

COMPASS INTERNATIONAL SCHOOL
DOHA

A NORD ANGLIA EDUCATION SCHOOL

Year 7



Overview

How To Support Your Child

What Your Child is Told

STEP Marking

Strength
Target
Effort
Pupil Response

At least once every half term, your teachers will mark your work using the **STEP** framework.

Strength

What have you done well in the piece of work. This will be specific and not comments such as 'well done'.

Target

This will tell you how you can improve your work. It could be a question, a task, a certain section to re-draft or to attempt the work again.

Effort

You will be given a number from 1-4 (1 the highest, 4 the lowest) which indicates how much effort you put into the work:

Number	What this means
1	This is an impressive piece of work. You have gone the extra mile and made excellent progress. You have acted on previous targets. The work is very well presented and you have proofread it carefully resulting in few errors.
2	This is a good piece of work. You have acted on previous targets to make progress. Care and attention has been taken with presentation and you have proofread it to reduce errors.
3	This is a satisfactory piece of work. It is at the lower end of what you are capable of and you can do better with more effort. You need to follow targets more carefully and take more care with your work. You may need to do parts of this again.
4	This is a poor piece of work. It is not reflective of your abilities and is rushed or lacks care and attention. You have ignored previous targets and not paid attention to success criteria. You will need to do this piece of work again. Clear instructions and deadlines must be set for this.

Pupil Response – Over to you!

Also known as *Dirt Time*, you will be given time in class to improve your work based on the feedback your teacher gave you. This may be the whole piece of work or a section of it and your teacher may tell you which part to improve or you may get to choose.

Your work will then be checked to make sure you have made the improvements. This might be through self-assessment, peer assessment, the teacher checking your work in the lesson or by marking it again.

Literacy Key

In addition to **STEP** Marking, teachers will also mark your work for literacy. They may pick out all or some of the following issues:

Text Mark	Margin Mark	Meaning
O	Sp	Spelling error – make a note of the correct spelling at the end of the work. Pupil rewrites 3 times.
O	P	Punctuation. Pupil corrects in work or re-do.
O	G	Grammar. Pupil corrects in work or re-do.
O	Caps	Capital letters. Pupil corrects in work or re-do.
/	NS	New sentence needed. Pupil corrects in work or re-do.
//	NP	New paragraph needed. Pupil corrects in work or re-do.
~	?	Expression is unclear or awkward; wrong word used; rephrasing is required. Pupil may need additional short questions to clarify or verbal support to correct.
U	-	Presentation of work – pupil must underline date, title or heading.
D or T	-	Date or Title missing.

Why are we doing this?

We want to motivate you to put the maximum amount of effort into your work.

We want you to become more independent and better at improving your work.

We want to help you become more confident in providing good feedback to your classmates.

We want to find even more ways to reward you.

Rewards



Art

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
	Sept - Dec	Crocodalcons: Hybrid Creatures Sculpture, Ancient Egyptian Art, Symbolism and group identity.	Front of Sketchbook and 'Top Tips' Formative ongoing assessment. Self/peer and teacher.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscolossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
1		Why is Art important? Class expectations - health and safety talk. Introduce term 1 topic.		Collect animal images and toys.
2		Animal idioms. Drawing games. Animal line drawings.	Sketching 'Top Tips'	Collect and bring in unusual and interesting packaging for hybrid animal models.
3		Explore the art of Ancient Egypt. Collage hybrid animals to create group identity.		Research Egyptian Art. The British Museum website is a good place to explore.
4		Understanding form and structure. Draw 3D versions of Hybrid animal designs using contours and tone to prepare for sculpture.	Drawing for form and structure 'Top Tips'	Research hybrid animal ideas and create an inspirational mood board.
5		Construction techniques: recycled materials assemblage techniques.		Research the art of recycled and collected materials. Yong Ho Ji
6		Assemble Hybrid models.	Construction 'Top Tips'	Make something interesting out of things that have been thrown away.
7		Assemble Hybrid models & paper mache.		
8		Assemble Hybrid models & paper mache.		
9		Paint hybrid animal undercoat. Colour theory and painting techniques.	Painting 'Top Tips'	Reinvent an object by painting it. Practice painting skills using blends and texture.
10		Paint hybrid animal block colour and blends.		
11		Paint hybrid animal texture.		
12		Project evaluation and target setting.	Summative assessment to inform next project.	Collect scrapbook of unusual and eye catching packaging and text.

Art (cont.)

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
	Jan - March	Energetic Packaging Project Islamic Pattern, 20 th Century graphic design and healthy eating.	Formative ongoing assessment. Self/peer and teacher. Termly summative assessment to inform next project.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscolossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
13		Introduce term 2 topic. Explain branding and marketing in relation to issues of diabetes and high sugar foods such as energy drinks.		Research healthy eating posters. Select and explain the most effective campaign.
14		Look at Kandinsky synaesthesia paintings. Generate energetic marks and pattern by listening and responding to music.		
15		Explore composition and rhythm analysing Islamic and William Morris patterns. Create Poly print/ lino print designs.	Pattern and composition 'Top Tips'	Research and collect examples of pattern such as 'Op art'. Photograph patterns in everyday life.
16		Repeat pattern print making.	Print making 'Top Tips'	Use a media of your choice to create a still life of fruit to use for your packaging.
17		Repeat pattern print making.		
18		Analysis of existing packaging and logos.		Collect exciting packaging to influence and inspire your own designs.
19		Target audiences. Research, design and create brand and logo for energy drink.	Logo 'Top Tips'	Create a mood board for you target audience.
20		Design and create layout and background for packaging.		
21		Design and create layout and background for packaging.	Packaging design 'Top Tips'	
22		Design and make 3D packaging.	Paper construction 'Top Tips'	Produce a poster to advertise your product to an audience of your choice.
23		Design and make 3D packaging.		
24		Project evaluation and target setting.	Summative assessment to inform next project.	

Art (cont.)

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
	April - June	Endangered Animals: Stained Glass Medieval Art, visual narrative, stylisation and environmental issues.	Formative ongoing assessment. Self/peer and teacher. Termly summative assessment to inform next project.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscolossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
25		Introduce Project and issues of deforestation.		Research deforestation issue and present everyday solutions to the problem.
26		Drawings of endangered animals.	Drawing 'Top Tips'	Research endangered animals and create a cartoon strip to explain the issue.
27		Add shade and tone to drawings.		
28		Introduce narrative through cartoons and stained glass.		Generate a presentation about stained glass.
29		Stylised line drawings for stained glass.	Stylised drawing 'Top Tips'	
30		Colour theory and transferring designs to cardboard.		Create a textural colour wheel from found objects and patterns.
31		Craft knife skills and cutting designs.	Knife safety 'Top Tips'	
32		Continue cutting designs and preparing colour.	Stained glass final Piece 'Top Tips'	
33		Stained glass collage		Write a letter to the Emir to explain what can be done to help the problem of deforestation.
34		Stained glass collage		Create a 3D structure using collage with coloured tissue and PVA glue.
35		Stained glass collage		
36		Project evaluation and target setting.	Summative assessment to inform next project.	

English

Week	Assessed KPIs	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1		Getting to Know You		<p>Read Theory www.readtheory.org</p>
2		Short Story Unit Students will study a variety of short stories and will write about them-then create their own story		
3	1, 4, 6		Short Story Comprehension	
4	8, 11,12,14		Short Story Writing	
5		Novel Study Unit Students will read and study one of the following: 'Cirque du Freak' 'Esperanza Rising' 'A Wrinkle in Time' 'Holes'		
9	9, 10, 13,		Transactional writing based on novel (letter, diary, article etc)	
10				
11				
12	2, 3,5		Analysis questions on key characters from the novel	
13				
14				
15		Drama Unit 'Midsummer Night's Dream' Students will explore the play using edited extracts		
16				
17				
18	9, 10, 13		Directed Writing Students will do a creative writing task based on the characters and events in the play	
19				
20				
21				
22				
23	15, 16, 17, 18, 19		Students will do a performance and/or presentation based on what they have learnt from the play, followed by a question and answer session.	
24				

English (cont.)

<i>Week</i>	<i>Assessed KPIs</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
25		Poetry Unit Students will study poems about a variety of themes		Read Theory www.readtheory.org
26				
27	4,5, 6,7		PEE paragraphs based on poem	
28				
29				
30	15, 16, 17		Performance poetry	
31		End of Year Exam Preparation Recap on all skills taught		
32				
33			Formal Comprehension / Writing Task	
34				
35				
36				

French

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>	
1	September	Studio 1:1: Module 1 Unit 1:	Writing, listening and reading assessments, as well as oral assessment	Worksheets / booklets	
2		Likes and Dislikes			
3		Describing Yourself			
4	October	Talking about other people		Assessment 1	Linguascope
5		Using all forms of regular present tense			Languagesonline
6		<i>Revision</i>	Memrise.com		
7					
8	November	Studio 1:2: School Subjects		Quizlet.com	
9		Opinions and reasons		Wordreference.com	
10		Telling the time and school timetable		Dictionaries in class	
11		Daily Routine			
12		Food and Mealtimes			
13	December	<i>Revision</i>			
14			Assessment 2	Text book	
15	January	Studio 1:3: Mobile Phones		Laptops	
16		Sports			
17		Other leisure activities			
18		Likes and dislikes		iPads	
19	February	The plural form to describe others			
20		<i>Revision</i>			
21			Assessment 3		
22		Studio 1:4: Where I Live			
23	March	Giving and understanding directions			
24		Describing weekend plans			
25		Giving and accepting invitations			
26		Describing what you can do			
27		<i>Revision</i>			
28	April		Assessment 4		
29		Studio 1:5: Holidays			
30		Using reflexive verbs			
31	May	Buying drinks and snacks			
32		Using the near future tense			
33		Saying what you would like to do			
34		<i>Revision</i> of whole year’s work			
35		<i>Revision</i> of whole year’s work			
36	June	<i>Revision</i> of whole year’s work			
37		Unit 4: Discuss What Food to Buy			
38			End of Year Assessment		
39					

Geography

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	What is Geography – An introduction What is Geography/Introduction to human, physical environmental Geography		Geog.1 textbook – School resource – Unit 2 https://worldmapper.org/
2		What is physical Geography		https://www.ordnancesurvey.co.uk/mapzone/
3		What is Human Geography		
4		What is Environmental Geography		
5		Knowing the physical world, mapping the continents and oceans		
6	October	Mental maps, drawing maps from memory		
7		What is a field sketch and how do we draw them?		
8		<i>Revision</i>	Formative assessment	
9	November	Unit 2: Maps and Mapping Latitude and longitude, looking at grid lines around the earth.	Assessment feedback	Geog.1 textbook – School resource – Unit 2
10		<i>Which direction?</i> Learning how to use compass directions and how to use map symbols		https://www.ordnancesurvey.co.uk/mapzone/map-quizzes
11		Using 4 figure and 6 figure references		http://www.coolgeography.co.uk/year7/map_skills.php
12		How do we show, height on a map? Using contour lines. What is spot height and layer shading?		
13		Using a scale. Working out a scale and planning a map to scale		
14	December	Understanding how we measure the distance between 2 places		
15		<i>Revision</i>	End of unit test	
16	January	Unit 5: Rivers Meet the River Thames, from the source to the mouth	Assessment feedback	Geog.1 textbook – School resource – Unit 5
17		What is the water cycle/key geographical terms		https://www.thegeographeronline.net/rivers.html
18		The river's journey through the drainage basin. Key geographical terms		
19		A river at work, what is erosion, transportation and deposition?		
20		Mini assessment	Formative assessment	

Geography (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
21	February	Five landforms created by the river, v shaped valley, a waterfall, a meander and an oxbow lake.	Assessment feedback	
22		Rivers and us. How do humans make use of the river, with the River Thames as an example		
23		Our water supply, where do we get our water from?		
24	March	Floods! What are floods? And what causes them?		
25		Protecting ourselves from floods. How do we reduce the risk of flooding, and protect ourselves from floods?		
26		<i>Revision</i>	End of unit test	
27	April	Unit 6: Africa What and where is Africa? Comparing Africa with other continents and mapping our mental images of Africa	Assessment feedback	Geog.1 textbook – School resource – Unit 6
28		Historical context. African empires and kingdoms. The Europeans arrive. The scramble for Africa and independence.		
29		Africa today, student project.		
30	May	Mapping African countries and population distribution in Africa		
31		Africa's physical feature, mapping		
32		Group poster project, African Biomes, hot desert, savanna and rainforest		
33		Group project, African Biomes/presentations		
34	June	<i>Revision</i>	End of year examination (all units)	
35		<i>Meet the Horn of Africa.</i> Student project	Examination feedback	Geog.1 textbook – School resource Unit 7
36		A day in the life of a coffee farmer, a nomad or a salt miner. Diary entries		

History

Week	Month	Units and Sub Topics	Formal Assessment	Resources
1	September	A Question of Time		
2		Who were the Romans?		
3		How did the Romans get such a huge Empire? (1)		
4		How did the Romans get such a huge Empire? (2)		
5		What was it like living in the Roman Empire?		
6	October	<i>Roman Empire Assessment</i>	Yes	
7		Assessment feedback		
8		Why did the Roman Empire Collapse? (1)		
9		Why did the Roman Empire Collapse? (2)		
10	November	<i>End of Empire Assessment</i>	Yes	
11		Why was 1066 a Year of Crisis?		
12		Who should be King?		
13		Build up to the battle of Hastings		
14	December	Events of the Battle (1)		
15		Events of the Battle (2)		
16		<i>Battle of Hastings Assessment</i>	Yes	
17	January	Assessment Feedback and target review		
18		Europe and the Middle East in the 11th Century		
19		Why was the First Crusade Called in 1096?		
20		What happened during the First Crusade?		
21	February	Why did people go on Crusade?		
22		How were later Crusades different/ similar from the first?		
23		<i>Crusades Assessment</i>	Yes	
24	March	Assessment Feedback and target review		
25		Life in Medieval Europe		
26		Black Death (1)		
27	April	Black Death (2)		
28		Black Death (3)		
29		<i>Black Death Assessment</i>	Yes	
30	May	Assessment Feedback and Target Review		
31		<i>End of Year Assessment Revision</i>		
32		<i>End of Year Assessment Revision</i>		
33	June	End of Year Assessment	Yes	
34		Causes of the Peasants' Revolt		
35		Events of the Peasants' Revolt		
36		Consequences of the Peasants' Revolt		

ICT

Week	Month	Units and Sub Topics		Formal Assessment	Support and Challenge Resources	
1	September	Spreadsheets	Intro to Spreadsheets		All resources available on the YAHMAD website.	
2			Use of Simple Functions			
3			Graphs and Testing Data			
4			If Statements			Video Tutorials also available on the YAHMAD YouTube channel.
5			Nested If statements			
6	Count Ifs and Sum Ifs			Resources will also be printed.		
7	Complex formulas and functions					
8	Class Assessment (Spreadsheet Function Exam)		Class Assessment			
			Half Term			
9	November	Scratch Programming	Algorithms and the use of the repeat command.			
10			Simple Gaming Scripts			
11			If and Nested If Statements	Class Assessment		
12			Variables including Lists			
13	Broadcast and receive command					
14	December		Pupils will use their skills to make their own scratch project. This will be the assessed piece of work.	Assessed piece of work		
15						
		End of Term				
16	January	Database Part 1	Intro to databases (Tables, Fields & Records)			
17			Data Entry Form			
18			Queries and Reports Part 1			
19			Queries and Reports Part 2			

ICT (cont.)

Week	Month	Units and Sub Topics		Formal Assessment	Support and Challenge Resources	
20	February		Data Labels			
		Half-Term				
21		Python Programming Pt 1	Python – Basics			All resources available on the YAHMAD website.
22			Python – Data Types and Concatenation			
23	Python – Input/Output (Printing Statements)			Video Tutorials also available on the YAHMAD YouTube channel.		
24	Python – IF/Nested Conditions					
25	Python – Looping (For and While)					
26	March	Python - Assessment		Class Assessment	Resources will also be printed.	
		End of Term				
27	April	Robotics PT1	Robotic Basic Movement, Block Properties and Looping			
28						
29			Robotic - Display Functionality			
30	May					
31			Robotic - Random and Variables			
32			Robotic - Polling vs Parallel Processing, Touch and Light Sensor			
33			Robotics – Assessment	Class Assessment		
	June	Half-Term				
34		Python Turtle	Python Turtle – Basics			
35			Repeating Instructions & Inputs			
36			Assessment: Various challenges where students need to draw shapes using the different skills		Class Assessment	

Maths

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	Sept - Dec	Working with Whole Numbers		www.hegartymaths.com www.myimaths.com
2				
3		Angles and Lines		
4				
5		Positive and negative numbers		
6			Test 1	
7		Properties of number		
8				
9		Fractions		
10				
11		Decimals		
12			Test 2	
13	Jan - March	Algebraic Expressions		
14				
15		Percentages		
16				
17		Linear Equations		
18			Test 3	
19		Polygons: Triangles & Quadrilaterals		
20				
21		Measurement I: Length & Area		
22				
23		Coordinate Geometry		
24			Test 4	
25	April - June	Measurement II: Volume of Cuboids		
26				
27		Probability		
28				
29		Statistics		
30			Exam	
31				
32				
33				
34				
35				
36				

Music

Week	Month	Units and Sub Topics	Vocabulary
1	September	Elements of Music Lesson 1 Rhythm	Elements of Music: Rhythm; pitch; texture; tempo and dynamics; structure; composing; instruments; (see separate vocabulary document)
2		Elements of Music Lesson 2 Pitch	
3		Elements of Music Lesson 3 Texture	
4		Elements of Music Lesson 4 Tempo and Dynamics	
5	October	Elements of Music Lesson 5 Structure	Stravinsky: Articulation; duration; dynamics; instrumentation; accompaniment; harmony; intervals
6		Elements of Music Lesson 6 Composing	
7		Elements of Music Lesson 7 Instruments	
8	November	Elements of Music Lesson 8 Conclusion	
9		JCC - Stravinsky (Musical Oppositions)	Schumann: Character, dynamics, inspiration, instrumentation, range, solo, tempo
10		JCC - Stravinsky (Musical Oppositions)	
11		JCC - Stravinsky (Dissonant Intervals); KS3 Listening Test 1, (Extract 1)	
12	December	JCC - Stravinsky (Dissonant Intervals); KS3 Listening Test 1, (Extract 2)	
13		JCC - Schumann (Musical Self-Portraits)	Gershwin: Interpretation, Lyrics, Phrase
14		JCC - Schumann (Musical Self-Portraits)	
15	January	Jazz Music	
16		Jazz Music	
17		JCC - Gershwin (They Can't Take That Away From Me – Making a Song Your Own)	
18		JCC - Gershwin (They Can't Take That Away From Me – Making a Song Your Own)	
19		Compose Yourself (Focus 4)	
			Compose Yourself 4 and 5: Repetition, Melody, Improvisation, Notation
			Beethoven: Motif, Rhythm, Sequence

Music (cont.)

Week	Month	Units and Sub Topics	Vocabulary
20	February	Compose Yourself (Lesson 4); KS3 Listening Test 2, (Extract 1)	
21		JCC - Beethoven (Four Famous Notes: Developing Beethoven's Motif); KS3 Listening Test 2 (Extract 2)	
22	March	JCC - Beethoven (Four Famous Notes: Developing Beethoven's Motif)	
23		Compose Yourself (Lesson 5)	
24		Compose Yourself	
25		Compose Yourself	
26	April	Rock 'n' Roll Lesson 1	Rock 'n' Roll: <u>Performers:</u> Bill Hayley and the Comets, Elvis Presley <u>Tonality:</u> major and minor <u>Chords:</u> C, F, G, Dm, Em, Am <u>Chord sequences:</u> 12-bar blues, I-vi-IV V, I-V-vi-IV, circle progression <u>Timbres and textures:</u> electric guitar, double bass, bass guitar, drum kit Form/Structure Inspiration Tonic and Dominant
27		Rock 'n' Roll Lesson 2	
28		Rock 'n' Roll Lesson 3	
29		Rock 'n' Roll Lesson 4	
30	May	JCC - Sean Shepherd (Inspiring Musical Ingredients)	
31		JCC - Sean Shepherd (Inspiring Musical Ingredients); KS3 Listening Test 3 (Extract 1)	
32		Compose Yourself (Focus 6); KS3 Listening Test 3 (Extract 2)	
33		Compose Yourself (Focus 6); KS3 Listening Test 3 (Extract 3)	
34	June	The Beatles (Lesson 1)	
35		The Beatles (Lesson 2)	
36		The Beatles (Lesson 3)	
37		The Beatles (Lesson 4)	

Spanish

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	Talking about yourself and describing yourself “Me presento”	On-going formative and summative	Zoom 1 textbook Zoom 1 workbook Linguascope.com Languagesonline.org.uk Memrise.com Quizlet.com
2		Personal Information	Students will have	
3		Gender and number of nouns	regular vocab tests	
4		My Family	as well as assessed	
5	October	Personality/ Dates/ Birthdays	homework	
6		Describing others		
7		Character/physical descriptions		
8			Assessment 1	
9	November	School	Listening, Reading,	
10		Opinions of school	Speaking & Writing	
11		School Subjects		
12		Teachers		
13	December	School Facilities		
14		Telling the time and School Timetable		
15		Uniform		
16		Likes and Dislikes		
17	January		Assessment 2	
18		Leisure Activities	Listening, Reading,	
19		The Weather	Speaking & Writing	
20		Free time and Leisure		
21	February	Daily Routine		
22		My Weekend		
23			Assessment 3	
24		Where You Live Locations and cardinal points	Listening, Reading,	
25	March	Giving directions and Places	Speaking & Writing	
26		Describing your home		
27		My bedroom		
28		The region where I live		
29	April	Rooms in house		
30			Assessment 4	
31		Food “La comida”	Listening, Reading,	
32		Mealtime and foods	Speaking & Writing	
33	May	Healthy eating		
34		Ordering meals in restaurants		
35	June	Complaining about food and drink	Assessment 5	
36		Likes and Dislikes of Food		

Science

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	Introduction to Science Safety in a laboratory Hazards Equipment		Exploring Science textbook used throughout. Support and Challenge worksheets provided for each section. This includes skills assessed throughout the year such as:
2		7E Mixtures and Separation Mixtures and solutions		
3		Evaporation Chromatography		
4		Distillation. Revision of the unit	End of Unit test	
5	October	7F Acids and Alkalis Hazards and risks Indicators		<div>Skill 1: Planning, identifying and controlling variables</div> <div>Skill 2: Using laboratory equipment safely</div> <div>Skill 3: Using a range of equipment to collect data</div> <div>Skill 4: Presenting tables and graphs</div> <div>Skill 5: Processing and describing data</div> <div>Skill 6: Drawing conclusions, evaluating methods and suggesting improvements</div>
6		Acidity and alkalinity		
7		Neutralisation	End of Unit test	
8	October/November	7D Ecosystems Variation and exploring the world		
9	November	Adaptations and effects of the environment		
10		Transfers in food chains	End of Unit test	
11	November/December	7A Cells, Tissues, Organs and Systems Doctors past and present Life processes		BBC bitesize KS3 Science revision on youtube.
12	December	Organs, tissues, microscopes		
13		Cells, organ systems and transplants.	End of Unit test	
14	January	7I Energy Energy changes Energy from food		
15		Energy transfers and store. Fuels		
16		Other energy sources. Using energy sources.	End of Unit test	
17	February	7L Current Electricity Switches and current Circuits		
18		Series and parallel circuits. Changing the current		
19		Using electricity	End of Unit test	
20	February/March	7C Sound Animal sounds Making sounds		

Science (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
21	March	Moving sounds Detecting sound Using sound		Exploring Science textbook used throughout. Support and Challenge worksheets provided for each section. This includes skills assessed throughout the year such as:
22		Comparing waves Animals and noise	End of Unit test	
23		7K Forces Different forces Springs		
24		Friction Pressure		
25		SI units Balanced and unbalanced forces	End of Unit test	
26	April	7G The Particle Model Solids, liquids and gases Particles		Skill 1: Planning, identifying and controlling variables
27		Brownian motion Diffusion		Skill 2: Using laboratory equipment safely
28		Air pressure Waste	End of Unit test	Skill 3: Using a range of equipment to collect data
29	April/May	7H Atoms, Elements and Molecules The air we breathe Earth's elements		Skill 4: Presenting tables and graphs
30	May	Metals and non metals		Skill 5: Processing and describing data
31		Making compounds		Skill 6: Drawing conclusions, evaluating methods and suggesting improvements
32		Chemical reactions	End of Unit test	
33	June	7D Muscles and Bones Muscles and breathing Muscles and blood		BBC bitesize KS3 Science revision on youtube.
34		The skeleton Muscles and moving		
35		Drugs and sport		
36		Revision for test	End of Unit test	