

## Year 7 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>'Oliver Twist', by Charles Dickens</b></p> <ul style="list-style-type: none"> <li>- Classic novel that has influenced popular culture.</li> <li>- Engaging and challenging narrative, exploring complex concepts – crime and punishment, good versus evil, the plight of the working classes, and morality.</li> <li>- Knowledge-rich, supporting the development of cultural capital (19th century fiction).</li> <li>- Key vocabulary: Villains and victims; vulnerable / vulnerability; corrupt / corruption; naive / naivety; orphan; moral / morality.</li> <li>- Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>- Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>'Oliver Twist', by Charles Dickens</b></p> <ul style="list-style-type: none"> <li>- Classic novel that has influenced popular culture.</li> <li>- Engaging and challenging narrative, exploring complex concepts – crime and punishment, good versus evil, the plight of the working classes, and morality.</li> <li>- Knowledge-rich, supporting the development of cultural capital (19th century fiction).</li> <li>- Key vocabulary: Villains and victims; vulnerable / vulnerability; corrupt / corruption; naive / naivety; orphan; moral / morality.</li> <li>- Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>- Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>'A Midsummer Night's Dream', by William Shakespeare</b></p> <ul style="list-style-type: none"> <li>- Introduction to Shakespeare – opportunities for challenge through language and imagery, within the context of an engaging plot.</li> <li>- Important concepts of drama are introduced: the difference between when a play is set (Ancient Greece) and when it was written (Elizabethan England); the use of speech to reveal character and plot; character development.</li> <li>- Key vocabulary: Soliloquy; severe / severity; conflict / conflicting; unrequited love; to mock; chaos / chaotic; supernatural.</li> <li>- Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>- Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>'A Midsummer Night's Dream', by William Shakespeare</b></p> <ul style="list-style-type: none"> <li>- Introduction to Shakespeare – opportunities for challenge through language and imagery, within the context of an engaging plot.</li> <li>- Important concepts of drama are introduced: the difference between when a play is set (Ancient Greece) and when it was written (Elizabethan England); the use of speech to reveal character and plot; character development.</li> <li>- Key vocabulary: Soliloquy; severe / severity; conflict / conflicting; unrequited love; to mock; chaos / chaotic; supernatural.</li> <li>- Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>- Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Poetry Anthology</b></p> <ul style="list-style-type: none"> <li>- Poems selected exemplify the key concept of literal and metaphorical language (e.g. 'The Tiger' by Blake exemplifies the beauty and power of the tiger/fire; 'The Eagle' by Tennyson exemplifies the speed and danger of the eagle/a thunderbolt; 'Tog' by Sandberg exemplifies the delicacy and colour of the fog/cat).</li> <li>- Themes explored – the natural world, violence, and power.</li> <li>- The poems represent a range of different time periods, contexts and poets and develop strategies for responding to unseen texts.</li> <li>- Key vocabulary: Metaphor; literal language; metaphorical language; tenor; vehicle; ground; intention; viewpoint; ambiguous / ambiguity.</li> <li>- Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>- Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Poetry Anthology</b></p> <ul style="list-style-type: none"> <li>- Poems selected exemplify the key concept of literal and metaphorical language (e.g. 'The Tiger' by Blake exemplifies the beauty and power of the tiger/fire; 'The Eagle' by Tennyson exemplifies the speed and danger of the eagle/a thunderbolt; 'Tog' by Sandberg exemplifies the delicacy and colour of the fog/cat).</li> <li>- Themes explored – the natural world, violence, and power.</li> <li>- The poems represent a range of different time periods, contexts and poets and develop strategies for responding to unseen texts.</li> <li>- Key vocabulary: Metaphor; literal language; metaphorical language; tenor; vehicle; ground; intention; viewpoint; ambiguous / ambiguity.</li> <li>- Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>- Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>
	<p>Numbers and the number system Calculating: including an introduction to directed numbers. Directed numbers is then built into other topics throughout the scheme of work. Checking, approximating and estimating.</p>	<p>Counting and comparing Visualising and constructing Mathematical movement</p>	<p>Algebraic proficiency: tinkering: A opportunity for pupils to develop the basic foundations of algebra including notation. This can then be built into other upcoming topics Proportional reasoning</p>	<p>Patterns Measuring space Investigating angles</p>	<p>Exploring fractions, decimals and percentages Categories for responding to unseen texts Solving equations Calculating space</p>	<p>Presentation of data Measuring data: Prior knowledge of averages from a set of data is reinforced before introducing finding averages from frequency tables.</p>
Science	<p>Cells and Organisms; Types of cells, specialised cells, what cells are made of. The skeletal and muscular system, hierarchical and unicellular organisms, Particles- including states of matter, changing states, diffusion and gas pressure. Electricity; What is electricity, how is it generated, how is it distributed. Circuits Magnetism</p>	<p>Cells and Organisms; Types of cells, specialised cells, what cells are made of. The skeletal and muscular system, hierarchical and unicellular organisms. Particles- including states of matter, changing states, diffusion and gas pressure. Electricity; What is electricity, how is it generated, how is it distributed. Circuits Magnetism</p>	<p>Reproduction; Adolescence, Male and female reproductive systems, contraception, pregnancy, variation and plant fertilisation. Separation techniques: Purify, solubility, Filtration, Chromatography and Distillation. This will include a project on separation. Energy ; Types of energy, where it is found, energy transfers, energy changes and particles.(RE)</p>	<p>Reproduction; Adolescence, Male and female reproductive systems, contraception, pregnancy, variation and plant fertilisation. Separation techniques: Purify, solubility, Filtration, Chromatography and Distillation. This will include a project on separation. Energy ; Types of energy, where it is found, energy transfers, energy changes and particles.(RE)</p>	<p>Interdependence, Ecosystems and biodiversity, how animals and plants adapt, Food chains and webs, Interdependence and Competition between species, Intensive farming, food security and the impact of humans on our environment. Chemical reactions, Chemical and physical changes, Atoms, elements and compounds, Chemical reactions including word and symbol equations. A project into proving conservation of mass. Forces: non contact and contact. Use of a Newton meter. Speed distance time relating to equations, calculations and graphs.</p>	<p>Interdependence; Ecosystems and biodiversity, how animals and plants adapt, Food chains and webs, Interdependence and Competition between species, Intensive farming, food security and the impact of humans on our environment. Chemical reactions; Chemical and physical changes, Atoms, elements and compounds, Chemical reactions including word and symbol equations. A project into proving conservation of mass. Forces: non contact and contact. Use of a Newton meter. Speed distance time relating to equations, calculations and graphs.</p>
	<p>Fundamental skills Basic knowledge of rules Basic skills associated with a specific activity.</p>	<p>Basic knowledge of rules Basic skills associated with a specific activity.</p>	<p>Basic knowledge of rules Basic skills associated with a specific activity.</p>	<p>Basic knowledge of rules Basic skills associated with a specific activity.</p>	<p>Basic knowledge of rules Basic skills associated with a specific activity.</p>	<p>Basic knowledge of rules Basic skills associated with a specific activity.</p>
Geography	<p><b>Hazardous World</b> - Students learn about natural hazards and the impact they have on peoples lives. This is studied through place - looking at Japan in particular and the hazards that exist on this plate margin. This is then considered in terms of severity linked to human population. (Link to yr 8 science)</p>	<p><b>Hazardous World</b> - Students learn about natural hazards and the impact they have on peoples lives. This is studied through place - looking at Japan in particular and the hazards that exist on this plate margin. This is then considered in terms of severity linked to human population. (Link to yr 8 Science)</p>	<p><b>Unequal World</b> - The theme of Asia is carried through to this unit where students learn about the gap in wealth across the globe and the impact this has on quality of life. India is a particular focus of these lessons. (Indian music covered in yr 8 Music)</p>	<p><b>Unequal World</b> - The theme of Asia is carried through to this unit where students learn about the gap in wealth across the globe and the impact this has on quality of life. India is a particular focus of these lessons. (Indian music covered in yr 8 Music)</p>	<p><b>Concrete World</b> - Students learn about urbanisation in the first instance and where/when/why this is happening. They also consider the consequences of such rapid growth and compare the urban landscapes in the LIC and HIC. (Link to industrial revolution in History at the start of yr 8 - and post industrial revolution, seeing rise to industry in LIC)</p>	<p><b>Concrete World</b> - Students learn about urbanisation in the first instance and where/when/why this is happening. They also consider the consequences of such rapid growth and compare the urban landscapes in the LIC and HIC. (Link to industrial revolution in History at the start of yr 8 - and post industrial revolution, seeing rise to industry in LIC)</p>
	<p><b>What is History?</b> Students learn about ancient civilisations and how medicine developed over time. Students also get to grips with key historical skills such as chronology, change and continuity, source analysis skills.</p>	<p><b>Norman Conquest</b> - Students learn about the end of the Anglo Saxon era, succession crisis and the Norman/Plantagenet dynasties. Students learn about the development of the monarchy from Hastings through to the Black Death. Students cover the changing power of the monarchy over time.</p>	<p><b>Medieval life</b> - Students gain an understanding of everyday life in medieval Britain, including the role of the church, urban and rural structures.</p>	<p><b>Black Death</b> - Students look at the symptoms of the Black Death, how it arrived in England and the impact it had upon the world, globally and specific English issues.</p>	<p><b>The Tudors (English/Drama)</b> - Students cover the events of the Battle of Bosworth, and the changing nature of the monarchy and succession under the Tudors. Students look in depth at the reigns of Henry VIII, Edward VI, Mary I and Elizabeth I and the religious upheaval which took place across the period. Students also examine the historical interpretation of 'Elizabeth's golden age' and the changing nature of society.</p>	<p><b>Civil War</b> - Students cover the breakdown of absolute monarchy and the emerging power of Parliament from the Gun Powder Plot through to the English Civil War and the Interregnum.</p>
RE	<p>Who am I- ATLP Curriculum  Skills Lessons – The boy and the striped pyjamas</p>	<p>Who am I- ATLP Curriculum  Skills Lessons – The boy and the striped pyjamas</p>	<p>The power and influence of Jesus</p>	<p>The power and influence of Jesus</p>	<p>Founders and inspirational leaders- ATLP Curriculum</p>	<p>Founders and inspirational leaders- ATLP Curriculum</p>
	<p>France introduction Introduction Introducing yourself Describing yourself</p>	<p>Describing someone else What I enjoy in my free time Winter festivals in France What must I pack?</p>	<p>Introducing myself at customs Host family: what do I like? Making arrangements to go out. What is there to do in town?</p>	<p>At the shops Eating out at a cafe/restaurant La chandelure What did you do today?</p>	<p>How do I say the date/time? How do I book a train/hotel/restaurant? What is there to do in Paris?</p>	<p>How do I ask for directions? What can you see and do at...? At my host family - writing / emailing / texting, Celebrating Bastille Day</p>
Resistant Material	<p>Pupils will learn about the health and safety of the 3D workshop and when using the Workshop equipment. •Create imaginative design drawings. •Construct a simple LED circuit. •Students will develop a final design and produce an electronic version of this using CAD software.</p>	<p>•Create an individual method of manufacture to produce their own LED Lamp. •Have practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</p>	<p>Pupils will learn about the health and safety of the 3D workshop and when using the Workshop equipment. •Create imaginative design drawings. •Construct a simple LED circuit. •Students will develop a final design and produce an electronic version of this using CAD software.</p>	<p>•Create an individual method of manufacture to produce their own LED Lamp. •Have practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</p>	<p>Pupils will learn about the health and safety of the 3D workshop and when using the Workshop equipment. •Create imaginative design drawings. •Construct a simple LED circuit. •Students will develop a final design and produce an electronic version of this using CAD software.</p>	<p>•Create an individual method of manufacture to produce their own LED Lamp. •Have practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</p>
	<p>Health and safety of the textiles workshop and basics of hand sewing including how to add buttons, sequins and beads for decoration as well as attempting more detailed hand embroidery. •Sewing machine driving license •Research into hat design and create their own initial ideas.</p>	<p>•Create an individual method of manufacture to produce their own fleece hat design. •Have practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</p>	<p>Health and safety of the textiles workshop and basics of hand sewing including how to add buttons, sequins and beads for decoration as well as attempting more detailed hand embroidery. •Sewing machine driving license •Research into hat design and create their own initial ideas.</p>	<p>•Create an individual method of manufacture to produce their own fleece hat design. •Have practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</p>	<p>Health and safety of the textiles workshop and basics of hand sewing including how to add buttons, sequins and beads for decoration as well as attempting more detailed hand embroidery. •Sewing machine driving license •Research into hat design and create their own initial ideas.</p>	<p>•Create an individual method of manufacture to produce their own fleece hat design. •Have practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</p>
IT	<p>Pupils will be developing their skills in BBC microbit looking at Sequencing, Variables, list, iteration, Accelerometer.</p>	<p>Developing and programming robots. This will develop their skills in Sequencing, Variables, List, iteration and Accelerometer.</p>	<p>Algorithms and Sorting. Looking at develop a range of Algorithms that show how computers carry out different sorting for different solutions</p>	<p>Developing Quiz through Programming, combining multiple programs together and using variables to store information within the quiz. They develop there understanding of IF statements and else to develop a solution</p>	<p>Data Representation were they will develop there understanding of how data is understood by the computer and convert from binary to decimal. They will understand that all instructions are</p>	<p>Living in a Digital world, pupils look at how technology is used to communicate, remotely, for entertainment and online shopping.</p>
	<p>Landscape/natural forms Unit. Focusing on key skills; Mark making, Line, shape, colour and tone. Artist processes and techniques</p>	<p>Landscape/natural forms Unit. Artist techniques exploring through the use of colour. Exploring 3D materials and techniques through the use of wire</p>	<p>Everyday Life Unit. Study of Egyptian art focusing on hieroglyphics and images. Development of mixed media techniques</p>	<p>Everyday Life Unit. Print making techniques and basic camera techniques skills linked to theme</p>	<p>Totem Pole Unit. Study the work of north american west coast Indians. Design ideas and colour blending techniques</p>	<p>Totem Pole Unit. Constructing and making 3D totem poles using paper and card techniques.</p>
Drama	<p>Mime, Circus and Silent Movies; Pupils to explore the use of the body as a tool of communication.</p>	<p>7 areas of voice: Radio Drama / Soundscapes. Pupils to explore the use of the voice as a tool of communication.</p>	<p>Character building: Stereotypes Soap Opera. Pupils to understand the basics of character and how you can present these.</p>	<p>Physical Theatre (English/History) Small island: Wind rush. Focus on physical theatre to show conflict. Performance review - NT Live</p>	<p>Stage combat through Shakespeare melodrama – key conflict scenes. Links to English – Opening scene of R&amp;J. Father and Heroism – ANNO. Father, mother Juliet – R&amp;J (English/History)</p>	<p>Scripted Performance Project; Pupils to use body, vocals, character and physical theatre skills in order to produce a scripted performance project. This will be built upon every week with a fuller final performance.</p>
	<p>I've got rhythm: Students are introduced to the elements of music and complete various composition and performance tasks to deepen understanding. They will learn about African drumming and students are also introduced to alternative notation with a focus on</p>	<p>Keyboard Skills 1: Students are introduced to pitch and simple rhythmic notation. They learn where the notes are on the keyboard and some basic keyboard functions. Students will learn a range of pieces on the keyboard using correct technique.</p>	<p>Chords: Students are introduced to chords and learn to play simple chord sequences. They learn the difference between major and minor chords and learn how to play a chordal accompaniment. Students learn how to perform block, broken and rhythm chords.</p>	<p>Music Technology 1: Students are introduced to Garage Band to sequence their own music. They will learn how to layer in different loops as well as how to manipulate the elements of music using music software.</p>	<p>Film Music: Students learn about music and leitmotifs through performance and composition tasks. Students perform a variety of theme tunes and compose their own leitmotifs.</p>	<p>Gamelan Music: Students study Indonesian gamelan through various composing and performing tasks. They learn about the scales and structures used in Gamelan.</p>