

CURRICULUM MAPPING YEAR 7

Subject	Autumn Term	Spring Term	Summer Term	
Art	Year 7 Art and Design Overview			
	<p><u>Themes</u> Natural forms Portraits/Identity African Art Pattern Still life – toys/Lego etc</p>	<p><u>Skills</u> <u>Colour</u> Primaries Secondaries <u>Drawing</u> Mark-making Basic shapes/accuracy of outline shapes Tone –shading from dark to light and directional shading Portrait basic - proportions <u>Painting</u> Colour mixing. Blending, directional brushstrokes. <u>Printing</u> Mono – printing <u>3D</u> Clay – basic introduction – rolling/joining, pinch pot etc. <u>Photography</u> Photography for recording ideas – basic editing on phones <u>Literacy</u> To be able to explain ideas and reflect upon own work. To be able to write about an artwork, describing it in detail – form content process mood.</p>	<p><u>Artists</u> Van Gogh Matisse Paul Klee African Art Picasso</p>	<p><u>Language/Vocabulary</u> Colour Tone Primary Colour Secondary Colour Portrait Proportion Blending Mixing Paint Charcoal Chalk Texture Form Shading</p>

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Computing	Students will start the year understanding the use of ONEDRIVE including the use of email. They will demonstrate their ability in using PowerPoint. They will also be starting their (3yr) journey to completing their iDEA Award by completing the E-Safety badges.	Students will begin to understand how computers are used in society. They will investigate the different types of hardware involved that makes a computer Work. They will continue their iDEA journey.	Students will begin to understand how computers are used in society. They will investigate the different types of Software involved that makes a computer Work. They will continue their iDEA journey.
Performance Studies (Drama and Dance)	<p>Darkwood Manor (Drama): This scheme of work introduces students to using drama through an exploration of stories and experiences about an old abandoned house. The premise of the house and its history engages the students whilst they learn and begin to master key drama skills of mime, physical theatre and freeze frame whilst they also start to build their own characterisation skills. Characterisation is also modelled to students through 'teacher-in role.' This work provides Year 7s with some key building block skills.</p> <p>South African Theatre (Drama): This scheme of work introduces students to exploring stories and theatre from other another culture and develops students' ensemble skills such as choral speaking, narration and use of gesture, all of which are excellent skills in preparing them for devising projects in Year 8 and 9 and for the Component 1 devising exam at KS4. The choral tasks also help to develop collaboration skills.</p> <p><i>NB: To enable all classes to have 6 high quality Dance lessons in the fully equipped Dance Studio, one of these projects may be swapped with the Dance scheme listed in the Summer term column.</i></p>	<p>Charlotte Diamond (Drama): This scheme of work is based on a historical murder mystery. Students will study a series of stimuli (images, historical accounts, stories, poems) as well as create and explore the stimuli to devise their own original responses. This will enable Year 7s to develop their skills in preparation for further devising projects in Year 8 and 9 and for the Component 1 devising exam at KS4.</p> <p>Evacuees (Drama): This unit has great links with History as students will be looking at an aspect of life during WW2 and will have the opportunity to explore and imagine life at that time 'in role', as well as to compare the life and times of evacuees at that time to the experiences of young people now.</p> <p><i>NB: To enable all classes to have 6 high quality Dance lessons in the fully equipped Dance Studio, one of these projects may be swapped with the Dance scheme listed in the Summer term column.</i></p>	<p>The Tempest & Storytelling (Drama): This scheme of work links with English in terms of providing extra opportunities for engagement with literature/reading, speaking & listening & developing literacy. The first 3 lessons explore key moments from Shakespeare's text <u>The Tempest</u>, looking at staging of a play-text and delivery of lines as well as providing an engaging introduction to Shakespeare. The following 3 lessons will look further at reading and understanding set poems or monologues and bringing them to life from the page to the stage using drama skills. This supports reading skills, engagement with texts and provides a cultural and artistic shared experience for the students as well as building confidence for further scripted projects in Year 8 and 9 and for the Component 2 scripted exam at KS4.</p> <p>Capoeira & Hip Hop (Dance): This scheme of work introduces students to the concepts and skills of Capoeira. The dance form of Capoeira is an energetic partner dance that was developed by enslaved Africans in Brazil at the beginning of the 16th century. Comparisons to other paired dance work can be discussed to further develop pupil's knowledge of the similarities between contrasting dance styles. The second taster scheme is looking at hip hop. Pupils will</p>

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			<p>learn a short motif based on the style of tutting and learn how to develop a motif using actions and dynamics. Pupils will watch the work of Hendrick Sandy and Diversity to engage and entertain them. This scheme of work introduces Dance in the curriculum, giving students a taste of what to expect of Dance at the next level, enabling them to be able to make an informed choice when they get to Year 8 options next year. This work builds a foundation for the scheme of work delivered in Year 8 and further study of Dance in Year 9 as pupils learn how to use create their own duets with a clear narrative using ASDR. Pupils will also be developing their practical application of both physical and expressive skills in the style of Capoeira.</p>
<p>English</p>	<p>Students will read the novel 'Treasure Island' building on the reading strategies learned in their primary setting. In addition, students will explore a variety of extracts and short stories in order to explore narrative structure, genre, setting and characterisation. Students will complete a variety of writing tasks that demonstrate their ability to plan, construct, write to suit audience and purpose, vary sentences and choose vocabulary appropriately.</p>	<p>Students will study a range of non-fiction, fiction and poetry all based on the theme of heroes and villains. The unit will be based on exploring different text types, generic conventions, characterisation, language choices and narrative structure. Students will also read a class reader and will continue to build on their work from the previous unit by redrafting and perfecting their writing.</p>	<p>An introduction to Shakespeare unit with an emphasis on exploring language, performance and the conventions of tragedy / comedy, etc. Students will read 'The Tempest' in class focusing on the power struggle between Caliban and Prospero. The text will also be used as a springboard for a range of writing tasks both fiction and non-fiction.</p>

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Food Preparation and Nutrition	<p>Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation.</p> <p>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 micronutrients.</p> <p>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.</p> <p>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.</p>	<p>Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation.</p> <p>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 micronutrients.</p> <p>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.</p> <p>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.</p>	<p>Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation.</p> <p>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 micronutrients.</p> <p>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.</p> <p>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.</p>
French	<p>French in the Autumn Term will build upon any French learned in primary school and revise key vocabulary and grammar points. Topics studied in the first half term will include, personal information, greetings, numbers up to 31, birthdays, likes and dislikes, simple hobbies, sentence building and classroom language. Later in the term, more grammatical structures will be introduced and explored, including, present tense verbs, pronouns and adjectives. We do regular mini quizzes based on the information in your Knowledge Organiser and have competitions throughout the year, such as linguist of the month.</p>	<p>The Spring term will introduce the topic of pets and family and consolidate the work on simple hobbies and sentence building starter in the Autumn Term. 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.</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. By the end of this term, students should be able to describe a picture in French and use simple future tense phrases.</p>

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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 geographical skills such as map reading, interpreting graphs and assessment skills.</p> <ul style="list-style-type: none"> • World of work • Development– how and why life varies across the nation and world. 	<p>Topics to be taught this term include:</p> <p>UK human landscapes – students will study different UK landscapes and the positive and negative impacts of tourism.</p>	<p>Topics to be taught this term include:</p> <p>River landscapes – students will learn about river landscapes including waterfalls, meanders and flooding.</p> <p>Fieldwork skills and techniques – Students will conduct a mini fieldwork investigation in the school site, helping them to learn valuable 'geography outside the classroom' data collection and analysis skills.</p>
History	<p>We begin in Year 7 with considering the changes to England under Norman rule. We examine the following topics:</p> <p>1066 and the Battle of Hastings Who were the contenders? Who were the winners and why? Consolidation of Williams power Domesday book Feudal system Castles The role of the Church.</p>	<p>We build on the knowledge gained in throughout term one and consider challenges to the Crown by examining three events in depth:</p> <p>The murder of Thomas Becket The Magna Carta The Peasants' Revolt.</p>	<p>The summer term has a focus on Medieval life. We investigate what it was like to be a peasant working and living in England in a feudal society. Students will investigate law and order, housing and work.</p>
Mathematics	<p>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</p>	<p>Fractions as part of a whole Fractions as an operation Order of operations Basic rules of algebra Expand and factorise Substitution</p>	<p>Angles Polygons Symmetry and reflection Coordinates Mean Two way tables & Venn diagrams</p>

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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 performing, we begin to explore the instruments of the orchestra. Through a range of listening tasks, students will become be able to identify the instruments of the orchestra. This also leads onto classical music performance pieces. We then move on to composing tasks where students learn different techniques to create a Theme and Variation composition.	Students continue their journey of performing in the 'Classics to Modern' unit. Students will study how musicians have used classical music in modern settings. They will also begin to use mixcraft in order to create new arrangements of classical pieces of music.
Physical Education	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
Product Design	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will be introduced to a range of hand tools and machinery to design and make a remote-control robot. They will consider ergonomics to complete a functioning end product and utilise basic electronics skills.	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will be introduced to a range of hand tools and machinery to design and make a remote-control robot. They will consider ergonomics to complete a functioning end product and utilise basic electronics skills.	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will be introduced to a range of hand tools and machinery to design and make a remote-control robot. They will consider ergonomics to complete a functioning end product and utilise basic electronics skills.
Religious Education	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.

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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, energy and particles	Students build on their knowledge further by studying key concepts in forces, chemical reactions and reproduction	In the final term we revise the topics covered already to prepare for the end of year assessment. We then go onto teach ecology
Spanish	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, hobbies sentence building and classroom language. There will be an opportunity to explore Spanish culture. We do regular mini quizzes based on the information in your Knowledge Organiser and have competitions throughout the year, such as linguist of the month.	The Spring term will introduce the topic of pets, family and consolidate what has previously been learnt around hobbies and sentence formation. Students will build upon their grammar knowledge from term one and will be introduced to conjugating verbs in the present tense.	Students will learn about school in Spain 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. By the end of this term, students should be able to describe a picture in Spanish and use simple future tense phrases.
Textiles	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. 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. Students will develop their own design ideas for seasonal mascots, learning further decorative techniques such as applique and embroidery to achieve their designs. 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.	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. 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. Students will develop their own design ideas for seasonal mascots, learning further decorative techniques such as applique and embroidery to achieve their designs. 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.	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. 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. Students will develop their own design ideas for seasonal mascots, learning further decorative techniques such as applique and embroidery to achieve their designs. 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.