# Year 7 AP1 Topic Lists
# 6th - 10th December 2021

Cardinal Pole Catholic School

# Year 7 Timetable

| YEAR 7 | Monday 1 Subject | Room | Monday 2 Subject | Room | Monday 3 Subject | Room |
|---|---|---|---|---|---|---|
| ARW | Music | T120 | PE | Changing Rooms | | F013 |
| CAM | Music | J117 | PE | Changing Rooms | | F014 |
| CTW | Drama | T115 | Music | T120 | | F015 |
| LIN | Computer Science | J113 | PE | Changing Rooms | English | F016 |
| MOR | Art | T213 | Drama | T115 | | F017 |
| SWL | PE | Changing Rooms | Computer Science | J113 | | T028 |
| WRD | PE | Changing Rooms | Art | T213 | | T029 |
| NUR | Art | T214 | Music | J117 | | F203 |

| YEAR 7 | Tuesday 1 Subject | Room | Tuesday 2 Subject | Room | Tuesday 3 Subject | Room |
|---|---|---|---|---|---|---|
| ARW | | F013 | Computer Science | J113 | | F013 |
| CAM | | F014 | Art | T213 | | F014 |
| CTW | | F015 | PE | Changing Rooms | | F015 |
| LIN | Science | F016 | Music | T120 | History | F016 |
| MOR | | F017 | PE | Changing Rooms | | F017 |
| SWL | | T028 | Music | J117 | | T028 |
| WRD | | T029 | Computer Science | T118 | | T029 |
| NUR | | F203 | Drama | T115 | | F203 |

| YEAR 7 | Wednesday 1 Subject | Room | Wednesday 2 Subject | Room | Wednesday 3 Subject | Room |
|---|---|---|---|---|---|---|
| ARW | | F013 | PE | Changing Rooms | | F013 |
| CAM | | F014 | Drama | J217 | | F014 |
| CTW | | F015 | Art | T213 | | F015 |
| LIN | Maths | F016 | Art | T214 | Geography | F016 |
| MOR | | F017 | Music | T120 | | F017 |
| SWL | | T028 | PE | Changing Rooms | | T028 |
| WRD | | T029 | Drama | T115 | | T029 |
| NUR | | F203 | PE | Changing Rooms | Gardening | F203 |

| YEAR 7 | Thursday 1 Subject | Room | Thursday 2 Subject | Room | Thursday 3 Subject | Room |
|---|---|---|---|---|---|---|
| ARW | | F013 | Drama | T115 | | F013 |
| CAM | | F014 | PE | Changing Rooms | | F014 |
| CTW | | F015 | Computer Science | J113 | | F015 |
| LIN | RE | F016 | Drama | J117 | Technology | F016 |
| MOR | | F017 | PE | Changing Rooms | | F017 |
| SWL | | T028 | Art | T213 | | T028 |
| WRD | | T029 | PE | Changing Rooms | | T029 |
| NUR | Humanities | F203 | Computer Science | T118 | | F203 |

| YEAR 7 | Friday 1 Subject | Room | Friday 2 Subject | Room |
|---|---|---|---|---|
| ARW | Art | T213 | Spanish | F013 |
| CAM | Computer Science | T118 | French | F014 |
| CTW | PE | Changing Rooms | Spanish | F015 |
| LIN | PE | Changing Rooms | French | F016 |
| MOR | Computer Science | J113 | Spanish | F017 |
| SWL | Drama | J217 | Spanish | T028 |
| WRD | Music | T120 | French | T029 |
| NUR | PE | Changing Rooms | Spanish | F203 |

# Art

Analysis of imagery.

Step by step observational drawing.

Simplified graphic drawing.

Creating textures in paint.

# Computer Science

E-Saftey

WEEE Directive

Online Bullying

Grooming

Hacking

Digital footprint

Email scams

# English

- A Monster Calls plot, themes and characters
- letter and leaflet writing

# French

| | |
|---|---|
| - Talk about your family members<br>- Conjugate the Verb Avoir (to have).<br>- Create simple sentences about your family.<br>- Conjugating the verb Etre (to be).<br>- Adjective agreement (-e/-s endings)<br>Describing yourself and others' personality.<br>- Talk about where you live and the places in town.<br>- Describing what there is and isn't in your city/town (Dans ma ville, il y a…).<br>- learn differences in spelling (accents)<br>- Understand and give opinions about their town/city.<br>- Giving reason to those opinions.<br>- Talking about problems in the town.<br>- Using verb to go (Aller)<br>- Getting used to French pronunciation through vocabulary and the alphabet<br>- Introducing yourself through dialogues and short sentences.<br>- Talking about your personality<br>- Differentiating gender.<br>- Using adjectives that end in -e/-s<br>- Verb "To Be".<br>- Talking about age, brothers and sisters<br>- Review of the verb Avoir (to have)<br>- Describe paintings using simple present tense 'il y a' / 'il n'y a pas' and a range of colours<br>- Identify the correct position of adjectives.<br>- vocabulary for simple shapes and be able to apply these with appropriate adjectives<br>- vocabulary for simple opinion structures and be able to justify these using 'parce que' | - construct opinion sentences (positive and negative) and express their ideas about a range of artwork<br>- use connectives to enhance / contrast previous opinions<br>- vocabulary for parts of the body and describe these in paintings (source material)<br>- describe facial features of a painting in detail using size<br>- distinguish between singular and plural (une ligne / deux lignes)<br>- combine adjectives and body parts (singular and plural) to describe paintings<br>- repply knowledge of connectives and opinions to be able to describe more complex artwork<br>- convey wider range of emotions using more complex, sophisticated language (je pense que…)<br>-reapply adjectives and add more sophisticated descriptions<br>- describe art using a variety of opinions<br>- identify pieces of art correctly using expressions of thought to justify yourself<br> - describe in detail a piece of art and translate vocabulary accurately<br>- vocabulary for position (a droite / a gauche)<br>-construct a simple description of a picture which includes connectives and simple opinion. |

# Geography

Restless Earth

- Structure of the Earth
- Plate Boundaries
- Earthquakes
- Volcanoes

UK

- Geography of the UK
- Push/Pull Factors

# History

**Chronology**

- Can you put dates in their century e.g. what century was the battle of Hastings (1066) in?
- Can you order historical periods chronologically e.g. did the Tudors come before or after the Romans?
- Do you know some of the key features and events of the historical periods studied in our biography of London e.g. what period was the Great Fire of London in?

**The Battle of Hastings**

- What happened before the battle and why did it take place?
- What happened during the battle and what equipment was used?
- How did the battle come to an end and who won?

**The Norman Conquest**

- How did William deal with rebellions?
- How did William keep control: castles, the Domesday book, the Feudal System

**Medieval Monarchs**

- The power of the Medieval Church (Doom Paintings / Becket)
- The power of the King (William I / William II / Stephen)
- King John: hero or villain?

# Humanities (Nurture)

- Restless Earth
- UK
- Multiple Choice - About Being Catholic, Creation and Nature of God
- Genesis Story
- The Annunciation

# Maths

| Year 7 Extending | Year 7 Expected | Year 7 Emerging |
|---|---|---|
| Multiplication and Division | Multiplying and Dividing by powers of 10 | Addition and Subtraction |
| Rounding | | Powers of Ten |
| Decimals | Multiplication and Division | Multiplication and Division |
| Forming Expressions | Rounding | Function machines |
| Substitution | Forming Expressions | Forming Expressions |
| Solving linear equations | Substitution | Substitution |
| Types of Data | Solving linear equations | Data Collection Sheets |
| Two Way Tables | Data Collection Sheets | Types of Data |
| FDP Equivalence | Types of Data | Decimals and fractions |
| Mixed Numbers and Improper Fractions | Equivalent and simplifying fractions | Equivalent and simplifying fractions |
| Percentages of quantities | FDP Equivalence | FDP Equivalence |
| Simplifying ratios | Mixed Numbers and Improper Fractions | Basic ratio and proportion |
| Expressing as a percentage or proportion | Simplifying ratios | Simplifying ratios |
| Dividing in a given ratio | Expressing as a percentage or proportion | Expressing as a percentage or proportion |
| Area of rectangles and triangles | Dividing in a given ratio | Units of Measure |
| Volume of cuboids | Perimeter | Perimeter |
| Area of compound shapes | Area of rectangles and triangles | Area of rectangles and triangles |
| | Volume of cuboids | |

# Music

**Sounds of London**

- o Carnival
- o African Music in London

**Notes and Rhythms**

- o Rhythmic Notation (note names, phonics and values
- o Composing rhythms up to 8 beats
- o Keywords (rhythm tempo, pulse)

**Notes of the Treble Stave**

- o Notes on the stave (EGBDF and FACE)
- o Keyboard Fingers
- o Finger numbers

**Listening Skills**

Music

# RE

**Transition project - About Being Catholic**

- What is God?
- Who is Jesus?
- What is the Bible?
- What is a saint?
- What is the Catholic Church?
- How does the Church work at a local level?
- What is prayer?
- What does the inside of a church look like?
- What is Catholic Mass?

**Creation and the covenants**

- Creation in Genesis 1
- Creation in Genesis 2
- Creation in Genesis 3
- What the creation story teaches us about God?
- What the creation story teaches us about humanity?
- The story of Abraham
- The story of Moses

# Science

- Matter
- Organisms
- Forces

# Spanish

| | |
|---|---|
| - Talk about your family members<br>- Conjugate the Verb Tener (to have).<br>- Create simple sentences about your family.<br>- Conjugating the verb To Be (SER).<br>- Adjective agreement (-o/-a endings)<br>Describing yourself and others' personality.<br>-  Talk about where you live and the places in town.<br>-  Describing what there is and isn't in your city/town (en mi ciudad hay…).<br>- learn differences in spelling (accents)<br>- Understand and give opinions about their town/city.<br>- Giving reason to those opinions.<br>- Talking about problems in the town.<br>- Using verb to go (IR)<br>- Getting used to Spanish pronunciation through animal vocabulary, a rap about greetings phrases and the alphabet<br>- Introducing yourself through dialogues and short sentences.<br>- Talking about your personality<br>- Differentiating gender.<br>- Using adjectives that end in -o/-a<br>-  Verb "To Be".<br>- Talking about age, brothers and sisters<br>- Review of the verb tener (to have)<br>- Saying when your birthday is<br>- Using numbers and the alphabet<br>- describe paintings using simple present tense 'hay' / 'no hay' and a range of colours<br>- Identify the correct position of adjectives.<br>- vocabulary for simple shapes and be able to apply these with appropriate adjectives<br>- vocabulary for simple opinion structures and be able to justify these using 'porque' | - construct opinion sentences (positive and negative) and express their ideas about a range of artwork<br>- use connectives to enhance / contrast previous opinions<br>- vocabulary for parts of the body and describe these in paintings (source material)<br>-  describe facial features of a painting in detail using size<br>- recap on numbers from primary<br>- distinguish between singular and plural (una linea  / dos lineas)<br>(una oreja, dos orejas)<br>- combine adjectives and body parts (singular and plural) to describe paintings<br>- reapply knowledge of connectives and opinions to be able to describe more complex artwork<br>- convey wider range of emotions using more complex, sophisticated language (me hace feliz, me da miedo, me parece)<br>- reapply adjectives and add more sophisticated descriptions<br>- describe art using a variety of opinions<br>- identify pieces of art correctly using expressions of thought to justify yourself<br>- describe in detail a piece of art and translate vocabulary accurately<br>- vocabulary for position (a la derecha / a la izquierda/ en el centro)<br>- construct a simple description of a picture which includes connectives and simple opinion |

# Technology

Analysis of architecture.

Questions and/or tasks based on your current project - see AP1 prep materials from your teacher.

Technology