



THE BRITISH SCHOOL
YANGON

A NORD ANGLIA EDUCATION SCHOOL

Year 7 Curriculum Map: 2021-22

| Subject | Term 1 | | Term 2 | | Term 3 | |
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| | 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) |
| English | Thematic Unit - 'Texts Across Time' Unit Aims 1. To know closely a range of engaging texts and poems 2. To build an understanding of the methods, terminology and processes we utilise in an English classroom 3. To be able to utilise the knowledge of these methods, terminology and processes in reading and writing | Modern Novel - 'Trash' - Andy Mulligan Unit Aims 1. To know closely the plot and characters of the novella, "Trash" 2. To build an understanding of the writer's use of characterisation and key moments to construct the story 3. To be able to demonstrate reading and writing processes in relation to the text, including synthesis and letter writing as well as writing an extended piece on a character in the text | Creative Writing Unit - Autobiography Unit Aims 1. To know the conventions of an autobiography 2. To understand how to write and describe setting, characters, action and important moments 3. To be able to both analyse and comment on the use of conventions in autobiographies and use the conventions to compose own autobiographies | Shakespeare - Introduction to Shakespeare Unit Aims 1. To understand the background of Shakespeare and what life was like during his time. 2. To explore a range of extracts from plays and sonnets written by Shakespeare. 3. To be able to analyse the language used by Shakespeare and consider the effect. | Shakespeare - 'Macbeth' Unit Aims 1. To know closely the plot, characters and themes of the play 2. To build an understanding of Shakespeare's use of characterisation and key moments to construct the play. 3. To be able to demonstrate reading and writing processes in relation to the text, including synthesis and article writing | Language Bootcamp Unit Aims 1. To know the processes we have engaged with across the year 2. To understand how the processes we have engaged with across the year can be applied to unseen texts 3. To be able to utilise the processes of the year on a variety of unseen texts |
| Mathematics | Introduction to secondary maths, and cross curricular themes | 5. Algebra basics 6. Solving simple equations, simplifying expressions | 9. Fractions of amounts and simplifying fractions 10. Four operations with | 12. Summarising data: mean, median, mode, range | 16. Properties of shapes 18. Measuring and | 17. Probability 21. Maths projects |

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| | 1. Place value, rounding & estimation 2. Four operations integers & decimals 3. Factors, primes & multiples 4. Square and cube numbers, | 7. Unit conversion 8. Area & perimeter | fractions 11. Fractions, decimals and percentages | 13. Displaying data 14. Percentages of amounts 15. Ratios and Proportion | drawing angles 19. Constructions 20. Angles in shapes and angle properties | |
| <i>Science</i> | Ecosystems; Mixtures & Separation; | Energy, Cells; Acids & Alkalis; | Acids & Alkalis; Reproduction; Electricity | Electricity; The Particle Model | The Particle Model; Forces; Muscles & Bones | |
| <i>Art</i> | Elements of Art: Studies in Line, Value, Shape “Zentangles” | Elements of Art: Studies in Line, Value, Shape; Observational studies; “Neurographic art” | “Colour and Value” Colour theory and the uses of colour as pathways to convey emotion | “Colour and Value” Colour theory and the uses of colour as pathways to convey emotion. | Natural forms: “Texture studies” Colour, line and texture observational studies | Natural Forms: “ Texture Studies” Colour line and texture observational studies |

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| Computing | Using Computers Safely, Effectively and Responsibly: -IT Acceptable Use Policy -Social networking and Cyberbullying -Online Predators and Grooming -Digital Footprint | 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 | Spreadsheets with Spy School: -Purpose and benefits of using spreadsheets. -Entering numbers and text, formatting data. -The use and purpose of formulae (+, -, *, /), Functions (Sum, Average, Min, Max) -Sort and filter data using comparison operators (<, >, <=, >=, = and <>) -Using absolute and relative cell references. -Create graphs and charts. | 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. | Creating websites Understand the fundamentals of website layout and design. Analyse existing websites to evaluate purpose. Plan and draft websites to meet client brief. Develop Google site using a range of multimedia and site functionality. Edit, evaluate and improve website based on peer feedback. | Creating websites Understand the fundamentals of website layout and design. Analyse existing websites to evaluate purpose. Plan and draft websites to meet client brief. Develop Google site using a range of multimedia and site functionality. Edit, evaluate and improve website based on peer feedback. |
| Drama | VIRTUAL ON-LINE Expressive Movement and Physical expression *Mime technique *Physicality, *Facial expression *Focus *Props *Relationship/Illusion *Performance | Voice/vocal technique *Pitch *Intonation *Emphasis *Dynamics *Breath control *Accent *Pause Voice over/cartoon | World puppetry traditions *Punch and Judy *Shadow Cross-curricular link- HISTORY Medieval life Folklore from the late middle ages- | Puppetry Creative Arts project | Cross-curricular link- ENGLISH Macbeth by William Shakespeare *Shakespeare in Performance *Globe theatre *Foley *Scene work (scansion, subtext) | Macbeth by William Shakespeare |

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| | Juilliard Activity: Core works from Traditions of a Theatre Clown and Animating Objects | | *Devising and Physical Theatre 1: Off-Balance "Robin hood" | | | |
| <i>Geography</i> | Introduction to Geography at KS3 <ul style="list-style-type: none"> Physical, human and environmental geography Map skills to include Scale Grid references Compass points The globe: map projections, coordinates, degrees and minutes, latitude and longitude | Rivers and Flooding <ul style="list-style-type: none"> The hydrological cycle A river's course River processes including erosion, transportation and deposition. River landforms including waterfalls and gorges, v-shaped valleys, meanders and oxbow lakes, floodplains and deltas Flooding Flood management | Weather and Climate <ul style="list-style-type: none"> The difference between weather and climate Measuring the weather Climate in Myanmar The impacts of weather Tropical cyclones Climate change | Biomes <ul style="list-style-type: none"> mapping climatic zones Factors affecting the location of climate zones Plant and animal adaptations biome project | Jamaica: A country case study <ul style="list-style-type: none"> Physical geography Culture of jamaica Economy and development Growth of tourism | Global Fashion <ul style="list-style-type: none"> Global supply chains of fashion Fast fashion Fashion and exploitation Pollution in the fashion industry Sustainable fashion |
| <i>History</i> | Introduction and England in the Middle Ages <ul style="list-style-type: none"> Chronology and Time Sources Bias Cause, event and consequences Hypothesis Tollund man | England in the Middle Ages <ul style="list-style-type: none"> Introduction to the MA The Anglo-Saxons Claims to the throne Who should be King Build up to Hastings Strongest Army Tactics | England in the Middle Ages <ul style="list-style-type: none"> Williams problems Castles Feudal system Terror in the Middle Ages Domesday | Ancient China <ul style="list-style-type: none"> The first Emperor The Great Wall of China Inventions Qing Dynasty Opium Wars The Last Emperor Women and practices (foot binding) | Islam <ul style="list-style-type: none"> Introduction to Islam Islamic Inventions The importance of Jerusalem Why did people go on crusades | Islam <ul style="list-style-type: none"> Saladin or Richard III Third Crusade Consequences of the crusades |
| <i>Mandarin</i> | -Introduction to the learning of Mandarin -Greetings -All about numbers | -Family members -Self-introduction | -Occupation -Revision (1) | -Daily routine -Means of transport | -Colours -Clothing | -Parts of body -Revision (2) |
| <i>Music</i> | Exploring Rhythm and Pulse <ul style="list-style-type: none"> Rhythmic notation Time signatures Cyclic Patterns | Programme Music <ul style="list-style-type: none"> Western Classical art music Geography of the orchestra Italian terminology | Folk Music <ul style="list-style-type: none"> Music of the British Isles/Western Europe Dance, social, plastique | World Music <ul style="list-style-type: none"> Music of Latin America and Africa Samba, Gospel | Musique Concrete <ul style="list-style-type: none"> 'Found' sound Electronic music composition Studio techniques and recording | |

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| <i>PSHE</i> | <ul style="list-style-type: none"> - Anxieties and worries - Growing and changing - Beliefs, customs and festivals - Managing your time - Right and wrong | <ul style="list-style-type: none"> - Getting on with others - Smoking - Why we have laws - Bullying - The power of television | <ul style="list-style-type: none"> - Pocket money, budgeting and saving - Children's rights - Developing a product - Drugs and drug taking - Being a good neighbour | <ul style="list-style-type: none"> - You as a consumer - How to express your ideas - Eating and exercise - The government | <ul style="list-style-type: none"> - Attitudes to work - Taking action: raising money for charity - People with disabilities - Resources, waste and recycling |
| <i>PE</i> | <p>Unit 1a (i): Use a range of tactics and strategies to overcome opponents in direct competition through team games</p> | <p>Unit 2a: Use a range of tactics and strategies to overcome opponents in direct competition through individual games</p> <p>Unit 6a: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p> | <p>Unit 1a (ii): Use a range of tactics and strategies to overcome opponents in direct competition through team games</p> | <p>Unit 2a: Use a range of tactics and strategies to overcome opponents in direct competition through individual games</p> <p>Unit 6a: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p> | <p>Unit 4a: Perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>Unit 3a: Develop technique and improve performance in other competitive sports</p> <p>Unit 7a: BSY Sports Month Take part in competitive sports and activities (Encouraging community participation)</p> |
| <i>Spanish</i> | <p>Topic: Holidays</p> <p>Grammar: the preterite tense</p> | <p>Topic: All about my life</p> <p>Grammar: the present tense, comparatives, using two tenses together</p> | <p>Topic: My school</p> <p>Grammar: opinions, agreement, the definite and indefinite articles, the present tense</p> | <p>Topic: My family and friends</p> <p>Grammar: possessive adjectives, agreement, irregular verbs, "ser" vs "tener", "ser" vs "estar"</p> | <p>Topic: My town</p> <p>Grammar: indefinite articles, "ir", the immediate future tense</p> |