Year 7 Termly Curriculum

		English	Mathematics	Combined Science	Art	Computing/ Computer Science	Drama	DT	Engineering	Food & Nutrition	Geography	History	Physical Education	RE	MFL	MUSIC
Year 7	Term 1	We begin with explorations in **Creative Reading and Writing using The Bad Beginning** by Lemony Snicket as stimulus. This module provides the first opportunity to explore a novel as a class, and we use this as a springboard to introduce the literary conventions of heroism and villainy, the ways that writers use methods to impact a reader, and how to use drama skills to explore characterisation.	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 demos 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, we will explore Energy stores and how different forms of renewable and non-renewable energy. Throughout this term students will experience simulations, demo's and basic practical's to support their learning. STEAM Skills Focus - critical thinking through the analysis of experimental data.	**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.They will be able to use Baboshka dolls to show their understanding of colour theory and formal elements .	**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.	**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.	DT, Engineering and Food work on a rotational basis at KS3. Students study each subject for a third of the year to ensure they get the opportunity to explore all specilisms in purpose built classrooms. The schemes of learning are listed below but the sequence will vary.			1 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.	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	**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.	**Intro/Judaism** What are the core beliefs of Judaism in the UK and the world?	**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.	**Shanty time_**– through singing shanties and work songs, students are introduced to concepts of pulse, vocal technique, dynamics and performance skills. Students also have the opportunity to work in ensemble to compose their own work song to a given structure.
	Term 2	Our second module, **Heroes and Villains**, provides students with an overview of important literary conventions and characters. Students gain an understanding of the relationship between culture and literature, through a consideration of topics such as the Abrahamic Religions, Greek mythology and Shakespeare. Throughout the term, students debate a range of SMSC topics and use a range of extracts to develop their skills 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 begin by exploring the ideas of **cells, systems and organs in the human body.** This will include how different organs work together and the purpose of different cells. We will then explore the idea of **rocks** and what rocks can tell us about the history of the planet. Finally we will explore current and electricity. We will learn differences between series and parallel circuits and how to change the current in a circuit. We will also explore how electricity is used in the modern world. STEAM Skills Focus – Critical Thinking.	**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.	**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.	**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.	**Environmental Car** 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.	**Acrylic Holder** This project acts as an introduction to the use of basic technology tools and processes when working with polymers & 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 polymers and metals.	Food & Nutrition - Theory/ Practicals. 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 practicals. Students will complete an end of topic theory test on food & nutrition.	Term 2 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 warming.	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	**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.	**Judaism** What are the core beliefs of Judaism in the UK and the world? Application of the theme.	**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.	**Body Percussion/Samba Drumming** Students are learning about elements of rhythm, texture and structure by composing, performing and analysing pieces using body percussion and Samba drumming. They are also introduced to basic musical notation, conventions/origins of Samba, and are taught how to critically evaluate a musical performance.
	Term 3	In term three, we focus in on a specific literary genre: **dystopian fiction**. Students will learn the conventions of dystopian fiction, and consider the reasons why writers might choose to imagine a dystopian society. By using extracts from a range of dystopian texts (such as Brave New World, 1984 and The Hunger Games) student will gain an overview of how the genre has developed over time. The aim of this module is for students to further develop their skills of language analysis with a particular focus on how writers communicate a message.	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 **forces** and how these work together to cause objects to move in a specific direction. STEAM Skills Focus - Problem Solving	**Zentangles.** Students will look at the artist Iain McCathar and explore repeating pattern, line, shape as part of further understanding of the formal art elements. Student will use their intial and create their own Zentangle patterns in black and white with the use of pen as another medium.	**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.	**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 3 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.	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	**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.	**Christianity** Christianity as a living religion: What relevance does Christianity have today in modern Britain?	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.	**Music Producer_**- 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 stave.
	Term 4	Our fourth module, **Introduction to Poetry,** provides students with a firm foundation of the skills needed for successful poetry analysis going forwards. We explore a range of poetic form and genre, including identity poetry, war poetry, and even song lyrics. Throughout this module students develop their 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. These topics will be consolidated through a statistical investigation project. 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.	In this term we will start by exploring the role of **muscles and bones in our body**. We will explore how they connect and move to allow us to have movement. Next we will explore **how our planet is built** from its elements. We will explore elements and how they combine to create compounds, making up our atmosphere and lithosphere. Finally we will explore the idea of **sound**. We will explore how to change the note and the volume. STEAM Skills Focus – Problem Solving.	**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.	**Digital Media -** Students will spend term 4 utilising ther online tool wix to learn how to create a proffesional website from start to finish with interactive elements. As well as practical skills, students will learn fundamental planning skills through the creation of mood boards, wireframes and storyboards.					Term 4 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	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	**Athletics/Badminton/Ultimate Frisbee.** Students will be encouraged to venture out of their comfort zone and try new events and sports. These sports endeavor 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.	**Islam** Islam as a living religion: How do key beliefs and teachings influence Muslims worldwide.	**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.	**Xylophone Ensemble_**- Embedding notation skills and applying these in an ensemble performance. Students will play music from a variety of genres to explore how to maintain their own part as multiple layers combine together.
	Term 5	Students are introduced to **Gothic and Romantic fiction via a play version of Frankenstein.** Students explore the debates and issues surrounding religion vs science at the time this text was written and explore the messages of morality within the text- linking to wider concepts taught previously this year (i.e. heroes and villains module).	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. Students complete a unit on **financial mathematics** in this term, looking at budgeting and finding best-value for money.	In this term we will start by exploring **Food and Nutrition**. We will look at different nutrients and how they are digested and absorbed. 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 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 -Collaboration	**Still Life - Apples.** Students will use a variety of medium as they observe the subject of apples as primary and secondary sources. They will mount and present their work, looking at GCSE standards and composition.	**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.					Term 5 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.	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	**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.	**Islam** Islam as a living religion: How do key beliefs and teachings influence Muslims worldwide.	**Future plans and careers** - students will look at different jobs and describe what they would like to do in the future.	**Pop Music** Students will sequence a well-known pop song, recording their own version using the MIDI keyboard and data input. This can then be produced and manipulated to create their own unique sound exploring timbres within the genre of pop.