

## Year 7 Curriculum Plan 2021-22

Subject	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Art</b>	<p><b>The Formal Elements of Art</b> Exploring Colour, Light, Texture, Line, Shape, Space, Form. 'Formal Elements' book-cover to begin.</p>	<p><b>The Formal Elements of Art</b> Exploring Colour, Light, Texture, Line, Shape, Space, Form. 'Formal Elements' book-cover to begin.</p>	<p><b>Creature Features</b> Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D Researching artists for example: Ernst Haeckel</p>	<p><b>Creature Features</b> Looking at Natural forms and animals- Flora and Fauna. Creating a mythical animal 2D and 3D Researching artists for example: Ernst Haeckel</p>	<p><b>Portraiture</b> Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing. Researching artists for example: Modigliani and Picasso</p>	<p><b>Portraiture</b> Exploring rules of proportion and self-portraits. Exploring artists and techniques such as mono-printing and drawing. Researching artists for example: Modigliani and Picasso</p>
<p><b>Design Technology</b> Carousel between Food, Textiles on a nine week rotation.</p>	<p><b>Light Box Project</b> Create a light box using a variety of tools and processes.</p> <p><b>Practical assessment</b> Theory – End of project test.</p>	<p><b>Wind Twister</b> Create a wind twister from Acrylic.</p> <p><b>Practical assessment</b> Theory – End of project test.</p>	<p><b>Emoji Project</b> Design and hand sew an emoji keyring from felt. Theory – Produce a creative set of design ideas.</p> <p><b>Assessment</b> Practical assessment</p>	<p><b>Food</b> Chocolate chip practical</p> <p><b>Assessment</b> Theory – End of topic test.</p>		
<b>Drama</b>	<p><b>An Introduction to Drama Skills</b> The focus of the first assessment is team work and building confidence. All lessons include development of vocal and physical skills, with a focus on communicating to an audience.</p>	<p><b>Pantomime</b> This term focuses on developing character using pantomimes as our platform. Students will explore stock characters, villains and heroes and techniques for learning lines.</p>	<p><b>Physical Theatre</b> This term explores working as a whole class to produce a performance. Students will learn how to use physical skills with control, whilst learning the basics of stage combat, timing, co-ordination and trust.</p>	<p><b>Space, Place &amp; Time</b> Communication of context is vital to any performer's success. Using history, geography and sociology to build ideas for setting and character. Students will be given a script and</p>	<p><b>An Introduction to Scripted Plays</b> Using a professional play script, students will explore how to approach performing a scene from a text. They will explore extracts from a play and discover a range of characters. They will consider the context of a scene and</p>	<p><b>An Introduction to Devising</b> Students will learn how to create a performance from scratch. Learning about structure, conventions, devices and techniques. They will create a 5 minute performance using a poem as a stimulus.</p>

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	<p><b>Assessment:</b> Group performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p><b>Assessment:</b> Monologues, duologues or groups performances.</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p><b>Assessment:</b> Whole class performance.</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p>then create their own script to perform as well.</p> <p><b>Assessment:</b> 2 x Solo Performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p>the impact of this in performance.</p> <p><b>Assessment:</b> Duologue Performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom</p>	<p><b>Assessment:</b> Small Group Performance</p> <p><b>Homework:</b> Terminology quizzes on Google Classroom &amp; Research</p>
<b>English</b>	<p><b>Novel Study</b> Students will read and study the novel: 'The Lion, The Witch and the Wardrobe' by C.S Lewis</p> <p><b>Assessment:</b> Students will produce a piece of creative writing inspired by the story. They will be assessed on their writing skills.</p>	<p><b>Novel Study</b> Students will read and study the novel: 'The Lion, The Witch and the Wardrobe' by C.S Lewis.</p> <p><b>Assessment:</b> Students will write an analytical essay on the novel. They will be assessed on their reading skills.</p>	<p><b>Non- Fiction Writing</b> Students will learn about different non-fiction writing styles.</p> <p><b>Assessment:</b> Students will produce a piece of non-fiction writing. They will be assessed on their writing skills.</p>	<p><b>Poetry Study</b> Students will study a cluster of poems inspired by the theme 'place'.</p> <p><b>Assessment:</b> Students will write and deliver a monologue as a World War One soldier. They will be assessed on their spoken language and presentation skills. Students will write an analytical essay on one of the poems they have studied. They will be assessed</p>	<p><b>Mystery</b> Students will learn about the mystery genre. They will read and study a mystery story.</p> <p><b>Assessment:</b> Students will produce a mystery story inspired by a stimulus. They will be assessed on their writing skills.</p>	<p><b>Shakespeare</b> Students will read and study Shakespeare's play: 'A Midsummer Night's Dream'.</p> <p><b>Assessment:</b> 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.</p>

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				on their reading skills.		
<b>French</b>	<b>M1 La rentrée (Back to school)</b> Talking about ourselves, family, likes and dislikes	<b>M1 La rentrée (Back to school)</b> Talking about ourselves, our family, likes and dislikes <b>Assessment</b> <b>End of module assessment L R W</b>	<b>M2 – En classe (In class)</b> School, subjects and what we wear to school  <b>Assessment</b> <b>End of module assessment L R W</b>	<b>M3 – Mon temps libre (My free time)</b> Sports, hobbies and activities	<b>M3 – Mon temps libre (My free time)</b> Sports, hobbies and activities  <b>Assessment</b> <b>End of module 3 assessment L R W</b>	<b>M4 – Ma vie de famille (Family life)</b> Describing our families and where we live
<b>German</b>	<b>Module 1-stimmt 1</b> Intro – my world and me	<b>Module 2-stimmt 1</b> Family and pets	<b>Module 3-stimmt 1</b> Free time- sports	<b>Module 4-stimmt 1</b> School subjects	<b>Module 5-stimmt 1</b> Future plans/school	<b>Module 5-stimmt 1</b> town and area, shopping/ future
<b>Geography</b>	<b>Fantastic Places</b>  <b>Assessment</b> Baseline	<b>Climate Change Theory and Flooding</b>  <b>Assessment</b> End of Topic	<b>Africa – Water Challenges</b>  <b>Assessment</b> Group Project	<b>South America - Weathering and Rocks</b> <b>Assessment</b> End of Topic	<b>Mexico - International Development</b>  <b>Assessment</b> Written Project	<b>Settlements</b>  <b>Assessment</b> Group Project
<b>History</b>	<b>What is History?</b>  Baseline assessment. What happened before 1066?  <b>Assessment on Sutton Hoo</b>	<b>What was the impact of the Battle of Hastings on the people of England?</b>  <b>Assessment on Historical Interpretations.</b>	<b>How did William keep control after the Battle of Hastings?</b>  <b>Assessment</b> evaluating effectiveness.	<b>Rats or rebels? Which was the most significant?</b>  <b>Assessment on the Black Death – extended writing.</b>	<b>How far had the power of the monarchy declined by 1688?</b>  <b>Assessment: effectiveness of Tudor monarchs.</b>	<b>To what extent should the Empire be a source of national pride?</b>  <b>Assessment on the Opium wars</b>

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<b>ICT</b>	<b>Computer Fundamentals:</b> <ul style="list-style-type: none"> <li>• Directories</li> <li>• Shortcuts</li> <li>• Using a browser</li> <li>• Saving Images</li> </ul>	<b>Hardware and Software:</b> Understanding the different parts of the Computer and the software that run on it	<b>Basic Programming:</b> Using Python	<b>Spreadsheets:</b> <ul style="list-style-type: none"> <li>- Basic spreadsheet functions</li> </ul>	<b>E-safety:</b> <ul style="list-style-type: none"> <li>- Being aware of using</li> <li>- Social media</li> <li>- Cyber bullying</li> </ul>	<b>Photoshop:</b> <ul style="list-style-type: none"> <li>- Photoshop basics to create a comic book strip of Macbeth</li> </ul>
<b>Maths</b>	<b>Unit 1 – Analysing and displaying data</b> <ul style="list-style-type: none"> <li>• Mode, median and range</li> <li>• Displaying data</li> <li>• Grouping data</li> <li>• Averages and comparing data</li> <li>• Line graphs and more bar charts</li> </ul> <b>Unit 2 – Number Skills</b> <ul style="list-style-type: none"> <li>• Mental math</li> <li>• Addition and subtraction</li> <li>• Multiplication and Division</li> <li>• Money and time</li> <li>• Negative numbers</li> </ul>	<b>Unit 3 – Expression function and formulae</b> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Simplifying expressions</li> <li>• Writing expressions</li> <li>• Writing formulae</li> <li>• Substituting into formulae</li> </ul> <b>Unit 4 – Decimal and measure</b> <ul style="list-style-type: none"> <li>• Decimals and rounding</li> <li>• Length, mass and capacity</li> <li>• Scales and measures</li> <li>• Perimeter and Area</li> <li>• Working with decimals mentally</li> </ul>	<b>Unit 5 – Fractions and Percentages</b> <ul style="list-style-type: none"> <li>• Comparing fractions</li> <li>• Simplifying fractions</li> <li>• Working with fractions</li> <li>• Fractions and decimals</li> <li>• Understanding percentages</li> <li>• Percentages of amounts</li> <li>• Solving percentage problems</li> </ul> <b>Unit 6 – Probability</b> <ul style="list-style-type: none"> <li>• The language of probability</li> <li>• Calculating probability</li> <li>• Experimental probability</li> </ul>	<b>Unit 7 – Ratio and Proportion</b> <ul style="list-style-type: none"> <li>• Direct Proportion</li> <li>• Writing ratios</li> <li>• Simplifying ratios</li> <li>• Ratio, proportions and fractions</li> <li>• Proportions and percentages</li> <li>• Solving ratio problems</li> </ul> <b>Unit 8 – Indices and Standard form</b> <ul style="list-style-type: none"> <li>• Indices</li> <li>• Calculations and estimation</li> <li>• Standard form</li> </ul>	<b>Unit 9 – Lines and angles</b> <ul style="list-style-type: none"> <li>• Measuring and drawing angles</li> <li>• Lines, angles and triangles</li> <li>• Drawing triangles accurately</li> <li>• Calculating angles</li> <li>• Angles in a triangle</li> <li>• Quadrilaterals</li> </ul> <b>Unit 10– Sequences and graphs</b> <ul style="list-style-type: none"> <li>• Sequences</li> <li>• Pattern sequences</li> <li>• Coordinates and midpoints</li> <li>• Extending sequences</li> </ul>	<b>Unit 11 – Transformations</b> <ul style="list-style-type: none"> <li>• Congruency and enlargements</li> <li>• Symmetry</li> <li>• Reflection</li> <li>• Rotation</li> <li>• Translations</li> <li>• Transformations combined</li> </ul> <b>Unit 12 – Percentages, decimals and fractions</b> <ul style="list-style-type: none"> <li>• Nth term of an arithmetic sequence</li> <li>• Non-linear sequences</li> <li>• Inequalities</li> <li>• Solving equations</li> <li>• Proportion</li> </ul>

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	<ul style="list-style-type: none"> <li>Factors, Multiples and Prime</li> <li>Square numbers and cube numbers</li> </ul> <p><b>Topic tests – 50 mins</b></p>	<p><b>Topic tests – 50 mins</b>  <b>Assessment</b>  <b>Topic tests – 50 mins</b>  <b>End of HT1 &amp; HT2</b>  <b>Assessment – 50 mins</b></p>	<ul style="list-style-type: none"> <li>Expected outcomes</li> </ul> <p><b>Topic tests – 50 mins</b></p>	<p><b>Topic tests – 50 mins</b>  <b>Assessment</b>  <b>Topic tests – 50 mins</b>  <b>End of HT3 &amp; HT4</b>  <b>Assessment – 50 mins</b></p>	<ul style="list-style-type: none"> <li>Straight Line graphs</li> <li>Position to term rule</li> </ul> <p><b>Topic tests – 50 mins</b></p>	<p><b>Topic tests – 50 mins</b>  <b>End of Year Exams</b></p>
<b>Music</b>	<p><b>Developing Musicianship Skills</b>            Baseline music perception test            Treble Clef Notation            Singing skills</p> <p><b>Assessment</b>            1) Unison Singing            2) Harmony Singing</p>	<p><b>Developing Musicianship Skills</b>            Rhythm Notation            Keyboard diagram            Reading and playing keyboard melodies            Ukulele skills – chords and tabs</p> <p><b>Assessments</b>            1) Keyboard Skills- melody + chords            2) Ukulele Skills- melody and chords</p>	<p><b>World Music: Music from Africa</b>            African instruments – Polyrhythm - Syncopation            Call and response            Drumming -Chanting            Pentatonic scale</p> <p><b>Assessments</b>            Performance of African Music            Compositions</p>	<p><b>World Music: Music from Trinidad- Calypso</b>            Calypso instruments            Instrumental skills            Ensemble skills            Vocal skills</p> <p><b>Assessments</b>            Performance of Yellow Bird- melody and chords on ukulele</p>	<p><b>Composing a Pop Song</b>            C major scale and chords            Chord formation (major and minor)            Song structure-lyric writing            Accompaniment styles            Drums skills 1</p> <p><b>Assessments:</b>            Keyboard Skills- chord patterns and accompaniment style</p>	<p><b>Composing a Pop Song</b>            Performance of group Pop Song Compositions</p>

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<p><b>PE</b></p>	<p><b>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.</b></p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.</p>	<p><b>“Winter Sports”</b> Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.</p>	<p><b>“Winter Sports”</b> Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.</p>	<p><b>“Winter Sports”</b> Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.</p>	<p><b>“Summer Sports”</b> Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.</p>	<p><b>“Summer Sports”</b> Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.</p>

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<b>RE</b>	Introduction to the big questions of life	The Island- Moral and Religious Teachings  <b>Assessment Ethics Written Task</b>	Christianity and Christian religious buildings/ art	Islam and Islamic religious buildings/art	Hinduism and Hindu religious buildings/art	Sikhism and Sikh religious buildings/art
<b>Science</b>	<b>Unit 1:</b> Variables and Investigating Science <b>Unit 2:</b> Particle Model and Separating Mixtures <b>Assessment</b> <b>Baseline assessment (45 min)</b> <b>End of topic Test Unit 1 30 min</b>	<b>Unit 3:</b> Periodic Table And Elements  <b>Assessment):</b> <b>Midterm test 1 (covers All topics from sept. 45 min)</b> <b>End of unit test- 30 min</b>	<b>Unit 4:</b> Static, current and resistance <b>Unit 5:</b> energy and energy costs  <b>Assessment</b> <b>End of unit test- 30 min</b>	<b>Unit 5:</b> energy and energy costs  <b>Assessment:</b> <b>Midterm test 2 (covers all topics from sept) (45 minutes)</b> <b>End of unit test- 30 min</b>	<b>Unit 6:</b> Cells, Breathing and Digestion  <b>Assessment</b> <b>End of topic Test 30 minutes</b>	<b>Unit 7:</b> Variation <b>Unit 8:</b> The universe  <b>Assessment</b> <b>End of year exam, covers all topics from September) (45 minutes)</b>
<b>Spanish</b>	<b>VivaL1</b> <b>Module 1 – <i>Mi vida</i></b>  (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.)  <b>Assessment:</b> <b>Baseline Test</b>	<b>VivaL1</b> <b>Module 1 – <i>Mi vida</i></b>  (Introducing yourself, personality, the verb ‘tener’, birthdays, siblings, pets.)  <b>Assessment:</b> End of mod assessment	<b>VivaL1</b> <b>Module 2 – <i>Mi tiempo Libre</i></b>  (saying what you like to do, me gusta + infinitive, present tense –ar verbs, weather, verbs ‘jugar’ and ‘hacer’, different hobbies.)  <b>Assessment:</b> End of mod assessment	<b>VivaL1</b> <b>Module 3 – <i>Mi insti</i></b>  (what do you study, using –ar verbs with ‘amos’, giving opinions, describing school, break time, using –er/-ir verbs)	<b>VivaL1</b> <b>Module 3 – <i>Mi insti</i></b>  (what do you study, using –ar verbs with ‘amos’, giving opinions, describing school, break time, using –er/-ir verbs)  <b>Assessment:</b> End of module assessment	<b>VivaL1</b> <b>Module 4 – <i>Mi familia y mis amigos</i></b>  (describing family, possessive adjectives, describing eye and hair colour, what other people look like, describing where you live , dictionary skills)