# ALMUÑÉCAR INTERNATIONAL SCHOOL



# Year 7 Curriculum 2026-27

**Contents**

English Language Mathematics Science Computer Science Global. Minds Spanish Lengua Spanish Culture

Spanish 2nd Language German French PE Creative and Performance Art Music

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# Scheme of Work and Assessment Year 7 2026-27 Contents

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| **Subject: English Language** | **Year 7** | **Teacher: Ms Wilde** |
| **No. of lessons per week: 5** | **Date:** 2026-27 | |

| **Time scale** (approximate) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
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| HT1 | 7.1 Adventures | In this unit, learners will explore the key features of text structures, show understanding of how writers create a distinctive voice and apply their understanding as relevant to their own writing. Learners will discuss how readers make choices about what to read, express a personal response to their choice, and use a range of sources to develop their own writing. Learners will show awareness of accommodating different purposes and contexts, adapting their speech, showing sensitivity in turn-taking, and responding sensitively when developing a discussion.<br><br>Sentence structure and punctuation; stylistic, linguistic and rhetorical features of the adventure genre across both reading and writing; narrative structure of adventure | **Visual**: Reading of texts/ PowerPoint activities and reading of the novel 'The girl who stole an elephant".<br>**Auditory**: Listening to the reading of texts by others.<br>**Read/ Write**: Exercises from Cambridge Checkpoint and stages textbooks. Write own story/speech/article.<br>**Kinaesthetic**: Building and presenting Power Points, grammar games. | Reading homework ongoing – 20 minutes reading in English every evening.<br><br>Weekly: learning/written/reading homework depending on where the students are in the MTP.<br><br>Half Termly mini-assessments based on the objectives.<br><br>Extended Learning project over HT1 and HT2. Students can attempt a range of activities adapted to their own needs. |

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| | | texts; precise vocabulary use; speaking and listening skills of discussion, reflection and evaluation; strategies for correct spelling. | | |
| HT2 | 7.2 Sports - Past and Present | In this unit, learners will comment on a writer's choice of language, show awareness of reasons for using simple, compound, complex and compound-complex sentences, and identify differences between formal and informal language, before applying these features in their own writing. Learners will analyse what they hear, and will infer and deduce to recognise and explain implicit meanings. Learners will use different methods of note-taking for different purposes, planning to generate, organise and shape ideas, and using reading strategies to extract relevant information from a text. Learners will shape their writing for clarity and effect, and show awareness of the impact of accommodating different purposes and contexts. | **Visual**: Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures.<br>**Auditory**: Listening to the recordings of texts from the Cambridge Textbooks for Stage 7.<br>**Read/ Write**: Worksheets and self assessment target setting.<br>**Kinaesthetic**: Presenting ideas in discussions, challenging others with intellectual intentions. | Reading homework ongoing – 20 minutes reading in English every evening.<br><br>Weekly: learning/written/reading homework depending on where the students are in the MTP.<br><br>Half Termly mini-assessments based on the objectives.<br><br>Extended Learning project over HT1 and HT2. Students can attempt a range of skills adapted to their own needs. |

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| HT3 | **7.3** Animals Observed | In this unit, learners will describe how writers use linguistic and literary techniques and comment on the key features of text structure before discussing how the different features are combined for effect. Learners will use structural, linguistic and literary techniques to accurately convey their intended purpose in their own writing. Learners will identify explicit information from a range of texts, commenting on the main ideas, viewpoints and purposes in a text, and writing to express their own viewpoint. Learners will use language to express concrete and abstract ideas and opinions in detail, show insight into texts and issues through choice of speech, gesture and movement, and read aloud with confidence, accuracy and style. | **Visual**: Reading original material/ novels/ worksheets<br>**Auditory**: Listening to recordings and to members of the class. Responding to direct questioning.<br>**Read/ Write**: Responsive writing tasks.<br>**Kinaesthetic**:<br>Group work, designing class-room, role play. | Reading homework ongoing – 20 minutes reading in English every evening.<br><br>Weekly: learning/written/reading homework depending on where the students are in the MTP.<br><br>Half Termly mini-assessments based on the objectives. |
| HT4 | 7.4 Heroes | In this unit, learners will comment on the writer's use of punctuation and text organisation for an intended purpose, and will apply these skills in their own writing. Learners will identify and comment on the main ideas, viewpoints and purposes in a text, | **Visual**: Newspaper articles, physical and online material.<br>**Auditory**: Listening to the readings of non fiction texts. Responding to set questions that aren't written | Reading homework ongoing – 20 minutes reading in English every evening.<br><br>Weekly: learning/written/reading |

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| | | and will collate and summarise ideas, expressing their own personal viewpoint. Learners will demonstrate expertise as they take up different group roles, plan and deliver presentations, and use non-verbal communication to enhance meaning. Learners will use the conventions of standard English consistently in their own writing. | on the board or typed already for students.<br>**Read/ Write**: Discursive writing. Responding to tasks of auditory setting. Creative writing tasks.<br>**Kinaesthetic**:<br>Group work, designing class-room. | homework depending on where the students are in the MTP.<br><br>Half Termly mini-assessments based on the objectives. |
| HT5 | 7.5 Travel and Transport | In this unit, learners will identify bias in a text and use inference and deduction to recognise and explain implicit meanings. Learners will comment on how the writer builds up detail through the grammatical structure of their sentences, uses the key features of text structure, uses connectives and sentence openings for impact, and conveys the theme; applying these skills in their own writing. Learners will evaluate their own and other's work, ensuring that their content is appropriate for the intended audience and purpose. Learners will plan and deliver a persuasive speech and adapt their communication for impact. | **Visual**: Reading original material/ plays/ worksheets etcetera.<br>**Auditory**: Listening to recordings and to members of the class. Responding to direct questioning.<br>**Read/ Write**: Creative writing skills.<br>**Kinaesthetic**:<br>Group presentations. Role play. | Reading homework ongoing – 20 minutes reading in English every evening.<br><br>Weekly: learning/written/reading homework depending on where the students are in the MTP.<br><br>Half Termly mini-assessments based on the objectives. |
| HT6 | 7.6 On Stage | In this unit, learners will support personal and critical responses to texts with relevant textual references, show insight into texts and issues through their choice of speech, gesture and movement, and write with confidence. Learners will comment on the use | **Visual**: Reading original material/ poetry/ worksheets etcetera.<br>**Auditory**: Listening to recordings and to members of the class. Responding to | Reading homework ongoing – 20 minutes reading in English every evening.<br><br>Weekly: learning/written/reading |

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| | | of punctuation to create effects and use a range of punctuation in their own writing. Learners will read aloud with confidence, accuracy and style, and will show evidence of reading ahead when reading an unseen text aloud. Learners will comment on the different ways texts can reflect the social, cultural and historical contexts in which they were written, identify and comment on the main ideas, viewpoints and purposes in a text, and express a personal viewpoint in their own writing. Learners will use a range of planning methods to generate, organise and shape ideas, use different ways of note-taking, identify points of agreement and disagreement in opposing points of view, and evaluate own and others' talk, including giving constructive feedback.<br><br>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<br>Writing – short drama script/extract | direct questioning.<br>**Read/ Write**: Creative writing skills- poetry literary techniques.<br>**Kinaesthetic**:<br>Group presentations. Role Play. | homework depending on where the students are in the MTP.<br><br>Half Termly mini-assessments based on the objectives. |
| June | | | | All students will take the progress test at the end of Year 7 |

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# Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject: Mathematics** | **Year 7** | **Teacher: F.Jacobs** |
| **No. of lessons per week: 4** | **Date:** 2026-27 | Cambridge secondary Stage 7<br>Stage 7 maths 0862<br>Cambridge KS3 2022 Mathematics LO 0862 |

| **Time scale** (approximate) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| **HT1** (sept/oct) | **Number-** Integers, powers and Roots<br>Place value, ordering and rounding<br><br>**Algebra-** Expressions, equations and formulae | Estimating, rounding, ordering, generalising, looking for patterns<br>Recall of key values<br>Use of place value with multiplication and powers of 10<br>Square/ cube numbers memory/ investigation<br>Recall of written methods +-x÷<br><br>Use letters to represent unknowns<br>Use laws of arithmetic with algebraic expressions<br>Set up and solve equations | **Visual:** Number line and place value positions<br><br>**Auditory:** Listen to teacher/ peer explanation<br><br>**Read/ Write:** Exercises in book, worksheets, practice exam questions<br><br>**Kinaesthetic:** Make physical squares and cubes to represent numbers | -Self marking of day to day exercises from textbook<br>-Peer marking of specific exercises<br>-Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering.<br>-HT1 assessment |

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| **HT2** (nov/dec) | **Geometry-** Geometrical Reasoning, shapes and measurements<br><br>**Statistics-** Probability | Identify and recognise key characteristics of 2D and 3D shapes; find perimeter, area, volume<br>Use relationships between metric units to convert and calculate<br><br>Language of probability and the number line from 0 to 1<br>Theoretical outcomes<br>Design and conduct experiments | **Visual:** Shapes<br><br>**Auditory:** Listen to teacher/ peer explanation<br><br>**Read/ Write:** Exercises in book, worksheets, practice exam questions<br><br>**Kinaesthetic:** Use of calculator | -Self marking of day to day exercises from textbook<br>-Peer marking of specific exercises<br>-Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering.<br>-HT2 assessment |
| **HT3** (jan/ feb) | **Number-** Fractions, decimals, percentages, ratio and proportion<br><br>**Geometry-**Position and transformations | Equivalent values and convert between fractions, decimals and percentages<br>Understand relative size and order<br><br>Interpret maps and plans<br>Transform: reflect, rotate, enlarge, translate and understand relationship between original and image | **Visual:** Display of conversion between equivalences<br><br>**Auditory:** Listen to teacher/ peer explanation<br><br>**Read/ Write:** Exercises in book, worksheets, practice exam questions<br><br>**Kinaesthetic:** Make map of classroom | -Self marking of day to day exercises from textbook<br>-Peer marking of specific exercises<br>-Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering.<br>-HT3 assessment |
| **HT4** (march) | **Statistics-** Data<br><br>**Algebra-**Sequences, functions and graphs | Select/ collect data and record and organise it<br>Use and interpret a variety of diagrams and graphs<br>Summarise data with mean, mode, median and range | **Visual:** Variety of diagrams and graphs<br><br>**Auditory:** Listen to teacher/ peer explanation | -Self marking of day to day exercises from textbook<br>-Peer marking of specific exercises |

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| | | Generate sequences from rules and find rules for sequences<br>Represent in words/ linear function/ straight line graph | **Read/ Write:** Exercises in book, worksheets, practice exam questions<br><br>**Kinaesthetic:** Collect data through experiment | -Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering.<br>-HT4 assessment |
| **HT5** (april/may/ june) | **Number/ Algebra practice**<br><br>**Revision and review Cambridge End of Year Assessments**<br><br>**Individual Maths projects and Maths game design** | Link together number and algebra concepts<br><br>Revision of all key areas and practice exam questions<br><br>Projects into famous mathematicians<br>Design and produce own maths game | **Visual:** Numbers as images<br><br>**Auditory:** Listen to teacher/ peer explanation<br><br>**Read/ Write:** Exercises in book, worksheets, practice exam questions<br><br>**Kinaesthetic:** Teamwork to build Maths game- physically make board/ cards/ counters/ dice etc | -Self marking of day to day exercises from textbook<br>-Peer marking of specific exercises<br>-Books/ Assessed h/w will be teacher marked to check for layout of answers and detail in answering.<br>-Cambridge end of Year assessment |

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Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject:** Science (Syllabus 0893) | **Year:** 7 | **Teacher:** Gisela Ferron |
| **No. of lessons per week:** 4 | **Date:** 2026-27 | |

| **Time scale** (approx) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** Cambridge Exam Board |
|---|---|---|---|---|
| | | | Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic** | |
| Term 1 Sept | Unit 7.1 Cells | This unit introduces cells as the basic unit of all living organisms and microorganisms are considered as examples of single-celled organisms.<br>Learners:<br>- identify and describe the functions of some cell structures; how the structures are related to their function<br>- similarities and differences between the structures of plant and animal cells<br>- cells can be grouped together to form tissues, organs and organ systems<br>- select equipment, plan how to make slides of plant and animal cells safely and use microscopes.<br>- evaluate models of cells, make | Animations<br>Anatomical models or diagrams<br>Pictorial list of different types of cells.<br>A flow chart | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |

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| | | measurements of cells and interpret the data. | | |
| Oct | Unit 7.2 Classifying matter | This unit covers atoms and elements as the building blocks of matter. The Periodic Table is introduced as a system of ordering the elements with metals and non-metals making up the two main groupings of the elements. Learners<br>- study the differences between metals and non-metals, and compounds and mixtures, including alloys.<br>- study the arrangement, separation and motion of particles in the three main states of matter.<br>- explore the idea of a vacuum being a space devoid of matter and the lack of air resistance on movement in a vacuum<br>- become familiar with chemical symbols and simple word equations<br>- use models to show their understanding of elements, compounds and mixtures and to become more familiar with particle diagrams.<br>- identify patterns and trends in the Periodic Table<br>- they plan, carry out and evaluate practical work. | - create some simple models showing different elements, each made from one type of atom.<br>- examine the Periodic Table as a representation of the elements<br>.- animations (or videos) can be shown to illustrate some of the common differences between metals and non-metals.<br>- Use of the Periodic Table to locate the metals and non-metals and to use their chemical symbols (and atomic numbers) when comparing differences.<br>- Particle diagrams can be used to explain ideas about conductivity (thermal and electrical) and density<br>- a range of diagrams to represent elements, compounds and mixtures; atoms of different elements can be distinguished by colour and/or size.<br>- use materials (e.g. small coloured sweets, different colours of modelling clay or molecular modelling kits) to construct physical models of elements, compounds and mixtures.<br>- Particle diagrams of solids, liquids and gases can be used to model the arrangement and separation of particles in the different states of matter.<br>- use diagrams to represent what a vacuum is. | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |

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| Nov | Unit 7.3 Forces in Space | Develop understanding of gravity to consider how planets are formed from dust and gas, and how gravity is the force that holds components of the Solar System in orbit around the Sun. This unit concludes with explanations of how solar and lunar eclipses happen.Learners<br>- can watch animations that model how solar and lunar eclipses happen or role-play being the Earth, Sun and Moon during solar and lunar eclipses.<br>- simplest orreries, or tellurions, are models that only include the Earth, Sun and Moon. | .- animations and simulations of the effect of gravity between any two objects.<br>- sort, label and annotate a series of sequential diagrams that represent the formation of planets from dust and gas, pulled together by gravity.<br>- a simple outline of the solar nebular hypothesis.<br>- spin a ball (attached to a string) overhead to model how gravity holds components of the Solar System in orbit around the Sun.<br>- diagrams can be used to represent the position of the Earth, Sun and Moon during eclipses<br>- ray diagrams can show learners how light from the Sun is affected by the position of the Earth and Moon. | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |
| Dec | Unit 7.4 Classifying life | This unit covers the characteristics of living organisms; it leads on to the concept, and definition, of species as groups of organisms that can reproduce to produce fertile offspring. Learners<br>- use, and create, dichotomous keys to classify species and groups of related organisms.<br>- discuss the classification of viruses and discuss whether they can be considered as living organisms.<br>- research a variety of organisms, to consider whether a given hypothesis is | - annotated diagrams of different living organisms and identify any physical features associated with each characteristic<br>- animations that show the seven characteristics of life for living organisms<br>- physical models using modelling clay (and other materials) of imaginary species;<br>- diagrams and models of viruses to visualise their structure.<br>- animations of viruses can highlight the current understanding of what viruses can and cannot do. | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |

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| | | testable and to evaluate models of viruses. | | |
| Jan | Unit 7.5 Explaining properties of matter | This unit covers the chemical and physical properties of substances. Learners:<br>- acidity and alkalinity are chemical properties of substances and can be measured by pH.<br>- use of indicators to distinguish between acidic, alkaline and neutral solutions is.<br>- chemical and physical properties of alloys and their constituents; use the particle model to explain differences in their properties.<br>- individual and group work, planning investigative work and constructing appropriate tables for results | - Animations and videos can be used to illustrate the chemical and physical properties of substances, and the differences between chemical and physical properties.<br>- Flow charts whether a physical or a chemical property is being described in relation to a substance.<br>- Interactive Periodic Tables can be used to search for the chemical and physical properties of different elements.<br>- pH indicator charts / Universal Indicators provide colourful representations of the acidity, alkalinity or neutrality of substances.<br>.- Simple colour charts that show the colours that litmus turns when used to test substances<br>- Particle diagrams show the composition of alloys and the composition of constituent substances. | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |
| Feb | Unit 7.6 Energy and sound | This unit covers the changes in energy that are a result of an event or process; it will introduce the idea that energy tends to dissipate and in doing so it becomes less useful. Learners:<br>- that particles vibrate in a sound wave and be able to explain why sound does not travel in a vacuum.<br>- present and interpret observations and to evaluate some secondary sources of information. | - consider energy as being of different 'types', for example: 'chemical energy', 'thermal energy' and 'kinetic energy'.<br>- toy construction bricks can be used to represent small packets of energy<br>- The 'money' model can be used to illustrate dissipation of energy.<br>- The Slinky model uses a 'slinky' toy (i.e. a compressed helical spring toy) to model how a sound wave travels<br>- The particle model can be used to help explain why sound does not travel in a vacuum.<br>- Drawings of waves can illustrate how sound waves | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |

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| | | - make predictions based on their scientific knowledge and understanding.<br>- use formulae to investigate how echoes can be used to calculate distances and how these calculations can be made more reliable by improving the experimental design. | travel or change, including their reflection.<br>- Diagrams and oscilloscope images show representations of sound waves. | |
| Mar | Unit 7.7 Environment and ecosystems | This unit covers a wide range of topics that link to different aspects of environments and ecosystems. Learners:<br>- consideration the Earth at a geological level - plate tectonics, earthquakes, volcanoes and fold mountains<br>- investigate what causes tides and study the water cycle on Earth.<br>- the composition of the atmosphere and the effect of pollutants.<br>- consideration of living things on Earth and how they co-exist in ecosystems.<br>- study the important role that microorganisms play in ecosystems and food webs. | - A chemical model is based on chemical composition and subdivides the Earth into crust, mantle and core.<br>- A physical model which considers physical properties in terms of layers that can flow or not-flow. The outermost solid layer that cannot flow is broken into tectonic plates. These float on a layer that can flow. (Note: Learners do not need to know the technical terms lithosphere and asthenosphere at this stage.)<br>.- animations can show the movement of the different layers of the Earth in relation to each other and the causes of earthquakes and volcanoes.<br>- Sequential diagrams show how fold mountains occur.<br>- plate tectonic jigsaws can illustrate the boundaries of different plates.<br>- an online geological survey website, a map that has the outlines of continents and the plates to make them<br>- a series of diagrams (or an animation) to show the effects of lunar tidal forces on Earth.<br>- series of diagrams (or an animation) to show the effects of both lunar and solar tidal forces.<br>- Pie charts and bar charts can be useful representations of the proportions of different gases | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |

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| | | | in the air.<br>- Diagrams and animations are useful to show the water cycle.<br>- model of dead organic matter (e.g. layers of fabric where each layer, or different fabric, represents different tissue or organic matter)<br>- diagrams of food chains (and food webs) can be used to show the decomposer role of some microorganisms. | |
| April | Unit 7.8 Chemical changes and reactions | This unit covers how to identify when a chemical reaction has taken place.<br>Learners:<br>- use the particle model to describe chemical reactions and why precipitates form.<br>- study neutralisation reactions in terms of change of pH and learn the tests to identify hydrogen, carbon dioxide and oxygen gases.<br>- practical work in this unit. These include: make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding, carry out practical work safely, and make conclusions by interpreting results.<br>- use symbols and formulae to represent scientific ideas. | - Diagrams<br>Animations can be used to show how precipitates form during a reaction.<br>pH colour scales are useful representations of actual pH values<br>Animations can be used to illustrate the tests for hydrogen, carbon dioxide and oxygen gases | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |

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| May | Unit 7.9 Electricity | This unit introduces a simple model to describe electricity as a flow of electrons around a circuit. Learners:<br>- describe electrical conductors as substances that allow electron flow and electrical insulators as substances that inhibit electron flow.<br>- measure the current in series circuits and describe how adding components into a series circuit affects the current. - be familiar with the use of diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps, buzzers and ammeters.<br>- practise their circuit-making skills.<br>- plan a range of investigations involving circuits and recognise that not all investigations can be fair tests.<br>- decide what equipment is required to carry out an investigation, to collect and record sufficient observations (and/or measurements) in a suitable form and they will present and interpret their data. | - the water model of electricity describes the flow of electricity as being like the flow of water in pipes.<br>- donation / carrier models for electricity<br>- animations and simulations can be useful to show the flow of electricity through electrical conductors but not through electrical insulators.<br>- the rope model could be used to compare electrical conductors and electrical insulators<br>- simple circuit diagrams can be used to model a series circuit with an ammeter.<br>- online simulators may be used to show how current may be measured in a series circuit.<br>- circuit diagrams can model how electrical circuits are arranged.<br>- use conventional electrical circuit symbols and circuit diagrams to represent the components of electrical circuits and compare electrical circuits.<br>- online circuit builder simulators can be used to represent, make and compare electrical circuits. | Weekly homework on each topic<br>Observation of practical skills<br>Contribution to class and group activities<br>End of unit test |
| June | Revision | | | End of year test |

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Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject: Computer Science** | **Year 7** | **Teacher: P Reichenbach** |
| **No. of lessons per week: 2** | **Date:** 2026-27 | |

| Week | Topic | Activities | Assessment |
|---|---|---|---|
| 1-6 | *1. The nature of technology - storing digital data*<br>1.1 Digital data<br>1.2 Reading binary numbers<br>1.3 Adding in binary<br>1.4 Decimal to binary<br>1.5 Digital text and numbers<br>1.6 Sound and vision | Students will study how text, audio and images can be stored as digital data by a computer.<br>They will study how to convert between binary and decimal numbers.<br>Students will learn how to add binary numbers. | Students will be tested on their knowledge of binary and converting, and make a presentation explaining how digital files are stored.<br>Students will self-evaluate their progress. |
| 7-12 | *2. Digital literacy: Staying safe online*<br>2.1 Collecting data online<br>2.2 Danger online<br>2.3 Protect your computer<br>2.4 Cyberbullying<br>2.5 Use content responsibly<br>2.6 Giving credit | Students will learn how to recognise the risks and dangers on the internet.<br>Students will learn how to avoid risks and dangers on the internet.<br>Students will learn how to use the internet responsibly. | Students will be tested on their knowledge of websites and how they work, and make a guide explaining how to stay safe online.<br>Students will self-evaluate their progress. |
| 13-18 | *3. Computational thinking: Programming languages*<br>3.1 Make a simple calculator<br>3.2 Input and output in Python<br>3.3 Make a Python program<br>3.4 Add two numbers | Students will learn how to make programs with Scratch and Python, and how to save commands as program files.<br>Students will study the differences between programming languages, and learn what happens when the computer | Students will be tested on their knowledge of computer programs and how they work.<br>Students will create computer programs which create passwords.<br>Students will self-evaluate their progress. |

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| | 3.5 Choose a language<br>3.6 Source code and machine code | runs a program. | |
| 19-24 | *4. Programming: It all adds up*<br>4.1 Logical tests and choice<br>4.2 Add up a total<br>4.3 Conditional loop<br>4.4 A class project<br>4.5 Extend the project<br>4.6 Readable and user friendly | Students will learn how to use conditional structures in Python. They will learn how to make Python programs with loops. Students will learn how to find and fix errors in programs. Students will study how to make programs user friendly and readable. | Students will be tested on their knowledge of programming and asked to debug a program. Students will create a program which checks passwords and contains conditions and loops. Students will self-evaluate their progress. |
| 25-30 | *5. Multimedia: Make a podcast*<br>5.1 Plan a podcast<br>5.2 Digital audio recording<br>5.3 Record your podcast<br>5.4 Finish your podcast<br>5.5 Share your podcast<br>5.6 Improve your podcast | Students will learn how to plan a podcast by creating and outline and script. They will learn how to record digital audio using a computer. Students will learn how to edit and improve digital audio recordings using digital audio workstation software. Students will learn how to use feedback to improve their podcasts. | Students will be tested on their knowledge of digital audio workstation software and planning a podcast. They will also make a podcast using pre-recorded files. Students will self-evaluate their progress. |
| 31-36 | *6. Numbers and data: Business data table*<br>6.1 Collect product data<br>6.2 Records and fields<br>6.3 Data types and formats<br>6.4 Calculations<br>6.5 Show bad data<br>6.6 Block bad data | Students will learn how to store data in a data table so people can access and use the data. Students will learn how to generate useful business information from a computer data table. Students will learn how to use error checks and error messages to block bad data. | Students will be tested on their knowledge of data tables and error checking. They will also create a data table.. Students will self-evaluate their progress. |

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# Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject:** Global Minds | **Year** 7 | **Teacher:** Ms.Wilde |
| **No. of lessons per week:** 3 | **Date:** 2026-27 | |

| **Time scale** (approximate) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| Sept | Geography:<br><br>Connections and maps | Where we are in time and place<br>How we are interconnected (people, places, products)<br>Geographical, physical and environmental connections<br>Maps/different types of map<br>Planning<br>Learning styles skills<br>Managing information<br>Doing research | **Visual-** maps and slideshow<br><br>**Auditory-** listening to teachers and other pupils, videos on topic / theme and impacts<br><br>**Read,Write/Record**: research, make notes, consider own perspectives and those of others/poster<br><br>**Kinesthetic**: present findings, own work as an attractive poster<br><br>**Social/Linguistic**: group work | Project: poster to show geographical connections (geography and me)<br><br>Research skills<br>Presentation skills (written and oral)<br>Project: maps<br>Map reading skills/OS maps<br>Teamwork |
| October | | Using maps and plans<br>Four and six figure grid references | **Visual:** Variety of maps and instructions. Teachers slideshow | |

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| | Map work extended- OS maps and different world maps | Map symbols<br>Map design<br>Equal earth maps<br>Perspectives (Mercator V Peters projection) | **Auditory:** Listen to teacher/ peer explanation<br><br>**Read/ Write:** Exercises in book<br><br>**Kinaesthetic:** Collect data through use of paper maps and treasure hunts<br>Field trip- using maps in the field (Almuñecar) | Create four and six figure grid references for others to find on the map<br>Design a treasure hunt using OS maps<br><br>Project: sketchmap (based in fieldtrip) |
| Nov | Green Revolution<br><br>History of the green movement 1960s to present<br><br>Climate change<br><br>Sustainability | When did environmental concerns begin? Earth Day<br><br>Paris Agreement<br><br>COP 30<br><br>What is sustainability?<br><br>Local events e.g fiesta de mar | **Visual:** images<br><br>**Auditory**: video. Listening to teacher and peers<br><br>**Social/linguistic:** groupwork<br><br>**Read/Write/Research:** google form task using IT skills | Investigation: Google forms project (survey of teachers and pupils) |
| Dec | History: history of the earth<br><br>Geological timescales<br>Ages, epochs and periods | Creation of the earth<br>Timeline<br>Our place in history<br>Human development and population<br>Plate tectonics<br>Earthquakes and volcanoes | **Visual:** use of teacher's slideshow<br><br>**Auditory:** listening to the teacher and others in group (groupwork for project) | Project: Time lapse/Cloud motion to show impacts of an earthquake or how tectonic plates move<br><br>Teamwork skills<br>Time lapse creation |

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| | Geography: plate tectonics | Earthquake survival | **Kinesthetic:** time lapse project using plasticine and time lapse app | End of year assessment |
| Jan/Feb | History:<br><br>The development of cities<br><br>-<br><br>Geography:<br>Sustainable Cities | The development of settlements and towns<br><br>The age of discovery<br><br>The age of exploration<br><br>The black death/Medieval Europe<br><br>Sustainability<br><br>How to make cities sustainable | **Auditory:** videos, teachers explanations, listening to peers<br><br>**Visual:** videos, slideshows<br><br>**Read/Write:** writing about sustainable cities, worksheets, games<br>**Social/kinesthetic:** groupwork, research on Chromebooks | Sustainable cities project |
| March/ April | Geography:<br><br>Africa | How big is Africa?<br>Equal earth map<br>What do you know about Africa?<br>Diversity in landscapes<br>Diversity in people<br>Diversity in culture | **Visual**: slideshow and quizzes, photos and maps<br><br>**Auditory/Visual**: video | Quizzes, using maps of Africa<br><br>Using technology<br>Research skills<br>Note taking<br>Presentation skills<br>Using Google Earth |

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| | Africa: diorama project | Savanna<br>Rainforest<br>Coast<br>Mountains<br>Deserts<br>Rivers and waterfalls<br>The Rift System<br>Lakes | **Kinesthetic:** make a diorama (model of the African landscape) | Project: diorama (diversity of African landscape) |
| May/June | Global Perspectives:<br><br>Globalisation<br>Global Brands | Global brands case study<br><br>Where, when, why, who of a chosen global brand e.g Nike<br><br>Who makes the products we use?<br><br>Design your own brand- logo, product, slogan | **Visual**-:video, images<br><br>**Auditory**: listening to others in a role play<br><br>**Social/linguistic:** role play (different perspectives on the brand)<br><br>**Kinesthetic**: design using pens, paper, cut outs, etc | Canva project - global brand<br><br>Analytical skills<br><br>Research skills<br><br>Drawing graphs and tables<br><br>Design skills |

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Scheme of Work and Assessment Year 7 2026-27 Contents

| | | |
|---|---|---|
| **Subject: Spanish Lengua** | **Year 7** | **Teacher: Srta. Peral + Srta. Con** |
| **No. of lessons per week: 4 + 1** | **Date:** 2026-27 | |

| **Time scale** (approx) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| | | | Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic** | |
| 1º TRIMESTRE | 1) ¡La unión hace la fuerza!<br>2) ¿Protegemos los bosques?.<br>3) ¿Te acuerdas?<br>4) ¿Qué dicen los animales? | COMPETENCIA LECTORA:<br>Las fechorías del Comesol.<br>Olivos monumentales<br>No me gusta hacer de pato<br>¿Qué se dicen?<br><br>VOCABULARIO:<br>Derivación y composición<br>Formación de palabras con sufijos<br><br>GRAMÁTICA:<br>El sintagma nominal<br>Demostrativos y posesivos<br>Numerales e indefinidos<br>Los pronombres personales | Visual.<br>Auditivo.<br>Lector.<br>Escritor.<br>Cenestésico. | Pruebas orales y/o escritas.<br>Trabajo diario.<br>Nivel de lectura.<br>Faltas en los dictados.<br>Terminar las tareas a tiempo.<br>Orden, limpieza y presentación de los cuadernos.<br>Comprensión del trabajo.<br>Hacer los deberes en casa.<br>Trabajos extra propuestos o por iniciativa propia.<br>Esfuerzo.<br>Participación en clase.<br>Asistencia.<br>Traer el material adecuado para cada asignatura.<br>Comportamiento. |

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| | | ORTOGRAFÍA:<br>Principios de acentuación.<br>Acentuación de diptongos e hiatos<br>Acentuación de monosílabos<br>Acentuación de interrogativos y exclamativos<br><br>LITERATURA:<br>Los géneros literarios. La narrativa.<br>El cuento y la novela.<br>Las leyendas y las fábulas. | | |
| 2º TRIMESTRE | 5) ¿Quién es artista?<br>6) ¿Queda agua?<br>7) ¿Nos cuidar?<br>8) ¿Cómo nos divertimos? | COMPETENCIA LECTORA:<br>Un genio del arte.<br>Es el momento.<br>Un valioso regalo.<br>Magia con números.<br><br>VOCABULARIO:<br>Formación de palabras con prefijos.<br>Palabras homónimas y parónimas<br><br>GRAMÁTICA:<br>El verbo.<br>Las palabras invariables<br>La oración y sus clases.<br>El sujeto.<br><br>ORTOGRAFÍA:<br>Uso de la letra b y de la letra v.<br>Uso de la letra g y de la letra j.<br>Uso de la letra h.<br>Uso de la letra y. | Visual.<br>Auditivo.<br>Lector.<br>Escritor.<br>Cenestésico. | Pruebas orales y/o escritas.<br>Trabajo diario.<br>Nivel de lectura.<br>Faltas en los dictados.<br>Terminar las tareas a tiempo.<br>Orden, limpieza y presentación de los cuadernos.<br>Comprensión del trabajo.<br>Hacer los deberes en casa.<br>Trabajos extra propuestos o por iniciativa propia.<br>Esfuerzo.<br>Participación en clase.<br>Asistencia.<br>Traer el material adecuado para cada asignatura.<br>Comportamiento. |

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| | | LITERATURA:<br>La lírica. La lírica tradicional.<br>El teatro. La comedia y la tragedia.. | | |
| 3º TRIMESTRE | 9) ¡Queremos aprender!<br>10) ¿Comemos sano?<br>11) ¿Cómo te suena?<br>12) ¿Está enfermo el mar? | COMPETENCIA LECTORA:<br>Esta es mi historia.<br>Publicidad<br>Orfeo y Eurídice.<br>Noticia<br><br>VOCABULARIO:<br>Extranjerismos, arcaísmos y neologismos.<br>Las siglas y las abreviaturas.<br><br>GRAMÁTICA:<br>El predicado.<br>El complemento directo y el indirecto.<br>El complemento circunstancial.<br>Las oraciones pasivas.<br><br>ORTOGRAFÍA:<br>El uso de la x.<br>El guion.<br>Signos que cierran enunciados.<br>Los puntos suspensivos.<br><br>LITERATURA: | Visual.<br>Auditivo.<br>Lector.<br>Escritor.<br>Cenestésico. | Pruebas orales y/o escritas.<br>Trabajo diario.<br>Nivel de lectura.<br>Faltas en los dictados.<br>Terminar las tareas a tiempo.<br>Orden, limpieza y presentación de los cuadernos.<br>Comprensión del trabajo.<br>Hacer los deberes en casa.<br>Trabajos extra propuestos o por iniciativa propia.<br>Esfuerzo.<br>Participación en clase.<br>Asistencia.<br>Traer el material adecuado para cada asignatura.<br>Comportamiento. |

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| | | Los recursos literarios. La comparación y la metáfora. Personificación, hipérbole y paralelismo. | | |

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# Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject: Spanish Culture** | **Year 7** | **Teacher: Srta. Con** |
| **No. of lessons per week: 2** | **Date:** 2026-27 | |

| **Time scale** (approx) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| | | | Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic** | |
| 1º TRIMESTRE | La importancia de la nutrición<br><br>La respiración, la circulación y la excreción<br><br>La adolescencia, una etapa de la vida. | CONCEPTOS:<br>La función de la nutrición<br>Necesitamos alimentos<br>La salud y la alimentación<br>Alimentos seguros<br>La digestión<br>Necesitamos respirar<br>El aparato circulatorio<br>La circulación de la sangre<br>La excreción<br>La salud de los órganos de la nutrición<br>Los aparatos reproductores<br>Las células sexuales y la fecundación<br>El embarazo, parto y la lactancia<br>La reproducción y la salud | Visual.<br>Auditivo.<br>Lector.<br>Escritor.<br>Cenestésico. | Pruebas orales y/o escritas.<br>Trabajo diario.<br>Terminar las tareas a tiempo.<br>Orden, limpieza y presentación de los cuadernos.<br>Comprensión del trabajo.<br>Hacer los deberes en casa.<br>Trabajos extra propuestos o por iniciativa propia.<br>Esfuerzo.<br>Participación en clase.<br>Asistencia.<br>Traer el material adecuado para cada asignatura.<br>Comportamiento. |

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| 2º TRIMESTRE | La energía en nuestras vidas.<br><br>La Tierra, nuestro planeta. | CONCEPTOS:<br>La energía y sus formas.<br>Propiedades.<br>Las fuentes de energía renovables y no renovables.<br>La energía eléctrica.<br>Las centrales eléctricas.<br>La corriente eléctrica.<br>El uso de la energía.<br>¿Qué sabemos del universo?<br>El Sistema solar.<br>La Tierra.<br>La Luna. Sus fases.<br>Los eclipses.<br>Las mareas.<br>El futuro de la Tierra. | Visual.<br>Auditivo.<br>Lector.<br>Escritor.<br>Cenestésico. | Pruebas orales y/o escritas.<br>Trabajo diario.<br>Terminar las tareas a tiempo.<br>Orden, limpieza y presentación de los cuadernos.<br>Comprensión del trabajo.<br>Hacer los deberes en casa.<br>Trabajos extra propuestos o por iniciativa propia.<br>Esfuerzo.<br>Participación en clase.<br>Asistencia.<br>Traer el material adecuado para cada asignatura.<br>Comportamiento. |
| 3º TRIMESTRE | 6) Un planeta cambiante.<br><br>7) Climas y paisajes | CONCEPTOS<br>Las capas de la Tierra.<br>El suelo. Cómo se forma.<br>Las rocas. Clases.<br>Los minerales.<br>Propiedades de los minerales.<br>El clima y su representación.<br>Las zonas climáticas de la Tierra.<br>Climogramas.<br>Los paisajes.<br>La selva, la sabana y el desierto.<br>Los paisajes de las zonas templadas y frías. | Visual.<br>Auditivo.<br>Lector.<br>Escritor.<br>Cenestésico. | Pruebas orales y/o escritas.<br>Trabajo diario.<br>Terminar las tareas a tiempo.<br>Orden, limpieza y presentación de los cuadernos.<br>Comprensión del trabajo.<br>Hacer los deberes en casa.<br>Trabajos extra propuestos o por iniciativa propia.<br>Esfuerzo.<br>Participación en clase.<br>Asistencia.<br>Traer el material adecuado para cada asignatura.<br>Comportamiento. |

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Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject: Spanish 2nd Language** | **Year 7- elementary** | **Teacher: Carmen F. Jiménez** |
| **No. of lessons per week: 5** | **Date:** 2026-27 | |

| **Time scale** (approximate) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| Autumn term 1 | **Nos Presentamos** | ***1-Son muy famosos:***<br>**Talking about yourself**: Giving your name. Saying how old you are. Giving your nationality. Saying where you live. Describing yourself.<br>**Talking about other people:** Asking them what their name is. Asking how old they are. Asking where they come from. Asking what they look like.<br>***2-Soy el más inteligente de la clase:***<br>Making comparisons.<br>***3-Mucho gusto:***<br>Introducing yourself.<br>Introducing your family and friends.<br>***4-Estás en tu casa:***<br>Asking for what you need.<br>Saying what you need.<br>***5- Unos regalos:***<br>Buying gifts for someone.<br>Describing someone´s personality.<br>***6-Muchas gracias por el regalo:***<br>Writing a thank you letter.<br>Choosing an introduction. | Teaching & Learning Styles (VARK):<br><br>Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions.<br>Kinesthetic: Role-Plays using different props.<br>Presentations.Group work. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br><br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |

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

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| | | ***3-¿Me lo puedo probar?:***<br>Shopping for clothes.<br>Asking if you can try them on.<br>Asking how much they cost.<br>***4-¿Qué vas a llevar para ir a la fiesta?:***<br>Describing clothes.<br>Asking about clothes.<br>Saying what you are wearing.<br>***5-¿Llevas uniforme?:***<br>Talking about your school uniform.<br>Colours.<br>***6-En la calle principal:***<br>Talking about types of shops.<br>Saying where you can buy things. | | observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |
| Spring term 2 | **El Turismo** | ***1-¿Qué hay de interés?:***<br>Asking what there is to see in a place.<br>Naming places of interest.<br>Talking about the weather.<br>***2-Tus vacaciones:***<br>Saying where you go on holidays.<br>How you go.<br>Who you go with.<br>***3-¿Qué haces?:***<br>Talking about where you go and what you do on holidays.<br>Saying how you get there.<br>***4-Fuimos al parque temático:***<br>Saying where you and your friends went.<br>Saying what day you went and time of day.<br>***5-Mis vacaciones del año pasado:*** | Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions.<br>Kinesthetic: Role-Plays using different props. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br><br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios. |

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| | | Saying what you did on holidays. | | End of unit tests. |
| Summer term 1 | **¡Diviérte!** | ***1-¿Quieres ir al cine?:***<br>Arranging to go out with a friend.<br>Arranging a type and a place.<br>Time of day.<br>***2-¿Qué tipo de películas te gustan?:***<br>Saying what types of films you like/dislike.<br>Saying why you like them.<br>***3.Dos entradas, por favor:***<br>Buying tickets at the cinema.<br>Asking about film times.<br>Discussing film categories.<br>***4-¡Es genial!:***<br>Describing an event in the present tense.<br>***5-¿Qué hiciste el sábado?:***<br>Using the preterite to describe an event in the past. | Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions.<br>Kinesthetic: Role-Plays using different props. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br><br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |
| Summer term 2 | **La Salud** | ***1-¿Qué te duele?:***<br>Saying what is wrong with you.<br>***2-¿Qué te pasa?***<br>Saying what is wrong with you.<br>Asking others what is wrong with them.<br>***3-En la farmacia:***<br>Asking for things at the chemist.<br>Understanding pharmacist´s recommendations.<br>***4-Hace dos años que estudio español:*** | Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions.<br>Kinesthetic: Role-Plays using different props. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work. |

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| | | Talking about how long you have been doing something.<br>***5-No hay que comer chocolate todos los días:***<br>Talking about a healthy lifestyle.<br>Saying what you should, shouldn´t do. | | Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests.<br>End of the year exam. |

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| | | |
|---|---|---|
| **Subject: Spanish 2nd Language** | **Year 7-intermediate** | **Teacher: Carmen F. Jiménez** |
| **No. of lessons per week: 5** | **Date:** 2026-27 | |

| **Time scale** (approximate) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| Autumn term 1 | **Me Presento** | **Me Presento**<br>***1-Repaso 1:***<br>-Introducing yourself and giving family information.<br>***1-Repaso 2:***<br>-Describing people.<br>***1.1-Te presento a mi familia:***<br>-Marital status, children…<br>-Nationalities.<br>-Introducing people.<br>***1.2-Mi casa:***<br>-Describing where you live.<br>-Describing your house/flat and its context.<br>***1.3-El pueblo donde vivo:***<br>Describing the town/area where yur live.<br>***1.4-Lo bueno y lo malo:***<br>-Expressing opinions about place.<br>-Making comparisons between places.<br>-Describing weather and climate. | Teaching & Learning Styles (VARK):<br><br>Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.<br>Kinesthetic: Role-Plays using different props. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br><br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |

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| | | -Culture:<br>-Finding out facts about Andalusia and the place we live.<br>-Designing an advert to promote Andalusia around the world. | | |
| Autumn term 2 | **En el Cole** | **2-En el Cole**<br>***2-Repaso 1:***<br>-Revising school subjects and timetabes.<br>-Expressing likes and dislikes.<br>***2-Repaso 2:***<br>-Classroom instructions.<br>-Classroom vocabulary.<br>-School uniform and expressing opinions.<br>***2.1-Mi colegio:***<br>-Describing school building and facilities.<br>-Expressing opinions about school and giving reasons.<br>***2.2-Mi rutina diaria:***<br>-Describing daily routine.<br>***2.3-Actividades extraescolores:***<br>-Talking about extracurricular activities.<br>-Describing the activities you do at school.<br>***2.4-Planes para la vacaciones:***<br>-Talking about holidays plans.<br>-Describing a school of the future.<br><br>-Culture:<br>-Finding out information about different Educational Systems around the world. Comparing British and Spanish Educational Systems. Giving opinions about them. | Visual: PPP, pictures, videos, leaflets, magazines, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.<br>Kinesthetic: Role-Plays using different props and running dictations. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br><br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |

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| | | -Writing about and designing their own ideal Educational System. | | |
| Spring term 1 | **De Vacaciones** | **3.De Vacaciones**<br>***3-Repaso:***<br>-Ordering a meal in a restaurant.<br>-Revising place in town.<br>-Revising describing the weather.<br>***3.1-¡Infórmate!:***<br>-Asking for tourist information.<br>***3.2-Haciendo planes:***<br>-Understanding weather forecast.<br>-Understanding descriptions of Spanish festivals.<br><br>***3.3-En el restaurante:***<br>-Booking a table and ordering a meal.<br>***3.4-¿Qué tal las vacaciones?:***<br>-Reading about holidays.<br>***3.5-¿Qué hiciste?:***<br>-Describing what you did on holiday.<br><br>**-Culture:**<br>-Designing a magazine for travellers. Describing different places and peculiarities about them.<br>-Designing a restaurant guide around the students´ area. | Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.<br>Kinesthetic: Role-Plays using different props and running dictations. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br><br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |
| Spring term 2 | **En Ruta** | **4.En Ruta**<br>***4-Repaso:***<br>-Asking the way and giving directions in town.<br>***4.1-En camino:*** | Visual: PPP, pictures, videos, posters and flash cards. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar. |

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| | | -Asking for and giving travel information.<br>***4.2-En la estación:***<br>-Finding your way around a railway station.<br>-Buying train and underground tickets.<br>-Asking for information about going around.<br><br>**-Culture:**<br>-Finding out cultural aspects about different communities around Spain.<br>-Designing a diary about a route around Spain.<br>Gastronomy and geographical facts need to be included. | Auditory: Dialogues, interviews, songs and descriptions. Linguascope.<br>Kinesthetic: Role-Plays using different props and running dictations. | *Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |
| Summer term 1 | **¿Qué te ha pasado?** | **5.¿Qué te ha pasado?**<br>***5-Repaso:***<br>-Describing symptoms.<br>-Asking for advice.<br>***5.1-Me siento mal:***<br>-Saying why you feel ill.<br>-Saying how you have hurt yourself.<br>***5.2-Reservas y llegadas:***<br>-Booking hotel accommodation.<br>-Arriving at campsite.<br>***5.3-En la recepción:***<br>-Checking into a hotel or campsite.<br>***5.4-He perdido…***<br>-Describing lost property.<br>***5.5-Quejas:***<br>-Making complains in a hotel. | Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions.<br>Kinesthetic: Role-Plays using different props and running dictations. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br><br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests. |

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| | | -Culture:<br>-Finding out information about different accommodation places in Spain.<br>-Designing an accommodation guide.<br>-Comparing accommodation services in different countries. | | |
| Summer term 2 | **En Casa Y En El Trabajo** | **6.En Casa Y En El Trabajo**<br>***6-Repaso:***<br>-Describing food, meals and mealtimes.<br>-Revising numbers and time.<br>***6.1-Ayudando en casa:***<br>-Saying what household chores you do, why and how often.<br>***6.2-Un trabajo a tiempo parcial:***<br>-Describing part-time jobs.<br>-Saying how you spend your time.<br><br>**-Culture:**<br>-Designing a leaflet about free time activities around our area. Describing with details in which they consists. Researching and providing real information. | Visual: PPP, pictures, videos, posters and flash cards.<br>Auditory: Dialogues, interviews, songs and descriptions.<br><br>Linguascope.<br>Kinesthetic: Role-Plays using different props and running dictations. | *End of the unit test:*<br>Speaking, reading, listening, writing or grammar.<br>*Ongoing assessment:*<br>Teaching guide at the end of each unit. Classroom observations.<br>Homework marks.<br>Class work.<br>Spoken presentations.<br>Peer evaluation.<br>Teacher discussions.<br>Dispositions and attitudes.<br>Projects and portfolios.<br>End of unit tests.<br>End of the year exam. |

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Scheme of Work and Assessment Year 7 2026-27 Contents

| **Subject: German** | **Year 7** | **Teacher: Kirsten Schulte** |
|---|---|---|
| **No. of lessons per week: 2** | **Date:** 2026-27 | |

| **Time scale** (approx) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| | | | Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic** | |
| Sept | Basics<br><br>Echo 1 | Revising basics: numbers, greetings, months<br>Talking about birthdays<br><br>Talking about brothers and sisters<br>Describing your family<br>Talking about pets<br>[*] | Listening, reading, speaking and writing exercises;<br>Writing, learning and performing a role play; | Mini-Tests and End of Unit Assessments;<br>Exercise books;<br>Role plays. |
| Oct - Nov | The school | Talking about school vocabulary, things you have in your school bag<br>Giving opinion about school subjects<br>Talking about the school timetable<br>Producing longer sentences<br>Learning about school life in Germany<br>Talking about what you eat during break<br>Talking and giving opinion about your school uniform | Listening, reading, speaking and writing exercises;<br>Writing, learning and performing a role play;<br>Surveys and dialogues in the class group;<br>Writing about one's own and other people's preferences; | Mini-Tests and End of Unit Assessments;<br>Exercise books;<br>Role plays. |

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| Dec-Feb | My family and friends | Talking about your family in depth<br>Giving information about family members<br>Describing people's appearance<br>Talking about people's characteristics<br>Talking about pets<br>Understanding a longer text and writing a reply | Listening, reading, speaking and writing exercises;<br>Drawing family trees and presenting them to the class;<br>Describing in written and spoken form your family and friends | Mini –Tests and End of Unit Assessments;<br>Exercise books;<br>Descriptions and presentations of their families/friends. |
| March-May | Freetime | Talking about sports<br>Talking about your hobbies and favourite things<br>Talking about likes and dislikes<br>Saying how often you do things<br>Arranging to go out and when to meet | Listening, reading, speaking and writing exercises; Dialogues asking for and giving information about your hobbies | Mini-Test;<br><br>Role plays<br>Exercise books. |
| June | Talking about your plans for the summer holidays;<br>Revisions. | Talking about the future;<br>Revising vocabulary and grammar structures when talking about plans for the summer | Listening, reading, speaking and writing exercises;<br>Revision sheets and games. | End of Year Assessment |
| [*] | From here, the topics will continue as planned, with the content being adapted on a month-by-month basis. As some students are new to the language and others already have a higher level of proficiency, the work will be differentiated accordingly to meet the needs of each group. | | | |

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Scheme of Work and Assessment Year 7 2026-27 Contents

| | | |
|---|---|---|
| **Subject: French** | **Year 7** | **Teacher:Virginie Bernard** |
| **No. of lessons per week: 2** | **Date:** 2026-27 | |

| **Time scale** (approx) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| | | | Teaching & Learning Styles (VARK):<br>In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles.<br>e.g<br>Visual: Powerpoint presentation/flashcards for new vocabulary<br>Auditory: Listening exercises, drilling from teacher.<br>Read/Write: Included in textbook practice and part of MFL assessment<br>Kinaesthetic:Acting up transitional language, thinking skills exercises<br><br>VARK also included in the use of digital textbook and interactive exercises | |
| Sept<br><br><br><br><br><br>Oct | Y6 revision | Classroom instructions<br><br>Revising numbers up to 31 and alphabet<br><br>Animals and basic members of the family and colours<br><br>Days of the week, months, my birthday, my school equipment<br><br>Assessment | Teaching & Learning Styles (VARK):<br><br>**Visual**: use of pictures/videos and PowerPoint<br>**Auditory**: Listening exercises in textbook,video clips, assessment | Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.<br>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback |

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| | Topic 1- La rentrée | From here topics will be continued with as planned although the content will be worked on in a month by month process as some students are new and unfamiliar with the language whilst others have a higher level and so will be catered for separately.<br><br>**Brothers and sisters**: Talking about brothers and sisters and age Using the verb avoir<br><br>**My classroom**<br>Describing your classroom Definite/indefinite articles | songs in French<br><br>**Read/Writing:** basic and extended exercises in textbook, newspaper article<br>**Kinaesthetic**:Multimedia use, matching cards. Post it competition | |
| November | Topic 1- La rentrée | **Do you like it?**<br>Talking about likes and dislikes<br>Aimer+ definite article<br><br>**What are you like?**<br>Describing yourself and others Using adjective agreement<br><br>**What are you doing?** Saying what you do | Teaching & Learning Styles (VARK):<br><br>**Visual**: use of pictures/videos and PowerPoint<br>**Auditory**: Listening exercises in textbook,video clips, assessment<br><br>**Read/Write:** basic and extended exercises in | Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.<br>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback |

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| | | Infinitives and -er verbs | textbook/book software, writing an article about family celebrity<br><br>**Kinaesthetic**:Multimedia use | |
| December | **Revision**<br><br>**Extra topic: Noël** | **Assessment and target setting**<br><br>**Project :My video**<br>Creating a video about yourself<br><br>Christmas To know about French traditions in French | Teaching & Learning Styles (VARK):<br><br>**Visual**: use of pictures/videos and PowerPoint<br>**Auditory**: Listening exercises in textbook assessment<br>**Read/Write:** basic and extended exercises in textbook/book software<br>**Kinaesthetic**Multimedia use-Powerpoint presentation | Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.<br>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback |
| January/ February | **Topic 2 -En classe** | **Intro:** Numbers from 31 to 100<br>Telling the time<br><br>**Cultural knowledge:** School names in France<br>Historical figure project<br><br>**School subjects** | Teaching & Learning Styles (VARK):<br><br>**Visual**: use of pictures/videos and PowerPoint | Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.<br>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback |

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| | | | **Auditory**: Listening exercises in textbook,video clips, assessment<br><br>**Read/Write:** basic and extended exercises in textbook/book software, writing an article about family celebrity<br><br>**Kinaesthetic**:Multimedia use | |
| March/April | **Topic 2 - En classe At school**<br><br>**Revision** | **Opinions on subjects**<br>Saying what you think of your school subjects and why<br>Talking about likes and dislikes<br>using-er verbs<br><br>**What do you wear?**<br>Revisions: Colours<br>Talking about what you wear to school<br>Using adjectives after nouns<br><br>What do you do?<br>Talking about activities you do Using the verb faire<br>A cool school!<br>Describing your school | Teaching & Learning Styles (VARK):<br><br>**Visual**: use of pictures/videos and PowerPoint<br>**Auditory**: Listening exercises in textbook,video clips, assessment<br><br>**Read/Write:** basic and extended exercises in textbook/book software, writing an article about family celebrity<br><br>**Kinaesthetic**:Multimedia use | Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.<br>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback |

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| May/June | **Topic 3-Mon temps libre**<br><br>**Revision**<br><br>**End of Year Assessment**<br><br>**End of year activities** | Agreeing and disagreeing<br>Talking about weather and seasons<br>Learning more Key French sounds<br><br>Catch up time<br><br>End of year assessment and target setting | Teaching & Learning Styles (VARK):<br><br>**Visual**: use of pictures/videos and PowerPoint<br>**Auditory**: Listening exercises in textbook,video clips, assessment<br><br>**Read/Write:** basic and extended exercises in textbook/book software, writing an article about family celebrity | Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.<br>End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback |

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Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject: PE** | **Year 7** | **Teacher: N.Lavin** |
| **No. of lessons per week: 2** | **Date:** 2026-27 | |

| **Time scale** (approx) | **Topics** | **Curriculum concepts/ skills and competencies** | **Learning styles** | **Assessment Criteria; tests/ projects etc.** |
|---|---|---|---|---|
| | | | Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic** | |
| 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. Auditory: Opportunities to listen to feed back Read/Write: Opportunities to provide written analysis of their own and others performances. | 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. | | 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. | | Times recorded for set distances. |
| Jan | Basketball | Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these | | End of unit practical assessment. Peer evaluations. |

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| | | skills in gameplay, positioning, rule knowledge. Building on previously learned skills. | Kinaesthetic: Performance of practicals. **This breakdown of learner types applies to all activities across the year.** | |
| 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. |

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Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject: Creative and Performance** | **Year 7** | **Teacher: Kirsten Schulte, Mari Carmen Diaz, Carmen Francis Jimenez, Paul Reichenbach, Adrian Cortadi** |
| **No. of lessons per week:2** | **Date:** 2026-27 | |

| **Time scale** (approx) | **Topics** |
|---|---|
| | Students will choose an option |
| | **DRAMA & MUSIC**<br><br>The purpose of this workshop is to develop basic communication skills and foster creative thinking through play and drama activities. The workshop aims to help students:<br><br>• Develop basic communication skills through dramatic play.<br>• Enhance confidence and interest in drama.<br>• Learn various theatrical and musical techniques through play.<br>• Improve social skills through cooperative games and drama activities.<br>• Perform group-created theatrical compositions.<br>• Stimulate creativity through improvisation and expression.<br>• Promote psychomotor development through dance and theatre.<br>• Engage in activities that encourage perception and expression.<br>• Strengthen memory through simple theatrical scripts.<br><br>*In June, the students put into practise all the knowledge they have acquired throughout the year when they represent a play. This year Beauty and The Beast. |

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| | **Play Leaders**<br><br>The students will spend the first half term training to be efficient playground leaders. They will then begin to lead their own activities to Key stage 2 during Tuesday and Thursday lunch times. |
| | **Computing**<br>The students will design and build 3D designs using Tinkercad.<br>They will first discuss their knowledge of 3D design and what makes a good design.<br>They will then plan ideas for their own design.<br>They will then familiarise themselves with Tinkercad.<br>The students will then create their own designs. |
| | **ART**<br>In this subject, students explore their creativity through the design and creation of artistic projects using a combination of imagination and artistic techniques. The focus is on developing skills in Art while working on a range of thematic projects throughout the year. These projects include seasonal topics like Halloween, Christmas, Easter or school events. The themed projects allow for exploration of different art forms and media, making the course dynamic and relevant to real-world contexts.<br><br>Students will be assessed on the following aspects:<br><br>- Creativity and Originality.<br>- Use of Materials and Techniques<br>- Development of Ideas<br>- Effort and Participation<br>- Presentation |

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Scheme of Work and Assessment Year 7 2026-27 Contents

| | | |
|---|---|---|
| **Subject: ART** | **Year 7** | **Teacher: Adrian Cortadi Rodriguez** |
| **No. of lessons per week: 2** | **Date:** | 2026-27 |

| Time scale | Topics | Curriculum concepts/ skills and competencies | Learning styles | Assessment Criteria; tests/ projects etc. |
|---|---|---|---|---|
| *Sept-Oct* | **THE BASICS**<br>• **TONE**<br>• **TEXTURE**<br>• **COLOR**<br>• **VIEWPOINTS**<br><br>To promote awareness of the basic elements of making art. Increased mastery of basic skills in line, tone & paint (monochrome Still Life basic shapes). Learning names of | • Introduction to the subject.<br>• Information given outlining what students will learn during the year, how they will be assessed & topics that will be covered.<br>• Tonal exercises including a tonal chart using pencil.<br>• Use of pencils/pencil grades.<br>• Week 1 Monochromatic tonal chart using pencil, complete the other half of a photocopy in tone (pencil)<br>• Week 2 Focus on the other half of an image in paint (Tone)<br>• **Mc Escher**<br>• Drawing basics.<br>• Texture: real texture and synthesised.<br>• Wax crayons, pencils. Frottage. | Teaching & Learning Styles<br><br>**Visual**: Suggested Artists: **Georgio Morandi. Vermeer, Frida Khalo, Lucian Freud, Leonardo da Vinci, Raphael.**<br><br>**Auditory**: material and documentary films.<br><br>**Read/Write:** Names of shapes and forms and colors etc.<br>Use of keywords. Writing out information (with question and answer sessions) on the use of pencils etc. **Key Vocabulary**: | Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.<br><br>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. |

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| | shapes and colors and geometric forms. Understanding Color theory (basics). Understanding the form and proportions. | • **Henry Moore**<br>• Introduction of color theory. Color wheel<br>• Abstract art.<br>• **Matisse, Picasso.**<br>• Worm's eye. Birds eye (Google Earth ) Normal viewpoint | face, features, color, tone, form, ellipse, angle, monochromatic, complementary, primary, secondary, foreshortening, grade/gradation, shade.<br><br>**Kinaesthetic**: montage, frottage, collage, drawing, painting, relief, work on the artists' pictures. | |
| <u>Nov-Dec</u> | **SHOES**<br><br>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. | • 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.<br>• Students to work over photocopies of their drawings using mixed media combinations of collage, ink, felts, chalks, paints.<br>• 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). | **Visual:** Suggested artists: **Van Gogh**. Fashion Designers. www.punkyourchucks.com<br><br>**Auditory**: material and documentary films.<br><br>**Read/Write:** the styles and impact on the art. **Key Vocabulary**: Perspective. Renaissance. Building. Interior. Exterior. Ellipse. Cube. Foreshortening. Cone. Sphere. Form. Vanishing point. Architectural/architecture. Sources. Eye level. | Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.<br><br>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. |

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| | | • 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.<br>• Students to add creative touches to their shoes looking at the work of other artists/designers for inspiration. Shoes packaging to be looked at for presentation. | Construction. Horizon. Media.<br><br>**Kinaesthetic:** model constructions based on man made forms and its interpretation by the artists. Drawing, painting, printmaking, sculpture. | |
| *Jan-Feb-Mar.* | **ABORIGINAL ART**<br><br>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. | • Design a title page in sketchbooks using symbols in place of words (some may be adapted or invented, key must be shown)<br>• Examples of Aboriginal work and symbols meanings to be displayed.<br>• Work on a story using symbols and dots (dot paintings).<br>• Draw and paint the design using symbols.<br>• Class interim evaluation sheets handed out. Group discussion about points for improvement.<br>• Completion of paintings and final evaluation/ grading to take place. Students to start planning boomerang designs using sgraffiato.<br>• Make boomerangs out of clay. Use paint to synthesise a wooden effect. Decorate with markings and symbols. | **Visual:** Suggested artists: **Albert Namatjira. Martha McDonald. Beyula Puntungka. Doris Bush. Isobel Gorey. Candy Nelson. Maureen Poulson. Tilau Nangala.**<br><br>**Auditory**: material and documentary films.<br><br>**Read/Write:** about--> **Key Vocabulary**: Design, paint, delicacy, subtle, pretty, shape, interesting, Venetian, Italian, Mask, Features, Mouth, Nose, Ears, Eyes, Decoration, Sensitivity, Expression. | Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.<br><br>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. |

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| | | • Contemporary aboriginal art painting. Look at the work of modern Aboriginal artists and try to emulate. Make an artist study. Use a writing frame to glean relevant information and facts about artists. | **Kinaesthetic:** Paintings using texture and symbols that have a narrative. Boomerang and didgeridoo models decorated in the style of aboriginal art. | |
| *April-May-June* | **COLOUR-TREE STUDIES**<br><br>To learn about design and composition. Abstracting an image (transforming). Learn about negative space. How to print in 3 colours. Use of flat colour. | • Make studies of branches, note how branches overlap to create interesting negative and positive shapes.<br>• Working from the drawing made previously students are to block in all the negative space in a drawing leaving all other detail blank (white).<br>• Students to make different viewfinders, keyholes cracks, torn, windows, shapes, etc and to make a selection of an area of their painting/drawing enlarged to A3 (show how to scale-up grid method.)<br>• Using bright unnatural colours (flat) paint in the design.<br>• Using a selection of the image engrave a small sheet of t press-print and make a 3 coloured print.<br>• Make a drawing of a tree using a mouse and flood-fill with a bright palette. Using an evaluation sheet describes the differences of working digitally compared to traditional | **Visual:** Suggested artists: **Piet Mondrian, Kandinsky, Malevich, Mark Rothko, Constable, Corot, Howard Hodgkin, Picasso, Kirchner.**<br><br>**Auditory**: material and documentary films.<br><br>**Read/Write:** about--> **Key Vocabulary**: circumference, radius, diameter, segment, secondary, complementary, primary, warm & cool, light & dark, adjacent, tree, distortion, growth, palette, compass.<br><br>**Kinaesthetic:** montage, frottage, collage, drawing, painting, relief, work on the artists' pictures. Drawing, painting, modelling. | Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.<br><br>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. |

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| | | drawing. Use photo manipulation of a tree. | | |

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Scheme of Work and Assessment Year 7 2026-27 Contents

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|---|---|---|
| **Subject: Music** | **Year 7** | **Teacher: Ms Kubica** |
| **No. of lessons per week: 1** | **Date:** 2026-27 | |

| Time scale | Topics | Curriculum concepts/ skills and competencies | Learning styles | Assessment Criteria; tests/ projects etc. |
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| Sept. to Dec | **BUILDING BRICKS**<br><br>**KEYBOARD SKILLS** | These units will enable students to acquire:<br>• An understanding and recognition of the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE, HARMONY, STRUCTURE, BEAT.<br>• The ability to draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.<br>• The ability to recognise the Elements of Music when listening to and appraising music from different times and different places<br><br>• Knowledge of the finger system for piano and how to apply it to performance (posture, correct positions, use of five fingers, orientation on the keyboard, basic techniques legato and staccato) | **Visual:** powerpoints, keyboard aids, notation<br><br>**Auditory:** listening to and evaluating a range of music to identify musical elements<br><br>**Read/Write:** Five minute silent reading to start every lesson. Descriptive words and adjectives to be used when listening and identifying different sounds; reading notation;technical vocabulary and Italian musical terms. Shapes and symbols used to represent sound. Expressing opinions to | Notation reading and writing exercises in class and homework<br><br>Music test after each unit<br><br>Ongoing verbal assessment and advice of music performed in class<br><br>Audio or video recordings of performances<br><br>Elements of music quiz |

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| | | • Knowledge of how to perform a breadth of increasingly ambitious keyboard pieces and perform them with quality (playing with both hands, simple bassline, simple chords, broken chord patterns, counter melodies, use of keyboard features, such as auto accompaniment, timbres and styles, reading notation)<br>• Knowledge of how to practise successfully (warm ups, singing for playing, slow practise, repetition, segmenting, correcting mistakes, dropping out and getting back in) | evaluate music listened to.<br><br>**Kinaesthetic:**Pupils develop fine motor skills using the keyboard and holistic exercises to aid proper singing | |
| Jan - March | **I'VE GOT RHYTHM**<br><br>**FORM AND STRUCTURE** | These units will enable students to acquire:<br><br>• An understanding that pulse is a fundamental upon which music is built and performed.<br>• A feeling for and an awareness of a regular pulse in music from different times and places.<br>• The ability to distinguish between pulse/beat and rhythm.<br>• Understanding of note values in terms of duration, bars and simple time signatures.<br>• The ability to compose a simple rhythm piece of music | **Visual:**representation of notation - posters, flashcards, powerpoint<br><br>**Auditory**: using listening as control measure to check own work and inform further improvements by experiencing other works, listening to various musical examples<br><br>**Read / Write:**Explore relationship between text and rhythm, and | Reading, listening and writing homework<br><br>Notation reading and writing exercises in class<br><br>Music test after each unit<br><br>Ongoing verbal assessment and advice of music performed in class<br><br>Audio or video recordings of performances<br><br>Final composition assessment |

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| | | • An understanding of what Form and Structure is in music.<br>• An understanding of what Question and Answer, Binary, Ternary and Rondo Forms are in music.<br>• The ability to recognise the differences between music based on different Forms and Structures.<br>• Knowledge of how to label or identify different sections within a complete piece of music.<br>• The ability to recognise that music with a recurring or repeated section provides familiarity to the listener.<br>• The ability to recognise why Form and Structure is important in music. | further develop vocabulary of musical terms, 5 minutes reading, homework<br><br>**Kinaesthetic:** correct posture, coordination while performing different rhythms (body percussion exercises) and fine motor skills development | |
| April<br>June | **SONORITY CITY**<br><br>**FOLK MUSIC** | In these units students will:<br>• Learn about the layout and structure of the symphony orchestra.<br>• Develop an understanding of musical instruments and how they are played, the families/sections, construction , different sound production methods and characteristic timbres/sonorities.<br>• Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and | **Visual:**representation of notation - posters, flashcards, instrument charts and chord charts<br><br>**Auditory**:listening to each other and themselves in an ensemble, listening to various musical examples<br><br>**Read / Write:**learn key words relating to the | Reading, listening and writing homework<br><br>Notation reading and writing exercises in class<br><br>Music test after each unit<br><br>Ongoing verbal assessment and advice of music performed in class<br><br>Audio or video recordings of performances |

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| | | the roles of different instrumental parts and textural layers on the music as a whole.<br>• Learn about the origins and uses of fanfares.<br>• Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created.<br>• Understand the different textural layers and form and structure of Folk Songs.<br>• Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music.<br>• Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song. | instruments of the orchestra and folk music<br><br>**Kinaesthetic**:correct posture, coordination and fine motor skills development while playing the instruments, singing and performing | |

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