

## Year 7 Curriculum Overview 2023-24

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communications</b>	English	<p><b><i>Adventures in Creative Reading and Writing:</i></b> Students will study a range of fiction, including poetry and prose, and non-fiction texts to develop their skills and consolidate learning from KS2. Opportunities for creative and descriptive writing will aid the transition to KS3.</p>	<p><b><i>Modern Novel: A Monster Calls</i></b> Students will study <i>A Monster Calls</i> by Patrick Ness, exploring challenging themes and ideas in contemporary writing to develop their understanding of the writer's craft and how language is used to develop characterisation and plot.</p>	<p><b><i>Feel the Fear - Writing short stories</i></b> Students will study extracts and examples of the horror genre in order to inspire their own short story writing.. Students will develop a range of writing skills, including how to structure a narrative to create tension.</p>	<p><b><i>Frankenstein - play adaptation</i></b> Students will explore literary heritage and genre through textual study of a Gothic narrative. They will also explore how texts are written when intended for performance.</p>	<p><b><i>Overcoming Adversity - modern poetry</i></b> Students will continue to develop their understanding of poetic form, language and structure. Exploring their critical and personal responses to poems, particularly exploring the theme of resilience.</p>	<p><b><i>Gender Equality campaign - writing non-fiction</i></b> Students will analyse a range of gender equality campaign materials, including advertising, speeches and social media posts. They work in groups to create their own gender equality campaign and produce a range of texts.</p>
	French	<p><b><i>Back to school</i></b> Saying your name and learning numbers 1-31 Talking about brothers and sisters Talking about age Talking about likes and dislikes Describing yourself and others</p>	<p><b><i>In class</i></b> Talking about colours Telling the time Describing a classroom Giving opinions on school subjects Describing school uniform Describing your college</p>	<p><b><i>Free time</i></b> Talking about the weather and seasons Talking about which sports you play Talking about activities you do Talking about what you like doing with technology</p>	<p><b><i>Family life</i></b> Talking about pets Using higher numbers Describing families Describing where you live Talking about what you eat and drink for breakfast</p>	<p><b><i>My town</i></b> Talking about places in town Saying what there is to do in Paris Ordering drinks and snacks in a café Asking and giving prices  Revision</p>	<p><b><i>French region</i></b> Key aspects of a region in France</p>
	Spanish	<p><b><i>Introducing Myself</i></b> Classroom items, greetings, alphabet, personality, birthdays and ages, numbers 1-31, siblings, pets and colours, saying what passion / who hero is</p>	<p><b><i>Free Time</i></b> Giving simple opinions, free time activities, weather, sports, days of the week</p>	<p><b><i>Life At School</i></b> School subjects &amp; favourite day, options for subjects, places around school, describing my school, what I do at breaktime</p>	<p><b><i>Family &amp; My Home</i></b> Members of the family, numbers 1-100, hair &amp; eye colour, physical appearance, where I live, type of location, compass points, describing my house, what is in my bedroom,</p>	<p><b><i>Where I Live</i></b> Places around my town, what I am going to do in my house this evening</p>	<p><b><i>Spanish Region</i></b> Key aspects of a region in Spain</p>

Mathematics	Maths	<b>Algebraic Thinking</b> Sequences Understand and use algebraic notation Equality and equivalence	<b>Place Value and Proportion</b> Place value and ordering integers and decimals Fraction, decimal and percentage equivalence	<b>Application of Number</b> Solving problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages of amounts	<b>Directed Number &amp; Fractional Thinking</b> Operations and equations with directed number Addition and subtraction of fractions	<b>Lines and Angles</b> Constructing, measuring and using geometric notation	<b>Reasoning with Number</b> Developing number sense Sets and probability Prime numbers and proof
Science	Science	<b>Elements, compounds and mixture.</b> Using laboratory equipment, elements, atoms, metals and non-metals, compounds, simple chemical reactions.  <b>Cells, food and energy.</b> Cells, microscopes, diffusion, photosynthesis, healthy diet, food groups, respiration.  <b>Energy and heat.</b> Energy, Useful and useless energy transfers, transferring more energy, fuels, conduction, convection and radiation.	<b>Physical changes</b> Solids, liquids and gases, changes of state, density, diffusion, mixtures.  <b>Life processes in plants and animals</b> The digestive system, The breathing system, plants, skeleton, muscles.		<b>Forces and magnetism</b> Types of forces, friction, speed, turning forces, springs, magnets, magnetic fields.  <b>Sustainability</b> The Earth, atmosphere, rocks, carbon cycle, food webs, interdependence, human activity, global warming.		
Sport & Performing Arts	PE	<b>Netball, Football, Rugby Athletic development, Swimming, OAA, Gym and Dance</b> Impact of physical activity on health. Development of sport specific techniques. Development of performance in competitive sports		<b>Hockey and Netball Football and Basketball Athletic development, Swimming, OAA, Gym and Dance</b> Impact of physical activity on health. Development of sport specific techniques. Development of performance in competitive sports		<b>Tennis, Rounders, Cricket, Athletics, Striking and Fielding</b> Impact of physical activity on health. Development of sport specific techniques. Development of performance in competitive sports. Development of skills needed for intellectual and physical challenges.	
	Music	<b>Year 7 Showcase Singing Project Music Theory and Keyboard Skills</b> Learning about correct singing stance, projection and diction Performing to peers and parents/guardians Basic music theory (treble and bass clef notation, and rhythm) Learning to identify the notes on the keyboard, and learning basic correct playing techniques Understanding the elements of music Analytically listening in starter activities Independent instrumental practice		<b>Form and Structure</b> <b>Set work: Twist and Shout by The Beatles</b> Understanding how to structure sections of music Understanding how simple melodies are written and developed Melodic composition Independent instrumental practice Historical analysis of Rock and Roll Exploring popular music techniques Coordination Communication		<b>Creating a Pop Song (using Music Technology) Band Skills</b> Refining the use of keyboard to be played into a DAW. Learning how to create music with GarageBand and Logic. Learning to play chords on the keyboard, ukulele and guitar. Ensembles skills Reading chord tabs	
	Drama	<b>Introduction to Drama</b> To introduce the	<b>Improvisation</b> Developing a further understanding of	<b>Bullying and Peer Pressure</b> To promote a sense of	<b>Pantomime and Melodrama</b> Defining the meaning	<b>Darkwood Manor</b> Introduction to Narration as an	<b>Devised Performance</b> Stressing the importance of working

		<p>students to the basic concepts of working as a team and communicating both on a verbal basis but also through body language and facial expression</p> <p>The use of games to promote thought and insight whilst breaking down barriers</p> <p>Focusing on the theme of sexism, stereotyping and gender equality through the use of 'The Paper Bag Princess'.</p> <p>To encourage discussion and evaluation regarding themes raised</p>	<p>improvisation</p> <p>Introducing students to the skill of 'focusing' a scene</p> <p>Introducing the students to the skill of 'rough theatre'</p> <p>Clarifying the absolute importance of rehearsal to refine work</p> <p>Working as a group and respecting one another's ideas and opinions</p> <p>Facing and responding accordingly to challenges</p> <p>Developing character through facial expression and body language</p>	<p>responsibility for their actions in consideration of the effect upon others</p> <p>Developing an understanding of character motivation and defining sub-text</p> <p>Developing previously studied role-play and improvisation skills</p> <p>Introduction to 'serious issue' role-play (thus promoting self-discipline and control)</p> <p>Developing thought, empathy and sensitivity</p>	<p>of pantomime and melodrama as theatrical genres</p> <p>Developing a sense of space and proxemics</p> <p>staged scenes</p> <p>Clarifying the importance of feedback and advice from peers in relation to improving and developing practical work</p> <p>Working as part of an ensemble and developing scenes on equal respectful terms</p> <p>Developing a capacity for students to 'laugh at themselves' through exaggeration</p>	<p>alternative form of communication</p> <p>Developing story based upon imagination and initiative</p> <p>Working as a group and respecting one another's ideas and opinions</p> <p>Facing and responding accordingly to challenges</p>	<p>as a team in the creation of a short, devised performance (hence, listening and consideration)</p> <p>Responding appropriately to a visual, aural and/or written stimuli</p> <p>Cultivating student's imaginative skills</p> <p>Understanding the process of performance (beginning, middle and end)</p>
Humanities	History	<p><b>Interpretations of pre-1066 history</b></p> <p>Stone age, Bronze age, Roman age, Anglo-Saxon age.</p> <p>How has different archaeological evidence been used?</p> <p>How and why have different historians created different interpretations?</p> <p>How does the context of the author change their interpretation?</p> <p>Evaluating interpretations e.g. Should we call 400-1066ACE the Dark Ages? Should the vikings be remembered as savage fighters?</p>	<p><b>1066 – How did William the Conqueror become King of England? How did he establish control?</b></p> <p>Claimants to the throne</p> <p>Stamford Bridge</p> <p>The Battle of Hastings</p> <p>Why William won</p> <p>The Battle of Hastings</p> <p>How William established control:</p> <p>Feudal system, Saxon Women, Domesday Book, Harrying of the North</p>	<p><b>The British Medieval church</b></p> <p>Doom paintings</p> <p>Church structure and beliefs</p> <p>Monasteries and nunneries</p> <p>Judaism in the Middle Ages</p> <p>Thomas Becket</p>	<p><b>Medieval Life</b></p> <p>Life in an English Medieval village</p> <p>The Luttrell Psalter and what it can tell us about Medieval English life</p> <p>Fun in Medieval England</p> <p>Islamic civilisations (overview)</p> <p>Medieval Baghdad</p> <p>Islamic inventions</p> <p>Comparing and contrasting Medieval lives</p> <p>Baghdad vs. England</p>	<p><b>Medieval African Kingdoms</b></p> <p>Medieval Ghana</p> <p>Medieval Mali</p> <p>Life in Medieval Mali</p> <p>Malian religion</p> <p>Griots</p> <p>Ibn Battuta</p>	<p><b>The Black Death around the world</b></p> <p>Black Death overview</p> <p>Treating the Black Death in England</p> <p>Consequences of the Black Death in England</p> <p>The Black Death in other countries e.g. China, Spain, Norway (teacher choice)</p>
	Geography	<p><b>What is a geographer?</b></p>	<p><b>Natural Resources</b></p> <p>How do we use our</p>	<p><b>Earthquakes and Volcanoes</b></p>	<p><b>Economy</b></p> <p>What is an economy,</p>	<p><b>Africa</b></p> <p>What are the</p>	<p><b>Russia</b></p> <p>Is the geography of</p>

	<p>What is a geographer?  How has our knowledge of the world progressed over time?  What locational knowledge do you have of the world?  How can we locate places around the world?  Why do we use OS maps to investigate places?  How do we locate features on OS maps?  How do OS maps show height, direction and slopes?  How can we use aerial photos with OS maps?  How do you investigate a locality by conducting fieldwork?</p>	<p>planet as a natural resource?  What are rocks and how are they a natural resource?  Why are soils the root of life?  How does the biosphere provide natural resources?  How does the hydrosphere provide natural resources?  Why is the world so dependent on oil resources?  What natural resources can be used to generate electricity?  How can we use natural resources sustainably?</p>	<p>Can we ever know enough about earthquakes and volcanoes to live safely?  Do continents fit together like jigsaw pieces?  Where are the world's earthquakes, volcanoes and mountain belts?  What is happening beneath our feet?  What happens at plate boundaries?  What do we know about earthquakes?  Can people manage risk living in earthquake zones?  What do we know about volcanoes?  What do we know about volcanoes?</p>	<p>from local to global?  What's happening down on the farm?  Why is manufacturing all about choosing the right site?  Why is the tertiary sector increasing?  How does a chocolate bar connect the sectors of the economy?  How does the UK trade with other countries?  What is globalisation?  How has containerisation accelerated globalisation?</p>	<p>challenges and opportunities facing Africa?  What is the physical landscape of Africa?  How has Africa's past shaped its present?  How developed are African countries?  What is the pattern of climate and biomes in Africa?  Is there a future for the Sahel?  What are the challenges and opportunities of population change in Africa?  What are the challenges and opportunities of urbanisation in Africa?  Does China want to help develop Africa?</p>	<p>Russia a curse or a benefit?  What is the physical landscape of Russia?  What is the climate of Russia?  What biomes exist in Russia?  Where do people live in Russia?  Does geography help or hinder the Russian economy?  What is GIS and how can I use it to investigate Russia?  Why did Russia plant their flag on the seabed of the North Pole?</p>
PSHE	<p><b>Island Politics</b>  Themes - Rights and Responsibilities (Politics)  Life Beyond School (Careers)</p>	<p><b>Identity and Diversity</b>  Themes - Celebrating Diversity (Bullying, stereotypes, protected characteristics)  Staying Safe (online safety)</p>	<p><b>Mental Health and Well-Being</b>  Themes - Health and Well-Being (mental health physical health)</p>	<p><b>The World Out There</b>  Theme - Life Beyond School (careers)</p>	<p><b>Friendship, Consent and Boundaries</b>  Themes - Relationship and Sex and Education and Staying Safe</p>	<p><b>Drugs</b>  Themes - Staying Safe</p>
Religious Studies	<p><b>What is Religion</b></p> <p><i>What makes a religion different from a belief?  Are culture and religion mutually exclusive?  What impact have ancient beliefs had on religions today?</i></p>		<p><b>Do we need Religion if we have science?</b></p> <p><i>Do scientific discoveries cancel out religious beliefs and teachings? What impact can science have on religion? Is cloning or Artificial Intelligence going to make the world better? Did God intend</i></p>	<p><b>Are we all equal</b></p> <p><i>If we are human, are we all equal? Did God make us all equal? Are we all made in the image of God? Is equality subjective?</i></p>	<p><b>How do religions and beliefs show equality?</b></p> <p>Should we all learn to forgive? Are there any situations when victims shouldn't be asked to forgive? Does/should God always forgive people for their actions or inactions?  Does charity begin at</p>	<p><b>What does it mean to be good?</b></p> <p>How can we make society better?  Is there such a thing as true altruism?  Key beliefs and principles for humanists about decision-making</p>

			<i>humankind to explore science?</i>		home? Is humanity just one single race	
<b>Technology</b>	Design Technology	<p><b>Resistant materials - Pewter Keyring and Metal working:</b></p> <p>Students will design and make a pewter keytag following the principles of user centered design and the interactive design process. They will be working primarily with metals and polymers and be introduced to industrial processes. They will develop their workshop practice with a focus on health and safety. They will use design strategies such as scruffiti and research the work of others, specifically Zaha Hadid.</p> <p>Sustainability - Materials and their impact on the world and our environment  Research - Task analysis, Design brief and specification - UCD. Existing products  Career links - Product designers  Technical knowledge - Intro to resistant materials and workshop practices  Design - Design strategies avoiding design fixation - Scruffiti  Make - Tools and equipment used in the casting process. Cleaning and finishing metals  Evaluate - Peer assessment, self-reflection</p>		<p><b>Textiles - Felt phone holder and Textiles techniques:</b></p> <p>Students will be designing and making a phone holder considering anthropometrics and ergonomics. Students will be introduced to textiles and its impact on the environment. They will develop their sewing techniques and understand there are different stitches for different uses. They will research the work of others including Jonny Ive and Morag Myerscough.</p> <p>Sustainability - LCA of t-shirt, Primary sources of textiles  Research - Design brief and specification, material testing, Anthropometrics.  Career links - Phone design (Jonny Ive)  Technical knowledge - stitch types, material properties  Design - Initial ideas, development of ideas  Make - Plan and make a phone holder to include useful pockets  Evaluate - Success of product testing use</p>		<p><b>Graphics - Travel board game and CAD/CAM</b></p> <p>Students will be designing and making a travel board game. Students will be introduced to paper and board as the material focus, as well as the functions of packaging. Primary research techniques of creating a questionnaire will help understand using the needs and wants of clients. The industrial process of rapid prototyping through CAD/CAM will be implemented for character development.</p> <p>Sustainability - LCA of paper  Research - Packaging process, Mind map of existing products, Questionnaire.  Career links - Graphic designers  Technical knowledge - Functions of packaging, paper and board  Design - layout for game board, CAD creating counters and characters  Make - 3D printing, Creating a NET  Evaluate - Reflection of task, peer assessment playing the game</p>
	Cooking & Nutrition	<p><b>Fruit crumble</b></p> <p>Introduction to the food room and routines (HATTIE)  Health and safety and hygiene procedures  Eat Well Guide  Regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.  Track their progress using the Recipe and Evaluation booklet (cooking, nutrition, ingredients and</p>	<p><b>Pizza toast</b></p> <p>Food presentation and cooking techniques  Explain seasonality in relation to fruit and vegetables in reflection of pricing and retail  Identify how and why people make different food and drink choices</p>	<p><b>Pasta Salad</b></p> <p>Develop an appreciation of appearance, odour, texture and taste.  Source of where some starchy foods original from  Energy balance in relation to the eat well plate  Changes to food when heat is applied  Enzymic browning</p>	<p><b>Koftas</b></p> <p>Where meat, fish, eggs and beans come from and importance to the diet  Food choices available for vegetarians and vegans  Characteristics in food according to the senses  Bacteria division</p>	<p><b>Bread rolls</b></p> <p>How to adapt recipes to change to the given client  Design a high quality dish for a wide range of users</p>

	creativity).				
Art	<p><b>Skills</b></p> <p>Proportion, Scale, Distortion, Techniques Line, Form, Colour Theory, Observational Drawing Tips &amp; Tricks, Mark Making, Continuous Line, Contour Drawing. Developing Primary, Secondary and Tertiary Colours. Contextual: Colour And Mood Understanding Proportion And Plotting Features <b>(Morandi, Picasso)</b></p>	<p><b>Colour</b></p> <p>Textures, patterns Understanding Different Art Forms from Different Cultures, Creating Tone And Colour, Colours. Contextual: Colour And Mood Understanding Proportion And Plotting Features <b>(Van Gogh)</b></p>	<p><b>Portraits</b></p> <p>Proportion, scale, colour mixing, observational drawing of the face Understanding How to Use a Range of Artistic, Different Cultures, Creating Tone And Colour <b>(Gustav Klimt, Julian Opie)</b></p>		
Computing	<p><b>Introduction to the school network, Hardware and Database investigation</b></p> <p>Be able to use the school network Name and define: - the parts of a computer, - input and output devices, - types of memory Be able to filtering data based on criteria Be able to complete advanced searches Understand the features of the school network. Identify the internal part of a computer Understand how and when to use databases Know how to Select and use criteria to filter lists</p>	<p><b>Encryption and Touch typing</b></p> <p>Use a range of encryption methods Be able to develop a cipher code Increase typing speed Have correct finger placement To understand the term cryptography Be able to identify and use a range of encryption methods Develop and use a cipher code to write and encrypt a message. Understand how to optimise typing speed based on error reduction, hand position and rehearsal</p>	<p><b>Scratch, Binary and Data representation</b></p> <p>Be able to use sequencing, selection and iteration using code blocks Be able to convert numbers from binary (base 2) to deanery (base 10) A good understanding of programming fundamentals The structure and rules of number systems</p>		