evidence, understanding character, theme and viewpoint; key sentence and punctuation skills

	movement, delivery, pace.		play.	Writing – short drama script/extract
May	<p><b>3C Exploring pre-20<sup>th</sup> century poetry</b></p> <p>Themes/poetic and linguistic devices; social, cultural and historical contexts; comparison of contemporary and pre-20<sup>th</sup> century poems; written comparative response done in groups.</p>	Unit 3C begins with a focus on what students know on some key terms/ conventions. From this, teachers are then able to build a unit of work around students' needs.	<p><b>Visual:</b> Reading original material/ poetry/ worksheets etcetera.</p> <p><b>Auditory:</b> Listening to recordings and to members of the class. Responding to direct questioning.</p> <p><b>Read/ Write:</b> Creative writing skills- poetry literary techniques.</p> <p><b>Kinaesthetic:</b> Group presentations. Role Play.</p>	Poetic and linguistic devices; poetic form; themes, ideas, viewpoints; socio cultural context; reading skills – retrieval/ location, inference, use of appropriate evidence; key sentence and punctuation skills; collaboration, discussion and presentation
June	<b>Year 7 end of year assessments</b>			

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<b>Subject:</b> Mathematics	<b>Year 7</b>	<b>Teacher:</b> Jacob de Backer
<b>No. of lessons per week:</b> 5	<b>Date:</b> September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September	<u>Chapter 1: Algebra 1</u>	Continue sequences and find any term of the sequence. Calculate and use the nth term of simple sequences. Use mapping and functions. Substitute values into simple algebraic expressions.	<b>Visual:</b> Using function machines. <b>Auditory:</b> Explanation of operations of decimal numbers in the whiteboard. <b>Read/Write:</b> Exercise from chapter 1, 2. <b>Kinaesthetic:</b> Using the calculator for different operations.	Exercises in class and homework  Exam
	<u>Chapter 2: Number 1</u>	Work with decimals and whole numbers. Use estimation to check answers. Solve problems using decimals and whole numbers, with and without a calculator.		
October	<u>Chapter 3: Geometry and Measures 1</u>	Estimate and calculate perimeters and areas of 2-D shapes. Calculate the area of a rectangle and square. Draw 3-D shapes using isometric grids. Calculate the surface area of a cuboid.	<b>Visual:</b> Recognising all different 2-D shapes. <b>Auditory:</b> Explanation in the whiteboard of the formula to calculate area. <b>Read/Write:</b> Examples and exercises of the textbook. <b>Kinaesthetic:</b> Using rulers to draw shapes.	Exercises in class and homework  Worksheet  Exam



<p>October/ November</p>	<p><u>Chapter 4: Number 2</u></p>	<p>Extend the previous knowledge of fractions and percentages. Add simple fractions. Find equivalent fractions, percentages and decimals.</p>	<p><b>Visual:</b> Recognising fractions from shaded part of a pie. <b>Auditory:</b> Listen how to add and subtract fractions <b>Read/Write:</b> Exercise from chapter 4.</p>	<p>Exercises in class and homework  Exam</p>
<p>November/ December</p>	<p><u>Chapter 5: Statistics 1</u></p>	<p>Calculate the mode, the median, the mean and the range for a set of data. Interpret statistical diagrams and charts. Use the probability scale. Collect data from experiments and calculate probabilities.</p>	<p><b>Visual:</b> Using different kind of statistical diagrams such as tables or pie charts. <b>Auditory:</b> Explanation of theoretical concepts of statistic <b>Read/Write:</b> Exercise and examples of the textbook. <b>Kinaesthetic:</b> Using rulers to draw table and graphs..</p>	<p>Exercises in class and homework  Exam</p>
<p>January</p>	<p><u>Chapter 6: Algebra 2</u>  <u>Chapter 7: Geometry and measures 2</u></p>	<p>Use letters in place of numbers. Use the rules (conventions) of algebra. Solve puzzles called equations. Solve problems using algebra.  Vocabulary and notation for lines angles. Use angles at a point, angles on a straight line, angles in a triangle and vertically opposite angles. Use coordinates in all four quadrants.</p>	<p><b>Visual:</b> Recognising different part of angles and lines. <b>Auditory:</b> Listen the explanation of the teacher <b>Read/Write:</b> Examples and exercises of the textbook. <b>Kinaesthetic:</b> Using rulers and protractors to draw angles.</p>	<p>Exercises in class and homework  Worksheet  Exam</p>

February	<u>Chapter 8: Statistics 2</u>	<p>Collect and organise data.                  Create data collection forms.                  Create questionnaires.                  Use frequency tables to collate data.                  Conduct surveys and experiments.                  Draw simple conclusions from data.</p>	<p><b>Visual:</b> Using tally charts and tables  <b>Auditory:</b> Listening all the description about collecting data.  <b>Read/Write:</b> Reading the process to collect data.  <b>Kinaesthetic:</b> Drawing tables and tally charts.</p>	<p>Exercises in class and homework                   Data collection project.</p>
February/ March	<u>Chapter 9: Numbers and measures 2</u>	<p>Round off positive whole numbers and decimals                  Order of operations                  Multiply and divide a three-digit whole number by a two-digit whole number without a calculator                  Use a calculator efficiently</p>	<p><b>Visual:</b> Reading different measures of rulers.  <b>Auditory:</b> Listening how to use the calculator  <b>Read/Write:</b> Exercise from textbook.</p>	<p>Exercises in class and homework                   Exam</p>
March	<u>Chapter 11: Geometry and measures 3</u>	<p>Measures and draw angles.                  Construct triangles and other shapes.                  Geometrical properties of triangles and quadrilaterals.</p>	<p><b>Visual:</b> Geometrical problems.  <b>Auditory:</b> Explanation of constructing shapes. <b>Read/Write:</b> Reading the process to construct triangles.  <b>Kinaesthetic:</b> Using rulers and compasses to construct triangles.</p>	<p>Exercises in class and homework                   Worksheet                   Exam</p>
April	<p><u>Chapter 10: Algebra 3</u></p> <p><u>Chapter 12: Number 4</u></p>	<p>Square numbers and triangle.                  Draw graphs from functions.                  Use algebra to solve problems.                  Use a calculator to find square roots.</p> <p>Find simple percentages and use them to</p>	<p><b>Visual:</b> Recognising ratio and proportion in different pictures.  <b>Auditory:</b> Whiteboard explanation of square numbers.  <b>Read/Write:</b> Exercises from the textbook  <b>Kinaesthetic:</b> Using the rulers and calculators</p>	<p>Exercises in class and homework                   Exam</p>

May	<u>Chapter 13: Algebra 4</u>	compare proportions. Work out ratio, leading into simple direct proportion Solve problems using ratio	<b>Visual:</b> Solving “brick wall” problems. <b>Auditory:</b> Examples in the whiteboard <b>Read/Write:</b> Exercises from the textbook <b>Kinaesthetic:</b> Drawing the square and circle problems.	Homework  Exam
		Solve different types of problem using algebra.		
June	<u>Chapter 15: Statistics 3</u>	Draw a pie chart where the data is given as percentages. Compare distributions using range and mean.	<b>Visual:</b> Reading pie charts. <b>Auditory:</b> Examples in the whiteboard <b>Read/Write:</b> Exercises from the textbook <b>Kinaesthetic:</b> Using compass, protractors and rulers to draw pie charts.	Homework.  End of year exam.

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<b>Subject:</b> Science	<b>Year 7</b>	<b>Teacher:</b> Sofia Branquinho
<b>No. of lessons per week:</b> 4	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept	Plants and humans as organisms	Identifying organs and organ systems in plants and humans. Understanding how bone structure determines strength. The structure of a synovial joint.	Examine plant and model torso <b>V</b> Examine bones and joints. <b>V</b> Test hollow and solid glass rods <b>K</b> Read and answer questions in textbook <b>R/W</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Sept Oct	Cells and organisms	Characteristics of living things. Types of microbes and their effects. Microbes in decay, food production and in disease. The structure of plant and animal cells. How to use a microscope.	Discuss how to recognize if an object is alive. <b>A</b> Read and answer questions in textbook <b>R/W</b> Growing microbes on agar plates <b>V</b> Researching the work of Louis Pasteur. <b>R/W</b> Making slides of cells and viewing them under the microscope. <b>K, V</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Living things in their environment	Adaptations The structure of a food chain and the functions of each link.	Read and answer questions in textbook <b>R/W</b>	Weekly homeworks on each topic Observation of practical skills

		Types and causes of pollution. Conservation	identify adaptations of different shown animals and plants <b>V</b>	Contribution to class and group activities End of unit test
Dec	Variation and classification	What is a species Definition and types of variation Classifying plants and animals	Read and answer questions in textbook <b>R/W</b> Use keys to identify plants and animals <b>V/K</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	States of Matter	Properties of solids, liquids and gases. Particle theory to explain properties. Changing state. Using data to make conclusions.	Read and answer questions in textbook <b>R/W</b> Identify state of matter in a display of objects <b>V</b> Describe how to recognize a solid , liquid and a gas <b>A</b> Use of a number of models to explain states of matter <b>V, K</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	Material properties	Properties of metals and nonmetals and their uses. The Periodic Table. Relating the properties of everyday materials to their uses.	Read and answer questions in textbook <b>R/W</b> Identifying useful properties in a range of objects. <b>V</b> Testing for electrical conductivity using a simple circuit.	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Feb	Material changes	Common acids and alkalis and their safe handling. Neutralisation of an acid with an alkali	Read and answer questions in textbook <b>R/W</b> Testing common materials to find their pH. <b>K</b> Making an indicator using red cabbage. <b>K</b> Comparing the effectiveness of antacid stomach remedies, and discussing results <b>K,A</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

March	The Earth	Types of rocks, minerals and soils Describe weathering and its effects Fossils, the fossil record and the age of the Earth The geological time scale	Read and answer questions in textbook <b>R/W</b> Identifying types of rocks and fossils. <b>K</b> Build a geological time scale project and discuss the relationship between it and the fossil record <b>K/A</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
April	Forces and motion	Types of forces and their effects. Representing forces. Gravity, mass and weight. Good and bad effects of friction. Air resistance.	Read and answer questions in textbook <b>R/W</b> Measuring forces. <b>K</b> Investigating friction <b>K</b> Writing about a world without friction <b>W</b> Designing a seed or helicopter <b>K</b> Discuss after tests, the factors affecting the speed at which objects fall. <b>A</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
April	Energy	Using energy Stores of energy Forms of energy and their uses. Energy conservation	Read and answer questions in textbook <b>R/W</b> Investigating different types of energy <b>K</b> Discuss, based on solved problems, the law of energy conservation <b>A</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
May	The Earth and beyond	Day and night The moving stars and planets The moon and its phases Revolution in astronomy	Read and answer questions in textbook <b>R/W</b> Build a moon model and investigate the formation of moon phases <b>K</b>	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
June	Revision			End of year test

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<b>Subject:</b> Computing	<b>Year 7</b>	<b>Teacher:</b> Jacob De Backer
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<b>Hodder Dynamic Learning - Compute IT Book 1 - Timings are approximate. Each theme will last 2-3 weeks</b>			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	Hodder interactive tests will be given at the end of some units. All pupils will keep an e-exercise book throughout the year. This will be created using Google Docs. It will incorporate use of various types of software linked via the main book. It will be accessible at all points by MI in order for collaborative work and ongoing assessment to be carried out.
Sept 1 wk	Introduction / E Safety / Copyright issues	Logging in to different system. Knowing what each system is used for. Learning to be safe with computers – both own physical safety as well as online. Knowing that breaching copyright is theft. Setting up file storage structures within different areas.	Discussion Role Play Reading Writing Listening	Can we log onto school, Google, Engage and Hodder systems ? Are we aware of our responsibilities regarding copyright and plagiarism ? Are we aware of our responsibilities to ourselves and each other regarding e-safety ? Have we signed and discussed the AIS acceptable use policy with our parents ?
Sept	Under the Hood Of A Computer	Hardware  Processing Data and Data Representation	Reading and writing research  Disassembly of a computer  Morse Code - practical	This unit provides a brief outline of the history of computing; practical study of components that make up a computer; inputs, processing and outputs; data and binary; bits, bytes and megabytes.  Pupils learn to ‘think’ like a computer, and understand how computers process data.
Sept-Oct	Think Like A Computer Scientist	Algorithms  Demonstrate persistence in working with difficult problems	Collecting, reading, interpreting, presenting and evaluating information in various formats	This unit introduces students to computational thinking  Students are challenged to create an emergency evacuation plan for their school

		<p>Be able to write clear, precise and unambiguous algorithms</p> <p>Understand that even the most complicated problems can be tackled using computational thinking</p>	<p>including video, diagrams and text.</p>	
Oct-Nov	Drawing and Manipulating Shapes	<p>Algorithms</p> <p>Programming and development</p>	<p>Linking Art, Maths and Computer Science.</p> <p>Designing patterns and creating them with code.</p>	<p>This unit is designed to provide students with an understanding of the relationship between computer science and shape/ patterns in order to be able to write algorithms in a range of computer programming languages to draw basic shapes and design artworks.</p> <p>The students' challenge is to write a program that creates an artwork based on drawing and positioning shapes found in Celtic or Islamic art.</p>
Nov	Creating An Animation	<p>Algorithms</p> <p>Programming and development</p>	<p>Linking Dance and Computer Science.</p> <p>There will be chance to dance and turn this dance into animation using photos and coding.</p>	<p>Students are challenged to program an animation to entertain an audience by recreating a dance routine from a music video using programming techniques such as sequences, iteration, procedures, selection and variables.</p>
Dec	The Foundations Of Computing	<p>Algorithms</p> <p>Programming and development</p> <p>Hardware and processing</p>	<p>Creating code to calculate mathematically.</p>	<p>By understanding how computers have developed, students are encouraged to not only create programs to carry out arithmetic calculations, but to 'think' like a computer in order to so.</p> <p>Students are challenged to write a program to carry out simple arithmetic calculations in a language the machine can understand and to think like the machine in order to do this.</p>
Dec-Jan	How The Web Works	<p>Communication and networks</p>	<p>Collecting, reading, interpreting, presenting and evaluating information in various formats .</p> <p>Thinking critically</p>	<p>This unit provides an opportunity to look at the way in which the web works technically, and cover the issues of reliability and e-safety</p> <p>Students are challenged to research efficiently and effectively three programming languages named after famous people, understanding how searches work and how to evaluate the reliability of results.</p>



Jan	Webpage Creation From The Ground Up	Communication and networks	Design and create. Discussion Evaluation.	The student challenge is to design and code a web page and upload it to a server.
Jan-Feb	Designing for HCI - A Handheld Device	Information technology Hardware and processing Data and representation	Discussion about and design for different users including those with disabilities.	This unit introduces students to the concept and principles of Human-Computer Interaction and its importance in providing usable solutions for a range of audiences and needs.  Students are challenged to design, for a specific user group and using future technology, a hand-held digital device to include phone functionality.
Feb	Designing for HCI - An Operating System Interface	Hardware and processing Information technology	Discussion about current and future trends in computing interfaces.  Design for specific users.	This unit covers the importance of operating systems and how they might develop in relation to on-going changes in technology  Students are challenged to design an interface for the operating system of the hand-held digital device that they designed in Unit 8. Students will need to think about the technology that will be available in the future and about the needs of their specific user group, to help them with their designs.
Mar	Representing Images	Data and data representation	Using knowledge of Binary to create images.	This unit is designed to provide students with an understanding of how images and the colours within them are constructed in terms of binary and pixels.  Students are challenged to learn about static images so they can stream a video.
Apr	Programming A Calculator	Programming and development  Algorithms	Using algebra to create code to emulate a calculator.	This unit covers the use of different languages to program and create a calculator for use by primary school students to solve defined problems.  Students are presented with the scenario whereby children in a primary school have asked them to program a simple shape calculator (using a programming language of the students' choice such as Scratch) to help them with their maths.

<p>May</p>	<p>Programming A Quiz</p>	<p>Algorithms Programming and development</p>	<p>Design and create a simple quiz including scoring and timer.</p>	<p>Developing further the principles and skills developed to extend students' work to program a quiz.</p> <p>The challenge for this unit is to program a maths quiz for primary school pupils. The quiz should ask the player for their name, and then use this in the questions. The quiz should contain sections of questions, each covering a different maths topic. At least one section should contain questions that the computer has generated randomly. All the answers should be numerical.</p>
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<b>Subject:</b> Opening Minds	<b>Year 7</b>	<b>Teacher:</b> J Buckley
<b>No. of lessons per week:</b> 4	<b>Date:</b> September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	<b>Journeys 1</b>	Who we are Where we are in time and place How we move around our world Timelines Timetables Maps Planning Learning skills Managing situations Managing information	Teaching & Learning Styles (VARK):  Expressing ourselves in a variety of ways Creatively poetry Drama Reading for information Pair share Planning	Life journeys Planning a journey Historical journeys  <u>Art in Opening Minds</u> <ul style="list-style-type: none"> <li>• maps</li> <li>• landscapes from around the world</li> <li>• poster of favourite time or place</li> </ul>
Autumn term 2	<b>Stories to Tell</b>	How we express ourselves Where we are in time and place Medieval times Festivals How we organise ourselves Citizenship Learning to learn Managing information Managing situations Managing self Using evidence	Creative story telling Speaking and listening Pair and share IT skills Blogging and school web pages Enquiry based learning Explaining Illustrating information artistically Using technology responsibilities Target setting Co operation	Own story Myths and legends Time lines Mid winter Festivals around the world Web pages Medieval Europe The growth of towns Plague and black death Research and make traditional food for a party  <u>Art in Opening Minds</u> <ul style="list-style-type: none"> <li>• myths &amp; legends</li> <li>• christmas around the world</li> </ul>

<p>Spring term 1</p>	<p><b>Our Natural World</b></p>	<p>The physical world  Earth study  Mountains  Volcanoes and earthquakes  Natural disasters and human disasters  Now and through history  Citizen ship  Environmental awareness  Managing situations  Relating to people  Managing information  Learning to learn  How we organise ourselves  Sharing the planet  Learning to learn</p>	<p>Mind mapping  Learning from the media  Model making  Introducing group work  Jigsaw approach within a group putting it all together  Explaining using models  Music and mood  Group cooperation games</p>	<p>Volcanoes and Earthquakes group project    TV news presentation  Disasters  Group project  A learning diary    <u>Art in Opening Minds</u> <ul style="list-style-type: none"> <li>● models of volcanoes, earthquakes &amp; plates</li> <li>● natural disasters</li> </ul> </p>
<p>Spring term 2</p>	<p><b>Wet and Wild</b></p>	<p>Understanding our oceans  Waves and tides Coasts  Defence of the coast  The water cycle  Rivers and floods  Weather and climate  Managing information  Managing self  Sharing the planet  Where we are in place and time</p>	<p>Mind mapping  TV documentaries Wet and wild  Trip to sea life centre  Using charts and diagrams  ICT games  Physical activity to learn key words  Group roles and responsibilities  Target setting  Cooperation</p>	<p>Ocean study power point presentation  Artists study paintings of the sea  Weather and climate the  Water cycle poster    Naming quiz    <u>Art in Opening Minds</u> <ul style="list-style-type: none"> <li>● oceans</li> <li>● weather &amp; climate</li> <li>● looking after the planet</li> </ul> </p>
<p>Summer term 1</p>	<p><b>The World of the Child</b></p>	<p>History of child labour  responsibility of adults to the child  History of child Education  How we organise ourselves  Managing self and situations  Citizenship Where we are in place and time  Writing to inform  Speaking and listening</p>	<p>Internet research  Cyber safety  The big picture  Module maps and flow charts  Learning to learn How to remember facts  Walking the thought  Active listening  Debating and public speaking  Using persuasive language</p>	<p>Essay writing  Child labour past present and future    Group debate on the right to education  <u>Art in Opening Minds</u> <ul style="list-style-type: none"> <li>● children working through history</li> <li>● compare past and present photography</li> <li>● making photos older using computer software</li> </ul> </p>

<p>Summer term 2</p>	<p><b>All Creatures Great and Small</b></p>	<p>Living creatures in our world Animal environments geographical features of a continent Extinction and bio diversity How animals help us Where we are in place and time Managing self Language development Relating to people Managing information Learning How we organise Sharing the planet ourselves</p>	<p>Extracting Information from films Drama and role play Group jigsaw Trip to Bio park Problem solving activities Mind mapping Thinking hats Learning to learn revision skills</p>	<p>An interview with David Attenborough  Individual research project  The great geography quiz End of year test  <u>Art in Opening Minds</u></p> <ul style="list-style-type: none"> <li>● animals that are extinct</li> <li>● endangered animals</li> <li>● campaign to save animals</li> </ul>
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# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> Spanish Lengua	<b>Year 7</b>	<b>Teacher:</b> Srta. Peral
<b>No. of lessons per week:</b> 4	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
1º TRIMESTRE (Unidades 1-3: septiembre/octubre. Unidades 4-5: noviembre/diciembre)	1) La amistad. 2) La infancia. 3) Las leyes. 4) Otras culturas. 5) Los libros.	<b>COMPETENCIA LECTORA:</b> Un trabajo envidiable. Una cría humana. Los sueños del sultán. La buena suerte. El esqueleto.  <b>VOCABULARIO:</b> Prefijos y sufijos. Prefijos y sufijos intensivos. Prefijos de negación y oposición. Prefijos de situación. Formación de sustantivos.  <b>GRAMÁTICA:</b> El grupo nominal. Demostrativos y posesivos. Numerales e indefinidos. El pronombre personal. El verbo.	Visual. Auditivo. Lector. Escritor. Cenestésico.	Pruebas orales y/o escritas. Trabajo diario. Nivel de lectura. Faltas en los dictados. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.

		<p><b>ORTOGRAFÍA:</b> Principios de acentuación. Acentuación de monosílabos. Otras palabras con tilde. Uso de la letra b y de la letra v. Uso de la letra g y de la letra j.</p> <p><b>EXPRESIÓN ESCRITA:</b> Describir una casa. Redactar las bases de un concurso. Presentar un trabajo. Elaborar un diccionario.</p> <p><b>LITERATURA:</b> El lenguaje literario. Los géneros literarios. La lírica. La medida y la rima de los versos.</p>		
<p>2º TRIMESTRE (Unidades 6-7: enero/febrero. Unidades 8-9: marzo/abril)</p>	<p>6) Las máquinas. 7) El arte. 8) La ciencia. 9) La ecología.</p>	<p><b>COMPETENCIA LECTORA:</b> Amelia Earhart. Una artista. La prueba de las semillas. Pide un deseo.</p> <p><b>VOCABULARIO:</b> Formación de adjetivos. Formación de verbos. Palabras onomatopéyicas. Las siglas y las abreviaturas.</p> <p><b>GRAMÁTICA:</b> El adverbio. Enlaces. Interjecciones. La oración. El sujeto. El predicado nominal. El atributo.</p>	<p>Visual. Auditivo. Lector. Escritor. Cenestésico.</p>	<p>Pruebas orales y/o escritas. Trabajo diario. Nivel de lectura. Faltas en los dictados. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.</p>

		<p><b>ORTOGRAFÍA:</b>                  Uso de la letra ll y de la letra y.                  Uso de la letra h.                  Uso de la letra x.                  Signos que indican pausa interna.</p> <p><b>EXPRESIÓN ESCRITA:</b>                  Escribir un reportaje.                  Difundir un acto.</p> <p><b>LITERATURA:</b>                  Estrofas y poemas.                  La narrativa. El cuento y la leyenda.</p>		
<p>3º TRIMESTRE                  (Unidades 10-11: abril/mayo. Unidades 12: junio)</p>	<p>10) El clima.                  11) La publicidad.                  12) Mitos y leyendas.</p>	<p><b>COMPETENCIA LECTORA:</b>                  Lluvia de sombreros.                  Un navío majestuoso.                  El señor de los vientos.</p> <p><b>VOCABULARIO:</b>                  Palabras tabú y eufemismos.                  Las palabras coloquiales.                  Arcaísmos, extranjerismos y enologismos.</p> <p><b>GRAMÁTICA:</b>                  El predicado verbal. Los complementos.                  Clases de oraciones.                  El español. La modalidad lingüística andaluza.</p> <p><b>ORTOGRAFÍA:</b>                  Los dos puntos.                  Los puntos suspensivos.                  Otros signos ortográficos.</p>	<p>Visual.                  Auditivo.                  Lector.                  Escritor.                  Cenestésico.</p>	<p>Pruebas orales y/o escritas.                  Trabajo diario.                  Nivel de lectura.                  Faltas en los dictados.                  Terminar las tareas a tiempo.                  Orden, limpieza y presentación de los cuadernos.                  Comprensión del trabajo.                  Hacer los deberes en casa.                  Trabajos extra propuestos o por iniciativa propia.                  Esfuerzo.                  Participación en clase.                  Asistencia.                  Traer el material adecuado para cada asignatura.                  Comportamiento.</p>



		<p>EXPRESIÓN ESCRITA: Preparar un informe. Analizar y hacer anuncios. Preparar un examen.</p> <p>LITERATURA: La narrativa. La novela. Clases de novelas. El teatro. La tragedia y la comedia.</p>		
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<b>Subject:</b> Spanish Culture	<b>Year 7</b>	<b>Teacher:</b> Srta. Peral
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
1º TRIMESTRE (Unidad 1: septiembre. Unidad 2: octubre. Unidad 3: noviembre/ diciembre. )	1) El relieve de Europa y de España. 2) Las aguas y los climas de Europa y de España. 3) La actividad económica.	<p><b>CONCEPTOS:</b></p> <p>La localización y el relieve de Europa. Las costas de Europa. La localización y el relieve de España. Las montañas y las depresiones de la Península. El relieve de las islas. Las costas de España. Los ríos de Europa. Los climas y la vegetación de Europa. Los ríos de España.. La vertiente cantábrica. Las vertientes mediterránea y atlántica. Los climas y la vegetación de España. La actividad económica y las empresas. La publicidad. El dinero, el ahorro y la inversión.</p> <p><b>COMPETENCIAS:</b></p> <p>Competencia matemática, científica y tecnológica. Comunicación lingüística. Competencia social y cívica.</p>	Visual. Auditivo. Lector. Escritor. Cenestésico.	Pruebas orales y/o escritas. Trabajo diario. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.

		<p>Competencia digital.                  Conciencia y expresión cultural.                  Aprender a aprender.                  Iniciativa y emprendimiento.</p>		
<p>2º TRIMESTRE (Unidad 4-5: enero/febrero. Unidad 6: marzo/abril.)</p>	<p>4) La población y las actividades económicas de Europa y España.                  5) El impacto humano en el medio ambiente.                  6) La Edad Contemporánea: España en el siglo XIX.</p>	<p>CONCEPTOS:                  La población de Europa y España.                  El sector primario en Europa y en España.                  El sector secundario en Europa y en España.                  El comercio en Europa y en España.                  El transporte y el turismo en Europa y en España.                  El medio ambiente y las personas.                  Los problemas del medio ambiente.                  La protección del medio ambiente.                  De la guerra de la Independencia a Fernando VII.                  Del reinado de Isabel II al final del siglo XIX.                  La economía y la sociedad en el siglo XIX.                  El arte y la cultura en el siglo XIX.</p> <p>COMPETENCIAS:                  Competencia matemática, científica y tecnológica.                  Comunicación lingüística.                  Competencia social y cívica.                  Competencia digital.                  Conciencia y expresión cultural.                  Aprender a aprender.                  Iniciativa y emprendimiento.</p>	<p>Visual.                  Auditivo.                  Lector.                  Escritor.                  Cenéstésico.</p>	<p>Pruebas orales y/o escritas.                  Trabajo diario.                  Terminar las tareas a tiempo.                  Orden, limpieza y presentación de los cuadernos.                  Comprensión del trabajo.                  Hacer los deberes en casa.                  Trabajos extra propuestos o por iniciativa propia.                  Esfuerzo.                  Participación en clase.                  Asistencia.                  Traer el material adecuado para cada asignatura.                  Comportamiento.</p>
<p>3º TRIMESTRE (Unidad 7: abril/mayo. Unidad 8: junio.)</p>	<p>7) La Edad Contemporánea: España en los siglos XX y XXI.                  8) España y la Unión Europea</p>	<p>CONCEPTOS:                  España a comienzos del siglo XX.                  La Segunda República y la Guerra Civil.                  La época franquista.                  De la transición a la democracia.                  El arte y la cultura en el siglo XX y en la actualidad.                  España, un país democrático.                  La Unión Europea.                  España en la Unión Europea.</p>	<p>Visual.                  Auditivo.                  Lector.                  Escritor.                  Cenéstésico.</p>	<p>Pruebas orales y/o escritas.                  Trabajo diario.                  Terminar las tareas a tiempo.                  Orden, limpieza y presentación de los cuadernos.                  Comprensión del trabajo.                  Hacer los deberes en casa.</p>

		<p>COMPETENCIAS:                  Competencia matemática, científica y tecnológica.                  Comunicación lingüística.                  Competencia social y cívica.                  Competencia digital.                  Conciencia y expresión cultural.                  Aprender a aprender.                  Iniciativa y</p>		<p>Trabajos extra propuestos o por iniciativa propia.                  Esfuerzo.                  Participación en clase.                  Asistencia.                  Traer el material adecuado para cada asignatura.                  Comportamiento.</p>
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# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> Spanish 2nd Language	<b>Year 7</b>	<b>Teacher:</b> Carmen F. Jiménez
<b>No. of lessons per week:</b> 4	<b>Date:</b> September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	<b>Nos Presentamos</b>	<p><b>1-Son muy famosos:</b>  <b>Talking about yourself:</b> Giving your name. Saying how old you are. Giving your nationality. Saying where you live. Describing yourself.  <b>Talking about other people:</b> Asking them what their name is. Asking how old they are. Asking where they come from. Asking what they look like.</p> <p><b>2-Soy el más inteligente de la clase:</b>                      Making comparisons.</p> <p><b>3-Mucho gusto:</b>                      Introducing yourself.                      Introducing your family and friends.</p> <p><b>4-Estás en tu casa:</b>                      Asking for what you need.                      Saying what you need.</p> <p><b>5- Unos regalos:</b>                      Buying gifts for someone.                      Describing someone's personality.</p> <p><b>6-Muchas gracias por el regalo:</b>                      Writing a thank you letter.                      Choosing an introduction.                      Giving your thanks.                      Saying what you like/don't like about the present.</p>	<p>Teaching &amp; Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.                      Auditory: Dialogues, interviews, songs and descriptions.                      Kinesthetic: Role-Plays using different props.                      Presentations. Group work.</p>	<p><i>End of the unit test:</i>                      Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i>                      Teaching guide at the end of each unit. Classroom observations.                      Homework marks.                      Class work.                      Spoken presentations.                      Peer evaluation.                      Teacher discussions.                      Dispositions and attitudes.                      Projects and portfolios.                      End of unit tests.</p>

		Choosing an ending.		
Autumn term 2	La Comida	<p><b>1-¿Qué Comes?:</b> Saying what you have to eat. Talking about meal times in Spain and the UK. Talking about likes and dislikes.</p> <p><b>2-¿Qué te gusta comer?:</b> Saying what type of food you like. Saying why you like it.</p> <p><b>3- De compras:</b> Buying fruits and vegetables. Finding out how much things cost.</p> <p><b>4-Cien gramos de jamón y una barra de pan:</b> Buying food and drinks in a shop. Numbers 31-100. Quantities.</p> <p><b>5-¡Qué Aprovechel:</b> Saying that you are hungry and thirsty. Ordering for a menu.</p> <p><b>6-La comida sana:</b> Talking about healthy eating.</p>	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Spring term 1	De Compras	<p><b>1-¿Qué ropa llevan?:</b> Talking about clothes. Comparing prices.</p> <p><b>2-Me gusta aquella camiseta roja:</b> Talking about clothes you like. Talking about clothes you dislike. Colours.</p> <p><b>3-¿Me lo puedo probar?:</b> Shopping for clothes. Asking if you can try them on. Asking how much they cost.</p> <p><b>4-¿Qué vas a llevar para ir a la fiesta?:</b> Describing clothes.</p>	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions.</p>

		<p>Asking about clothes. Saying what you are wearing. <b>5-¿Llevas uniforme?:</b> Talking about your school uniform. Colours. <b>6-En la calle principal:</b> Talking about types of shops. Saying where you can buy things.</p>		<p>Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Spring term 2	<b>El Turismo</b>	<p><b>1-¿Qué hay de interés?:</b> Asking what there is to see in a place. Naming places of interest. Talking about the weather. <b>2-Tus vacaciones:</b> Saying where you go on holidays. How you go. Who you go with. <b>3-¿Qué haces?:</b> Talking about where you go and what you do on holidays. Saying how you get there. <b>4-Fuimos al parque temático:</b> Saying where you and your friends went. Saying what day you went and time of day. <b>5-Mis vacaciones del año pasado:</b> Saying what you did on holidays.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Summer term 1	<b>¡Diviértete!</b>	<p><b>1-¿Quieres ir al cine?:</b> Arranging to go out with a friend. Arranging a type and a place. Time of day. <b>2-¿Qué tipo de películas te gustan?:</b> Saying what types of films you like/dislike. Saying why you like them. <b>3.Dos entradas, por favor:</b></p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom</p>

		<p>Buying tickets at the cinema.          Asking about film times.          Discussing film categories.  <b>4-¡Es genial!</b>          Describing an event in the present tense.  <b>5-¿Qué hiciste el sábado?:</b>          Using the preterite to describe an event in the past.</p>		<p>observations.          Homework marks.          Class work.          Spoken presentations.          Peer evaluation.          Teacher discussions.          Dispositions and attitudes.          Projects and portfolios.          End of unit tests.</p>
<p>Summer term          2</p>	<p><b>La Salud</b></p>	<p><b>1-¿Qué te duele?:</b>          Saying what is wrong with you.  <b>2-¿Qué te pasa?</b>          Saying what is wrong with you.          Asking others what is wrong with them.  <b>3-En la farmacia:</b>          Asking for things at the chemist.          Understanding pharmacist's recommendations.  <b>4-Hace dos años que estudio español:</b>          Talking about how long you have been doing something.  <b>5-No hay que comer chocolate todos los días:</b>          Talking about a healthy lifestyle.          Saying what you should, shouldn't do.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.          Auditory: Dialogues, interviews, songs and descriptions.          Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i>          Speaking, reading, listening, writing or grammar.  <i>Ongoing assessment:</i>          Teaching guide at the end of each unit. Classroom observations.          Homework marks.          Class work.          Spoken presentations.          Peer evaluation.          Teacher discussions.          Dispositions and attitudes.          Projects and portfolios.          End of unit tests.          End of the year exam.</p>



# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> German	<b>Year 7</b>	<b>Teacher:</b> Konstanze Schubart
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept - Nov	Echo 1: Chapter 4 : Leisure activities	Talking and writing about free time activities, likes and dislikes and how often you do things; Arranging to go out and when to meet (writing and performing a role play); Use of regular, irregular and modal verbs; Comprehension of different sorts of texts;	Listening, reading, speaking and writing exercises; Writing, learning and performing a role play; Surveys and dialogues in the class group; Writing about one's own and other people's preferences; Posters combining pictures and writing.	Mini-Tests and End of Unit Assessments; Exercise books; Role plays.
Dec Feb	Echo 1: Chapter 5: My home	Talking and writing about where you live (area, house, room); Describing where and how you live with detail using the dative to indicate where things are; Free presentations of the plans of their houses;	Listening, reading, speaking and writing exercises; Drawing plans of houses and rooms and presenting them to the class; Describing in written and spoken form where and how you live;	Mini –Tests and End of Unit Assessments; Exercise books; Descriptions and presentations of their homes.

<p>March- May</p>	<p>Echo 1: Chapter 6: Travelling to German speaking countries</p>	<p>Basic knowledge of German geography; Describing where a town is, what there is in a town and how to find the way; Speaking skills: asking for and giving directions; ordering food and drinks at a snack stand.</p>	<p>Listening, reading, speaking and writing exercises; Dialogues asking for and giving directions and ordering food and drinks; Drawing posters with their imaginary towns, presenting them and playing “finding the way” on them; Board game; Singing.</p>	<p>Mini-Test; Drawing and imaginary town and presenting it to the class (group work); Role plays: At a snack stand; Exercise books.</p>
<p>June</p>	<p>Chapter 6, Unit 6: Talking about your plans for the summer holidays; Revisions.</p>	<p>Talking about the future; Revising vocabulary and grammar structures when talking about plans for the summer</p>	<p>Listening, reading, speaking and writing exercises; Revision sheets and games.</p>	<p>End of Year Assessment</p>

# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> French	<b>Year 7</b>	<b>Teacher:</b> Virginie Bernard/Nancy Raffin
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept mber	Revision	Revision school subjects and opinions of school subjects	<b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary <b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher <b>Read/Write:</b> Exercises from this chapter <b>Kinaesthetic:</b> Opinion miming, drama	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
October	My leisure	Talking about sports and opinions Talking about what sports you do in your free time Talking about other free time activities Talking about the weather Talking about what you do at the weekend		
Novemb er	At home	Talking about where you live Talking about your house Talking about rooms in a house Talking about what you do at home Talking about what you have in your room and where things are	<b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary <b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test

			<p><b>Read/Write:</b> Exercises from this chapter</p> <p><b>Kinaesthetic:</b> Opinion miming, drama</p>	
Decem ber/Jan uary	Holidays	<p>Talking about holidays destinations</p> <p>Holidays activities</p> <p>Asking where places are in town</p> <p>Giving directions</p> <p>Buying a souvenir</p> <p>Reading a menú and buying a snack</p>	<p><b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary</p> <p><b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher</p> <p><b>Read/Write:</b> Exercises from this chapter</p> <p><b>Kinaesthetic:</b> Opinion miming, drama on buying on a snack</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
Februar y/March	Hello	<p>Talking about yourself and someone else</p> <p>Saying what you did yesterday</p> <p>Talking about the past</p> <p>Talking about a special day out</p> <p>Saying where you have been and what you have done</p> <p>introduction to perfect tense:<i>voir</i> verbs, <i>je</i> and <i>tu</i> forms</p>	<p><b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary</p> <p><b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher</p> <p><b>Read/Write:</b> Exercises from this chapter</p> <p><b>Kinaesthetic:</b> Opinion miming, drama on meeting people or famous people interview</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
April/M ay	Family and friends	<p>Describing your family</p> <p>Understand a longer text about details of a family</p> <p>Possessive adjectives</p> <p>Describing your friends</p> <p>The comparative</p>	<p><b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

		<p>Superlatives: <i>le plus ...</i>                      agreement of adjectives                      Your favourite things                      Direct Object pronouns                      Parts of the body                      Irregular plural                      Pain and ailment                      Understand adverts for toiletry products and descriptions of creatures                      imperative – <i>vous</i> form</p>	<p><b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher  <b>Read/Write:</b> Exercises from this chapter                      Family tree and description  <b>Kinaesthetic:</b> bring in real life object with instant description, body display human size</p>	
June	Let's eat	<p>Breakfast and lunch                      Using some in French                      Shopping for food                      Understand what people are buying from a dialogue                      Expressing quantities                      Ordering food and drinks                      Describing a day in the past                      Understand a longer article using the present and perfect tenses</p>	<p><b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary  <b>Auditory:</b> : Listening exercises from the chapter, drilling from teacher  <b>Read/Write:</b> Exercises from this chapter  <b>Kinaesthetic:</b> miming, acting on transactional language</p>	<p>Punctual vocabulary tests and oral recordings                      End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> PE	<b>Year 7</b>	<b>Teacher:</b> Nick Lavin
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept	Fitness Testing/ Outdoor and adventure/ Rounders	Perform at maximum levels. Develop an understanding of different fitness concepts. How to test fitness. How to improve your different fitness types. Performing in teams, communication skills. Developing throwing and striking skills	Visual: All PE subjects will provide visual learners with practical demos.	End of unit practical assessment. Peer evaluations
Oct Nov	Fitness test evaluations/Football/Netball	Developing skills in understanding how to evaluate training and fitness development. Performing in team play, invasion games developing passing skills, team work, positioning, support play.	Auditory: Opportunities to listen to feedback Read/Write:	End of unit practical assessment. Peer evaluations
Dec	Cross Country	Performing at maximal levels. Develop an understanding of competition, pacing, running on different terrains, tactics of a race.	Opportunities to provide written analysis of their own and others performances.	Times recorded for set distances.
Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills.	Kinaesthetic: Performance of practicals. <b>This breakdown of learner types applies to all activities across the year.</b>	End of unit practical assessment. Peer evaluations.
Feb	Dance/ Gymnastics	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Introduction to choreography. Body awareness and developing movement skills.		End of unit practical assessment. Peer evaluations.

Mar	Hockey / Cricket	Development of hockey skills related to stick management and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket.		End of unit practical assessment. Peer evaluations.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing.		Recorded timings and distances. Peer evaluations of technical performance
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay.		End of unit practical assessment. Peer evaluations.
June	Tennis/Padel/Badminton	Development of racket skills, different shot development, End of unit practical assessment. Peer positioning on the court, development of rule knowledge. Singles and doubles play and tactics.		End of unit practical assessment. Peer positioning on the court, development of rule knowledge. Singles and doubles play and tactics. evaluations. Ranked competition.

# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> Creative and Performance	<b>Year 7</b>	<b>Teacher:</b> Nick Lavin, Marie Carmen Diaz, Begoña Folgueiras, Carmen Francis Jimenez,
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

<b>Time scale (approx)</b>	<b>Topics</b>
Term 1	Students will choose an option for the first half term and then change at half term to a second choice. (see below)
	<p><b>Creative Science club:</b> The students will get involved in a series of creative experiments that combine the arts with Science. From making slime to understanding the moon phases and learning about cells, everything in our club is about exploring the world in a fun way.</p> <p><b>Drama club:</b> The purpose of this workshop is to develop basic communication skills and creative thinking through play and drama activities. This workshop will aim that students:</p> <ul style="list-style-type: none"> <li>● Develop basic communication skills through dramatic play.</li> <li>● Boost disinhibition and taste for drama .</li> <li>● Learn , through play , various theatrical and musical techniques.</li> <li>● Develop social skills through cooperative games and theatrical activities.</li> <li>● Represent theatrical compositions made in groups.</li> <li>● Develop creativity through improvisation and expression.</li> <li>● Boost psychomotor development through dance and theatre.</li> <li>● Perform activities that contribute to the perceptive and expressive development.</li> <li>● Develop memory through simple theatrical scripts.</li> </ul>
	<p>‘<u>Film Club</u>,’ is an opportunity for students to shoot and edit a short Film. The course begins with close film analysis, were students explore and become familiar with camera angles and shots, editing and sound techniques and narrative and genre. Students will have their own role and responsibilities within a larger production group.</p>



	<p>Sports Leaders UK Level 1 award:</p> <p><a href="#">Level 1 Award in Sports Leadership</a></p> <p>The Level 1 Award in Sports Leadership provides the ideal starting point for learners aged 12 years and over who wish to develop their leadership skills, whilst under the direct supervision of their Tutor/Assessor.</p> <p>The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner. They will need to complete at least 10 hours of leading other groups in sports and play activities (younger primary children) completed at break times and in organised sports events. This is a recognised qualification on the UK Qualifications and curriculum framework at level 1.</p>
	<p><b><u>Environmental Science Club (The Green Team):</u></b></p> <p>We focus the club towards several objectives:</p> <ul style="list-style-type: none"> <li>*In the garden we learn about plants, animals that visit it, very little animals who lives in the water,...</li> <li>* We learn to make “compost” for our garden</li> <li>* We learn about orientation, fine psychomotricity, senses,...</li> <li>* We develop investigation strategies to study living beings of our garden</li> <li>* We learn to cultivate ecological products that we will eat at the end.</li> <li>* We use the ICT for studying our cultivated plants from other cultures</li> <li>* We use Mathematics to study the cultivated area, the weight of the harvest,...</li> <li>* We develop in every moment the social and team work develop to stimulate the creator spirit,...</li> <li>* We develop the responsibility, the respect towards our mates and the plants, animals,...</li> </ul>
<p>Terms 2 and 3</p>	<p>All students will be involved in a performance or in the Sport leaders programme or in the garden activities- to be decided</p>
	<p><b>Environmental Science Club:</b></p> <p>The activities for these terms are:</p> <ul style="list-style-type: none"> <li>● Design the map of the garden for planting later.</li> <li>● To look for some information about the plants we are going to grow in the garden: need of water and compatibility or non-compatibility with the others. With this information we will prepare a scheme for planting.</li> <li>● When the weather allows it, we will start planting and sowing.</li> <li>● We will build a composting place in the garden to transform the organic waste in compost for our plants.</li> <li>● We need to take care of the plants with a timetable for irrigation and control of plagues,...., working together with other groups.</li> </ul>

# Scheme of Work and Assessment Year 7 2017-18 [Contents](#)

<b>Subject:</b> ART	<b>Year 7</b>	<b>Teacher:</b> Teresa Alvarez
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u>	<p style="text-align: center;"><b>THE BASICS</b></p> <ul style="list-style-type: none"> <li>● <b>TONE</b></li> <li>● <b>TEXTURE</b></li> <li>● <b>COLOR</b></li> <li>● <b>VIEWPOINTS</b></li> </ul> <p>To promote awareness of the basic elements of making art. Increased mastery of basic skills in line, tone &amp; paint (monochrome Still Life basic shapes). Learning names of shapes and colors and geometric forms. Understanding Color theory (basics). Understanding the form and proportions.</p>	<ul style="list-style-type: none"> <li>● Introduction to the subject.</li> <li>● Information given outlining what students will learn during the year, how they will be assessed &amp; topics that will be covered.</li> <li>● Tonal exercises including tonal chart using pencil.</li> <li>● Use of pencils/pencil grades.</li> <li>● Week 1 Monochromatic tonal chart using pencil, complete the other half of a photocopy in tone (pencil)</li> <li>● Week 2 Focus on the other half of an image in paint (Tone)</li> <li>● <b>Mc Escher</b></li> <li>● Drawing basic.</li> <li>● Foci is texture real texture and synthesised.</li> <li>● Wax crayons, pencils. Frottage.</li> <li>● <b>Henry Moore</b></li> <li>● Introduction of color theory. Color wheel</li> <li>● Abstract art.</li> <li>● <b>Matisse, Picasso.</b></li> <li>● Worms eye. Birds eye (Google Earth ) Normal viewpoint</li> </ul>	<p>Teaching &amp; Learning Styles</p> <p><b>Visual:</b> Suggested Artists: <b>Giorgio Morandi, Vermeer, Frida Khalo, Lucian Freud, Leonardo da Vinci, Raphael.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write:</b> Names of shapes and forms and colors etc. Use of key words. Writing out information (with question and answer sessions) on the use of pencils etc. <b>Key Vocabulary:</b> face, features, color, tone, form, ellipse, angle, monochromatic, complementary, primary, secondary, foreshortening, grade/gradation, shade.</p> <p><b>Kinaesthetic:</b> montage, frottage, collage, drawing, painting, relief, work on the artists' pictures.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant teacher / student dialogue.</p>

<p><u>Nov-Dec</u></p>	<p style="text-align: center;"><b>SHOES</b></p> <p>Learn about using construction lines to draw a shoe from observation. Use different media (mixed). Design a comedy or themed shoe. Clay model of a shoe.</p>	<ul style="list-style-type: none"> <li>• Learn about using construction lines to draw a shoe from observation. Draw own shoe from 3 different angles using construction lines. Complete as homework. Chalk and charcoal studies.</li> <li>• Students to work over photocopies of their drawings using mixed media combinations of collage, ink, felts, chalks, paints. Complete for homework.</li> <li>• Produce a graphic design sheet for a presentation for a themed shoe. Students to make connections with the natural world and man made. Look at cars, animals, insects for inspiration. Designs completed for homework. (Students to look at the work of other shoe designers).</li> <li>• How to construct a shoe out of clay, using simple tools for shaping and marking. Students to collect glitter, sequins, accessories for their shoes as homework.</li> <li>• Students to add creative touches to their shoes looking at the work of other artist/designers for inspiration. Shoes packaging to be looked at for presentation.</li> </ul>	<p><b>Visual:</b> Suggested artists: <b>Van Gogh.</b> Fashion Designers. <a href="http://www.punkyourchucks.com">www.punkyourchucks.com</a></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write:</b> the styles and impact on the art. <b>Key Vocabulary:</b> Perspective. Renaissance. Building. Interior. Exterior. Ellipse. Cube. Foreshortening. Cone. Sphere. Form. Vanishing point. Architectural/architecture. Sources. Eye level. Construction. Horizon. Media.</p> <p><b>Kinaesthetic:</b> model constructions based on man made forms and its interpretation by the artists. Drawing, painting, printmaking, sculpture.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant teacher / student dialogue.</p>
<p><u>Jan-Feb-Mar.</u></p>	<p style="text-align: center;"><b>ABORIGINAL ART</b></p> <p>Learn about art in other cultures. Look at the use of symbols in art, discover meanings and how they can be the basis of a design that has a narrative. Understand natural pigments and where they come from.</p>	<ul style="list-style-type: none"> <li>• Design a title page in sketchbooks using symbols in place of words (some may be adapted or invented, key must be shown)</li> <li>• Examples of Aboriginal work and symbols meanings to be displayed.</li> <li>• Work on a story using symbols and dots (dot paintings).</li> <li>• Draw and paint the design using symbols.</li> <li>• Class interim evaluation sheets handed out. Group discussion about points for improvement.</li> <li>• Completion of paintings and final evaluation/grading to take place. Students to start</li> </ul>	<p><b>Visual:</b> Suggested artists: <b>Albert Namatjira. Martha McDonald. Beyula Puntungka. Doris Bush. Isobel Gorey. Candy Nelson. Maureen Poulson. Tilau Nangala.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write:</b> about--&gt; <b>Key Vocabulary:</b> Design, paint, delicacy, subtle, pretty, shape, interesting, Venetian, Italian,</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take</p>

		<p>planning boomerang designs using sgraffiato.</p> <ul style="list-style-type: none"> <li>• Make boomerangs out of clay. Use paint to synthesise a wooden effect. Decorate with markings and symbols.</li> <li>• Contemporary aboriginal art painting. Look at the work of modern Aboriginal artists and try to emulate. Make an artist study. Use writing frame to glean relevant information and facts about artists.</li> </ul>	<p>Mask, Features, Mouth, Nose, Ears, Eyes, Decoration, Sensitivity, Expression.</p> <p><b>Kinaesthetic:</b> Paintings using texture and symbols that have a narrative. Boomerang and didgeridoo models decorated in the style of aboriginal art.</p>	<p>place through constant teacher / student dialogue.</p>
<p><u>April-May-June</u></p>	<p><b>COLOR-TREE STUDIES</b></p> <p>To learn about design and composition. Abstracting an image (transforming). Learn about negative space. How to print in 3 colors. Use of flat color.</p>	<ul style="list-style-type: none"> <li>• Make studies of branches, note how branches overlap to create interesting negative and positive shapes.</li> <li>• Working from the drawing made previously students are to block in all the negative space in a drawing leaving all other detail blank (white).</li> <li>• Students to make different viewfinders, keyholes cracks, torn, windows, shapes, etc and to make a selection of an area of their painting/drawing enlarge to A3 (show how to scale up Grid method.)</li> <li>• Using bright unnatural colors (flat) paint in the design.</li> <li>• Using a selection of the image engrave a small sheet of t press-print and make a 3 colored print.</li> <li>• Make a drawing of a tree using a mouse and flood-fill with a bright palette. Using an evaluation sheet describe the differences of working digitally compared to traditional drawing. Use photo manipulation of a tree.</li> </ul>	<p><b>Visual:</b> Suggested artists: <b>Piet Mondrian, Kandinsky, Malevich, Mark Rothko, Constable, Corot, Howard Hodgkin, Picasso, Kirchner.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write:</b> about--&gt; <b>Key Vocabulary:</b> circumference, radius, diameter, segment, secondary, complementary, primary, warm &amp; cool, light &amp; dark, adjacent, tree, distortion, growth, palette, compass.</p> <p><b>Kinaesthetic:</b> montage, frottage, collage, drawing, painting, relief, work on the artists' pictures. Drawing, painting, modelling.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant teacher / student dialogue.</p>