

## YEAR 7 CURRICULUM MAP, AUTUMN TERM

### ENGLISH

This term we will explore the origins of English Literature through the theme of the hero. We will examine a number of texts including extracts from Homer's 'The Odyssey', the Anglo-Saxon poem 'Beowulf', the medieval chivalric romance 'Sir Gawain and the Green Knight' before concluding with Chaucer's 'The Canterbury Tales'. We will continue this theme with a focus on poetry and the sonnet before moving to the seminal novel 'Animal Farm' by George Orwell. This presents themes which are explored across Key Stage 3 such as identity, power and conflict.

### HUMANITIES (GEOGRAPHY, HISTORY, RELIGIOUS EDUCATION)

In **Geography** pupils are introduced to human and physical geography and the different countries and cities across the UK. We study a world map and Canada as a case study for physical and political features of countries. The focus is upon maps, compass points, grid references, contour lines and calculating differences. We also study the local area of the school and explore the theme of settlement. This includes looking at the idea of site and function and investigating how the local area has changed over time.

In **History** pupils are introduced to the key concepts of power, conflict, society, religion and evidence. We begin by investigating medieval Mali and then move onto the tumultuous year 1066 and the Norman Conquest.

In **RE** we explore what religion is with a focus on concepts such as theism, atheism, agnosticism, humanism, Hinduism and Abrahamic. 'What is religion and God?' is our key question. We begin with the God of classical theism, and whether this is supported by religious experience. We then consider how Muslims view Allah, how Christians understand the Trinity, Hindu views on Brahman, Buddhist beliefs, as well as atheist and humanist views of God.

### MODERN FOREIGN LANGUAGES

All languages place a strong emphasis on phonics. In **French**, we focus on introducing ourselves and our families. We learn about avoir, aimer, conjugating er verbs in the present tense, adjectival agreement, and pronunciation. We then build on this through the topics of time, clothes and school. We discover more about how adjectives are used and are introduced to phrases such as il y a or il n'y a pas de. In **Spanish**, similarly to French, there is a focus on 'Me presento' in which they learn how to introduce themselves and become familiar with the use and understanding of phonics as well as basic question and answer forms, the use of the definite and indefinite articles and how to make nouns plural, along with expressing simple opinions. In the next topic (Mi Burbuja) students learn how to use the key verbs SER/TENER and talk about family and pets. In **Mandarin** we explore China and its culture, greeting people, introducing ourselves, expressing age, and using adjectives for descriptions such as '好good', '大big', '美beautiful', '忙busy'. Pupils focus on pronunciations and tones, understanding strokes and radicals and the structure of characters as well as writing key characters from memory. Grammar-wise we study possessive words '的', using qualifiers '很', negative '不', and question particles '吗'.

### MATHS

We start by reviewing 'Number' by looking at multiplying and dividing by 10, 100 and 1000, as well as, mental and written calculations, fraction calculations, fraction, decimal and percentage equivalence and factors and multiples! Our studies will then move to algebra, expressions & formulae, equations & graphs.

### PSHE, FORM TIME, ASSEMBLIES AND PE (PHYSICAL EDUCATION)

In **PSHE** we start with Commando Joe's and a variety of missions to help develop relationships and team building with a focus on resilience. We then move to examine key study skills and then health education with a focus on first aid, CPR and puberty. In assemblies we are introduced to our culture (our expected behaviours) and our history. We will have assemblies that incorporate the themes of equality, diversity, inclusion and mental health. We will mark Remembrance Day, and reflect on the idea of accountability and democracy, the importance of rules and laws, being thankful and fairness. The **PE and Games** curriculum has been carefully mapped to ensure all students undertake a range of activities throughout the year which enables the National Curriculum to be delivered effectively. We learn about the school's principle sports of hockey and rugby and activities that improve physical literacy. We seek to build our balance, core stability, speed and agility. Through the creative curriculum students do orienteering and dance. Swimming is offered to all non-swimmers in Games and Bikeability is offered to the whole cohort.

### BIOLOGY, CHEMISTRY, PHYSICS AND COMPUTING

In **Biology** we study cells and then move to organising organisms. We have a particular focus on skeletons, joints, and muscles. In **Chemistry**, we begin with the particle model and then move to separating mixtures, looking at concepts such as pure substances, mixtures, solutions, solubility, filtration, evaporation, distillation, and chromatography. Meanwhile, in **Physics**, we begin with forces in motion and then move on to magnetism.

In **Computing**, we examine programming basics, VEX robotics and famous computer scientists and then move to hardware and software, input, output and storage devices.

### ART, DESIGN AND MUSIC

In **Art** we study, and create, our own portraits. We build on this learning by exploring Chuck Close, creating abstract eye paintings as well as developing our skills to replicate skin tones. **Design Technology** forms part of the 'creative curriculum'. It is taught in 3 DT option rotations across the year. In Food Tech, pupils focus on hygiene/safety and equipment/food storage and create two savoury dishes (as home learning). Pupils also learn about CAD CAM and produce a key ring. The 3<sup>rd</sup> rotation is workshop based: pupils learn how to work safely with a wide range of hand tools and equipment; they develop design skills as they produce a maze game. In **Music**, all students learn a musical instrument either a brass, string, or wind instrument. They develop the first steps in producing sound through good posture and effective instrumental technique. They all sing in the Y7 choir and are introduced across the year to music technology.