

CURRICULUM MAPPING YEAR 7

Subject	Autumn Term	Spring Term	Summer Term
Art	Still Life and Formal Elements - Students will explore colour theory by responding to an appropriate work of art. Developing observational drawing skills and painting techniques through exploration of line, mark making, tone and the formal elements. Composition and perspective will be explored in final outcomes. Artist inspiration is David Bachelor and Yinka Shonibare	Shape and Form in Architecture - Students will develop observational drawing, painting and printing skills. Students will explore the work of Norman Foster, Antoni Gaudi, Hundertwasser and Brenda Hartill, where they will consolidate their skills by producing a collagraph and a clay tile inspired by the artists. Students will also learn how to analyse art.	Similarities and differences between cultures – Students will study Mexican culture. They will develop an awareness of different cultures and societies by further developing their painting, cutting, weaving and drawing skills. Students will develop an awareness of composition, colour, pattern, shape and form and will gain confidence of working on a larger scale.
Computing	Students will begin to understand how computers are used in sending codes and messages. They will develop skills in planning with flow diagrams and using Pseudo code.	Students will develop their understanding of what the components of a computer are and how they work. They will develop basic programming skills.	Students will consider how the world wide web works and how their technology knowledge can be effectively applied.
Dance	Students will develop their dance vocabulary and technical skills in dance throughout the three terms. In the first term, students develop their confidence in performing through exciting stimuli and starting points. Students will compose/choreograph their own work from given starting points. Audience skills and the ability to give effective feedback is a focus this term.	As students' confidence in composition grows the focus is on developing expressive skills to communicate the artistic intent of the piece. Students learn how to use physical theatre and symbolism to take the audience on a journey. This term, we develop dance work based on the Rights Respecting Ethos of the school as a starting point.	Students are challenged to further develop their choreographic ability to structure their own work and to create work that is original and imaginative. Students are shown a selection of professional work to encourage analytical skills including what is similar and different between different genres and different choreographers.

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Drama	Darkwood Manor and storytelling: Students will explore the premise of a haunted house 'Darkwood Manor' whilst developing skills in improvisation and devising, as well as creating and maintaining role. Students will learn and use the skills of hot-seating, characterisation, sound-scaping and physical theatre. Students will then create original work and focus on narration and storytelling. Students will develop skills in making, performing and evaluating drama.	The Tempest – Shakespeare: Students will study and explore key moments and characters from Shakespeare's 'The Tempest.' Students will create the opening storm scene using sound-scaping, physical theatre of the ship and characterisation. Students will then explore the setting of the island and develop improvisation skills as survivors of the storm/ship-wreck. Students will play and explore key characters and certain lines/moments. Students will continue to develop skills in making, performing and evaluating drama.	Physical Theatre and Fairy-tale: Students will revise and refine physical theatre skills. Students will create a performance based on Lewis Carol's poem 'The Jabberwocky' from 'Alice in Wonderland. Students will learn about physical mirroring and physical puppetry –in reference to 'Alice through the looking glass' and will then work on telling a story from the perspective of a villain from a fairy-tale. Students will do some work based on fairy-tale scripts and then devise or modernise their own chosen fairy-tales, using drama skills.
English	Students will study the novel Private Peaceful building on the reading strategies learned in their primary setting. The second unit of study will be an Introduction to Poetry which will familiarise students with the different styles of poetry studied in both Key Stage 3 and 4.	Students will begin by looking at the different types of non-fiction texts and then move on to look in detail at journalistic writing and newspapers. Students will then move on to study The Tempest focussing on the conventions of a Shakespearean comedy.	To consolidate their reading skills students will study extended extracts of Dickens' Oliver Twist followed by a modern play version of Hound of the Baskervilles.
Food Preparation and Nutrition	Principles of Health and Safety and Food Safety. How to research, develop, make and evaluate design ideas for design briefs. The importance of macro and micro nutrients.	Eatwell plate. Importance of healthy eating. Fruit project; exploring nutritional and functional properties of food. Students will explore food choice and food provenance and sustainability issues.	Exploring different methods of heat transferences and their effects on food. Eat well project – to show understanding of the NHS 8 tips to healthy eating and exploring the link between diet and well-being.

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French	<p>French in the Autumn Term will build upon any French learned in primary school and revise key information. Topics studied in the first half term will include, personal information, greetings, numbers up to 31, birthdays, likes and dislikes, colours, dictionary skills, classroom language. Later in the term, more grammatical structures will be introduced and explored, including, present tense verbs, pronouns and adjectives.</p> <p>The end of term will focus on Christmas in France.</p>	<p>The Spring term will introduce the topic of pets and family and simple hobbies. Students will build upon their grammar knowledge from term one and be confident in using the two key verbs of avoir and être and how to conjugate verbs in the present tense. The term will end with learning about how Easter is celebrated in France.</p>	<p>This term will introduce the topic of school and time. Students will learn how to describe their school day and timetable and express opinions about their subjects. They will learn how to tell the time and describe their teachers.</p> <p>There will be opportunities to learn about the culture of French speaking countries.</p>
Geography	<p>Geography in Key Stage 3 is taught through a range of 'topics' where students will develop key knowledge of people, place and the environment. In addition each module will cover a range of basic geographical skills such as map reading, interpreting graphs and evaluation.</p> <ul style="list-style-type: none"> • Map skills – students will learn how to identify places and use OS maps • Pole to Pole – learning about how climates, animals, people and plants change from the north to South Pole. 	<p>Topics to be taught this term include:</p> <ul style="list-style-type: none"> • UK landscapes and tourism – students will study different UK landscapes and the impact of tourism here. • Development – how and why life varies across the nation and world. 	<p>Topics to be taught this term include:</p> <ul style="list-style-type: none"> • River landscapes – students will learn about river landscapes including waterfalls, meanders and flooding. • Fragile planet – the students will learn about pollution and the environment and complete school based enquiry into these topics to develop their geographical skills.
German	<p>This will be a new language for many students and the Autumn Term will focus on introducing yourself, greetings, numbers up to 31, months, likes and dislikes, colours, dictionary skills and classroom language. There will be an opportunity to explore German culture. .</p> <p>The end of term will focus on learning about Christmas in German speaking countries.</p>	<p>The Spring term will introduce the topic of pets, family and simple hobbies. Students will build upon their grammar knowledge from term one and will be introduced to the concept of cases in German and how to conjugate verbs in the present tense. The term will end with learning about how Easter is celebrated in German speaking countries.</p>	<p>Students will learn about school in Germany and be able to express opinions about subjects and how to tell the time as well as describe their teacher. Grammatically, students will be introduced to the concept of word order and learn how to use a variety of connectives.</p>

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History	<ul style="list-style-type: none"> • Historical skills • Challenges to the Throne • 1066 and the Battle of Hastings • Who were the contenders? • Who were the winners and why? 	<ul style="list-style-type: none"> • Consolidation of Williams power • Domesday book • Feudal system • Castles • Peasants revolt • Black Death • Role of religion in Medicine. 	<ul style="list-style-type: none"> • Tudor dynasty • Who were the Tudor Monarchs? • Creation of the Protestant church • Spanish Armada • Who was the most successful Tudor Monarch?
Mathematics	Place value and Number sense Addition and Subtraction Perimeter Rounding and Estimation (in real life situations) Multiplication and Division Factors and Multiples Area of rectangles and triangles and parallelograms	Fractions as part of a whole Fractions as an operation Order of operations Basic rules of algebra Expand and factorise Substitution	Angles Polygons Symmetry and reflection Coordinates Mean Two way tables & Venn diagrams
Music	Introduction to music and the keyboard. Through a range of different tasks, students will develop their keyboard skills in order to play selected pieces of music fluently and with expression. Once students are confident in performing, they will move onto composition. They will follow different composition tasks in order to become confident in composing within different genres.	As students become more confident in performance and composition, they will move into investigating different genres including classical. They will listen to and perform significant pieces of music from this genre and look at how they are structured. Once students are confident in identifying the key features of this genre, they will apply this knowledge and understanding to their own compositions.	Students continue their journey of performing and composing within different musical genres by studying the features of Blues and Reggae music. They will look at the historical context of both genres as well as the musical features that make these two genres easily identifiable. Through performance, composition, listening and appraising, they will develop awareness of different cultures and traditions.
PE	Take part in a selection of the following activities; Rugby, Football, Basketball, Netball, Handball, Hockey, Swimming, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise	Take part in a selection of the following activities; Rugby, Football, Basketball, Netball, Handball, Hockey, Swimming, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise in preparation for Winter Sports Day	Take Part in a selection of the following activities: Cricket, Rounders, Softball, Stoolball, Tennis, Athletics

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Product Design	Students will be introduced to CAD and CAM, using the software, Photoshop and 2d design, They will produce a calendar that has been customised for their client.	Students will be introduced to a range of tools and machines to make a remote control robot.	Completion of practical project.
RE	Students start an in-depth study of Hinduism as one of the oldest world religions. Students will consider both the beliefs and practices held by Hindu's today in British society and consider the theme of equality by reflecting upon how Gandhi fought for equality and the human rights of others.	Students then chronologically, study Judaism as the first Abrahamic faith. Students will consider the beliefs and practices of Jews today in British society. Students will then consider how the Holocaust affected the Jewish community and contemplate whether God broken his covenant with humanity.	Students will then study the beliefs and practices of Buddhists today in British society and question whether it is necessary for a religion to believe in God, or a divine being.
Science	Students begin Year 7 by completing The Passport to Science. This covers many aspects of health and safety in Science as well as investigational skills. Students go on to study foundation topics in cells and reproduction, forces and magnets as well as particles and solutions.	Students build on their knowledge further by studying key concepts in energy and electricity, ecosystems and ecological relationships, space and noncontact forces and chemical reactions and acids and alkalis.	We end the year by building on our knowledge further and studying light, sound and digestion. All of topics from Year 7 will be tested in an end of year test.
Textiles	Introduction to colouring fabrics and use of the sewing machine. Students will explore tie dye and batik and learn to join fabric using the machine, investigating the source of different fabrics and the properties of cotton. They will explore the theme of 'Day of the Dead'.	Students will develop their own design ideas for Day of the Dead dolls, learning further decorative techniques such as applique and embroidery to achieve their designs.	This term students will apply all the skills they have learnt by making their final product. They will gather user data to evaluate the success of their product.