

Year 7 curriculum

Sandringham School, St Albans



Artsmark
Platinum Award
Awarded by Arts
Council England





Curriculum Map

Subject: Computer Science

Year group: 7

	Autumn 1/Autumn 2	Autumn 2	Autumn 2/Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Introduction to Computer Science – Basic Computer Skills Development</p> <p><i>Digital Literacy Skills</i> <i>Effective use of tools</i> <i>Information technology</i></p> <p>Collaborating online effectively <i>Creating Media</i> <i>Design and development</i> <i>Effective use of tools</i> <i>Information Technology</i> <i>Safety and security</i></p>	<p>Using Media for a cause</p> <p><i>Creating Media</i> <i>Design and Development</i> <i>Effective use of tools</i> <i>Information technology</i></p>	<p>Computer systems</p> <p><i>Computer Systems</i> <i>Data and Information</i> <i>Information Technology</i> <i>Programming</i></p>	<p>Networks from semaphores to the internet</p> <p><i>Networks</i> <i>Computer Systems</i> <i>Safety and security</i></p>	<p>Developing Programming Skills Using Scratch With CS First</p> <p><i>Algorithms</i> <i>Programming</i></p>	<p>Programming Skills Using Scratch...continued (advanced)</p> <p><i>Algorithms</i> <i>Programming</i></p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Collect, organise and present data and information in digital content.</p> <p>Create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience.</p> <p>Collaborating online effectively</p> <p>Create a memorable and secure password for an account on the school network</p>	<p>Select the most appropriate software to use to complete a task</p> <p>Identify the key features of a word processor</p> <p>Apply the key features of a word processor to format a document</p> <p>Evaluate formatting techniques to understand why we format documents</p> <p>Select appropriate images for a given context</p> <p>Apply appropriate formatting techniques</p>	<p>Recall that a general-purpose computing system is a device for executing programs</p> <p>Recall that a program is a sequence of instructions that specify operations that are to be performed on data</p> <p>Explain the difference between a general-purpose computing system and a purpose-built device</p> <p>Describe the function of the hardware components used in computing systems</p> <p>Describe how the hardware components</p>	<p>Define what a computer network is and explain how data is transmitted between computers across networks</p> <p>Define ‘protocol’ and provide examples of non-networking protocols</p> <p>List examples of the hardware necessary for connecting devices to networks</p> <p>Compare wired to wireless connections and list examples of specific technologies currently used to implement such connections</p>	<p>Predict the outcome of a simple sequence</p> <p>Modify a sequence</p> <p>Define a variable as a name that refers to data being stored by the computer</p> <p>Recognise that computers follow the control flow of input/process/output</p> <p>Predict the outcome of a simple sequence that includes variables</p> <p>Trace the values of variables within a sequence</p>	<p>Define a subroutine as a group of instructions that will run when called by the main program or other subroutines</p> <p>Define decomposition as breaking a problem down into smaller, more manageable subproblems</p> <p>Identify how subroutines can be used for decomposition</p> <p>Identify where condition-controlled iteration can be used in a program</p>



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<p>Remember the rules of the computing lab</p> <p>Find personal documents and common applications</p> <p>Recognise a respectful email</p> <p>Construct an effective email and send it to the correct recipients</p> <p>Describe how to communicate with peers online</p> <p>Plan effective presentations for a given audience</p> <p>Describe cyberbullying</p> <p>Explain the effects of cyberbullying</p> <p>Plan effective presentations for a given audience</p> <p>Describe cyberbullying</p> <p>Explain the effects of cyberbullying</p> <p>Check who you are talking to online</p>	<p>Demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences</p> <p>Demonstrate the ability to credit the original source of an image</p> <p>Critique digital content for credibility</p> <p>Apply techniques in order to identify whether or not a source is credible</p> <p>Apply referencing techniques and understand the concept of plagiarism</p> <p>Evaluate online sources for use in own work</p> <p>Construct a blog using appropriate software</p> <p>Organise the content of the blog based on credible sources</p> <p>Apply referencing techniques that credit authors appropriately</p> <p>Design the layout of the content to make it suitable for the audience</p> <p>Construct a blog using appropriate software</p>	<p>used in computing systems work together in order to execute programs</p> <p>Recall that all computing systems, regardless of form, have a similar structure ('architecture')</p> <p>Analyse how the hardware components used in computing systems work together in order to execute programs</p> <p>Define what an operating system is, and recall its role in controlling program execution</p> <p>Describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions</p> <p>Use logic gates to construct logic circuits, and associate these with logical operators and expressions</p> <p>Describe how hardware is built out of increasingly complex logic circuits</p> <p>Recall that, since hardware is built out of logic circuits, data and instructions alike need to be represented using binary digits</p>	<p>Define 'bandwidth', using the appropriate units for measuring the rate at which data is transmitted, and discuss familiar examples where bandwidth is important</p> <p>Define what the internet is</p> <p>Explain how data travels between computers across the internet</p> <p>Describe key words such as 'protocols', 'packets', and 'addressing'</p> <p>Explain the difference between the internet, its services, and the World Wide Web</p> <p>Describe how services are provided over the internet</p> <p>List some of these services and the context in which they are used</p> <p>Explain the term 'connectivity' as the capacity for connected devices ('Internet of Things') to collect and share information about me with or without my knowledge (including microphones, cameras, and geolocation)</p>	<p>Make a sequence that includes a variable</p> <p>Define a condition as an expression that will be evaluated as either true or false</p> <p>Identify that selection uses conditions to control the flow of a sequence</p> <p>Identify where selection statements can be used in a program</p> <p>Modify a program to include selection</p> <p>Create conditions that use comparison operators (>,<=)</p> <p>Create conditions that use logic operators (and/or/not)</p> <p>Identify where selection statements can be used in a program that include comparison and logical operators</p> <p>Define iteration as a group of instructions that are repeatedly executed</p> <p>Describe the need for iteration</p> <p>Identify where count-controlled iteration can be used in a program</p>	<p>Implement condition-controlled iteration in a program</p> <p>Evaluate which type of iteration is required in a program</p> <p>Define a list as a collection of related elements that are referred to by a single name</p> <p>Describe the need for lists</p> <p>Identify when lists can be used in a program</p> <p>Use a list</p> <p>Decompose a larger problem into smaller subproblems</p> <p>Apply appropriate constructs to solve a problem</p> <p>Decompose a larger problem into smaller subproblems</p> <p>Apply appropriate constructs to solve a problem</p>
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Curriculum Map

		<p>Organise the content of blog based on credible sources</p> <p>Apply referencing techniques that credit authors appropriately</p> <p>Design the layout of the content to make it suitable for the audience</p>	<p>Provide broad definitions of 'artificial intelligence' and 'machine learning'</p> <p>Identify examples of artificial intelligence and machine learning in the real world</p> <p>Describe the steps involved in training machines to perform tasks (gathering data, training, testing)</p> <p>Describe how machine learning differs from traditional programming</p> <p>Associate the use of artificial intelligence with moral dilemmas</p> <p>Explain the implications of sharing program code</p>	<p>Describe how internet-connected devices can affect me</p> <p>Describe components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together</p>	<p>Implement count-controlled iteration in a program</p> <p>Detect and correct errors in a program (debugging)</p> <p>Independently design and apply programming constructs to solve a problem (subroutine, selection, count-controlled iteration, operators, and variables)</p>	
<p>Key Questions</p>	<p>Why is my digital footprint? Why is there a need to have a strong password? How do I stay safe online?</p> <p>Why should I set my social media profile setting to private? What are the most important factors to be aware of when using social media to keep myself safe?</p> <p>What is cyberbullying? What are the effects of cyberbullying?</p> <p>What makes a good presentation? What are the</p>	<p>What are application software? How do I identify the most appropriate type of software to use that is most suitable for the problem to be solved.</p> <p>When is a source credible? Can I use this source in my work? What is a creative commons licence?</p> <p>What is a blog? What makes a good blog? What is the most suitable layout for my blog? How do I format correctly so that the information I am trying to</p>	<p>How instructions are stored and executed within a computer system? How is binary used to store various data types?</p> <p>How can computers collect data from various input devices, including sensors and application software.</p> <p>What is the difference between hardware and application software, and their roles within a computer system.</p>	<p>What is a network? What are the components needed to make a network? What is network connectivity?</p> <p>What is the internet? Is it a protocol? What are packets?</p> <p>What is the difference between the internet and the world wide web?</p> <p>What services are available to us when using the WWW. How do these services all work together?</p>	<p>How can I use sequence, selection and iteration to develop a program to solve a problem?</p> <p>What is the difference between, and appropriately I can use if and if, then and else statements.</p> <p>Can I use a variable and relational operators within a loop to govern termination.</p> <p>Can I use loops and a sequence of selection</p>	<p>How can I develop modular programs that use procedures or functions?</p> <p>Can I design, write and debug modular programs using procedures?</p> <p>Can I combine programming theory with the use of hardware</p>



Curriculum Map

	appropriate fonts to use? Who is my audience? Why does my audience matter?	get across is effective and gets the message across.	I know that digital computers use binary to represent all data.		statements in programs, including an IF, THEN and ELSE statement.	
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.	Writing and presenting information suitable for audience and purpose. Resilience, Initiative, Confidence,	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	Problem solving and algorithmic thinking. Peer support and experimentation. Confidence. Resilience. Initiative. Video Game responsibility



Curriculum Map

Subject: DANCE

Year group: 7-9

	Year 7	Year 8	Year 9 module
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><u>Super Mario/Martial Arts/Musicals/Horror</u></p> <p>Introduction to the skills and knowledge of the dance actions and principles of choreography.</p>	<p><u>Swansong – Christopher Bruce Hunger Games/Capoeira</u></p> <p>To develop the choreographic and technical principles of dance, relating to a specific professional work or style of dance.</p>	<p>Explore the beginnings of creating choreography relating to one given stimuli, developing knowledge of physical, technical, expressive and mental skills. These skills provide Year 9’s with a strong platform for devising their own work and the technical aspects of both the BTEC and GCSE dance course.</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>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 stimuli and share and describe improvements.</p>	<p>Know how to create a piece of choreography relating to a specific stimuli in small groups and evaluate their own and other’s work. Incorporation of a range of dynamics, actions, relationship and space, as well as the following choreographic principles; canon, unison, contact work, repetition, formations and levels.</p>	<p>Know how to use any stimuli to create a performance and link ideas back to the stimulus within a group context. Apply a range of dance skills and key techniques of a variety of dance practitioners in their work. Evaluate their own and other’s performance with detailed verbal and written responses.</p>
<p>Key Questions</p>	<p>What are the 5 dance actions? Name a variety of dance formations? What is a still image? Why is teamwork important? How can you make this more creative?</p>	<p>What is the definition of; canon, unison, repetition. What action, dynamics and space can you identify in professional work? How is their choreography effective? How can you improve your characterisation?</p>	<p>Name the four different dance skills? What is the definition of....? List the choreographic devices used in professional work? Are there any techniques you or another group could apply in their performance?</p>
<p>Assessment</p>	<p>See Online Sandringham Dance Assessment Grid</p>	<p>See Online Sandringham Dance Assessment Grid</p>	<p>GCSE assessment grids, written teacher and peer feedback, collaborative group assessment and final performance of choreography. Self assessment google forms.</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>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</p>	<p>Literacy - Improving your own / others performance Numeracy – choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration</p>	<p>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.</p>



Curriculum Map Year 7, 8 and 9

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	Mission to Mars	Biomimicry	Food skills 1	Food Skills 2	Perfect Picnics
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Students will understand how to work safely and competently in the workshop.</p> <p>Be able to use a range of tools, equipment and machines safely and competently.</p> <p>To understand the design process as well as what is required to produce high level design work.</p>	<p>Students will understand properties of textiles and electronic components</p> <p>Students will learn about different manufacturing techniques</p>	<p>The project allows pupils to understand basic principles of net design, fonts and colour styles.</p> <p>Students will develop their understanding of designing and making and expand their practical skills in the use of paper, card and other graphic equipment.</p>	<p>Students will use their knowledge of programming to code a number of electronic devices to perform a number of functions.</p> <p>They will be able to use their design skills and ability to problem solve to overcome a series of challenges presented to them .</p> <p>They will understand how programming and robotics are essential to our everyday lives and how they will impact fields such as design, engineering and</p>	<p>Understand how the natural world impacts and the everyday products we use.</p> <p>How Biomimicry is shaping the future of D&T.</p> <p>Be able to produce creative ideas that are inspired by nature’s shape and form.</p> <p>Understand the design process and how we use feedback from a 3rd party to develop and improve our ideas.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



Curriculum Map Year 7, 8 and 9

				space exploration.				
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Safe workshop practice.</p> <p>Introduction to tool and machine use.</p> <p>Know how to mark out work accurately and effectively.</p> <p>Know how to present design work and how to act on the feedback of others to further their own design ideas.</p>	<p>students will develop manufacturing techniques relating to textiles and electronic circuits</p> <p>Students will develop the skills to communicate design ideas</p>	<p>>Health and safety with a particular focus on graphics equipment.</p> <p>>Marking out techniques, the use of templates and accuracy.</p> <p>>Take target market views about aesthetic and technical issues into account as they respond to briefs.</p> <p>>Students will develop the skills to communicate design ideas.</p>	<p>Students will understand how to apply this knowledge of computing (scratch) to navigate a robot and solve tasks and problems.</p> <p>Students will be able to programme a BBC microbit to serve as a navigation tool, sensor as well as use the built in radio function.</p> <p>Students will be able to use their design skills to present concepts and design prototypes for their work.</p>	<p>How to use primary and secondary sources of research.</p> <p>How to select information and apply it to your own work.</p> <p>How to present your initial ideas.</p> <p>How to use the feedback of others to inform your ideas and help develop them further.</p>	<p>In addition to the basic skills - creaming method, all in one method,, peeling, slicing dicing</p> <p>Heat transfer: baking, boiling, use of the microwave</p>	<p>In addition to the basic skills - peeling, slicing, dicing, making a yeast dough, how to knead, roll, and shape a dough, rubbing in method</p> <p>Heat transfer: baking, boiling</p>	<p>In addition to basic skills - peeling, slicing, dicing students will learn: rolling and shaping pastry, portion size,</p> <p>Heat transfer: baking, boiling, frying</p>



Curriculum Map Year 7, 8 and 9

<p>Key Questions</p>	<p>How can we effectively join different materials.</p> <p>What is the correct tool that we need for the different processes?</p>	<p>how does an electronic circuit and components work?</p> <p>What is the difference between decorative and joining techniques?</p>	<p>Why is Logo important?</p> <p>What are the basic rules to create successful packaging?</p>	<p>Why do we look to colonise mars?</p> <p>What role will robotics play on Mars?</p> <p>How can we create a self-sustaining habitat on Mars?</p> <p>What is 3D printing and why will it be useful in space exploration?</p>	<p>What is biomimicry?</p> <p>Why do designers look to nature for inspiration?</p> <p>What is the strongest naturally occurring structure found in nature and why?</p>	<p>Why is it important to weigh out ingredients accurately?</p> <p>How does a microwave cook food?</p>	<p>How does yeast work to create a risen dough?</p> <p>Why do need to use strong flour when making a bread dough?</p>	<p>Which packaging materials are suitable to contain and preserve a picnic item during transport?</p> <p>Why are portion size and fragility of ingredients important factors when selecting recipes?</p>
<p>Assessment</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Knowledge gained, making skills demonstrated Ability to evaluate products</p>	<p>Knowledge gained, making skills demonstrated. Ability to evaluate products</p>	<p>Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Marking out of the finger joint (x/y=z)</p> <p>How to annotate ideas in a D&T context.</p> <p>Ethical sourcing of materials and how to avoid wastage.</p>	<p>Calculate the value of resistors.</p> <p>Ethical sourcing of materials and how to avoid wastage.</p>	<p>Marking out techniques, the use of templates and accuracy.</p> <p>How to annotate ideas in a D&T context.</p>	<p>Journal entries will be written at the end of each task as a way for students to reflect on the task.</p> <p>Numeracy - Coordinates, perimeters, angles, loads and distancing.</p>	<p>Annotations</p> <p>Confidence - Presenting to the class.</p>	<p>Use of descriptive words when evaluating</p> <p>Weighing and measuring ingredients</p> <p>Developing confidence and independence when carrying</p>	<p>Use of descriptive words when evaluating</p> <p>Weighing and measuring ingredients</p> <p>Developing confidence and independence when carrying</p>	<p>Writing recipes.</p> <p>Weighing and measuring ingredients.</p> <p>Recycling to avoid waste.</p> <p>Developing the confidence to select their own</p>



Curriculum Map Year 7, 8 and 9

				SMSC - Psychological impact on astronauts while travelling to Mars/ The search for Life on Mars and it's impact on society.		out planning practical tasks	out planning practical tasks	recipes to meet set criteria.
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Curriculum Map

Subject: Drama

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Declarative Knowledge – 'Know What'</i>	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	Stimulus Students will explore a range of stimuli that will be used as a starting point to create original pieces of theatre.	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 <i>Procedural Knowledge – 'Know How'</i>	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 learn how they can use a stimuli to devise theatre. They will know how to make links between the stimulus material and final performance.	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 teamwork 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?	What do you want your audience to learn from your piece of theatre? Why do you want them to feel a certain way? How will you be able to ensure this response?	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)	Knowledge and Understanding Quiz (Google Form 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.	Knowledge and Understanding Quiz (Google Form 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: English

Year group: Year 7

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>A Christmas Carol – Charles Dickens The plot of the novel Context of Victorian England. Theme of redemption</p> <p>Key Terms Redemption Charity Inequality Society Genre Class Redemption Protagonist</p>	<p>The Graveyard Book - Neil Gaiman Coming of Age The Gothic genre Creative writing</p> <p>Key Terms Imagery Metaphor Personification Foreboding Uncanny Characterisation Sub-plot</p>	<p>Identity Poetry Literary non-fiction Themes of social responsibility</p> <p>Key Terms Imagery Rhythm Dialect Stanza Enjambment Caesura Refugee Migrant</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>To read for meaning and understand viewpoint To analyse Dickens’ craft To consider the complex themes within the novel To use literature as inspiration for our own creative writing. To write creatively</p>	<p>To read for meaning and understand different viewpoints To analyse Gaiman’s craft including language and structure To consider how genre is built within a novel To consider a writer’s craft and purpose To craft their own language using language techniques To craft their own use of structure To be able to produce writing which clearly fits genre</p>	<p>To read for meaning and understand different viewpoints To analyse poetic craft including language and structure To consider how poetic techniques can affect meaning To consider a writer’s craft and purpose To be able to produce writing which clearly fits purpose and form</p>
<p>Key Questions</p>	<p>How does Dickens construct characters? How are the key themes presented in the novella? How does the novella’s context shape our understanding?</p>	<p>How has Gaiman constructed this Gothic novel? How has he adapted Gothic conventions? How can I apply what I have learnt to my own writing?</p>	<p>What is an auto-biography and how is it constructed? How are poems structured for meaning? How are real-life experiences captured in poetry?</p>



Curriculum Map

Assessment	<p>How is Scrooge presented at the start of the novella?</p> <p>How is Scrooge presented in Stave Five?</p> <p>Introduce and describe an unkind character.</p> <p>Describe an encounter with a gothic character.</p> <p>How much has changed since Dickens wrote <i>A Christmas Carol</i>? - write a speech in response to this question.</p>	<p>Write a piece of Gothic writing titled 'Home Alone'</p> <p>Continue the story from: <i>'The stone slab that covered the grave swung open like a trapdoor, revealing a darkness beneath.'</i> How is Bod presented in Chapter 4?</p>	<p>Explore how the theme of identity is addressed in one of the poems we have studied</p> <p>Produce a piece of autobiographical writing</p>
Literacy/Numeracy/SMSC/Character	<p>Students will be developing their literacy skills throughout the scheme through both reading of the text and writing their own pieces.</p> <p>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.</p>	<p>Students develop their reading literacy skills through a variety of reading and writing activities. Themes of friendship, forgiveness, tradition, prejudice and understanding offer opportunities for students to engage with social, moral and cultural issues. Listening to different responses to the texts helps students develop a sense of their character.</p>	<p>This topic challenges students to engage with and consider the reality of the migrant experience, asking them to develop their cultural, social and moral engagement with broader, global experience. They are also asked to consider their own experiences and are offered the opportunity to reflect on their own character and how it has been shaped to date.</p>



Curriculum Map

Subject: Geography

Year group: 7

Content

Declarative Knowledge – 'Know What'

Autumn 1

Unit 1: Introduction to Geography and Map Skills

- 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

Spring 1

Unit 2: Place, Space and the UK Economy

- 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

Autumn 2

Unit 3: The Natural World

- 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

Summer

Unit 4: Place Study: China

- 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?

Spring 2

Unit 5: Rivers and Flooding

- 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.

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]
- Maths skills - calculation and percentages

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

- Interpretation of images/cartoons (use of layers of inference)
- Decision-making scenario – how to make informed decisions using geographical evidence

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 ability to create field sketches
- Introduction to decision-making exercise (palm oil)
- 'Evaluative' writing structure
- Development of PEEL paragraph structure

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

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



Curriculum Map

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?
- 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 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?
- 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?
- 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?

Assessment

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.

Assessment is an extended written piece completed at home with success criteria. [Decision-making: How sustainable is the use of palm oil?]

n/a

Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.

Literacy Numeracy SMSC/Character

- | | | | | |
|---|--|--|--|--|
| <p>Literacy</p> <ul style="list-style-type: none"> ➤ 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 <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Use of basic calculations and calculating percentages ➤ Students asked to bring a calculator to all lessons, normalising maths in the geography classroom <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ 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 | <p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Construction of simple graphs to show data <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ Unit encourages students to reflect on their identity and consider the importance of their local place. This will encourage students to understand their 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. | <p>Literacy</p> <ul style="list-style-type: none"> ➤ 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 <p>Numeracy</p> <ul style="list-style-type: none"> ➤ Use of calculating the mean to analyse data sets ➤ Introduction to graphs with multiple axes – interpreting complex graphs <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ 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 | <p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology ➤ Practice of introduced skills <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ 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 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 | <p>Literacy</p> <ul style="list-style-type: none"> ➤ Continued development of PEEL paragraph structure ➤ Continued development of TEA method ➤ Development of student's use of tier 3 geographical terminology ➤ Practice of introduced skills <p>SMSC/Character</p> <ul style="list-style-type: none"> ➤ 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 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. |
|---|--|--|--|--|



with, and **confidence** in, their academic study.

Curriculum Map

- 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.

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: History

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Anglo-Saxon and Norman England</p> <ul style="list-style-type: none"> - Anglo-Saxon society - Edward’s ‘promise’ - Norman invasion - Battle of Hastings 	<p>Medieval England: society + religion</p> <ul style="list-style-type: none"> - Feudal system - Towns / villages - Domesday Book 	<p>Medieval Islamic Empires</p> <ul style="list-style-type: none"> - Christianity and Islam - The Islamic Empire - The Crusades 	<p>Medieval Monarchs: conflict and crises</p> <ul style="list-style-type: none"> - Power and authority - Maintaining the union - Threats from abroad 	<p>End of Year Exam</p> <ul style="list-style-type: none"> • Preparation • Revision • Study skills 	<p>Medieval Africa</p> <ul style="list-style-type: none"> - West African Kingdoms - Society and state - Interpretations
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Key concepts: Causation</p> <p>Key processes: Using evidence & judging importance</p>	<p>Key concepts: Change & continuity</p> <p>Key processes: Evaluating change & forming conclusions</p>	<p>Key concepts: Change & continuity</p> <p>Key processes: Using primary sources & making inferences</p>	<p>Key concepts: Significance</p> <p>Key processes: Written communication & using evidence</p>		<p>Key concepts: Causation</p>
<p>Key Questions</p>	<p>What was life like in Anglo-Saxon society?</p> <p>Why was there a succession crisis after King Edward’s death?</p> <p>Why did William win at the Battle of Hastings?</p>	<p>What was the role of the Medieval Church in society?</p> <p>What were the consequences of the Black Death?</p> <p>What were the consequences of the Peasant’s Revolt?</p>	<p>How did the Islamic Empire grow so powerful?</p> <p>Why did people in Europe choose to go on the crusades?</p> <p>What were the cultural / scientific achievements of the Islamic Empire?</p>	<p>What challenges did medieval monarchs face?</p> <p>How effectively did each monarch manage the challenges they faced?</p>		<p>What was life like in Medieval West Africa?</p> <p>How did the West African Kingdoms develop?</p> <p>How has life in Medieval Africa been portrayed?</p>
<p>Assessment</p>	<p>Assessment 1: Why did William win at the Battle of Hastings?</p> <p>(Cause)</p>	<p>Assessment 2: Comparing the consequences of the Black Death and Peasant’s Revolt.</p> <p>(Consequence)</p>	<p>Assessment 3: What was the most significant impact of the Medieval Islamic Empire?</p> <p>(Evidence)</p>			
<p>Literacy/Numeracy/ SMSC/Character</p>	<ul style="list-style-type: none"> • Using second and third tier vocabulary • Constructing paragraphs • British culture 	<ul style="list-style-type: none"> • Using second and third tier vocabulary • Constructing paragraphs • British culture 	<ul style="list-style-type: none"> • Using primary sources 	<ul style="list-style-type: none"> • Using second and third tier vocabulary • Constructing paragraphs 		



Curriculum Map

				<ul style="list-style-type: none">• Religious / cultural awareness		
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Timeline	Major theme	Minor theme	Learning Outcomes	Content focus	Links to PTC
Sep-Oct (13/14)	Future & Careers	Work ready	<p>KNOW the skills and attributes that employers value</p> <ul style="list-style-type: none"> - Describe different ways people achieve professional success - Describe digital literacy and media literacy <p>UNDERSTAND why employability skills are important</p> <ul style="list-style-type: none"> - Explain why success in employment is important - Explain the purpose of digital literacy and media literacy <p>BE ABLE TO build skills and attributes that will lead to professional success</p> <ul style="list-style-type: none"> - Reflect on how you will achieve professional success - Perform basic digital and media skills - Evaluate digital and media sources - Critically assess your digital and media literacy skills 	<p>Digital Literacy - Intro & How to (for school and beyond)</p> <p>Digital Literacy - Online safety</p> <p>Digital Literacy - Truth in digital sources</p> <p>Media Literacy - Intro & How to (for school and beyond)</p> <p>Media Literacy - Truth in media sources</p> <p>Nature of Success - Why work?</p>	Online safety, media and digital literacy in KS2
		What's out there?	<p>KNOW a range of possible career paths and employment options AND the roles and responsibilities involved in a range of careers</p> <ul style="list-style-type: none"> - List different careers in the services sector - Describe the roles and responsibilities involved in a range of service based careers <p>UNDERSTAND the importance of exploring a range of careers AND why different careers are required within our society</p> <ul style="list-style-type: none"> - Explain why you have/haven't previously explored these careers - Explain why services are important in our society <p>BE ABLE TO make informed decisions about what career path to pursue</p> <ul style="list-style-type: none"> - Analyse the pros and cons of a career in the services sector - Reflect on whether you would like to pursue a career in the services sector 	<p>Services - Difference between public and private</p> <p>Public services - What and why?</p> <p>Private services - Why and why?</p> <p>Career talk - What is it really like?</p> <p>Services in the future - What might change?</p>	Contributing to the community and broad careers focus in KS2
Oct - Dec (14)	British values & Character	Equality	KNOW the meaning of equality and tolerance AND a range of different views	Equality and Inequality - Intro, the law and history	Respecting others in

			<ul style="list-style-type: none"> - Define equality, equity and tolerance - List different views on topical issues <p>UNDERSTAND why equality and tolerance are important</p> <ul style="list-style-type: none"> - Explain why inequality, inequity and intolerance create negativity - Explain why inequality, inequity and intolerance exist <p>BE ABLE TO be tolerant of the views of others AND treat all people equally</p> <ul style="list-style-type: none"> - Listen to and try to understand the views of others - Critically assess your views in comparison with the views of others - Examine when you act in an unequal or inequitable way - Challenge inequality in your views and the views of others 	<p>Equality vs Equity - Is positive discrimination right?</p> <p>Tolerance - Should boys and girls be educated together?</p> <p>Tolerance - Should young people be given more independence?</p> <p>Tolerance - Should violent video games be banned?</p>	<p>KS2</p> <p>Different views in Work ready - digital and media literacy</p>
		Democracy	<p>KNOW the meaning of democracy, law and liberty AND how laws are created and changed</p> <ul style="list-style-type: none"> - Define democracy, law and liberty - Describe democracy in the UK - Describe how laws are created and changed <p>UNDERSTAND the relationship between law, liberty and democracy</p> <ul style="list-style-type: none"> - Explain the relationship between democracy, law and liberty - Explain why law, liberty and democracy are important <p>BE ABLE TO critically assess the laws that govern society</p> <ul style="list-style-type: none"> - Evaluate UK democracy and laws - Discuss laws you think should be changed 	<p>Law and Liberty - Intro and history of law creation</p> <p>Law and Liberty - Why do we need law?</p> <p>Lawless society</p> <p>Democracy - UK</p> <p>Political system and voting</p> <p>Law - Law changes - votes for women</p> <p>Law - Controversial laws - animal cruelty</p>	<p>Law and the police in KS2</p>
		Performance character	<p>KNOW the traits that make up performance character AND the meaning of performance character traits</p> <ul style="list-style-type: none"> - Define performance character, teamwork and resilience <p>UNDERSTAND how strong performance character can lead to academic, professional and social success</p> <ul style="list-style-type: none"> - Explain why resilience and teamwork are important - Analyse resilient individuals and effective teams <p>BE ABLE TO challenge themselves in performance character building situations</p>	<p>Resilience - Intro and resilience challenges</p> <p>Resilience - Resilient people</p> <p>Teamwork - Intro and teamwork challenges</p> <p>Teamwork - Effective teams</p> <p>Project - Christmas</p>	<p>Work ready - employability skills</p>

			<ul style="list-style-type: none"> - Demonstrate effective teamwork and resilience - Analyse the complex nature of teamwork and resilience 	Fayre	
		Moral character	<p>KNOW the traits that make up moral character AND the meaning of moral character traits</p> <ul style="list-style-type: none"> - Define moral character, honesty and courage <p>UNDERSTAND how strong moral character can lead to positive social, emotional and civic change</p> <ul style="list-style-type: none"> - Explain why honesty and courage are important - Analyse honest and courageous individuals <p>BE ABLE TO challenge themselves in moral character building situations</p> <ul style="list-style-type: none"> - Demonstrate honesty and courage - Analyse the complex nature of honesty and courage 	<p>Honesty - Intro and how honest are we?</p> <p>Honesty - Honest people</p> <p>Courage - Intro and how courageous are we?</p> <p>Project - Stand up</p>	Moral focus in KS2
Jan - Feb (14)	Health & wellbeing	Physical health	<p>KNOW the physical changes that occur throughout life AND how to perform basic first aid</p> <ul style="list-style-type: none"> - List the changes that occur during puberty - List the health concerns that face different ages - Describe emergency first aid for a range of minor injuries <p>UNDERSTAND how levels of physical health differ around the world AND the importance of first aid in personal safety</p> <ul style="list-style-type: none"> - Explain how physical health differs at different ages, in different countries - Explain situations where first aid knowledge would be required <p>BE ABLE TO self-screen with confidence AND use CPR and first aid to keep yourself and others safe</p> <ul style="list-style-type: none"> - Assess normal and abnormal physical changes - Accurately treat minor injuries 	<p>Physical Health - Intro and re-cap KS2</p> <p>Physical changes - Puberty</p> <p>Physical changes - Through the ages</p> <p>Physical changes - Health in a range of countries</p> <p>First Aid - How to and scenarios</p> <p>First Aid - Disaster movie</p>	Puberty, physical changes, hygiene and first aid in KS2
		Mental health	<p>KNOW how emotions positively and negatively influence mental health AND strategies that help to maintain good mental health</p> <ul style="list-style-type: none"> - Describe how different emotions affect mental health - List strategies to help maintain good mental health <p>UNDERSTAND the importance of maintaining positive self-esteem AND that certain circumstances may lead to poor</p>	<p>Emotions - Intro and Inside Out</p> <p>Emotions - Boys don't cry</p> <p>Emotions - Self-esteem</p> <p>Good mental health -</p>	<p>Mental health in KS2</p> <p>Performance character -</p>

			<p>mental health</p> <ul style="list-style-type: none"> - Explain why self-esteem is essential for positive mental health - Explain how stressful situations affect our mental health <p>BE ABLE TO speak confidently about their emotions AND balance commitments to maintain positive mental health</p> <ul style="list-style-type: none"> - Speak confidently about your emotions - Organise your time to balance a range of commitments 	<p>Stress management Good mental health - Hobbies and the Outdoors Good mental health - Balance</p>	<p>resilience</p>
	Risk behaviours	<p>KNOW the risks associated with alcohol consumption AND how to stay safe on the internet AND how to follow criminal law</p> <ul style="list-style-type: none"> - List the laws and risks associated with alcohol consumption - Describe how to stay safe on the internet - State the laws on and consequences of theft <p>UNDERSTAND the circumstances when certain risk behaviours may become unsafe AND the challenges of staying safe online</p> <ul style="list-style-type: none"> - Explain why and when alcohol consumption and internet use may become unsafe - Explain why staying safe online is difficult <p>BE ABLE TO think critically about why others may participate in risk behaviours AND make informed and safe decisions when undertaking risk behaviours</p> <ul style="list-style-type: none"> - Analyse why some people consume alcohol, commit theft and become unsafe online - Critically assess when to consume alcohol and what to explore online 	<p>Alcohol - Intro, the science, the law and the risks Alcohol - U14s and alcohol (stories) Internet safety - Intro, the facts and the risks Internet safety - U14s and the internet (stories) Theft - The law and why do young people shoplift? Theft - U14s and theft (stories)</p>	<p>Alcohol and internet safety in KS2</p> <p>Work Ready-digital literacy</p> <p>Moral character - honesty & courage</p>	

Mar - Apr (14)	Sex & Relationships	Platonic relationships	<p>KNOW the positive impact of platonic relationships AND the features of negative platonic relationships (bullying)</p> <ul style="list-style-type: none"> - Describe the benefits of platonic relationships - Describe the features of negative platonic relationships <p>UNDERSTAND how platonic relationships can become negative or unsafe</p> <ul style="list-style-type: none"> - Explain how friendships can become negative - Analyse why bullying exists <p>BE ABLE TO challenge negative platonic relationships AND confidently seek help when in a negative platonic relationship</p> <ul style="list-style-type: none"> - Confidently challenge bullying - Seek help if you are being bullied 	<p>Friends and family - Intro and why do we need them?</p> <p>Friends and family - Are you a good friend/family member?</p> <p>Bullying - Intro and why does bullying exist?</p> <p>Bullying - Challenging bullies (scenarios) and seeking help</p>	<p>Friendships & Bullying in KS2</p> <p>Mental health - self-esteem</p> <p>Equality - tolerance</p> <p>Moral character - stand up</p>
		Intimate relationships	<p>KNOW the features of positive intimate relationships</p> <ul style="list-style-type: none"> - Define commitment - Describe the features of positive intimate relationships <p>UNDERSTAND the diversity in positive intimate relationships</p> <ul style="list-style-type: none"> - Explain why there is diversity in positive intimate relationships <p>BE ABLE TO form and sustain positive intimate relationships</p> <ul style="list-style-type: none"> - Discuss when and how you may form an intimate relationship - Evaluate what you would like an intimate relationship to look like 	<p>PIR - Intro and features</p> <p>PIR - Commitment - Are we supposed to be monogamous?</p> <p>PIR - Marriage - Is marriage outdated?</p> <p>You and intimate relationships - Would I like a boyfriend/girlfriend?</p>	<p>Different family structures in KS2</p> <p>Mental health - emotions</p>
		Ready for sex	<p>KNOW about diversity in sexual orientation</p> <ul style="list-style-type: none"> - List different sexual orientations <p>UNDERSTAND the stereotypes and myths associated with different sexual orientations</p> <ul style="list-style-type: none"> - Recognise stereotypes and myths associated with different sexual orientations - Analyse different views about sexual orientation <p>BE ABLE TO make informed decisions about when to have sex</p> <ul style="list-style-type: none"> - Speak confidently about your sexual orientation 	<p>Sexual Orientation - Intro, myths and stereotypes</p> <p>Sexual Orientation - Born this way</p> <p>Sexual Orientation - Confused with gender identity</p>	<p>Identity in KS2</p>

		Related issues	<p>KNOW the law about sexual-related offences such as sexual harassment and upskirting</p> <ul style="list-style-type: none"> - State the laws on sexual harassment and upskirting <p>UNDERSTAND the reasons that sexual-related offences exist AND what can be done to safeguard ourselves and others from sexually-related offences</p> <ul style="list-style-type: none"> - Analyse why sexual harassment exists in our society - Explain how we can prevent sexual harassment <p>BE ABLE TO confidently seek help if concerned about sexually-related offences AND empathise with the victims of sexually-related offences</p> <ul style="list-style-type: none"> - Empathise with victims of sexual harassment - Seek help if you are experiencing sexual harassment 	<p>Sexual Harassment - Intro, the law and scenarios</p> <p>Sexual Harassment - Is wolf whistling a compliment?</p> <p>Sexual Harassment - Donald Trump's locker room talk</p> <p>Upskirting - Intro, law changes and scenarios</p> <p>Upskirting - South Korea</p>	<p>Safe relationships in KS2</p> <p>Democracy - Law creation</p>
May-July (16)	Community & Citizenship	Helping others	<p>KNOW issues that people are facing both locally and globally AND the individual and collective benefits of helping others</p> <ul style="list-style-type: none"> - Describe how lack of education impacts children around the world - Describe why we should help others <p>UNDERSTAND why a range of local and global issues exist AND the challenges that prevent people from helping others</p> <ul style="list-style-type: none"> - Explain why lack of education exists in some parts of the world - Analyse why lack of education is a persistent issue <p>BE ABLE TO help others by raising awareness, volunteering or performing charitable acts</p> <ul style="list-style-type: none"> - Suggest ways to help children who can not access education - Raise awareness or financial aid for children who can not access education 	<p>Lack of Education - Intro, facts and case studies</p> <p>Lack of Education - Why is lack of Education a persistent issue?</p> <p>Lack of Education - How can we help? Charities Project - Make a difference</p>	<p>Contributing to the community and broad careers focus in KS2</p> <p>What's out there - services</p>
		Protecting the environment	<p>KNOW the impact that humans are having on the environment AND actions that can be taken to protect the environment</p> <ul style="list-style-type: none"> - Describe the impact that rubbish and animal cruelty have on the environment - Describe methods to reduce the impact of rubbish and animal cruelty on the environment 	<p>Human Rubbish - Intro, facts and why this is an issue</p> <p>Human Rubbish - Why not recycle and reduce?</p> <p>Human Rubbish - Make</p>	<p>Shared responsibilities in KS2</p> <p>Moral character -</p>

		<p>UNDERSTAND why a range of environmental issues exist AND the challenges that prevent people from protecting the environment</p> <ul style="list-style-type: none"> - Explain why large amounts of rubbish and animal cruelty exist - Analyse why more people don't use methods to reduce the impact of rubbish and animal cruelty <p>BE ABLE TO critically discuss environmental issues AND act responsibly to minimise environmental impact</p> <ul style="list-style-type: none"> - Critically discuss the issue of human rubbish and animal cruelty - Act in a way that minimises human rubbish and animal cruelty 	<p>a change</p> <p>Animal cruelty - Intro, facts and why this is an issue</p> <p>Animal cruelty - Testing, Work and Entertainment</p> <p>Animal cruelty - Make a change</p>	<p>courage</p>
	Building citizenship	<p>KNOW a range of different cultural practices</p> <ul style="list-style-type: none"> - Describe a range of cultures that exist in our society <p>UNDERSTAND the importance of diversity and cultural awareness</p> <ul style="list-style-type: none"> - Explain the benefits of cultural diversity <p>BE ABLE TO accept the cultural practices of others</p> <ul style="list-style-type: none"> - Demonstrate willingness to understand the cultural practices of others - Challenge inequality in your views and the views of others in relation to cultural practices 	<p>Cultural awareness - Intro and what's out there</p> <p>Cultural awareness - Culture vs stereotypes</p>	<p>Equality - tolerance</p>



Curriculum Map

Subject: Mathematics- Currently under review

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
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Number</p> <p>Types of numbers Arithmetic Percentages Fractions Decimals Ratios Proportion Calculator use</p>	<p>Number / Algebra</p> <p>Introduction into algebra; Recognising number patterns and sequences; Coordinates, straight line graphs;</p>	<p>Algebra</p> <p>Coordinates, straight line graphs; Real life graphs; Solving equations;</p>	<p>Geometry and Measure</p> <p>Properties of 2D and 3D shapes; Symmetry; Transformations; Perimeter and area; Angles; <i>Volume</i></p>	<p>Data</p> <p>Data handling cycle; Averages and range;</p> <p>End of year Assessments</p>	<p>Data / Consolidation and extension; Probability;</p> <p>Project work – Data handling based</p> <p>Consolidation of yr 7 work as needed and extension topics</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>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 using calculator methods Performing calculations and problems solving involving ratios and proportion;</p>	<p>Recognising and applying basic algebraic manipulation skills; Reading and plotting coordinates;</p>	<p>Using equations to plot straight line graphs; Using rules of algebra to solve simple equations; Drawing and interpreting real life graphs;</p>	<p>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.</p>	<p>Find mean, median, mode and range; Collecting and recording data; Draw and use charts and graphs;</p>	<p>Calculate simple probabilities; Use diagrams to represent probabilities.</p> <p>Project – using skills from across the year (averages, charts and graphs, area and volume)</p> <p>Extension topics – using equipment correctly; using formulae to find area of more advanced shapes.</p>
Key Questions						
Assessment		<p>Number Assessment – to happen right at the start of h/t</p>	<p>Algebra Assessment</p>	<p>Geometry and Measure Assessment</p>	<p>End of year Assessments</p>	<p>N/a</p>



Curriculum Map

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.
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Curriculum Map

Subject: French

Year group: 7

	Allez 1 Unit 1	Allez 1 Unit 2	Allez 1 Unit 3	Allez 1 Unit 4	Allez 1 Unit 5
Content <i>Declarative Knowledge: 'Know What'</i>	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 <i>Procedural Knowledge: 'Know How'</i>	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? Quel est ton objet préféré?	Tu es comment? Comment est ta famille? Quelle est ta matière préférée ? Tu as un(e) meilleur(e) ami(e) ?	Où habites-tu ? Que fais-tu le week-end ? Tu as un animal ? Décris une visite au parc safari.	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 ... ? 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: GERMAN

Year group: 7

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Content <i>Declarative Knowledge: 'Know What'</i>	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 2 nd	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 <i>Procedural Knowledge: 'Know How'</i>	Skills: pronunciation, spellings, using cognates, connectives, asking questions, conjugation, checking your work	Skills: understanding conjugation, 1 st /2 nd /3 rd 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 heißt du ? Wie alt bist du ? Was sind deine Lieblingsachen? 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 ?
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: Music

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Discover your voice Performing focus</p> <p>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.</p> <p>Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, timbre, strings, woodwind, brass, percussion, unison, solo, harmony, polyrhythm</p> <p>Key musical styles: orchestral music, vocal music</p>	<p>Exploring the keyboard Performing focus</p> <p>Know how to read treble clef notation and the note positions on the keyboard. Understand groundbass and how it can be used.</p> <p>Key vocabulary: pitch, melody, treble clef, notation, keyboard, groundbass, ostinato, chords, texture</p> <p>Key musical styles: Baroque, classical</p>	<p>Riffs and loops Performing focus</p> <p>Understand the role of repetition in music and the terms ‘loop’ and ‘riff’. Know how to read note values.</p> <p>Key vocabulary: loop, riff, ostinato, texture, minimalism, repetition</p> <p>Key musical styles: minimalism, pop and rock</p>	<p>Programme music Composing focus</p> <p>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</p> <p>Key vocabulary: binary, ternary, major, minor, programme music, tonic, melody, harmony, drone, timbre</p> <p>Key composers: Mussorgsky, Vivaldi, Saint Saens</p>	<p>World music</p> <p>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.</p> <p>Key vocabulary: Rag, tala, drone, call and response, master drummer, slap, tone and bass, pentatonic scale, gamelan</p> <p>Key musicians: Ravi Shankar, Ladysmith Black Mambazo</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>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.</p>	<p>Play the keyboard using a correct hand position and as part of an ensemble. Read treble clef notation.</p>	<p>Play the keyboard with increased fluency, use technology to create a piece using loops. Manage the challenges of group work with more independence.</p>	<p>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.</p>	<p>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.</p>
<p>Key Questions</p>	<p>Describe the pitch/dynamics/tempo. What makes a performance look and sound confident? How can you rehearse effectively?</p>	<p>How can you remember the notes on the treble clef? What is groundbass?</p>	<p>What instruments would you expect to hear playing a riff? Identify loops and riffs in different pieces of music.</p>	<p>How do the musical elements in this piece make it sound dramatic/sad/thoughtful?</p>	<p>Where would this kind of music be performed? How does it sound different to classical/pop music?</p>
<p>Assessment</p>	<p>End of topic test on vocabulary and listening skills</p>	<p>Solo or ensemble instrumental performance</p>	<p>Composition using loops</p>	<p>Group composition for a nature documentary, listening assessment</p>	<p>Gamelan shadow puppet plays, EOY exam</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Confidence, resilience, collaborative skills</p>	<p>Aspiration, resilience</p>	<p>Initiative, resilience</p>	<p>Aspiration, integrity</p>	<p>Confidence, tolerance, integrity, cultural appreciation</p>



YEARS 7 PE & GAMES



YEARS 7 PE & GAMES												
	2 nd Sept - 29 th Sept			30 th Sept - 21 st Oct			1 st Nov - 23 rd Nov			24 th Nov – 21 st Dec		
	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	Netball	Gym		Gym	Netball		Swimming	Hockey		Hockey	Swimming	
Yr 7 Boys	Rugby	Rugby	Rugby	Basketball	Basketball	Dance	Football	Football	Basketball	Dance	Gymnastics	Football
	6 th Jan - 21 st Jan			24 th Jan - 9 th Feb			21 st Feb - 11 th Mar			14 th Mar - 1 st 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	Dance	Trampolining		Trampolining	Dance		Football	Basketball		Basketball	Football	
Yr 7 Boys	Swimming	HRF	Gymnastics	Gymnastics	Swimming	HRF	HRF	Trampolining	Trampolining	Trampolining	Dance	Swimming



Curriculum Map

Subject: **Philosophy, Religion and Ethics**

Year group: **7**

	Autumn	Autumn/Spring	Spring	Spring/Summer	Summer
<p>Content</p> <p><i>Declarative Knowledge</i></p> <p>—</p> <p><i>‘Know What’</i></p>	<p>The Island</p> <ul style="list-style-type: none"> - Understand how communities develop - Understand the importance of tradition - Understand and evaluate how rules and laws develop and why these are important in society - Understand and evaluate how different groups can develop in society. 	<p>Inspiration and Authority</p> <ul style="list-style-type: none"> - Understand the Origin of the Bible - Understand and evaluate the authority of a holy book. - Understand the difference between the Hebrew Bible and the Christian Bible. - To understand and analyse the different interpretations of the Bible - To evaluate different worldviews and how they come about. 	<p>The Big Story 1</p> <ul style="list-style-type: none"> - Understand the origins and key themes of religious belief - Understand the concept of Creation/ the fall - To understand and evaluate the concept of Salvation and Atonement. - Understand the role of a prophet in religious belief - Understand the role of a messiah in religious belief. 	<p>Judaism</p> <ul style="list-style-type: none"> - Understand why there are different groups of Jews - Understand and evaluate the Jewish food laws - Understand the Jewish place of worship. - Understand and analyse Passover with reference to the story of Moses - Understand and evaluate the Bar/Bat Mitzvah 	<p>Christianity</p> <ul style="list-style-type: none"> - Understand and evaluate who Jesus was to Christians - Understand why there are different groups of Christians - Understand and evaluate the ethical and moral views of Christians - Understand and evaluate Christian places of worship - Understand and analyse two different Christian Traditions. - Understand and evaluate a Christian rite of passage.
<p><i>Procedural Knowledge – ‘Know How’</i></p> <p><small>PRE Skills Facts Understanding Critical evaluation Religious literacy Empathy Investigation Collaboration Discussion / Oracy</small></p>	<ul style="list-style-type: none"> - Develop skills in Oracy and collaboration. - Develop skills in Critical evaluation by considering and analysing how societies develop. - Show empathy by considering how others in a community may be affected by their decisions. 	<ul style="list-style-type: none"> - Develop skills in Oracy and collaboration. - Develop skills in Critical evaluation by considering different interpretations and worldviews. - Investigate the ancient texts. 	<ul style="list-style-type: none"> - Develop skills in Oracy and collaboration. - Develop skills in Critical evaluation by considering different beliefs and comparing them to their own views. - Investigate the ancient beliefs and texts. 	<ul style="list-style-type: none"> - Develop skills in Oracy and collaboration. - Develop skills in Critical evaluation by analysing the religious laws and traditions. - Show empathy by considering how other cultures and people live their lives. - Investigate the Torah and produce a leaflet for HBL. 	<ul style="list-style-type: none"> - Develop skills in Oracy and collaboration. - Develop skills in Critical evaluation by analysing the religious laws and traditions. - Show empathy by considering how other cultures and people live their lives. - Investigate the Christian place of worship and produce a design for a Church.
<p>Key Questions</p>	<p>What does it mean to be a community? What is a Rite of Passage?</p>	<p>What Inspires you? Is the Bible inspired?</p>	<p>What is creation and the purpose of the Genesis story?</p>	<p>Why are there different groups of Jews? What are the Jewish Food Laws?</p>	<p>Why are there different groups of Christians? How should Christians act?</p>



Curriculum Map

	<p>Why might rules be necessary? How does religious belief develop?</p>	<p>What is the difference between the Hebrew Bible and the Christian Bible? Why are there different interpretations of the Bible? What is a worldview and do people have different worldviews?</p>	<p>What is Salvation and Atonement? Why is forgiveness important? Why might sacrifice be important? What is a prophet?</p>	<p>Where do Jews worship? What is the festival of Passover and how does it link to the story of Moses? What is the Bar/Bat Mitzvah ceremony?</p>	<p>Where do Christians worship? What are Christian Traditions? What are Christian rites of Passage?</p>
Assessment	Create your own Island Project and Write up.	Written Evaluation on ancient books.	The Big Story Mindmap	Judaism Written Assessment	Christianity Written Assessment
Literacy/Numeracy/SMSC/Character	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Considering society and how their acts may contribute to this. - Discussion of key issues in lessons so will develop their Oracy and Listening skills. 	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Learning about different worldviews. - Discussion of key issues in lessons so will develop their Oracy and Listening skills. 	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Learning about different religious concepts which are important to Jewish, Muslim, and Christian faith. - Discussion of key issues in lessons so will develop their Oracy and Listening skills. 	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Learning about people from a different religion and culture. - Discussion of key issues in lessons so will develop their Oracy and Listening skills. 	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Learning about people from a different religion and culture. - Discussion key issues in lessons so will develop their Oracy and Listening skills.



Curriculum Map

Subject: Science

Year group: 7

	Science skills (autumn 1)	Biology	Chemistry	Physics
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Equipment handling Lab safety - recap Observations of reactions Measuring reactions. Recording and analysing data Planning and evaluation of experimental methods - naming variables Making predictions 	<ul style="list-style-type: none"> Manipulation of maths equations Problem solving Investigating springs Use of protractors in light refraction Investigating friction Making predictions
<p>Key Questions</p>	<ol style="list-style-type: none"> How can we be safe in the laboratory? What is science and how does it relate to me? 	<p>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?</p>	<p>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?</p>	<p>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?</p>



Curriculum Map

		<p>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?</p>		<p>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?</p>
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).
Literacy/Numeracy/ SMSC/Character	<p>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</p> <p>Character Integrity: during practical work Resilience: using equations and data handling Confidence: participation in classroom discussions</p>	<p>Numeracy - graphs Literacy - Labelling diagrams correctly, extended writing tasks SMSC - pair work</p> <p>Character Integrity: during practical work Resilience: using equations and data handling Confidence: participation in classroom discussions</p>	<p>Numeracy - graphs, calculating mean values. Mode, mean and median. Literacy - Comprehension of instructions. Extended writing tasks. SMSC - pair work</p> <p>Character Integrity: during practical work Resilience: using equations and data handling Confidence: participation in classroom discussions</p>	<p>Numeracy - Maths using equations and using and understanding protractors Graphing Literacy - extended writing tasks SMSC - pair work</p> <p>Character Integrity: during practical work Resilience: using equations and data handling Confidence: participation in classroom discussions</p>



Curriculum Map

Subject: Visual Arts

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Me as an Artist Thematic Project 1</p> <p>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.</p> <p>Line Tone Texture Shape Pattern Colour</p> <p>-Mark Making -Colour Wheels -Tone Ladder - A History of Art timeline</p>			<p>Natural Forms and Landscapes Thematic Project 2</p> <p>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.</p> <p>To apply knowledge and skills gained from the first project during the completion of a sustained final piece.</p> <p>To learn about compositional techniques and to use appropriate language to articulate their choices in planning a final piece.</p> <p>Essential Outcome: An A3 mixed media response to the great outdoors. A small 3D outcome such as a lizard or cast of found objects</p>														
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Themes: Students will complete foundation entry-level series of tasks to develop skills. 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.</p> <p>Knowledge and skills: composition, colour, shape</p> <p>Focus for recording skills: musical instruments.</p> <p>Media: abstract photography/textiles/painting</p> <p>Artists/ movements: Kandinsky, Klee, Matisse, Albert Irving, Patrick Heron, Howard Hodgkin</p> <p>Outcomes: set of abstract photographs, abstract painting</p> <p>CROSS CURRICULAR LINK – MUSIC</p> <p>BYOD Suggestion: photography editing techniques</p> <p>Xmas card competition this term</p>			<p>Themes: Natural forms/ landscape</p> <p>Knowledge and skills: colour theory, painting techniques, digital skills (ipads)</p> <p>Focus for recording skills: natural forms/landscapes.</p> <p>Media: Coloured pencils, paint, wax resist, ipads</p> <p>Artists/ movements: Fauvists, Impressionists, Hockney</p> <p>Outcomes: Understanding of colour theory. Developmental sketchbook work, A3 landscape painting, double sketchbook page research into Impressionists or Hockney</p> <p>BYOD Suggestion: Hockney style landscape from own photograph</p>														
<p>Key Questions</p>	<ul style="list-style-type: none"> 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? <table border="1" data-bbox="315 863 1167 1043"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> Colour Shape Tone Line Texture Pattern </td> <td> Primary and secondary sources Develop Analyse Presentation Historical Context Visual Recording Media </td> <td> Complementary Colours Harmonious Colour Composition Mark Making </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Colour Shape Tone Line Texture Pattern	Primary and secondary sources Develop Analyse Presentation Historical Context Visual Recording Media	Complementary Colours Harmonious Colour Composition Mark Making	<ul style="list-style-type: none"> Which artists have 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? <table border="1" data-bbox="1223 887 2051 1086"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> 2D 3D Form Horizon Perspective </td> <td> Landscape Orientation Viewpoint Primary Secondary Tertiary Colour </td> <td> Aerial Perspective Focal Point Rule of Thirds Foreground, Middle ground, background </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	2D 3D Form Horizon Perspective	Landscape Orientation Viewpoint Primary Secondary Tertiary Colour	Aerial Perspective Focal Point Rule of Thirds Foreground, Middle ground, background
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2D 3D Form Horizon Perspective	Landscape Orientation Viewpoint Primary Secondary Tertiary Colour	Aerial Perspective Focal Point Rule of Thirds Foreground, Middle ground, background																
<p>Assessment</p>	<p>Formative next step targets written in sketchbooks or google classroom 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.</p>			<p>Formative next step targets written in sketchbooks or google classroom 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.</p> <p>EXAM – Two hours - drawn studies of natural forms (second half term)</p>														
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy: Writing about the history of Art. Evaluating their own and others work.</p> <p>Numeracy: Time line</p> <p>SMSC: Sharing their own interests and expressing personal ideas when joining the school. Developing cultural awareness.</p> <p>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.</p>			<p>Literacy: Writing about the history of British landscape painting.</p> <p>Numeracy: Measuring and Perspective</p> <p>SMSC: Well- being and enjoyment of working outdoors.</p> <p>Character: Building confidence by working outdoors and recording from first hand observation. Independently identifying a team to produce a sustained piece of land art.</p>														