

Year 7 Curriculum map 2020/2021

Subject	Objectives/End of year goals	Autumn	Spring	Summer
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, considering how writing reflects the audiences and purposes for which it was intended.</p>	<p>Stories Matter</p> <p><i>We will be reading extracts from various literary periods through the canon of World and English Literature and applying our understanding to writing creatively in class.</i></p> <p>Reading Assessment:</p> <p>How does Dickens use vocabulary and tone to portray his attitude towards Victorian England? (Oliver Twist extract)</p> <p>Writing Assessment (Narrative writing)</p> <p>Writing a narrative (own short story).</p>	<p>What's Love got to do with it?</p> <p><i>Text Focus: Much Ado About Nothing by William Shakespeare - students will read analyse and discuss aspects of character, theme and setting</i></p> <p>Reading Assessment: (Extract focused task)</p> <p><i>Explore how Shakespeare presents attitudes towards women in Much Ado About Nothing</i></p> <p>Writing Assessment (Newspaper Article)</p> <p>Students write a news report focused on a key scene of the play (The shaming of Hero in Act 4)</p>	<p>Each of us is a book waiting to be written</p> <p><i>Text focus - Boy by Roald Dahl. Students will explore the text, focusing on the thoughts and feelings of the writer.</i></p> <p>Reading Assessment: (extract Focused task)</p> <p>Analyse the presentation of captain Hardcastle</p> <p>Writing Assessment</p> <p>Students plan and write a speech about boarding schools.</p>

	Choose and perfect the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			
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 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>Understanding algebraic notation</p> <p>Equality and equivalence</p> <p>Place value and ordering integers and decimals</p> <p>Fractions, decimals and percentages</p> <p>Place value and proportion</p>	<p>Addition and subtraction</p> <p>Solving problems with multiplication and division</p> <p>Fractions and percentages of amounts</p> <p>Four operations with directed numbers</p> <p>Addition and subtraction of fractions</p>	<p>Constructing and measuring</p> <p>Geometric reasoning</p> <p>Developing number sense</p> <p>Sets and probability</p> <p>Prime numbers and proof</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>			
Science	<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></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,</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</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</p>

	<p>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>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>	<p>understanding the difference between cells, tissues and organs, learning different organ systems, understanding the human skeleton and biomechanics.</p> <p>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.</p> <p>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 contraction, diffusion, gas pressure, dissolving, temperature and solubility.</p>	<p>womb, IVF, structure of female and male reproductive systems.</p> <p>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.</p> <p>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, and identifying a pure substance.</p>	<p>between species, vertebrates, biodiversity and survival.</p> <p>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.</p> <p>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 carbonates, acids and metals, acid rain.</p>
P.E.	<p>Teaching Content: Students will be taught to:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in 	<p>Autumn Term (half term 1):</p> <p>Summer sports catch-up</p> <p>Rounders</p>	<p>Spring Term:</p> <p>Badminton</p> <p>Handball (Girls)</p>	<p>Summer Term:</p> <p>Athletics (field and track events)</p> <p>Softball</p>

	<p>isolation and in combination.</p> <ul style="list-style-type: none"> - 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. 	<p>Cricket</p> <p>Softball</p> <p>Athletics</p> <p>Autumn Term (half term 2):</p> <p>Rugby (tag rugby if necessary)</p> <p>Handball (Boys)</p> <p>Netball (Girls)</p> <p>Basketball</p> <p>Gymnastics</p>	<p>Hockey (Boys)</p> <p>Football</p> <p>Health Related Fitness / Outdoor Adventurous Activities</p>	<p>Rounders</p> <p>Cricket</p>
PSHCE	<p>All units will fall into the 3 categories below for KS3:</p> <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</p>	<p>Lesson time:</p> <p>British Values</p>	<p>Lesson time:</p> <p>Relationship & Sex Education (RSE)</p>	<p>Lesson time:</p> <p>Enterprise</p>
		<p>Personal Development (Form time):</p> <p>Transition to Secondary school:</p> <p>Transition and personal identity</p>	<p>Personal Development (Form time):</p> <p>Diversity & valuing difference</p> <p>Healthy lifestyles</p>	<p>Personal Development (Form time):</p> <p>Relationships and Sex Education (RSE)</p>

	<p>and in the future. Preparing them for life and work in modern Britain.</p> <p>In their lessons student's complete topic specific 'My Progress' sheets and work towards their end of year target grades.</p>	<p>Healthy lifestyle</p> <p>Families</p>		Online & the Media
Careers	<p>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.</p>	<p>Careers (Form time): Exploring different job roles Who can help? What influences me? Roles that are successful</p>	<p>Careers (Form time): Exploring job roles Skills for life What is work Changes in the world of work Local job market information</p>	<p>Careers (Form time): Exploring job roles Creative thinking Target setting Review learning Looking ahead</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 - 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 1 - Small Basic Programming. Students will have an introduction to textual programming in Small Basic. They will cover input/output, variables, arithmetic operators, and selection statements.</p> <p>Summer 2 - Cyber Security. Students will have an introduction to cyber security looking at malware, social engineering techniques, and how to prevent cyber security attacks.</p>
Geography	<p>How does the UK link to the wider world?</p>	Autumn Term 1	Spring Term 1	Summer Term 2

	<p>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.</p> <p>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.</p> <p>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 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.</p> <p>Why are rivers important? Students consider their responsibility as global citizens to ensure river resources remain unpolluted and evenly distributed for global populations to</p>	<p>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)</p> <p>Autumn Term 2</p> <p>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</p>	<p>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) What are the opportunities and challenges of Malaria? (health geography and prevention) What are the opportunities and challenges of urbanisation in Africa? (living conditions in shanty towns)</p> <p>Spring Term 2</p> <p>Why are rivers important?</p>	<p>What challenges and opportunities arise from Global Issues? (Human) Where is world conflict? (mapping distribution) What are blood diamonds? (case study example of conflict) What is crime? (categorisation) 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 is AIDs? (causes, effects and prevention) What happened with Coronavirus? (decision making exercise)</p> <p>Summer Term 3</p> <p>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)</p>
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	<p>access. Students are introduced to key physical processes including erosion, transportation and deposition which are embedded into physical geography within Years 8 and 9.</p> <p>What challenges and opportunities arise from global issues?</p> <p>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.</p> <p>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.</p>	<p>Measuring height at Mount St Helens Measuring distance in Antarctica Measuring distance along the Ganges River Map Skills in Stotfold</p>	<p>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</p>	<p>How does plastic impact upon the environment? (decomposition times) Why is it important to solve the plastic problems? (plastic in the oceans) How does climate affect our oceans? (ocean acidification and coral bleaching) Where has the sea gone? (investigating the disappearance of the Aral Sea) Antarctica; the frozen continent (Antarctic Treaty) What are the consequences of climate change in the UK? (sea level rise and extreme weather) What can we do about climate change (adaptation and mitigation)</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 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 	<p>Autumn term 1:</p> <p><u>1066</u></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><u>Medieval power</u></p> <ul style="list-style-type: none"> • Church • Crusades • Thomas Becket • Town and village life • Feudalism 	<p>Spring term 1:</p> <p><u>Medieval power continued</u></p> <ul style="list-style-type: none"> • King John • Peasants Revolt • Crime • Black death <p>Spring term 2:</p> <p><u>Tudors</u></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>Summer term</p> <p><u>Completion of Tudors</u></p> <p><u>Elizabeth</u></p> <ul style="list-style-type: none"> • early life • potential marriage • religion • Mary, Queen of Scots • the poor • The Armada
French	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen and read for a range of purposes • Speak with accurate pronunciation and intonation • Ask and answer questions 	<p>Theme: Mes passetemps (Free time)</p> <ul style="list-style-type: none"> • Talking about computers and mobiles • Talking about which sports you play • Talking about activities 	<p>Theme: Là où j'habite (Where I live)</p> <ul style="list-style-type: none"> • Talking about your town/village • Giving directions • Talking about where you go 	<p>Theme: 3 . .2 . .1 Partez! (Holidays)</p> <ul style="list-style-type: none"> • Talking about your holidays • Talking about getting ready to go out

	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Saying what you like doing ● Describing what other people do 	<ul style="list-style-type: none"> ● Asking someone to go somewhere ● Saying what you can do in town 	
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 ● 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 	<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 ● 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> 	<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 ● Describing family members/using adjectives with nouns ● Talking about birthdays ● Learning about Christmas/cultural traditions 	<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 ● 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

	<p>range of vocabulary and structures</p> <ul style="list-style-type: none"> ● Translate into English ● Translate into German 			<ul style="list-style-type: none"> ● 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 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 recognise ways to develop or improve. 	<p>Theme: Landscape - “A sense of place.”</p> <p>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.</p>	<p>Theme: Portrait - “Why am I blue?”</p> <p>Students look at the work of Edvard Munch and explore how colour conveys emotion or mood. They build on their understanding of colour theory and experimenting with drawing materials. 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>Theme: Still life - “Bottle fish”</p> <p>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. 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.</p>
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,</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 cardboard engineering and</p>	<p>Project 3: Fiddle gadget This will include building on those learnt in project 1 &2, such as marking out and measuring materials, forming and shaping using workshop tools, focusing on</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>analyse and est work and understand basic technical principles of materials, in line with the national curriculum.</p>	<p>prototyping, developing a good understanding of H&S & PPE.</p> <p>Project 2: Pupils will continue to develop knowledge of tools and H&A by creating a key tag made from acrylic, focusing on basic forming and measuring.</p>	<p>accuracy through using a specification but this time working through a focused practical task in wood.</p> <p>Project 4: 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>Project4: Pupils will look at different joining and assembly as well as recycling and its importance with the 6R. As such pupils will make a sweet dispenser with a recycled sweet holder.</p>
Performing Arts	<p>By the end of Year 7 pupils should be able to:</p> <p>Create Work successfully with a range of other pupils in the class staying on task for the majority of rehearsal time.</p> <p>Contribute several appropriate ideas during rehearsals and take on board ideas from others</p> <p>Perform Take part in a piece of drama and stay in character for the majority of the piece.</p>	<p>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.</p> <p>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. Students are also introduced to how to use the equipment safely in the scene workshop.</p> <p>This term will also introduce the use of a log book as a basic tool to record progress to support in</p>	<p>The focus this term is on the performance and presentation using production elements. Students will learn the different types of stage positions, understand how to analyse a piece of streamed theatre.</p> <p>Students are introduced to key drama theory on staging.</p> <p>Students will understand how to DESCRIBE, ANALYSE, EVALUATE using PETER to review their own, peers and a piece of professional theatre (on line).</p>	<p>Students will learn how to prepare and rehearse for performing a simple set text for performance.</p> <p>The focus is mainly on the study and approaches to interpreting a script extract in a pair or solo.</p> <p>Students will look at the stages the professionals use to produce a play. Design and acting approaches are looked at in lessons such as set design, lighting, sound. The theme is from PAGE TO STAGE. The set text is matched to the needs of</p>

	<p>Clearly make their voice heard and vary their tone of voice to show some appropriate emotions suitable for their character.</p> <p>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>preparing students with the basic knowledge and understanding of drama. Students start to use the log book to record practical notation and are introduced to short simple theory tasks. Students will look at silent movies as a key style to introduce them to drama.</p> <p>Students to explore how to create drama from scratch and study the features of scripted and unscripted performance such as character and scripted and non-scripted dramas.</p>	<p>The theme of this terms work is on a selected production on line.</p>	<p>each groups ability and reading ages.</p>
<p>Food Tech</p>	<p>Understand and apply the principles of nutrition and health</p> <p>Cook a range of healthy savoury dishes to able to feed themselves</p>	<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</p>	<p>Pupils cover a review of basic skills learnt through the year, cross referencing the different projects. This is covered both in a</p>

	<p>Become competent in a range of cooking techniques</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p>		<p>comparisons, building on skills learnt in term 1</p>	<p>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"> 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. <p>Students will be applying and strengthening this knowledge through practical composition and performance skill related tasks.</p>	<p>INSTRUMENTS AND SONORITY Students will learn to recognise the appearance and sounds of a variety of different instruments. They will use listening skills to identify a range of extended instrumental techniques and explore how instruments can be grouped in different ensembles.</p> <p>***COVID GUIDANCE DEPENDENT*** KEYBOARD SKILL - Performance. <i>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.</i></p>	<p>PENTATONIC - Composition <i>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.</i></p> <p>Curriculum Link - Geography (China and its culture).</p> <p>GROUND BASS Half term - performance</p> <p><i>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</i></p>	<p>GROUND BASS Half term - composition <i>In the second half term studying Ground Bass 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.</i></p> <p>BLUES - Composition <i>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.</i></p>

			<p><i>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.</i></p>	<p><i>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 and texture and the structure and fluency of their composition.</i></p> <p>Curriculum Link - History at the start of year 9.</p>
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