



Dear Parents/Carers,

Over these two pages, you will be able to read about what your child will be learning over the course of this term.

Should you wish to find out more, please visit our website:

[www.astonfields.worcs.sch.uk](http://www.astonfields.worcs.sch.uk)

### **Maths**

**Shape:** Transformations including symmetry, reflection, rotation, translation and tessellation.

**Algebra:** Simple equations involving one and two steps and extending into equations with single brackets and unknowns on both sides.

**Number:** Factors, multiples, primes, powers and roots, lowest common multiple and highest common factor, prime factor form and Venn diagrams.

**Shape:** Construction of triangles using a protractor, a ruler and a pair of compasses, 3D shapes, nets and volume, extending into plans and elevations, Loci and scale drawing.

### **Personal Development**

Pupils will learn about mental health and wellbeing and financial education.

#### **Character Education focus:**

'Character and Community'- Perseverance, community spirit, resilience, honesty, grit and integrity.

## **Core Subjects**

### **English**

Year 7 will be studying poetry and travel writing this term.

#### **Poetry:**

Pupils will examine the key components of poetry, poetic conventions and how imagery and structure are used to create meaning. Pupils will then use this understanding to analyse sonnets, focusing on Sonnet 18 and 130 by William Shakespeare. They will then examine how many poets draw upon their personal experiences to create powerful writing, such as is the case with Elizabeth Barratt Browning. Other poems studied include:

- Train by Helen Mackay
- Macavity The Mystery Cat by T.S.Eliot
- The Tyger by William Blake
- You are Old, Father William by Lewis Carroll
- Daffodils by William Blake

Pupils will recall technical SPaG knowledge and spelling strategies taught throughout KS2 and apply these to their own writing of poetry in given forms, using the literary techniques they have studied.

#### **Travel Writing:**

Pupils will study a range of increasingly challenging pieces of non-fiction texts in the form of travel writing, such as Bill Bryson's 'Walk in the woods' and Michael Palin's 'Pole to Pole'. They will then draw upon what they have read and, using their knowledge of non-fiction writing and SPaG skills from KS2, will use their own experiences to draft a piece of travel writing of their own.



### **Science**

#### **Forces:**

In this topic, pupils will identify forces acting on objects, including interaction pairs and use a Newton meter to measure the size of the force. They will also explore how Hooke's law identifies proportional stretching and give examples of drag force and friction suggesting how to reduce these.

#### **Waves:**

In this topic, pupils will be able to name some features of waves, comparing sound waves to those of light and state the link between loudness and amplitude, and frequency and pitch. They will be able to explain how the ear allows us to hear and the eye allows us to see. Pupils will also be able to state what ultrasound is by giving some uses. Finally, pupils will be able to explain specular reflection, diffuse scattering, and refraction of light.

#### **Cells:**

In this topic, pupils will understand that cells are the basic fundamental unit of organisms, use a microscope to observe cells and describe the functions of cell components. Pupils will describe the similarities and differences between plant and animal cells and give examples of specialised cells, explaining how their structure is adapted for their function.

#### **Body Systems:**

In this topic, pupils will explain the hierarchy of organisation in multicellular organisms and describe how parts of the gas exchange system are adapted for their function. Pupils will also describe the process of inhaling and exhaling and describe the structure and functions of the skeletal system.

## Foundation Subjects

### Geography

#### **Topic: Weather and climate**

Pupils will finish off their current topic on understanding coastal environments and will then move on to the topic of weather and climate where they will explore the different types of weather and the differences between weather and climate.

#### **Skills to be developed:**

- Interpreting maps of coastal areas.
- Explaining the physical processes of how coasts change.
- Interpretation of weather processes and why they occur.
- Using numeracy and data to show climate.



### Physical Education

In the Spring Term, Physical Education focuses on advancing skills (physical, psychological, social and technical) in various sports and learning activities. Pupils will engage in explaining more challenging concepts such as what the short and long term effects of exercise are on the body. They will further explore individual emotional challenges during PE and sport in activities such as cardio drumming and gymnastics.



### Music

Pupils will be looking at the traditions and cultures of South America. Pupils will recap, recall and deepen their knowledge of phrasing and pay particular attention to rhythmic phrasing. They will perform, with increasing accuracy more complex rhythmic phrases influenced from Samba rhythms. Pupils will explore and experiment different ways of performing rhythmic phrases through a variety of musical elements and compose/arrange their own Samba rhythms.



### History

#### **Topic: The Angevin Empire**

Pupils will learn about Richard the Lionheart, King John and Magna Carta.

#### **Topic: The Black Death**

Towards the end of the term, pupils will learn about the Black Death. They will learn about causes, symptoms, methods of prevention, treatment and its impact.



#### **Skills to be developed:**

- Chronology skills
- Analysis of the provenance of a source
- Forming and explaining historical judgements

### Design & Technology

Pupils will continue to complete a carousel of DT based projects including Food Technology, Textiles, Product Design and Electronics. Each project will last for 9 weeks and has been developed to introduce pupils to new materials and processes as well as developing their designing, making and evaluation skills.



### Computing

#### **Topic: Inside a Computer**

Pupils will explore how a computer works. This will include how it takes inputs, processes and provides an output. We will explore how a computer stores information as binary and the devices that are required to translate this information.

#### **Skills to be developed:**

- To understand what binary is and how it works on a computer.
- To be able to identify input and output devices, including the main components of a computer.



### Religious Studies

#### **How are Sikh teachings on equality and service put into practice today?**

How do Sikhs remember God?

What impact do Guru Nanak's teachings on equality and service have on Sikhs?

What can we find out about Sikh duties from the Guru Granth Sahib? How does a Sikh's pathway through life show commitment to equality and service?

What does it mean to be a Sikh in Britain today?



**Key Skills:** Making sense of beliefs, understanding the impact and making connections.

### Art & Design

#### **Topic: Endangered Animals**

Pupils will create a realistic mixed-media image of an endangered animal. They will look at the work of other artists including Jackie Morris and her artwork based on the book 'Lost Words'.



Key skills to be developed include: **Researching** national and international endangered animals. **Observing** and **drawing** animals using different mark-making techniques in pen/ink.

**Developing** the level of detail and accuracy within their drawings. **Painting/collaging** backgrounds appropriate to environment.

### Modern Foreign Languages

This term, Year 7 will be finishing their current topic on School. We will then move on to a new topic of Healthy Lifestyles.

Pupils will be able to:

- Talk about which sports they play.
- Talk about the activities they do.
- Discover sport in French-speaking countries.
- Talk about what they like doing.
- Create an interview with a celebrity using questions and answers.

