

Year 7 Curriculum Overview 2022-23

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>The writer at work</p> <p>The power of the 3 Ps:</p> <ul style="list-style-type: none"> ● Place ● People ● Problem <p>Crafting engaging texts</p> <p>How to use specific methods to engage readers</p> <p>The importance of narrative hooks and developing action</p>	<p>Novel Study - Boy 87</p> <p>In this unit, students will explore the lives of children in third world countries- drawing some comparison to our own experiences, and how views of issues such as immigration differ</p> <p>How a character's journey and experiences are presented in a text</p> <p>How to respond to a question – building blocks of a response</p>	<p>Childhood Experiences</p> <p>Exploring biographies and autobiographies</p> <p>Understanding context and how we are influenced by the world around us and our experiences</p> <p>Writing in a particular form</p>	<p>Heroes and Villains</p> <p>The importance of forming a supported argument</p> <p>Characterisation in literature including stock characters and conventions – students will begin to understand typicality</p> <p>Comparing the presentation of heroes and villains in literary texts</p>	<p>The Power of Literature: The world of William Shakespeare</p> <p>The world of William Shakespeare and his significance in literature</p> <p>Understanding the importance of plays and how Shakespeare's work should be performed, watched, and enjoyed</p> <p>Writer's craft – exploring typicality of character, themes, methods (including dramatic devices)</p>	<p>The Power of Literature: Poetry</p> <p>Different types of poems including movements and forms</p> <p>How context influences content</p> <p>How to approach poetry including key reading strategies</p>
Maths	<p>Basic number - addition, subtraction, BIDMAS, time and negative numbers</p> <p>Multiplication and division - times tables, multiplying 2 and 3 digit numbers, multiply by 10, 100 and 1000, division, rounding numbers to varying degrees of accuracy</p> <p>Types of number - multiples, factors, primes, HCF, LCM, squares, cubes and roots.</p> <p>Introduction to algebra - collecting like terms,</p>	<p>Fractions - equivalent fractions, simplifying fractions, ordering fractions, improper/mixed conversion, fractions of amounts, 4 operations with fractions.</p> <p>Decimals - ordering decimals, 4 operations with decimals</p> <p>Percentages - percentages of amounts, one number as a percentage of another</p> <p>Data collection/analysis - tally charts, frequency tables, bar charts,</p>	<p>Measures - using practical equipment (ruler, protractor and pair of compasses), reading scales and metric units</p> <p>Angles - angle types, drawing angles, constructing triangles, angles on a straight line, angles around a point, angles in a triangle, angles in quadrilaterals and angles in a polygon</p> <p>Equations and formulae - difference between equations, expressions and formulae, solving 1 and 2 step equations,</p>	<p>Ratio - writing a ratio, simplifying ratio, ratios as fractions, sharing in a ratio, comparing ratios</p> <p>Proportion - direct proportion, unitary method, best buy problems, currency conversion</p> <p>Probability - probability scale, listing outcomes, probability with equally likely outcomes, experimental probability, expected outcomes, design a probability game!</p>	<p>Graphs - coordinates on a grid, drawing grids and axes, plotting simple graphs, reading real-life graphs, table of values, straight-line graphs, horizontal and vertical line graphs, midpoints</p> <p>Sequences - term-to-term rules, picture sequences, nth term</p> <p>Transformations - reflective and rotational symmetry in 2D, reflections, rotations, translations, enlargements, congruence, similarity and combining</p>	<p>Shapes - properties of 2D and 3D shapes, nets, plans and elevations</p> <p>Area/Perimeter - perimeter of 2D shapes, area of squares, rectangles, triangles, parallelograms, trapezia and compound shapes.</p> <p>Surface Area/Volume - surface area of a cube and cuboid, volume of a cube and cuboid, volume of triangular prisms and other prisms.</p> <p>Inequalities - inequality symbols, inequalities on</p>

	simplifying expressions, substitution, expanding brackets, factorisation	pictograms, mode/median/mean/range, pie charts, scatter graphs	substitute into formulae, changing the subject of formula		transformations	number lines and solving basic inequalities.
Science	<p>Being a Scientist Introduction to working scientifically in practical lab based activities.</p> <p>Cells Students will learn about the structures and functions of multicellular organisms (plant and animal)</p>	<p>Particles Students will investigate the properties of solids, liquids and gasses</p> <p>Energy Energy Transfers, Costs and Heating/Cooling</p>	<p>Genes and Ecosystems Human Reproduction and Plant Reproduction</p> <p>Reactions Acids and Alkalis</p>	<p>Organisms Movement and Digestion</p> <p>Ecosystems Interdependence</p>	Forces and energy Speed, Contact Forces and Work	Forces and Energy Gravity and the Universe
History	<p>Introduction to history skills Chronology, sources and change and continuity</p>	<p>People, Power and Pestilence: The Middle Ages The Norman invasion, Life of a Peasant, health and hygiene in Towns, religion</p>	<p>People, Power and Pestilence: The Middle Ages King Richard, King John, Magna Carta, The Black Death</p>	Who Has the Power? The Tudors	Who Has the Power? The Stuarts	The Golden Age of Islamic Civilisations

Geography	My School School based fieldwork Six stages of enquiry Local area Environmental impact of the school	My City: Challenges in Southampton Changes in urban areas: Centenary Quay Sustainable development	South East Asia study Population Managing Urbanisation	Volcanoes and earthquakes Tectonic processes Human impact of tectonic hazards Recent eruption Tsunami event	Global Tourism Tourism Globalisation Environmental impact	Coasts Coastal processes and landscapes Coastal management Geological Timescale Quaternary Period Fieldwork/Swanage fieldwork visit
RE	Christianity - Jesus Who was Jesus?	Christianity – Beliefs and Practices Visit to Winchester Cathedral Christian beliefs and teachings - creation, agape, sacred, holy, covenant, sacrifice, faith Key stories: Adam and Eve, Abraham and Isaac, Jacob and Joseph, Moses	Islam - Muhammad Who was Muhammad	Islam - Beliefs and Practices Muslim beliefs and teachings – Tawhid, jihad, sacred, 5 Pillars, ummah Expressions of belief and worship – festivals, pilgrimage	Stewardship Creation stories Hinduism Animal rights Environmental issues	
Character and Culture	Relationships In this unit, students will discuss topics such as friendships, bullying, family relationships and love and relationships.	Healthy Me What do we mean by a healthy lifestyle? Puberty – what happens, when and why? What is personal hygiene? Managing emotions.	Introduction to the British Law Reporting crimes, the law and young offenders, drugs, knife crime, LGBT community and age of consent	Finance Budgeting, savings and loans, financial products, personal budget planning	Developing my LORIC Skills Setting ambitious targets and goals, dealing with disappointment and setbacks, the importance of initiative	Media Safety Keeping safe online, what is 'fake news'? Reporting inappropriate online content, cyber bullying, the impact of social media on

						people's lives.
Art	<p>The Formal Elements - What is Drawing?</p> <p>This unit introduces student to drawing and recording including the formal elements of line, tone and texture</p>		<p>Ceremonial Masks - 3D construction skills</p> <p>Students will study ceremonial masks within historical, social and cultural contexts and will investigate the work of other artists and craftspeople.</p> <p>They will explore the concepts of positive and negative space within art and notions of balance and symmetry and learn to work three dimensionally to produce a variety of relief outcomes.</p>		<p>Ceremonial Masks - 3D construction skills</p> <p>Students will study ceremonial masks within historical, social and cultural contexts and will investigate the work of other artists and craftspeople.</p> <p>They will explore the concepts of positive and negative space within art and notions of balance and symmetry and learn to work three dimensionally to produce a variety of relief outcomes.</p>	
Computer Science	<p>Introduction to using computers part 1</p> <p>Students will learn how to: stay safe online, send emails, use the Google platform and the ICT facilities.</p>	<p>Introduction to using computers part 2</p> <p>Using Powerpoint, Word, Publisher and paint to create a variety of documents.</p>	<p>Searching the web and Fake News</p> <p>Students will learn about reliability, facts, opinions and bias.</p> <p>Students will learn how to spot the different types of fake news.</p>	<p>Spreadsheets</p> <p>Students will learn how to create spreadsheets using formulas, different formatting, graphs and how to use spreadsheets to model different situations.</p>	<p>Computational Thinking</p> <p>Students will learn how to think logically, how to break problems down, abstraction and how to follow instructions using flowcharts and algorithms.</p>	<p>Microbit Python</p> <p>Students will learn about sequencing and how code runs; how to connect and run a program, how to create an animation, how to code the buttons and how to use random numbers.</p>

<p>Dance</p>	<p>Introduction to the 6 basic dance actions and how these can be used in choreography</p> <p>To introduce performance skills and develop how these can be improved within a performance.</p> <p>Introducing the use of canon and unison used through movement choreography</p>	<p>'The Nutcracker' by Matthew Bourne</p> <p>To have a basic knowledge and understanding of Matthew Bourne's Nutcracker and key pieces of information relating to it.</p> <p>To learn a selection of motifs using Matthew Bourne's Nutcracker as a stimulus.</p> <p>To have a basic knowledge and understanding of how characterisation can be used within dance and be able to demonstrate this with confidence</p>	<p>Passport</p> <p>To explore the theme of different cultures of dance around the world.</p> <p>To develop the skill of learning set movement through the use of warm up and set phrases.</p> <p>To create movement on their own and within groups using levels, dynamics and expression</p>	<p>Street Dance</p> <p>To introduce dance as a genre and consider the historic origins from the streets of NYC.</p> <p>To appreciate the cultural need for Hip Hop and Street dance in the Bronx in the 1970s using the video 'The Freshest Kids'</p> <p>To appreciate the development from 'Old School' to commercial dance using Michael Jackson's 'Smooth Criminal'</p>	<p>Secret Agents (James Bond)</p> <p>To understand the use of dance in a healthy active lifestyle and the benefits of dance in terms of flexibility, coordination and timing.</p> <p>To develop compositional ideas based around the theme of James bond.</p> <p>To look at how phrases are aesthetically improved through control of the body and basic performance skills.</p>	<p>Lindy Hop</p> <p>To introduce the genre/style of Lindy Hop and appreciate the key techniques within this style.</p> <p>To reinforce performance qualities such as Focus, Projection and Energy.</p> <p>To create original movement vocabulary appropriate to the style of Lindy Hop</p> <p>To observe and appreciate their own and others' work.</p>
<p>Drama</p>	<p>Spatial Awareness and Personal Safety in Drama</p> <p>Learn to be safe and aware of your space through games and activities</p> <p>Understand the difference between Prepared and Spontaneous Improvisation</p> <p>Using Physical Skills - safe trips and falls in scenes</p>	<p>'Soldier, Soldier'</p> <p>An Introduction to the skills of Improvisation through the exploration of a theme</p> <p>Presenting characters with confidence - Vocal Skills and Physical Skills</p> <p>How to organise and structure a successful group Improvisation</p> <p>Incorporating techniques - the split-scene</p>	<p>Audience Awareness and Performance Spaces</p> <p>Understanding stage directions and parts of a stage.</p> <p>Learning about different types of stages</p> <p>Applying acting skills and use of space to different types of stage</p>	<p>'The Flood' by Charles Way</p> <p>How to direct a script and use the Stage Space</p> <p>Characterising a role from a script - Vocal Skills, Physical Skills</p> <p>Applying appropriate skills to naturalistic and non-naturalistic forms of drama - Chorus</p>	<p>Creativity & Imagination</p> <p>How to use space, props, scenery and narration to create an effective environment for drama in the following scenes....</p> <p>The Epic Quest</p> <p>The Journey into the body of the Giant</p>	<p>Devised Performance</p> <p>Inspired by the story of 'The Wild One.'</p> <p>Pupils create an extended Improvisation.</p> <p>Structuring scenes to include naturalistic moments.</p> <p>Incorporating surrealism in the devised piece - Dream Scenes</p> <p>Demonstrating the creation of imaginative environments.</p>

	Applying basis drama techniques - Still Images, Tableaux					
Design & Technology (on rotation each term)	Maze Design and accurately make a maze using tools and equipment safely in a workshop environment.	Money Box Learn about the different types of 2D/3D drawings and how to cut materials accurately when making a product				
Food Technology (on rotation each term)	Learn about the importance of hygiene, safety, diet and equipment used in a kitchen.	Students will have a variety of practical lessons looking at developing knife skills, and temperature control when cooking. They will also have a theory lesson looking at 'The Eatwell Guide'.				
Spanish	Introducing Myself. Greet others. Say my name, my age & where I live. Say what kind of person I am. Say how many siblings I have. Use simple connectives	More about Me. Use numbers up to 31; say when my birthday is. Talk about my pets. Colours, adjectival agreements. Express simple opinions & say what I like to do in my free time.	My hobbies. Understand more about how verbs work. Extend information about free time, saying what sports I do/play in different weather. Justify my opinions using "porque es/son".	My school Say what school subjects I study each day. Give more detailed opinions about single and plural nouns. Describe my school & say what I do at break.	Family & Friends. Say who is in my family, using "my". Describe hair & eye colour using "ser" & "tener" (myself & others). Describe where I live, using "estar".	My Town. Say what there is in my town, using "a/some/many". Use "ir" to say where I go & "querer" to order things in a café.

	(and/but) to extend my sentences.					Use "ir+infinitive" to say what I am "going" to do in the near future.
Music	<p>The Language of Music</p> <p>Students will be introduced to the Elements of Music and explore how these can be manipulated and combined to communicate musical intentions.</p> <p>Pupils will learn how to read and write music using standard Western notation. This unit will introduce pupils to musical symbols relating to pitch and rhythm notation, including; notes on the treble stave, note values, clefs, time signatures and tempo markings.</p>	<p>Notating Winter</p> <p>Pupils will learn how to read and write music using standard Western notation. This unit will introduce pupils to musical symbols relating to pitch and rhythm notation, including; notes on the treble stave, note values, clefs, time signatures and tempo markings.</p> <p>Pupils will focus on developing their performance skills using tuned percussion. They will develop instrument-specific techniques and explore the skills needed to perform as a member of a small ensemble. (Ensemble arrangements of 'Jingle Bells' and 'White Christmas' are used as a performance focus).</p>	<p>Introducing the Piano</p> <p>Students will explore the development of the piano and its impact on musical composition. Pupils will also explore classical dance music styles, with a particular focus on the <i>pavane</i>.</p> <p>Pupils will develop their keyboard and performance skills throughout this unit, using their knowledge of Western notation to rehearse and perform 'Ode to Joy'.</p>	<p>Introducing the Orchestra</p> <p>Pupils will explore each of the 4 instrumental families that make up the orchestra, tracking their growth and development through history and analysing the impact their development had on musical composition.</p> <p>Pupils will further develop their ensemble skills whilst refining their keyboard abilities. At this stage, all students are encouraged to further develop their limb-independence and play with two hands at the keyboard. Pupils will use 'Pachelbel's Canon in D' as a focus for performance.</p>	<p>Ukulele</p> <p>Students will be introduced to the ukulele, learn how to play chords on the ukulele and explore how to perform chord progressions with fluency and accurate finger placement and understand their importance in playing and composition within popular music.</p> <p>Pupils will explore different songwriters and perform pieces associated with popular music.</p>	<p>Band Camp 1</p> <p>Pupils will investigate the use of the '4 chord trick' in pop and rock music throughout the last 30 years and the reason for its popularity/ success amongst established artists. Pupils will also learn how to read informal notation associated with the genre, such as guitar and bass TAB, and drum notation.</p> <p>In this unit pupils will develop a range of new instrumental skills on a variety of rock/ pop instruments (guitar, bass guitar & drums). They will use informal notation to arrange and perform a song of their choosing as part of a rock/ pop ensemble.</p>

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