

Year 7 Curriculum map 2019/2020

| Subject | Objectives/End of year goals | Autumn | Spring | Summer |
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| English | <p>Reading - We seek to help pupils develop an appreciation and love of reading, reading a wide range of fiction and non-fiction including a wide coverage of genres including whole books, short stories, poems and plays. They will critically read and understand how language, vocabulary choice, grammar, text structure and organisational features.</p> <p>Writing Pupils need to write accurately, fluently, effectively and at length and for a wide range of purposes and audiences, including but not limited to:</p> <ul style="list-style-type: none"> • Essays • Stories, scripts, poetry and other imaginative writing • a range of other narrative and non-narrative texts <p>Students will structure their writing and select the appropriate form. They will plan, draft, edit and proof-read,</p> | <p>Autumn 1 Author Study Michael Morpurgo – War Horse Literature Assessment – Extract Question focusing on character themes of setting Characterisation, plot and setting WW1 context Diary and letter writing</p> <p>Autumn 2 Gothic Horror Extracts from the 19th Century Description, language use and effect on a reader</p> <p>Language Assessment – Creative Writing</p> | <p>Spring 1 Author Study Roald Dahl – Boy Non-Fiction Language Reading History links - different school systems and 1920/30s British society are explored cross curricular links with drama - Matilda - same author</p> <p>Spring 2 Shakespeare - Much Ado About Nothing Focus on language and context History and the study of Elizabethan society</p> <p>Literature Assessment – Extract based Question focusing on characters themes or settings</p> | <p>Summer 1 Poetry From Other Cultures Literature Question – Comparing two given poems Study of poetic form Study of different cultures, religions and geographical locations presented in Poetry</p> <p>Summer 2 Non-Fiction Writing Travel Writing - Extracts Assessment – Creative Writing (Non fiction writing of a Travel Guide) Focus on structure and content of non fiction writing. Study of different Geographical locations and cultural ideas attached to them</p> |

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| | <p>considering how writing reflects the audiences and purposes for which it was intended.</p> <p>Choose and perfect the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> | | | |
| Mathematics | <p><u>Number topics students will-</u> develop a greater understanding of using a proficient method for using the four operations, including decimals. They will be able to use rounding techniques to make accurate estimations of a range of number questions and will be able to relate these everyday real-life usage.</p> <p><u>Geometry and measures topics students will-</u> be able to find the area and perimeter of a range of different shapes and be able to recall the formulae for each shape including circles. They will be able to understand each of the transformation rules and transfer this to begin to describe</p> | <p>Use of all four operators with numbers (positive and negative), fractions and decimals</p> <p>Basic percentage understanding and calculations</p> <p>Coordinates and linear graphs including plotting in all four quadrants, understanding the equation of a straight line in the form $y=mx+c$ extending to identifying and proving lines are parallel or perpendicular</p> <p>Rounding numbers including significant figure rounding and use of estimation techniques. Understanding the error interval of a rounded number and the</p> | <p>Perimeter and area including rectangles, triangles, other quadrilaterals and circles. Extending to sector area and arc lengths and compound shapes.</p> <p>Real life graphs interpreting a range of graphs including conversion graphs and speed, distance time graphs interpretation of the gradient and intercept into real life information</p> <p>Ratio and Proportion: simplifying and sharing in ratios using proportionality to solve real life problems including recipes and rates of activity</p> <p>Equations</p> | <p>Standard Form understand and use place value when working with very large or very small numbers, and when calculating with decimals Calculate with and interpret standard form</p> <p>Transformations Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors)</p> <p>Construction and loci Use the standard ruler and</p> |

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| | <p>transformation using the appropriate language.</p> <p><u>Algebra topics students will-</u> become confident in forming and solving a range of different equations. They will be able to extend this by substituting values when constructing both linear and quadratic graphs.</p> <p><u>Ratio and proportion topics students will-</u> understand clearly the difference between ratio and proportion and use this to solve a range of worded problems to do with recipes and direct/inverse proportion.</p> <p><u>Statistics topics students will-</u> be able to use a range of different statistical diagrams to both process and represent data. Students will be able to understand the basics of probability, relating to real life scenarios.</p> <p><u>Resources</u> https://vle.mathswatch.co.uk</p> | <p>implications for calculating with rounded numbers.</p> <p>Collecting and representing data including bar charts, pie charts, line graphs, time series graphs and line graphs. How to find the suite of averages from lists, frequency tables and group frequency charts. Drawing and interpreting histograms, cumulative frequency and box plots.</p> <p>Being able to comment on displayed data and identify the most appropriate method of representing and analysing data</p> <p>Sequences - linear and non-linear sequences. Finding the term-to-term rule, the general case and relating to the graphical representation.</p> | <p>substitute numerical values into formulae and expressions, including scientific formulae use algebraic methods to solve linear equations in 1 variable (including all forms that require rearrangement)</p> <p>use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations</p> <p>Basic probability Probability experiments Theoretical probability Mutually exclusive events</p> <p>Scatter graphs being able to construct and interpret scatter graphs identify outliers use the line of best fit to make assertions about other data points and understand the implications and restrictions of interpolation.</p> | <p>compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from / at a given point, bisecting a given angle) use these to construct given figures and solve loci problems know that the perpendicular distance from a point to a line is the shortest distance to the line</p> <p>2D representation of 3D shapes Construct and interpret plans and elevations of 3D shapes</p> <p>Calculating with percentages Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase / decrease and original value problems, and simple interest including in financial mathematics</p> |
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| <p>Science</p> | <p>Pupils will have developed their practical skills throughout each term including their ability to draw and interpret graphs.</p> <p>Pupils will understand more about the fundamentals and core skills in Biology, Physics and Chemistry through studying the various topics throughout the year and this knowledge will be built upon in year 8 to a higher level.</p> <p><u>Pupils in year 7 will...</u> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</p> <p>develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</p> <p>be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p> | <p>Pupils will study the following 3 topics in order in the autumn term (Biology, Physics and Chemistry). Pupils will be given a 45 minute test after each module studied to track their progress.</p> <p><u>Cells</u> - Pupils will be taught how to use a microscope and make a slide of plant/animal cells, life processes, animal and plant cells, cell specialisation, moving substances between cells, understanding the difference between cells, tissues and organs, learning different organ systems, understanding the human skeleton and biomechanics.</p> <p><u>Forces</u> - Pupils will understand different types of forces and their effects, resultant forces, investigating floating and sinking, friction, stretching and hooke's law, speed, and distance-time graphs.</p> <p><u>Particles</u> - Pupils will be taught about the particle model, the movement of particles, compression, density and how to investigate it in a practical way, changing state, expansion and</p> | <p>Pupils will study the following 3 topics in order in the autumn term (Biology, Physics and Chemistry). Pupils will be given a 45 minute test after each module studied to track their progress.</p> <p><u>Reproduction</u> - Pupils will learn about the structure of a plant, pollination, fertilisation, seed dispersal methods, life in the womb, IVF, structure of female and male reproductive systems.</p> <p><u>Energy</u> - Pupils will learn what energy is, the different types of stored energy including chemical energy stored in food, energy supplies, using energy and energy bills.</p> <p><u>Elements</u> - Pupils will learn about the different elements to include learning their symbols. They will then learn how compounds are made, the dalton atomic model, chemical symbols and formulae, separating mixtures through practical investigation, distillation, chromatography, and identifying a pure substance.</p> | <p>Pupils will study the following 3 topics in order in the autumn term (Biology, Physics and Chemistry). Pupils will be given a 45 minute test after each module studied to track their progress.</p> <p><u>Differences</u> - Pupils will learn genetic and environmental differences and how the genetic differences links to our DNA and genomes. They will be taught continuous variation, differences between species, vertebrates, biodiversity and survival.</p> <p><u>Heating and Cooling</u> - Pupils will learn the difference between the terms hot and cold, how heat flows, thermal conduction, convection, emitting radiation, conserving energy and they will look at a space shuttle case study.</p> <p><u>Acids and Alkalis</u> - Pupils will be taught about acids and hazard symbols, alkalis and indicators. Pupils will have the opportunity to make and use red cabbage indicator in the lab. They will learn about universal indicator and the pH scale, neutralisation, making salts, acids and</p> |
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| | <p>Resources Useful web-link for an online textbook you may find handy for revision/additional guidance.</p> <p>Year 7: Textbook Science Works ISBN 978-0-19-915245-2 Link https://drive.google.com/file/d/0B4Le0ZB-tgW0N3E5S0o2d0ZMR2M/view</p> | contraction, diffusion, gas pressure, dissolving, temperature and solubility. | | carbonates, acids and metals, acid rain. |
| RS | | <p>Students will learn about the paper they will be sitting. They will learn different skills needed for the exam.</p> <p>Religion 1 introduced (Islam) – core beliefs, nature of Allah.</p> <p>What is a prophet, why are they important to Islam? (mini project investigating and researching ideas)</p> <p>Gain knowledge about books used in Islam linked to Christianity. The role and importance for Muslims of Jibril, Izra'il, Mika'il and Israfil.</p> <p>Eschatological beliefs and teachings.</p> | <p>Religion 1 - Investigate life after death.</p> <p>Religion 1 – practices: - The importance of practices. - Private and public acts of worship. - 5 pillars of Islam and the importance (project)</p> <p>Festivals – what is the significance and how do they influence Muslims?</p> <p>Jihad – demonstrate knowledge and understanding.</p> <p>Religion 2 introduced (Christianity) – the meaning of terms and the significance they have.</p> | <p>Religion 2: Concept of God as a Trinity of persons, Biblical accounts of Creation and the problem of evil and suffering and a loving and righteous God.</p> <p>Jesus Christ linked to the ten commandments.</p> <p>Students learn the importance of incarnation, Crucifixion, Resurrection and Ascension The concepts of salvation – students create a resource explaining the role and issues of salvation.</p> <p>Eschatological beliefs and teachings.</p> |

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| P.E. | Teaching Content: Students will be taught to: <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination. - play in competitive games, modified if appropriate and to apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - perform dances using a range of movement patterns, - to take part in outdoor and adventurous activities, - compare performances with previous ones and demonstrate improvements to achieve personal best. | Autumn Term: Rugby (tag rugby if necessary) Handball (Boys) Netball (Girls) Basketball Gymnastics | Spring Term: Badminton Handball (Girls) Hockey (Boys) Football Health Related Fitness / Outdoor Adventurous Activities | Summer Term: Athletics (field and track events) Softball Rounders Cricket |
| PSHCE | All units will fall into the 3 categories below for KS3: | <u>Personal Development:</u> Transition to Secondary School: | <u>Personal Development:</u> Diversity & Valuing Difference | <u>Personal Development:</u> Relationships and Sex |

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| | <ol style="list-style-type: none"> 1. Health and Wellbeing including Drugs education 2. Living in the Wider World 3. Relationships including Sex education (SRE) <p>PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.</p> <p>Students complete topic specific 'My Progress' sheets and work towards their end of year target grades.</p> | <p>Transition and Personal Identity</p> <p>Healthy Lifestyle</p> <p>Healthy Lifestyle</p> <p>Career Progression</p> <p><u>Lesson time:</u></p> <p>British Values</p> | <p>Healthy Lifestyles</p> <p><u>Lesson time:</u></p> <p>SRE Sex Relationships Education</p> | <p>All topics recap quizz</p> <p><u>Lesson time:</u></p> <p>Enterprise: Dragons Den Mindset</p> |
| Computer Science | <p>Students will understand how to use technology safely and responsibly.</p> <p>Students will undertake creative projects using word processing, presentation, spreadsheet, and audio editing applications.</p> <p>Students will have an introduction to sequencing and other computer programming techniques.</p> | <p>Autumn 1 - E Safety. Students will learn how to stay safe online. Looking at social media, stranger danger, and cyber bullying</p> <p>Autumn 2 - Data Processing. Students will develop their word processing skills creating various projects in Microsoft Word, Microsoft Publisher, and Google Docs.</p> | <p>Spring 1 - Excel Spreadsheets. Students will create spreadsheet models in Microsoft Excel. We will look at formulas, functions, formatting, and graphs.</p> <p>Spring 2 - Sound. Students will edit audio using Audacity. We will create radio adverts, edit interviews, and create podcast elements.</p> | <p>Summer 1 - Sequencing. Students will be introduced to programming techniques and the idea of sequencing instructions to create an algorithm. Students will create procedures using logo and flowcharts.</p> <p>Summer 2 - Powerpoint. Students will create presentations in Microsoft Powerpoint.</p> |

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| <p>Geography</p> | <p>Students will extend their locational knowledge through the study of China. They will investigate the key physical and human characteristics and comparing these to the UK.</p> <p>In physical geography they will learn the key processes and landforms created by rivers. They will also learn about different climate regions and weather systems which affect us. In a dangerous world they will look at the structure of the earth, plate margins and the hazards they cause.</p> <p>In geographical skills we teach them basic skills they will need through KS3, such as longitude and latitude, using an atlas, field sketching and direction.</p> <p>In all topics students will collect data and communicate findings in different ways; sketches, maps, graphs and writing at length. Fieldwork skills will be developed by carrying out a microclimate investigation and a water infiltration enquiry around the school site.</p> | <p>Autumn Term 1 Geographical skills What is geography? Using an atlas Describing places field sketching continents and oceans direction longitude and latitude choropleth maps presenting data</p> <p>Autumn Term 2 Dangerous World big bang theory structure of the earth convection currents and the evidence plate tectonics how do volcanoes form different types of volcano case study of a volcanic eruption Causes, impacts and responses to earthquakes Causes of tsunami</p> | <p>Spring Term 1 Weather and Climate What is weather and climate? How can the weather affect us? What equipment and units are used to measure the weather Three different causes of rainfall What is a depression? What is an anticyclone? How do we forecast the weather? What are the global climate zones? How do we draw a climate graph? What is a tropical storm? Causes, effects and responses.</p> <p>Spring Term 2 Rivers What are the three states of water How does the hydrological cycle work what affects the infiltration rate - mini enquiry around the school main features of a drainage basin River processes Erosional and depositional landforms</p> | <p>Summer Term 2 China Where is China? What are the physical and human characteristics of China? What are the similarities and differences between the UK and China. Climate and ecosystems Three gorges dam China's one child policy Development of China</p> <p>Summer Term 3 Water issues Causes of flooding Consequences of flooding Responses to flooding Case study example of flooding Links to climate change</p> |
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| History | <p>Students will extend their history skills. The assessment focus for year 7 is on explaining.</p> <p>Students will study:</p> <ul style="list-style-type: none"> the development of Church, state and society in Medieval Britain 1066-1509 the development of Church, state and society in Britain 1509-1745 study of a significant society or issue in world history and its interconnections with other world developments - this aspect will be achieved through completion of Meanwhile, elsewhere homework | <p>Autumn term 1:</p> <p>1066</p> <ul style="list-style-type: none"> key subject words changing landscapes GB in 1066 Battle of Hastings Control castles Knights <p>Autumn term 2:</p> <p>Medieval power</p> <ul style="list-style-type: none"> Church Crusades Thomas Becket Town and village life Feudalism King John Peasants Revolt Crime Black death | <p>Spring term 1:</p> <p>Tudors</p> <ul style="list-style-type: none"> portraits Battle of Bosworth Princes in the Tower changing religion Henry VIII actions Dissolution of the monasteries Mary Rose <p>Spring term 2:</p> <p>Elizabeth</p> <ul style="list-style-type: none"> early life potential marriage religion Mary, Queen of Scots the poor | <p>Summer term</p> <p>The Stuarts</p> <ul style="list-style-type: none"> James I Gunpowder plot Causes of the civil war Events of the civil war Trial and execution of Charles I Cromwell Witches Great Fire of London Evaluation of Stuart monarchs |
| French | <p>Students will be able to:</p> <ul style="list-style-type: none"> Listen and read for a range of purposes | <p>Theme: On s’amuse (Leisure Activities)</p> <ul style="list-style-type: none"> Talking about sports and games - what you | <p>Theme: Mon album de famille (my family album)</p> <ul style="list-style-type: none"> Talking about families Talking about jobs people do | <p>Theme: Le weekend dernier (last weekend)</p> |

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| | <ul style="list-style-type: none"> • Speak with accurate pronunciation and intonation • Ask and answer questions • Adapt previously learned language • Use picture stimuli to generate a conversation • Write short sentences/paragraphs for a variety of purposes including connective, intensifiers and a range of vocabulary and structures • Use the present, near future and perfect tense and high frequency verbs • Translate into English • Translate into French | <p>play/don't play, your likes and dislikes</p> <ul style="list-style-type: none"> • Talking about musical instruments - what people play and when • Talking about things you like to do • Talking about leisure activities- what you can/can't do • Talking about holiday activities - where you go and what you are going to do | <ul style="list-style-type: none"> • Talking about where people live • Describing the weather - saying what you do/don't do in different types of weather • Describing a typical day - talking about your daily routine • | <ul style="list-style-type: none"> • Talking about last weekend using the perfect tense with avoir • Talking about yesterday evening using the perfect tense with irregular past participles • Talking about TV programmes you have watched using c'était to add opinions • Talking about where you went using the perfect tense with être • Talking about events in the past, extending and linking sentences • |
| German | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the pronunciation of key phonic sounds • Listen and read for a range of purposes • Speak with accurate pronunciation and intonation | <p>Theme: Hallo! (Hello/Introduction)</p> <ul style="list-style-type: none"> • Introducing yourself, learning how to pronounce German words • Counting to 20 and using the verb <i>sein</i> to say how old you are | <p>Theme: Extreme Haustiere (Extreme pets)</p> <ul style="list-style-type: none"> • Talking about pets/using pronouns • Talking about super pets/using kann + infinitive • Talking about family members and age/present tense verbs | <p>Theme: Bist du sportlich? (Are you sporty?)</p> <ul style="list-style-type: none"> • Talking about sport you play, like and dislike playing • Talking about leisure activities and giving your opinion |

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| | <ul style="list-style-type: none"> • Ask and answer questions • Adapt previously learned language • Use picture stimuli to generate a conversation • Write short sentences/paragraphs for a variety of purposes including connective, intensifiers and a range of vocabulary and structures • Translate into English • Translate into German | <ul style="list-style-type: none"> • Using the German alphabet and the verb <i>wohnen</i> to say where you live • Describing your character • Asking and answering questions about your belongings. Using the verb <i>haben</i> | <ul style="list-style-type: none"> • Describing family members/using adjectives with nouns • Talking about birthdays • Learning about Christmas/cultural traditions | <ul style="list-style-type: none"> • Talking about how often you do activities/using the correct word order • Talking about mobiles and computers/talking about the future using the simple present • Developing prediction skills/Understanding longer texts • Making writing interesting and varied |
| Art | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore a range of materials such as pencil, oil pastel, paint and plastic. • Draw shapes from observation. • Use the formal elements (LINE, SHAPE, TEXTURE, FORM, TONE, COLOUR and SPACE) to describe artwork. • Discuss the possible meanings behind works of art. | <p><u>Prior learning:</u> In Y5 Students investigate the work of Hokusai and look at his use of line, shape and colour mixing in pencil. In Y6..... add something here</p> <p><u>Year 7 Autumn</u> <u>Category:</u> Landscape <u>Project title:</u> “A sense of place.” Click here for the project sheet</p> | <p><u>Prior learning:</u> In Y5 Students investigate Tudor portraits. In Y7 Autumn students look at how colour creates a sense of place.</p> <p><u>Year 7 Spring</u> <u>Category:</u> Portrait <u>Project title:</u> “Why am I blue?” Click here for the project sheet</p> <p>Students look at the work of Edvard Munch and look at</p> | <p><u>Prior learning:</u> In Y5 students experiment with 3D materials whilst building a box net. In Y6 students look at environmental art.</p> <p><u>Year 7 Summer</u> <u>Category:</u> Still life <u>Project title:</u> “Bottle fish”</p> <p>Students will build on their understanding of making during this project. They will explore 3D objects by gathering found</p> |

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| | <ul style="list-style-type: none"> • Understand colour mixing with oil pastel and paint. • Use basic gridding methods. • Evaluate the successes of their work and recognise areas to improve. | <p>Students look at the work of David Hockney and British landscapes . They build on their knowledge of landscapes by exploring how to develop mark making to describe textures within the landscape. They create a first hand observation drawing of the landscape outside the classroom based on Hockney's drawing techniques. They develop their understanding of colour mixing whilst using oil pastel and how it can convey a sense of place. Drawing on their mathematical skills, they also use a basic measuring and gridding technique to enlarge a study. Their final outcome will be an A3 colour study in oil pastel.</p> <p><u>Future learning:</u> In Y8 students will look at urban landscapes and develop their drawing skills on a 3D surface. They will also develop mark making in pen.</p> | <p>how he changed the purpose of a portrait. Students will learn about the proportions of the face. They will investigate how colour can convey a meaning, in this case how it conveys emotion or mood. They build on their understanding of colour theory whilst experimenting with chalk and oil pastel. They will then transfer these skills into paint where they will create a large scale self portrait in the style of the expressionists.</p> <p><u>Future learning:</u> In Y9 students will develop their understanding of portraiture by looking at animal based portraits. At GCSE students will look at portraiture in Photography and Art.</p> | <p>vessels and bottles that they can use to draw from and eventually recycle into a sculpture. They will research current concerns with plastic pollution in the oceans and look at the species of sea life that are most affected by it. After creating their drawings and designs, students will explore how to manipulate and connect the plastic to create their own sea life sculptures. They will look at the work of sculptor David Edgar for inspiration on how to assemble their final pieces. These will be displayed as a collaborative underwater scene to highlight our concerns with plastic pollution.</p> <p><u>Future learning:</u> In Y8 Students will continue to look at found resources and 3D structures in their Slum City project.</p> |
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| | | They use more complex gridding methods in the Y8 Surrealism project. | | |
| Design Technology | <p>The End of year goals for DT are that: pupils are able to confidently use different references to design with, choose the correct tools for basic design and make task, analyse and test work and understand basic technical principles of materials, inline with the national curriculum.</p> | <p>DT introductory Project: Pupils will learn basic technical drawing skills drawing skills by completing an orthographic drawing task. They'll then work through a series of skills using a mixture of hand tools and power tools, such as pillar drills and belt sanders, developing a good understanding of H&S & PPE. They will then begin a short CAD/CAM project developing skills for later in the year.</p> <p>Project 2: Pupils will make a sweet/gift dispenser. Designing for a user will be an important part of this project but will also build on the technical skills.</p> | <p>Project 2: Cont... This will include building on those learnt in project 1, such as marking out and measuring materials, forming and shaping using workshop tools, focusing on accuracy through using a specification.</p> <p>Project 3: Pupils will make a simple ball bearing game which will be a gift for a celebration ie Diwali, Eid, Easter or a birthday. The box will look at accuracy, the properties of wood, joints, acrylic and standard components.</p> | <p>Project 3:Cont... Pupils will also use CAD/CAM to develop the design of their boxes to incorporate a cultural significant of their chosen festival through decoration.</p> <p>Project4: Pupils will look at cultural significance of films and other narrative as a research task, and experiment with design, cardboard engineering and prototyping. They will be given a brief to work to and produce ideas and design in 3D for a set design/prop design.</p> |
| Drama | <p>By the end of Year 7 pupils should be able to:</p> <p>Create</p> <p>Work successfully with a range of other pupils in the class staying on task for the majority of rehearsal time.</p> | <p>This is an introduction to the course. Looking at the basic Knowledge and Understanding in Drama.</p> <p>This term the focus is on the importance of the log book as a</p> | <p>The focus this term is on the performance and presentation of a devised piece using a range of stimuli. Students explore devised productions and the intentions and test this on target audience.</p> | <p>Students will learn how to prepare and rehearse for performing a text for performance.</p> <p>The focus is mainly on study and approaches to interpreting a</p> |

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| | <p>Perform</p> <p>Contribute several appropriate ideas during rehearsals and take on board ideas from others</p> <p>Take part in a piece of drama and stay in character for the majority of the piece.</p> <p>Clearly make their voice heard and vary their tone of voice to show some appropriate emotions suitable for their character Show what their character is feeling through their facial expressions and body language.</p> <p>Set out their piece of drama so that the stage is used evenly and the audience can see most of the action.</p> <p>Evaluating</p> <p>Respond positively to feedback given in rehearsals to improve work</p> <p>Contribute in evaluations after performances with examples of positive moments in the piece using basic drama terminology.</p> | <p>tool to record progress to support in preparing students with the basic knowledge and understanding of drama.</p> <p>Students to explore how to create drama from scratch and study the features of scripted performance such as character and script features.</p> | <p>Students are introduced to key drama theory involved in devising. Students to learn about devised techniques and processes through their specialism (acting/design option)</p> <p>Students to learn general key drama theory to analyse the conventions used in devising.</p> <p>Study how to write a detailed portfolio on their rehearsal and production of their devised drama and how to capture performance outcomes to log progress.</p> | <p>script extract in a group/pair or solo.</p> <p>Practical production outcome will be produced and students will perform/present these short extracts from a set brief.</p> <p>The focus of this term is evaluation and students will work in a number of roles and evaluate their final outcomes. Students will share their work in live performance conditions in class.</p> |
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| Food Preparation and Nutrition | <ul style="list-style-type: none"> - Understand and apply the principles of nutrition and health - Cook a range of healthy savoury dishes to able to feed themselves - Become competent in a range of cooking techniques - Understand the source, seasonality and characteristics of a broad range of ingredients | <p>Hygiene: Pupils cover the basics of hygiene such as the 4xC's and basic safety in the food room such as knife skills and aprons etc.</p> | <p>British, American and Desserts: Pupils investigate British and American foods, followed by desserts. They look at the ingredients, process and comparisons, building on skills learnt in term 1</p> | <p>Pupils cover a review of basic skills learnt through the year, cross referencing the different projects. This is covered both in a practical and theoretical sense, building on previous skills..</p> |
| Music | <p>In year 7 students will gain knowledge in;</p> <ul style="list-style-type: none"> • reading and writing treble and bass clef notation, • how the context/time period the music was written in varies the type of music created, • what a chord is and the notes in basic C, F and G major chords, and • different types of musical structure and texture. | <p>KEYBOARD SKILL - Performance. Students will learn to identify notes on the treble and bass clef and apply this to piano/keyboard playing. They will work on performance and be assessed after 7 lessons.</p> <p>PENTATONIC - Composition Students will use their understanding of treble clef notation to create a 5 pitch composition. This will focus on how music is written and structured and will be influenced by the pentatonic music of China. They will be assessed on their response to the set brief, their</p> | <p>GROUND BASS Half term - performance Half term - composition</p> <p>The first half term of this module will focus on group performance skill; revising and developing bass and treble clef understanding. They will be focusing Canon by Pachelbel and explore group performance and how to layer different performance parts together. Students will be assessed on their accuracy and expression as well as the difficulty of their performance part.</p> | <p>BLUES - Composition Students will look at the history and context that led to the development of Blues music. They will learn about creating chords and playing the 12-bar chord pattern. They will explore creating a 3-part texture and writing lyrics in a Blues style and using a specific AAB lyrics structure.</p> <p>Students will work in groups to create a composition in a Blues style and will be assessed on their response to the set brief, their use and development of harmony</p> |

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| | <p>Students will be applying and strengthening this knowledge through practical composition and performance skill related tasks.</p> | <p>use and development of harmony and texture and the structure and fluency of their composition. Curriculum Link - Geography (China and its culture).</p> | <p>In the second half term students will use the layering skills used in Canon to create a composition which will be fully notated and assessed on their response to the set brief, their use and development of harmony and texture and the structure and fluency of their composition.</p> | <p>and texture and the structure and fluency of their composition. Curriculum Link - History at the start of year 9. ROCK AND ROLL - Performance Students will explore the similarities of Rock and Roll to Blues music and examine which features are similar and which have developed. They will then choose a Rock and Roll piece to learn to play. They will then be assessed on the accuracy and expression of their performance as well as the difficulty of their performance part.</p> |
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