



MERCHANT TAYLORS'
Prep

MTP Year 7 curriculum

ENGLISH

Autumn Term

In the first half of term, pupils explore the Gothic novel. Pupils look at excerpts from various well-known texts. Writing tasks include general comprehension, vocabulary-based exercises, but pupils are also given the opportunity to develop creative writing skills in general. The second half of term means a focus on WW1 poetry and literature. Pupils have the chance to explore a range of poetry and prose texts, develop their historical understanding of the period, and at the same time enhance their comprehension and compositional skills.

Spring Term

In the first half of term, pupils study texts relating to childhood experience and identity. This involves a focus on Anne Fine's *The Tulip Touch*. Pupils develop their ability to analyse, explore and comment on an author's intent, as well as trying their hand at a variety of written tasks and participating in a debate. In the second half of term, pupils take part in the 'MTP500', a school-wide short story writing competition. Towards the end of term, the pupils begin a study of William Shakespeare's *A Midsummer Night's Dream*. This involves a general introduction to understanding Shakespeare.

Summer Term

In the first half of term, pupils enhance their creative writing skills through a variety of written tasks. The main focus is on writing controlled and descriptive scenes. They also develop their comprehension and analytical skills by looking at unseen prose passages. This is in order to best prepare them for the upcoming examinations. In the second half of term, pupils develop their speaking and listening skills, collaborating in a media project and exploring the art of scriptwriting.



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MATHEMATICS

Autumn Term

This term, the initial emphasis is on pupils achieving mastery in various aspects of number: four operations with whole numbers, fractions, decimals, percentage, rounding and estimation, prime factors and their use in HCF and LCM and ratio and proportion. Pupils revisit aspects of algebra where they will deepen and extend their understanding of concepts and operations through the use of manipulatives and various apps. Pupils will also explore geometry including properties of shapes. There is plenty of opportunity for pupils to engage in solving complex and challenging word problems in most of the topics studied.

Spring Term

The principal focus this term is to understand how to find angles in polygons and to further develop the pupils' knowledge of algebra. In order to reflect the changes already being seen in Maths papers at 13+ and at GCSE, a problem-solving approach continues to be central to the way in which the material is covered. Pupils will be given every opportunity to engage in mathematical reasoning, as opposed to merely repeating well-rehearsed procedures. IXL will continue to be used to help reinforce learning. They also prepare for the UK Junior Maths Challenge which takes place next term

Summer Term

This term starts with the UKMT Junior Maths Challenge (JMC). We learn about linear sequences and complete our unit on algebra by factorising algebraic expressions. Later in the term we explore probability and have an introduction to statistics. In order to prepare for the May examination throughout the term we constantly work to develop problem solving skills and continue to deepen our understanding of topics that have already been covered.



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SCIENCE

Autumn Term

The year starts by looking at energy, including different energy stores and how energy can be transferred. This leads into an exploration of the foundations of thermodynamics. Later in the term we discuss how substances can be classified as elements, compounds and mixtures. This leads us to explore some of the techniques for separating compounds and mixtures. At the end of term, we look at cells, and compare and contrast animal and plant cells.

Throughout all terms of Year 7, there is an emphasis on developing scientific thinking and practical skills, including pupils beginning to consider the aspects of an investigation that need to be considered when an investigation is being planned.

Spring Term

In the Spring Term, pupils look at forces and motion and they learn how to express the relationship between various physical quantities using formulae. We then move on to look at the causes of variation between individuals, the different types of variation and how these variations can arise. Later in the term pupils learn about sound and how the structure of the ear allows us to hear.

Finally, pupils learn about the different food groups humans need to remain healthy including how to test foods for the presence of different nutrients.

Summer Term

In the Summer Term, pupils look at acids and bases, including practical experience of the reactions of acids with metals, metal carbonates and bases.

We also devote time to revising and recapping the topics covered earlier in the year ahead of the exams. After the exams, we explore some aspects of space, including stars and satellites. Pupils also look at how the topics they have studied throughout the year do not stand alone, but are interconnected.



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MODERN FOREIGN LANGUAGES

Autumn Term

Pupils start the Studio 2 course. This term's topics include television programmes, cinema, reading, hobbies, travelling and French landmarks. Lessons consider new, advanced vocabulary and also build on previous knowledge. Furthermore, great emphasis is placed on grammatical aspects such as French spellings, articles, adjectives, present, past and future tenses for regular and irregular verbs. Students also practise for the French Spelling Bee competition.

Spring Term

Pupils continue to follow the Studio 2 course. This term's topics include: visiting Paris, tourist information, opinions with the imperfect tense and the construction of the perfect tense with avoir/ être verbs. Lessons consider new, advanced vocabulary and also build on previous knowledge. Emphasis is placed on communication and grammatical accuracy using present, past and future tenses (for regular and irregular verbs).

Summer Term

In French, we complete the remaining topics in Studio 2, extend pupils' knowledge of present, past and future tenses and explore more aspects of French culture and civilisation. The skills of listening, speaking, reading and writing are all revised and refined as well as an increased focus on extended writing. In addition, pupils have the opportunity of small group oral work later in the term.

Pupils revisit the topic of personal identity and extend their linguistic range by building in discussions about personality, relationships, and personal interests such as clothes, music and hobbies. Grammatical topics include reflexive verbs, using three time frames and giving opinions with reasons. Background information about French regional identity provides an insight into different areas of France.



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GEOGRAPHY

Autumn Term

The pupils study plate tectonics. This involves looking at the causes and effects of volcanoes and earthquakes, building up a series of contemporary case studies and learning about the structure of the earth.

Spring Term

In Geography this term, we look at development in the third world. We look at Malawi and Singapore as our case studies and we compare their backgrounds and levels of development with those of other countries, including the U.K. We shall also be studying the rise and impact of globalisation and trans-national companies.

Summer Term

In Geography, this term, we continue our study of the impact of globalization and then look at industry and economic activity. We also discuss how to plan an effective piece of field work.



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HISTORY

Autumn Term

This year, the pupils will focus on the formation of the modern world, thinking about the significant changes from the previous centuries. They start by considering the causes and consequences of the English Civil War and how far it differed from the dynastic conflicts from the early modern period. Later, they consider the development of the triangular slave trade and the move to abolition in the USA, including the role played by slavery in the American Civil War. They focus on the ways in which historians express change, and learn to analyse and use unreliable sources. They also hone their ability to construct effective argument paragraphs, learning to link them to create a coherent argument throughout an essay.

Spring Term

This term, the pupils complement their knowledge of the period by investigating the factors which made Britain (and the USA) able to industrialise so spectacularly in the eighteenth and nineteenth centuries, and the social and economic effects of this. They will start to investigate the Empire in Australia, focusing on how to assess a non-literary society. They will develop their ability to direct an argument in the introduction to an essay.

Summer Term

This term, the pupils focus on how contentious topics such as Empire and poverty have been interpreted over time, as well as honing their ability to critique unreliable sources. They conduct a case study about Empire and India: from the formation of the East India Company through to the aftermath of Partition, looking at political, cultural, social and economic factors. As part of this they will watch carefully selected extracts from *Gandhi*, a film rated PG: please contact the Head of History if you wish to discuss this. At the end of term, the pupils undertake an independent project on any aspect of their choosing of Indian History. They select and research their own questions, and produce a final outcome of their own devising.



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LATIN

Autumn Term

The pupils continue the *Cambridge Latin Course*, using the second book in the series. The pupils' language study is in the new context of Roman Britain. In mythology we study Odysseus. The pupils begin the task of designing their own language to stimulate their intellectual curiosity.

Spring Term

The pupils explore Stages 15 and 16 of Cambridge Latin Course. Their grammar focus is relative clauses and the pluperfect tense. The cultural context is King Cogidubnus (a British king) and Fishbourne Palace. We will continue with the Odysseus myth.

Summer Term

In Classics, the pupils cover the genitive case, and look at how Latin uses gender. The cultural context is Alexandria and its glassmaking industry. In mythology, we complete the story of Odysseus with his homecoming to Ithaca.

THEOLOGY, PHILOSOPHY, RELIGION & ETHICS

Autumn Term

In theology, we learn about the ministry of Jesus Christ as portrayed in the Gospels. We explore what happened when two different people met Jesus, and we also study a miracle and a parable.

In religion, we begin our study of religious rites to do with marriage, focusing on 6 world religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism).

Spring Term

We complete our study of religious rites to do with marriage.

In philosophy, we explore the lives and thought of Descartes, Hume and Mill.

Summer Term

We complete our study of the lives and thought of Descartes, Hume and Mill.

In ethics, we learn about prejudice, discrimination and freedom.



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ART & DESIGN AND TECHNOLOGY

Autumn Term

Still life is our theme this term. The pupils learn about the pivotal role of still life in art history and see it in different art movements such as pop art and cubism. Pupils will create their own observational study in pencil or charcoal before choosing media to produce a large-scale original work demonstrating application of key elements of art and design.

Spring Term

We commence with our 'Young Masters' series of still life works using oil pastels or acrylic paints. There will also be the opportunity to create a pop art sculpture reflected a piece of packaging or wrapper for inspiration.

The pupils' design and technology curriculum begins with a look at mechanisms of all kinds before using the knowledge they have gained to begin design a toy with moving parts.

Summer Term

The pupils put their plans into action by building a working automaton using cams and levers. The project calls upon pupils to use engineering and woodwork skills, and lots of creativity. Pupils will have the chance to code their projects with motors and lights using "crumble kits" allowing the addition of lighting and motorised functions.



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DRAMA

Autumn Term

This term the first cohort of Y7 pupils receive individual tutorials in preparation for their LAMDA Grade 3 Communication examinations in The Speaking of Verse and Prose, which are scheduled to take place in December. We also develop dramatic criticism of professional theatrical productions via the National Theatre Collection.

Spring Term

This term selected pupils receive individual tutorials in preparation for their LAMDA Grade 3 Communication examinations in The Speaking of Verse and Prose. They also all continue to develop their dramatic criticism of professional theatrical productions via the National Theatre Collection.

Summer Term

This term the remaining cohort of pupils receives individual tutorials in preparation for their LAMDA Grade 3 Communication examinations in The Speaking of Verse and Prose. They also all continue to develop their dramatic criticism of professional theatrical productions via the National Theatre Collection programme as well as an introduction to Shakespeare and verse speaking.

COMPUTING

Autumn Term

In Computing, the pupils learn more about internet awareness and how to be safe online. The pupils do computer programming, using the software 'Kodu' to create a simple game and the BBC Microbit. They also start preparing for the UK Bebras Computational Thinking Challenge in November.

Spring Term

In Computing this term, the pupils program a BBC Microbit computer. Additionally, they design and build a model rocket car, using 3D design software the 3D printer. Last, they explore the history of the computer and how to calculate using binary code.

Summer Term

In Computing this term, the pupils develop their modelling skills in Excel. They look at the History of the Computer and Bletchley Park. Plus, they also have the opportunity to develop their understanding of binary.



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MUSIC

Autumn Term

Pupils revisit and extend their learning about keyboard performance and staff notation from the previous year. New skills and knowledge they are introduced to include: minor scales, and how they differ from major scales; sharps and flats, and how these relate to the black keys on a keyboard; tones and semitones, including their role in the construction of different scales; playing right-hand scales and melodies in a variety of major and minor keys, using black and white keys on the keyboard; constructing chord progressions using triads; and playing melodies with chordal accompaniments in pairs.

Spring Term

During the spring term, pupils develop their understanding of chords in more detail. They explore: the use of chord progressions as a structural device; common chord progressions in different styles of music, including the three-chord and four-chord tricks in Pop music; and playing chords and chord progressions on a range of instruments, including the ukulele and the keyboard. They apply this knowledge by composing sectional music using different, but related, chord progressions, adding suitable chord progressions to a simple, pre-composed melody and performing well-known songs in mixed-instrument and vocal ensembles, with pupils taking on either melodic or chordal accompaniment roles.

Summer Term

Pupils spend the summer term exploring music for film and video games, and will develop knowledge, understanding and skills associated with the elements of music, and how these are manipulated to create music that evokes a specific mood, atmosphere or environment. They also consider the role music plays in how we perceive and consume visual media, and compose music with multiple, contrasting sections in response to a narrative brief. They use music technology to realise compositional ideas and learn simple terminology relating to digital music production. They consider the history of music for films and video games, including how this has developed over time in response to changing fashions and technologies.



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PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION & RSE

Autumn Term

The pupils begin the year by learning about healthy lifestyles. They consider how to manage influences on healthy lifestyle choices, how to maintain healthy sleep habits and how to balance time between schoolwork, leisure, exercise and time spent outdoors and online. Strategies on how to manage stress are also discussed. They move on to economic wellbeing and learn about financial choices including saving, spending and budgeting alongside how to manage emotions in relation to finance.

Spring Term

This term the pupils consider substance use and misuse and the laws relating to this, the effects of alcohol, tobacco, nicotine and e-cigarettes, the attitudes and social norms regarding substances and how to manage peer influence in relation to substance use. They then move on to discussing careers with a particular emphasis on identifying abilities and qualities required for different careers, about different types of career and work patterns and about young people's employment rights.

Summer Term

The Summer Term starts with learning about different types of relationships and the qualities and behaviours associated with positive relationships, how to manage expectations for romantic relationships, how to manage strong feelings in relationships and about the concept of consent. We end the year learning about friendship and diversity which includes considering respectful relationships and conflict resolution, including online, and equality, diversity and tackling prejudice-based bullying and discrimination, including online.



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PHYSICAL EDUCATION (P.E.) AND GAMES

Important Note (all terms):

Pupils will need **football boots** (Autumn/Spring) AND **astro-trainers** as well as having their **indoor footwear** available in their P.E. bag. P.E. bags should always be brought into school on Monday morning and taken home to wash on Friday afternoon. This ensures that pupils always have correct kit whatever the weather.

Autumn Term

In P.E. lessons pupils further build on their hockey experience and participate through a games approach to development. Sessions are fast paced with high expectations of application and an assumption of games understanding based on previous experience. Pupils use a composite hockey stick and are encouraged to purchase their own stick in order to maximise the efficacy of their practice. Pupils require a **mouthguard** and **shin guards** for all sessions. There is a further focus on umpiring games to develop understanding with a focus on fouls and penalty corners. Pupils are involved in fixtures against other local schools.

In Games the pupils play football and with an emphasis on developing more advanced skills and tactics. Game awareness will form a significant part of sessions. Pupils are involved in a number of fixtures against other schools. General fitness is a key component of the term.

Spring Term

In P.E. lessons pupils will be involved in both net/wall games and invasion games such as basketball and volleyball. There is an emphasis on gameplay and understanding with a focus on acquiring a range of skills, to be an effective part of a team. The components of scoring, passing, dribbling, bumping, setting and spiking form a significant part of sessions to develop team performance and game effectiveness.

In Games, pupils continue to develop the principles of rugby with a focus on tackling and rucking and an introduction to mauling. All sessions follow the Rugby Football Union (RFU) continuum for safe practice. Pupils will require a **mouthguard** to take part in sessions. Pupils will take part in some matches against other schools. Pupils take part in cross country in and around the MTS lakes to further build general fitness and stamina. Pupils do have the option to play non-contact rugby and alternative activities are available for them to maintain their level or participation and fitness.



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Summer Term

In P.E. the pupils prepare for Sports Day acquiring skills associated with both track and field event athletics (throwing, jumping, sprint, middle distance running).

During Games, the pupils further develop their cricket skills in relation to bowling, batting and fielding with an emphasis on tactics and playing as a team. Emphasis is placed on recognising the strengths and limitations in the performance of others in the team with a view to pupils using this information supportively in team play. Pupils will play fixtures against other schools, and some will play in both local and national tournaments.

After Sports Day pupils take part in summer sports such as rounders, softball and ultimate frisbee.



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FURTHER INFORMATION

EXAMINATIONS AND ASSESSMENTS

Year 7 pupils have formal assessments in English and Mathematics in February. Revision guidance will be provided in the first week of the Spring Term.

Year 7 pupils have formal examinations in English, Mathematics, Science, MFL, Geography, History and Latin in late May. Revision guidance will be provided in the first week of the Summer Term.

PARENTAL CONSULTATIONS

Year 7 Parents' Evenings take place online in late November/early December. Year 7 tutorials take place in person in March/April. In the meantime, should you have any concerns, please do not hesitate to contact your son's Tutor via either email or telephone.

HOMEWORK

Homework will be set on Teams.

Document changelog

Date	Note
2023-09-14	Science, English, Music, PSHE, History, assessment info updated
2023-01-17	MFL updated
2022-09-09	Science updated
2022-09-01	Created