Year 7 curriculum

Sandringham School, St Albans

Subject: English

Year group: Year 7

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
Content *Declarative Knowledge – 'Know What'*	**A Christmas Carol – Charles Dickens** • The plot of the novel • Context of Victorian England. • Theme of redemption. **Key Terms:** Redemption Charity Inequality Society Genre Class Redemption Protagonist	**Characters in poetry** • What sort of characters are crafted in a selection of poetry • The context of a selection of poetry • Theme of identity **Key terms** Indentity Conflict Empathy Sympathy Perspective Prejudice	**The Tempest** • The various plot-lines of *The Tempest* • The context of Shakespearean literature • The theme of right and wrong • The fantasy genre **Key terms** Magic Power and control Inequality Conflict Right and Wrong Staging Audience Fantasy
Skills *Procedural Knowledge – 'Know How'*	To read for meaning and understand viewpoint To analyse Dicken's craft To consider the complex themes within the novel To use literature as inspiration for our own creative writing.	To understand narrative perspective To analyse poetic craft To evaluate how themes and ideas are explored in poetry To write analytically about poetry To write creatively in response to poetry	To understand the form of the play To understand the genre of fantasy To understand how characters and worlds are constructed To understand how to construct fantasy characters and world in our own writing To write analytically about a play To make balance judgements
Key Questions	How does Dickens construct characters? How are the key themes presented in the novella? How does the novella's context shape our understanding?	How are characters constructed? How is a reader's response constructed? What was the poet's intention? What issues are being raised by the poetry?	How does Shakespeare present each group of characters? How does Shakespeare create and use magic in the play?
Assessment	Two analytical essays. Two pieces of creative writing.	Two analytical essays One creative writing task	Two creative writing pieces One analytical essay

Literacy/Numeracy/ SMSC/Character	Students will be developing their literacy skills throughout the scheme through both reading of the text and writing their own pieces. Classes will be thinking about the communities they live within and if they would consider them to be 'fair'. Opening up discussions about inequalities present and the need for charity.	Literacy will be embedded in class reading and writing tasks, group and class discussions. Issues and topics raised by the poetry will offer opportunity for students to discuss and write about a variety of issues and explore their own response to those issues, including prejudice and identity.	Students will develop their knowledge of our literary heritage by study, discussing and writing about Shakespeare's *The Tempest.* Through study of characters and theme, students will learn to make judgments based on evidence and consider issues such as power and conflict. Students will develop their own written skills by producing their own fantasy writing.

Curriculum Map

Subject: Mathematics   **Year group: 7**

**Topics that appear in italics are extension material and may not be covered by all students.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	Number Types of numbers Arithmetic Percentages Fractions Decimals Ratios Proportion Calculator use	Number / Algebra Introduction into algebra; Recognising number patterns and sequences; Coordinates, straight line graphs;	Algebra Coordinates, straight line graphs; Real life graphs; Solving equations;	Geometry and Measure Properties of 2D and 3D shapes; Symmetry; Transformations; Perimeter and area; Angles; *Volume*	Data Data handling cycle; Averages and range; End of year Assessments	Data / Consolidation and extension; Probability; Project work – Data handling based Consolidation of yr 7 work as needed and extension topics
Skills *Procedural Knowledge – 'Know How'*	Identifying key types of numbers; Perform all forms of calculations to whole numbers, fractions and decimals; Calculate percentages using non-calculator methods. Calculate percentages and other operations	Recognising and applying basic algebraic manipulation skills; Reading and plotting coordinates;	Using equations to plot straight line graphs; Using rules of algebra to solve simple equations; Drawing and interpreting real life graphs;	Be able to recognise different types of 2D and 3D shape and their properties; Perform simple transformations; Learn and use formulae to find area of shapes; Understand and apply angle facts.	Find mean, median, mode and range; Collecting and recording data; Draw and use charts and graphs;	Calculate simple probabilities; Use diagrams to represent probabilities. Project – using skills from across the year (averages, charts and graphs, area and volume)

	using calculator methods Performing calculations and problems solving involving ratios and proportion;					Extension topics –using equipment correctly; using formulae to find area of more advanced shapes.
Key Questions						
Assessment		Number Assessment – to happen right at the start of h/t	Algebra Assessment	Geometry and Measure Assessment	End of year Assessments	N/a
Literacy/Numeracy/ **SMSC/Character**	Understanding and interpreting worded questions. Resilience – working through more challenging questions.	Understanding and interpreting worded questions.	Family project (SMSC) resilience, tolerance, initiative, confidence.	Understanding and interpreting worded questions. Using correct language when giving reasons.	Understanding and interpreting worded questions.	Understanding and interpreting worded questions. Resilience, Tolerance for group project.

Sandringham School
'Everybody can be Somebody'

Subject: Science

Year group: 7

	Science skills (autumn 1)	Biology	Chemistry	Physics
Content *Declarative Knowledge – 'Know What'*	**Science skills** - knowing how to work safely in the laboratory and understand what science is. Understanding how science is all around us and how it relates to me.	**B1 Cells** - what is a cell within plants and animals **B2 Body systems** - understanding some of the different systems in the body **B3 Reproductive systems** - understanding human and plant reproduction	**C1 Particles** - what is a particle and how they make up compounds. **C2 Elements, atoms and compounds** - how the periodic table has formed our understanding of elements **C3 Reactions** - what a chemical reaction is and how to recognise a reaction. **C4 Acids and Alkalis** - what acids and alkalis are and how they react.	**P1 Forces** - How forces interact and help form the world around us. **P2 Sound** - what sound and sound waves are and their uses **P3 Light** - How we perceive light and light waves. **P4 Space** - understanding planets, orbits and the solar system.
Skills *Procedural Knowledge – 'Know How'*	• Lab safety - recognising hazards in science • Variables - what am I changing? what am I measuring, what is staying the same? • Graph skills - how to draw to good chart.	• How to use a microscope • What the different parts of the body are in different body systems • Understanding the reproductive cycle and birth • Understanding the menstrual cycle • Flower dissection	• Equipment handling • Lab safety - recap • Observations of reactions • Measuring reactions. • Recording and analysing data • Planning and evaluation of experimental methods - naming variables • Making predictions	• Manipulation of maths equations • Problem solving • Investigating springs • Use of protractors in light refraction • Investigating friction • Making predictions

Curriculum Map

Key Questions	1. How can we be safe in the laboratory? 2. What is science and how does it relate to me?	**B1** - What is a cell? What are the components, and differences between plant and animal cells? What is a single celled organism? What is diffusion? **B2 -** What systems is the body comprised of? How do bones and muscles interact? **B3** -What is puberty? What is reproduction? How is a baby made? What is menstruation? How do plants reproduce?	**C1 -** What is an element? What is a particle? What is the difference between solids, liquids and gases? **C2** - What is a compound? **C3** - How can I tell a reaction has occurred? What is diffusion? **C4** - What are acids and alkalis?	**P1** - What is a force? What can forces do? How do forces work together? **P2 -** What is a wave? What makes sounds different? What is an echo and how do we use them? How does the ear work? **P3 -** How does light get reflected and refracted? How does the eye make a picture? What are colours? **P4** - What is space? Why do we have seasons? What is in the solar system? How does the earth move through space? How do we get phases of the moon? What causes eclipses?
Assessment	Year 7 baseline assessment.	End of unit tests and extending writing task (one per topic).	End of unit tests and extending writing task (one per topic).	End of unit tests and extending writing task (one per topic).

Curriculum Map

Literacy/Numeracy/ SMSC/Character				
	Numeracy - presenting data, drawing graphs **Literacy -** understanding written instructions. Extended writing tasks **SMSC -** pair and group working, working in a safe way in a laboratory	**Numeracy -** graphs **Literacy -** Labelling diagrams correctly, extended writing tasks **SMSC -** pair work	**Numeracy -** graphs, calculating mean values. Mode, mean and median. **Literacy -** Comprehension of instructions. Extended writing tasks. **SMSC -** pair work	**Numeracy -** Maths using equations and using and understanding protractors Graphing **Literacy -** extended writing tasks **SMSC -** pair work
	Character **Integrity:** during practical work **Resilience:** using equations and data handling **Confidence:** participation in classroom discussions	**Character** **Integrity:** during practical work **Resilience:** using equations and data handling **Confidence:** participation in classroom discussions	**Character** **Integrity:** during practical work **Resilience:** using equations and data handling **Confidence:** participation in classroom discussions	**Character** **Integrity:** during practical work **Resilience:** using equations and data handling **Confidence:** participation in classroom discussions

Sandringham School

Curriculum Map

Subject: Art

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge –* *'Know What'*	**Me as an Artist** **Thematic Project 1** The intent of this project is to teach a foundation of skills to support student's development in Visual Arts at KS3 level. Students will develop core understanding of the formal elements of art and design. Line Tone Texture Shape Pattern Colour -Mark Making -Colour Wheels -Tone Ladder			**Natural Forms and Landscapes** **Thematic Project 2** The intent of this project is to develop student's visual recording skills by drawing from a variety of natural forms and also working outside to develop landscape paintings. To apply knowledge and skills gained from the first project during the completion of a sustained final piece. To learn about compositional techniques and to use appropriate language to articulate their choices in planning a final piece. Essential Outcome: An A3 mixed media response to the great outdoors.		
Skills *Procedural Knowledge –* *'Know How'*	**Theme**s: Students will complete foundation entry-level series of tasks. Students will be introduced to key moments from the history of art. Students will then complete a short mini project where they will learn about Abstract Art and produce a 2D piece Art in response to music. Knowledge and skills: composition, colour, shape Focus for recording skills: musical instruments. Media: abstract photography/textiles/painting Artists/ movements: Kandinsky, Klee, Matisse, Albert Irving, Patrick Heron, Howard Hodgkin Outcomes: set of abstract photographs, abstract painting CROSS CURRICULAR LINK – MUSIC BYOD Suggestion: photography editing techniques Xmas card competition this term			Themes: Natural forms/ landscape Knowledge and skills: colour theory, painting techniques, digital skills (tablet devices) Focus for recording skills: natural forms/landscapes. Media: Coloured pencils, paint, wax resist, tablet devices Artists/ movements: Fauvists, Impressionists, Hockney Outcomes: Understanding of colour theory. Developmental sketchbook work, A3 landscape painting, double sketchbook page research into Impressionists or Hockney BYOD Suggestion: Hockney style landscape from own photograph		

Curriculum Map

Sandringham School

Key Questions	• How do artists apply tone? • What are primary, secondary and tertiary colours? • What effect does complementary and harmonious colours have on the mood and atmosphere of a painting?	• Which artists been inspired by the natural world? • How have artists created responses to the natural world in 2D and 3D outcomes? • How do artists capture light in their paintings? • How might you create depth in your paintings with atmospheric perspective?
Assessment	Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project. A summative assessment with a next step target at the end of the thematic project.	Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project. A summative assessment with a next step target at the end of the thematic project. **EXAM – Two hours - drawn studies of natural forms (second half term)**
Literacy/Numeracy/ SMSC/Character	Literacy: Writing about the history of Art. Evaluating their own and others work. Numeracy: Time line SMSC: Sharing their own interests and expressing personal ideas when joining the school. Developing cultural awareness. Character: Resilience- Encouraging students to experiment with a variety of media. Confidence- Ensuring students are able to share their ideas with their new teachers. To explain their thoughts and ideas in relation to the world of art.	Literacy: Writing about the history of British landscape painting. Numeracy: Measuring and Perspective SMSC: Well- being and enjoyment of working outdoors. Character: Building confidence by working outdoors and recording from first hand observation. Independently identifying a team to produce a sustained piece of land art.

Curriculum Map

Subject: Computer Science

Year group: 7

	Autumn 1/Autumn 2	Autumn 2/Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Introduction to Computer Science – Basic Computer Skills Development** The objective of this short topic is to introduce the new students to the technical ways of working at Sandringham School. Students will create their own "skills guide" to perform common tasks that they will use throughout the year. *Digital Literacy Skills* **Virtual Tour - Mobile Application** Students will create their very own "mobile app" using Google Slides. *Data and Data Representation* *Information Technology*	**An Introduction To Programming Using the BBC Micro: Bit** This topic aims to introduce students to the world of programming through using the BBC Micro:Bit. Students will learn through familiar block editing and also take a glimpse into text based coding with Micro Python. *Programming & Algorithms* *Hardware & Processing*	**PC Basics** The PC Basics scheme of work aims to give students a detailed look at what is "under the hood" of computers and machines. *Hardware & Processing* *Data and Data Representation*	**Developing Programming Skills Using Scratch With CS First** Students will be introduced to block editing pogramming with Scratch 3.0 *Programming & Algorithms* *Information Technology*	**Programming Skills Using Scratch…continued (advanced)** *Programming & Algorithms* *Information Technology* *Hardware & Processing*
Skills *Procedural Knowledge – 'Know How'*	I can collect, organise and present data and information in digital content. I can create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience.	I know that computers collect data from various input devices, including sensors and application software. I can create programs that implement algorithms to achieve given goals. I can declare and assign variables.	I know that computers collect data from various input devices, including sensors and application software. I know the difference between hardware and application software, and their roles within a computer system. I know that digital computers use binary to represent all data.	I know the difference between, and appropriately I can use if and if, then and else statements. I can use a variable and relational operators within a loop to govern termination. I can use loops and a sequence of selection statements in programs, including an IF, THEN and ELSE statement.	I can design, write and debug modular programs using procedures. I can combine programming theory with the use of hardware
Key Questions	How can I create and reuse digital artefacts and multiple applications across a range of devices to present information suitable for my audience?	How instructions are stored and executed within a computer system? How is binary used to store various data types?	How can I use computational thinking to solve problems? How can I program the various components of a Micro:BIT?	How can I use sequence, selection and iteration to develop a program to solve a problem?	How can I develop modular programs that use procedures or functions?

					How can I combine Micro:BITS with SCRATCH?
Assessment	Online Baseline assessment Teacher assessment of project	Micro:Bit programming test	PC Basics End of unit knowledge test	Midway peer assessment of student Scratch game End of unit assessment of Scratch game	
Literacy/Numeracy/ SMSC/Character	Writing and presenting information suitable for audience and purpose. Resilience, Initiative.	Combining hardware and software terminologies. Problem solving and algorithmic thinking. Confidence. Resilience. Initiative.	Binary numbers. Pair working. Resilience. Aspiration. Initiative.	Problem solving and algorithmic thinking. Peer support and experimentation. Confidence. Resilience. Initiative. Video Game responsibility	Combining hardware and software terminologies. Problem solving and algorithmic thinking Initiative, Aspiration, Confidence

Curriculum Map

Subject: **Dance**

	Year 7
Content *Declarative Knowledge* *'Know What'*	**Super Mario** Introduction to the skills and knowledge of the basic dance actions and principles of choreography
Skills *Procedural Knowledge* *'Know How'*	Know how to perform the dance actions; travel, jump, turn, gesture and stillness. Know how to incorporate the following choreography principles including: still image, repetition, size of movement, formations, canon, and unison. Students will be able to create a group piece relating to the Super Mario stimuli and share and describe improvements.
Key Questions	How does Mario jump, travel, turn, gesture or stillness? What are the 5 dance actions? Name a variety of dance formations? What is a still image? Why is teamwork important?
Assessment	See Online Sandringham Dance Assessment Grid
Literacy/Numeracy/ **SMSC/Character**	• Literacy - Improving your own / others performance • Numeracy – Using within choreography tasks • Teamwork: communication and working with others, leadership. • Problem Solving - critical thinking. • Cultural appreciation – own and professional works • Resilience, Initiative, Integrity, Confidence, Aspiration

Curriculum Map

Subject: Design and Technology.

Year group: 7

Please note that due to the students rotating throughout the year, students will only cover some of the following subjects.

	Desk Tidy	Ugly Dolls	Best of British - choc project	Our House	Biomimicry	Food skills 1	Food Skills 2	Perfect Picnics
Content *Declarative Knowledge – 'Know What'*	Students will understand how to work safely and competently in the workshop. Be able to use a range of tools, equipment and machines safely and competently. To understand the design process as well as what is required to produce high level design work.	Students will understand properties of textiles and electronic components Students will learn about different manufacturing techniques	The project allows pupils to understand basic principles of net design, fonts and colour styles. Students will develop their understanding of designing and making and expand their practical skills in the use of paper, card and other graphic equipment.	Students will continue to develop their skills in the workshop in order to gain the knowledge and skills necessary to access year 8. Students will improve their understanding of the design process and the role it plays in D&T.	Understand how the natural world impacts and the everyday products we use. How Biomimicry is shaping the future of D&T. Be able to produce creative ideas that are inspired by nature's shape and form. Understand the design process and how we use feedback from a 3rd party to develop and	Students will develop their basic practical skills. Students will use a range of equipment and demonstrate methods of heat transfer. Students will learn about the importance of weighing and measuring and carrying out sensory analysis as part of evaluation. Students will use the oven, hob and microwave safely and hygienically.	Students will develop their planning and making skills. They will carry out a comparison of shop bought soup products and use this evaluation to plan their own soup to make. Students learn how a basic recipe can be modified into different products. Students will use a range of equipment and demonstrate methods of heat transfer.	Students will explore personal hygiene, kitchen hygiene, food safety/storage, kitchen safety. They will use Sensory evaluations, write recipes and modify a recipe. They will use the Eatwell Guide and healthy eating guidelines to plan and prepare dishes suitable for a picnic considering transportation and food temperature controls.

					improve our ideas.			
Skills *Procedural Knowledge –* *'Know How'*	Safe workshop practice. Introduction to tool and machine use. Know how to mark out work accurately and effectively. Know how to present design work and how to act on the feedback of others to further their own design ideas.	students will develop manufacturing techniques relating to textiles and electronic circuits Students will develop the skills to communicate design ideas	>Health and safety with a particular focus on graphics equipment. >Marking out techniques, the use of templates and accuracy. >Take target market views about aesthetic and technical issues into account as they respond to briefs. >Students will develop the skills to communicate design ideas.	Safe workshop practice. Introduction to tool and machine use. Know how to mark out work accurately and effectively. Know how to present design work and how to act on the feedback of others to further their own design ideas.	How to use primary and secondary sources of research. How to select information and apply it to your own work. How to present your initial ideas. How to use the feedback of others to inform your ideas and help develop them further.	In addition to the basic skills - creaming method, all in one method, peeling, slicing dicing Heat transfer: baking, boiling, use of the microwave	In addition to the basic skills - peeling, slicing, dicing, making a yeast dough, how to knead, roll, and shape a dough, rubbing in method Heat transfer: baking, boiling	In addition to basic skills - peeling, slicing, dicing students will learn rolling and shaping pastry, portion size, Heat transfer: baking, boiling, frying
Key Questions	How can we effectively join different materials. What is the correct tool that	how does an electronic circuit and components work? What is the difference	Why is Logo important? What are the basic rules to	Why do we develop our ideas? Why do companies invest	What is biomimicry? Why do designers look to nature for inspiration?	Why is it important to weigh out ingredients accurately?	How does yeast work to create a risen dough? Why do need to use strong flour	Which packaging materials are suitable to contain and preserve a picnic item during transport?

	we need for the different processes?	between decorative and joining techniques?	create successful packaging?	into market research? What are the key principles for producing isometric drawings?	What is the strongest naturally occurring structure found in nature and why?	How does a microwave cook food?	when making a bread dough?	Why are portion size and fragility of ingredients important factors when selecting recipes?
Assessment	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Knowledge gained, making skills demonstrated Ability to evaluate products	Knowledge gained, making skills demonstrated. Ability to evaluate products	Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria
Literacy/ Numeracy/ SMSC/ Character	Marking out of the finger joint (x/y=z) How to annotate ideas in a D&T context. Ethical sourcing of materials and how to avoid wastage.	Calculate the value of resistors. Ethical sourcing of materials and how to avoid wastage.	Marking out techniques, the use of templates and accuracy. How to annotate ideas in a D&T context.	Isometric drawing (cubes, cuboids, cylinders and prisms.) How to annotate ideas in a D&T context.	Annotations Confidence - Presenting to the class.	Use of descriptive words when evaluating Weighing and measuring ingredients Developing confidence and independence when carrying out planning practical tasks	Use of descriptive words when evaluating Weighing and measuring ingredients Developing confidence and independence when carrying out planning practical tasks	Writing recipes. Weighing and measuring ingredients. Recycling to avoid waste. Developing the confidence to select their own recipes to meet set criteria.

Curriculum Map

Subject: Drama

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**The Drama Toolkit/Introduction** Students know what our expectations are in Drama. Students understand basic theatre conventions	**Engaging Storytelling** Students will discover interesting ways to engage their audience primarily through the use of voice to begin with and then physicality	**Silent Movies** Students will explore the Silent Film era, specifically learning what a silent movie is and how they are different to theatre today	**The Haunted House** Students will know what devices can be used to create mood, tension and atmosphere	**Roald Dahl** Students will explore famous Dahl books and poetry and use these as a stimulus to know what makes an engaging and imaginative character	**Superheroes and Villains** Students will know what makes a person 'good' and 'bad'. They will explore courageous acts of bravery and what makes a believable character in unbelievable circumstances
Skills *Procedural Knowledge – 'Know How'*	**The Drama Toolkit** Students will be able to use the following drama conventions in performance, including: still image, thought aloud, hot-seating. Students will be able to create sustainable and believable characters	**The Drama Toolkit** Students will know how to use their voices to create performances that will engage their audience throughout the duration of a play. Students will know how to play different age groups successfully	**The Drama Toolkit** Students will know how to use Silent Film conventions such as slapstick, mime, placards and exaggeration to keep their audience entertained	**The Drama Toolkit** Students will know how to build tension through the use of light, sound and staging. Students will know how to use their voice and physicality to create mood and atmosphere	**The Drama Toolkit** Students will know how to use narration to help the audience understand their stories. Students will know how to access script and interpret lines in different ways.	**The Drama Toolkit** Students will know how to use flashback, split-scene, flash-forward, sculpting techniques and slow motion.
Key Questions	How can we use hot-seating to help us build a character? How can we use a still image or thought aloud to find out more information about a character? Why is team-work so important in Drama?	How can you use 'pause' within your speech to engage your audience? Why is it important to enunciate words carefully? How can we experiment with pace to show a characters' feelings?	Why do you think Silent Movies were still popular even though there are no spoken words? Why is the use of music particularly important in creating comedy?	How can mood and atmosphere be created through different design aspects (lighting, sound, staging, costume, props) How can you use voice to create tension?	How do Roald Dahl's characters represent good and bad? How can you make these characters believable and relatable even though they are fictional roles?	Can you manipulate the audience to believe something is good or bad? How can you use drama conventions to experiment with super-natural powers?
Assessment	Collaborative group assessment based on final performance of half term (must be sustained/believable)	A nativity play that demonstrates students understanding of playing a specific age group (characterisation skills)	Drama assessment on ShowMyHomework (quiz) to test understanding of Silent Movies/Film as a style of theatre	A performance that successfully builds atmosphere, mood and tension (use of voice, physicality and timing)	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.	Drama assessment on ShowMyHomework (quiz) to test understanding of basic drama toolkit conventions from Year 7
Literacy/ Numeracy/ SMSC/ Character	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity	Collaborative, Confidence, Resilience, Tolerance, Initiative, Cultural appreciation	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Literacy (poetry and prose)	Collaborative, Confidence, Resilience, Tolerance, Initiative, Aspiration

Curriculum Map

Subject: French   **Year group: 7**

	Unit 1: 2nd Sep – 15th Nov	Unit 2: 18th Nov – 17th Jan	Unit 3: 20th Jan – 12th Mar	Unit 4: 16th Mar – 22nd May	Unit 5:1st June – 17th July
Content *Declarative Knowledge:* *'Know What'*	**THEME**: personal information **Vocab**: introductions, countries, nationalities, numbers, months, birthdays, dates, age, adjectives, favourite objects **Grammar**: gender, definite and indefinite articles, in + country, **present tense of « avoir »**, adjectives and agreement, « c'est »	**THEME**: family, friends and school **Vocab**: characteristics, family members, school subjects, opinions, connectives **Grammar**: **present tense of « être »**, adjective agreement, possessive adjectives, connectives, comparatives, direct object pronouns	**THEME**: at home **Vocab**: school, where you live, leisure activities, animals, colours, wild animals, plurals **Grammar: present tense of regular –er verbs, present tense of "aller" and "faire"**, recap of "avoir" and "être", adjective agreement, recognising past tense, plurals	**Theme**: Food and drink **Vocab**: food, drink, meals, quantities, containers **Grammar: regular and irregular verbs in the present tense (er, ir and re), near future,** partitive article, negatives, modal verbs (pouvoir, falloir)	**Theme**: local area **Vocab**: places in town, il y a, activities in town, directions, invitations, arranging to go out **Grammar**: position of adjectives, "à", on peut + infinitive, "où", imperatives, asking for directions, modal verbs "vouloir" and "pouvoir", prepositions, "de", recap "aller", **the near future tense**
Skills *Procedural Knowledge:* *'Know How'*	**Skills: mastering core vocabulary and structures,** applying pronunciation rules, asking and answering questions, memorisation strategies, sound-spelling strategies, developing intonation	**Skills: mastering core vocabulary and structures,** recognising transferable language, memorisation strategies, expanding sentences, developing conversations, avoiding repetition, developing reading strategies, using cognates	**Skills: mastering core vocabulary and structures,** avoiding false friends, extending sentences, developing dictionary skills, structuring paragraphs	**Skills: mastering core vocabulary and structures,** giving and following instructions, reading menus, ordering in a café, dealing with money, expressing cultural differences	**Skills: mastering core vocabulary and structures,** creating contrasting sentences, creating more complex and detailed sentences, linking information, reading and listening strategies, developing map skills
Key Questions	Comment tu-t'appelles? Quel âge as-tu? Tu es comment?	Tu es comment? Comment est ta famille? Quelle est ta matière préférée ?	Où habites-tu ? Que fais-tu le week-end ? Tu as un animal ?	Qu'est-ce que tu manges au petit déjeuner / pour le déjeuner / au dîner ? Qu'est que tu aimes manger / boire ?	Qu'est-ce qu'il y a en ville ? Qu'est-ce qu'on peut faire… ? Pour aller … / Où est … ?

	Quel est ton objet préféré?	Tu as un(e) meilleur(e) ami(e) ?	Décris une visite au parc safari.		Tu veux sortir ?
Assessment	**Assessment point 1: reading, listening and writing + HFV test** **Ongoing assessment in all skills**	**Ongoing assessment in all skills + HFV test**	**Assessment point 2: speaking + HFV test** **Ongoing assessment in all skills**	**End of year exams: reading, speaking, writing and listening + HFV test** **Ongoing assessment in all skills**	**Ongoing assessment in all skills + HFV test**
Literacy/ Numeracy/ SMSC/ Character	**Literacy: general communication strategies – all units.** Ages (numbers) Discussing stereotypes	Discussion of different types of families Contrasting French and English school systems	Converting miles to kilometres	Use of money and prices Contrasting French and English food	Developing map skills

Curriculum Map

Subject: Geography

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content *Declarative Knowledge – 'Know What'*	<u>Unit 1: Introduction to Geography and Map Skills</u> ➢ The distinction between physical and human geography ➢ The distinction between physical and political maps, and how to read them ➢ Major (specific) rivers and mountain ranges of the UK ➢ Why using grid references is important ➢ What relief means ➢ What the definition of GIS is ➢ What some of the big concepts in geography are	<u>Unit 2: The Natural World</u> ➢ What the biosphere is, and what it provides humans ➢ The importance of rocks and the formation of soils ➢ What ecosystems are, and how different organisms are linked ➢ The definition of interdependence ➢ The structure of, and conditions found in, tropical rainforest ecosystems ➢ The causes and consequences of deforestation in tropical rainforests ➢ Palm Oil – how it is grown, what it is used for, and the impacts this growing industry is having on the planet	<u>Unit 3: Place, Space and the UK Economy</u> ➢ The different meanings of place, drawn from student perspectives of their local place ➢ How economies are defined ➢ Different job types and examples (primary, secondary, tertiary etc.) ➢ Reasons for the location of manufacturing industries ➢ Reasons for the decline in manufacturing and the growth of the tertiary sector in the UK ➢ Impacts of the decline in secondary industry ➢ The definition of globalisation ➢ What containerisation is, and how this has created a more interconnected world	<u>Unit 4: Rivers and Flooding</u> ➢ The importance of freshwater, including how much of the world's water is potable ➢ What water is used for and why demand is increasing ➢ The key components of the hydrological cycle and drainage basins ➢ Processes of fluvial erosion and deposition ➢ How river landforms are created (either waterfall, meander or levees) ➢ Why rivers are important to people ➢ The impacts that floods can have on people, the economy, and the environment.	<u>Unit 5: Place Study: China</u> ➢ Locational knowledge: features of the physical and human geography of China ➢ Reasons for rural-urban migration in China ➢ The impacts of urban growth in China ➢ How and why the economy has grown in China ➢ Specific environmental challenges that China faces ➢ Methods that China can make its economic growth more sustainable ➢ What a superpower is – and if China can claim to be one?
Skills *Procedural Knowledge – 'Know How'*	**Cartographic skills** ➢ Atlas skills – navigating physical and political maps ➢ OS Maps, including grid references, use of scale, symbols, relief ➢ Use of geographical information systems (GIS) **Graphical Skills** ➢ Description of patterns in graphs [TEA method] **Other** ➢ Interpretation of photographs and geographical sources ➢ Introduction to geographical literacy [PEEL paragraphs]	**Cartographic skills** ➢ Atlas skills – interpretation of biome/ecosystem map ➢ GIS – how to use GIS to interpret changing land use ➢ Description of patterns on maps [TEA method] **Graphical skills** ➢ Construction and interpretation of climate graphs ➢ Creation of ecosystems diagrams, including linkages **Other** ➢ Fieldwork – how to conduct small-scale fieldwork investigations including the	**Cartographic skills** ➢ Use of historical and contemporary maps for comparison and to examine urban change ➢ Use of OS Maps to identify areas of specified land use, and to aid decision-making ➢ GIS – using GIS to create personalised maps **Graphical skills** ➢ Construction and interpretation of pie charts, and other forms of data presentation **Other**	**Cartographic skills** ➢ Use of satellite imagery and maps to examine physical environments and landforms **Graphical skills** ➢ Interpretation of systems diagrams ➢ Creation of sequenced diagrams as a form of geographical explanation (e.g. processes and landforms) **Other** ➢ Using annotations to illustrate ideas, concepts and processes onto systems diagrams	**Cartographic skills** ➢ Use of physical and political maps to examine unfamiliar environments. ➢ Construction and interpretation of choropleth maps, including colour scaling **Graphical skills** ➢ Interpretation of line graphs showing change over time **Other** ➢ Use of photographic evidence to interpret environmental challenges ➢ Analysis of geographical sources, including newspaper articles

	➤ Maths skills - calculation and percentages	ability to create field sketches ➤ Introduction to decision-making exercise (palm oil) ➤ 'Evaluative' writing structure ➤ Development of PEEL paragraph structure ➤ Photographic analysis and interpretation ➤ Maths skills – mean/averages of data	➤ Interpretation of images/cartoons (use of layers of inference) ➤ Decision-making scenario – how to make informed decisions using geographical evidence		
Key Questions	➤ Why is geography/are geographers important? ➤ Why is the use of maps, both physical and digital, important in the modern world? ➤ What are the 'big issues' that geographers study?	➤ Why are rocks and soils so important? ➤ What are the issues that result from ecosystems being interdependent? ➤ Is deforestation unavoidable? ➤ Can the production of palm oil be made sustainable?	➤ What does the concept of 'place' mean? ➤ How do student's experience affect their concept of place? ➤ Why is location so important to the manufacturing industry? ➤ Is economic change in the UK positive for its people? ➤ How influential is globalisation on the world? Is it a good thing?	➤ Why is water so important for humans? ➤ What makes the hydrological cycle so important? ➤ How do fluvial processes shape the Earth's surface? ➤ Why are floods so dangerous? ➤ How do humans influence risk?	➤ Why is China an important nation to study? ➤ How diverse is the physical and human geography of China? ➤ Why has China's economy grown so rapidly? ➤ Is China's economic growth sustainable?
Assessment	Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.	Assessment is an extended written piece completed at home with success criteria. [Decision-making: How sustainable is the use of palm oil?]	Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.	Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.	n/a
Literacy **Numeracy** **SMSC/Character**	**Literacy** ➤ Introduction to and use of **PEEL paragraph** structure to build foundation for strong geographic literacy ➤ Introduction to **TEA method** of describing what graphs and maps show **Numeracy** ➤ Use of basic calculations and calculating percentages ➤ Students asked to bring a calculator to all lessons, normalising maths in the geography classroom **SMSC/Character**	**Literacy** ➤ Continued development of **PEEL paragraph** structure ➤ Continued development of **TEA method** ➤ Development of student's use of tier 3 geographical terminology ➤ Introduction to evaluative writing style, and the importance of balancing arguments **Numeracy** ➤ Use of calculating the mean to analyse data sets ➤ Introduction to graphs with multiple axes – interpreting complex graphs	**Literacy** ➤ Continued development of **PEEL paragraph** structure ➤ Continued development of **TEA method** ➤ Development of student's use of tier 3 geographical terminology **Numeracy** ➤ Construction of simple graphs to show data **SMSC/Character** ➤ Unit encourages students to reflect on their identity and consider the importance of their local place. This will encourage students to understand their	**Literacy** ➤ Continued development of **PEEL paragraph** structure ➤ Continued development of **TEA method** ➤ Development of student's use of tier 3 geographical terminology **Numeracy** ➤ Practice of introduced skills **SMSC/Character** ➤ Unit provides context to the hydrosphere and its importance in global human development. It also integrates the concept of risk, and considers how this can influence people's lives	**Literacy** ➤ Continued development of **PEEL paragraph** structure ➤ Continued development of **TEA method** ➤ Development of student's use of tier 3 geographical terminology **Numeracy** ➤ Practice of introduced skills **SMSC/Character** ➤ Unit provides a holistic examination of a globally important place they may not have studied before in detail. It is critical that students are provided with an impartial lens through

	➢ Introduction to big global issues, such as inequality, development, sustainability and climate change – helps to create **integrity, tolerance and initiative**, whilst initiating the concept of '**global citizenship**'. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for, **initiative** with, and **confidence** in, their academic study.	**SMSC/Character** ➢ Unit focuses in on sustainability as a critical issue that the planet faces. This should help students to build empathy for the environmental crisis, this building their **integrity**. There is also the chance for students to consider the perspectives of different groups, thus providing balance to any arguments they make. ➢ Small-scale fieldwork opportunity to develop **confidence** when working outside of the classroom. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for, **initiative** with, and **confidence** in, their academic study.	local place better, and thus value its importance to them and others more readily. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for, **initiative** with, and **confidence** in, their academic study.	in the UK and around the world. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for, **initiative** with, and **confidence** in, their academic study.	which to assess different places, cultures, ideologies and experience to ensure they embrace human differences. This should further their '**global citizenship**'. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for, **initiative** with, and **confidence** in, their academic study.

NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.

Curriculum Map

Subject: GERMAN

Year group: 7

	Unit 1: 2nd Sep – 15th Nov	Unit 2: 18th Nov – 17th Jan	Unit 3: 20th Jan – 12th Mar	Unit 4: 16th Mar – 22nd May	Unit 5:1st June – 17th July
Content *Declarative Knowledge:* *'Know What'*	THEME: introductions Vocab: introductions, numbers (age), alphabet, countries, where you live, characteristics, belongings Grammar: present tense of sein and haben, present tense of regular verbs, definite and indefinite articles, gender, possessive adjectives, accusative case	THEME: family and animals Vocab: pets, descriptions, family members, colours, months, days (birthdays) Grammar: pronouns, singular and plural, modal verbs, present tense of " können ", « you », ordinal numbers, present tense of regular verbs and «"haben "	THEME: free time Vocab: sports, leisure activities, likes and dislikes, adverbs, time phrases, new technology, opinions Grammar: recap of regular verbs, how to say what you like and don't like doing, irregular verbs "fahren", "lesen", "sehen", verb 2nd	Theme: school Vocab: school subjects, reasons and opinions, days and times, adjectives, qualifiers, school facilities, school rules, es gibt Grammar: "weil", word order, possessive adjectives, recap of accusative case, prepositions, dative case, present tense of "dürfen"	THEME: holidays Vocab: places in town, souvenirs, snacks and drinks, holiday activities Grammar: es gibt + ein/kein, compound nouns, ich möchte, man kann + infinitive, future tense
Skills *Procedural Knowledge:* *'Know How'*	Skills: pronunciation, spellings, using cognates, connectives, asking questions, conjugation, checking your work	Skills: understanding conjugation, 1st/2nd/3rd person, using pronouns, using connectives, using group phrases, asking and answering questions	Skills: saying what you like and dislike, giving your opinion, using correct word order, using future time phrases, developing prediction strategies, varying your writing	Skills: expanding sentences to give reasons, using qualifiers, understanding longer reading texts, using a dictionary, developing answers	Skills: understanding compound nouns, looking for false friends, focusing on high-frequency words, understanding longer listening texts, adapting a model, writing at length
Key Questions	Wie heiβt du ? Wie alt bist du ? Was sind deine Lieblingssachen? Beschreibe dich.	Hast du ein Haustier ? Wann hast du Geburtstag ? Hast du Geschwister ?	Was machst du gern in deiner Freizeit ?	Was ist dein Lieblingsfach ? Wann hast du Deutsch ? Beschreibe deine Schule ?	Was gibt es in deiner Stadt ? Was wirst du in den Sommerferien machen ?

Curriculum Map

Assessment	Assessment point 1: reading, listening and writing + HFV test Ongoing assessment in all skills	Ongoing assessment in all skills + HFV test	Assessment point 2: speaking + HFV test Ongoing assessment in all skills	End of year exams: reading, speaking, writing and listening + HFV test Ongoing assessment in all skills	Ongoing assessment in all skills + HFV test
Literacy/ Numeracy/ SMSC/ Character	Literacy: general communication strategies – all units. Learning about famous people	Discussion of different types of families New Year celebrations	Learning about unusual collections	Describing different types of school Finding out about the solar system	Developing map skills

Curriculum Map

Subject: History

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Anglo-Saxon and Norman England** - Anglo-Saxon society - Edward's 'promise' - Norman invasion - Battle of Hastings	**The Norman Conquest** - Feudal system - Towns / villages - Domesday Book	**Life in the Middle Ages** - Economy - Society - Crime / punishment	**Religion and conflict in the Medieval world** - Christianity and Islam - The Islamic Empire - The Crusades		**The Black Death** - The origins of plague - Medieval beliefs - Consequences
Skills *Procedural Knowledge – 'Know How'*	*Key concepts:* Causation *Key processes:* Using evidence & judging importance	*Key concepts:* Change & continuity *Key processes:* Evaluating change & forming conclusions	*Key concepts:* Change & continuity *Key processes:* Using primary sources & making inferences	*Key concepts:* Causation *Key processes:* Written communication & using evidence		*Key concepts:* Causation
Key Questions	What was life like in Anglo-Saxon society? Why was there a succession crisis after King Edward's death? Why did William win at the Battle of Hastings?	What changes did William make to England after the Norman Conquest? What was the Feudal System and why was it introduced? Why was the Domesday Book created?	How did the medieval economy operate in towns and villages? How did the medieval system of punishment work? How effective was medieval medicine?	What was the role of the Church in medieval England? How did the Islamic Empire grow so powerful? Why did people in Europe choose to go on the crusades?	**End of Year Exam** • **Preparation** • **Revision** • **Study skills**	What was the plague? What did people in medieval Europe think caused the plague? How did the Black Death spread so rapidly?
Assessment	**Assessment 1:** Why did William win at the Battle of Hastings? **(Cause)**	**Assessment 2:** How far did England change after the Conquest? **(Change)**	**Assessment 3:** What was life like in Medieval England? **(Evidence)**			

Literacy/ Numeracy/ SMSC/ Character	• Using second and third tier vocabulary • Constructing paragraphs • British culture	• Using second and third tier vocabulary • Constructing paragraphs • British culture	• Using primary sources	• Using second and third tier vocabulary • Constructing paragraphs • Religious / cultural awareness		

Curriculum Map

Subject: Music

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content *Declarative Knowledge – 'Know What'*	**Discover your voice** **Performing focus** Know how to use specialist vocabulary to describe and discuss music, know the orchestral families and their characteristics and be able to read note values. Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, timbre, strings, woodwind, brass, percussion, unison, solo, harmony, polyrhythm Key musical styles: orchestral music, vocal music	**Exploring the keyboard** **Performing focus** Know how to read treble clef notation and the note positions on the keyboard. Understand groundbass and how it can be used. Key vocabulary: pitch, melody, treble clef, notation, keyboard, groundbass, ostinato, chords, texture Key musical styles: Baroque, classical	**Riffs and loops** **Performing focus** Understand the role of repetition in music and the terms 'loop' and 'riff'. Know how to read note values. Key vocabulary: loop, riff, ostinato, texture, minimalism, repetition Key musical styles: minimalism, pop and rock	**Programme music** **Composing focus** Know how scales are used to construct music and understand the difference between major and minor. Understand different musical structures. Know the characteristics of programme music Key vocabulary: binary, ternary, major, minor, programme music, tonic, melody, harmony, drone, timbre Key composers: Mussorgsky, Vivaldi, Saint Saens	**World music** To have an appreciation of music from across the world and understand how it uses different tonalities, scales and rhythms. To know the main features of music from India, Bali and Africa. Key vocabulary: Rag, tala, drone, call and response, master drummer, slap, tone and bass, pentatonic scale, gamelan Key musicians: Ravi Shankar, Ladysmith Black Mambazo
Skills *Procedural Knowledge – 'Know How'*	Work effectively as part of a group and play in time with others. Project the voice correctly, listening for sound quality and good tuning and understand what makes an effective performance.	Play the keyboard using a correct hand position and as part of an ensemble. Read treble clef notation.	Play the keyboard with increased fluency, use technology to create a piece using loops. Manage the challenges of group work with more independence.	Compose a melody using major and minor scales. Explore how music can be expressive when composing. Compose several layers that fit together. Use binary or ternary form and use notation to write down ideas.	Perform in a range of musical styles including African drumming, singing traditional African songs and percussive gamelan. Use tala, rag and a drone to experiment with Indian classical music.
Key Questions	Describe the pitch/dynamics/tempo. What makes a performance look and sound confident? How can you rehearse effectively?	How can you remember the notes on the treble clef? What is groundbass?	What instruments would you expect to hear playing a riff? Identify loops and riffs in different pieces of music.	How do the musical elements in this piece make it sound dramatic/sad/thoughtful?	Where would this kind of music be performed? How does it sound different to classical/pop music?
Assessment	A vocal arrangement that explores unison and harmony.	Keyboard performance of one or more parts from Pachabel's Canon	Short group performance of ostinati	Group composition as part of a class 'Deadly Carnival of the Animals' performance.	A group presentation on world music
Literacy/Numeracy/ SMSC/Character	Confidence, resilience, collaborative skills	Aspiration, resilience	Initiative, resilience	Aspiration, integrity	Confidence, tolerance, integrity, cultural appreciation

Curriculum Map

Subject: Philosophy, Religion and Ethics

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	Introduction to religion	Judaism	Christianity	Islam	Hinduism Buddhism Sikhism	
Procedural Knowledge – 'Know How' PRE Skills *Facts* *Understanding* *Critical evaluation* *Religious literacy* *Empathy* *Investigation* *Collaboration* *Discussion / Oracy*	Understanding what religion is. Discussion Collaboration Application	Facts – Judaism Investigation	Facts Christian beliefs	Facts Fact File – research and selection of relevant facts.	Independent project work on Hinduism, Buddhism and Sikhism Investigation, Facts,	
Key Questions	What does it mean to be a community? How does religious belief develop?	What are the origins of Judaism? What are the main beliefs of Judaism? How are these reflected in the Bar Mitzvah ceremony?	What are the origins of Christianity? What are the main Christian beliefs about Jesus? How are these reflected in community and worship?	What are the origins of Islam? What are the main beliefs of Islam? How are these reflected in the Five Pillars?	What are the origins of Hinduism / Buddhism / Sikhism? What are the main beliefs of Hinduism / Buddhism / Sikhism? How are these reflected in community and practice?	
Assessment	Baseline / Island Shoebox	Torah leaflet Bar Mitzvah diary	Christian beliefs mind map	Questions in class	Project booklet	

Literacy/Numeracy/ SMSC/Character	Oracy & debate SMSC – awareness of religion and spirituality Character Confidence – to express and explore perspective	Produce a Torah leaflet	Fact File – research and selection of relevant facts.	Written assessment.	Resilience and aspiration in independent research.	Resilience and aspiration in independent research.

Curriculum Map

YEAR 7 PE & GAMES

	3rd-27th Sept			30th Sept –25th Oct			4th-27th Nov			28th Nov – 20th Dec		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 2	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3
Yr 7 Girls	Netball	Netball		Gym	Hockey		Hockey	Gym		HRF	HRF	
Yr 7 Boys	HRF	HRF	HRF	Rugby	Rugby	Rugby	Basketball	Swimming	Table Tennis	Football	Basketball	Basketball

	6th-24th Jan			27th Jan-14th Feb			24th Feb-13th Mar			16th Mar -3rd Apr		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3
Yr 7 Girls	Swimming	Trampolining		Trampolining	Swimming		Football	Basketball		Basketball	Football	
Yr 7 Boys	Gym	Football	Football	OAA	Gym	OAA	Trampolining	Table Tennis	Swimming	Swimming	Trampolining	Gymnastics