

YEAR 7 CURRICULUM

Subject	Topic Focus	Skills Focus
English	Novel Study: <i>Wonder</i>	<p>Overview: students will read the novel <i>Wonder</i> and consider the theme of identity. They will consider 'who am I?', and how life events, historical and socio-cultural contexts contribute to a person's sense of identity and how society can perceive people.</p> <p>Skills: Reading and comprehension, inference, skimming and scanning, summarising, language and structure analysis, exam skills.</p> <p>Assessment: Two-part exam; Part A assessing reading, Part B assessing writing.</p>
	Poetry Study: Identity and Place	<p>Overview: concepts from the previous unit will be extended by analysing a variety of poems, with a focus on place in relation to identity. Students synthesise the reading skills developed in the previous unit by creating their own text to present and comparing texts via a comparative essay.</p> <p>Skills: Inference, poetry analysis (language, structure, form), comparing, essay and PEE writing, using creative writing language features.</p> <p>Assessment: Students create their own poem about identity and present to the class (as slam poetry). Students also write a comparative essay on the similarities and differences between texts studied in class.</p>
	Shakespearean Study: <i>The Lion King</i> and <i>Hamlet</i>	<p>Overview: students will continue to build on concepts from previous units by considering what defines a hero/villain (stereotypes) and analysing characterisation.</p> <p>Skills: Inference, comparing, making textual links, understanding key concepts of Shakespearean tragedy form and characterisation, analyzing Shakespearean texts, identifying language features.</p> <p>Assessment: Students create and perform a monologue based on texts studied in the unit.</p>
	Non-Fiction Study: Vote for Me	<p>Overview: students extend on concepts from the previous unit by analysing a series of nonfiction texts based on leadership. Students engage with concepts of propaganda and persuasion pertaining to government and leadership, culminating in a persuasive speech, promoting self.</p> <p>Skills: Use of persuasive devices (DAFOREST), group work, speaking and listening skills, use of visual and creative language features.</p> <p>Assessment: Students write and present a persuasive presentation, in groups.</p>

YEAR 7 CURRICULUM

	Literature Study: Texts Through Time	<p>Overview: students investigate a range of historical contexts in order to understand its impact on sociocultural contexts through time. This unit is designed to prepare students' general knowledge of authors' contexts studied in KS3 and 4 and become familiar with texts' structure, form and language, pertaining to their specific era.</p> <p>Skills: text analysis (language, structure, form), identifying the influence of context on texts, infer audience interpretations of texts from different context, use the structure of an essay and PEE paragraphs, compare and contrast texts.</p> <p>Assessment: students write an <u>analytical essay</u> on how context influences authors' use of language, structure and form to represent ideas.</p>
	Cultural Texts Study: Culture and Diversity	<p>Overview: students critically investigate a range of perspectives on culture and cultural identity by analysing both fiction and nonfiction texts. The unit will require students to engage with a variety of texts and skills expected of students in KS4 Language.</p> <p>Skills: Empathy, reflection, comparing and contrasting viewpoints and texts, text analysis (language, structure, form), use of narrative structure, use of creative language features.</p> <p>Assessment: students create a short story based on the theme of Belonging.</p>
Maths	Number	<p>Multiply and divide by 10, 100 and 1000</p> <p>Multiply and divide by 10, 100 and 1000</p> <p>Negative numbers Addition and subtraction Estimation</p> <p>Fractions, decimals and percentages</p> <p>Ratio and Proportion</p>
	Algebra	<p>Introduction to algebra</p> <p>Sequences</p> <p>Substitution</p> <p>Simplifying expressions Expanding Brackets Basic Equations</p>
	Statistics	<p>Collecting and representing data</p>
	Geometry	<p>Measuring and drawing angles</p> <p>Angle facts symmetry Construction</p>
	Number Measures Geometry Algebra	<p>Place value</p> <p>4 operations</p> <p>Order of Operations</p> <p>Converting Measures</p> <p>2D shapes</p>

YEAR 7 CURRICULUM

		Transformations (rotation, reflection, translation, enlargement) Algebra Manipulation Solving Equations
	Number Statistics Geometry and Measure Algebra	Fractions, decimals and percentages Use of a calculator Averages Probability Graphs Area and Perimeter 3D shapes Surface Area
	Algebra	Straight line graphs Real life graphs Equations Substitution Co-ordinates Squares, roots and triangular numbers
	Geometry and Measure Statistics	Angles Parallel and perpendicular lines Co-ordinates Pie Charts Probability Surveys Polygons Nets Tessellations
Science	Investigating Science	Plan and Carry out an experiment including: equipment lists, control variables, method, hypothesis, prediction, results, conclusions
	Fire Safety	Lab safety risks Hazardous materials
	Graphing Skills	Continuous and discontinuous variation Interpret information from graphs Identify anomalous data in graphs Scaling and labelling
	Gravity and Forces	Measuring Force diagrams Magnetic field, electrostatic field and gravitational field Effects of gravitational forces on Earth and in Space Calculations of weight using mass and gravitational field strength on different planets
	Calculating Speed	Changes of force on an objects Evaluate problems using the formula speed = distance/time Relative motion Distance-time graphs to evaluate speed and acceleration and calculation of speed
	Particle Model	Particle model, Properties of solids, liquids and gases

YEAR 7 CURRICULUM

		<p>Energy levels of solids, liquids and gases Changes of state (condensation, evaporation, melting, sublimation, boiling) Interpret data about melting points and boiling points Diffusion, gas pressure</p>
	Separating Mixtures	<p>Pure substance; particle arrangements in mixtures Solution Dissolving Soluble and insoluble Separation methods including: filtration, evaporation, distillation and chromatography</p>
	Movement	<p>How human skeleton works; structure of bones Function of bone marrow; roles of tendons, cartilage and ligaments in a joint Types of joints Major muscle groups</p>
	Cells	<p>Observe cells, and identify structures of a cell Components of a cell (cytoplasm, mitochondria, nucleus, cell membrane) Structural similarities and differences between plant and animal cells Relationship between cells, tissues, organs and systems Main organs and systems of the human body Difference between multicellular and unicellular organisms</p>
	Static + Current Electricity	<p>Transfer of electrons Static and current electricity Insulator and conductor</p>
	Circuits + Resistance	<p>Different parts of a circuit using symbols Voltage Measuring current and potential difference Parallel and series circuit using circuit diagrams Resistance in a circuit</p>
	Adaptation and Interdependence	<p>Resources that animals compete for Environmental change and competition Interpret graphs showing predator - prey relationships Food chain, identifying producers, consumers and decomposers Food web 'population' Bioaccumulation</p>
	Plant Reproduction	<p>Main structures in a flower (anther, filament, carpel, stigma, style, ovary) Pollination Fertilisation Four seed dispersal methods: wind, water, animal, explosive Structural differences between wind pollinated and insect pollinated plants</p>

YEAR 7 CURRICULUM

	Metals and Non-metals Reactions	Displacement reaction, and represent using a word equation Oxidation reactions and reactivity series to predict reactions
	Acids and Alkalis	Difference between a concentrated and a dilute solution Uses and properties of acids and alkalis Understanding pH scale
French	My environment	To conjugate in the present tense (er verbs). To make longer sentences using connectives
	My town	to be able to give directions/ Give accurate descriptions
	My local area	To describe my area
	My school	To explore education in France. To compare schools
Geography	Topic: Knowing Our World	Intro to Geography Baseline Assessment Where in the World? Continents & Oceans The Atlas Challenge Country, Capital & river Longitude & latitude Mapping EOU assessment
	Topic: European Tour - UK leg	What is Europe? What makes up the UK? UK Regions and Counties Climate in the UK Physical Geography in the UK Rock Types The rock cycle game Geology of the British Isles Weathering and Fieldwork Weathering Investigation write up Rivers and drainage basin Boscastle What is development? UK Population density

YEAR 7 CURRICULUM

	<p>Topic: Europe Tour – Eastern borders</p>	<p>Introducing Russia Biomes in Russia Pollution in Russia Chernobyl a Nuclear disaster Russia and conflict in the Ukraine The Russian Superpower Battle of the Superpowers Assessment</p>
	<p>N. America – The Open Road</p>	<p>Superpower – USA Introduction to USA Independent learning Map skills: Physical features Tornado formation Viva Las Vegas! Migration to the USA Mississippi, Origins of the Mississippi, Mississippi on the move Waterfall formation Meander formation Ox-bow lake formation Hurricane Katrina, Grand Canyon Sure that’s Grand! Alaska</p>
	<p>End of Year exam - all topics studied</p>	<p>Summative assessment of year 7 learning</p>
<p>History</p>	<p>Britain before 1066: What is History?</p> <p>1066-the Early Middle Ages: What was the impact of the Battle of Hastings on the people of Britain?</p> <p>Later Middle Ages: Rats or rebels? Which was the most significant?</p> <p>Early Modern Period: How far had the power of the Monarchy declined by</p>	<p>Explain why things happen Understand how things change and stay the same Understand historical interpretations Understand historical significance Use evidence skillfully Think about interpretations of the past</p>

YEAR 7 CURRICULUM

	1688? Industrial Period: Should the Empire be a source of National Pride?	
ICT	E-Safety: how to stay safe online	How to use the internet safely, what makes a secure password, Cyber Bullying, Digital footprint/tattoo, using CEOP website and safer social networking.
	Using Prezi: creating an E-Safety presentation using Prezi.	Setting up Prezi, adding images, embedding videos, hyperlinks, URLs
PE	<p>Students are taught in their tutor groups for the entire academic year in PE.</p> <p>Students will follow a programme of lessons in different sports or activities each half term. Upon completion of the school year, students will have taken part in up to 12 different sports or activities.</p> <p>At the end of each half term, students are assessed and graded on the activities covered. These grades are not only based on their practical ability, but also on their tactical understanding, their knowledge of the rules, their ability to coach and lead, their analysis of performance and their knowledge of how to improve.</p>	<p>Cognitive (mind) and motor (action) skills are learnt and developed in four different, National Curriculum influenced, topic areas: "Outwitting an Opponent", "Replicating Actions", "Performing at Maximal Levels" and "Problem Solving".</p> <p>"Outwitting an Opponent" – Football, Rugby, Basketball, Hockey, Cricket, Netball, Badminton, Rounders, Tennis, Handball</p> <p>"Replicating Actions" – Gymnastics, Dance</p> <p>"Performing at Maximal Levels" – Athletics, Swimming, Health Related Exercise</p> <p>"Problem Solving" – Outdoor Adventurous Activities (OAA)</p> <p>*the skill areas that students follow are sometimes dependent on the facilities and equipment we have available at that time. There is no guarantee that students will follow all named areas*</p> <p>Each time students are graded, an average PE grade is created. For example, a talented footballer (grade 4+) that isn't that skilled in swimming (grade 2-) may have an average PE grade of 3.</p> <p>Students are also graded on their effort and commitment. Those that listen and behave well and consistently have the correct kit will usually be at the higher end of the A-E grade scale.</p>
Religious	Year 7 Autumn- What is RS	This unit begins with a unit on what RS is all about and what it is not about ,before

YEAR 7 CURRICULUM

Education	about and a general introduction to the world religions	launching into a section of work on the world religions, ultimate questions. Assessment will be the baseline
	Year 7 Spring-Judaism: Why is the Torah important to the Jewish People?	This unit begins by asking the question - Are the Jews the people of the Law?, the 613 Mitzvot, the covenant relationship the Jews have with God, the differences between Reform and Orthodox Jews. Students look at the practices of Shabbat, Pesach, Bat and Bar Mitzvah. The final section focuses on the importance of the Torah for Jewish people which will form the basis of the assessment for this section
	Year 7 Summer: Hinduism	In this unit students learn about the key beliefs of Hinduism, the Trimurti as means of understanding Brahman, reincarnation, samsara and moksha. Students explore the customs associated with the festivals of Divali and Holi
Spanish		
Technology	Textiles - Design and Make Puppet Project	Textiles The project is an introduction to the 'Design Process', used in product design and manufacture. Safety in the workplace. Learning about the basic sewing equipment. Understanding and using the sewing machine. Developing basic practical skills working with fabrics. Design and make a product.
	Food	A range of dishes introducing safe skills in the kitchen to working with and preparing food
	Resistant Materials	Projects in wood to build a range of skills in designing and making Projects in plastics to build making and engineering skills
	CAD/CAM	Projects using the computer to develop computer aided design skills