

## Year 7 Curriculum 2021-22

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	CREATIVE WRITING AND NOVEL STUDY: THE HOBBIT; short descriptive writing and grammar transition, followed by an introduction to language analysis skills and exploding quotations		FICTION: CRITICAL READING SKILLS; a focus on language comprehension and exploding quotations	NON FICTION WRITING: BE A FILM CRITIC; writing for technical accuracy and linguistic effect	POETRY:NATURE; an introduction to poetic techniques, exploring untaught poems, language analysis and exploding questions	SHAKESPEARE: A MIDSUMMER NIGHT'S DREAM; a focus on Pyramus and Thisbe, performance of a scene and explanation of directors' notes.
<b>Maths</b>	Number; place value, addition and subtraction; multiplication and division	Negative numbers , data collection and representation; algebra	Alegbra continued, Number; fractions	Geometry; lines and angles, revisit fractions	Number; percentages	Algebra
<b>French/ German</b>	Introduction to Target Language and country. Key classroom phrases, Phonics, numbers, name, age, birthday, family, personal and physical description.	Free time; Likes and dislikes (opinions and reasons),technology, sports, events and French/German famous sports people. Activities in the present tense.	House and home – rooms, description. Routine and chores, town, transport.	School, in the classroom, subjects, uniform, teachers, rules, school life in France./ Germany and jobs.	Francophone/ German speaking countries, the future tense.	Literature from abroad; stories, poems and music from French/ German speaking countries
<b>Science</b>	Biology: Cells; Chemistry: Mixtures; Physics: Energy		Biology: Reproduction; Chemistry : Atoms, elements and compounds; Physics: Electricity		Biology: Ecology; Chemistry: Acids and alkalis; Physics: Forces	
<b>History</b>	Britain before 1066. What was life like before the Normans came?	The Norman Conquest. Is this the beginning of Britain as we know it?	Medieval Britain and the World. What were the similarities and differences between Britain and the wider world?	The Tudors. How should the bloody monarchs or Renaissance kings and queens?	Tudors be remembered: as such a challenge to the monarchs' divine right to rule in the 17th century?	
<b>Geography</b>	The human planet - settlement and populations		Tectonic hazards; volcanic activity, and exploration of cause, effect and response.	Cold environments - focus on sense of place and changing environments in the Arctic region and glaciated areas	Fantastic plastic? Exploring the importance of oceans and the concepts of cause, effect and response	
<b>RS</b>	Beliefs about God and key ideas about the existence of God through religious and non-religious perspectives.	Beliefs about God followed by Revelation.	Revelation - the importance of revelation stories to different religions - evaluation of revelation and its validity.	Revelation - followed by Religion and Science	Religion and Science - Different ideas about the origins of the universe looking at whether religion and science are compatible beliefs. How do religious beliefs about the universe impact on ideas about the environment.	Buddhism.
<b>PD</b>	Welcome to Hele's Accountability and responsibility. E Safety	Sustainable Gifts; learning about the environment and sustainability; Fair trade and recycling. COP 26 Our climate our future.	Desert Island Living (Democracy)	Relationships- what makes a good friend, maintaining friendships, bullying, dealing with bullying and social media and the effects on relationships.	Safety around our community. Water Safety, sun safety and First Aid. Staying healthy and our changing body and mind.	Careers- Career Pilot and exploration of variety of careers. Entrepreneurs
<b>Computing</b>	Using computers safely and responsibly: managing files, creating a secure password, protecting identity and using search engines.		Coding with KODU: exploring programming of computer games by creating basic landscape features, pathing, creating clones and creatables, and modification.		Graphics: using bitmap graphics to design and modify an image, considering resolution and layering as well as font selection principles.	
<b>Art</b>	Understanding Tone; how to create tone with pencils; composition and drawing of an apple.	Understanding colour: using the design process to create an abstract painting	Creating from imagination and 3D design; drawing to design an robot using the clay process.		Natural forms; research and response to Eden visit. Fabergé research, and clay piece as outcome from observational and imaginative drawing	
<b>Music</b>	Elements of Music (bridging unit); exploring simple melodies such as largo		Pentatonic Music ; a performance unit, looking at folk music and instrumental music with binary, ternary and rondo forms	Scaling the Heights; solo/ ensemble performance exploring different scales (major, minor, whole-tone) with particular focus on Impressionist music. Composing a melody and using manuscript annotation	Chords (exploring chords and 50's rock and roll); chord progressions and patterns which underpin much of the music we hear today	Variations ( exploring ways to develop musical ideas); exploring melodic and rhythmic phrases, instrumental and vocal performance.
<b>Drama</b>	Melodrama: stock characters, developed situation and introduction to vocal and physical skills within performance. Introduction to script work and how to turn the page onto the stage	Scary play by Judith Johnson, exploring page to stage. An exploration of character, form and structure	Evacuees: issue based drama supporting naturalism and emotional response to a theme. Students explore placing themselves within other peoples' shoes, developing empathy	Midsummer Night's Dream: exploring mood, atmosphere and modern adaptations/concepts	We Lost Elijah: a textual study exploring with theatrical conventions, forms, genres and character	Greek theatre: exploring the role of the chorus, non-literal movement and synchronicity. Students will explore the work of Medea and focus on how they use the chorus to impact their performances
<b>Technology</b>	Technology classes work through a rotation of projects, covering 5 across the year. Pupils will do projects in D&T and two in Food each year. These include: <u>Design &amp; Technology</u> ; <u>Travel Toy</u> - designing an wooden toy product to keep you entertained on a journey - students learn about woodworking & manufacturing techniques also design development; <u>Graphics</u> : Students learn different graphic techniques using technical hand drawing and CAD / CAM using Techsoft 2D Design and laser cutter. <u>Food Technology</u> : It's all about Balance. This module develops the students understanding about the Eat Well Guide and the guidelines for healthy eating. Students will build confidence working in the kitchen by preparing four savoury recipes using different parts of the cooker. Students will start to learn about food safety and we will be learning all about carbohydrate as the focussed nutrient. <u>Enterprise</u> - a module based around numeracy, practising skills such as measuring, reseraching, representation of data, designing and costing a chocolate bar.					
<b>PE</b>	Carousel/baseline assessment. Boys and girls go through a series of sports/activities to test current levels of physical literacy.	Teamwork: Accurate replication/outwitting opponents (boys); Fitness/Outwitting opponents (girls)	Respect: Accurate replication/outwitting opponents (girls); Fitness/Outwitting opponents (boys)	Enjoyment:Accurate replication/outwitting opponents (girls); fitness/ouwitting opponents (boys)	Discipline:Performing at maximum levels/ Outwitting opponents (girls/boys)	Sportsmanship: Performing at maximum levels/ Outwitting opponents (girls/boys)