

YEAR 7 CURRICULUM MAP, SPRING TERM

ENGLISH

In **English**, we study the famous novella, *Animal Farm* by George Orwell. Students engage and explore the book's key themes. This is followed by a unit entitled 'Powerful Voices', where students study a diverse range of speeches considering themes and the use of rhetoric and write their own speech on a topic of interest.

HUMANITIES (GEOGRAPHY, HISTORY, RELIGIOUS EDUCATION)

In **Geography**, we look at human geography and study Population which includes density, distribution, diversity, immigration, and population pyramids. There is a focus on Birmingham. We also cover the topic of Weather and Climate where we look at the water cycle, rainfall and clouds, weather forecasting and extreme weather.

In **History**, we study Medieval power and people including King John and the making of Parliament. We also look more broadly at the development of the UK generally between 1000-1500. We also study the life of ordinary people in medieval times, exploring the Jewish experience, the Black presence, medicine, disability as well as the judicial and economic systems.

In **RE**, there is an emphasis this term on scripture with an introduction to the Torah, Bible, Qur'an, the Hindu Vedas, the Buddhist holy books and the Sikh scripture, 'Guru Granth Sahib.' Ways of understanding scripture are explored. In the term, we also study the key religious founders such as Abraham, Moses, Jesus, Muhammad, Buddha, Guru Nanak and Guru Gobind Singh.

MODERN FOREIGN LANGUAGES

In **French** this term, we continue the work on regular er verbs from the previous two units, as well as introducing the regular er verb jouer. We also revisit the irregular verb avoir, and transfer previously learned rules about er verbs to the verb manger and habiter. Finally, pupils are introduced to the irregular re verb boire for the first time. The key themes are 'Mon temps libre' and 'Ma vie de famille'. In **Spanish**, In Spanish we learn how to describe the physical features and characters of ourselves and families as well as consolidating learning about adjective agreement and qualifiers. We start Unit 3 (Mi tiempo libre) in which pupils learn how to form present tense verbs and talk about how they spend their free-time and how to give opinions. In **Mandarin**, we advance with grammar, pronunciation, vocabulary around the key themes of 'Family and Home', 'Hobbies' and 'School.'

MATHS

A large section of the second term is geometry and measure. We go through areas and perimeters of basic and composite shapes, angle rules, 3D shapes and transformations. Whilst we move through this section, we carefully work through application problems that relate to last term's content. For example, algebraic areas and perimeters. The final part of this term focuses on ratio, percentages and linear sequences. Yet again, we work through the basics and problems that require previously taught knowledge.

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

In **PSHE and Citizenship** this term, we have concluded the theme on UNICEF's work and have moved on to equality, prejudice and discrimination, including Islamophobia. In the latter part of this half-term, pupils study 'Digital Literacy'. Next half term pupils study a unit on 'Well-being, Safety and Relationships.' The themes for this term include: our values and behaviours, apprenticeships and T-levels, being hopeful and visionary, Holocaust Memorial Day, caring for our environment, LGBTQ+ History Month, Literacy Week and 'Awe and Wonder.' In **PE and Games**, we will develop on from our foundation of key physical skills working on their flexibility, coordination, cardiovascular endurance. Cricket will be introduced in after-school sessions.

BIOLOGY, CHEMISTRY, PHYSICS AND COMPUTING

In **Biology**, we focus on interactions and interdependencies within an ecosystem. In **Chemistry**, we build on knowledge from Key Stage 2, and start to understand how everything around us is a chemical of some kind. We will learn about acids and alkalis, learning how to test for these substances and to use them safely. Students will be able to explain what happens to chemicals when they react with metals and non-metals and predict the products made. In **Physics**, we explore properties of sound waves and move onto studying the Universe. In **Computing**, we study data representation (binary and denary systems), web searching, website designs and HTML.

ART, DESIGN AND MUSIC

Art classes have an overarching focus on architecture in this term. We study Antoni Gaudí and Friedensreich Hundertwasser, build ceramic towers, practise blending techniques with crayons, and focus on creative drawing using pattern, repeat and shape. **Design Technology** forms part of the 'creative curriculum'. It is taught in three DT option rotations across the year. In Food Technology, 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 third rotation is based in the workshop where pupils learn how to work safely with a wide range of hand tools and equipment. They develop their design skills as they produce a maze game. In **Music**, all students learn a musical instrument whether that be a brass, string, or wind instrument. This provides an important introduction to pitch, rhythm, pulse, tempo, and dynamics. They all also sing in the Y7 choir and are introduced across the year to music technology. All students go to Symphony Hall to hear a concert.