

Year 7 TERMLY CURRICULUM

	English Language	English Literature	Mathematics	Science	History	Geography	Modern Foreign Languages
Term 1	Explorations in Creative Reading and Writing using The Bad Beginning by Lemony Snicket as stimulus. This module offers a baseline for Year 7 and also aims to develop their literacy skills.	Explorations in Creative Reading and Writing using The Bad Beginning by Lemony Snicket as stimulus. This module offers a baseline for Year 7 and also aims to develop their literacy skills.	Students will explore the number system, performing the four operations with positive and negative numbers, fractions and decimals. This unit will review and build upon the core knowledge covered at key stage 2 and provide a successful springboard into the more challenging content covered during key stage 3.	Introduction to Science: During this term we will start to introduce the students to health & safety in a lab. This will prepare us to evaluate demo's and basic experiments which will be able to do in the classroom. This term will also introduce topics around the three different specialisms. We are going to explore Ecosystems where students will explore how species handle changes to their environment. We will then explore Mixtures and different ways in which we separate them. Finally, student will explore the topic of electricity. Through out this term students will experience simulations, demo's and basic practical's to support there learning. STEAM Skills Focus - critical thinking through the analysis of experimental data.	In term one, we begin with the Normans, which forms part one of a broader scheme of learning which is titled 'the Crown vs the People'. We cover the following topics: • The Succession Crisis 1066 • The Battles of Fulford and Stamford Bridge• The Battle of Hastings • Source skills lesson – How did Harold die?• Essay skills assessment – Write an account of William’s Victory at the Battle of Hastings• Anglo-Saxon Resistance	In the first term year 7s look at the concept of what Geography is, and the different types of geography that there are. Students start by completing a baseline test to understand from what base all students are coming from. Following this students study a variety of different locations and case studies looking at some key processes and words that they will use over their geographical careers.	Language Basics and Family - Greetings, numbers, dates, countries, pets and family members. Discovering the wide range of countries where the target language is spoken and the culture from around the world.
Term 2	Hero and villain module. Exploration of a range of characters over time. This module involves a range of SMSC topics and also teaches students the skill of close reading and analysis.	Hero and villain module. Exploration of a range of characters over time. This module involves a range of SMSC topics and also teaches students the skill of close reading and analysis.	Students begin an in-depth unit of work on algebra, including looking at algebraic notation, simplifying expressions and expanding binomials. Students will learn to solve equations so that they can transfer this knowledge to problem solve throughout key stage 3. Frequent opportunities are used to interweave algebra with the core number content covered in the previous term; including but not limited to substitution of fractions, decimals and negative numbers into expressions and formulae.	In this term we will start by exploring the ideas of cells, systems and organs in the human body. How different organs work together and the purpose of different cells. We then explore the idea of rocks and what rocks can tell us about the history of the planet. Finally, we will explore forces and how these work together to cause objects to move in a specific direction. STEAM Skills Focus - Critical thinking	In term two, we continue with our study of the 'the Crown vs the People' and start to unpick how the monarch's power began to be challenged. We cover the following topics:•Castle Building •The Feudal System•The Doomsday Book•Religion in Medieval England •Crown vs the Church: Henry II and Thomas Becket•The Magna Carta •The Black Death •The Peasants Revolt •Essay skills assessment - Describe and Explain skills	In term 2 students will study the difference between weather and climate, the causes of weather and the vagaries of the UK's weather and contrasting climates around the world. The causes, effects and Global	Descriptions - Students learn how to describe people's personality, physical appearance and clothing. They will build on prior knowledge and describe pets and family members. Students will begin to understand grammatical concepts in the language and will begin giving opinions too. Cultural focus on the celebrations and traditions of the target countries.
Term 3	Dystopian fiction- using dystopian fiction as a writing stimulus. SMSC-comparing dystopian worlds with issues in the world (news topics, etc).	Dystopian fiction- using dystopian fiction as a writing stimulus. SMSC-comparing dystopian worlds with issues in the world (news topics, etc).	Students complete a unit of work on shape and space. Time is spent to ensure students have a solid understanding of the key properties of shapes so they are able to successfully develop their geometrical reasoning skills when finding the size of missing angles. Frequent opportunities will be used to embed the core number content from term 1, using fractions and decimals within perimeter and area questions and students will put their algebra work into practice as they form and solve equations using properties of shapes.	In this term we will start by exploring sexual reproduction in animals. We will explore the sexual reproductive organs of animals, the idea of becoming pregnant, gestation, birth and development. We will then explore particle placement in solids, liquids and gases and how these particles move allowing smells to circulate a space. Finally, we will explore sound. How sound is made and how we can change the note and the volume. STEAM Skills Focus - Problem Solving	In term three, we begin our study of 'The Last Plantagenet and the Early Tudor Dynasty 1483 – 1547'. We spend this term gaining an understanding of the instability England faced before the Tudor Dynasty We cover the following topics: • The War of the Roses • The York and Lancaster Families • The Death and discovery Richard III's body • The Princes in the Tower • Interpretation Skills Assessment – Princes in the Tower• The Battle of Bosworth	Year 7 Students begin to look at settlements and how they eventually grew to large metropolitan areas. Students will be looking at why cities have undergone massive amounts of change in the UK and around the world. Focussing on New York and Mumbai as examples, students will study reasons for its growth alongside the problems that this has created, and the strategies put into place to address this.	Food and Drink - Looking at the food and drink of the target culture, describing and comparing to the UK. Practicing how to have a conversation in a café or restaurant in a Target Language country. Mealtimes and customs abroad. Shopping, practicing numeracy and real life application of language skills. Healthy living and lifestyle. Listening and reading practice.

Year 7 TERMLY CURRICULUM

English Language

English Literature

Mathematics

Science

History

Geography

Modern Foreign Languages

Term 4

Introduction to Poetry: Students will explore the structural devices and effect of creative texts and applying this to their own writing

Introduction to Poetry: This module focuses on an introduction to poetry, developing students' analytical skills and exploration of writer's craft.

Students complete two units of work in this term. They start with a statistics module, gaining an understanding of the data-handling cycle, with emphasis on both drawing and interpreting bar charts, line graphs, stem & leaf diagrams and pie charts. They will also work through the probability module. They will calculate and compare basic probabilities of mutually exclusive events, using their work on fractions and decimals from term 1. Students will then once again review interpretation of data with two-way tables and frequency tables, finding probabilities from the data.

In this term we will start by explore the role of muscles and bones in our body. We will explore how the connect and move to allow us to have movement. Next, we will explore how our planet is build from its elements. We will explore elements and how the combined to make compounds, making up our atmosphere and lithosphere. Finally, we explore earth and space. We will learn about different theories about how our solar system is layed out and about Earth's gravity and magnetic field. STEAM Skills Focus - Communication

In term four, we continue our study of 'The Last Plantagenet and the Early Tudor Dynasty 1483 – 1547'. We grapple the reigns of Henry VII and Henry VIII and in turn, how religion becomes the most fragile and important of the Tudor period. We also consider the role of the Black Tudors and study the ideas of race in early modern England. We cover the following topics: • Henry VI • Henry VIII and his Wives • Roman Catholic beliefs • Protestant beliefs and Martin Luther • The Reformation • The Pilgrimage of Grace • Essay Skills Assessment – Factors and Causes • The Black Tudors

In term 4 geography students will look at the movement of water in and around drainage basins and into rivers, looking at how flooding is caused and the effects of it. Following the study of rivers students will gain an understanding of what the British Isles were like 20 000 year ago during the last Ice Age. Understanding of glacial processes and glacial landscapes and landforms

School Life - Describing your school and your opinions on it. Comparing UK and German schools. Telling the time in German. Thinking about future plans and careers which involve languages and language skills. Consolidating grammar and skills.

Term 5

Introduction to Victorian fiction, enabling students to explore more classical fiction and their contexts

Introduction to Victorian fiction, enabling students to explore more classical fiction and their contexts

Students finish the academic year working with non-calculator and calculator methods for working out percentages of an amount as well as percentage increase and decrease. This will link to multipliers, which will provide another opportunity for students to review their work on decimals. Students also learn to use the unitary method to solve direct proportion and best-buy problems. Students finish the year exploring ratio, placing particular emphasis on its connection to fractions, linking back to the start of the academic year.

In this term we will start by exploring Plants and how they reproduce. We will then then explore the idea of Acids and Alkali. We will explore how you identify them and the hazards when using them. Finally, we will explore Energy stores and how different forms of renewable and non-renewable energy. STEAM Skills Focus - Collaboration

In term five, we study the later Tudor Monarchs with a specific focus on Elizabeth. We cover the following topics: • Edward VI • Mary I • Elizabeth's early reign • Rebellions • Mary Queen of Scots • Exploration and formation of the Empire • The Spanish Armada

In term 5 students will begin to apply their growing geographical knowledge and understanding to their first major case study. This will allow students to deepen spatial awareness of the countries of Africa focusing on the environmental regions, key physical and human characteristics, countries and major cities.

Future plans and careers - students will look at different jobs and describe what they would like to do in the future.

Year 7 TERMLY CURRICULUM

	Religious, Social & Cultural Studies	Computing	Design Technology	Music	Art	Physical Education	Drama
Term 1	<p>In Term one students look at the topic of mental Health. The topic explores the impact change in a person's life can have and how to cope with bad days.</p>	<p>Digital Literacy and E-Safety - Students get to grips with the CTS computer system and learn key skills including folder structure and saving work effectively. Students learn how to use the e-mail system and how to properly format a word document. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/impact-of-technology-collaborating-online-respectfully-35d0</p>	<p>Papers/ Boards - Zaha Hadid inspired project. This project acts as an introduction to the use of basic technology tools and processes when working with papers and boards. This includes the use of a steel ruler, safety ruler, craft knife. Students will complete an end of topic theory test on papers and boards.</p>	<p>Body Percussion Students are learning about elements of rhythm, texture and structure by composing, performing and analysing pieces using body percussion. They are also introduced to basic musical notation and are taught how to critically evaluate a performance piece. Oak National: https://classroom.thenational.academy/units/stomp-and-sing-a4d4</p>	<p>Introduction to Art. Students are introduced to the basic skills in Art including scale, tone, composition shape and texture. They will learn how to analyse an art work and draw in detail using tone. Students will be given written feedback to help them improve their work.</p>	<p>Football/Rugby/Netball. Students cover basic concepts of invasion games and how to apply tactics to different situations. Students are encouraged to make decisions for themselves and their teams when choosing what skills and tactics to use in order to increase game success. Students are made to embrace the concept of resilience, linking to our 'Personal Best' termly focuses. Lessons build on prior knowledge of fundamental skills, which aim to build confidence and competence with a transferable skill set. Students are taught how to warm up safely and effectively and then encouraged to lead their own to inspire group leadership. Students are always encouraged to work collaboratively, which subsequently improves their ability to communicate and articulate key concepts.</p>	<p>Rotation 1 Introduction to key skills and knowledge: This introduction to the theatre covers the key skills and knowledge that lay a foundation for success in Drama.</p>
Term 2	<p>Students begin their journey of discovery of the Abrahamic religions by studying Judaism. Students will explore the main themes and stories from the Torah, starting with Abraham then Moses, moving on to look at Jewish practices and customs. For their Citizenship topic students will examine political parties as well as the election system, giving them a great understanding of UK politics.</p>	<p>Kodu - Students are given the opportunity to practice key programming concepts whilst getting creative. Students will plan and create their own video games. Kodu is a learning platform that provides an immersive environment to create your own game using a simple visual programming language. OAK NATIONAL LINK: https://classroom.thenational.academy/units/programming-essentials-in-scratch-part-i-b4aa</p>	<p>Timbers - Racing Cars. This project acts as an introduction to the use of basic technology tools and processes when working with timbers. This includes the use of a steel ruler, tri-square, coping saw and belt sander. The project allows students to get to grips with workshop safety rules and the basic skills of design when creating a product. Students will complete an end of topic theory test on timbers.</p>	<p>STOMP! This unit is based upon the International musical 'Stomp' in which musicians use every day objects to make music. Students extend their understanding of rhythm, texture and structure, and add in dynamics, timbre and tempo to add variety and interest to their musical pieces. Rhythmic notation skills are also developed further, as well as exploring on beat, off beat and syncopated rhythms. Oak National: https://classroom.thenational.academy/units/stomp-and-sing-a4d4</p>	<p>Art Movement - Futurism. Students will research and learn about the Art Movement "Futurism". This will involve using complementary colour and line to show movement and speed. Students are given written and verbal feedback to help them improve their levels.</p>	<p>Football/Rugby/Netball. Students cover basic concepts of invasion games and how to apply tactics to different situations. Students are encouraged to make decisions for themselves and their teams when choosing what skills and tactics to use in order to increase game success. Students are made to embrace the concept of resilience, linking to our 'Personal Best' termly focuses. Lessons build on prior knowledge of fundamental skills, which aim to build confidence and competence with a transferable skill set. Students are taught how to warm up safely and effectively and then encouraged to lead their own to inspire group leadership. Students are always encouraged to work collaboratively, which subsequently improves their ability to communicate and articulate key concepts.</p>	<p>Rotation 2 'Live' theatre review: The aim of this module is for students to be able to watch a theatre production and make analytical and evaluative observations about the production choices.</p>

Year 7 TERMLY CURRICULUM

	Religious, Social & Cultural Studies	Computing	Design Technology	Music	Art	Physical Education	Drama
Term 3	Students begin their journey of discovery of the Abrahamic religions by studying Judaism. Students will explore the main themes and stories from the Torah, starting with Abraham then Moses, moving on to look at Jewish practices and customs. For their Citizenship topic students will examine political parties as well as the election system, giving them a great understanding of UK politics.	Small Basic Programming pt1 and Computational Thinking - Students gain their first insight into text based programming using the Small Basic platform. Students will apply their knowledge of key skills such as looping and conditionals through programming the Turtle to create shapes and drawings. Students will learn key computational concepts including decomposition, abstraction and pattern recognition. They will use these skills to solve difficult problems and produce algorithms presented in the form of flowcharts and pseudocode. These are key skills required for successful study at GCSE Computer Science and prepare students for the rigour of Year 8 study and future programming modules. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/mobile-app-development-4f8e	Papers/ Boards - Scene in a box. Students will develop their design skills and knowledge of perspective. They will develop their skills of using colour and shade to enhance their designs. They will make 2D nets to form their 3D object and will have to think about where they want certain details of their design on the net. Students will complete an end of topic theory test on papers and boards.	Pop Music - an introduction to the keyboard and to a DAW on the Mac computers (Garageband). Students learn to perform and record a pop song. Through doing this, they develop keyboard skills, music technology skills, an understanding of basic triads, and how to read notation on the staff. Oak National: https://classroom.thenational.academy/units/the-power-of-the-pentatonic-608b	Art Movement - Cubism. Students experiment with different art media and collage. Students will study Picasso and the Art Movement "Cubism" to be able to complete a Cubist composition. They are given constant verbal feedback to improve their levels.	Table Tennis/Trampolining/Fitness. Students are encouraged to both participate in team and individual sport. These sports offer a different sporting opportunity that require a fine set of motor skills. Students are given the opportunity to progress at their own pace whilst setting goals with regards to performance. This termly focus will be around self-motivation. Students will willingly set goals and targets with the objective of overcoming them and learning new skills. Students will develop a range of finer and aesthetic motor skills needed for the chosen sport. Students are encouraged to seek out advice from peers and staff for further challenge and support.	Rotation 3 Vocal and physical techniques: This module provides students with the opportunity to begin honing their craft, by being able to successfully utilise key vocal and physical techniques when performing.
Term 4	In term 4 students will finish studying Judaism and look at how that transitioned into Christianity in the Middle East. Students will look at the similarities and the differences between the two faiths. In the next Citizenship topic students will examine political parties as well as the election system, giving them a great understanding of UK politics.	Digital Media - Students will spend term 4 utilising the Adobe Creative Suite including Photoshop, Premiere Pro and Adobe Audition. Students will plan and create their own website which includes their own images, videos and audio elements. As well as practical skills, students will learn fundamental planning skills through the creation of mood boards, wireframes and storyboards. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/design-vector-graphics-c0a6	Metals - Animal Designs. This project acts as an introduction to the use of basic technology tools and processes when working with metals. This includes the use of a steel ruler, metal scribes, tin snips and files. The project allows students to get to grips with workshop safety rules and the basic skills of design when creating a product. Students will complete an end of topic theory test on metals.		Cultural - Day of the Dead. Students research art from another culture looking at Mexico's Day of the Dead. They will produce art work that includes pattern and colour blending that is influenced by their research. Students are given constant verbal feedback to improve their levels.	Athletics/Badminton/Ultimate Frisbee. Students will be encouraged to venture out of their comfort zone and try new events and sports. These sports endeavour to promote concepts of self-improvement, determination and collaboration. Students will be reliant on each other to succeed and will need to agree common goals. The range of sports on offer covers both individual and team challenge, addressing the skill set of each student. Students will focus on game tactics and strategy in order to achieve game success. Students will be able to identify correct technique and justify why we perform skills in a certain way.	
Term 5	Term 5 students move away from the Abrahamic religions. Instead students will study Hinduism. The final Citizenship topic of the year looks at milestones in suffrage. We will begin by looking at women getting the right to vote in the early 20th century	Small Basic Programming pt2 - Students will improve upon text based programming using the Small Basic platform. Students will recall and apply their knowledge of key skills such as looping and conditionals while learning new skills such as programming with mouse and keyboard inputs and outputs. Student will use the skill used as part as a programming project. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/programming-essentials-in-scratch-part-ii-02a3	Food & Nutrition - Theory/ Practical's. The students will be introduced to health and safety within a kitchen, learn about the 4 C's, food safety, food nutrition and health, food provenance, food choice and with complimentary food practical's. Students will complete an end of topic theory test on food & nutrition.		Art Movement - Pop Art. Students look at elements of the Pop Art Movement, they will draw from primary and secondary source material to produce a response using the formal elements of colour shape and pattern.	Rounders/Cricket/Softball. Students will learn the value of effective communication and team work. Striking and fielding games require peer collaboration and active listening. Students will learn to lean on each other and support one another in order to achieve. These sports also encourage development of hand-eye-coordination and well as, speed, agility and quickness. Students will embrace the idea of tactical thinking and discuss their solutions to potential barriers and seek solutions. Students are pushed to use sport specific terminology.	