



Year 7 Curriculum Map: 2018-19

Subject	Term 1		Term 2		Term 3	
	Half Term 1 (Aug-Oct)	Half Term 2 (Oct-Dec)	Half Term 3 (Jan-Feb)	Half Term 4 (Feb-Apr)	Half Term 5 (Apr-May)	Half Term 6 (May-June)
<i>English</i>	Introduction to Poetry Analyse Interpret Structure Language Form	Skellig Reading for meaning Selecting information Skim and scan Language interpretation	Autobiography- Creative writing - Writing conventions/ grammar	Introduction to Shakespeare/ Macbeth Historical and social background, reading and interpretations, writing conventions around the study of Macbeth	Shakespeare - Macbeth. Language analysis Character and plot knowledge and development. Theme analysis	Transactional Writing; Review/Newspapers Purpose, sentence structure, audience, and language. Film stimuli - Bend it like beckham
<i>Mathematics</i>	Addition and subtractions of whole numbers Multiplication and division with whole numbers Collecting and displaying data Number and patterns Sets Parts of a whole	Addition and subtraction of fractions and decimals More on decimals Units of length and mass Introducing geometry	Symmetry Triangles and quadrilaterals Probability	Area Parallel lines Coordinates Formulas	Straight line graphs Summarising and comparing data Solids	Equations Grouping data
<i>Science</i>	7A: Cells; 7E: Mixtures & Separation; 7I: Energy	7B: Sexual Reproduction; 7F: Acids & Alkalis; 7J: Current Electricity	7C: Muscles & Bones (Set A) or 7K: Forces (Set B)	7G: The Particle Model (Set A); 7K: Forces (Set A) or 7C: Muscles & Bones (Set B); 7G: The Particle Model (Set B)	7D: Ecosystems; 7H: Atoms, Elements & Molecules; 7L: Sound	

<p><i>Art</i></p>	<p>“Our Environment” Observational Drawing- graphite, pen and pencil.. The uses of Primary Research. Graphite, pencil, ink and pen drawing.</p>	<p>“Our Environment” Observational Drawing. Extending understanding of media - collage and mixed media responses. Artist Influencers: Jean Tinguely.</p>	<p>“Colour and Vision” Basic Colour theory. Basic painting technique. How does light affect colour? How do artists capture light? Artist Influence: Cezanne.</p>	<p>“Colour and Vision” Developing painting skills and technique. Colour mixing and colour theory. Photography and distortion.</p>	<p>Whole School Art Exhibition - final piece planning and development. Maquette making, Collaborative art making.</p>	<p>Whole School Art Exhibition - final piece creation. Maquette critique and development. , Collaborative art making towards a final outcome.</p>
<p><i>Computing</i></p>	<p>Using Computers Safely, Effectively and Responsibly: -Understand and create an acceptable use/code of conduct policy. -Use basic file management techniques. -Understand the purpose of file extensions. -Understanding passwords. -Social networking. -Online bullying. -Communicating with email. -Effective use of the Internet.</p>	<p>Understanding Computers: -Distinguish between a range of hardware and software. -Distinguish between a range of input and output devices. -Give examples of storage devices. -Understanding the fundamental purpose of a CPU. -Distinguish between RAM and ROM. -Units for measuring data. -Binary data storage. -Binary counting and conversions</p>	<p>Spreadsheets with Spy School: -Purpose and benefits of using spreadsheets. -Entering numbers and text, formatting data. -The use and purpose of formulae (+,-,* and /), Functions (Sum, Average, Min, Max) -Sort and filter data using comparison operators (<, >, <=, >=, = and <>) -Using absolute and relative cell references. -Create graphs and charts.</p>	<p>Programming with Scratch: -Understand the meaning and purpose of algorithms including the importance of sequencing. -Relate computational abstractions and simple programming code to on-screen actions. -Combine the use of variables with Boolean operators. -Understand and design procedures to run simultaneous scripts. -Use selection and iteration to improve programming efficiency. -Understand and apply testing in order to identify errors or weaknesses (repetition) in code. -Provide feedback to others in order to identify and recommend improvements.</p>	<p>Shakespeare Comic Strip - Macbeth: -Cross curricular opportunity - English (MacBeth) and Computing (Digital media). -Use digital media including photography and photo editing software to repurpose an image. -Understand the purpose of storyboarding as a planning process. -Create storyboards. -Produce a digital comic strip using presentation software. -Evaluate performance and produce a reflective summary. -Understand the importance of effective teamwork, conflict resolution and organisation.</p>	<p>Shakespeare Comic Strip - Macbeth: -Cross curricular opportunity - English (MacBeth) and Computing (Digital media). -Use digital media including photography and photo editing software to repurpose an image. -Understand the purpose of storyboarding as a planning process. -Create storyboards. -Produce a digital comic strip using presentation software. -Evaluate performance and produce a reflective summary. -Understand the importance of effective teamwork, conflict resolution and organisation.</p>
<p><i>Drama</i></p>	<p>Evacuees</p>	<p>Darkwood Manor</p>	<p>Physical Theatre 1</p>	<p>Beowulf</p>	<p>Script Ernie’s Incredible Illucinations</p>	<p>Script Ernie’s Incredible Illucinations</p>
<p><i>Geography</i></p>	<p>Introduction to Geography at KS3 o Physical, human and environmental geography o Map skills to include</p>	<p>Rivers and Flooding o The hydrological cycle o A river’s course o River processes including erosion,</p>	<p>Settlements, shopping and services part 1 o Introduction to settlements o Settlement and site factors</p>	<p>Settlements, shopping and services part 2 o Shopping and services o Range, sphere of influence and</p>	<p>Glaciation part 1 o The last ice age o The glacial system including accumulation and ablation</p>	<p>Glaciation part 2 o Depositional landforms including moraines, erratics and drumlins.</p>

	<ul style="list-style-type: none"> o Scale o Grid references o Compass points o Height (contours & spot heights) o The globe: map projections, coordinates, degrees and minutes, latitude and longitude 	<p>transportation and deposition.</p> <ul style="list-style-type: none"> o River landforms including waterfalls and gorges, v-shaped valleys, meanders and oxbow lakes, floodplains and deltas o Flooding and the basics of the flood hydrograph o Flood management 	<ul style="list-style-type: none"> o Why settlements grow? o Where are the world's biggest settlements o Mapping and graph activity related to world's biggest settlements o The settlement hierarchy 	<p>threshold population</p> <ul style="list-style-type: none"> o Shopping habits and preferences mini project (introduction to questionnaires) o Urban planning and change o Problems of urban areas 	<ul style="list-style-type: none"> o Glacial processes including erosion, transportation and deposition o Erosional landforms including corries, arêtes, pyramidal peaks, troughs, truncated spurs, hanging valleys and ribbon lakes. 	<ul style="list-style-type: none"> o OS maps and glaciation o Human interaction and glacial landscapes
<i>History</i>	Introduction and The Norman Conquest	The Norman Conquest and Medieval Life	The Tudors	The Tudors	Industrial Revolution	Industrial Revolution
<i>Mandarin</i>	<p><u>Topics:</u></p> <ol style="list-style-type: none"> 1. Numbers, dates and birthday 2. Self and family (surname, first name, siblings, phone number, nationality, age, year level, home address) <p><u>Chinese characters:</u> 生、日、年、月、叫、姓、什、么、爸、妈、哥、弟、姐、妹、岁、多、大、一、二、三、四、五、六、七、八、九、十、星、期、天、口、个、家、没、有、人、的</p>	<p><u>Topic:</u></p> <p>3. Time and daily routine</p> <p><u>Chinese characters:</u> 点、分、半、刻、上、学、课、吃、饭、早、午、晚、回</p> <p><u>Sentence structure :</u> subject+time+verb</p>	<p><u>Topics:</u></p> <p>4. Colour 5. Clothes</p> <p><u>Grammar:</u></p> <p>(1)穿 and 戴 (2) yes-no question</p> <p><u>Chinese characters:</u> 红、色、白、黑、粉、绿、灰、喜、欢、穿、衬、衫、衣、服、西、校、袜、子、裤、裙、毛、鞋</p>	<p><u>Topic:</u></p> <p>6. Parts of body</p> <p><u>Sentence structure :</u></p> <p>(1) 不.....不..... (2) 又.....又.....</p> <p><u>Chinese characters:</u> 手、头、发、牙、眼、睛、耳、朵、鼻、肚、大、小、长、高、可、爱、漂、亮</p>	<p><u>Topics:</u></p> <p>7. Transportation 8. Occupation</p> <p><u>Sentence structure :</u> Subject+time+transportation+verb</p> <p><u>Chinese characters:</u> 火、车、飞、机、坐、开、骑、去、电、老、师、医、护、士、工、作、商、程、律</p>	<p><u>Topic:</u></p> <p>9. Seasons and weather</p> <p><u>Grammar:</u></p> <p>(1) frequency words 常常、有时候、从不 (2) subject+怎么样</p> <p><u>Chinese characters:</u> 下、雨、雪、刮、风、云、阴、度、气、温、冷、春、夏、秋、冬、晴、</p>
<i>Music</i>	<p>Songwriting</p> <ul style="list-style-type: none"> - Chordal writing - Group performance 	<p>Programme Music</p> <ul style="list-style-type: none"> - Western Classical art music - Geography of the orchestra - Italian terminology 	<p>Folk Music</p> <ul style="list-style-type: none"> - Music of the British Isles/Western Europe - Dance, social, plastique aninee 	<p>World Music</p> <ul style="list-style-type: none"> - Music of Latin America and Africa - Samba, Gospel 	<p>Musique Concrete</p> <ul style="list-style-type: none"> - 'Found' sound - Electronic music composition - Studio techniques and recording 	
<i>PSHE</i>	<p>Esafety</p> <ul style="list-style-type: none"> - How to stay safe online - Who to report 	<p>Healthy Eating</p> <ul style="list-style-type: none"> - Healthy and unhealthy food options 	<p>Raising the Awareness of Mental Health</p> <ul style="list-style-type: none"> - What mental health is 	<p>Individual Project</p> <ul style="list-style-type: none"> - Research based - Group work - Current global 	<p>World Religions</p> <ul style="list-style-type: none"> - The main religions - Similarities and differences - Appreciation and tolerance of different beliefs 	

	<p>concerns to Puberty & Growing Up</p> <ul style="list-style-type: none"> - How and when my body will change - How to prepare for the changes - What periods are 	<ul style="list-style-type: none"> - How to make your meals healthier <p>World Water & Waste Issues</p> <ul style="list-style-type: none"> - Water use - Water consumptions - Access to clean water - Water filter project 	<ul style="list-style-type: none"> - How to support mental health - Support available NGOs and Child Labour - What NGOs are - What child labour is - Case studies 	<p>issue</p> <ul style="list-style-type: none"> - Students are to create a project showcasing their work on a current global issue 	<p>and ideologies</p>	
<i>PE</i>	<p>Skills, tactics, rules for Basketball Swimming</p>	<p>Skills, tactics, rules for Volleyball Athletics</p>	<p>Skills, tactics, rules for Football Swimming</p>	<p>Skills, tactics, rules for Touch Rugby Fitness</p>	<p>Skills, tactics, rules for Badminton Swimming</p>	<p>Skills, tactics, rules for Gymnastics Leadership/OAA**</p>
<i>Spanish</i>	<p>Vocabulary: my life Grammar: adjectival agreement, "ser" and "tener"</p>	<p>Vocabulary: my free time Grammar: regular -ar verbs, "hacer", "jugar"</p>	<p>Vocabulary: my school Grammar: opinions, agreement, the definite and indefinite articles, the present tense</p>	<p>Vocabulary: my family and friends Grammar: possessive adjectives, agreement, irregular verbs, "ser" vs "tener", "ser" vs "estar"</p>	<p>Vocabulary: my town Grammar: indefinite articles, "ir", the immediate future tense</p>	