| In year 7, students are taught in their learning group for the majority of subjects. The only exception to this is English and Maths. In Maths, students sit a baseline assessment in October, and we use these scores, along with students' Key Stage 2 scores, to create two set one classes on each side of the year group, and two smaller support groups, for students who require additional support in Maths. The rest of the students are taught in mixed ability Maths groups. In English, students are assigned a set after they sit an in class assessment in October, and leaders use this information plus Key Stage 2 data to assign students to a set. There are five sets on each side of the year groups. Support sets always have smaller numbers of students so that they can receive more bespoke support from subject teachers. We run a range of interventions for literacy and numeracy for students who have been identified on entry to the school as requiring more support. Some students receive additional numeracy lessons, whilst others receive intensive support on Phonics and literacy. Personal Development (PSHE, RSE and Careers Education) is taught in tutor time twice a week, and on Search Days, which take place 7 times a year. Art, Drama, Music, Product Design, Food Technology and Textiles are all taught on a rotation, so students will study one performing arts subject and one subject in design and technology at a time. Citizenship and Religious Education are taught half termly. Teachers teach using a common approach we call ‘[*How we Teach at Heartlands*](https://cdn.realsmart.co.uk/a4f2eec442dc510be34096846956cbfc/uploads/2022/08/26101058/How-We-Teach-at-Heartlands-Booklet-Digital.pdf)*’*. Every lesson begins with a ‘DO NOW’ which tests prior learning. We expect 100% of students to follow our routines so they can be successful. Our classroom habits include ‘paired talk’ and ‘cold call’ which teachers use to check attention as well as understanding. Students are expected to have ‘strong discussions’ where they give opinions back by evidence and listen to others. Teachers model answers before students then do independent practice. Students get live feedback in class and do two formal assessments a year.  |
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|  | **Half term 1** | **Half Term 2** | **Half Term 3** | **Half term 4** | **Half term 5** | **Half Term 6** |
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| **English**  | A Monster Calls  | Magical Realism / Myths and legends  | Black Panther - Persuasive writing  | Oliver Twist - Charles Dickens  | Twelfth Night - Shakespeare | Identity Poetry  |
| **Maths**  | Unit 1 - Directed NumbersUnit [2 –](http://higher/Module%202%20-Coordinates.docx) RoundingUnit 3 - Column Addition and SubtractionUnit 4 - Place Value  | Unit 5 - Multiples and Factors Unit 6 – Multiplying and Dividing Decimals Unit 7 – HCF & LCM Unit 8 – Order of Operations  | Unit 9 – Intro to Fractions Unit 10 – Multiplying & Dividing Fractions Unit 11 – Adding & Subtracting Fractions | Unit 12 – FDPUnit 13 - Ratio (up to & inc lesson 8) | Unit 13 - Ratio (from lesson 9)Unit 14 - Algebra (up to & inc lesson 10) | Unit 14 - Algebra (from lesson 11)Unit 15 – Statistics |
| **Science**  | C - The Periodic Table and particles | B - CellsP - Energy and electricity | C - acids and alkalisB - independence and variation | P - ForcesC - Rocks and the EarthB - Food and digestion | B - Food and digestionP - Waves | C - Chemical changeB - Reproduction |
| **Geography** | Becoming a Geographer | UK Overview | Is the world equal? | Weather & Climate | Brazil | Ecosystems |
| **History**  | How have historians used evidence to reach conclusions about Romans in Britain Did the Norman Conquest ‘bring a truckload of trouble to England’ after 1066?  | How was the Black Death a blessing for the medieval peasantry?How did the silk roads shape the world?  | What was remarkable about the Medieval Islamic civilizations?How similar were the early Empires of Benin, the Mughal and the Ottomans? | What were the consequences of the Reformation for Europe?How did Miranda Kaufmann undercover the hidden lives of Black Tudors?  | Why did the King have his head chopped off in 1649?  | How and why do interpretations differ about African civilizations?Why should we remember Mansa Musa? |
| **Computing**  | Why Computing? | Can a computer think for itself? | What links us all?: |
| **PE** | Rugby, Badminton, Netball, Volleyball, Basketball.Muscles used in sports | Trampolining, football.Methods of training and application through setbacks. | Health and Fitness/ Trampolining/ Table Tennis/ Football | Athletics Endurance/ Sprints/ Throws/ JumpsCricket |
| **Citizenship and Religious Education**  | Religious Studies Unit | Community, Belonging and Identity | Religious Studies Unit | Introduction to active citizenship | Religious Studies Unit | Political Philosophy - how can we be a good citizen? |
| **French** | Identity and CultureTalking about yourselfTalking about family and friendsFree-time activitiesThe weather | My Studies, My School Life, Further Study, Jobs and the FutureSubjects you studyWhere your school isFuture jobs | Identity and CultureDescribing yourselfDescribing your family and Friends | Local, National, International and Global Area of InterestDescribing your townHow to order in a cafe | Preparation for end of year test |
| **Spanish**  | Identity and Culture | My Studies, My School Life, Further Study, Jobs and the Future | Identity and Culture | Local, National, International and Global Area of Interest | Preparation for end of year test |
| **Art/Music/Drama** | ART: Natural World Core Skills in DrawingA Still Life/ Food | Music: Introduction to music. Keyboard SkillsPop Music (Ukuleles)Theme and Variation | Drama:FuelbagsDevising from a stimulusDetective and AccusedComedy |
| **Design and Technology**  | Product Design:Exploring Timbers (passive speaker project )  | TextilesExploring Felt (felt making and electronics in Textiles) | Food:Introduction to Food Preparation and Nutrition (health and safety, key cooking skills) |