

Year 7 Yearly Overview



	Autumn	Spring	Summer
English	<p>Mechanics -Students will engage in Grammar and Punctuation activities to build vocabulary and strengthen their skills. -We will review Parts of Speech.</p> <p>Poetry -We will examine the nature and structure of poetry and think about how to respond to it. Students will be able to identify key terms for poetic devices and will become aware of them in their development of this genre. -They will be introduced to a variety of poems, including limericks, ballads, haiku and other forms of poetry, and will try writing poetry themselves.</p>	<p>Prose -Students will read a novel together as a class and learn about how to respond to prose. -Students will also look at the genre of biography, both reading and writing texts. -Grammar and punctuation will continue to be stressed, and skills such as skimming and scanning.</p>	<p>Drama -This term will see the students engaged in reading and responding to a play and becoming aware of the technical terms. -They will also practice speaking and listening skills by reading and performing the play.</p>
Mathematics	<p>Number Sets, basic operations. Introduction to Algebra. - Order of operations Addition and subtraction. Multiplication and division - Factors and multiples - Fractions. Mixed numbers and improper fractions. Comparing and ordering fractions, Adding, subtracting, multiplying, and dividing fractions. Order of operations with fractions - Ratios. Direct and inverse proportionality. Cross multiply</p>	<p>Number Sets, basic operations. Introduction to Algebra. - Representing a number as the product of its prime factors—find the greatest common divisor and least common multiple - Rounding numbers - Number lines - Sets of numbers: naturals, integers, rational, place value and zero. Recognizing and classifying numbers in different number systems - Ordering numbers</p>	<p>Geometry - Properties of Quadrilaterals: Parallelogram. Rectangle. Rhombus. Square. Trapezium. Kite. Constructing quadrilaterals. Polygons. Solids. Edges, vertices, and faces. Polyhedra. Prisms. Pyramids. Sphere. Cylinder. Cone. Nets of solids. - Perimeter. Unit conversion. Area, Composite shapes. Volume. Surface area. - Transformations: Translations. Enlargements. Reflections and line of</p>

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	<ul style="list-style-type: none"> - Decimals, operations with decimals - Integers, operations with integers - Absolute value - Rotations, reflections - Percentages. Percentages and money. Profit and loss. Percentage increase/decrease - Conversion between different forms of numbers—fractions, decimals, and percentages 	<ul style="list-style-type: none"> - One-step equations, two step equation - Simple Inequalities. <p>Geometry</p> <ul style="list-style-type: none"> - Points - Lines: parallel lines, perpendicular lines - Angles: Revolution. Straight angle. Right angle. Acute angle. Obtuse angle. Reflex angle. - Measuring angles using a protractor - Angles at a point or on a line. Supplementary angles, vertically opposite angles. - Triangles: Scalene. Isosceles. Equilateral. Constructing triangles. 	<p>symmetry. Rotations. Drawing and describing using proper mathematical language.</p> <p>Introduction to Probability</p> <ul style="list-style-type: none"> - Calculating probabilities of simple events - Solving simple problems using tree diagrams
<p>Science</p>	<p>Unit 1 Plants and humans as organisms</p> <ul style="list-style-type: none"> - Plant organs - Human organ systems - The human skeleton - Joints - Muscles - Studying the human body <p>Unit 2 Cells and organisms</p> <ul style="list-style-type: none"> - Characteristics of living organisms - Micro organisms - Microorganisms and decay - Microorganisms and food 	<p>Unit 9 Forces and motion</p> <ul style="list-style-type: none"> - Seeing forces. - Forces big and small - Weight – the pull of gravity - Friction – an important force - Air resistance - Patterns of falling <p>Unit 10 Energy</p> <ul style="list-style-type: none"> - Using energy. - Chemical stores of energy - More energy stores - Thermal energy - Kinetic energy 	<p>Unit 7 Material changes</p> <ul style="list-style-type: none"> - Acids and alkalis - Is it an acid or an alkali? - The pH scale - Neutralisation - Neutralisation in action - Investigating acids and alkalis <p>Unit 8 The Earth</p> <ul style="list-style-type: none"> - Rocks, minerals, and soils - Soil - Igneous rocks - Sedimentary rocks - Metamorphic rocks

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	<ul style="list-style-type: none"> - Microorganisms and disease - Plant cells - Animal cells - Cells, tissues and organs <p>Unit 3 Living things in their environment</p> <ul style="list-style-type: none"> - Adaptations - Food chains - Humans and food chains - Pollution - Ozone depletion - Conservation - Energy resources <p>Unit 4 Variation and classification</p> <ul style="list-style-type: none"> - What is a species? - Variation in a species - Investigating variation. - Classifying plants. - Classifying vertebrates. - Classifying invertebrates. 	<ul style="list-style-type: none"> - Energy on the move - Energy changing form. - Energy is conserved. <p>Unit 5 States of matter</p> <ul style="list-style-type: none"> - Solids, liquids and gases - Particle theory - Changing state - Explaining changes of state <p>Unit 6 Material properties</p> <ul style="list-style-type: none"> - Metals - Non-metals - Comparing metals and non-metals - Everyday materials and their properties 	<ul style="list-style-type: none"> - Weathering - Moving rocks - Fossils - The fossil record - The structure and age of the Earth - The geological timescale <p>Unit 11 The Earth and beyond</p> <ul style="list-style-type: none"> - Day and night - The starry skies - The moving planets - Seeing stars and planets - The Moon and its phases - A revolution in astronomy - 7 400 years of astronomy - Journey into space
History	<p>The Norman Conquest</p> <p>-Students will be introduced to William the Conqueror and his impact on the country. They will look at the prelude to and results of the Battle of Hastings.</p> <p>Medieval Life</p> <p>-The focus will also be on the Feudal System and Castles.</p>	<p>The Islamic World</p> <ul style="list-style-type: none"> - Expansion of Islam - Islamic culture and scientific innovation <p>The Crusades</p> <p>-Students will be introduced to the topic the Crusades. Students will learn about notable people such as Richard the Lionheart and Saladin.</p>	<p>The Renaissance</p> <p>-Students will be introduced to the Renaissance. They will gain an understanding of various key figures such as Leonardo da Vinci, the Medici family etc.</p> <p>-Students will learn about various scientific innovations such as the telescope and the printing press.</p> <p>-Students will also learn about the Renaissance in a global perspective.</p>

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		-The way the Crusades changed the European mindset	
Geography	Weather and Climate -Explain the difference between climate and weather. -Explain the factors that determine weather and climate. -Explain how some of these factors work together to determine regional climates. -Apply symbols to weather conditions.	Geography of Russia -Demonstrate an understanding of where Russia is and be able to compare it with other places. -Identifying physical features in Russia. -Demonstrate an understanding of Russian population compared to other countries. -Demonstrate an understanding of Russian weather, climate, and natural hazards. Rainforest -Know what a rainforest is. -Outline key facts about rainforests. -Identifying layers and characteristics of a tropical rainforest.	Map reading and skills -Know what a map is. -Explain the purpose of maps. -Explain types of map scales. -List and identify the features of a map including the title, compass rose, map key, map scale, inset map, and lines of latitude and longitude. -Demonstrate an understanding of how to locate areas in a map by using grid references, compass rose, latitude, and longitude. -Demonstrate an understanding of how to measure distance in a map by using a piece of paper or a thread. -Demonstrate an understanding of how to draw a cross section in a map.
Russian 1st Language	Spelling (revision): -Unstressed vowels, paired consonants, unsounded consonants, Ъ and Ь -Unstressed noun-ending -Case endings of adjectives Syntax and Punctuation: -Types of sentences	Lexis (revision): -Polysemantic words -Direct meaning and figurative meaning of words. -Homonyms, Synonyms and Antonyms Spelling: -Letters A-O in roots ЛАГ-ЛОЖ, ПАСТ – ПОС	Verb: -Tense, infinitive, aspect -Verb conjugation and spelling of verbs' personal endings. -Negative particle НЕ -ТСЯ and ТЬСЯ -Soft sign at the end of verbs

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	<p>-Principal and Secondary Sentence Parts -Dash between Subject and Predicate -Coordinate parts of the sentence and punctuation marks between them</p>	<p>-Letters Ё-О after Ж, Ч, Ш, Щ and Ц -Letters Ъ-И after Ц Parts of speech (revision): -Noun -Adjective</p>	
<p>Russian 2nd Language</p>	<p>Reading, writing, listening, conversational practice. Learning video “Russian school with kikoriki. (video course by Pushkin Institute).</p> <p>Module 1 Let us introduce.</p> <ul style="list-style-type: none"> - How to introduce yourself. Construction У меня есть. (I have got). Topics. My family. Construction of possession. Possessive pronouns. - Plural. Professions. <p>Module 2.</p> <ul style="list-style-type: none"> - Prepositional case. Where? Где? -Countries. Location. Adverbs of place. Where? Где? -Verbs. Adverbs. -Nominative case. Gender. Possessive pronouns. Adjectives. <p>Module 3.</p>	<p>Reading, writing, listening, conversational practice. Learning video “Russian school with kikoriki”. (video course by Pushkin Institute).</p> <p>Module 5.</p> <ul style="list-style-type: none"> - Counting 100, 1000. - Food, verbs “to eat” and “to drink” (есть, пить). - Transitive verbs. <p>Module 6.</p> <ul style="list-style-type: none"> - Adverbs of time. Questions about time of action. What time is it? Days of week. When? - Past Tense. - Future Tense. - Reflexive verbs. My day. - Verbs with -ова, -ева - Unions, complex sentences. <p>Module 7.</p> <ul style="list-style-type: none"> - Modal verbs. - Aspects. - Aspects in Past Tense 	<p>Reading, writing, listening, conversational practice. Learning video “Russian school with kikoriki”. (video course by Pushkin Institute).</p> <p>Module 9.</p> <ul style="list-style-type: none"> - Verbs of motion Past tense. - Verbs of motion. Future tense - Prefixed verbs “to start to go” (пойти, поехать). <p>Module 10.</p> <ul style="list-style-type: none"> - The usage of Genitive case. - The construction I do not have (У меня нет). - Usage of Genitive case with prepositions - Usage of Genitive case with quantitative adverbs and numerals <p>Module 11</p> <ul style="list-style-type: none"> - Dative case. (functions: the recipient, age). - Prepositional case (object of speech). - Instrumental case.

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	<p>-What are you doing. Verbs. Present Tense. Hobbies. Accusative case, Direct object. -Verb “to love” (любить), construction “I like” (Мне нравится). - Construction with “because” (потому что) -Counting to 100, 1000. -Food, verbs “to eat”, “to drink” (есть, пить). Review</p>	<p>Module 8.</p> <ul style="list-style-type: none"> - Verbs of motion. Present Tense “to go” (Идти-ходить, ехать- ездить). - Direction. Accusative case. “Where to” (Куда?) <p>Review</p>	<p>Module 12</p> <ul style="list-style-type: none"> - Prefixed verbs of motion. <p>Review.</p>
<p>Art</p>	<p>Language of Art</p> <ul style="list-style-type: none"> -This scheme of work introduces learners to the foundations of Art and Design; the Formal Elements of Art. -They will develop skills in recording from observation using line, shape, space and tone along with colour mixing and painting skills. -Students will develop their abilities to record with increasing levels of accuracy. -To be able to refine and develop personal ideas and to show an understanding of visual communication through appropriate media, materials, techniques and processes. -Language of Art has been designed to encourage students in becoming independent 	<p>Jungle Paintings</p> <ul style="list-style-type: none"> -This scheme of work introduces learners to the foundations of Art and Design; Perspective. -They will continue to develop their skills in recording from observation using; line, shape, space and tone along with colour mixing and painting skills. -Students will be able to value the process of experimentation and risk taking during this project and be able to refine and develop personal ideas. Leading the students to create their own unique jungle landscape using watercolours. 	<p>Mythical Creatures</p> <ul style="list-style-type: none"> -This scheme of work provides the students with a deeper knowledge of colour theory. -The students will enhance their knowledge on which colours can be mixed together, how to create tones, tints and shades as well as hot and cold colour tones. -The students will be able to develop their own unique ideas in a group whilst continuing to develop their recording skills through drawing and sculpture. -This project encourages students to strive for excellence in both the classroom, their neighborhood and in the global community.

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	learners through a structure, which focuses on active learning. Students will participate in many projects and activities, which will provide them with a sound sense of enjoyment and fulfilment.		-By speaking and listening to other's views and opinions about their and other artworks through class discussion that will allow for interaction with peers and the sharing of ideas
Music	<p>Elements of music</p> <ul style="list-style-type: none"> - Understand and recognize the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE - Draw on the Elements of Music as a resource when composing, creating, and improvising and use the Elements of Music effectively when performing and singing. - Recognize the Elements of Music when listening to and appraising music from various times and separate places. 	<p>Keyboard Skills</p> <ul style="list-style-type: none"> - Navigate basic functions around a keyboard e.g., mains power, on/off switch, connecting headphones and splitters, keyboard hygiene etc. - Play simple warm-ups, scales and melodies which has the pitch or note names written on the music 	<p>Folk Music</p> <ul style="list-style-type: none"> - Recognize Folk Music as a genre distinct from other styles and genres of music. - Understand the structure of simple Folk Songs: Intro, Verse, Chorus/Refrain. - Perform and sing simple Folk Song melodies in unison.
Arabic	<p>Arabic Alphabet</p> <p>-Year 7 is the first year of secondary for this set of children as well as the first year of learning Arabic for many of them. Therefore, it will be the first experience in learning a new language and especially the language of the Quran. However, our department is trying to put all the available resources for the children to progress and achieve. Arabic lessons are very interactive including the four skills which are speaking, listening, reading and writing.</p> <p>-Learn the letters in their different forms (beginning/ middle/end)</p>	<p>Grammar Focus</p> <ul style="list-style-type: none"> - Introducing the Arab word. - Greeting and introducing self, family, and friends. Also describe people. - Pets and domestic animals and describing them. - Early morning, breakfast, and afterschool routine. - Hobbies and sports, likes, dislikes and preferences. - .2 .1 ل Questions tools. 3. Adverb of place & time 4. Structure of verbal .(-فاعل-). مفعول به sentence 	<p>Reading</p> <ul style="list-style-type: none"> - Encourage your child to focus on learning Arabic as it is the language of the Quran. - Make sure they do their homework on time due and to a satisfactory standard. Also, memorize and spell 5 to 7 innovative words weekly. - Designing a simple template for information material such as a program idea, media report, or a newspaper article. 4. Write a comparison between 2 famous people (positive and negative). 5. To write about new inventions in technology.

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	<p>-Practice reading the letters with long vowels (الممدود and Sukoon (سكون)) -Learn Arabic Visual words -Read simple texts from level readers books. -Learn new Arabic vocabulary through our curriculum.</p> <p>Greeting and basics -numbers 1-11 - Days of the week - Month of the year -colours</p>	<p>- Tenses. 2- Singular, dual, plural 3- Using of conditional tools (لم-اللانهاية-الم المر (4 -) Adverb. -</p>	<p>Revision</p>
<p>Spanish</p>	<p>Rationale: At the beginning of Year 7, students will have a general introduction to Spanish and will be able to recognise single words. As the year progresses, this will build up to creating short sentences about themselves and others and then producing small paragraphs. They will be taught to express their opinions and form the present tense. In addition to the language element, student will also become more culturally aware, learning about Spanish festivals and traditions at separate times of the year. The lessons will be delivered as much as possible in the Target</p>	<p>Knowledge/Skills End Points - Speaking and writing Ask and answer questions Speak Spanish in class Understand question words Work out language patterns Create sentences about name, age and birthday without support. - Create sentences about appearance and where you live without support Reading and listening Answer comprehension questions about appearance and where you live, in short texts - Reading and listening Answer comprehension questions about personality, relationship, and pets without support.</p>	<p>Literacy - Key vocab as per the Student Guide -Regular guided reading - Sound/spelling link - Plurals and negatives Indefinite articles Possessive adjectives Adjectival agreement Qualifiers Forming questions Connectives Present tense of tener and vivir. - Present tense (estudiar) Negatives Adjectival agreements: singular and plural Qualifiers Forming questions Connectives Definite article for school subject's Indefinite article. - Speaking and writing Create opinions about school subjects without support Reading and listening Answer comprehension questions about school in short texts.</p>

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	<p>Language. Students in Year 7 are provided with a list of useful classroom expressions and are encouraged to use these whenever possible.</p> <ul style="list-style-type: none"> -Spanish-speaking countries -Personal details Alphabet -Numbers 1-31 Months and dates -Colours (Classroom language) -Siblings Family members Christmas in Spain Colours Appearance Where you live. 		<p>Revision</p>
<p>Computer Science</p>	<p>Clear Messaging in digital media Demonstrate an understanding of;</p> <ul style="list-style-type: none"> -How to plan a poster to clearly convey a message -Choose and download a suitable image -Creating a poster using a desktop publishing application such as Adobe, Ms Publisher or PPT -Creating and modifying a logo using a graphic editing program -Choosing and combining text and graphics in a slide or logo 	<p>Computer Hardware and Software Demonstrate an understanding of:</p> <ul style="list-style-type: none"> -Input and Output devices. -Identifying primary memory and secondary memory in a computer. -Evaluate the different between RAM and ROM. -What is meant by System software and application software? -What is meant by Operating System? -What are the functions of the Operating System? <p>Computer network</p> <ul style="list-style-type: none"> -Know what a computer network is and how computer network is different from the internet. -Identify computer network devices 	<p>Spreadsheet</p> <ul style="list-style-type: none"> -Know what a spreadsheet is -Identify the parts of the spreadsheet display, including cells, columns and rows, cell references, cell range. -Insert and format text information in spreadsheet cells -Demonstrate an understanding of working with formulas and functions in a spreadsheet -Know how to merge and unmerge cells in a spreadsheet. <p>Revision</p>

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		<ul style="list-style-type: none"> -Outline types of computer networks -Demonstrate understanding of how computers communicate with each other and the methods employed to assure that the communication is reliable. 	
P.E	<p>Handball</p> <ul style="list-style-type: none"> -To be able to use different parts of the body to contact and keep the ball in the air -Students should be able to perform a basic pass and taking the ball on the run technique and be able to apply these to small –sided competitive games and use them to begin to attack. -Rallies should be started with a basic receiving-catching and students should understand ruled regarding the scoring of points. -Students should know by name the different areas and lines on court. -To be able to perform a technically correct foot awareness: setting the body in motion, stopping, pivoting and running footwork. -Ball handling -Distribution -passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.) 	<p>Football</p> <ul style="list-style-type: none"> -Studying rules of safety in the lessons of Football. -Studying and developing dribbling, inside -the foot pass, long pass, foot trap, passing, outside the foot pass, -ball control; tackling -goalkeeping, kicking goals, kick-off -punting, volleying -team play and strategy -defensive manoeuvres, -football rules, game -Improving stamina, agility, strength. 	<p>Volleyball</p> <ul style="list-style-type: none"> -To perform a basic set-shot accurately and perform the shot in a game situation. -To perform volleyball Dig shot technique -To understand the scoring system in Volleyball. -To be able to perform the underarm and overhand serve -To develop and accurately replicate a spike shot -To analyse performance in Volleyball -To use the three-touch idea in game situation -To use a variety of tactics to outwit opponent -To be able to perform teamwork -To be able to basic the rules/regulations and safety procedures.

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EAL	<p>Listening</p> <ul style="list-style-type: none"> · Understand simple, standard speech and can recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly. <p>Reading</p> <ul style="list-style-type: none"> · Understand very short, simple texts, pick up familiar names and basic phrases. <p>Writing</p> <ul style="list-style-type: none"> · Write short, simple sentences. · Fill in forms with personal details, for example entering their name, nationality ect. <p>Speaking Topics:</p> <ul style="list-style-type: none"> -Everyday classroom language. Introduce yourself and greet others. - People’s appearance and character. -My family <p>Grammar:</p> <ul style="list-style-type: none"> -Personal Pronouns -Possessive pronouns and adjectives -to be and to have in Present Simple -Possessive Case - Present Continuous 	<p>Listening</p> <ul style="list-style-type: none"> · Understand phrases and the highly frequent vocabulary related to areas of learnt topics · Catch the main point in short, clear, simple messages and announcements. <p>Reading</p> <ul style="list-style-type: none"> · Read short and simple texts. · Find specific, predictable information in simple text, be able to discuss the information. · Understand the main event in chronological texts. <p>Writing</p> <ul style="list-style-type: none"> · Write short and simple notes and messages relating to matters in areas of immediate need. · Use learnt words and phrases to record and present information. · Punctuate correctly, using upper and lower case, full stops, question marks. <p>Speaking Topics:</p> <ul style="list-style-type: none"> -My Daily Routine and Household Chores. -My Home My City/My Town <p>Grammar:</p> <ul style="list-style-type: none"> -Present Simple -Preposition of Time: in/at/on -Adverbs of Frequency -Saying Time -Demonstratives: this/that/these/those 	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. <p>Writing</p> <ul style="list-style-type: none"> · Plan, draft and organise writing. · Use basic grammar including appropriate verb tenses and subject –verb agreement · Be able to check work for accuracy and spelling <p>Speaking Topics:</p> <ul style="list-style-type: none"> -Sport in our life. -Hobbies and Interests -Clothes <p>Grammar:</p> <ul style="list-style-type: none"> -Future Simple and ‘be going to’ -Past Simple Regular/ Irregular Verbs -Plural of Nouns - Quantifiers: some/any/no/much/many -Adjectives and Adverbs. Comparison. - Position of adjective and adverbs in the sentence
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		<ul style="list-style-type: none">-Preposition of place-There is/are-Preposition of movement- Modal verbs: can/may/must/should	
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