



*Nurturing Ambition - Celebrating Diversity*

**DCIS Curriculum Learning Map: Year 7 2021-2022**

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<b>English Pathway 1</b>	<p><b>Mythical Creatures</b></p> <p>Reading a range of texts to analyse the successful creation of characters.</p> <p>Writing to describe and entertain.</p>	<p><b>Coraline</b></p> <p>Analysing characterisation and language features in a literary text.</p> <p>Creative writing using the novel as a stimulus.</p>	<p><b>Poetry: Culture and Identity</b></p> <p>Reading and interpreting poetry exploring the theme of identity.</p> <p>Analysing key poetic techniques and how voice is established.</p> <p><i>Intercultural Learning Focus</i></p>	<p><b>Shakespeare - The Tempest</b></p> <p>Reading challenging texts and understanding key themes. Analysing character development.</p> <p>Exploring how context shapes meaning.</p>	<p><b>Goodnight Mr Tom</b></p> <p>Developing analytical and essay writing skills focusing on character development.</p> <p>Exploring how context shapes meaning.</p> <p><i>Intercultural Learning Focus</i></p>	<p><b>Goodnight Mr Tom</b></p> <p>Creative writing using the novel as a stimulus. Include relevant links to context.</p> <p><i>Intercultural Learning Focus</i></p>
<b>English Pathway 2</b>	<p><b>Mythical Creatures</b></p> <p>Reading a range of texts focusing on how writers create characters.</p> <p>Writing to describe and entertain.</p>	<p><b>Coraline</b></p> <p>Inferring from a text by close reading.</p> <p>Creative writing using the novel as a stimulus.</p>	<p><b>Poetry: Culture and Identity</b></p> <p>Reading and interpreting poetry exploring the theme of identity.</p> <p>Students expressing their culture and identity through their own poetry.</p> <p>Developing speaking and listening skills.</p>	<p><b>Shakespeare – The Tempest</b></p> <p>Reading a challenging text by understanding character development and key themes.</p> <p>Explore how context shapes meaning.</p>	<p><b>Goodnight Mr Tom</b></p> <p>Reading for comprehension and inferring from a text by close reading.</p> <p>Developing analytical writing skills.</p> <p>Exploring how context shapes meaning.</p>	<p><b>Goodnight Mr Tom</b></p> <p>Creative writing using the novel as a stimulus. Include relevant links to context.</p> <p><i>Intercultural Learning Focus</i></p>

			<i>Intercultural Learning Focus</i>			
<b>Mathematics Pathway 1</b>	<b>Number, Geometry &amp; Measures</b>  Formal written calculations, place value, negative numbers in context, rounding, estimating, converting between units of measurement, time, money, angle properties	<b>Number &amp; Data Handling</b>  Fractions, decimals, percentages, drawing and interpreting graphs, measuring data and calculating averages	<b>Geometry &amp; Number</b>  Coordinates, basic shape transformations, ratio, continuing and describing sequences, naming, and describing 2D & 3D shapes, nets	<b>Algebra</b>  Algebraic notation, function machines, simplifying expressions, expanding brackets, substitution, factorising brackets, rearrangement, inequalities, solving linear equations	<b>Data Handling &amp; Geometry</b>  2 - week statistics project, area of triangles and quadrilaterals, volume, perimeter, surface area	<b>Examinations &amp; Problem Solving</b>  Contextual problem solving
<b>Mathematics Pathway 2</b>	<b>Number &amp; Measures</b>  Writing and reading numbers up to 1000, place value, negative numbers in context, formal written calculations, rounding to the nearest 10 or 100, use of a calculator, reading accurately from scales, time, using money	<b>Geometry &amp; Number</b>  Types of angles, using measuring equipment accurately, naming and describing triangles, some quadrilaterals, and polygons.	<b>Handling Data &amp; Geometry</b>  Fraction representations as diagrams, finding a fraction of a value, equivalent fractions, basic percentages	<b>Handling Data &amp; Geometry</b>  Tally charts, frequency tables, pictograms, bar graphs, pie charts, finding averages, coordinates, basic shape transformations	<b>Data Handling &amp; Number</b>  2 - week statistics project, continuing picture, or number sequences, describing sequences	<b>Geometry &amp; Examinations</b>  Area of triangles and quadrilaterals, volume, perimeter, surface area, nets
<b>Science Pathway 1</b>	<b>Cells &amp; organisation</b>  MRS GREN and organisation	<b>Experimental skills &amp; safety</b>	<b>Space</b>  Day, Night and Seasons	<b>Plants</b>  Investigating photosynthesis	<b>Atoms &amp; The Periodic Table</b>  Atomic structure Periodic Trends	<b>Environmental Relationships</b>  Variation, adaptations and habitats

	<p>Cells and the Microscope The Respiratory System - structure The Respiratory System - function (ventilation and gas exchange) Respiration</p> <p><b>SKILL OF FOCUS: Working at a microscale</b></p>	<p>Laboratory safety (including risk assessments) Writing a scientific method Practical skills (manipulating equipment) Drawing and interpreting graphs</p> <p><b>SKILL OF FOCUS: Independence in the laboratory</b></p>	<p>The Moon/Cosmic Objects Gravity, mass and weight Lifecycle of stars with different mass</p> <p><b>SKILL OF FOCUS: Working at a macroscale</b></p>	<p>Transport Types of reproduction Flower structure and function Pollination and fertilisation Seed dispersal Germination - predictions and practical</p> <p><b>SKILL OF FOCUS: Collaboration</b></p>	<p>Electron configuration Compounds and mixtures</p> <p><b>SKILL OF FOCUS: Using models</b></p>	<p>Food chains, webs and pyramids Explaining and using quadrats Natural selection</p> <p><b>SKILL OF FOCUS: Critical thinking</b></p>
<b>Science Pathway 2</b>	<p><b>Cells &amp; organisation</b></p> <p>MRS GREN and organisation Cells and the Microscope The Respiratory System - structure</p> <p><b>SKILL OF FOCUS: Working at a microscale</b></p>	<p><b>Experimental skills &amp; safety</b></p> <p>Laboratory safety (including hazards and how to respond to different scenarios) Using a scientific method Recognising laboratory equipment Graph skills</p> <p><b>SKILL OF FOCUS: Following instructions</b></p>	<p><b>Space</b></p> <p>Day, Night and Seasons The Moon Gravity Space junk</p> <p><b>SKILL OF FOCUS: Working at a macroscale</b></p>	<p><b>Plants</b></p> <p>Photosynthesis Types of reproduction Flower structure and function Pollination Germination practical</p> <p><b>SKILL OF FOCUS: Working as a team</b></p>	<p><b>Atoms &amp; The Periodic Table</b></p> <p>Atomic structure Electron configuration</p> <p><b>SKILL OF FOCUS: Using models</b></p>	<p><b>Environmental Relationships</b></p> <p>Variation, adaptations and habitats Food chains and webs, and key terminology Using quadrats</p> <p><b>SKILL OF FOCUS: Problem solving</b></p>
<b>PE</b>	<p>Fitness including cross country / Invasion games - Basketball / Racket sports / Touch Rugby</p>			<p>Term 2 and 3 units will be given closer to the start of the term and will be dependent on the current government guidelines.</p>		
<b>ICT</b>	Computer Hardware	Computational Problem Solving	Data Representation	Web Authoring	STEM challenge - Microbit	Minecraft - Sustainability
<b>Music</b>	<b>Music Technology 'Going Loopy'</b>	<b>Bands</b>	<b>Ukulele</b>	<b>KS3 Battle of The Bands</b>	<b>African Drumming Djembe</b>	<b>'Techestra'</b>

	Using Soundtrap to explore Structure, Texture and Timbre In music. Collaborating in a creative composition developing skills in editing, mixing and producing.	Collaborating with peers in a band on a cover song. Performing to others and assessing peers' performances in an ongoing reflection process.	Collaborating in playing a cover in a Ukulele Ensemble Learning four chords (at least) to prepare for playing in a band. Holding your own part in a Ukulele ensemble	Building on skills from Bands 1, developing performance skills. Collaborating with peers in a band on a cover song. Competing with your peers in 'Battle of the Bands'	Understanding rhythm and pulse in the context of West African drumming tradition. Developing an understanding of Music from different cultures. Collaborate creatively to produce a West African Style Drumming piece using key skills developed throughout the unit	<ul style="list-style-type: none"> <li>Using music technology to help develop an understanding of the Orchestra. Compose using different timbres and textures to display understanding of instruments</li> </ul>
<b>Visual Art Pathway 1</b>	<b>Drawing with Formal Elements</b>  Formal Elements/ Principles of Design Line Shape Tone Proportions Collage Pencil  <i>Sarah Huxley Edwards</i>  Assessment: Collage final piece	<b>Drawing with Formal Element</b>  Formal Elements/ Principles of Design Form Tone Texture Marker pen Oil Pastel Photography  <i>Giacometti</i> <i>Sara Qualey</i> <i>Jane Walker</i>  Assessment: Composition and mixed media	<b>Colour and Pattern around the world</b>  Patterns Repetition Motif Marker Batiq Oil Pastel  <i>IndianArt</i> <i>Islamic Art</i> <i>African Art</i> <i>Elvelyn Postic</i> <i>John McKie</i>  Assessment: Response to culture patterns	<b>Colour and Pattern around the world</b>  Patterns Repetition Motif Marker Poly Printing  <i>Angie Lewin</i> <i>Yayoi Kusama</i> <i>Orla Kiely</i>  Assessments: Series of pattern prints	<b>Clay Cupcake Pinch Pots</b>  Plasticine clay coiling clay pinch pots design process painting glazing  Assessment: Clay pinch pot cupcake and tea party exhibition	
<b>Visual Art Pathway 2</b>	<b>Formal Elements</b>  Formal Elements Line Shape Form Pen/pencil  Colour pencil	<b>Formal Elements</b>  Formal Elements Tone tints and shades space watercolour/gouache paper cutting collage	<b>Colour</b>  Colour wheel colour theory colour mixing painting ink  Assessment: painting using colour theory	<b>Pattern around the world</b>  Patterns Repetition Motif Marker  Oil Pastel  <i>IndianArt</i>	<b>Clay Cupcake Pinch Pots</b>  Plasticine clay coiling clay pinch pots design process painting glazing	

	Assessment: Insect drawing that uses line, shape and form	Assessment: symmetrical robot face using paper cutting		<i>Islamic Art</i> <i>African Art</i> <i>Elvelyn Postic</i> <i>John McKie</i>	Assessment: Clay pinch pot cupcake and tea party exhibition	
<b>Drama Pathway 1</b>	<b>Mime &amp; Melodrama</b>  Understanding of genres & styles. Development of collaboration.	<b>Silent Movies</b>  Understanding of genres & styles. Development of collaboration.  <b>Theatre Review</b> Develop an understanding of how theatrical choices are used by theatre makers to create impact. Develop and use appropriate vocabulary.	<b>Devising: The Adventure</b>  Research. Developing ideas and intentions. Rehearsing, refining, and amending work in progress for performance.	<b>Devising: The Island</b>  Research. Developing ideas and intentions. Rehearsing, refining, and amending work in progress for performance.	<b>Working with Script: Charlie and the Chocolate Factory</b>  Use of voice. Physical and non-verbal techniques. Use of space and spatial relationships. The presentation of characters/roles. Characterisation. Communicating creative intent to audience.	<b>Working with Script: Charlie and the Chocolate Factory</b>  Use of voice. Physical and non-verbal techniques. Use of space and spatial relationships. The presentation of characters/roles. Characterisation. Communicating creative intent to audience.  <b>Costume Design</b> Understanding of design process. Development of key vocabulary.
<b>Drama Pathway 2</b>	<b>Mime &amp; Storytelling (Imaginary Journey)</b>  Understanding exaggerated physical skills and development of imagination.  Skill Focus: Collaborate	<b>Melodrama / Power Acting</b>  Understanding exaggerated physical skills and development of confidence in performance.  Skill Focus: Communicate	<b>Live Theatre Review (Wendy &amp; Peter Pan)</b>  Evaluate the work of others. Develop and use appropriate vocabulary.  Skill Focus: Evaluate	<b>Devising: The Adventure</b>  Developing ideas. Rehearsing and refining work in progress for performance.  Skill Focus: Collaborate	<b>Costume Design (The Twits by Roald Dahl)</b>  Understanding of design process. Development of key vocabulary for costume design.  Skill Focus: Communicate	<b>Costume Design Review</b>  Evaluate own work and the work of others. Develop and use appropriate vocabulary.  Skill Focus: Evaluate
<b>History Pathway 1</b>	<b>Historical skills</b>	<b>Roman Empire: Was it civilised? (5 weeks)</b>	<b>Migration into Britain pre-1066</b>	<b>Norman Conquest</b>  Assessment: C type Question To what	<b>Medieval Japan</b>  Assessment:	<b>Independent project:</b> Students create a research

<p><b>Topic Assessment</b></p> <p>Cross Cultural learning</p>	<p>Introduction to Secondary History skills.</p> <p>Assessment: Baseline Overview of Historical concepts</p> <p>Case studies focus on Middle East, India and Africa</p>	<p>Assessment: Source analysis, what is the message of the source?</p> <p>Multicultural focus of empire and Roman people.</p> <p><b>Change and Continuity (Medicine Focus) (5 wks)</b></p> <p>Assessment: Explain two ways medicine changed from Neolithic to modern times.</p> <p>Inclusion of Asian and Middle Eastern Medicine</p>	<p>Assessment: Source analysis, what is the message of the source?</p> <p>Understanding of historical migration of people.</p>	<p>extent did William win the Battle of Hastings due to good leadership?</p> <p>The Black Death</p> <p>Assessment: B type Question: Explain Two impacts of the Black Death.</p>	<p>B type Source question: How does source A support Source B?</p> <p>Link to students' heritage.</p>	<p>question to explore in an area of interest.</p> <p>Assessment: Presentation EOY: Updated baseline</p> <p>Students have the opportunity to research key events/questions from their cultural heritage.</p>
<p><b>History Pathway 2</b></p> <p>Topic Assessment</p> <p>Cross Cultural learning</p>	<p><b>Historical skills (8 wks)</b></p> <p>Introduction to Secondary History skills.</p> <p>Assessment: Baseline Overview of Historical concepts</p> <p>Case studies focus on Middle East, India and Africa</p>	<p><b>Roman Empire: What was it like living in Ancient Rome?</b></p> <p>Assessment: Source analysis, what is the message of the source?</p> <p>Multicultural focus of empire and Roman people.</p>	<p><b>How did Medicine Change?</b></p> <p>Assessment: Explain a way in which medicine changed.</p> <p>Inclusion of Asian and Middle Eastern Medicine</p>	<p><b>Migration into Britain pre-1066</b></p> <p>Assessment: Source analysis, what is the message of the source?</p> <p><b>The Black Death</b></p> <p>Assessment: Explain an impact of the Black Death.</p>	<p><b>Medieval Japan</b></p> <p>Assessment: Identify similarities and differences between source A and B</p> <p>Link to students' heritage</p>	<p><b>Independent project: Students explore a research question.</b></p> <p>Assessment: Presentation EOY: Updated baseline</p>
<p><b>Geography</b></p>	<p>Geographical Skills</p>	<p>Restless Earth</p>	<p>Tourism *Intercultural learning link*</p>	<p>Population *Intercultural learning link*</p>	<p>Weather and climate *Intercultural learning link*</p>	
<p><b>French</b></p>	<p>Describing myself Phonics</p>	<p>Describing family, friends and pets</p>	<p>Opinions on school</p>	<p>Where I live</p>	<p>Hobbies and activities</p>	<p>My holiday</p>

	G- Subject pronouns, verb 'avoir', nouns and articles	G- Verb 'être', key connectives, mon/ma/mes	G- Opinion verbs, comparisons	G- -Er verb patterns, adjective agreement	G- Opinion verbs, justification adjectives, near-future tense	Revision of Year 7 content G- key time phrases, introduction to passé composé
	<p><u>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</u> A series of language projects and workshops will be planned for the year group such as local cultural outdoor trips, festival celebrations and language projects. Key activities: TTT healthy eating recipe creation, Visit to a French Bakery, Chandeleur Holiday.</p>					
<b>Mandarin</b>	Youth Chinese Test Curriculum (Level 1 to 3) Units: Making Phone calls, Happy Birthday, It is Snowing, Chinese Pinyin Speaking: (Beginner & Intermediate Level) Official YCT Written & Speaking Test (Nov)	Youth Chinese Test Curriculum (Level 1 to 3) Units: Chinese Classroom, Sports, Comfortable Home Speaking: (Beginner & Intermediate Level)	Youth Chinese Test Curriculum (Level 1 to 3) Unit: Daily Habits, The Summer Camp Speaking: (Beginner & Intermediate Level) Official YCT Written & Speaking Test (May)			
	<p><u>Advanced level</u> A Higher Tier of Mandarin program will be offered to students who have passed Youth Chinese Test Level 5 which will be conducted in the lessons. These students will be also invited to join the Languages Faculty ECA program throughout the year.</p>					
	<p><u>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</u> A series of language projects and workshops will be planned for the year group such as Chinese traditional art &amp; craft experience, local cultural outdoor learning trips, festival celebration &amp; relevant language projects. Key activities: Chinese Brush Painting, Chinese Calligraphy, Dumpling Making and Language Idol Concert etc.</p>					

\*Unless indicated otherwise, students in Pathway 1 and Pathway 2 follow the same curriculum outline with adapted teaching resources and teaching pedagogy