Year 7 Curriculum Map 2021/2022

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	**Reading**: ● Developing a love of reading and appreciation of different forms of literature (fiction and nonfiction) including a wide coverage of genres including whole novels, short stories, poems and plays. Students will develop their understanding of the fundamental skills required for literature study including making inference and selecting appropriate quotations. Students will focus on securing an understanding of character archetypes, narrative perspective and genre. **Writing** ● Writing fluently, effectively and at length and for a wide range of purposes and audiences ● Structuring and selecting the appropriate form ● Considering how writing reflects the audiences and purposes for which it was intended. ● Selecting vocabulary, grammar and structure to improve	**Beginnings and Journeys** **Core text:** Greek and Norse myths. Biblical narratives. **Writing focus**: narrative writing (perspective and retelling of a myth) Students will explore some fascinating Greek, Norse and biblical stories to help them navigate not only their future literature study, but also to engage with the myriad of allusions that can be found in everyday existence. Students will focus on developing an understanding of core character archetypes and apply these to the myths they study in order to begin viewing characters as constructions right from the beginning of their secondary journey. Students will also be given the opportunity to use these myths as a source of inspiration for their own writing and be introduced to the core concepts of	**Right is Right** **Core text:** Collection of Sherlock Holmes short stories by Sir Arthur Conan Doyle **Writing focus**: narrative writing (consolidation and the writing process) In the second term of year 7, students will play the role of the detective, focusing on developing their inference skills by solving the crimes put to Sherlock Holmes through the study of Conan Doyle's short stories. Building on their work from term 1, students will explore the conventions of genre, the archetypal roles of characters and develop strategies that can help them meet the challenges of 19th century literature.	**What's love got to do with it?** **Core text:** 'Much Ado About Nothing' by William Shakespeare **Writing focus**: journalistic and point of view writing Throughout this unit, students will develop a deeper understanding of the nature of a play by studying Shakespeare's 'Much Ado About Nothing'. Drawing on their study of the seven basic plots from term 2, students will view the text through the lens of a comedy and apply these generic conventions to the plot and character. Students will also encounter a range of non-fiction texts from different times that examine the issues of marriage, honour and gender enabling them to reflect on whether the time and context

	coherence and overall effectiveness. Students will build on their understanding of narrative structure, focusing on applying these core concepts in their own work. A focus will be on the writing process: students will be explicitly taught how to plan, draft, edit and proof-read their work with a goal of creating 'beautiful' work. By the end of Year 7 students will also have gained an understanding of how to craft their work to express a viewpoint by learning how to 'write like a journalist'.	narrative structure, voice and perspective in preparation for their narrative writing unit in term 2.	After being introduced to Freytag's Pyramid and the Hero's Journey in term 1, students will consolidate their understanding of fundamental narrative skills required for becoming an eloquent writer. Their writing work will focus on the function and manipulation of narrative structure and perspective, while being guided through the process of planning, drafting, revising and, importantly, publishing their own narrative.	in which we read a text affects our understanding of its message. Students will be encouraged to 'write like a journalist' and learn how to craft their writing in order to successfully convey their own viewpoint on a topic.
Mathematics	**<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. **<u>Geometry and measures topics students will-</u>** be able to find the area and perimeter of a range of different shapes and be	Understanding algebraic notation Equality and equivalence Place value and ordering integers and decimals Fractions, decimals and percentages Place value and proportion	Addition and subtraction Solving problems with multiplication and division Fractions and percentages of amounts Four operations with directed numbers Addition and subtraction of fractions	Constructing and measuring Geometric reasoning Developing number sense Sets and probability Prime numbers and proof

	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 transformation using the appropriate language. **<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. **<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. **<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. **<u>Resources</u>** **<u>https://vle.mathswatch.co.uk</u>**			

Science	Pupils will have developed their practical skills throughout each term including their ability to draw and interpret graphs. 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. **Pupils in year 7 will...** develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics 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 be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. **Resources**	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. **Cells** - 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. **Forces -** 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. **Particles** - 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	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. **Reproduction** - 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. **Energy -** 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. **Elements** - 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,	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. **Differences -** 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. **Heating and Cooling** - 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. **Acids and Alkalis** - 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

	Useful web-link for an online textbook you may find handy for revision/additional guidance. Year 7: Textbook Science Works ISBN 978-0-19-915245-2 Link https://drive.google.com/file/d/0B4Le0ZB-tgW0N3E5S0o2d0ZMR2M/view	contraction, diffusion, gas pressure, dissolving, temperature and solubility.	and identifying a pure substance.	carbonates, acids and metals, acid rain.
P.E.	**Teaching Content:** Students will be taught to: - 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:** Football Handball (Boys) Netball (Girls) Basketball Gymnastics	**Spring Term:** Badminton Handball (Girls) Hockey (Boys) Football Health Related Fitness / Outdoor Adventurous Activities Rugby (tag for KS2)	**Summer Term:** Athletics (field and track events) Softball Rounders Cricket Tennis

PSHCE	All units will fall into the 3 categories below for KS3: 1. Health and Wellbeing including Drugs education 2. Living in the Wider World 3. Relationships including Sex education (SRE) 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. In their lessons student's complete topic specific 'My Progress' sheets and work towards their end of year target grades.	**Lesson time:** British Values	**Lesson time:** Relationship & Sex Education (RSE)	**Lesson time:** Enterprise
		Personal Development (Form time): Transition to Secondary school: Transition and personal identity Healthy lifestyle Families	**Personal Development (Form time):** Diversity & valuing difference Healthy lifestyles	**Personal Development (Form time)**: Relationships and Sex Education (RSE) Online & the Media
Careers	Students will develop knowledge, skills and attitudes through a planned program of activities which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life.	**Careers (Form time):** Exploring different job roles Who can help? What influences me? Roles that are successful	**Careers (Form time):** Exploring job roles Skills for life What is work Changes in the world of work Local job market information	**Careers (Form time):** Exploring job roles Creative thinking Target setting Review learning Looking ahead
Computer Science	Students will understand how to use technology safely and responsibly. Students will undertake creative projects using word processing, presentation, spreadsheet tools.	Autumn 1 - E Safety - Students will learn how to stay safe online. Looking at social media, stranger danger, and cyber bullying	Spring 1 - Google Sheets - Students will create spreadsheet models in Google Sheets. We will look at formulas, functions, formatting, and graphs.	Summer 1 - Small Basic Programming. Students will have an introduction to programming in Small Basic. They will cover input/output, variables,

	Students will have an introduction to programming.	Autumn 2 - Data Processing - Students will develop their word processing skills creating various projects in Google Docs.	Spring 2 - Cyber Security - We will cover the basics of cyber security and how to avoid hackers and viruses.	arithmetic operators, and selection statements. Summer 2 - Band Project - Students will create a logo and various other promotional materials for a band. Introducing the principles of graphic design.
Geography	**How does the UK link to the wider world?** Students will gain an understanding and appreciation of democracy and global influence. Students will continue to develop as global citizens who can then take a valuable role in society. The topic also develops student awareness of current affairs. **Why is Planet Earth Fantastic?** Establishing awe and wonder and geographical skills whilst improving spatial knowledge of the world. These skills underpin the rest of the Geography curriculum. **What are the opportunities and challenges in Africa?** Building on their understanding of UK links with the wider world, students are introduced to the historical concept of colonialism. This enables us to address common misconceptions by discussing	Autumn Term 1 **How does the UK link to the wider world?** Where is England? (locations on a variety of scales) What are the major landmarks in Great Britain? (human & physical) Where do people in the UK live? (population distribution and density) How are cities in the UK changing? (urbanisation and migration) How has the economy of the UK changed? (industry sectors and development) How does the UK link with the EU? (history and membership) Was the EU a blessing or a curse? (positives and negatives of EU membership/post Brexit UK) Why do people migrate to the UK? (push and pull factors) What global links does the UK have? (globalisation)	Spring Term 1 **What are the opportunities and challenges in Africa?** What is the physical landscape of Africa like? (deserts, mountains, lakes) How has Africa's past shaped it's present (colonialism) How developed are African countries (development indicators, LICs, NEEs and HICs) What is the pattern of climate and biomes across Africa? (climate graphs and rainfall patterns) Where are the rich and poor countries of the world? (causes of the development gap) What are the opportunities and challenges of population change? (rural to urban migration) Is there a future for the Sahel? (desertification)	Summer Term 2 **What challenges and opportunities arise from Global Issues? (Human)** Where is world conflict? (mapping distribution) What is organised crime? (case study example in the Amazon rainforest? What is modern day piracy? (cause study example of Somalia) What is Dark Tourism? (positives and negatives of the industry) Where are diseases found? (mapping distribution) What happened with Coronavirus? (decision making exercise) Why is Malaria wreaking havoc in Africa? Summer Term 3

	the wealth of resources available across the continent of Africa. Students are introduced to global climate biomes, population pyramids and shanty towns in a diverse topic. **Why are rivers important?** Students consider their responsibility as global citizens to ensure river resources remain unpolluted and evenly distributed for global populations to access. Students are introduced to key physical processes including erosion, transportation and deposition which are embedded into physical geography within Years 8 and 9. **What challenges and opportunities arise from global issues?** The topic tackles human impacts on society via health, crime and conflict geography alongside human impacts on the environment via climate change, plastic oceans and Antarctica. Developing their responsibility as a global citizen, and their understanding of the scale of the impact of humanity on the environment. Introducing the key concept of sustainability which underpins many topics in Geography.	Autumn Term 2 **Why is Planet Earth Fantastic?** Compass directions in the Great Barrier Reef Latitude and Longitude in Russia 4 figure grid references in Rio de Janeiro 6 figure grid references at Victoria Falls Measuring height at Mount St Helens Measuring distance in Antarctica Measuring distance along the Ganges River Map Skills in Stotfold	What are the opportunities and challenges of urbanisation in Africa? (living conditions in shanty towns) Spring Term 2 **Why are rivers important?** What is the water cycle? (processes of water movement and change of state) How does water get from the source to the mouth? (long and cross profiles) How do rivers change from source to mouth? (erosion and transportation) How do rivers shape the land? (formation of features) Why do rivers flood? (natural and human causes) How can we manage floods? (soft and hard engineering) How do LICs and HICs cope with floods? (case study examples) Fieldwork opportunity in school grounds/Etonbury Woods	**What challenges and opportunities arise from Global Issues? (Physical)** What is the evidence for climate change? (historical evidence and the greenhouse effect) What are the effects of climate change? (global impacts) How does plastic impact upon the environment? (decomposition times) Why is it important to solve the plastic problems? (plastic in the oceans) What are the threats to Wilderness areas? What could happen to Antarctica? (Antarctic Treaty) How can a single locust cause a plague? How can earthquakes create disease?

	In all topic's 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 an OS map activity within Stotfold town centre, infiltration investigation around the school site and rivers investigation within Etonbury Woods.			

History	Students will extend their history skills. The assessment focus for year 7 is on explaining. Students will study: ● The importance and potential misuse of history. ● the development of Church, state and society in Medieval Britain 1066-1509 ● the development of Church, state and society in Britain 1509-1603 ● 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	Autumn term 1: <u>1066</u> ● key subject words ● changing landscapes ● GB in 1066 ● Battle of Hastings ● Control ● castles ● Knights Autumn term 2: <u>Medieval power</u> ● Church ● Crusades ● Thomas Becket ● Town and village life ● Feudalism	Spring term 1: <u>Medieval power continued</u> ● King John ● Peasants Revolt ● Crime ● Black death Spring term 2: <u>Tudors</u> ● portraits ● Battle of Bosworth ● Princes in the Tower ● changing religion ● Henry VIII actions ● Dissolution of the monasteries ● Mary Rose	Summer term <u>Completion of Tudors</u> <u>Elizabeth</u> ● early life ● potential marriage ● religion ● Mary, Queen of Scots ● the poor ● The Armada
French	Students will be able to: ● Listen and read for a range of purposes ● Speak with accurate pronunciation and intonation ● Ask and answer questions ● Adapt previously learned language		Theme: Là où j'habite (Where I live) ● Talking about your town/village ● Giving directions ● Talking about where you go ● Asking someone to go somewhere	Theme: 3 . .2 . .1 Partez! (Holidays) ● Talking about your holidays ● Talking about getting ready to go out ● Buying drinks and snacks ● Talking about holiday plans

	● 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		● Saying what you can do in town	● Saying what you would like to do Theme: T'es branché (Leisure) ● Talking about television programmes ● Talking about films ● Talking about reading
German	Students will be able to: ● Understand the pronunciation of key phonic sounds ● Listen and read for a range of purposes ● 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 ● Translate into English	Theme: Meine Welt und ich (Introducing yourself) ● Introducing yourself, learning how to pronounce German words ● Counting to 20 and using the verb *sein* to say how old you are ● Using the German alphabet and the verb *wohnen* to say where you live ● Describing your character ● Asking and answering questions about your belongings. Using the verb *haben*	Theme: Familie und Tiere (Family and pets) ● Talking about pets/using pronouns ● Talking about super pets/using kann + infinitive ● Talking about family members and age/present tense verbs ● Describing family members/using adjectives with nouns ● Talking about birthdays ● Learning about Christmas/cultural traditions	

	● Translate into German		Theme: Freizeit - juhu! (Leisure) ● Talking about sport you play, like and dislike playing ● Talking about leisure activities and giving your opinion ● Talking about how often you do activities ● Talking about mobiles and computers	
Art	Students will be able to: ● Explore a range of material and ideas. ● Draw from first hand observation. ● Use the formal elements to describe artwork. ● Analyse works of art using the formal elements. ● Understand why artist make art. ● Understand colour theory and colour mixing. ● Evaluate their own work and recoginise ways to develop or improve.	Theme: Landscape - “A sense of place.” Students look at the work of David Hockney and British landscapes. They will explore how to develop mark making to describe textures within the landscape and create a firsthand observation drawing of the landscape outside the classroom. They investigate colour theory and how it can convey a sense of place. They also use scaling to enlarge a study. Their final outcome will be an A3 colour study in oil pastel.	Theme: Still life “Refugee” Students will look at the work of various war artists and research the refugee crisis. They will draw on their knowledge of war and conflict that they have learnt in History and create mixed media pieces using printmaking, collage and ink painting techniques.	Theme: Still life - “Bottle fish” Students will gather found objects that they can use to draw from and eventually recycle. They will research 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 the plastic to create their own sea life sculptures. The 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.

Design Technology	The End of year goals for DT are that pupils are able to: 1) use different means of research and references to design with/from, 2) choose the correct tools for basic design and make task, 3) understand basic H&S fundamentals when carrying out a practical task, 4) understand basic material properties 5) analyse and test their work. DT will use a rotation system between DT, Engineering and Food Technology this year. In each rotation pupils will complete projects which demonstrate different skills that can be reflected in different careers. Yr7 & 8 rotations will be ⅓ of an academic year (13 weeks) and cover 3 projects each, whilst Yr9 will cover 2 project.	**<u>DT</u>** **Intent: To equip pupils with a basic understanding of design, safe working practices with tools and achieving a good finish.** **In DT the first project** will be designing and making an acrylic key tag. This is an introduction to basic designing and using plastic (acrylic) to make with safely in the workshop. It will have a focus on creating a quality finish in that particular material. **The second project** will be designing and making a wooden pen holder. This will develop pupils' knowledge and understanding of designing and will focus on shaping wood and MDF and creating a good finish. **In DT the third project** will be designing and making a passive amp. This will be used for a mobile phone and will look at different types of wood, consider	**<u>Engineering</u>** **Intent: To equip pupils with a basic understanding of design, safe working practices with tools, measuring and marking out using mixed materials and understanding some of their different properties.** **In Engineering the first project** will be a wooden cartoon character sweet dispenser. This is an introduction to basic designing, and the basics of making with Pine which will cover basic skills and tools with an emphasis on measuring and marking out. **In Engineering the second project** will be designing and making a set design from a musical or theater show. Pupils will use cardboard and will focus on card board engineering and creative prop design. **In Engineering the third project** will be designing and making a	**<u>Food Technology:</u>** **Intent: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**. Pupils will do this by completing a series of dishes including: Cheese Straws Jam Buns Breakfast Tortillas Tomato Soup Cheese Scones Bread Rolls Apple Crumble Macaroni Cheese Pancakes Swiss Roll Mince Pies

		sustainability, the 6 R's and will focus on laminating as a technique of manufacture.	'Bobble Head'. This is a toy that uses various different types of materials to create a fun and interesting character. The focus of this project will therefore be using mixed materials and understanding their properties.	
Performing Arts	By the end of Year 7 pupils should be able to: **Make** Follow directors instructions. Sometimes sharing ideas in the group Use simple Performing Arts techniques such as still images and mime. **Present** Show that they can work with others in a presentation Learn a few lines in plays Take turns to speak in role and in small group discussion. **Respond** Explain why they liked a performance after they watched it.	This is an introduction to the course. Looking at the basic Knowledge and Understanding in Performing Arts with a focus on Health and Safety in the theatre and the power of communication skills (verbal and non verbal communication. Students are introduced how to safely use space professionally and appreciate each others work using improvisation. Students are introduced to the basic Performing Arts skills that they are assessed on so they are familiar with key skills of **create, perform and evaluate.**	The focus this term is on the developing students confidence when communicating and presenting to others. Short simple scripted extracts are used to explore physical and vocal skills and build confidence in presenting and communicating. Students will learn the different physical and vocal techniques to make a powerful communicator.	Students will learn to present a short performance using performance poetry. Students will also explore world drama techniques to inform their own work. The focus is mainly on the study and approaches to **interpreting a poem and adapting an extract in an ensemble approach.**

	Recognise different kinds of drama and talk about how work could be improved by more practice or staging techniques.			
Music	In year 7 students will gain knowledge in; ● Identifying instruments and their sounds ● 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. Students will be applying and strengthening this knowledge through practical composition and performance skill related tasks.	**SONORITY - VOCAL AND INSTRUMENTAL - Performance and theory exam** Students will learn to recognise the appearance and sounds of a variety of different voices and instruments. They will learn to sing with expression and a sense of ensemble. They will look at singing technique, including how to produce a quality tone and use breath control for volume. They will perform using a 3-part texture with a more complex song repertoire than used in KS2. They will use listening skills to identify a range of extended instrumental techniques and explore how instruments can be grouped in different ensembles.	**KEYBOARD SKILL - Performance.** Students will learn to identify notes on the treble and bass clef and apply this to piano/keyboard playing. By the end of this module all students should be able to: ● Be able to find notes on a keyboard ● Play rhythmically simple melodies on a keyboard following notation on a single stave. ● Use notes within the range of a 5th using the correct hand position on white notes. **AURAL DICTATION - theory exam** Students will consolidate and extend their knowledge of musical notation. We will focus particularly on identifying changes in pitch and rhythm. They will work up to being able	**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 use and development of harmony and texture and the structure and fluency of their composition. **Curriculum Link - Geography (China and its culture).** **AFRICAN DRUMMING - performance and composition** Students will create and perform rhythmic compositions based on an African style. They will explore more complex rhythm patterns and use these within a variety of musical structures and textures.

		CHRISTMAS PERFORMANCE - ensemble performance Students will use voices and glockenspiels to perform as part of an ensemble. The focus will be reading treble clef staff notation as well as experiencing whole class performance in 3 or 4 parts.	to write accurate musical notation after listening to melodic lines.	