

## Year 7 Curriculum Outline 2022/23

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design	<p>TOPIC: PORTRAITURE Including the 7 Elements of art: colour, form, line, shape, space, texture, and value. Key Skills: Elements in art painting/drawing /colour theory/ contextual understanding</p> <ul style="list-style-type: none"> <li>• line, tone, shape colour, form, texture.</li> <li>• objective drawing</li> <li>• human proportion and facial features</li> <li>• colour theory and colour mixing</li> <li>• media control</li> <li>• critical/contextual understanding</li> <li>• Fauvism, Expressionism, Orphism (Digital Portrait Challenge Task)</li> </ul>	<p>TOPIC: LANDSCAPE/ IMPRESSIONISM Key Skills: composition/mixed media/ digital photography Independent Learning Assignment (<i>Lower School Exam</i>)</p> <ul style="list-style-type: none"> <li>• generating ideas through investigations informed by contextual and other sources</li> <li>• examination preparation and development</li> <li>• light and composition</li> <li>• effective planning/scaling up</li> <li>• atmospheric perspective/liner perspective</li> <li>• photography/recording the effects of light (Photographic challenge task)</li> </ul>	<p>TOPIC: FIGURE(S) IN SPACE Key Skills: perspective/proportion/ Distortion, gesture. Construction techniques modelling/sculpture</p> <ul style="list-style-type: none"> <li>• proportion/distortion, movement and scale</li> <li>• figure and gesture drawing/casting/sculpture</li> <li>• thinking in the round</li> <li>• critical reflection and analysis</li> <li>• Giacometti, Kandinski</li> <li>• constructing an armature/creating maquette (Sculpture challenge task)</li> <li>• Photography, light painting</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Tissues, organs, systems and organisms</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Photosynthesis and food chains</li> </ul>	<ul style="list-style-type: none"> <li>• Photosynthesis and food chains (continued)</li> <li>• Flowering plants</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• introduction to chemistry</li> <li>• separating mixtures</li> </ul>	<ul style="list-style-type: none"> <li>• acids and alkalis</li> <li>• gases</li> </ul>	<ul style="list-style-type: none"> <li>• crystals which includes: <ul style="list-style-type: none"> <li>○ the composition of the Earth</li> <li>○ the structure of the Earth</li> <li>○ the rock cycle and the formation of igneous, sedimentary and metamorphic rocks</li> </ul> </li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Computing	<ul style="list-style-type: none"> <li>• Baseline assessment – (1 lesson)</li> <li>• Introduction to computing – (1/2 lessons)</li> <li>• Computing with the Raspberry Pi –</li> </ul>	<ul style="list-style-type: none"> <li>• Computational Thinking (3 lessons)</li> <li>• Data representation (2 lessons)</li> <li>• Combined end of Unit Test (1 lesson)</li> <li>• E-Safety / Cyber-Security – (4</li> </ul>	<ul style="list-style-type: none"> <li>• Game Design with Scratch (5 lessons)</li> <li>• Year 7 Examination process – (2/3 lessons)</li> </ul>

	(10 lessons) <ul style="list-style-type: none"> <li>Robot wars – (1 lesson)</li> </ul>	lessons) <ul style="list-style-type: none"> <li>Murder at the Museum (1 lesson)</li> </ul>	<ul style="list-style-type: none"> <li>Edison Robotics (5 lessons)</li> <li>5hrs off-curriculum programming day*</li> </ul> <p>*Whole year split across 2 days</p>
Creative and Critical Thinking	<ul style="list-style-type: none"> <li>logical &amp; lateral thinking</li> <li>argument writing</li> <li>Use of evidence in an argument</li> <li>Alternative explanations and their risks (conspiracy theories)</li> <li>Evaluating flaws and false appeals in arguments</li> <li>Evaluating assumptions in arguments, including necessary and sufficient conditions</li> </ul>	<ul style="list-style-type: none"> <li>assessing credibility using CRAVEN</li> <li>Critical Thinking and Fake News</li> <li>Public Speaking and Debating skills</li> </ul>	<ul style="list-style-type: none"> <li>The justice system</li> <li>Magistrates Court Mock Trial</li> </ul>
Drama	<ul style="list-style-type: none"> <li>introduction to core skills: <ul style="list-style-type: none"> <li>space</li> <li>form</li> <li>genre</li> <li>general performance skills</li> <li>'A Christmas Carol'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>exploration through role play</li> <li>working within a group</li> <li>create and sustain a character</li> <li>development of skills and exploration of new ones</li> <li>lighting as a drama medium</li> <li>Working from a script</li> <li>10-15 minute performance utilising all the skills learnt and their journey</li> </ul>	<ul style="list-style-type: none"> <li>Shakespeare Unit working towards a public performance</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
English	<ul style="list-style-type: none"> <li>Poetry Through Time - Studying a range of both pre and post 1914 poetry including from the Romantic</li> </ul>	<ul style="list-style-type: none"> <li>Novel Study – novels studied include: <i>The Ruby in the Smoke</i> or <i>Northern Lights</i> by Philip Pullman, <i>The Hunger</i></li> </ul>	<ul style="list-style-type: none"> <li>History of English – A study of the history of English from its early origins to modern day.</li> </ul>

	period <ul style="list-style-type: none"> <li>• <i>A Christmas Carol</i> by Charles Dickens</li> </ul>	<i>Games</i> by Suzanne Collins or <i>Noughts and Crosses</i> by Malorie Blackman <ul style="list-style-type: none"> <li>• Writing: Fiction – Studying writing across a variety of forms and genres</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Non-Fiction – Reading a variety of non-fiction texts and analysing the effect of the writers' methods</li> <li>• <i>A Midsummer Night's Dream</i> by William Shakespeare</li> </ul>
French (Allez 1) New Course	Introduction to basic vocabulary and grammar as well as skills for learning languages (Dictionary Skills)  Baseline Assessment  Unit 1- Tout sur moi  Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment  Cultural Capital: <ul style="list-style-type: none"> <li>• Videos on Stream</li> <li>• La musique Francophone</li> <li>• Tv5.org , Netflix and YouTube</li> <li>• Language, Culture and Diversity Week</li> </ul>	Unit 2- Mon monde perso  Consolidation of Year 7 Course for End of Year Exam  Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment  Cultural Capital: <ul style="list-style-type: none"> <li>• Videos on Stream</li> <li>• La littérature Francophone</li> <li>• Tv5.org , Netflix and YouTube</li> <li>• Language, Culture and Diversity Week</li> </ul>	Unit 3- Autour de moi  Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment  Cultural Capital: <ul style="list-style-type: none"> <li>• Videos on Stream</li> <li>• Le Cinéma Francophone</li> <li>• Tv5.org , Netflix and YouTube</li> <li>• Language, Culture and Diversity Week</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Geography	What is Geography? <ul style="list-style-type: none"> <li>• Geographical Enquiry</li> </ul>	Fantastic Places <ul style="list-style-type: none"> <li>• Mt Everest and Cheddar Gorge</li> </ul>	A Complex World <ul style="list-style-type: none"> <li>• Geographical Concepts</li> </ul>

	<ul style="list-style-type: none"> <li>Types of geography</li> </ul> <p>Geography of the UK</p> <ul style="list-style-type: none"> <li>Physical landscapes of the UK</li> <li>Weather and climate</li> <li>Human geography of the UK</li> <li>Map projections and atlas skills</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to tectonic, geological, atmospheric and glacial processes</li> <li>Conflict &amp; tourism</li> <li>Management Issues</li> </ul> <p>Extension unit - Exploring China &amp; Asia</p>	<ul style="list-style-type: none"> <li>Geological Timescales</li> <li>Climate Change</li> <li>Globalisation</li> <li>Rise of the Super Powers (NEEs) and International Development</li> <li>Extended evaluative writing</li> </ul> <p>School Based Fieldwork</p>
German (Zoom Deutsch 1)	<p>Introduction to the 4 skills of listening, speaking, reading and writing.</p> <ul style="list-style-type: none"> <li>introduction to basic German vocabulary and skills for learning languages:</li> <li>Introducing yourself</li> <li>Unit 1A Family</li> </ul> <p>(Regular vocabulary tests and translation practice throughout)</p>	<ul style="list-style-type: none"> <li>Finish Unit 1A Family</li> <li>Unit 1B School</li> </ul> <p>(Regular vocabulary tests and translation practice throughout)</p>	<ul style="list-style-type: none"> <li>Finish Unit 1B School</li> <li>Unit 2A Free time and hobbies</li> <li>Year 7 exam</li> <li>Consolidation of Year 7 course</li> </ul> <p>(Regular vocabulary tests and translation practice throughout)</p>
Heathy Living (classes on rotation)	<p>Healthy Living will be delivered through breakout sessions which will take place across the school year.</p>		
History	<p>Origins of Democracy: How has power and leadership developed?</p>		
	<ul style="list-style-type: none"> <li>What is History? Baseline assessment. Establishment of Power: Democracy and voting rights today. Battle of Hastings</li> <li>Establishment of Power: Norman Conquest</li> </ul>	<ul style="list-style-type: none"> <li>Challenges by the People: Life in Medieval England and the Black Death</li> <li>Challenges by the People: The Peasants' Revolt</li> </ul>	<ul style="list-style-type: none"> <li>Challenges by the Church: King Henry II and Thomas Becket – clash with the church</li> <li>Challenge by the Nobility: King John – clash with barons</li> <li>Challenges by the Church part 2 (the Monarchy strikes back): King Henry VIII and the Break from Rome.</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Mathematics	<ul style="list-style-type: none"> <li>Baseline Test</li> </ul>	<ul style="list-style-type: none"> <li>Angles and shapes (Delta 1 Unit 5)</li> </ul>	<ul style="list-style-type: none"> <li>Multiplicative reasoning (Delta 1 Unit</li> </ul>

KS3	<ul style="list-style-type: none"> <li>• Number skills (Delta 1 Unit 2)</li> <li>• Analysing and displaying data (Delta 1 Unit 1)</li> <li>• Equations, functions and formulae (Delta 1 Unit 3)</li> <li>• Fractions (Delta 1 Unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals (Delta 1 Unit 6)</li> <li>• Equations (Delta 1 Unit 7)</li> <li>• Multiplicative reasoning (Delta 1 Unit 8)</li> </ul>	<ul style="list-style-type: none"> <li>• 8 continued)</li> <li>• Perimeter, area and volume (Delta 1 Unit 9)</li> <li>• Sequences and Graphs (Delta 1 Unit 10)</li> </ul> <p>Start Delta 2 if time</p>
Music	<p>Instruments of the Orchestra</p> <ul style="list-style-type: none"> <li>- Exploring and identifying orchestral instruments and their family characteristics</li> <li>- Reading staff notation and developing keyboard skills through playing <i>Ode to Joy</i></li> <li>- Listening and analysing using the musical elements, composers of Symphonic orchestral music</li> </ul>	<p>Folk Music and Pentatonic</p> <ul style="list-style-type: none"> <li>- Composing using the pentatonic scale</li> <li>- Understanding structure and basic harmonic accompaniment using the ukulele</li> <li>- Exploring folk dance and oral tradition to learn and perform folk songs and sea shanties from the British Isles</li> </ul>	<p>The Blues and Jazz</p> <ul style="list-style-type: none"> <li>- Exploring the history of Jazz and the Blues</li> <li>- Listening, and analysing composers and performers of the Blues and their works</li> <li>- Developing keyboard improvisation through authentic and stylish melodic, harmonic, and rhythmic structure</li> </ul> <p>Choral Competition</p>
Physical Education (Core)	<ul style="list-style-type: none"> <li>• Baseline Tests</li> <li>• Netball</li> <li>• Swimming</li> <li>• Gym/ Dance</li> <li>• Basketball</li> <li>• Football/ Rugby (set 1 and 2)</li> <li>• Table Tennis (set 3)</li> </ul> <p>Theory focus:</p> <ul style="list-style-type: none"> <li>• Basic muscles and bones</li> <li>• Importance of the warm up</li> </ul>	<ul style="list-style-type: none"> <li>• Cross Country</li> <li>• Swimming</li> <li>• Gym/ Dance</li> <li>• Basketball</li> <li>• Football/ Rugby (set 1 and 2)</li> <li>• OAA (set 3)</li> </ul> <p>Theory focus:</p> <ul style="list-style-type: none"> <li>• Applying components of fitness to sports (fitness testing)</li> <li>• GOAL Setting</li> <li>• Motivation</li> <li>• Heart Rate and Training Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> <li>• Rounders</li> </ul> <p>Theory focus:</p> <ul style="list-style-type: none"> <li>• Revisit basic muscles and bones and importance of the warm up and cool down</li> </ul>

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Physics	<ul style="list-style-type: none"> <li>• Energy</li> <li>• speed/distance and forces</li> </ul>	<ul style="list-style-type: none"> <li>• speed/distance and forces continued</li> <li>• electricity</li> </ul>	<ul style="list-style-type: none"> <li>• the Solar system and beyond</li> </ul>
PSHCE	<ul style="list-style-type: none"> <li>• Introduction to PSHCE</li> <li>• Research Skills and online learning</li> <li>• Bullying, peer pressure and cyber-bullying</li> <li>• Family, Friends and Well-being</li> <li>• PC1</li> <li>• Creating Success</li> <li>• Careers – library hunt and what are skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour for Learning</li> <li>• Relationships and Sex Education (RSE)</li> <li>• Finance</li> <li>• Energy drinks, Smoking and Drugs</li> <li>• PC2</li> </ul>	<ul style="list-style-type: none"> <li>• Revision skills and Maximise workshop</li> <li>• Careers - What's your dream job?</li> <li>• Exam week</li> <li>• Exam review</li> <li>• Report review</li> <li>• FGM</li> <li>• Keeping Safe this Summer</li> </ul>
Religion & Worldviews	<p>Taoic Religions</p> <ol style="list-style-type: none"> <li>1. Shenism</li> <li>2. Chinese Folk Religion</li> <li>3. Daoism</li> <li>4. Confucianism</li> <li>5. Zen</li> <li>6. Korean Shamanism</li> <li>7. Muism</li> <li>8. Shinto</li> </ol> <p>Inquiry: Importance of Storytelling.</p>	<p>Dharmic Religions</p> <ol style="list-style-type: none"> <li>1. Hinduism</li> <li>2. Sikhism</li> <li>3. Buddhism</li> <li>4. Jainism</li> </ol> <p>Inquiry: Importance of Community.</p>	<p>Americas Religion</p> <ol style="list-style-type: none"> <li>1. Hawaiian</li> <li>2. Native American</li> <li>3. Candomblé</li> <li>4. Mexicayotl</li> <li>5. Mormonism</li> <li>6. Rastafarianism</li> </ol> <p>Importance of Ancestors</p>