

Year 7 Curriculum Plan 2019-2020

| Subject | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
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| Art | The Formal Elements of Art Exploring Colour, Light, Texture, Line, Shape, Space, Form. 'Formal Elements' book-cover to begin. | The Formal Elements of Art Exploring Colour, Light, Texture, Line, Shape, Space, Form. 'Formal Elements' book-cover to begin. | Creature Features Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D Researching artists for example: Ernst Haekel | Creature Features Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D Researching artists for example: Ernst Haekel | Portraiture Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing. Researching artists for example: Modigliani and Picasso | Portraiture Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing. Researching artists for example: Modigliani and Picasso |
| Design Technology Carousel between DT, Food, Textiles on a nine week rotation. | Light Box Project Create a light box using a variety of tools and processes. Practical assessment Theory – End of project test. | Wind Twister Create a wind twister from Acrylic. Practical assessment Theory – End of project test. | Emoji Project Design and hand sew an emoji keyring from felt. Theory – Produce a creative set of design ideas. Assessment Practical assessment | Food Chocolate chip practical Assessment Theory – End of topic test. | | |
| Drama | Introduction to Drama Skills Assessment: Storytelling | Pantomime Assessment: Cinderella script | Physical Theatre Assessment: Devising Bullying | Space, Place, Time & Mime Assessment: Monologue – solo performance | Scripted Plays Assessment: Ernie's Incredible hallucinations | Devising Assessment: Impact of Mobile Phones |
| English | Novel Study Students will read and study the novel: 'The Lion, The Witch and the Wardrobe' by C.S Lewis Assessment: Students will produce a piece of creative | Novel Study Students will read and study the novel: 'The Lion, The Witch and the Wardrobe' by C.S Lewis. Assessment: | Non- Fiction Writing Students will learn about different non-fiction writing styles. Assessment: Students will produce | Poetry Study Students will study a cluster of poems inspired by the theme 'place'. Assessment: | Mystery Students will learn about the mystery genre. They will read and study a mystery story. Assessment: Students will produce | Shakespeare Students will read and study Shakespeare's play: 'A Midsummer Night's Dream'. Assessment: Students will be |

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| | writing inspired by the story. They will be assessed on their writing skills. | Students will write an analytical essay on the novel. They will be assessed on their reading skills. | a piece of non-fiction writing. They will be assessed on their writing skills. | Students will write and deliver a monologue as a World War One soldier. They will be assessed on their spoken language and presentation skills. Students will write an analytical essay on one of the poems they have studied. They will be assessed on their reading skills. | a mystery story inspired by a stimulus. It will be assessed on their writing skills. | presented with an extract from a part of the play they have studied and they will be asked to write analytically about it. They will be assessed on their reading skills. |
| French | M1 La rentrée (Back to school) Talking about ourselves, family, likes and dislikes | M1 La rentrée (Back to school) Talking about ourselves, our family, likes and dislikes Assessment End of module assessment L R W | M2 – En classe (In class) School, subjects and what we wear to school Assessment End of module assessment L R W | M3 – Mon temps libre (My free time) Sports, hobbies and activities | M3 – Mon temps libre (My free time) Sports, hobbies and activities Assessment End of module 3 assessment L R W | M4 – Ma vie de famille (Family life) Describing our families and where we live |
| German | Module 1-stimmt 1 Intro – my world and me | Module 2-stimmt 1 Family and pets | Module 3-stimmt 1 Free time- sports | Module 4-stimmt 1 School subjects | Module 5-stimmt 1 Future plans/school | Module 5-stimmt 1 town and area, shopping/ future |
| Geography | What is Geography? Assessment Baseline assessment | Why does it always Rain on me? Assessment Weather and climate assessment | UK Physical Geography Assessment OS Mapwork | UK Human Geography Assessment UK Human | UK Human Geography | End of Year Project Assessment Group Project Assessment |

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| History | <p>What is History?</p> <p>Assessment Baseline assessment. What happened before 1066? Assessment on Sutton Hoo</p> | <p>What was the impact of the Battle of Hastings on the people of England?</p> <p>Assessment Historical interpretation</p> | <p>How did William keep control after the Battle of Hastings?</p> <p>Assessment Evaluating effectiveness.</p> | <p>Rats or rebels? Which was the most significant?</p> <p>Assessment The Black Death – extended writing.</p> | <p>How far had the power of the monarchy declined by 1688?</p> <p>Assessment The effectiveness of Tudor monarchs.</p> | <p>Should the Empire be a source of national pride?</p> <p>Assessment The Opium wars</p> |
| ICT | <p>Computer Fundamentals:</p> <ul style="list-style-type: none"> - Directories - Shortcuts - Using a browser - Saving Images | <p>Hardware and Software</p> <p>Understanding the different parts of the Computer and the software that run on it</p> | <p>Basic Programming:</p> <p>Using Python</p> | <p>Spreadsheets:</p> <ul style="list-style-type: none"> - Basic spreadsheet functions | <p>E-safety:</p> <ul style="list-style-type: none"> - Being aware of using - Social media - Cyber bullying | <p>Photoshop:</p> <ul style="list-style-type: none"> - Photoshop basics to create a comic book strip of Macbeth |
| Maths | <p>Higher</p> <ul style="list-style-type: none"> • Analysing and displaying data • Number skills • Equations, functions and formulae <p>Foundation</p> <ul style="list-style-type: none"> • Analysing and displaying data • Number skills • Equations, functions and formulae <p>Assessments Topic tests – 50 mins End of term Assessment – 50 mins</p> | <p>Higher</p> <ul style="list-style-type: none"> • Fractions • Angles and shapes • Decimals <p>Foundation</p> <ul style="list-style-type: none"> • Decimals and measures • Fractions • Probability <p>Assessments Topic tests – 50 mins End of term Assessment – 50 mins</p> | <p>Higher</p> <ul style="list-style-type: none"> • Equations • Multiplicative reasoning <p>Foundation</p> <ul style="list-style-type: none"> • Ratio and proportion • Lines and angles <p>Assessments Topic tests – 50 mins End of term Assessment – 50 mins</p> | <p>Higher</p> <ul style="list-style-type: none"> • Perimeter, area and volume • Sequences and graphs <p>Foundation</p> <ul style="list-style-type: none"> • Sequences and graphs • Transformations <p>Assessments Topic tests – 50 mins End of term Assessment – 50 mins</p> | <p>Higher</p> <ul style="list-style-type: none"> • Constructions and loci • Probability <p>Foundation</p> <ul style="list-style-type: none"> • Number • Area and volume <p>Assessments Topic tests – 50 mins End of term Assessment – 50 mins</p> | <p>Higher</p> <ul style="list-style-type: none"> • Factors and powers • Working with powers • 2D shapes and 3D solids <p>Foundation</p> <ul style="list-style-type: none"> • Statistics, graphs and charts • Expressions and equations • Straight-line graphs <p>Assessments Topic tests – 50 mins End of term Assessment – 50 mins End of Year Exams</p> |

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| <p>Music</p> | <p>Developing Musicianship Skills Baseline music perception test Treble Clef Notation Singing skills</p> <p>Assessment 1) Unison Singing 2) Harmony Singing</p> | <p>Developing Musicianship Skills Rhythm Notation Keyboard diagram Reading and playing keyboard melodies Ukulele skills – chords and tabs</p> <p>Assessments 1) Keyboard Skills- melody + chords 2) Ukulele Skills- melody and chords</p> | <p>World Music: Music from Africa African instruments – Polyrhythm - Syncopation Call and response Drumming -Chanting Pentatonic scale</p> <p>Assessments Performance of African Music Compositions</p> | <p>World Music: Music from Trinidad- Calypso Calypso instruments Instrumental skills Ensemble skills Vocal skills</p> <p>Assessments Performance of Yellow Bird- melody and chords on ukulele</p> | <p>Composing a Pop Song C major scale and chords Chord formation (major and minor) Song structure-lyric writing Accompaniment styles Drums skills 1</p> <p>Assessments: Keyboard Skills- chord patterns and accompaniment style</p> | <p>Composing a Pop Song</p> <p>Assessments Performance of group Pop Song Compositions</p> |
| <p>PE</p> | <p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p> | <p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p> | <p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p> | <p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p> | <p>“Summer Sports” Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p> | <p>“Summer Sports” Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p> |
| <p>RE</p> | <p>Ultimate Questions Assessment Base Line Test/Mid Unit Test</p> | <p>1.Ultimate Questions 2.Religious festival of Christmas Assessment End of topic poster</p> | <p>Christianity and the life of Jesus Assessment Mid Unit Test/ End of Unit assessment</p> | <p>Islam and the life of Muhammad (PBUH) Assessment Mid Unit Test</p> | <p>Islam and the life of Muhammad Assessment Hajj brochure assessment</p> | <p>Sikhism and the teaching of the Gurus Assessment Mid Unit Test and story writing assessment</p> |
| <p>Science</p> | <p>Unit 1: Variables and Investigating Science</p> | <p>Unit 3: Periodic Table And Elements Assessment): Midterm test 1 (covers</p> | <p>Unit 4: Static, current and resistance Unit 5: energy and energy costs</p> | <p>Unit 5: energy and energy costs Assessment: Midterm test 2</p> | <p>Unit 6: Cells, Breathing and Digestion Assessment</p> | <p>Unit 7: Variation Unit 8: The universe Assessment</p> |

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| | Unit 2: Particle Model and Separating Mixtures Assessment Baseline assessment (45 min) End of topic Test Unit 1 30 min | All topics from sept. 45 min) End of unit test- 30 min | Assessment End of unit test- 30 min | (covers all topics from sept) (45 minutes) End of unit test- 30 min | End of topic Test 30 minutes | End of year exam, covers all topics from September) (45 minutes) |
| Spanish | VivaL1 Module 1 – <i>Mi vida</i> (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.) Assessment: Baseline Test | VivaL1 Module 1 – <i>Mi vida</i> (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.) Assessment: End of mod assessment | VivaL1 Module 2 – <i>Mi tiempo Libre</i> (saying what you like to do, me gusta + infinitive present tense –ar verbs weather, verbs ‘jugar’ and ‘hacer’, different hobbies.) Assessment: End of mod assessment | VivaL1 Module 3 – <i>Mi insti</i> (what do you study, using –ar verbs with ‘amos’, giving opinions, describing school, break time, using –er/-ir verbs) | VivaL1 Module 3 – <i>Mi insti</i> (what do you study, using –ar verbs with ‘amos’, giving opinions, describing school, break time, using –er/-ir verbs) Assessment: End of module assessment | VivaL1 Module 4 – <i>Mi familia y mis amigos</i> (describing family, possessive adjectives, describing eye and hair colour, what other people look like, describing where you live , dictionary skills) |