

SCHEME OF WORK

for Mathematics

Year 7



TERM	TOPICS
1	Numbers: Integers, powers and roots. Place value, ordering and rounding Fractions, decimals, percentages, ratio and proportion. Geometry: Position and movement Measure: Length, mass and capacity. Time and rates of change. Area, perimeter and volume. Assessment Test
2	Algebra: Expressions, equations and formulae. Sequences, functions and graphs. Assessment Test
3	Probability Handling data: Planning and collecting data. Processing and presenting data. Interpreting and discussing results. Cambridge Secondary 1 Progression test stage 8

SCHEME OF WORK

for Sports
 Year 6 to 10



At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:

- rules during sports lessons and expected behaviour in the changing room
- how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.)

TERM	TOPICS
1	<p>Invasion games Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Competitive invasion and striking games, (football, basketball, flag rugby, etc.) using techniques that suit the game. • Using the basic fundamentals of the game, showing good sportsmanship at all times. • Respond positively to the changing conditions and situations of the games. <p>Gymnastics and Apparatus Gymnastics Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Create and perform complex sequences on the floor and using small and large apparatus. • Use techniques and movement combinations in different gymnastic styles. • Use compositional principles when designing their sequences (for example, changes in level, speed, direction, and relationships with apparatus and partners.)
2	<p>Net and striking games Pupils are expected to participate in:</p>

	<ul style="list-style-type: none"> • Competitive net games (volleyball, netball, badminton, baseball, hockey, etc.) • Use the principles of attack and defense when planning and implementing complex team strategies.
3	<p>Athletics Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Set and meet personal and groups targets in a range of athletics events, challenges and competitions. • Use a range of running, jumping and throwing techniques, singly and in combination, with precision, speed, power or stamina. <p>Orienteering</p> <ul style="list-style-type: none"> • Use a range of orienteering and problem solving skills and techniques in these challenges. • Identify the roles and responsibilities of individuals within a group when planning orienteering strategies. • Meet challenges in outdoor activities and journeys (weather permitting).

SCHEME OF WORK

For Art
 Year 7



TERM	TOPICS
1	<p>Self-Image. Looking at artists who used the theme of self-image in their work. Talking about style and technique. Explore new techniques with the intention of application in the following weeks. We draw and sketch from memory and imagination. Discussion and critique. Discuss what are self-image and personal identity. How people are perceived and how they perceive themselves? Symbolism and themes within their work.</p> <p>Awareness of how perception shapes experiences and how people behave towards one another. Select which media students will use for their images based on their idea of self-image. What is most appropriate for each individual? Look at each other and make portraits of each other. Look at the combination of mixed media. Self portraits. What is digital media? Rendering photography. Creating imagery using a variety of media. Look at each others' work. What do they say to the viewer? Does the students' work convey their intended ideas?</p>
2	<p>What's in a building? In this unit, pupils explore their ideas and feelings about buildings and their experiences of walking through spaces. Pupils will draw in their sketchbooks throughout the unit. Look at interesting features, such as doorways, arches, windows, porches, and courtyards. Look at artists and architects' work. They will look at how buildings are made and what materials they could use to make their own sculpture. Students will begin to experiment with different methods and techniques for making their own sculpture. Select relevant visual and other information; manipulate materials and techniques, using visual and tactile qualities to communicate ideas about their design. Investigating a range of materials and processes and combine and organize line, tone, shape</p>

	<p>and colour. Improve their own sketches and prepare designs for exhibiting the work in school area. Based on how others have discussed their work, refine and make their work more clear and communicate their idea of themselves or how they think others see them. Discuss and evaluate what they have made. Look again at what is self-image and Identity to see how the students' opinions and ideas have changed since the term began. Have their perspectives changed? Can they make a picture about someone else? Do they have a different identity in different situations? Refine their work through new ideas. How can these different media be combined? Look at how personal Identity and ideas can affect other people. Look at cultures.</p>
3	<p>Recreating landscapes. Using visuals and techniques to communicate ideas about designs approach. Adapt and improve work to realise intentions. How can we show moods with nature? Make final amendments to their picture. Use of a variety of artistic techniques. Alongside the practical work they will learn about relevant artists, past and contemporary Art movements, to show the work and the techniques in the context of Art history. They will apply to national and international completion in art. In this course, students will gain a perspective of art history by creating projects based on Renaissance discoveries, including linear perspective, portraiture, aerial perspective, and chiaroscuro.</p>

SCHEME OF WORK

For **Biology**

Year **7**



TERM	TOPICS
1	<p><u>Cell structure</u></p> <ul style="list-style-type: none"> • Structure of plant cell and animal cell • Difference between plant and animal cell <p><u>Obtaining food</u></p> <p>Plants</p> <ul style="list-style-type: none"> • How do plants make food – need of carbon dioxide, water and light to make food. • Investigation of how carbon dioxide, water and light are necessary to make food. <p>Humans</p> <ul style="list-style-type: none"> • Balanced diet • Relationship between diet and fitness • Different constituents of balanced diet and their uses • Obesity as a result of overeating <p><u>Digestive system</u></p> <ul style="list-style-type: none"> • Recognise the organs of the alimentary canal and know their functions • Teeth their structure and function <p>Assessment test</p>
2	<p><u>Microorganisms and diseases</u></p> <ul style="list-style-type: none"> • How some microorganisms can be useful to humans and how

	<p>some can be harmful.</p> <ul style="list-style-type: none"> • Use of microorganisms in food production. • How microorganisms breakdown and cause decay. • The work of Louise pasture and other scientists studying human body <p><u>Circulatory system in humans</u></p> <ul style="list-style-type: none"> • Name the major parts of circulatory system • Functions of these parts • Pulse rate– measuring pulse rate and linking artery and pulse. <p><u>Respiratory system in Humans</u></p> <ul style="list-style-type: none"> • Name the major parts of respiratory system • A simple model of lungs • Gaseous exchange - compare it with movement of ribs • Discuss the link between circulatory system and respiratory system • Describe the effect of smoking <p>Assessment test</p>
3	<p><u>Skeletal systems</u></p> <ul style="list-style-type: none"> • Describe skeletal systems and its functions • Principles of antagonistic muscles • Health problems caused to humans when joints get damaged. <p><u>Reproduction and growth</u></p> <ul style="list-style-type: none"> • Describe the human reproductive system • Menstrual cycle in women • Fertilisation and foetal development • How conception, growth development, behaviour and health can be affected by diet, drugs and diseases • Physical and emotional changes that take place during adolescence <p>Cambridge Secondary 1 Progression Test Science Stage 8</p>

SCHEME OF WORK

for Chemistry

Year 7



TERM	TOPICS
1	<p><u>Elements, Mixtures and Compounds</u></p> <p>In this unit, pupils build on their previous knowledge of the particle theory of matter and how this can explain the properties of solids, liquids and gases, to develop their knowledge of</p> <ul style="list-style-type: none"> • Changes of state, gas pressure and diffusion. • The chemical symbols for the first twenty elements of the Periodic Table. • Elements, compounds and mixtures. <p><u>Acids and Bases</u></p> <p>In this unit, pupils build on their previous knowledge of acids to develop their knowledge of</p> <ul style="list-style-type: none"> • How to tell if a solution is an acid or an alkali. • Using a pH scale. • Neutralisation and some of its applications.
2	<p><u>Putting Things into Groups</u></p> <p>In this unit, pupils build on their previous knowledge of grouping together materials and living things with similar properties and characteristics to develop their knowledge of</p> <ul style="list-style-type: none"> • Metals and non-metals. • Everyday materials and their physical properties.

	<p><u>Metals, Non-metals and Corrosion</u></p> <p>In this unit, pupils build on their previous knowledge of the Periodic Table and Properties of materials and develop their ideas on</p> <ul style="list-style-type: none"> • The differences between metals and non-metals. • Chemical reactions which are not useful. • Word equations. <p>In this unit, the reactions of metals can be confined to sodium, magnesium, zinc, iron, copper, silver and gold.</p>
3	<p><u>The Periodic table and Preparing Salts</u></p> <p>In this unit, pupils build on their previous knowledge of the Periodic Table, particle theory and chemical reactions to develop their knowledge of</p> <ul style="list-style-type: none"> • The structure of an atom. • The methods and discoveries of Rutherford and other scientists. • The structures of the first twenty elements of the Periodic Table. • Trends in groups and periods. • Preparing some common salts by the reactions of metals or metal carbonates with acid. • Writing word equations to describe reactions of metals or metal carbonates with acids.

SCHEME OF WORK

for English

Year 7



TERM	TOPICS
1	<p>Learning objective: to build up detail and convey shades of meaning through a wide range of sentence structures.</p> <p>Genre: Non-Fiction</p> <p>Journalistic writing, argument and discussion, formal and impersonal writing. Persuasive language: How to use the correct form of persuasive language. Use Inference and deduction when analysing text.</p> <p>Writing post cards and formal letters. Analysing media texts (travel advertisements) Non-fiction texts (autobiography, newspaper, journal entries) Descriptive writing.</p> <p>Simple, compound and complex sentences. Punctuation (review of use of comma, use of semi-colon, colon and hyphen). Word class (especially prepositions and gerunds)</p> <p>Learning outcome: to understand and use degrees of formality in a wide range of texts according to context, purpose and audience.</p> <p>Assessment test</p>
2	<p>Learning objective: to build up detail and convey shades of meaning through a wide range of sentence structures.</p> <p>Genre: Fiction and Poetry. In this semester students will begin to read The Diary of a Young Girl</p> <p>Poetry, Contemporary biography, letters, diaries.</p> <p>Style and use of language: Stylistic devices that evoke emotion and pictorial imagery. Compare the language, style and impact of a range of</p>

	<p>non-fiction writing.</p> <p>Learning outcome: to understand and use degrees of formality in a wide range of texts according to context, purpose and audience.</p> <p>Writing formal letters. Essay structure and analysing paragraphs. Metaphor and simile.</p> <p>If clauses. Subordinate clauses. The passive and the future tense.</p> <p>Assessment test</p>
3	<p>Learning objective: to begin to use formal and informal language for specific purpose.</p> <p>Genre: Non-Fiction</p> <p>Contemporary biography, letters, diaries, news websites.</p> <p>Style and use of language: Stylistic devices that evoke emotion and pictorial imagery. Compare the language, style and impact of a range of non-fiction writing.</p> <p>Writing a newsletter. Analysing data. Idioms.</p> <p>Reported speech. Use of dash/hyphen. Review of key grammar covered this year</p> <p>Learning outcome: to understand the significance and importance of conventional Standard English and the ways in which writers use it.</p> <p>Cambridge Secondary 1 Progression Test Stage 8</p>

SCHEME OF WORK

for German First Language

Year 7



TERM	TOPICS
1	<p>Thema 1: Fabeln und Gleichnisse – Moral herausarbeiten und analysieren. Balladen in Erzählform wiedergeben</p> <p>Werkstatt Sprache: Groß- und Kleinschreibung.</p> <p>Werkstatt Literatur: Eigene Texte verfassen. Kreatives Schreiben. (Begleitend über das ganze Schuljahr)</p> <p>Thema 2: Gedichte interpretieren und vergleichen. Reimschema, Versmaß und sprachliche Gestaltungsmittel erkennen und interpretieren. Eine Interpretation schreiben. Gedichte ausdrucksstark vortragen.</p> <p>Werkstatt Sprache: Sprache und Kommunikation. Fehler finden und korrigieren.</p> <p>Assessment test</p>
2	<p>Thema 3: Eine Ganzschrift lesen. Ein Portfolio anlegen. Eine literarische Figur charakterisieren. Eine Inhaltsangabe schreiben. Den historischen Kontext der Ganzschrift besprechen. Schriftsteller vor historischem Kontext, Biographie (z.B. Goethe) Referatstechniken. Zu umfangreicheren Problemstellungen einen gegliederten Vortrag halten und dabei einfache Fachbegriffe und Medien funktionsgerecht einsetzen.</p> <p>Werkstatt Sprache: Wiederholung Wortarten und Satzglieder.</p> <p>Assessment test</p>

3	<p>Thema 4: Verschiedene Textformen kennenlernen. Eine Reportage und einen Bericht verfassen.</p> <p>Thema 5: Theater – Literarische (auch regionalsprachliche) Texte im szenischen Spiel erschließen, dabei verbale und nonverbale Ausdrucksformen einsetzen.</p> <p>Thema 6: Einführung Kurzgeschichten.</p> <p>Werkstatt Sprache: Wiederholung Rechtschreibung und Interpunktion, Konjunktionen und adverbiale Nebensätze Satzstellung.</p> <p>Assessment test</p>
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SCHEME OF WORK

for History

Year 7



TERM	TOPICS
1	Early Middle Ages (500–1000 AD) Carolingian Empire. Holy Roman Empire.
2	High Middle Ages (1000–1300 AD) Feudal System. Foundation of Towns. Life in the Middle Ages. Ottoman Empire.
3	Late Middle Ages (1300–1500 AD) The Fall of Constantinople (1453). Discovery of the Americas (1482). The Protestant Reformation (1517)

SCHEME OF WORK

for Mathematics

Year 7



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SCHEME OF WORK

for Music
 Year 7



TERM	TOPICS
1	<p>Performing Together: In this unit, pupils learn to prepare and take part in a large group performance. This exercise will allow them to develop skills related to learning by ear, reading simple notation, rehearsing a part and working as an ensemble. Preparation will involve two-part singing, solo parts, improvisation and simple movement routines. This unit provides practice for skills involved in song-writing, arranging, and all types of ensemble performance.</p> <p>Music Express Year 7– Performing Together: Verse and Blues scale, Chorus and Bass line, Instrumental parts, Performing skills, Performance plan, Group performance and Peer Evaluation.</p> <p>Shanty Time – Exploring musical arrangements: This unit develops pupils' ability to analyse and create their own arrangements. During this unit pupils learn to make arrangements of existing material. They listen and analyse other composers' arrangements and consider the various compositional devices used. They also develop and rehearse their own 'class orchestra' and perform their own arrangements.</p> <p>Music Express Year 7– Arranging Music: Introduction to arranging music. Class arrangement, Setting the arranging task, Spiritual research, Arranging in a group, Completing an arrangement and rehearsal, Performance and evaluation.</p>
2	<p>Form and structure – Exploring structure: This unit develops pupils' ability to recognize, explore and use different musical structures and understand how they can create different effects. During the unit they learn about the importance of contrast and variety in musical structures.</p>

	<p>They learn how to sing a 'call and response' song and explore ostinato accompaniments (rhythmic and/or melodic). They create and develop pieces in both ternary and simple rondo form, making connections between the structure and its impact on the listener.</p> <p>Music Express Year 7– Musical Structures: Composing Tools, Composing an A Section, Composing a B Section, Performance plan, Rondo form, Group presentation</p>
3	<p>Musical clichés – Exploring the way music is used: This unit develops pupils' ability to recognise, analyse and use a range of musical clichés used in different musical genres. Pupils learn how composers use musical clichés and conventions. They listen to and analyse a variety of music and identify clichés used in film and television, conventions used by composers and instrumental techniques that have become clichés through frequent use. They improvise, compose and perform their own music using and challenging musical clichés and conventions.</p> <p>Music Express Year 7 – Musical Clichés: Introduction, Bass Ostinato and Melody cliché, Adding a Drone, Hits and Percussion, Graphic Notation, Group Presentation</p>

SCHEME OF WORK

for Physics

Year 7



TERM	TOPICS
1	<p><u>Forces and their Effects</u></p> <p>In this unit, pupils build on their previous knowledge of pushes and pulls to develop their knowledge of</p> <ul style="list-style-type: none"> • The effects of forces on movement, including friction and air resistance. • The effects of gravity on objects. <p><u>Forces and Magnets</u></p> <p>In this unit, pupils build on their previous knowledge of the effects of forces on movement to develop their knowledge of</p> <ul style="list-style-type: none"> • Speed including interpreting simple distance/time graphs. • How magnetism can be used to move things.
2	<p><u>Light</u></p> <p>In this unit, pupils build on their previous knowledge of different types of energy and energy transfers to develop their knowledge of</p> <ul style="list-style-type: none"> • How light travels and the formation of shadows. • How non-luminous objects are seen. • Reflection at a plane surface and use the law of reflection. • Refraction at the boundary between air and glass or air and water. • The dispersion of white light.

	<ul style="list-style-type: none">• Colour addition and subtraction, and the absorption and reflection of coloured light.
3	<p><u>Sound</u></p> <p>In this unit, pupils build on their previous knowledge of the types of energy to develop their knowledge of</p> <ul style="list-style-type: none">• The properties of sound in terms of movement of air particles.• The link between loudness and amplitude, pitch and frequency. <p><u>Energy Transformations</u></p> <p>In this unit, pupils build on their previous knowledge of energy as something that makes things happen to develop their knowledge of</p> <ul style="list-style-type: none">• Different types of energy.• Energy as something that cannot be created or destroyed.• Energy transfers.

SCHEME OF WORK

for Spanish Second Language
 Year 7



TERM	TOPICS
1	<p>Theme 1: Introduce yourself: Review about gender in Spanish. Personal data: Age, name, birthday, family, hobbies, favourite colours. Vocabulary review: rooms in a house, buildings in a town, sports. Instructions in the class. My favourite subject and why.</p> <p>Theme 2: Talk about food: Ask for food in a shop (quantities, prices...). Express yourself politely (tú/usted). Order food and drink in a bar, café or restaurant. Pay the bill. Food in Spain (tapas, paella, tortilla de patatas...)</p> <p>Theme 3: Parts of the body: Talk about what hurts. Talk about illnesses and symptoms. What you can buy at a chemist's. Discuss what is wrong and what you need.</p> <p>Assessment Test</p>
2	<p>Theme 4: Shopping: Clothes. Describe what you and others are wearing Verb 'llevar' (wear). Describe your school uniform. Describe what would you like to wear (me gustaría...)</p> <p>Theme 5: Have fun! : Talk about films and preferences. Buying tickets. TV programmes.</p> <p>Assessment Test</p>

3	<p>Theme 6: Holidays: Say what there is to do. Talk about your holidays. Talk about future plans. Future expressions.</p> <p>Theme 7: The exchange: Describe people and their personality. Talking about what needs to be done. Saying what you did on an exchange visit.</p> <p>Assessment Test</p>
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SCHEME OF WORK

for **Geography**
 Year **7**



TERM	TOPICS
1	<p>A Brief Introduction to Demography Concepts and terminologies Distribution of world’s population Factors affecting population distribution Assessment test</p>
2	<p>The Internal Structure of the Earth Crust, Mantle and Core Why is the earth crust unstable? Introduction to Climatology: Weather and Climate What causes weather? Air pressure, Air masses, Storm Factors that influence climate Instruments at a weather station and weather observations. Assessment test</p>
3	<p>Concepts of Ecosystems Major Global biomes Characteristics and distribution of tropical rainforest and hot desert Assessment test</p>