Year 7 Curriculum Overview

Subject	Winter term skills & knowledge	Spring term skills & knowledge	Summer term skills & knowledge	Enrichment opportunities
English	Reading a novel 1: finding information, analysing language and evaluating a writer's methods. Reading 19th ghost and horror fiction and writing ghost fiction: analysing language and writing to describe. Language Change: analysing how writer's create new words and how language changes over time. Language Acquisition: analysing how babies and children learn to speak	Romeo and Juliet: learning the plot and characters of the play, analysing language, structure and stagecraft, understanding the context of the play. Story Openings: reading a range of texts, analysing language, writing to describe and entertain.	Poetry Through the Ages: understanding how to contextualise poems, analysing language and structural features. Reading a novel 2: finding information, analysing language and evaluating a writer's methods.	Year 7 Curriculum Day – Shakespeare Workshops Carnegie book awards
Maths	Knowledge: Sequences, Algebraic Notation, Equality and Equivalence, Place Value, Fraction/decimal/percentage equivalence Skills: numeracy, calculator use, mathematical reasoning, problem solving	Knowledge: Problem solving with addition/subtraction/multiplication /division*, Fractions and percentages of amounts, Directed number, Addition and subtraction of fractions Skills: numeracy, calculator use, mathematical reasoning, problem solving	Knowledge: Constructing measuring and using geometric notation, Developing geometric reasoning, Sets and probability, Prime Numbers and proof Skills: numeracy, calculator use, mathematical reasoning, problem solving	Junior Maths Challenge (Targeted) Times Tables Rock Stars (All) Maths Clinic (All)
Science	Knowledge: Cells, Forces Skills:Use key language and draw graphs	Knowledge: Atomic structureand periodic table, reproduction Skills:Formulate basic conclusions from a graph, use scientific terms	Knowledge:Electricity and movement Skills:Use practical equipment accurately and safely	Poetry comp STEM club
Art	Knowledge:- Introduction to the subject. Baseline Test work. Topic: Decorative Lettering. Knowledge:- Illuminated manuscripts. Skills:- Research and planning skills. Presentation of sketchbook. Annotation skills.	Knowledge:- Continue with lettering topic. Skills:- Planning and presentation skills. Refinement of ideas. Pen and brush skills, using ink Writing a project evaluation. New topic: Natural World. Knowledge:- Mark-making. Types of marks. Skills:- Mark-making with given materials. Working from observation. Annotation skills	Continue mark-making work. Knowledge:- Facts on the life and work of a specific artist. Colour theory. Skills:- Research, analysis and evaluation skills. Colour mixing. Presentation skills Painting skills. Composition skills.	Curriculum Days, if applicable. Any clubs or extra sessions will be advertised to students in school. Use resources, such as YouTube, to expand knowledge of the subjects/artist covered e.g. virtual gallery tours. External competitions and college competitions will be advertised as applicable. Optional homework tasks.
Computer Science	**Using Computers Safely, Effectively and Responsibly** ● use basic file management techniques to create folders, save, copy, move, rename and delete files and folders and make backup copies of files ● recognise extensions for common file types such as .doc or .docx, .ppt, .jpg etc ● keep their files in well organised and appropriately named folders ● explain what constitutes a "strong" password for an online account ● describe a code of conduct ● list some of the dangers and drawbacks of social networking sites ● list some possible responses to cyberbullying ● send and reply to emails, send attachments ● use a search engine to find information ● describe guidelines for keeping their identity secure on the Internet ● describe what is meant by identity theft and how to minimize the risks of this ● identify a probable phishing email and deal with it appropriately ● describe how to minimize the danger of having their computer infected by a virus ● resize images before attaching to emails ● explain the advantages and disadvantages of email as a method of communication ● manage a Contacts list efficiently for email ● use an email signature ● use the advanced features of a search engine ● describe why the information they find may not be accurate	**Understanding Computers:** ● Distinguish between hardware and software ● Give examples of computer hardware and software ● Draw a block diagram showing CPU, input, output and storage devices ● Name different types of permanent storage device ● Suggest appropriate input and output devices for a simple scenario ● Explain what RAM and ROM are used for ● Show how numbers and text can be represented in binary ● Explain the impact of future technologies ● Perform simple binary arithmetic ● State strengths and weaknesses of different storage devices ● Describe briefly how data is stored on a CD ● Some pupils will be able to: ● Identify input and output devices for more complex scenarios ● Explain how characters are encoded using the ASCII system ● Use an ASCII reference chart to convert a character into binary and its decimal equivalent	**Computational Thinking** ● Be able to ask logical questions to solve problems ● Know the common Boolean operators ● Know different logic gates ● Understand what an algorithm is ● Create a sequence of instructions to achieve a goal ● Understand how Boolean operators can be represented in written expressions and Venn diagrams ● Understand how logic is used in different situations ● Be able to complete truth tables for logic gates and circuits with up to three inputs ● Understand how loops can be used to reduce the amount of code required for a solution ● Be able to refine algorithms to reduce the number of instructions required ● Understand the difference between lossy and lossless compression ● Be able to use an algorithm to communicate data ● Understand why compression is needed for video transmission and photo storage ● Understand how abstractions are used in everyday life ● Be able to create abstractions for different purposes ● Understand how networks are used to make an abstraction of a maze ● Understand how decomposition can be used to break down problems into more manageable components ● Be able to break down a large Computing problem into its parts and understand:	iDEA Award Typing.com Bebras Challenge eSports??

Drama	**Basic performance skills** #- First half term: Knowledge: Understand genre, style and conventions. How meaning is communicated through performance conventions, use of space, spatial relationships, relationships between performer and audience. Skills: Developing ideas and intentions, rehearsing, refining and amending work, learning lines, use of vocal and physical skills, characterisation, communication, analysis and evaluation. October to December - **Pantomime** # *SOL. Knowledge - understand different theatre traditions, styles and genre of performance, exploring stock characters. Skills: Physical skills, vocal skills, communication, devising, rehearsing, analysis and evaluation. Roles and careers in theatre.	January to February half term: **Physical skills SOL**. # Knowledge: understand style of theatre which links to practitioners studied at GCSE for Component 1 devising practical. Skills: physical skills - movement, gesture, body language, developing ideas and intentions, rehearsing, refining and amending work. Employing a style of theatre to communicate a plot/story to an audience. After Feb half term to Easter **- Study of a playtext - Chicken *** # Aim; to introduce students to character development techniques and taking a play from page to stage. Knowledge: Understanding practices used in twenty-first century theatre making. Understanding social, historical and or cultural context including theatre conventions of a period. Understand characteristics of dramatic work including genre, structure, character, form, style, and language. Understand how meaning is communicated through performance conventions, use of space and relationships between performers and the audience.Understand themes and issues and character development. analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers (we will not be focusing on challenges for directors or designers in this SoL) Rehearsing and line learning, vocal skills, physical skills, developing ideas and intentions, refining and amending work. Performing to an audience.	National Theatre production of Treasure Island to give students opportunity to analyse and evaluate use of performance skills and how production elements are used to enhance contemporary theatre - links to GCSE comp 3 * # - development of female roles in literature and theatre. Summer term:	KS3 Drama club run by Drama Captains. Performance or production opportunities in school productions. Visit to live theatre productions. # *
French	Knowledge: Introduction to French – greetings, numbers, alphabet, general information about themselves General French cultural introduction Research homeworks – different aspects of French culture Family – people and descriptions, Pets Christmas Culture and traditions PiXL Futures Lesson (link to EDL 26/09) – Why study Languages? Skills: Learning to learn Pronunciation Using a dictionary Listening, reading, speaking, writing, translation	Knowledge: Hobbies and Sports Typical French sports Formation of present tense –er verbs Negatives Opinions with reasons House and home – description and activities at home Typical French houses Skills: Listening, reading, speaking, writing, translation Spontaneous speaking – question and answers. Conversations	Knowledge: Where you live – description of town/village Geography of France Food and shopping Holidays – present tense and introduction of the future tense French speaking countries and French research project Skills: Listening, reading, speaking, writing, translation	Year 7 Intercollege Spelling Bee Competition Intercollege European Day of Languages competition
Geography	**What skills do we need to be successful in geography?** Knowledge: Location and place knowledge Building their use of globes, maps and atlases. This will continue thought their geography curriculum at BVC. Use of OS maps, grid references, topographical and aerial and satellite images. Skills: Geographical skills; maps, grid references, using scale, use of maps Speaking 'like a geographer' Asking geographical questions	<u>Antarctica- A continent for sale?</u> Knowledge: Understanding of the importance of geography in politics Polar desert climate Glaciation Climate change Skills: Use of GIS to interpret the continent and changes. Interpretation of images Debate Analyse differing opinions to an event/process Explanation of the formation of landforms/processes	**<u>Weather and climate</u>** Knowledge: Environmental awareness and consultancy. Cause of weather Climate change Skills: Mathematical Explanation of the formation of landforms/processes	Fieldwork around the school site
History	Knowledge: Norman Conquest – battle of Hastings, conquest and impact of Norman rule. Skills: evidence, investigation (note – at all points on this document this includes extended writing, eg, exam answers / essays) causation, change and continuity, significance and interpretations	Knowledge: Middle Ages – lifestyles, power, religion /power of the Church, leisure, Black Death. Skills: evidence, investigation, causation, change and continuity, significance and interpretations	Knowledge: Tudor monarchs – monarchs, society, Renaissance changes, exploration, religion and religious conflict. Skills: evidence, investigation, causation, change and continuity, significance and interpretations	Possible trip: Stansted Mountfitchet Warwick castle

Music	**Introduction to Pop Music:** Theory – what is a pop song, why are they so popular. Composition – from single note composing, introduction of basic chords, creating a single composition, compose and notate using instruments from the orchestra. Lyrics – understanding and analysing lyrics and their meaning. Learning to write lyrics using "face value" and "poetic license" Analysis – critically analysing what has been achieved and planning for the next module.	**What is World Music:** Theory – examining music from around the globe, focussing on India, African and Asian music. Indian Music – an introduction – looking at Raga, function and components of a Tabla finishing on composing and performing. African Music – essential elements of African music, learning basic Djembe patterns, exploring other instruments of African music, culminating with class presentation explaining and demonstrating African music. Asian Music- Introducing the key elements of Japanese themed music, understanding what the pentatonic scale is and how it sounds finishing the topic on composing a basic Asian piece of music using pentatonic scale.	**The Blues:** Theory – introducing the Blues, its history, development and importance. Mapping the Blues – understanding the movement and development and differences derived from cultural impact. Blues chord progression – understanding the common blues chord progression of I IV V to start to play a simple Blues piece. The Blues Scale – understanding the Blues Scale and the relationship to the Major scale. Lyrics of Blues – Understanding the lyrics of Blues – their theme and language.	Band Music Technology Club Song writing Club
PE	Knowledge: rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills Skills: Outwitting opponents, replicating movements	Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills Skills: Replicating movements, outwitting, problem solving, net/wall	Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills Skills: performing at maximum levels, striking and fielding	Extra curricular clubs Intra school sport Inter school sport OTG visit
PSHE	**Topic 1 - New Beginnings:** ● Tips and strategies for settling into BVC ● Exploring rights and responsibilities ● Developing resilience, respect and kindness **Topic 2 – Relationships:** ● Positive relationships ● Communication ● Managing emotions ● Body Image ● Gender ● Families	**Topic 3 – Healthy Lifestyles:** ● An introduction to puberty ● The reproductive system ● Hygiene ● Healthy eating and exercise ● Worries ● Risks of smoking **Topic 4 – Personal Safety:** ● E-safety ● Bike safety ● Making good choices ● Basic first-aid ● Calculating risks and challenging risky behaviour	**Topic 5 – British Values:** ● British values and traditions ● Role of parliament and government ● Laws ● Tolerance **Topic 6 – Careers:** ● Skills and qualities needed for certain jobs ● A basic understanding of a CV and personal statement ● Impact of technology on the workplace	What's my line?' careers event
RE	**Who am I? #** The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter the religion's teachings first hand, and develop their understanding of a sacred text. They evaluate the relationship between religious beliefs and practice in society today. It contributes to the study of citizenship. Assessment: Can football be classed as a religion? AO2 - first time completing a an essay Biblical assessment: AO1: Comparing Matthew and Revelation concerning Judgement New skill and knowledge **Core belief #** This unit came from the big Bible written by Stephen Pett. This unit gives an opportunity to have an overview of the Bible, focusing on key concepts to tell the meta-narrative, the big story from Genesis. There will be engaging learning activities for a way to explore key Christian beliefs in a creative manner. Assessment: Newspaper article ' The fall' AO1 - analysing a piece of scripture This is using the same skills as the matthew and revelation comparison Skills: Willingness to learn Self-motivation and desire to achieve, Teamwork, Communication skills (oral and written), Initiative and creativity, Use imagination and creativity. Absorb and retain complex information and identify key issues Use imagination and creativity, Understand and take a sensitive approach to different cultures and beliefs, Show a real curiosity in people and world cultures	**Muhammad, Moses and Jesus #** In this unit pupils will be investigating the origins of Islam and Christianity. In this unit pupils will find out about the life and teachings of a Muhammad and Jesus. They use a range of written and visual sources to select, record and evaluate information on the importance of the religious figure in the period in which they lived and for today. They reflect on questions of human existence and purpose, and consider their own beliefs in light of their learning about the prophet's life. Assessment: Diary entry in early Arabia AO1 - understanding teachings of Arabia and emphasizing what it could be like No prior skills / skills AO1 : which event in Moses life is the most important Similar skills to the Bible assessment where you are comparing different events to come to a conclusion Police Report: Missing body (resurrection). AO2 - this is an essay to analyze the evidence and to reach a conclusion Similar AO2 skills to the football essay	Christian way of life # * This unit enables pupils to think for themselves about the challenges of big ideas in the spirituality and morality of the Christian community. The focus is on the impact of Christian belief in ways of living that seek to be unselfish, loving or good, through personal conduct, developing virtues or taking action against injustice. The aim is to help any pupil to think for themselves about questions to do with making a better world and to be well informed about some of the Christian contributions to global injustice. Pupils are encouraged to consider what can be learned from exemplary Christian lives and from examples of the teaching and life of Jesus and his first followers. The work is developed well where there is close reference to pupils" own experiences, beliefs and values. Assessment: AO1 and AO2 Are charities good? this will be combining the skills from previous assessments	

Spanish	Knowledge: Introduction to Spanish – greetings, numbers, alphabet, general information about themselves General Spanish cultural introduction Research homeworks – different aspects of French culture Family – people and descriptions, Pets Christmas Culture and traditions PiXL Futures Lesson (link to EDL 26/09) – Why study Languages? Skills: Learning to learn Pronunciation Using a dictionary Listening, reading, speaking, writing, translation	Knowledge: Hobbies and Sports Typical Spanish sports Formation of present tense –er verbs Negatives Opinions with reasons House and home – description and activities at home Typical Spanish houses Skills: Listening, reading, speaking, writing, translation Spontaneous speaking – question and answers. Conversations	Knowledge: Where you live – description of town/village Geography of Spain Food and shopping Holidays – present tense and introduction of the future tense Spanish speaking countries and Spanish research project Skills: Listening, reading, speaking, writing, translation	Year 7 Intercollege Spelling Bee Competition Intercollege European Day of Languages competition
Technology Note: Lessons are taught on a rotation so e.g. Food is not necessarily taught to all student during the spring term. However, by the end of the year all students will have covered all areas	**Foundation Skills** 1. Baseline test 2. Oblique drawing /Shading and rendering 3. Colour theory 4. 1 point perspective 5. ICT skills- setting up a document, saving, printing, formatting a document, copying and pasting 6. Introduction to CAD- 2D design challenge	**Food Technology** 1. Theory- Safety & hygiene 2. Practical- Tea and Toast 3. Theory- Healthy Eating and the Eatwell Guide 4. Practical- Fruit Kebabs 5. Theory- Nutrients and their function in the body 6. Practical- Fruit Crumble 7. Practical- Scone based pizza 8. Practical- Koftas & salad 9. Theory- Redesign dishes for good health task 4 x 4 and present ideas 10. Practical- redesign make & assessment **Cooks will be determined by group sizes**	**Textiles / 3D Design** **Pizza Project- 10 lessons** • Pizza box- (6 lessons) nets, sustainability, logos, design box, technical knowledge- properties of materials • Pizza slice- (4 lessons) felt, simple construction techniques and hand stitches, applique, constructing a 3D item out of fabric • Technical knowledge- maths skills in creating nets, ICT skills, CAD. **Pop-up book project- 6 lessons** • Group work- collaborate on designing and making the book • Mechanisms • Sustainability • Oracy- presenting ideas • Technical knowledge- papers and boards, mechanisms **Sugar Skull Phone case- 4 lessons** • Sewing machine driving test • Machine applique and decoration. • Machine sew product together • Technical knowledge- properties of materials- fabrics and fibres, nets, measuring	