



Year 7

AP1

30th Nov – 4th Dec

Topic Lists



English Language

Creative Writing (45 minutes)

**Assessed alongside English Literature within the AP1 Timetabled exam.
(Full exam is 1 hour 30 minutes)**

You must respond to the task using the image or statement as inspiration. Make your writing interesting and original, with a clear purpose and audience. If you ignore the prompt, your marks will be much lower.

Content and Organisation

- **Engage with the task:** Use the image or statement and keep your writing focused. *Top tip:* Start with an exciting opening that sets the scene.
- **Develop ideas fully:** Add detail to your description or story so it feels real. *Top tip:* Use senses (sight, sound, touch) to create atmosphere.
- **Structure effectively:** Use paragraphs and make sure your ideas flow smoothly. *Top tip:* Change focus between setting, character, and action. Try a one-sentence paragraph for drama.
- **Create impact:** Use strong vocabulary and figurative language (simile, metaphor, personification). *Top tip:* Include contrasts and similarities between key characters.

Technical Accuracy

- **Spelling, punctuation, and grammar:** Check carefully. *Top tip:* Save 5 minutes to proofread.
- **Use a range of punctuation:** Commas, colons, semicolons, dashes, ellipses. *Top tip:* Use punctuation for effect (e.g., a dash for sudden interruption).
- **Sentence variety:** Mix short, long, and complex sentences. *Top tip:* Use very short sentences for tension.
- **Keep tense and viewpoint consistent:** Don't switch randomly. *Top tip:* Stick to one voice—third person works well.

English Literature

'The Odyssey' (45 minutes)

Assessed alongside English Language within the AP1 Timetabled exam.
(Full exam is 1 hour 30 minutes)

You will be presented with **one question on the text with an extract**.

You must include at least one quotation from the given extract and then refer to another part of the novel. Failure to do so will limit your marks.

Content to Revise

- **Understanding of the epic (where you have read up to)** – plot, key extracts, and how they connect.
- **Knowledge of the text** – including **key quotations** for characters and themes.
- **Language and structural techniques** – e.g., **similes, symbolism, repetition** – and their effects on the audience.
- **Historical and social context** – Ancient Greek values, the role of the gods, social expectations of heroes
- **Character development and relationships** – Odysseus, Circe, Telemachus, Poseidon, and how they change.
- **Key themes** – heroism, loyalty, fate vs free will, cunning vs strength, vengeance.

Skills to Practise

- **Responding to an exam-style question** clearly and effectively in lesson and as home learning.
- **Using precise evidence (quotations)** to support ideas.
- **Analysing language, structure, and epic techniques** in detail.
- **Explaining the effect on the audience** and linking to Homer's purpose for writing.
- **Integrating context** to strengthen interpretation.
- **Planning and structuring essays** for clarity and coherence.
- **Using subject terminology accurately** (e.g., symbolism, nouns, adjectives, adverbs, verbs)

Maths

This will be a non-calculator exam

Integers	Place value Multiplying and dividing by powers of 10 4 operations with positive integers Powers and roots Divisibility Square numbers, cube numbers, factors, multiples, primes Prime factorisation HCF, LCM Rounding and estimation Ordering integers, calculations with negative integers Order of operations
Decimals	Place value Ordering decimals Multiplying and dividing by powers of 10 4 operations with decimals Money problems Rounding and estimation
Fractions	Equivalent fractions Simplifying fractions Ordering fractions Converting between fractions and decimals Improper fractions and mixed numbers 4 operations with fractions Fraction of an amount

RE

Creation and Covenant

Revelation

The Bible

Genesis 1, Genesis 2 and creation

Scientific theories about creation

Imago Dei

Our responsibility to others

Our responsibility to the world

Prayer

Prophecy and Promise

Navigating the Bible

Literary forms of the Bible

The Old Testament

Year 7 AP1 Topic list :
Autumn term September 2026 – December 2026
Biology

☐ **Cells**

- ☐ What are cells?
- ☐ Plant cells
- ☐ Using a light microscope
- ☐ Observing cheek cells
- ☐ Observing and drawing plant cells
- ☐ Specialised cells

☐ **The cardiorespiratory system**

- ☐ The respiratory system
- ☐ Breathing
- ☐ Gas exchange
- ☐ How does human circulation work?
- ☐ The mammalian heart
- ☐ What do arteries and veins look like?
- ☐ What is the blood made up of?
- ☐ The cardiorespiratory system
- ☐ The effect of exercise on breathing and heart rate

☐ **The digestive system**

- ☐ Levels of organisation
- ☐ The journey food takes in a human
- ☐ What happens to food when it gets digested
- ☐ The stomach and small intestine in digestion
- ☐ The role of the liver, gall bladder and pancreas

☐ **The musculoskeletal system**

- ☐ The skeleton
- ☐ Joints and movement
- ☐ Muscles and movement

Geography

What have we studied?	Types of questions in the exam
<u>Our Amazing World:</u> For each place we studied, you MUST know its location, climate and the key information about it. • Dubai (UAE) – Water issues • Galapagos Islands – Why is it so important? • Freiburg (Germany) – A sustainable and eco-friendly city • Africa – Ecosystems in the continent • China – Differences between rural and urban areas • Great Barrier Reef (Australia) – What is threatening it? • Antarctica – Should there be fishing and tourism there? <u>Key terms:</u> Resource, desert, characteristics, climate, evolution, adaptation, latitude, longitude, sustainable, rural, urban, grid references, opportunities, challenges	• Multiple choice questions • Definitions of key terms • Geographical skills questions (graphs, maps and maths questions) • Extended writing
<u>Ecosystems:</u> • What are ecosystems? • What is the nutrient cycle? • How do plants and animals adapt to deciduous forests? • How do plants and animals adapt to tropical rainforests? • Challenges, opportunities and management of the Amazon rainforest <u>Key terms:</u> Ecosystem, biotic, abiotic, nutrient cycle, adaptation, biomass, tropical rainforest, deciduous forest, desert, continent, compass directions, climate, characteristics, Tropic of Cancer, Tropic of Capricorn, temperate, buttress roots, drip tip leaves, layers of the forest, latitude	• Multiple choice questions • Definitions of key terms • Geographical skills questions (graphs, maps and maths questions) • Extended writing

History

Unit 1: Introduction - What is history?

- What is history?
- Why is chronology important to history?

Unit 2: Introduction - What is the work of a historian?

- How significant was Julius Caesar? (Caesar and Significance - 5Rs framework)
- Tollund Man source enquiry
- Interpretations of Genghis Khan
- How much did Pankhurst change the rights of women?
- What were the causes and consequences of the Bristol Bus Boycott?

Unit 3: MOVEMENT & SETTLEMENT - What was life like in Anglo-Saxon England?

- What was life like in Anglo-Saxon England? (including role of the king)
- Why was there a threat of invasion in Anglo-Saxon England?
- What role did the Church play in Anglo-Saxon England?

Unit 4: MOVEMENT & SETTLEMENT - How did the Normans conquer England?

- Who were the contenders for the throne in 1066?
- The Battle of Hastings - How did the Normans conquer England? (Part 1)
- The Battle of Hastings - How did the Normans conquer England? (Part 2)

French

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

Module 1: Les dessins

TOPICS + SKILLS

- 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)

Module 2: Le collège

TOPICS + SKILLS

- 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
- learn how to use the partitive article (some)
- learn and practice pronunciation rules in French for questions and answers

Spanish

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

Module 1: Transition Project - My Hackney and introductory module

TOPICS + SKILLS

- *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*

Module 2: Mi Vida

TOPICS + SKILLS

- *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.*

Computer Science

Online-safety

- Personal information
- Passwords
- Digital Footprint
- Cyberbullying
- Grooming

Trusted adult

Reporting bullying online

Python Turtle/ Block based programming

Binary to Denary conversions

Cyber security:

Malware and Viruses

- Decomposition
- Pattern Recognition
- Algorithm

Flowchart symbols

Drama

DARKWOOD MANOR HOUSE

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 BODY AS A PROP
- ✓ Awareness of how to use performance stage space collaboratively as a group.
- ✓ Demonstrate audience awareness by ensuring you are visible at all times
- ✓ Revise the key words for vocal and physical skills ensuring you understand the correct definitions ready for feedback

Develop own confidence through ensuring full participation in lessons and performances that lead up to AP1

Music

You need to revise the following -

- ✓ Treble clef – notes on the stave
- ✓ Note values and kodaly names (crotchet – ta, quaver – te etc)
- ✓ Rest values and kodaly names
- ✓ Key vocab from unit 1 knowledge organiser – Stomp and sing