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	**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!					

Curriculum Map – Year 7

Computing	Introduction to computers and how they work	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	Students will explore what computers are, identify different types of computers, understand the basic components of a computer system, and learn how computers process data using the Input-Process-Output model.	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 what a computer is - Taught different types of computers - Taught hardware and software - Taught the main components inside a computer - Taught how computers process information - Taught the input-Process-Output model - Taught knowledge through practical activities	- 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	Introduction to computers and how they work	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 name and identify key parts: CPU, RAM, storage, motherboard, GPU, PSU - Able to demonstrate what each part actually does. E.g. RAM = short-term memory, SSD = long-term storage - Able to explain how they work together to run software - Able to demonstrate the difference between hardware vs software, system software vs application software - Able to demonstrate what an operating system does - - Able to demonstrate setup and shutdown procedures - Able to Connect peripherals - Able to demonstrate basic troubleshooting - Able to break down problems into steps	- 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	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions.	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions
Cross-Curricular Links	Engineering / Digital art / Computer Science	Specific to IT / Computer Science	Business Studies / Media	Specific to IT / Computer Science	Specific to IT / Computer Science	Specific to IT / Computer Science

Curriculum Map – Year 7

Computing	Introduction to computers and how they work	Network from semaphores to the Internet	Using & Manipulating Media	Programming Essentials in Scratch (Part 1)	Programming Essentials in Scratch (Part 2)	Modelling Data: Spreadsheets
Reading Opportunities	Reading tasks and homework articles/worksheets.	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)	Software and Hardware engineer / General IT Support / Junior IT office apprentice	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 to Drama Silent Movies	Pantomine	The Tempest	Darkwood Manor	The Playground	Peter and the Wolf
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, its origins and stock characters, audience participation, slapstick, cross dressing and music. Key performance skills: exaggerated voice, physicality, timing, interaction with audience and use of scripts, contributing to their reading. Awareness of how pantomime adapts traditional folk and fairy tales.	Shakespeare; setting the scene, using lighting and sound to create effect. Character building, Wizards, Kings, Maidens and servants. Exploring society class levels and challenging stereotypes.	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. Using the seven tensions to contrast and create atmosphere.	Working with Performance Poetry as a script and stimulus for drama performance. The topic is playground behaviour which lends itself to exploring issues like the pecking order, bullying, standing up for yourself and others. Building knowledge of rhythm and rhyme in performance.	Introduction to Classical Music as a genre for stories. (Modern day versions include Fantasia,The Snowman, Zog). Exploring how music can lead the body, facial and vocal expression as well as feeling the empathy and connection of characters through the correct choice of instrument and its music.

Curriculum Map – Year 7

Skills (incl. links to prior and future learning)	**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.	**Key Skills**: Builds on freeze frames, tableaux, and basic characterisation from earlier units. Develops devising skills from Shakespeare script into more structured scene work.Aids the understanding of reading Shakespeare.	**Key Skills**: 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.	**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. Musical knowledge; rhythm and rhyme.	**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. Musical knowledge of orchestral music and its instruments.
Assessment	**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 focus is CO-OPERATION and IDEAS within working groups.	**Assessment**:Creating atmosphere and how tension can be created to enhance a performance.	**Assessment**: Creating atmosphere and how tension can be created to enhance a performance. Assessment focus is PERFORMING and PRESENTING drama.	**Assessment:** Create a short devised piece in groups that includes their learning about rhythm and rhyme.	**Assessment:** Create a short devised piece in groups that includes their learning about music and creating empathy. Assessment focus is ANALYSING and EVALUATING drama.
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	**Art and textiles:** Looking at designing and creating posters, costume designs, set and stage makeup.	**English/ Character Analysis**: Explore themes, creating tension and character development.	**English**: Story telling, building tension. **Technology:** Lighting and sound effects to increase tension.	**Music:** Using Rhythm English: Using Rhyme **Dance**: The physicality of using rhythm to represent playground	**Music:** The Orchestra, its music and its instruments. Using and recognising certain sounds such as texture, pitch and

Curriculum Map – Year 7

	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	**English:** Oracy and reading different scripts.	**English/ Creative Writing**: Use improvisational techniques to inspire creative writing, encouraging students to develop their own scripts or stories.		scenes, particularly with regards to choreography and expressive movement. :	volume within story telling. **English:** story telling for a younger audience. Reading of the origins folk tale. **Dance:** choreography and expressive movement. **Art and Design:** Set design, costume design, masks and makeup.
Reading Opportunities	Reading from the board aloud, reading and writing scripts. Glossary - key words/ technical words.	Scripts & Dialogue from traditional pantomime scripts (e.g. Cinderella, Aladdin). Focus on exaggerated voice when reading.	Reading aloud from the board, short Shakespeare quotes. Simplified Shakespeare script and original script for differentiation.	Reading aloud from the board and writing and reading original scripts written by the students.	Reading poetry aloud from the board and writing and reading original scripts written by the students.	Reading aloud from the board and writing and reading original scripts written by the students.
Careers (enrichment opportunities and futures)	**Acting:** Performing in theatre, film, television, or commercials. Engage in character study and physical performance. **Director:** Overseeing 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. **Set Designer, Set Builder, Costumier, Hair and Wigs creator, Makeup artist, Lighting Designer or Engineer, Lighting Rigger, Sound Designer or Engineer, Producer, Stage Manager, ASM, Marketing, Creative Design (posters/ adverts), Composer, Musician.**					

Curriculum Map – Year 7

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 themes and character development.	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 comment on both implicit and explicit information in a text.	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.
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	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	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,	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	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	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

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	the format of their GCSE Language Paper 1 Section B.	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.	the skill of analysing poetry is built on until students do this at GCSE in Literature Paper 2.	2 where students are expected to produce an extended piece of writing in different forms.	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.	will revise the skills of writing creatively.
Assessment	Students will produce a piece of creative writing inspired by the novella so far. They will be marked on their writing skills.	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. They will be assessed on their reading skills	Students will complete a language paper 1 style assessment. This will assess both reading and writing skills.	Students will be 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.	Students will produce a mystery story inspired by a stimulus. They will be assessed on their writing 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.

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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.

Curriculum Map – Year 7

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 concepts of physical, human and environmental geography. Students build up an understanding of their place in the world at different scales from the global to the local and how Geographers use maps of different types and scales to interpret the planet on which we live. The core underpinning of the entire curriculum is the The **Gaia theory** (or hypothesis), which posits that Earth's living and non-living components interact as a single, self-regulating superorganism.	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 (in particular Ordnance Survey Map skills) which will be used to study how the UK varies.	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. Finally students are invited to learn why Geology is useful and relevant to their lives	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.

Curriculum Map – Year 7

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.	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)	Analysis of and interpretation of Maps at different scales Maps demonstrating different physical, human and environmental aspects of the planet allow students. Focus includes beginning an examination of British values, Rule of law Democracy, Tolerance of different cultures and religions Mutual respect Individual liberty. Employability skills Self-management Informed Numeracy Communication Digital skills	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. Communication Digital 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 Numeracy Communication Digital skills	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

Curriculum Map – Year 7

Assessment	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, Art, History, English, Literacy & Numeracy	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. Creating maps at different scales and types based on OS maps.	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-trpi UK & NI as appropriate and allocated.

Curriculum Map – Year 7

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	Baseline test on the skills of History. Explain the importance of the Tollund Man. 12 marks	Explain why William Duke of Normandy won the Battle of Hastings. 12 marks.	Write a narrative account explaining how Duke William conquered England. 8 marks	Should we teach the Black Death? Explain why the Black Death changed the Medieval Word? 12 marks.	How effective were the Tudors in ruling England? 16 and 4 marks.	How effective were the Stuarts in ruling England? 16 and 4 marks.
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

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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	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	Number, ratio, statistics & sequences. Key questions: How do we calculate accurately? How are fractions, percentages and ratios connected? How can patterns be described?	Algebra, fractions & statistics. Key questions: How do we simplify and represent relationships? How do fractions/decimals connect? How can data be displayed and interpreted?	Number & geometry. Key questions: How do factors, multiples, roots and powers help us? How do we calculate perimeter/area and recognise 2D shapes?	Geometry, algebra & ratio. Key questions: How do 3D measures work? How do we solve equations? How do time, timetables and ratio connect?	Geometry & ratio. Key questions: How do angle facts and transformations describe shapes? How can quantities be compared using ratio and proportion?	Geometry, measure & algebra. Key questions: How do units, maps and scale drawings model real situations? How do coordinates and graphs represent relationships?

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Knowledge (incl. links to prior and future learning)	Place value; ordering integers/decimals; integer operations; negative numbers; BIDMAS; rounding/estimation; percentages of amounts/change; averages/range; outcomes/probability; nth-term sequences.	Expressions; simplifying; single brackets; formulae; substitution; factorising linear expressions/equations . Fractions: simplify/equivalent, four operations, comparing, fractions of amounts; fraction-decimal links. Pictograms, bar charts/two-way tables, line graphs, scatter graphs/correlation.	Roots/powers; factors/multiples; basic HCF/LCM; prime numbers. Perimeter; area of quadrilaterals (excluding circles); compound shapes; recognising/drawing/ properties of 2D shapes.	Volume of cubes/cuboids; properties of 3D shapes; nets; plans/elevations. Solving one- and two-step linear equations. Time and timetables.	Angle rules (basic and non-parallel lines); rotational symmetry; lines of symmetry; transformations (no enlargement). Comparing quantities; simplifying and dividing by a ratio.	Units and measuring; maps/scale drawings; recipe-style ratio questions. Coordinates; plotting linear graphs; interpreting graphs.
Skills (incl. links to prior and future learning)	Fluent arithmetic; estimation/checking; percentage strategies; summarising data; using probability language; spotting and generalising patterns.	Use algebraic notation correctly; manipulate expressions; substitute into formulae; calculate with fractions; convert representations; construct/read statistical diagrams and discuss correlation.	Use index/root language; identify number properties; calculate and compare perimeter/area; draw and classify 2D shapes accurately.	Visualise and represent 3D objects; calculate volume; solve equations using inverse operations; read timetables and solve time problems.	Apply angle facts; identify symmetry; perform transformations; reason multiplicatively with ratio and proportion.	Convert units; use scales accurately; solve ratio-in-context problems; plot coordinates/straight-line graphs and interpret real-life graphs.
Assessment Focus	Baseline/low-stakes retrieval; arithmetic fluency; end-of-unit checks on number, ratio, statistics and sequences.	Algebra and fraction fluency; interpretation of statistical representations; cumulative assessment including Autumn 1.	Number-properties and geometry assessment; reasoning with perimeter/area and shape properties.	Volume/3D representation; equation-solving; time and timetable problems; cumulative retrieval.	Angle/transformations and ratio reasoning; multi-step problem solving.	End-of-year cumulative assessment: number, algebra, ratio, statistics, geometry and measure.
Cross-curricular links	Science: numerical accuracy, units, data and formulae. Computing: sequences/algorithms	Science: formulae and data; Computing: tables/graphs; Design Technology:	Science/DT: measure, area, shape and accuracy. Geography: scale and spatial	Science: formulae, volume, rates and time. Geography: timetables and scale.	Art/DT: symmetry, transformations and geometric design. Science: ratio and	Geography: maps/scale; Science: graphs and units; Food Technology:

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	and data representation. Geography: scale and graphs.	measurement and scale.	reasoning.		proportional reasoning.	recipe ratio.
Reading Opportunities	Read and interpret mathematical vocabulary, symbols, worded problems and data tables; explain methods in complete mathematical sentences.	Read algebraic notation, formulae, chart titles/axes and contextual problems; identify key information and justify conclusions.	Read geometric notation, definitions and diagrams; interpret multi-step problem contexts and explain reasoning.	Read 3D diagrams, nets, equations and timetables; translate between words, symbols and representations.	Read angle/transformational notation and ratio contexts; compare alternative solution methods.	Read maps, scales, coordinates and graphs; interpret mathematical information from real-life sources.
Careers (enrichment opportunities and futures)	Finance/accounting, retail, data analysis and business.	Engineering, computing, statistics and finance.	Architecture, construction, surveying and engineering.	Engineering, logistics, transport planning and manufacturing.	Design, architecture, engineering and data/statistics.	Surveying, GIS/mapping, engineering, transport and data science.

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	Reading of rhythm and treble clef notation Keyboard Skills Ukulele skills	Composition skills Music notation skills Keyboard skills	Composition skills Music notation skills Keyboard skills	Keyboard, vocal, drum kit skills Lyric writing Writing vocal melodies	Keyboard, vocal, drum kit, bass guitar skills Lyric writing Writing vocal melodies

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	time with others, learning how to maintain harmony lines	Performance Skills		Ensemble performance skills	Developing accompaniment styles	Developing accompaniment styles
Assessment	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
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

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Personal Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Safe Me** **Managing Change** ● 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 Me** **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?	**Community Me** **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	**Responsible Me** **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?	**Empowered Me** **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?	**Future Me** **Friendships, Boundaries & Personal Autonomy** ● 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)

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Knowledge (incl. links to prior and future learning)	The PSHCE curriculum is explicitly designed as a **cyclical, spiral curriculum**, ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood.					
Skills (incl. links to prior and future learning)	**Becoming a Secondary Student (Identity & Wellbeing)** **Core Focus:** Settling in, managing change, and establishing self-worth. **Curriculum Codes**: MW (Mental Wellbeing), GW (General Wellbeing), F (Families/Relationships) **Key Knowledge & Skills**: ● Developing cognitive strategies to reframe the anxiety of changing schools. ● Recognizing and self-regulating intense emotions triggered by new environments ● Navigating shifting family dynamics as	**Digital Citizenship (The Online World)** **Core Focus:** Media literacy, screen balance, and safe online communication. **Curriculum Codes:** WO (Wellbeing Online), OSA (Online Safety & Awareness) **Key Knowledge & Skills:** ● Understanding how algorithms personalize social media feeds and can distort reality. ● Recognizing the traps of persuasive app designs, online financial scams, and gaming "loot boxes." ● Practicing kind communication in group chats and identifying cyberbullying.	**Respect, Diversity & Inclusion** **Core Focus:** Celebrating difference, understanding rights, and challenging prejudice. **Curriculum Codes**: RR (Respectful Relationships), OSA (Online Safety) **Key Knowledge & Skills:** ● An introduction to the Equality Act and how it applies to school and online spaces. ● Safely challenging stereotypes, discrimination, and casual misogyny or online hate speech. ● Nurturing empathy and exploring unique personal	**Healthy Bodies & Substance Awareness** **Core Focus:** Physical health, sleep, and resisting peer pressure around substances. **Curriculum Codes:** PHF (Physical Health), HE (Healthy Eating), DATV (Drugs, Alcohol, Tobacco & Vaping) **Key Knowledge & Skills:** ● The long-term physical impacts of diet, sleep hygiene, and screen time on growth. ● Unpacking the facts and legalities of vaping, nicotine	**Personal Safety & First Aid** **Core Focus:** Risk management out in the community and emergency response. **Curriculum Codes:** PS (Personal Safety), BFA (Basic First Aid) **Key Knowledge & Skills:** ● Assessing risks when traveling independently (e.g., public transport, road safety). ● Understanding the legal realities and consequences of knife crime laws and joint enterprise. ● First Aid: Mastering	**Boundaries, Consent & Positive Friendships** **Core Focus:** Defining healthy friendships and understanding personal boundaries. **Curriculum Codes:** CF (Caring Friendships), BS (Being Safe), RR (Respectful Relationships) **Key Knowledge & Skills:** ● Differentiating between healthy, supportive friendships and toxic, controlling peer dynamics. ● The baseline mechanics of consent: explicitly

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	independence increases		identities within a diverse community.	pouches, and energy drinks. ● Building the assertiveness skills needed to resist peer pressure regarding substance use.	emergency 999 calls (and why you shouldn't film incidents) alongside basic CPR and bleed management.	seeking, giving, or denying permission in everyday social and digital scenarios. ● How to handle conflict and resolve arguments constructively without aggression.
Assessment Focus	Ipsative assessments measuring progress carried out at the start and end of each SOL.					
Cross-curricular links	**Links to Bucks Agreed Syllabus for RE:** Exploration of identity, self-worth and personal values, establishing how a strong moral framework informs positive choice-making in new social contexts. **Links to Citizenship NC syllabus:**	**Links to Bucks Agreed Syllabus for RE:** Promotion of community cohesion, challenging students to apply universal moral frameworks regarding human dignity and social justice to actively combat discrimination.	**Links to Bucks Agreed Syllabus for RE:** Allowing students to study the beliefs, practices and community structures of Christianity, Hinduism, Buddhism, Islam and Judaism within their local area. **Links to Citizenship NC syllabus:**	**Links to Bucks Agreed Syllabus for RE:** Challenging students to assess the ethical consequences of irresponsible internet behaviour and digital exploitation. **Links to Citizenship NC syllabus:** Critical online literacy, evaluating	**Links to Bucks Agreed Syllabus for RE:** introductory ethical lens to interpersonal relationships, prompting students to compare secular ideas of care and empathy with religious teachings on respect, commitment, and sanctity of life within a family unit.	**Links to Bucks Agreed Syllabus for RE:** Prompting students to evaluate how distinct religious teachings and secular ethical worldviews approach individual expression, identity boundaries and the preservation of personal dignity

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	Understand personal autonomy, mutual respect and the skills needed to manage significant life changes and responsibilities as developing citizens. **Science/Biology**	**Links to Citizenship NC syllabus:** Understanding of the diverse national, regional, religious and ethnic identities in the United Kingdom, specifically exploring the definitions of prejudice, institutional racism and ableism. **Science/biology** **Food and nutrition**	investigation of the diverse religious and ethnic identities within modern Britain, fostering a baseline of mutual respect and understanding between different communities.	how digital media and online content can introduce harmful or extreme viewpoints that pose threats to individual safety and democratic social cohesion. **Computer Science**	**Links to Citizenship NC syllabus:** introducing the concept of human rights, personal liberty, and the protective legal frameworks that safeguard individuals against relationship coercion, harassment, and abuse.	**Links to Citizenship NC syllabus:** explore how diverse identities co-exist within the United Kingdom. It challenges students to research personal liberties and explore how stereotyping can limit structural, personal, and professional aspirations.
Reading Opportunities	Students will encounter news and magazine articles including graphs and data designed to analyse and explore a range of different topics and situations.					

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PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	5th lesson
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 focus on a variety of new sports that are different, they compete in these learning basic rules of the game and into game play focusing on team work eg tchoukball, ultimate frisbee,
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	Head, heart and hand - "brilliant basics" or development of skills in all three HHH areas						
Cross-curricular links	Theoretical links to biology eg – muscles						
Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams						

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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

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	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.

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	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	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.

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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

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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 understand the health and safety rules and routines in a workshop, the environmental impacts of plastic, and make an acrylic wind twist and elephant shaped coat hook.	**Bookend** In this rotation students will learn about the different types of wood and their uses, technical drawing skills, joining methods, and they will make a bookend out of pine and MDF.	**Monster keyring** In this rotation students will learn textile skills and develop a fabric monster keyring.
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 • Acrylic paint/paint pens • Belt sander • Coping saw • Abrasive paper	Learn how to use a: • Needle • Thread • Iron
Assessment	Plan, prepare & make healthy dishes suitable for school children.	Students are assessed on the quality of finish of their acrylic wind twist. In particular the smoothness of the edges and the uniformness of the twist.	Students are assessed on the quality of their final practical product. In particular, how well the finger joints have been cut and filed together.	Students are assessed on their final practical product. In particular, did they finish the product and how good was the quality of stitching.

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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.
Reading Opportunities	Food fact of life	The Everything Machine by Ally Kennen. Wildspark by Vashti Hardy. Time Travelling with a Hamster by Ross Welford.		
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.