

Year 7 AP2 Topic Lists

27th June – 1st July 2022



Cardinal Pole Catholic School

Art

You will be assessed on the following skills:

Describing and analysing an image.

Developing symbols for emotions and sounds.

Combining symbols using contrast in scale and shape.

Creating balance in a composition.

Creating two compositions and choosing the best.

Improving a composition using success criteria.

Application of symbolic colour.

Paint skills - solid colour with neat edges / tonal wash from dark to light.

Technology

Your assessment will take place during your Tech lessons before AP2 week.

Computer Science

- E-Safety
 - Cyber Bullying
 - Online Grooming
 - Sexting
 - Ways of reporting concerns in the online world
 - Creating secure passwords
 - Digital Footprint
- WEEE Directive
- Computational Thinking
 - Decomposition
 - Abstraction
 - Algorithms
 - Pseudocode
- Flowchart Symbols
- Using flowcharts to solve everyday problems

Drama

Antigone

How to prepare:

- Show you can work collaboratively in a group including good communication
- Awareness of different vocal skills and how to apply them e.g. Volume, Pace, Tone, Pitch
- Awareness of different physical skills and how to apply them e.g. Body Language, Facial expressions, Gestures
- Understanding of how to create and perform a Greek Chorus.
- Awareness of how to use performance stage space collaboratively as a group.
- Demonstrate audience awareness by ensuring your Greek Chorus are visible at all times
- Demonstrating your use of Drama techniques:
 - Unison
 - Canon
 - Echo
 - Repetition
 - Slow Motion
 - Movement
- Revise the key words for vocal and physical skills ensuring you understand the correct definitions ready for feedback
- Demonstrate an understanding of key characters within Antigone. Ensuring you are clear about their emotions and motives throughout the play.
- Develop own confidence through ensuring full participation in lessons and performances that lead up to AP2

English

Reading:

Content: Poetry – 2 poems from the anthology

- Poetry techniques

Skills:

- Respond to a question
- Use evidence to support my ideas
- Comment on the effect of words or phrases

Writing:

Skills:

Story writing – Your Own Ending to War with Troy

- Communicate my ideas clearly
- Make good use of structural features (e.g. beginnings, endings, different paragraph lengths).
- Use vocabulary and a variety of sentence forms for effect
- Accurate spelling
- Use a range of relevant punctuation
- Write in Standard English

French

<p>Module 1: Transition Project - My Hackney and introductory module</p> <p>use of present tense (vivre/habiter) – verb flowers and use of different pronouns family and relatives - where they live and descriptions vocabulary for places and attractions in town – there is / there is not directions and locations – map organising adjectives/ opinions / reasons - why do I like where I live? Problems in town – comparison between town and country – using connectives learn vocabulary for items in survival kit be able to say what is important to you and give reasons - learn core adjectives and syntax for expressing opinions - learn how to use negatives learn adjectives for description of personality - be able to describe yourself using a range of adjectives - to learn how adjectives vary for male and female subjects recap of vocabulary for family - learn how to use the third person learn vocabulary for physical descriptions (hair/eye colour/style and size) - recap adjectives of size and scale</p>
<p>Module 2: Les dessins</p> <p>To be able to describe paintings using simple present tense 'il y a' / 'il n'y a pas' and a range of colours Identify the correct position of adjectives to learn vocabulary for simple shapes and be able to apply these with appropriate adjectives to learn vocabulary for simple opinion structures and be able to justify these using 'parce que' / 'car' to be able to construct opinion sentences (positive and negative) and express their ideas about a range of artwork Be able to use connectives to enhance / contrast previous opinions to learn vocabulary for parts of the body and describe these in paintings (source material) be able to describe facial features of a painting in detail using size to recap on numbers from primary be able to distinguish between singular and plural (une ligne / deux lignes) (une oreille, deux oreilles) to be able to combine adjectives and body parts (singular and plural) to describe paintings to reapply knowledge of connectives and opinions to be able to describe more complex artwork - use language for position (à la droite / à la gauche / au centre) be able to convey wider range of emotions using more complex, sophisticated language (ça me rend... / je pense que / je crois que)</p>
<p>Module 3: Le collègue</p> <p>to learn vocabulary for school subjects - revise rules for spelling patterns and gender in French to learn adjectives to be able to justify your opinions - to learn more complex opinion structures (je trouve que / je pense que) - to use compound sentences (parce que mon prof est cool) to practise translation to and from French about school subject opinions - to learn how to use qualifiers in sentences recap on using regular -er verbs (étudier) - recap on negatives (je n'étudie pas) - learn vocabulary for days of the week recognise regular and irregular verbs with other pronouns (on a, on étudie / on mange) - learn vocabulary for telling the time -learn vocabulary for parts of the school day (déjeuner / la récré) be able to describe their timetable in detail using full sentences, days, times and school subjects - use connectives to be able to link sentences and develop extended writing be able to describe school teachers using a range of adjectives - be able to use comparative structures (plus/moins) to compare teachers to improve on extended writing using more complex language - be able to reflect and self-assess progress using success criteria describe food at school - learn vocabulary for French food</p>

- learn how to use the partitive article (some)
- to learn the structural and cultural differences between school in France and in England
- learn and practice pronunciation rules in French for questions and answers

Module 4: Mes Passetemps

- Talking about computers and mobiles
- Using regular -er verbs:
- conjugating regular -er verbs for 1st, 2nd and 3rd person singular
- learning pronouns
- be able to describe what you and your family play
- learn vocabulary for sports in French
- be able to use jouer à
- revise vocabulary for opinions and reasons
- learn adverbs of frequency
- learn how to use opinions with infinitives (jouer à)
- learn distinction between faire and jouer
- revise particles and gender (du/de la / de l')
- learn vocabulary for weather types
- be able to say what sports you do in particular weather
- revise negatives (je ne joue pas au... / je ne fais pas...)
- learn wider vocabulary of time expressions
- be able to say what you like to do vs what you do (j'aime faire vs je fais)
- be able to talk about sports stars and say what they play
- be able to use the third person to describe what your friends and family do in their spare time
- revision of adverbs of frequency

Module 5: On y va

- students revisit vocab for places in town
- recap of negative structures
- be able to construct opinions on the place you live
- talking about where you go
- be able to conjugate 'aller'
- learn how to use on peut and modal constructions
- review the use of the infinitive
- review use of time expressions
- conjugate pouvoir
- be able to describe what you and your friends/ family can do
- to learn about the geography and environment of France
- learn vocab for different geographical areas (à la montagne/ à la campagne / au bord de la mer)
- learn vocabulary for countries and nationalities in French
- be able to use pronoun 'nous' in relation to holiday activities and destinations
- learn vocabulary for higher numbers
- be able to understand prices in French
- to be able to ask for food and drink in French
- to be able to give prices in French
- be able to use the near future tense to describe future holiday
- review weather to be able to use 'si' clauses
- to use 'je voudrais' construction to talk about what you would like to do in the future

Geography

Rivers

- Parts of the river
- Water cycle
- River processes
- River landforms
- Amazon River

Ecosystems

- How does an ecosystem work?
- Deciduous forest
- Tropical rainforests
- Plant and animal adaptations
- How humans use rainforests
- Ecotourism

Africa

- Africa's biomes
- Statistics about Africa
- Addis Ababa
- Horn of Africa
- Coffee farming

History

The Peasants' Revolt

- What was the Black Death and how did it impact England?
- Why did the peasants revolt?
- What were the consequences of the Peasants' Revolt?

Did Medieval women experience a golden age?

- What opportunities were available to Medieval women?
- What limitations were there for Medieval women?
- Why do some historians have different interpretations about whether there was a golden age for women or not?

Was Mansa Musa the real Black Panther?

- How wealthy was the Mali Empire?
- How religious was the Mali Empire?
- How did Mansa Musa govern the Mali Empire?
- What is impressive about the culture of the Mali Empire?

How 'dark' was the story of Africa before 1900?

- What were European attitudes towards African history like?
- What was the significance of the Golden Rhino and Great Zimbabwe?
- Why did governments seek to hide or belittle these discoveries?

Skills

- Recall of precise and detailed evidence
- Ability to explain evidence in relation to a question
- To be able to evaluate both sides of an argument and come to a reasoned conclusion
- To be able to make inferences from historical sources and to support these with your own knowledge

Humanities (Nurture)

Life of Jesus - Holy Week and Parables

Sacraments

Early Church and Saints

Hinduism

Rivers

Biospheres

Africa

Tourism

Maths

Extending	Expected	Emerging
Rounding Integers and decimals	Rounding Integers and decimals	Addition/ Subtraction/ Multiplication (incl. long multiplication)
Long Multiplication	Long Multiplication	Function Machines
Simplifying expressions	Simplifying expressions	Powers and Roots
Substitution	Substitution	Simplifying Ratios
Solving Equations	Solving Equations	Substituion
Converting between FDP	Converting between FDP	Collecting like terms
Percentage of an amount	Ordering FDP	Expanding single brackets
Ordering FDP	Sharing amounts using ratios	Perimeter
Sharing amounts using ratios	Simplifying ratios	Area
Volume of a cuboid	Forming and solving Equations	Coordinates
Product of prime factors	Volume of a cuboid	Nth term
Reflection	Powers and Roots	Quadrilateral
Translation	Product of prime factors	Angle Rules
Plotting Linear graphs	Expanding single brackets	Pictograms
Angle rules	Reflection	Reflection
Nth term	Translation	Types of angle
Probabilities in a table	Quadrilaterals	Probability
Nets	Angle rules	Line graph (time series)
Real life problems	Coordinates	Types of number
Line graphs (time series)	Nth term	Fraction/Decimal/Percentages
Analysing Pie charts	Probability	Ordering positive and negative whole numbers
Types of angles	Nets	Ordering Fractions Decimals and percentages
Drawing triangles accuratley	Real life problems	Converting between metric units
Compound area		3-D shapes
		Real life problems
		Tally charts
		Representing data

Music

Sounds of London

- Carnival
- African Music in London

Notes and Rhythms

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

Notes of the Treble Stave

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

Elements of Music

- Melody
- Structure (Binary Form and Ternary Form)
- Tempo
- Pitch
- Dynamics

Music of West Africa

- Instruments
- Key terms: call and response, griot, pentatonic scale, polyrhythms

Variations

- Instruments of the orchestra

Listening skills (try and listen to as many different styles as possible and try and think about the instruments and elements of music you can hear)

RE

The sacraments

- Baptism
- Eucharist
- Confirmation
- Reconciliation
- Sacrament of the Sick
- Marriage
- Holy Orders

Early Church

- Pentecost
- St Stephen
- St Paul
- The conversion of Constantine
- Early Church saints (Augustine of Canterbury and Thomas Beckett)
- The Reformation

Hinduism

- Origins of Hinduism
- Hindu beliefs about God
- Life after death in Hinduism
- Worship at home and the temple in Hinduism
- Pilgrimage in Hinduism
- Festivals in Hinduism

Life of Jesus

- Teachings of Jesus
- Jesus' miracles
- The Last Supper
- Jesus' arrest and trials
- Jesus' death on the cross
- Jesus' resurrection

Science

Matter

Organisms

Forces

Energy

Reactions

Waves

Ecosystems

Genetics

Electricity

Spanish

Module 1: Transition Project - My Hackney and introductory module
TOPICS + SKILLS
<p>Talk about your family members Conjugate the Verb Tener (to have). Create simple sentences about your family. Conjugating the verb To Be (SER). Adjective agreement (-o/-a endings) Describing yourself and others' personality. Describing what there is and isn't in your city/town (en mi ciudad hay...). Understand and give opinions about their town/city. Giving reason to those opinions. Talking about problems in the town. Talking about your personality Verb ser "To Be". Talking about age, brothers and sisters Using the verb tener (to have) Saying when your birthday is Using numbers and the alphabet</p>
Module 2: Los Dibujos
TOPICS + SKILLS
<p>To be able to describe what there is in paintings using "hay/no hay" and a range of colours to learn vocabulary for simple shapes and be able to apply these with appropriate adjectives to learn vocabulary to give opinions justify these using 'porque' Be able to use connectives to enhance / contrast previous opinions to learn vocabulary for parts of the body and describe these in paintings be able to describe facial features of a painting in detail using adjectives (grande, pequeña etc) be able to distinguish between singular and plural (una linea / dos lineas) (una oreja, dos orejas) to be able to combine adjectives and body parts (singular and plural) to describe paintings To be able to express emotions about what art make you feel (me hace feliz, me da miedo, me parece)</p>
Module 3: Mi Vida
TOPICS + SKILLS
<p>Talking about your pets Making adjectives agree with nouns Saying what you like to do Giving opinions using me gusta + infinitive Learning the regular AR verb present tense endings. Saying what you do in your spare time talking about the weather Using cuando (when) Talking about and understanding what activities they do depending on the weather.</p>
Module 4: Mi tiempo libre y Mi Insti
TOPICS + SKILLS

Saying what sports you do
Spotting difference between Hacer (to do) and Jugar (to play).
Conjugating both verbs.
Using hacer (to do) and jugar (to play)
Using question words: Que, cuando, por que
Saying what subjects you study
Using -ar verbs to say what 'we' do
Using the negative of verbs.
Talking about your favourite day and why.
Giving opinions about school subjects
Using me gusta(n) + el/la/los/las
Describing your school
Using the words for 'a', 'some' and 'the'
Talking about break time
Using -er and -ir verbs'

Module 5: Mi familia y mis amigos

TOPICS + SKILLS

Using possessives
Revising family and numbers vocabulary from beginning of year.
Describing your hair and eye colour
Using verbs ser and tener
Saying what other people look like
Using verbs in the third person
Describing where you live: location, types building
Using the verb estar (to be)
Telling the time.
learning about food and drinks.
Learning about prices in euros.