

## Year 7 Curriculum Overview

|              | Term 1   | Term 2  | Term 3   | Term 4  | Term 5   | Term 6   |
|--------------|--|---|--|---|--|--|
| Art          | Art Fundamentals – drawing using basic shapes, symmetry, mark-making, negative space, pattern, zentangles        |   | Art from other Cultures – Egyptian art, colour, shape, form, hieroglyphics, cartouches, designing canopic jars, making clay jars                           |   | Environment – Under the Sea – media exploration, chalk, biro, felt pen wash, sculpture techniques, origami, recycled, assemblage |  |
| Computing    | Microsoft word skills  | JOG Gazette project   |  |   |  |  |
| D&T (3 Rota) | Graphics – Rainforest Tunnel book – looking at typography, illustration, logo, information graphics, prototypes. |   | Product Design – mechanical grabber – design and research process, levers, construction, safe use of tools – scroll saw, tenon and hack saw, pillar drill. |   | Food – Healthy Eating – eat like a sports star – introduction to the food room, health and safety, basic cooking.                |  |
| Drama        | Serious Fun- Health and safety in Drama and the Key aspects of collaborative learning.                           | From Page to Stage- Arabian Nights- Working with Script   | Genres- Exploring Style using Scripts  | It was Terrifying- Devising skills  | Alice in Wonderland and the world of Physical Theatre  | Alice in Wonderland and the world of Physical Theatre  |
| English      | Transition Unit  | The Breadwinner – Reading   | Introduction to Analysing Poetry   | Language in Legends – Fiction Writing unit  | Play – Whispers in the Graveyard – Oracy Unit  | Short Stories Fiction writing  |
| Geography    | Geographical skills  | UK and local geography  | Weather and climate  | Russia  | Resource management  | Coastal management   |
| History      | Who came to Britain between 410CE-present?   | Continued from term 1 and Why did William win the Battle of Hastings?   | Continued from term 2  | Was there more change than continuity in England after the Normans conquered?   | Which event led to the biggest loss of power for Medieval kings and queens   | Which source tells us the most about Medieval Mali?  |
| Maths        | 1 Numbers and the number system.<br>2 Calculating  | 3 Checking, approximating and estimating.<br>4 Counting and comparing.<br>5 Visualising and constructing.<br>6 Investigating properties of shape. | 7 Algebraic proficiency: tinkering.<br>8 Exploring fractions, decimals and percentages.<br>9 Proportional reasoning.<br>10 Pattern sniffing.               | 11 Measuring space.<br>12 Investigating angles.<br>13 Calculating fractions, decimals and percentages.                            | 14 Solving equations and inequalities.<br>15 Calculating space.<br>16 Mathematical movement.                                     | 16 Mathematics movement.<br>17 Presentation of data.<br>18 Measuring data.   |
| Music        | <b>The Elements of Music</b> – Understanding how the Elements of music are used in composing and performing.     | <b>Keyboard Skills</b> – The notes on the keyboard, Staff notation and rhythm.  | <b>The Music of China</b> – Music for Festivals, The Sharps and Flat Keys, Pentatonic scales used in performing and composing                              | <b>Instruments of the Orchestra</b> – Timbre. How each instrument creates its unique sound. Aural recognition. Performing pieces. | <b>Musical Form – The Structure of Music.</b><br>Composing and performing in Binary, Ternary and Rondo Form                      | <b>Music of the Caribbean</b> – An Introduction to World Music. Performing Calypso music.  |
| PE           | Introducing core skills of passing, shooting and dribbling through invasion games                                | Introducing attacking and defending knowledge through invasion games  | Developing confidence in the water through swimming and be able to swim 25 metres  | Introducing core skills of net and wall games<br><br>Introduce outdoor adventurous activities                                     | Developing technique and improve performance through gymnastics and dance  | Introducing core skills of batting, bowling and fielding through striking and fielding games.<br><br>Introduction to key athletic disciplines (track and field events) |
| PHSCE        | Transition and safety  | Health and puberty  | Diversity  | Financial decision making   | Developing skills and aspirations  | Building relationships   |
| RS           | Religion, Philosophy, Ethics and Us  | Term 1 continued and Islam  | Term 2 continued and Buddhism  | Term 3 continued and Indigenous Beliefs   | Term 4 continued and Judaism   | Judaism  |
| Science      | Becoming Scientists, Particle Model  | Separating techniques, cells and organisation   | Skeletons and muscles, Forces and motion   | Reproduction, acids and alkalis   | Light and sound  | Ecosystems, Earth and Space  |

Ambition

Care

Courage

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| <p>French</p> | <p><b><u>C'est perso</u></b> Learning to pronounce key French sounds<br/>Saying your name and learning numbers<br/>Talking about brothers, sisters, and age<br/>Talking about likes and dislikes<br/>Describing yourself and others<br/>Saying what you do<br/>Giving dates in French</p> | <p><b><u>Mon Collège</u></b> Learning colours +<br/>Telling the time<br/>Talking about school subjects<br/>Talking about what you wear<br/>Talking about your school day<br/>Learning about a typical French school<br/>Food at school</p> | <p><b><u>Mes pasetemps</u></b><br/>Talking about weather and seasons<br/>Talking about sports/ activities you play/ do<br/>Discovering new sports<br/>Talking about what you like doing<br/>Talking about technology</p> | <p><b><u>Ma zone</u></b> Talking about where you live<br/>Weekend activities<br/>Inviting someone, somewhere</p> | <p><b><u>Partez!</u></b><br/>Talking about holidays<br/>Future projects and my dreams</p> |
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