



Curriculum Document Year 7 Autumn Term

<p><u>Mathematics</u></p> <ul style="list-style-type: none">• Multiplication and division• Using a calculator• Estimating and rounding• Negative numbers• Fractions• FDP• Percentages• Factors, multiples and primes• Special numbers• BODMAS• Laws of indices• Standard form• Surds (sets 1 and 2 only)• Ratio• Proportion <p><u>Science</u> Safety in the Science lab</p> <p>B3a The circle of life C1a Particles</p> <p>C1a Particles P1a Energy transfers</p> <p><u>Geography</u> What Is My Place In The World?</p> <ul style="list-style-type: none">• Map skills• Locational information• What is Geography as a subject? <p>Where Is The Most Dangerous Place To Live On Earth?</p> <ul style="list-style-type: none">• Tectonic Hazards such as volcanoes, tsunamis, earthquakes• Real life examples <p><u>Technology - Food</u> Theory:</p> <ul style="list-style-type: none">• Introduction to the food room & FPN (this covers health and	<p><u>English</u></p> <ul style="list-style-type: none">• Anne Frank and mighty women• Analysing non-fiction• Language (Reading and Writing)• Poetry – Introduction of Maya Angelou, alongside explicit teaching of MITSL• Reading and Writing• Autobiographical writing• Descriptive writing, based on images• Speaking and listening- Hit seating and Role play• Analysis of Anne Frank’s Diary• Comprehension- extract analysis• Non- Fiction writing skills/ letters etc... <p><u>Computing</u> E-safety: Content covered, including knowledge and skills:</p> <ul style="list-style-type: none">• Organizing files• Preparing folders for each unit being studied• E-Safety• Staying safe online• Social networking• Cyberbullying• GDPR• Emails <p><u>History</u> What is History?</p> <ul style="list-style-type: none">• What is cause and consequence• Change and continuity• Interpretations• Inference <p>How did William conquer England after 1066?</p> <ul style="list-style-type: none">• Life in 1066• Events at Stamford Bridge• Types of Soldiers• Battle of Hastings	<p><u>Character Development</u></p> <p><u>ATM & SMSC</u> Celebrating Difference</p> <ul style="list-style-type: none">• Protected characteristics: sex, sexual orientation, gender reassignment.• Challenging prejudice and discrimination.• Roles in society.• Stereotypes• Bullying• Assertiveness <p>Being me in my World Self-identify roles and responsibilities, personal strengths, independence and influences (peer pressure)</p> <p><u>RSE</u> Taught predominantly in Science in Year 7 Topics covered:</p> <ul style="list-style-type: none">• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause• That they have a choice to delay sex or to enjoy intimacy without sex• The facts about the full range of contraceptive choices, efficacy and options available• The facts around pregnancy including miscarriage• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment• Abortion
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<p>safety and hygiene rules of the food room (kitchen), Food provenance – Fruits & vegetables, , and Nutritional knowledge related to the Eat well guide, physical & working properties of various ingredients</p> <ul style="list-style-type: none">• Importance of hydration• Food functions, Cake making methods,• Build-up of practical skills from one recipe to the next <ul style="list-style-type: none">• Nutritional knowledge related to the Eat well guide, physical & working properties of various ingredients physical & working properties of various ingredients• Build-up of practical skills from one recipe to the next• What is sensory analysis and can I use this to analyse ready made products? <p>Practical and skills:</p> <ul style="list-style-type: none">• Knife skills and use of the hob• making a dough• Creaming method• Bread making skills (bread rolls),• Pizza shaping & topping skills.• Knife & cutting skills (Bridge hold & claw grip to create a fruit fusion / Fruit Salad)• How to measure and weigh• Using small equipment• Rubbing in method <p>Technology - Product Design</p> <ul style="list-style-type: none">• Material properties - manufactured board.• Design movements research early 20thC• Introduction to Using CAD and CAM to make a MDF mould• Material properties - metals Ferrous & non Ferrous, Alloys• Forming metals through casting• Work shop health and Safety.• Casting Pewter• Redistribution and wasting techniques.• Modifications and evaluation <p>Technology – Textiles</p> <p>To understand the importance of</p> <ul style="list-style-type: none">• Health & Safety processes• Operating the sewing machine <p>Skills-</p> <p>Decorative & Technical skills:</p>	<p>PE</p> <p>Baseline testing: All students will be assessed on their physical capabilities to demonstrate their ability.</p> <p>Boys' PE:</p> <ul style="list-style-type: none">• Students will practice the basic and advanced skills required for Football, Rugby• Fitness - students will understand how to work out safely using varying training methods whilst learning about the muscles <p>Girls' PE:</p> <ul style="list-style-type: none">• Netball - students will practice the basic and advanced skills required for Netball• Gym/Trampoline - students will get the chance to create routines either on Gym mats or on the Trampoline• Sport Ed - students are placed into groups and provided a role that they will undertake. They will run drills and play Team Games to earn points for their team <p>Drama</p> <p>Myself and others:</p> <ul style="list-style-type: none">• Exploring how to build a narrative• Learning how to apply basic drama techniques: Freeze Frame and Thought Aloud• How to represent basic characters and stereotypes <p>Charlie and the Chocolate Factory:</p> <ul style="list-style-type: none">• Exploring the Roald Dahl classic- representation of characters• Learning subject specific terminology linked to staging• Use of geographical and emotional stage directions <p>Music</p> <ul style="list-style-type: none">• Participate in your first music lesson• Sing with others• Improve confidence by performing in lessons• Learn the Xylophone!	
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<ul style="list-style-type: none">• seams• quilting• tie dye• dye sublimation• computerised machine embroidery• overlock• hem• applique <p>Design task in the style of a GCSE NEA</p> <ul style="list-style-type: none">• Mood board• Design specification Homework challenges;<ol style="list-style-type: none">1. sketch & personalise a shoe2. fibres and fabrics around the home3. Design a garment inspired by a designer <p>Sketching out ideas in response to the task Gaining vital feedback to make iterative changes Modelling/ Planning & making products Evaluating end product Students rotate into other tech subjects twice</p>	<p>RS What does RS have to do with me? What was the Buddha trying to find? Understanding Suffering and exploring the idea of enlightenment.</p> <p>Languages – French My life: Introducing and describing yourself.</p> <ul style="list-style-type: none">• Cultural: Knowing key days/dates in French• Saying your name and greetings• Numbers, months – Give the date of your birthday, numbers 1 – 30• Talking about brothers and sisters - Using the verb “avoir” (to have)• Describing a classroom – Indefinite and definite articles• Talking about likes and dislikes – Using the verb “aimer” (to like) and the definite article• Describing yourself and others - Adjective agreements• Saying what you do – Understanding the infinitive and regular “er” verbs• Listening and reading skills - Saying what you do, understanding infinitives and regular “er” verbs• Speaking skills – Creating a video about yourself, giving dates in French <p>My family and friends: Introducing family members and description.</p> <ul style="list-style-type: none">• Culture: Names of countries in French, different foods eaten for breakfast around the world, describing French celebrities• Numbers 30 – 100• Describing your family, colours – Possessive adjectives• Describing where you live – Nous form of “er” verbs• Talking about breakfast – Using the partitive article• Listening and reading skills - Learning about Bastille Day• Writing skills – Creating a cartoon family, substituting words to make texts your own <p>Languages – Spanish My life:</p> <ul style="list-style-type: none">• Culture: Colours of flags in Spanish, Hispanic	
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	<p>countries</p> <ul style="list-style-type: none">• Introducing yourself - Saying your name and greetings• Describing your personality - Adjective agreements• Talking about brothers and sisters - Using the verb “tener” (to have)• Saying when your birthday is / your age – Numbers, months and the alphabet• Writing skill – Writing a text for a time capsule, adding variety to your writing <p>My family and friends</p> <ul style="list-style-type: none">• Culture: Spanish celebrities, famous buildings in Spain• Describing your family – using possessive adjectives• Describing hair and eye colour – using the verbs “ser” (to be) and “tener” (to have)• Describing other people – using verbs in the third person• Where you live – Using the verb “estar” (to be)• Reading skill – Reading about the carnival in Cadiz, looking up new Spanish words in a dictionary• Speaking skill - Creating a video about yourself, planning and giving a presentation <p>Art</p> <p>It is our intention that students learn drawing skills using a focused and systematic approach, using the formal elements of art.</p> <p>A base line test will take place to measure where students are and how much progress they will make in the first half term.</p> <p>Students will look at artists who use drawing to record such as Leonardo Da Vinci and Vincent Van Gogh. Drawing techniques (grid and Loomis) will continue in the second half of the term focusing on portraiture. We intend to teach students 2 printmaking techniques – mono printing using transference and drawing methods and ‘collograph’, building up the surface of the print plate using textures. Students will reflect on their work throughout, learning how to annotate their work and build up their literacy skills using subject specific vocabulary.</p>	
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