YEAR 7 CURRICULUM MAP 2019-20 – Topic coverage.
(The map provides an *indication* of the content for each area, we always build in flexibility to allow teachers to be creative following the interests of the children).
Intent - To ensure that students achieve well and are prepared for the next stage.
To ensure good mental and emotional health.

	AUTUMN		SPRING		SUMMER	
Subject	**FIRST HALF**	**SECOND HALF**	**FIRST HALF**	**SECOND HALF**	**FIRST HALF**	**SECOND HALF**
ART & DESIGN	Natural Forms project. Focusing on drawing and design skills. Looking at texture, mark making and relevant artists.	Developing natural forms into various printing techniques building on skills learnt in previous half term (texture etc…)	Painting project. Colour theory work developing into painting skills. Looking at impressionist painters and their styles, learning how to copy and develop	Drawing from observation objects/places that link with the impressionist subject matter. Painting in the style of one or more of the artists covered.	Cultural textiles project. Learning about art and textiles in different countries and exploring different techniques such as weaving and hand sewing skills.	Develop ideas using resist and sewing skills and linking back to pattern and symbolism.
COMPUTING	**Induction** – logging on, Acceptable User Policy, password security, storing documents, folders and file types, classroom expectations. **Baseline assessment** **Leading a safe digital life** – Using email and Searching the web Office online **Online safety project** – Cyberbullying, Malware, Social Networking		**Scratch block programming project** – Movement, Lives and Scoring and adding new Levels, Create Scratch programs		**Turtle Art text programming project** Follow workbook Code.org and Code Combat if needed Write-up of learning assessment. **Kodu Programming Project** Create Kodu Program Evaluation of program created	
DANCE	**Dance Actions** Introduction to making dance. • Introduction to 'Dance @ Castle'		**Cogs** What is a stimulus? And how do we use one to make dance?		**The Haka** An introduction to cultural dance and its origins and purpose.	

	• Vocabulary (Actions, Space Relationships and Dynamics) • Learn a creative movements skills through exploration and development of movement ideas. • Grouped composition tasks • Performance & feedback to improve.	• Introduction to using a stimulus to create movement • Using video as a stimulus • Developing own and taught movement through use of choreographic devices • Group composition tasks • Performance & feedback to improve.		• Introduction to historical and social context of the Maori tribal dance. • Learning repertoire and recreating performance. • Using rhythm, dynamics, focus and voice. • Group composition tasks using gained knowledge and skills. • Performance & feedback to improve.	
DRAMA	**Silent Movies** Students will learn the key techniques used in Silent Movies and will create their own silent movies at the end of the Scheme of Learning. We will use an app to process our work so students will edit a film on the ipads. Students will be assessed on their ability to use body and face to communicate storyline and character. Students will build confidence and learn to work as part of a team. The scheme is designed to inspire a passion for the subject.	**Ernie's Incredible Hallucinations** Students will first of all read Ernie's Incredible Halluinations by Alan Ayckbourn. The group will practically explore the conventions of a script and perform sections of it to an audience. Students will be given feedback on how to interpret stage directions and consider appropriate voice and body language when performing a role.		**Wacky Soap** Wacky Soap by Mark Wheeller. Students will consolidate the skills developed over the year in Drama. The group will also focus more specifically on narration and expression when public speaking. Students will work on the skills of spontaneous and rehearsed improvisation. Students will also work on a whole class performance and respond to direction.	
DT	**Night light / temperature monitor project** – Students design and manufacturing a plastic / electronics children's night light with a smart material. Students learn how to use CAD software and CAM to manufacture a translucent key fob.		**Sustainable design project** – Students working as a mini company, design and manufacture a sustainable designed product. Students learn about environmental issues and the 6 R's.		
ENGLISH	**The Graveyard Book**	**Animal Poetry** Students will read a selection of poetry. All the poems focus on animals.	**Zoos – The Debate** Students will read a selection of nonfiction and fiction work that all focus on the positives and negatives of zoos. Please practise Language P1 and 2	**Utopian Descriptions** Students will read a selection of extracts that have utopian settings/descriptions.	**Shakespeare's England and Villains** Students will learn about Shakespearean England and Villains through reading both Shakespearean work and other non-fiction/fictional work.

				Reading questions within this unit.		
FOOD	Basic Cooking Skills Hygiene and safety - Bad Food Live &Grime Scene Knife skills – bridge and claw Washing up Equipment	Eatwell Guide Parts of the Cooker 5 a Day Reading a recipe Enzymic Browning Inv. Sensory Analysis	**Foods from around the world**		**Summer Foods - picnic**	
GEOGRAPHY	**What is our World like?**		**Why is our weather so changeable?**	**What challenges and opportunities does Africa face?**	**Why is Brazil considered a country of contrasts?**	
HISTORY	**<u>The Romans - Why was the Army so successful?</u>** Developing literacy and oracy Safe and nurturing- can make mistakes Passion and inquisitiveness	**<u>William I – How did William Control England?</u>** Development tolerance and cultural understanding High Order thinking and thinking and own opinion Understanding today's world so they can thrive in the 21st Century	**<u>King John – How did the Monarchy's Control lose its Grip?</u>** Embed outstanding history ingredients Understanding today's world so they can thrive in the 21st Century Developing literacy and oracy	**<u>The Black Death</u> - <u>How terrible was the Black Death for people in the Middle Ages?</u>** Safe and nurturing- can make mistakes Passion and inquisitiveness Embed outstanding history ingredients	**<u>Changes of Chepstow Castle?</u>** Understanding today's world so they can thrive in the 21st Century Developing literacy and oracy Give opportunities to explore and live history	**<u>Chepstow What Drove the changes of Chepstow Castle?</u>** Understanding today's world so they can thrive in the 21st Century Developing literacy and oracy Give opportunities to explore and live history
MATHS	**ALGEBRAIC THINKING** Sequences, understanding and using algebraic	**PLACE VALUE AND PROPORTION** Place value and ordering integers, fraction, decimal	**APPLICATIONS OF NUMBER** Solving problems with addition & subtraction, solving problems	**DIRECTED NUMBER** Four operations with directed number **FRACTIONAL THINKING**	**LINES AND ANGLES** Constructing, measuring and using geometric notation, developing geometric reasoning.	**REASONING WITH NUMBER** Developing number sense, sets and probability, prime numbers and proof.

	notation, equality and equivalence.	and percentage equivalence.	with multiplication and division.	addition and subtraction of fractions.		
MFL	Students do a carousel of 4 languages. Then students make choices of the language(s) that they will study through year 7 and 8. Focus on cultural capital. This is followed by sessions on 'Why learn languages?' and 'Learning to learn languages'?	Students are put into groups according to language choices. All students to either one or two languages according to ability. **French:** Introductions and family **German:** Introductions and describing people **Mandarin:** Greetings and introductions **Spanish:** Introductions and school subjects	**French:** School **German:** Family and pets **Mandarin:** Family and home **Spanish:** Free time activities	**French:** Free time activities **German:** Free time **Mandarin:** Hobbies **Spanish:** Free time/family **All langs**: GCSE style photocard – describing a photo	**French:** Town/Where I live **German:** Town **Mandarin:** Hobbies **Spanish:** Family	**French:** Culture **German:** Town/Culture **Mandarin:** Culture **Spanish:** Animals/Culture
MUSIC	**The Voice** Baseline assessment PERFORMING vocal songs in a range of styles as a class. Learning about the voice, musical elements and performance skills. Development of	**Introduction to music** PERFORMING music based on the pentatonic scale and COMPOSING using the pentatonic scale. Development of	**Descriptive Music** COMPOSING descriptive music based on 'Danse Macabre' by Saint Saens in groups using instruments. APPRAISING examples of descriptive music.	**Descriptive Music** COMPOSING music based on 'The Planet Suite' by Holst using garage band and Sibelius software. APPRAISING musical examples	**Pop Song Composition** COMPOSING Pop songs. Chords, Harmony, Structure/Form , Texture, Melody, Instrumentation, Midi input and sequencing.	**Pop Song Performance** PERFORMANCE/APPRAISING: Group work. Development of instrumental and performance skills through a performance of a pop song. Understanding instrumentation, structure, lyrics and context.

	musical element knowledge	notation and musical elements.				
PE	H & W – Continuous Training Badminton Boys Rugby Girls Hockey	H & W – Continuous Training Badminton Boys Rugby Girls Hockey	Gymnastics Table Tennis Boys Football Girls Netball	Gymnastics Table Tennis Boys Football Girls Netball	Athletics Tennis Cricket Boys Softball Girls Rounders	Athletics Tennis Cricket Boys Softball Girls Rounders
RE	**Belief, Behave, Belong** Looking at belief belonging and behaviour of religions.	**Creation stories** How religion believes the world/ universe began. Also covering humanist views of the scientific theories.	**Authority** What authority religions follow, what authority there is in the secular. Why people might choose to go against authority.	**Worship and Art**. How religions communicate through art work. Competition.	**Buddhism** and revision for PPE The Buddha's story, 3 Jewels, 8 fold path, moral precepts, samsara, meditation.	**Buddhism The Buddha's story**, 3 Jewels, 8 fold path, moral precepts, samsara, meditation.
SCIENCE	**Cells and Reproduction** Light microscopes Animal and plant cells Cell division Tissues, organs and organ systems Reproductive system Menstrual cycle Fertilisation and birth Embryo and child development	**Ecology and the Environment** Classification of vertebrates. Adaptations to habitats, Extinction Food webs and food chains, Predator-prey relationship, Pyramids of number and biomass. Sampling, Factors affecting the rate of photosynthesis	**Chemical Reactions** Acids and alkalis pH indicators Neutralisation Indigestion remedies Reactions with acids and metals Reactions with acids and metal carbonates Combustion Fire safety	**Particles and Solutions** States of matter Particle model, Density, Pressure Diffusion, Solubility Separation of immiscible substances Separation of miscible substances Chromatography	**Electricity and Magnetism** Components of electrical circuits Parallel and series circuits, Current and potential difference Resistance, Fuses Properties of magnets, Magnetic fields, Properties of electromagnets	**Forces** Types of force Balance and unbalanced forces Measuring force Relationship between mass and weight Stopping distances Factors that affect speed Calculating speed