Curriculum Map – Year 7

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Introduction to the Formal Elements of Art:** - **Line** - **Tone** - **Form** - **Shape** - **Texture** - **Pattern** - **Colour**	**How observational drawing & 3D work** **Experimenting with different mediums** Clay Owls	**"Creature Feature!"** Creating Morphed creatures from different animals	**What are Mythical Creatures**	**What is Portraiture – How do you use accurate proportions and details.** Looking at the work of Modigliani	**What are Self-portraits in Portraiture** Looking at Rembrandt, Van-Gogh and other artists:
Knowledge (incl. links to prior and future learning)	Have a secure knowledge of art materials and how to apply them. Various drawing/painting and modelling techniques		Using Skills learnt, **developed** and **refined** from terms 1&2 apply these to further Cultural Knowledge to **Present** a Personal outcome		Using Skills learnt, **developed** and **refined** from terms 1&2 apply these to further Cultural Knowledge to **Present** a Personal outcome. Experimenting with different materials and techniques	
Skills (incl. links to prior and future learning)	How to make artwork. Use art related keywords to describe artworks critically and analytically. How to take creative risks and not play safe. How artist display their work and where. Describing how art can make you feel emotionally and how	How to **Develop** and **Refine** artwork. Use art related keywords to describe artworks critically and analytically. How to take creative risks and not play safe. How artist display their work and where. Describing how art can make you feel	How to **Develop** and **Refine, Present** and **Evaluate** your artwork. Use art related keywords to describe artworks critically and analytically. How to take creative risks and not play safe. How artist display their work and where. Describing how art can make you feel emotionally and how artwork can be a visual or emotional response. How art can inspire you and improve grades in other subjects. **Developing** individual ideas and artwork		How to **Develop** and **Refine Present** and **Evaluate** your artwork. Use art related keywords to describe artworks critically and analytically. How to take creative risks and not play safe. How artist display their work and where. Describing how art can make you feel emotionally and how artwork can be a visual or emotional response. How art can inspire you and improve grades in other subjects. **Developing individual ideas** and artwork. Making your work **Personal, Meaningful** and **thoughtful.**	

Curriculum Map – Year 7

	artwork can be a visual or emotional response. How art can inspire you and improve grades in other subjects.	emotionally and how artwork can be a visual or emotional response. How art can inspire you and improve grades in other subjects.				
Assessment Focus	**4 Main Assessment Objectives:** ● **Develop** ideas ● **Refine** and improve your work ● **Record**/ drawing/painting, Photography and modelling skills ● **Present** your work and produce a final out come					
Cross-curricular links	Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations), and History/Geography (e.g., studying ancient art, creating landscapes, exploring cultural art forms). For example, using geometric shapes in art connects to Maths, while creating historical portraits links to History					
Reading Opportunities	This Book Will Make You An Artist by Ruth Millington		Skandar and the Unicorn Thief by A. F. Steadman		The Usbourne Art Book About Portraits by Rosie Dickins	
Careers (enrichment opportunities and futures)	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art , Music festivals, Galleries. – Plus so many more!					

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Computing	Creating Clear Messages	Network from semaphores to the Internet	Using & Manipulating Media	Programming Essentials in Scratch (Part 1)	Programming Essentials in Scratch (Part 2)	Modelling Data: Spreadsheets
Overview & Key Questions	Creation of Posters & Slides so to carry brand awareness, and styles, and primarily to put across clear and intentional messages.	Develop an understanding of how computers "talk" to one another through the creation of a computer network and an understanding of the biggest computer network; the Internet.	Creating digital media products for a real-world cause to gain support or awareness.	Applying the programming constructs of sequence, selection, and iteration in Scratch.	Using subroutines to decompose a problem that incorporates lists in Scratch.	Sorting and filtering data and using formulas and functions in spreadsheet software.
Knowledge (incl. Links to prior and future learning)	- Taught how to identify good and bad examples of getting a message across. - Taught how to use Desktop Publishing software (Canva, Paint.js). - Taught how to access royalty-free images. - Taught fundamental Presentation software; Google Slides	- Taught the various definitions and terms in computer networking. - Taught connectivity methods, such as fibre, copper, and wireless. - Taught how components interact to create networks and the Internet. - Taught how data travels through networks.	- Taught fundamentals of using Word Processing software; Google Docs. - Taught how to find credible sources of information. - Taught how to reference and the importance of plagiarism. - Taught fundamental design elements to create media.	- Taught how computers "understand" instruction and how it's different to humans. - Taught how to sequence information for coding. - Taught how to create variables for coding. - Taught how to use selections to control flow. - Taught how to use operators and logic.	- Taught how to create subroutines within coding to further maximise program creation. - Taught how to control various conditions and iterations in coding. - Taught how to further categorise collections of data and information in coding.	- Taught how to manoeuvre and manipulate a Spreadsheet / Workbook. - Taught how to perform basic formulas, cell references and functions.. - Taught how to collect data, collate data and use it in various visual formats, e.g. charts/diagrams/ tables.

Curriculum Map – Year 7

Computing	Creating Clear Messages	Network from semaphores to the Internet	Using & Manipulating Media	Programming Essentials in Scratch (Part 1)	Programming Essentials in Scratch (Part 2)	Modelling Data: Spreadsheets
Skills (incl. links to prior and future learning)	- Able to choose good fonts, images, colours, etc. combinations to assist in creating a brand / presentation, from a plan. - Able to create a presentation or poster that is captivating and meets a given scenario. - Able to communicate ideas in a presentation/questions. - Able to evaluate against a given rubric for improvements.	- Able to demonstrate how to collect and categorise terms, like objects, etc. - Able to adequately list and define various terms. - Able to consider themselves in the scenario to provide further understanding or application to a scenario. - Able to demonstrate a good online relationship with others. - Able to differentiate and create similar tables of information.	- Able to apply various formatting and style techniques to create a captivating design/media work. - Able to identify suitable media for the creation of work. - Able to identify credible sources. - Able to suitably cite/reference sources. - Able to organise, plan and deliver ideas in a blog/webpage format.	- Able to plan a programming task to meet certain scenarios or requests. - Able to create and code a project by using various coding concepts. - Able to evaluate program performance and bug-test for errors. - Able to use a multitude of programming-specific instructions to demonstrate a keen understanding of coding language and logic methods.	- Able to plan, create and evaluate programs that require more specific iterations of data and information from a user/s. - Able to identify various condition-controlled coding solutions. - Able to decompose larger problems into more specific logic-driven subproblems. - Able to evaluate which iteration type is required. - Able to categorise data into lists/organised data sets.	- Able to correctly read and translate spreadsheet/workbook databases. - Able to accurately store, manipulate and manage data in a database using various formulas, functions and cell references. - Able to categorise collected data into a tabled format for understanding and communication. - Able to visualise information as needed by data.
Assessment Focus	Project-based Assessment to test the acquisition of skills with a rubric.	Summative Assessment at the conclusion of the chapter to test for understanding.	Project-based Assessment to test the acquisition of skills with a rubric and Summative Assessment to test for understanding.	Project-based Assessment to test the acquisition of skills with a rubric.	Project-based Assessment to test the acquisition of skills with a rubric and Summative Assessment to test for understanding.	Project-based Assessment to test the acquisition of skills with a rubric.
Cross-Curricular Links	Business Studies / Media	Specific to IT / Computer Science	Business Studies / Media	Specific to IT / Computer Science	Specific to IT / Computer Science	Specific to IT / Computer Science
Reading Opportunities	Reading images/content in order to reassure use in the creation of work.	Reading tasks and homework articles on Network Systems.	Reading through content to validate its credibility.	Reading for syntax and coding specific contexts.	Reading for syntax and coding specific contexts.	Database understanding and reading through analytical data to capture.
Careers (enrichment opportunities & futures)	Business Branding / Marketing / Content Creation / Social Media Management	Cyber-security / Web Development / Network Management / General IT Support	Marketing / Content Creation / Marketing / IT Support / Design	App and Program Development / Web Development / Flow & Animation / Coding	App and Program Development / Web Development / Flow & Animation / Coding	Data Management / Office Management / Operations Manager / Data Visualisation Specialists

Curriculum Map – Year 7

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Introduction into drama	Pantomine	Darkwood Manor	Commedia Dell'arte	Frantic Assembly	Frantic Assembly
Knowledge (incl. links to prior and future learning)	Students will develop their knowledge of the performance skills with an understanding of key terminology Students will begin to analyse a character by commenting on the different body and vocal skills used to create them.	Style of pantomime (stock characters, audience participation, slapstick, cross-dressing, use of music, comedy). Origins and history of pantomime as a theatrical tradition. Key performance skills: exaggerated voice, physicality, timing, interaction with audience. Understanding of pantomime scripts, stage directions, and use of rhyming couplets. Awareness of how pantomime adapts traditional fairy tales and folk stories.	Conventions of horror and suspense in drama (tension, atmosphere, contrast, stillness vs. action). Use of proxemics, lighting, sound, and movement to create mood. Characterisation of archetypes in a horror setting (e.g. victims, villains, supernatural figures). Structuring a scene to build tension and deliver dramatic climaxes. Understanding how design elements (set, sound, costume) contribute to genre.	Commedia dell'Arte is a form of theatrical performance that originated in Italy in the 16th century. It is characterised by its use of stock characters, improvisational style, and lively physical comedy.	Studying Frantic Assembly provides a rich foundation in physical theatre and contemporary storytelling. By linking prior knowledge to future learning opportunities, students can deepen their understanding of performance art, enhance their skills, and engage with the evolving landscape of theatre. This knowledge can serve as a springboard for further exploration in drama and the performing arts. **Prior Learning**: Participation in group projects or ensemble performances in previous drama classes. Understanding the importance of collaboration in theatre-making.	Studying Frantic Assembly provides a rich foundation in physical theatre and contemporary storytelling. By linking prior knowledge to future learning opportunities, students can deepen their understanding of performance art, enhance their skills, and engage with the evolving landscape of theatre. This knowledge can serve as a springboard for further exploration in drama and the performing arts. **Prior Learning**: Participation in group projects or ensemble performances in previous drama classes. Understanding the importance of collaboration in theatre-making.

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Skills (incl. links to prior and future learning)	Introducing students to drama skills involves a mix of practical exercises, theoretical knowledge, and personal exploration. **Key Skills**: Projection, articulation, tone, pace, and clarity, Body awareness, gestures, facial expressions, and spatial awareness, Quick thinking, creativity, collaboration, and spontaneity. Understanding subtext, analysing scripts, and collaboration.	**Key Skills**: Projection, articulation, tone, pace, and clarity.Body awareness, gestures, facial expressions, and spatial awareness. Quick thinking, creativity, collaboration, and spontaneity. Understanding motivation, backstory, and relationships. Understanding subtext, analysing scripts, and collaboration **Character Profiles**: Have students create detailed profiles for their characters, including backstory, goals, and relationships.	Creating tension and atmosphere through movement, voice, and staging. Use of still image, slow motion, and soundscape to heighten drama. Developing believable and contrasting characters. Structuring short devised scenes with clear beginnings, builds, and climaxes. Builds on freeze frames, tableaux, and basic characterisation from earlier KS3 units. Reinforces ensemble skills from storytelling and physical theatre work. Develops improvisation into more structured scene work.	Studying Commedia dell'Arte helps develop a range of theatrical skills that are applicable both in performance and in broader creative contexts. Physical Acting and Movement Mastery of physical comedy and exaggerated movements. Ability to convey emotions and narrative through body language and gestures.	Exploring Frantic Assembly's work cultivates a variety of essential skills in drama and physical theatre. **Skills Developed**: Body awareness, control, and expressiveness. Ability to convey emotions and narratives through movement. Basic movement exercises and drama games focusing on physical expression. Teamwork and communication within a performance context. Ability to contribute to group dynamics and collective creativity.	Exploring Frantic Assembly's work cultivates a variety of essential skills in drama and physical theatre. **Skills Developed**: Body awareness, control, and expressiveness. Ability to convey emotions and narratives through movement. Basic movement exercises and drama games focusing on physical expression. Teamwork and communication within a performance context. Ability to contribute to group dynamics and collective creativity.

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Assessment Focus	**Assessment**: Create a short devised piece in groups that show the skills they have learnt this term.	**Assessment**: Perform a short scene from a well known scripted pantomime	**Assessment**:Creating atmosphere and how tension can be created to enhance a performance.	**Assessment**:Understanding of Stock Characters: Evaluate the ability to identify and describe the stock characters and their traits. Physicality Assess how well performers embody their characters through physical movement, expression.	**Assessment:** Create a Frantic assembly inspired piece and include key concepts such as chair duets and lifts and wet hands. Specific focus on the lifts section and grasping starting techniques.	**Assessment:** Create a Frantic assembly inspired piece and include key concepts such as chair duets and lifts and wet hands.
Cross-curricular links	**Set and Costume Design**: Partner with visual arts classes to create set designs and costumes for school productions, allowing students to express their creativity visually. **Theatre Posters**: Have art students design promotional materials for drama events, blending visual arts with performance. Oracy- to help students articulate and speak out loud in front of crowds	**Art and textiles-** looking at designing and creating posters and costume designs. English - Oracy and looking at different scripts.	**Character Analysis**: Explore themes, archetypes, and character development **Improvisation and Creative Writing**: Use improvisational techniques to inspire creative writing, encouraging students to develop their own scripts or stories.	**Character Analysis**: Explore themes, archetypes, and character development in literature through the lens of Commedia characters. **Improvisation and Creative Writing**: Use improvisational techniques to inspire creative writing, encouraging students to develop their own scripts or stories based on Commedia scenarios. **History Renaissance Italy**: Study the cultural and historical context of the Renaissance, focusing on how societal changes influenced the development of Commedia dell'Arte.	**Physical Education** **Connection**: Frantic Assembly's emphasis on physicality and movement parallels the principles of physical education, including body awareness, fitness, and coordination. **Dance** **Connection**: The physicality in Frantic Assembly's work shares a strong relationship with dance, particularly in choreography and expressive movement. **Art and Design** **Connection**: Set design, costume design, and visual storytelling are integral to theatre,	**Physical Education** **Connection**: Frantic Assembly's emphasis on physicality and movement parallels the principles of physical education, including body awareness, fitness, and coordination. **Dance** **Connection**: The physicality in Frantic Assembly's work shares a strong relationship with dance, particularly in choreography and expressive movement. **Art and Design** **Connection**: Set design, costume design, and visual storytelling are integral to theatre,

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				Art- Costume Design: Investigate the art of costume design by creating traditional Commedia masks and costumes, focusing on symbolism and colour.	connecting directly to art and design curricula.	connecting directly to art and design curricula.
Reading Opportunities	Reading from the board aloud and creating scripts.	Scripts & Dialogue Students read aloud short extracts from traditional pantomime scripts (e.g. Cinderella, Aladdin). Focus on exaggerated characterisation through voice when reading. Stage Directions Reading and interpreting stage directions (which are often humorous or exaggerated in pantomime). Understanding how to bring them to life practically.	Reading aloud from the board and writing and reading original scripts written by the students.	Writing and Reading prewritten scripts and original scripts written by the students	Articles in theatre journals and magazines that analyse Frantic Assembly's work, explore their techniques and physical theatre	Articles in theatre journals and magazines that analyse Frantic Assembly's work, explore their techniques and physical theatre
Careers (enrichment opportunities and futures)	**Actor/Actress** Perform in theatre, film, television, or commercials. Engage in character study and physical performance. **Director**					

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	Oversee the artistic vision of a production. Work with actors and crew to bring a script to life. **Playwright** Write original scripts for theatre. Adapt existing works for performance. **Choreographer** Create and design dance routines for theatrical productions. Collaborate with directors to enhance storytelling through movement.

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	'The Lion, The Witch and the Wardrobe' by C.S Lewis.	'The Lion, The Witch and the Wardrobe' by C.S Lewis.	Poetry: Place	Introduction to language skills	A Midsummer night's dream by William Shakespeare	Mystery: Detective Fiction
Knowledge (incl. links to prior and future learning)	Students will develop their knowledge of the text with an appreciation for aspects of form, language and structure. They will develop their knowledge of the context of the text and make links with the novel and its events. Students will begin to analyse a text by commenting on	Students will develop their knowledge of context of the text as well as analysis of language/ structure and form. They will be introduced to analytical writing skills and be taught how to do this based on an extract as well as from the novel as a whole. Students will continue to build their analysis and learn how to consider and	Students will study a range of poems which all fall under the theme of place. They will explore ideas about the importance of place and different interpretations of it.	Students will be introduced to different forms of writing. This will include both fiction and non-fiction. They will learn the conventions of different forms of writing and be able to produce these themselves as well as start to familiarise themselves with skills needed to answer questions based around language paper 1.	Students will read a Shakespeare play and understand the conventions of a play. They will learn about the importance of stage directions and analyse the structure of a 5 act play.	The mystery genre will be explored through a Sherlock Holmes story. Students will learn about detective fiction and its conventions. These will be put into use when students have to produce their own detective story based on a prompt.

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	themes and character development.	comment on both implicit and explicit information in a text.				
Skills (incl. links to prior and future learning)	Creative Writing skills: Students will develop their creative writing skills and their ability to write a sustained piece of descriptive writing. Their writing will be inspired by an image which correlates to the format of their GCSE Language Paper 1 Section B.	Analytical skills. Students will learn how to write analytically and be taught the PEEL format. They will develop the skill of writing an essay by analysing multiple parts of an extract. This will be done by answering an essay question that requires students to focus both on the extract and elsewhere in the novel. This is in the format of their GCSE Literature Paper 1. By allowing students to learn this format early on, they will develop an understanding of analysing holistically as well as in a detailed manner from an extract.	Developing and revising skills of analytical essay writing. This will be built on in year 8 when students have to compare two poems. In this way, the skill of analysing poetry is built on until students do this at GCSE in Literature Paper 2.	Students will develop their writing skills. In this unit the students will be expected to write expressing a viewpoint as well as creatively. This is linked to GCSE language papers 1 and 2 where students are expected to produce an extended piece of writing in different forms.	Developing and revising skills of analytical essay writing. Students will produce an essay that analyses an extract as well as the play as a whole in light of an essay question. This is linked to their GCSE literature Paper 1, which will also have a Shakespeare play and an exam question formulated in the same manner. The assessment mirrors the expectations and skills for GCSE and these are revised throughout KS3 all the way up to the GCSEs.	Developing skills of creative writing guided by a genre and its conventions. Students will be revising these skills at GCSE. This links to Language Paper 1, section B. students will revise the skills of writing creatively.
Assessment Focus	Students will produce a piece of creative writing inspired by the novella so far. They	Students will write an analytical essay on the novel. They will be assessed on their reading skills.	Students will write an analytical essay on one of the poems they have studied.	Students will produce and present a speech based on a given stimulus.	Assessment: Students will be presented with an extract from a part of the play they have	Students will produce a mystery story inspired by a stimulus. They will be assessed on their writing skills.

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	will be marked on their writing skills.		They will be assessed on their reading skills		studied and they will be asked to write analytically about it. They will be assessed on their reading skills.	
Cross-curricular links	History – exploring the context of WW2 in the novella. Religion – Religious allegory within the novel.	History – exploring the context of WW2 in the novella. Religion – Religious allegory within the novel.	History – Context of the poems.	History – exploring fiction and nonfiction texts from the 20th and 21st centuries.	History –Context of the play. Drama – revising the significance of the dramatic forms for the plays studied.	History – Context of the 19th century.
Reading Opportunities	Students will read a 20th century novella.	Students will read a 20th century novella.	Students will read a range of poems from the 19th to the 21st century.	Students will read a range of fiction and nonfiction extracts.	Students will read a Shakespeare play.	Students will read a 19th Century short story.
Careers (enrichment opportunities and futures)	Students will develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future. Students will develop skills of creative writing and the careers linked to this.	Students will develop the love of reading and analysis all of which will give them different career opportunities in related fields.	Students will be aware of the importance of English to their future options and career choices.	The unit considers writing in the 'real world' and provides students with the opportunity to develop the writing of letters, speeches and articles, all relevant to various careers.	Students will be aware of the importance of English to their future options and career choices such as drama related careers.	Students will be aware of the importance of English to their future options and career choices.

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Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	UK Geography What is Geography? Where is the UK? Where do we live? Core baseline knowledge required to access the rest of the curriculum Autumn Term topic units start with the core geographic skills of OS Map Reading and the human geography topic of Development to consolidate future interpretative skills for future physical topics as well as to provide an introduction to a wider view of the world beyond students KS2 knowledge. Topic. UK Geography Map Skills This topic is based around the enquiry question of How does the UK vary? Students will learn about how both the physical and human geography of the UK varies in this topic. Within this topic there will be a focus on developing students' understanding of map skills which will be used to study how the UK varies.	Climate Change Theory and Flooding What is weather? What is climate? Why is our climate changing? Why does it matter? What can we do about it? How can we change to help? The word climate means the long-term weather patterns for a particular area. On Earth we have different climates depending on how far away you are from the equator and other factors like the movement of the ocean and the Earth's tilt. Regions closest to the equator tend to have very hot climates whereas regions nearest to either of the poles have very cold climates. Climate change (sometimes called global warming) is the process of our planet heating up. Our planet has already warmed by an average of 1°C in the last 100 years and if things don't change, it could increase by a lot more than that. This warming causes harmful impacts such as the melting of Arctic sea ice, more severe weather events like heatwaves, floods and hurricanes, rising sea levels, spread of disease and the acidification of the ocean.	South America – Exploration and Physical Geography The structure of the Earth (inner core, outer core, mantle crust including temperature and physical state) How convection currents are the drivers of tectonic plate movement. The Pacific Ring of Fire is a tectonically significant location. The formation of igneous rocks including Basalt and Granite Mountains are formed by the movement of tectonic plates. Landscapes formed by sedimentary rocks.	UK Settlements Origins, Functions, Growth and decline Rral-urban Continuum, Settlement is a key topic in the human geography syllabus at KS3 As well as the curriculum requirements, this is an essential topic for all children to understand the area around them. It examines why towns are positioned where they are and how different types of settlements developed, as well as looking at why some settlements grow and others do not. Settlements can range from small hamlets to very large cities. They can be identified by their pattern or the functions they offer. Some settlements have altered over time due to changes in transport and shopping patterns.	Africa – Water Challenges Too dry? Too wet? Cleaning water? Impacts of climate change. While the focus is on the problem of water supply in Africa, students will also be asked to challenge the perceptions they already have of Africa that they have created through engaging in cinema, news and society. Pupils will learn about economic successes in Africa, through tourism in Kenya and the rapidly advancing Nigerian economy. We will also explore the challenges that still face development in Africa, particularly health, historical colonisation and climate. Through these challenges facing Africa, we will explore global inequalities in health and explore how countries develop.	Living sustainably What is living in the UK like? Why is our growing population causing problems? How can we solve these? The population of the world's cities is growing fast but many cities are struggling to cope. City life presents many problems. In 2018, almost 24 per cent of people living in urban areas lived in slums. Nine out of ten people in urban areas breathe air that does not meet World Health Organisation minimum standards. Cities use huge amounts of energy and resources, and are responsible for three quarters of the world's carbon emissions. Making our cities and communities sustainable is essential if we are to improve the quality of people's lives and minimise climate change. This goal aims to make cities and human settlements inclusive, safe, resilient and sustainable.

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Knowledge (incl. links to prior and future learning)	Assumption that Geography is a new subject for many students. Students are encouraged to share information from holidays or places they visited to add to the pool of information in the Year group. Types of Geography, Continents to parish. Pupils arrive at CCC from a variety of schools with a variety of geographical knowledge. This unit ensures all pupils are competent in the same basic skills that they will need throughout their geographical journey. By looking at our local area , pupils will learn the skills in a context that they are more familiar with, whilst also allowing them to learn more about their community and area.	Enhanced greenhouse effect, greenhouse gases (natural / human causes) glacial melt, sea level rising, extreme weather (rainfall, drought, low pressure weather systems), climate change mitigation	Where is South America? What do we know about it? What is its physical geography like? Why is it important to us? Topics include geological hazards, time, climate change and the geology of Britain. Install a seismometer in your school to detect earthquakes or explore UK geology with Minecraft.	Where do you live? Why do you live there? Where do people live in the UK? What is Urban and Rural? Why do so many people live in cities? What jobs do cities and towns do?	Links to Autumn 2 Links to UK weather and climate Y8 Links to Migration Y9 This unit will develop pupils' understanding of like in Africa and highlight generalisations that are made about the continent. This will build on previous learning on climate, by showing that as Africa is over 1000km in length it has many different characteristics and biomes. Pupils will explore key themes such as inequality, water stress, development indicators and economic development that will be developed across other units.	Links to Autumn 1, Autumn 2, Spring 2 Links to Migration Y9 Core theme of KS3 Geography
Skills (incl. links to prior and future learning)	Hemispheres, Longitude & Latitude, North and south, Map skills, Ordnance Survey, Contours, Distance. Map skills (Use of Atlas maps) Use and interpretation of bar charts. Use and interpretation of diagrams Field sketching Use and interpretation of climate graphs Use and interpretation of maps showing variation of GDP. British values Rule of law Democracy Tolerance of different cultures and religions Mutual respect Individual liberty. Employability skills	Research on climate change, Interpreting climate data, charts graphs, poster design and message planning. Creating an energy literate person who knows how much energy they use and where it comes from, can make informed decisions and assess the credibility of information about energy. British values Rule of law Democracy Tolerance of different cultures and religions Mutual respect Individual liberty. Employability skills	Cross-sections, geological mapping, rock identification understanding timescales resources usage and planning	Density and heat maps, land use maps, urban and rural patterns, research and analysis of urban problems. Pupils will develop their ability to draw and annotate key diagrams, describe distributions and explain how weather patterns form and the impact that they will have. British values Rule of law Democracy Tolerance of different cultures and religions Mutual respect Individual liberty. Employability skills Self-management Informed	Teamwork, chart diagram interpretation, Presentation Design Pupils will develop skills in use of maps, choropleth maps, data and graphs to develop their ability to describe distributions, explain trends and reach conclusions.	Fieldwork, Land use mapping, City design

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	Self-management Informed Numeracy Communication Digital skills	Self-management Informed Numeracy Communication Digital skills		Numeracy Communication Digital skills		
Assessment Focus	Key words, finding places and locations, Grid References and other map skills. Key knowledge quizzes online. Book decoration task SIR Marked	Key knowledge quizzes online with Climate change poster end of term assessment. SIR Marked	Key knowledge quizzes online Physical Geography & Geology of South America and use of resources. SIR Marked	Key knowledge quizzes online Extended writing and PEEL Paragraphs, Write like a Geographer	Key knowledge quizzes online Decision making and teamwork through Research & Presentation Skills SIR Mark	Key knowledge quizzes online City Build project
Cross-curricular links	Links to Maths, Science & Technology	Links to Maths, Science & Technology and Art.	Links to History, Maths, Science & Technology and Art.	Links to History, Maths, Business, and Art.	Links to Maths, Science & Technology, PSHE	Links to History, Maths, Science & Technology and Art.
Reading Opportunities	Progress in Geog. pp 1-20	Progress in Geog. pp282-300	Progress in Geog. 22-40	Progress in Geog.	Progress in Geog. 222-240	Progress in Geog. 222-240
Careers (enrichment opportunities and futures)	Chalk activity and Jigsaw, contour model	How eco-friendly is our life? What changes can we make? Debate Invite to join the Environmental Club What future careers are available to environmentalists.	Awakening an interest in geology and earth sciences Install a seismometer in your school to detect earthquakes or explore UK geology with Minecraft.	City planning and functions, Developing and interest in processes in Human Geography	Developing an interest in problem solving skills and careers in NGO and humanitarian organisations	Careers in city planning, sustainable technology, future proofing the world. All students will be building their own sustainable city, which will be powered by wind, solar, or HEP. The city will include elements of modern city living including walkable areas, recycling centres and urban farms. Geography Field-trip to Northern Ireland

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History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	What is History? What happened to Tollund Man? What happened before	Who should be king? Why did King Hardrada win Gate Fulford, but lose at Stamford Bridge? Why did Harold win at Stamford Bridge, but lose the Battle of Hastings? What was the impact of the Battle of Hastings on the people of England?	How did William keep control after the Battle of Hastings? Why did King William harry the North? Why did he build Motte and Bailey castles? Why did he introduce the feudal system? Why did he commission the Domesday Book? What happened after he died?	Medieval Life Rats or rebels? Which was the most significant?	What were the Wars of the Roses? Who were the Tudors?	How did the Tudors change England? The religious seesaw.
Knowledge (incl. links to prior and future learning)	Establish prior learning from Primary School and their own experiences of visits and local and national historical sites.	The Anglo Saxons, Vikings and Normans.	Chalfont St Peter in the Domesday Book.	Judaism, Christianity and Islam.	Henry VIII – divorced, beheaded, died, divorced, beheaded, survived…	The problems faced by the Tudors and Stuarts.
Skills (incl. links to prior and future learning)	Key terminology: decade, century, millennium… Bias Chronology Evidence Inference	Using and evaluating evidence.	Research other settlements using the on line Domesday Book data base.	Causation and consequence.	Change and continuity.	Change and continuity.

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Assessment Focus	Baseline test and Tollund Man write up	Simon Sharma interpretations.	Narrative account explaining how Duke William conquered England.	Should we teach the Black Death?	How effective were the Tudors in ruling England?	How effective were the Stuarts in ruling England?
Cross-curricular links	Tollund Man poem	Development of the English language – Anglo Saxon, Norse and Norman vocabulary.	The geography of Scandinavia and of Normandy in relation to the British Isles.	The geography of the trade routes by which the Plague spread to Melcombe Regis, June, 1348	Politics and the development of parliamentary democracy.	Politics and the development of parliamentary democracy.

This year all year 7 students will study three languages on a Carousel. They may start with French, German or Spanish and will study a different language every term.

Languages	Autumn 1 French	Autumn 2 French	Spring 1 Spanish	Spring 2 Spanish	Summer 1 German	Summer 2 German
Overview and Key Questions	Cognates/Phonics Names and greetings Ages/numbers/months/days Family members descriptions(physical, personality and feelings)	Pets/colours Opinions(with some hobbies and sports) School subjects/school timetable(including time)	Cognates/Phonics Names and greetings Ages/numbers/months/days Family members descriptions(physical, personality and feelings)	Pets/colours Opinions(with some hobbies and sports) School subjects/school timetable(including time)	Cognates/Phonics Names and greetings Ages/numbers/months/days Family members descriptions(physical, personality and feelings)	Pets/colours Opinions(with some hobbies and sports) School subjects/school timetable(including time)
Knowledge (incl. links to prior and future learning)	Introducing new topic and vocabulary	Introducing new topic and vocabulary Retrieval on previous topics including opinions, numbers, and grammar focus	Introducing new topic and vocabulary	Introducing new topic and vocabulary Retrieval on previous topics including opinions, numbers, and grammar focus	Introducing new topic and vocabulary	Retrieval on previous topics including opinions, numbers, and grammar focus

Curriculum Map – Year 7

Skills (incl. links to prior and future learning)	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing
Assessment Focus	Vocab tests/retrieval	End of Language unit assessment. Listening/Speaking/ Reading/Writing	Vocab tests/retrieval	End of Language unit assessment. Listening/Speaking/ Reading/Writing	Vocab tests/retrieval	End of Language unit assessment. Listening/Speaking/ Reading/Writing
Cross-curricular links	Throughout the year students will discover links with other subjects including Maths, literacy, Art, Geography and History					
Reading Opportunities	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes MFL food competition	Bimonthly Vocab lists from Sentence builders or Support books Google Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Google Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Google Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Google Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Google Quizzes
Careers (enrichment opportunities and futures)	Career opportunities are discussed when certain topics are taught and when students are asked to reflect on how the vocabulary can link to Future plans. All topics also include a focus on discovering new cultural aspects of learning a language.					

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Introduction to Maths Properties of Shape Place Value	Multiplies, Factors, Primes and Squares Comparing and Summarising Data Writing with Algebra	Working with Decimals Negative Numbers Perimeter/Area/Volume	Working with Fractions Patterns and Sequences	Fractions, Decimals and Percentages Chance and Probability Angle Properties	Setting Up and Solving Equations Transforming Shapes

Curriculum Map – Year 7

Knowledge **<u>Link to prior learning</u>**: See KS2 National Curriculum for Mathematics **<u>Future learning</u>** See Year 8 Curriculum plan	·Addition and Subtraction ·Multiplication ·Division ·Money and time ·Negative numbers ·Factors, multiples and primes ·Square numbers ·Mode,median,mean and range ·Displaying Data ·Grouping data ·Averages and comparing data ·Line graphs and more bar charts	·Functions ·Simplifying expressions ·Writing expressions ·Substituting into formula ·Writing formulae ·Decimals and rounding ·Length, mass and capacity ·Scales and measures ·Working with decimals mentally ·Working with decimals ·Area and perimeter ·More units of measure	·Comparing Fractions ·Simplifying fractions ·Working with ·fractions ·Fractions and ·decimals ·Understanding percentages ·Percentages of amounts ·The language of probability ·Calculating probability ·More probability calculations ·Experimental probabilities	·Direct Proportion ·Writing ratios ·Using ratios ·Ratios proportions and fractions ·Proportions and percentages ·Solving one step equations ·Solving two step equations ·Solving equations with brackets.	·Measuring and drawing angles ·Lines, angles and triangles ·Drawing triangles accurately ·Calculating angles ·Angles in a triangle ·Quadrilaterals ·Sequences ·Pattern Sequences ·Coordinates and midpoints ·Extending Sequences ·Straight line graphs ·Position-to-term rules	·Congruency and enlargements ·Symmetry ·Reflection ·Rotation ·Translations and combined transformations ·Parts of a circle ·Circumference of a circle ·Area of a circle
Skills (incl. links to prior and future learning)	Pupils will increase their resilience during the course by learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to various situations and problems. Pupils will be challenged in all lessons and show they have learned from mistakes through multiple tasks, including connecting exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem-solving). Pupils will have the opportunity to work together to build and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations. Each topic in Maths contains many sub-topics and skills. As we go up in the year groups, these topics become more in-depth, build on prior knowledge from KS2 and prepare students for KS4. Therefore, topics repeat from year to year for consolidation and fluency. Students regularly review their learning with knowledge recall starters, interleaving homework tasks and self-assessment of classwork with discussions on misconceptions.					
Assessment Focus	**<u>See Knowledge.</u>**					
Cross-curricular links	Science – Calculating differences in investigations, scaling up and down Geography – Calculating differences between data averages (e.g. average rainfall or temperatures, differences in population), time zones Design Technology – Designing products, converting measurements in design, food recipes, metric and imperial units, costings Science – Supporting finding missing information, use within investigations					

Curriculum Map – Year 7

Reading Opportunities	Collins KS3 Revision - KS3 Maths Higher Level All-in-One Complete Revision and Practice: Ideal for Years 7, 8 and 9 (Collins KS3 Revision)
Careers (enrichment opportunities and futures)	All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. **Opportunities** Timetable rockstar competition UKMT Challenge Career themed lessons

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Developing Musicianship Skills	Developing Musicianship Skills	Ground Bass Composition and Performance	Ground Bass Composition and Performance	Composing a Pop Song	Composing and Performing a Pop Song
Knowledge (incl. links to prior and future learning)	Baseline listening and appraising test (identifying elements of music, instruments, types of ensembles, key musical terms) Singing skills: unison singing, harmony Singing	Rhythm Notation Keyboard diagram Reading and playing keyboard melodies Ukulele skills – chords and tabs	Developing an understanding of the History of Classical Music Identifying and recognising orchestral instruments Scales and chords Learning how to write a melody Composing melodies over a ground bass Keyboard skills	Composing melodies over a ground bass Further developing keyboard and ensemble skills Learning how to perform compositions to create a canon	C major scale and chords Chord formation (major and minor) Song structure-lyric writing Accompaniment styles Drums skills 1	Further developing pop song structure Develop more advanced drum skills Bass guitar skills 1
Skills (incl. links to prior and future learning)	Vocal warm-ups, use of expression, dynamics, phrasing and articulation, singing in tune and in time with others, learning how to maintain harmony lines	Reading of rhythm and treble clef notation Keyboard Skills Ukulele skills Performance Skills	Composition skills Music notation skills Keyboard skills	Composition skills Music notation skills Keyboard skills Ensemble performance skills	Keyboard, vocal, drum kit skills Lyric writing Writing vocal melodies Developing accompaniment styles	Keyboard, vocal, drum kit, bass guitar skills Lyric writing Writing vocal melodies Developing accompaniment styles
Assessment Focus	1) Baseline Test 2) Unison Singing 3) Harmony Singing	1) Keyboard Skills- melody + chords 2) Ukulele Skills- melody and chords	Composition of melodies over a ground bass	Composition of melodies over a ground bass Ensemble performance of ground bass compositions	Keyboard Skills- chord patterns and accompaniment style	Performance of group pop song compositions

Curriculum Map – Year 7

Cross-curricular links	Literacy, numeracy, performing arts	Literacy, numeracy, performing arts	Literacy, numeracy, history	Literacy, numeracy, history	Literacy, numeracy, performing arts	Literacy, numeracy, performing arts
Reading Opportunities	Vocal skills and techniques Performance skills	Performance skills	History of Classical music- medieval, renaissance, baroque, classical, romantic, modern	History of Classical music- medieval, renaissance, baroque, classical, romantic, modern	History of pop music	History of pop music
Careers (enrichment opportunities and futures)	Performer, ability to work with others towards an intended outcome	General musicianship skills	Composer, performer, musician	Composer, performer, musician	Composer, lyricist, musician, performer (front person) and performer within a band	Composer, lyricist, musician, performer (front person) and performer within a band

Curriculum Map – Year 7

Personal Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Managing Change** • My New School • How can I manage change and develop a growth mindset? • How do you create healthy friendships? • Does social media use affect self-esteem? • What does puberty mean for us (biological female focus)? • What does puberty mean for us (biological male focus)?	**Healthy Lifestyles** • Fuel for Life: What Does Your Body Really Need? • Move It! Why Exercise Matters • What is stereotyping? • What's the difference between prejudice and discrimination? • What is racism? • How does society view disability, and what is ableism? • Do you try to include people who have different needs from yours?	**Faith in Our Community** • Faiths in our Community • Christianity in our Community • Hinduism in our Community • Buddhism in our Community • Islam in our Community • Judaism in our community	**E-Safety** • Does social media benefit UK society? • What is cyberbullying? • What is the dark web? • What is online grooming? • What is online radicalisation and why is it a problem? • What are the consequences of using the internet irresponsibly? • How can I improve my personal safety online?	**Healthy Relationships** • What does a healthy romantic relationship look like? • What does control look like in relationships? • What is the impact of sharing explicit images/videos? • What is consent? • How do I manage a 'breakup'? • Why should I be kind to someone even if I don't like them?	• Who will I be? • Are gender and sex the same thing? • What is a 'man'? • What is a 'woman'? • Why celebrate Pride Month? • Do other people's views limit our aspirations? (Pride Month)
Knowledge (incl. links to prior and future learning)	PSHE Association KS3 Core theme 1 - Health and wellbeing - H20. strategies for maintaining personal hygiene, including oral health and prevention of infection H1. how we are all unique; that recognising and demonstrating personal strengths build	H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food	Engaging with Worldviews and Ultimate Questions in the Modern World	L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21. to establish personal values and clear boundaries around aspects of life that	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R4. the difference between biological sex, gender	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and

Curriculum Map – Year 7

	self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. simple strategies to help build resilience to negative opinions, judgements and comments H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R9. to clarify and develop personal values in friendships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	choices H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices		they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L24. to understand how the way people present themselves online can have positive and negative impacts on them L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	sexual orientation R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

Curriculum Map – Year 7

Assessment focus						
	Keywords: Transition, Growth mindset, Friendships, Self-esteem, Puberty, Healthy lifestyles, Resilience, Self-awareness, Personal strengths	**Keywords:** Nutrition, Exercise, Healthy choices, Body image, Balance, Self-care, Hygiene, Wellbeing, Lifestyle habits, Motivation	**Keywords:** Stereotypes, Prejudice, Discrimination, Racism, Ableism, Diversity, Inclusion, Equality, Respect, Empathy	**Keywords:** Online safety, Cyberbullying, Social media use, Grooming, Radicalisation, Dark web, Digital footprint, Privacy, Responsibility, Decision-making	**Keywords:** Healthy relationships, Consent, Boundaries, Trust, Respect, Kindness, Breakups, Self-respect, Responsibility in intimacy, Digital safety in relationships	**Keywords:** Faith and belief systems, Christianity, Hinduism, Buddhism, Islam, Judaism, Community values, Identity, Belonging, Pride Month, Gender and sex, Equality of opportunity, Cultural awareness, Social responsibility

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	6th lesson extra
Overview and Key Questions	Students undertake a "transition" unit of work, serving to introduce students to PE at The Chalfonts and to help bridge any gaps in learning between primary and secondary schools.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports". Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports" Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	Students this year will have an extra lesson once every 2 weeks where they will stay in forms competing in inter form competitions all year focusing on team work and communication eg capture the flag, cone game, bench ball

Curriculum Map – Year 7

Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles						
Skills (incl. links to prior and future learning)	Head, heart and hands (HHH). Greater emphasis on hands						
Assessment Focus	Head, heart and hands.						
Cross-curricular links	Theoretical links to biology eg – muscles						
Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams						

Curriculum Map – Year 7

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Enquiry processes Part 1** Asking scientific questions. Planning investigations collecting, recording & presenting data. Analysing patterns in data. Evaluating & methods. **Organisms Part 1** Observing cells. Plant and animal cells. Specialised cells. Movement of substances. Unicellular organisms. **Matter Part 1** Particles and their behaviour. States of matter, density. Melting and freezing. Boiling. More change of state. Diffusion.	**Organisms Part 1** Observing cells. Plant and animal cells. Specialised cells. Movement of substances. Unicellular organisms. **Matter Part 1** Particles and their behaviour. States of matter, density. Melting and freezing. Boiling. More change of state. Diffusion. **Electromagnets Part 1** Current and potential difference. Resistance Series & parallel circuits	**Waves Part 1** Waves • Sound, Vibrations and Energy Transfers Loudness and Pitch Detecting Sound Ultrasound and Echoes **Forces Part 1** Introduction to Forces Unbalanced and Balanced force Forces at a Distance Speed Gravity Converting Metric SI Units	**Reactions Part 1** Chemical reactions Acids and Alkalis Indicators and pH Acid strength Neutralisation Making salts **Energy Part 1** Energy resources Conservation of energy Dissipation of energy	**Reactions Part 1** More about elements Chemical reactions of metals and non-metals Metals and acids, oxygen and water Metal displacement reactions **Earth Part 1** The rock cycle The night sky The solar system The Earth The Moon	CREST AWARD
Knowledge (incl. links to prior and future learning)	History and development in scientific research to solve problems or deepen scientific understanding.	The history and discovery of cells and the microscope. Developments in microscopes over time.	History of the discovery of waves and the EM spectrum. Development of technologies such as	History of the discovery of the pH scale and indicators. History and development of properties of chemical	History and development of properties of chemical reactions and substances.	CREST AWARD

Curriculum Map – Year 7

	Understanding the principles surrounding the scientific method. The history and discovery of cells and the microscope. Developments in microscopes over time. History of the cell cycle theory. The principles and theories underpinning Archimedes' principle. History and development of properties of chemical reactions and substances.	History of the cell cycle theory. The principles and theories underpinning Archimedes' principle. History and development of properties of chemical reactions and substances. Distinguish between current and potential difference. Principles of electrical resistance. Rules of series and parallel circuits Electricity and its uses (KS2) Dangers of electricity (KS2)	ultrasounds and microphones. History of Newton's laws of motions and how these have changed over time. Use of springs in trampolines and vehicles. Nature of sight and sound (KS2). How light and sound travel (KS2). States of matter (KS3). Particles and their behaviour (KS3). Use of everyday materials (KS1). Forces and magnets (KS2). Types of forces (KS2)	reactions and substances. Types of energy stores. Food and fuel as chemical energy stores. History of our understanding of energy. Chemical reactions and reversible changes (KS2) Identifying materials (KS2) Electricity (KS2) Light & sound (KS2)	The principles underpinning the Mendeleev periodic table. Discovery of space and its elements. History and moral issues surrounding the Big Bang theory. Astronomical readings from the moon and sun. The moon and its effect on weather and seasonal change. Seasonal change (KS1) How light and sound travel (KS2) Rocks (KS2) Earth and space (KS2) Chemical reactions and reversible changes (KS2) Identifying materials (KS2)	
Skills (incl. links to prior and future learning)	Identify patterns in data and present data. Write an observation, fair test or pattern seeking enquiry question. Identify dependent variables, independent and control variables.	Investigating diffusion in fluids. Using microscopes safely and accurately. Create a microscope slide Use a light microscope to observe and draw cells. Identify features of an investigation which are hazardous and	Add/use a diagram if it helps to make a concept clearer. Make and explain a conclusion. Use of models in science to demonstrate waves. Suggest a scientific idea that might explain an observation. Identify patterns in data and present data.	Developing hypotheses. Carry out a method carefully and consistently. Develop practical skills in a science lab and complete a risk assessment. Identifying risks and precautions in an experiment.	Developing hypotheses. Carry out a method carefully and consistently. Develop practical skills in a science lab and complete a risk assessment. Identifying risks and precautions in an experiment.	Application of scientific method to an investigation of students choosing.

Curriculum Map – Year 7

	Identify risks and hazards, and control measures. Articulate and present research findings. Analysing and summarising. Displaying and presenting data. Selecting relevant data for calculations. Investigating diffusion in fluids. Using microscopes safely and accurately. Create a microscope slide Use a light microscope to observe and draw cells. Identify features of an investigation which are hazardous and ways of reducing the risk.	ways of reducing the risk. Sorting things into living and nonliving (KS2). Identifying common plants and animals (KS2). Body part and senses (KS2). Developing hypotheses. Carry out a method carefully and consistently. Develop practical skills in a science lab and complete a risk assessment. Using a diagram to explain a concept. Presenting and analysing observations made. Properties of everyday materials (KS1). Properties and changes of materials (KS1).	Identify further questions arising from investigations, make and explain a conclusion. Manage risks and hazards in practicals. Draw line graphs to display relationships.	Use correct units and correct chemical nomenclature. Add/use a diagram if it helps to make a concept clearer Suggest a scientific idea that might explain an observation Drawing energy diagrams to understand energy transfer.	Use correct units and correct chemical nomenclature. Describe the role of a theory and use of evidence in supporting theories. Collaboration and team building. Suggest a scientific idea that might explain an observation. Developing scientific writing skills. Constructing results tables & graphs Calculating mean. Drawing and interpreting graphs. Targeted vocabulary instruction of tier2/3 key words. Pie charts and percentages.	
Assessment Focus	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Tasks **Assessment 1 - Content from Half Term 1 and KS2 concepts**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Task **Assessment 2 - Content from Half Term 2 and some Half term 1 concepts**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Task **Assessment 3 - Content from Half Term 3 and some Half term 2 concepts**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Task **Assessment 4 - Content from Half Term 4 and some Half term 3 concepts**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Task **Assessment 5 - Content from Half Term 5 and some Half term 4 concepts**	Crest award presentation and reports.

Curriculum Map – Year 7

Cross-curricular links	Accurate use of internet - IT Comprehension and summarising information - English Draw and present graphs - Maths Draw and colour a model - Art Oral presentation – Drama Safe and ethical handling of living things -PSHCE Microscopes and technology - Engineering Writing descriptive pieces - English Number size and quantities - Maths Elements in materials - DT Cooking techniques - Food Tech Displaying data - Maths Writing reports – English Drawing models - Art	Accurate use of internet - IT Comprehension and summarising information - English Draw and present graphs - Maths Draw and colour a model - Art Oral presentation – Drama Safe and ethical handling of living things -PSHCE Microscopes and technology - Engineering Writing descriptive pieces - English Number size and quantities - Maths Elements in materials - DT Cooking techniques - Food Tech Displaying data - Maths Writing reports – English Drawing models – Art Calculations - Maths Displaying data - Maths	Light and Sound - Performing Arts Lighting in Photography - Media Dangers of Cooking in Microwaves - Food Tech Ultrasound and Echoes - Medicine Speakers and Microphones – Drama Musical Instruments – Music Threading of Tyres and Friction - DT Forces and Their Uses in DT and Product Design Drawing Force Diagrams - Art Displaying Data - Maths	Writing paragraphs -English Displaying data – Maths Food packaging labelling - PSHCE Drawing diagrams - DT		Report writing – English. Display production – Art/DT Presentation - Drama
Reading Opportunities	Biology made easy	History of the microscope	The Physics book – Big ideas explained simply	The Physics book – big ideas explained simply	Geology for kids	Science Review Journals

Curriculum Map – Year 7

Careers (enrichment opportunities and futures)	Bio lab technician. Chemist	Bio lab technician. Chemist Electrician	Sound Engineer Lighting Engineer	Chemist. Civil Engineer	Geologist. Research chemist.	Varied depending on project choices.

Technology	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Overview and Key Questions	**Food Technology** In this rotation students will be doing the Healthy Eating Project making healthy dishes.	**Plastics** In this rotation students will make an acrylic wind twist and elephant shaped coat hook.	**Bookend** In this rotation students will make a bookend out of pine and MDF.	**Bookmark** In this rotation students will learn textile skills and develop a fabric bookmark using the theme "clever critters" as their inspiration.
Knowledge (incl. links to prior and future learning)	Students will learn about the different Nutrients, balanced diets and Health & Safety in the Kitchen.	In this rotation students learn about the different types of plastics, how to use tonal shading skills, and health and safety in a workshop.	In this rotation students learn about the different types of wood, about wood joints and how to use hand and machine tools to make one.	In this rotation students learn about the different types of textiles and how to use different sewing stitches and techniques to make a product.
Skills (incl. links to prior and future learning)	Learn how to use: - Chopping board - knives skills - kettle - hob - oven - wooden spoon - hand blenders - washing up	Learn how to use a: • Coping saw • File • Abrasive paper • Thermoforming oven • Ruler and template • Pillar drill • 2D Design software	Learn how to use a: • Tenon saw • Scroll saw • File • Paint • Belt sander • Coping saw • Abrasive paper	Learn how to use a: • Needle • Thread • Iron
Assessment Focus	Plan, prepare & make healthy dishes suitable for school children.	Quality of finish when working with plastic.	Quality of finish when using wood.	Quality of finish when using textiles.
Cross-curricular links	Maths using ingredients & amounts. English - writing up Recipes & Methods.	Maths – using scale.	Maths – measuring with a ruler.	Geography – environmental impact of the textiles industry.

Curriculum Map – Year 7

Reading Opportunities	Food fact of life	Technologystudent.com		
Careers (enrichment opportunities and futures)	Preparing, Organising, cooking skills for confident adults in the kitchen.	The elephant hook project focuses on making something for an elephant sanctuary (a client).	Learning about tolerance and wastage in industry.	Students choose a client which makes them understand a career which works on designing and making something for others needs and wants.