



Y7 Curriculum Overviews – Summer Term 2018

English:

Throughout the Key Stage, pupils' skills are developed in:

AO1- Read, understand and respond to texts. Developing a personal response. Use textual references, including quotations, to support and illustrate interpretations.

AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 - Show understanding of the relationship between texts and the contexts in which they were written. Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.

AO4/AO6- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organise information and ideas, using structural and grammatical

Year 7 Text – Macbeth and Travel Writing Non-Fiction

Reading and drama:

- Descriptive piece Act one Scene Two: The Battle
- Persuasive piece as Lady Macbeth
- Who is to blame for Macbeth's downfall?
- Soliloquy—Macbeth or Lady Macbeth
- Act 1 Scene 3 The witches
- Act 2 Scene 1—Macbeth decides to murder
- Act 3 Scene 4 —The appearance of Banquo's ghost

Writing:

- Comparison of 2 pieces of travel writing (AO1, AO2, AO3,AO4)
- Mini-brochure advertising a destination (AO4, AO5,AO6)
- Personal travel writing (AO4, AO5, AO6)
- Promoting your own town/village (AO4, AO5, AO6)

Spoken Language:

- Debate and discussion groups, demonstrating the correct use of Standard English and changing talk to suit audience and purpose
- Individual presentations using persuasive techniques and oratorical

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| <p>features to support coherence and cohesion and texts</p> <p>A07 - Present in a formal setting</p> <p>A08 - Listen and respond appropriately to spoken language</p> <p>A09 - Use spoken standard English appropriately</p> | <p>devices</p> <ul style="list-style-type: none"> ● Explaining, describing and illustrating ideas to an audience and responding to questions raised ● Taking part in groups presentations, role plays, hot seating and improvisations ● Sustaining a voice throughout ● Understanding how to manipulate language to affect audience response ● A range of enrichment opportunities, including choral speaking and recitation is also offered in KS3 |
| <p>Maths:</p> | <p><u>Algebra 1 - Introduction to algebra</u></p> <ul style="list-style-type: none"> ● Understand that a letter represents a variable. ● Understand the difference between an expression, equation, formula, term, function and identity. ● Form expressions from situations describes in words. ● Pupils should be taught to use and interpret algebraic notation ● coefficients written as fractions rather than as decimals brackets ● Substitute numerical values into formulae and expressions, including scientific formulae. (including examples with negatives) ● Simplify and manipulate algebraic expressions to maintain equivalence by collecting like terms. ● Use algebraic methods to solve simple linear equations in one variable where the unknown appears on one side of the equation. ● Generate terms of a sequence from either a term-to-term or a position-to-term rule. ● Recognise arithmetic sequences and find the nth term. <p><u>Geometry – Lines & angles</u></p> <ul style="list-style-type: none"> ● Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally |

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| | <p>symmetric.</p> <ul style="list-style-type: none"> • Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies • Use a protractor to measure and draw angles. • Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. • Understand and use alternate and corresponding angles on parallel lines. • Derive and use the sum of angles in a triangle and a quadrilateral. • Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons • Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies • Use a protractor to measure and draw angles. • Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. • Understand and use alternate and corresponding angles on parallel lines. • Derive and use the sum of angles in a triangle and a quadrilateral. • Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons. |
| <p><u>Science:</u></p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> ▪ Work with accuracy, precision, repeatability and reproducibility ▪ Understand that scientific theories develop as earlier explanations are modified to take account of new evidence and ideas ▪ Evaluate risks in practical work ▪ Ask questions and develop a line of enquiry based on observations of the real world ▪ Make a prediction or hypothesis using scientific knowledge and | <p><u>Human Systems and Health</u></p> <ul style="list-style-type: none"> • Describe the structure and functions of the human skeleton, to include support, protection, movement and making blood cells • Study biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles • Describe the function of muscles and examples of antagonistic muscles. • Analyse the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed • Undertake calculations of energy requirements in a healthy daily diet |

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| <p>understanding</p> <ul style="list-style-type: none"> ▪ Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables ▪ Apply sampling techniques ▪ Present observations and data using appropriate methods, including tables and graphs ▪ Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions ▪ Use SI units (e.g., m, cm, mm) and chemical symbols & formula | <ul style="list-style-type: none"> • Consider the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • Study the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) • Describe the importance of bacteria in the human digestive system • Explain the structure and functions of the gas exchange system in humans, including adaptations to function • Recognise the mechanism of breathing as moving air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume • Analyse the impact of exercise, asthma and smoking on the human gas exchange system <p><u>Earth's Atmosphere and Rock Cycle</u></p> <ul style="list-style-type: none"> • Describe the composition and structure of the Earth • Study the rock cycle and the formation of igneous, sedimentary and metamorphic rocks • Identify the Earth as a source of limited resources and the efficacy of recycling • Consider the composition of the atmosphere and importance of the carbon cycle • Link the production of carbon dioxide by human activity and the impact on climate. |
| <p><u>Ambition:</u></p> | <p><u>Ten Years' Time</u></p> <ul style="list-style-type: none"> • Describe different ways of looking at people's careers and how they develop • Identify different kinds of work and why people's satisfaction with their working lives varies • Describe the organisation and structure of different types of business |

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| | <ul style="list-style-type: none"> • Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing • Explain how you have benefited as a learner from career related learning activities and experiences • Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school |
| <p><u>Art:</u></p> <p><i>Pupils will have the opportunity to develop the following skills:</i></p> <ul style="list-style-type: none"> • 3D drawing • Perspective drawing • Oblique drawing • Evaluating their work • Developing accuracy • Cutting • Shaping • Smoothing • Drilling • Assembling | <p><u>Hundertwasser Mini Canvas</u> – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • explore colour and pattern and artists who work with these elements. • select appropriate information and develop into an abstract painting. • experiment with acrylic paint and explore effects onto canvas. • make a mini easel from pine wood. • use tools and equipment appropriate to the task. |
| <p><u>Computing Technology:</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> ▪ Apply some computational thinking techniques e.g. decomposition and abstraction ▪ Use basic techniques to produce efficient and effective coding solutions understanding the need for care and precision of syntax. | <p><u>Python Programming</u></p> <ul style="list-style-type: none"> • To learn a text-based programming language ‘Python’ and understand the need for care and precision of syntax and typography in giving instructions. • To Develop, try out and refine sequences of instructions; Independently write or debug a short program. • To understand that a computer recognizes variables and needs to know what type of data makes a variable. |

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| <ul style="list-style-type: none"> ▪ Develop simple ICT-based models to explore patterns and relationships, and make predictions about the consequences of their decisions e.g. effects of changing data variables in a model. ▪ Use simple electronic circuits incorporating inputs and outputs. ▪ Test and evaluate work showing understanding of the product context and limitations. ▪ Communicate and exchange information and ideas with others, collaborating to develop and improve work. ▪ Use ICT safely and responsibly and know how to report concerns in and out of school. | <ul style="list-style-type: none"> • Write a program which decides which commands to run depending on whether certain things (conditions) are true or false. • Independently create a program which uses variables, user input, calculations and any advanced feature; program is suitable for the audience <p><u>BBC Micro: Bit</u></p> <ul style="list-style-type: none"> • Learn how to control various component on the Micro: Bit • Plan and create a project using the MicroBit which makes use of inputs, outputs and may include other external devices. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • Cyberbullying be upstanding Students learn about the difference between being a passive bystander versus a brave up stander in cyberbullying situations. • Creators rights Students reflect on their responsibilities as creators and users of creative work. |
| <p><u>Food Science:</u></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate their ideas and products against their own design | <p><u>Textiles – Monster mash cushion project</u> – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Design and make a cushion • Use equipment safely and with accuracy. • Use a wider range of techniques e.g. applique and machine embroidery. • Evaluate completed product against criteria |

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| <p>criteria and consider the views of others to improve their work</p> | |
| <p><u>French:</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> • write down words spelled out in French • understand the main points in passages which include opinions and two tenses (present and near future) adapt models to convey information from 2/3 topics covered • appreciate the gist of a range of fiction and non-fiction texts • infer meaning from context and pick out and translate individual words and short phrases into English • write a short simple text from memory, with reasonable spelling • use high frequency verb forms, nouns, articles and adjectives to form simple sentences • use the near future | <p><u>Leisure:</u> Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • talk about sports, hobbies, musical instruments ,giving details of frequency and opinions • talk about activities at the leisure centre, devise a programme of events • talk about future/holiday plans <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • formation of –ER verbs in the present tense • using <i>on peut + infinitive</i> • using <i>jouer+ à/de, faire</i> • <i>aimer + infinitive</i> • near future <i>aller + infinitive</i> |
| <p><u>Humanities (Geography)</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> ▪ locate and understand key physical and human characteristics of China. ▪ locate cities and regions of China on physical and political maps ▪ explain how change can be managed or controlled and how this affects different groups of people. | <p><u>China</u></p> <p>In this Geography unit, pupils will learn about China and discover its physical geography. Linking with our previous population unit, we will focus on population of China. An investigation into how China is governed allows us to explore communism and China’s relationship with the world. With a great deal of items being ‘Made in China’ we look at China’s manufacturing industry. We summarise the unit by investigating whether China is developing sustainably.</p> |

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| <ul style="list-style-type: none"> ▪ understand geographical similarities and links between places through the study of human and physical geography of a region within China. | |
| <p><u>Humanities (History)</u></p> <p><i>Pupils will have the opportunity to</i></p> <ul style="list-style-type: none"> ▪ Describe and begin to make links between features of past societies and periods. ▪ Explain the causes and consequences of key events and changes. ▪ Describe how and explain why some events, people and changes have been interpreted in different ways. ▪ Use historical sources to strengthen my views about the past and reach a conclusion | <p><u>The Tudors</u></p> <p>In this short unit, pupils will explore some key events of this period in British history. We will focus on:</p> <ul style="list-style-type: none"> • Who were The Tudors and why are they important? • Why was there tension between the Protestants and Catholics? • What were Henry VIII's problems? • Why did Henry VIII fall out with the Catholic Church? <p>The final aspect of this unit focuses on events surrounding Elizabeth I to establish if she was a successful monarch.</p> |
| <p><u>Music</u></p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> • To perform extended pieces from memory • To use some of the elements of music to add variety to my work • To perform a range of melodies and chords from notation • To perform with confidence in both group work and individually, using musical elements to add variety <p><u>Composing:</u></p> <ul style="list-style-type: none"> • To improvise rhythms and melodies • To compose using melody, rhythm and chords | <p><u>Revision of Notation Skills</u></p> <p>Year 7 will focus on revising and developing their note reading skills during the first half term. Here, students will explore reading different pitches from notation individually as well as in groups and be able to perform in a group setting of a piece they have planned together.</p> <p><u>Music for Advertising</u></p> <p>Students will be involved in a short project on Advertising Music. Considering this style of music from the viewpoints of the composer, listener and performer.</p> |

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| <ul style="list-style-type: none"> ● To compose confidently using, structure and form as well as a range of musical devices to produce a completed piece <p><u>Listening & Appraising:</u></p> <ul style="list-style-type: none"> ● To describe, compare and evaluate using KS3 vocabulary ● To recognise and be able to describe how music reflects different occasions, times and places ● To use KS3 terminology to identify features and devices used across a wide range of musical styles | |
| <p><u>PE:</u> Throughout the term, pupils will have the opportunity to take part in the following activities:</p> <ul style="list-style-type: none"> ● Tennis | <p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ● demonstrate a basic over arm serve. ● play a backhand shot. ● demonstrate some understanding of tactics of game play. ● demonstrate control in placing forehand shots where they want them to go. |
| <ul style="list-style-type: none"> ● Athletics | <ul style="list-style-type: none"> ● adopt a sound approach, take off and landing for all jumping events. ● throw, shot, discus and javelin with some control. ● explain the safety rules for athletic activities. ● demonstrate good running technique and pace themselves in a long distance run. |
| <ul style="list-style-type: none"> ● Cricket | <ul style="list-style-type: none"> ● demonstrate that they can bowl the ball overarm with a straight arm. ● demonstrate an accurate over arm throw over 10m. ● hit the ball to a target and can explain why it is important to hit the ball into space. ● explain the basic rules of cricket. ● demonstrate batting, bowling, throwing and catching with some accuracy. |

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| <ul style="list-style-type: none"> Rounders | <ul style="list-style-type: none"> retrieve moving balls and show accuracy when throwing the ball underarm. hit the ball most of the time against balls directed at different heights and paces. field in a range of fielding positions including on a base and in the deep. identify strengths and weaknesses of their own and others' performances giving feedback to improve on this. |
| <p><u>PSHE:</u></p> <p><i>The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.</i></p> | <p><u>Democracy and Law</u> - each session will focus upon the following questions:</p> <ul style="list-style-type: none"> What does 'government' mean and what do they do? How do elections work? How are laws made? What is the role of the police in our community? Why are British Values important to us? <p><u>Relationships and Sex Education: facts and feelings</u> - each session will focus upon the following questions:</p> <ul style="list-style-type: none"> What happens at puberty (feelings)? Why am I feeling like this? Boys and girls – is there a difference? Why are friends important? How can relationships change as we get older? |
| <p><u>RE</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> Show an understanding of why we learn about different religions and cultures. Ask questions in response to the learning. Research, gather and select relevant information, | <p><u>Christianity - The Holy Trinity</u></p> <ul style="list-style-type: none"> Students explore multiple forms of themselves as an introduction to something they are able to have more than one form - multiple forms. Students reflect on the positive qualities that they and their peers have, justifying reasons to back them up. Students also reflect on qualities that they could improve and work on for the future. |

using a range of sources.

- Use key religious vocabulary with accuracy in my written work and orally.
- Express personal opinions in response to the learning.
- Contribute positively in group or whole class discussion by responding and adding to the views of others.
- Organise and present work using a range of different styles.
- Understand the impact a belief or practice can have on followers.
- Show empathy in response to the learning.
- Express clear views about why religions and practices are so important.
- Reflect and make links to own experiences and beliefs.
- Describe why a sense of belonging is so important to different faiths.

- Students annotate Biblical artwork of The Holy Trinity and come up with connotations with what the symbols and images may symbolise.
- Students answer the key question: If you could choose 5 positive qualities a person could have, what would they be? Students then relate their own qualities to that of The Holy Spirit which overlapped from the starter activity.
- Students learn what The Holy Trinity is and why it is important to Christians.
- Students design an abstract idea that could represent The Holy Spirit - a form (Jesus) , a power (God) and something positive that is produced (The Holy Spirit).
- Students write a detailed written response to the project, summing up ideas learnt about The Holy Trinity and
- Students peer assess the abstract poster.