



Y7 Curriculum Overview - Autumn

ENGLISH

During this year, pupils will have the opportunity to develop the following skills, which are explicitly assessed for English Language and Literature at GCSE, and apply to our curriculum at KS3:

AO1- Reading, understanding and responding to wider range of texts. Developing an extended personal response, in both language and literature writing. Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations. Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising evidence from different texts.

AO2- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology.

AO3 - Showing understanding of the relationship between texts and their social and historical contexts. Comparing writers' ideas and perspectives, as well as how these are conveyed across two or more texts.

AO4 Evaluating non-fiction texts critically and supporting this with textual references.

AO5 - Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organising a range information

Main Texts: 'Millions' by Frank Cottrell Boyce

Selection of poetry (ballads, narrative poetry)

Pupils will have the opportunity to develop their knowledge about:

- How to analyse and evaluate character and the techniques a writer uses.
- How to retrieve and record information and adapt it to suit a different purpose.
- How to use the features of oration to produce their own speech.
- How to use emotive language both orally and in written form to provoke a response from the listener or reader.
- A selection of well-known ballads and narrative poetry.
- How to present an argument to a group, to answer questions posed by an audience, and how to prepare and participate in a debate.
- The details of, and poetry based upon, a real-life murder mystery.
- How figurative language creates specific effects.
- How readers can be persuaded by advertisers, for many different purposes.
- Contextual non-fiction texts and letters.

<p>and ideas, from different text types and sources, using structural and grammatical features to support coherence and cohesion.</p> <p>AO6- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 - Presenting in a formal setting.</p> <p>AO8 - Listening and responding appropriately to spoken language.</p> <p>AO9 - Using spoken standard English appropriately and accurately, with an awareness of audience and purpose.</p>	
MATHS	
<p>Pupils will have the opportunity to develop the following skills which will help them become more fluent in the fundamentals of mathematics and reason mathematically by:</p> <ul style="list-style-type: none"> • Developing their mathematical knowledge and reasoning, through regular problem solving and evaluation of the outcomes. • Consolidating their mathematical capability by extending their understanding of the number system and place value to include decimals, fractions, powers and roots. • Understanding and using the relationship between ratio and proportion to solve problems • Selecting and using appropriate calculation strategies to solve increasingly complex problems, including those in both familiar and unfamiliar contexts. • Using algebra to generalise the structure of arithmetic, including to formulate mathematical graphical relationships. • Moving freely between different numerical, algebraic, graphical and diagrammatic representations. • Developing increasing algebraic and graphical fluency. • Using mathematical language and properties precisely. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Number</p> <ul style="list-style-type: none"> • Using the priority of operations, including brackets. • Recalling and using multiplication facts up to 10×10 and the laws of arithmetic to do mental multiplication and division. • Multiplying by multiples of 10, 100, 1000 and rounding whole numbers to the nearest 10000, 100000, 1000000. • Using estimation and inverse operations to check answers. • Adding, subtracting, multiplying and dividing whole numbers using written methods. • Using estimation to check an answer to a multiplication and inverse operations to check any answer. • Solving problems involving money and time using a calculator. • Ordering positive and negative numbers. • Adding, subtracting and beginning to multiply positive and negative numbers. • Finding all the factor pairs for any whole number and identifying common factors, the highest common factor and the lowest common multiple. • Recognising prime numbers and square numbers.

- Using a calculator to find squares and square roots.
- Using the priority of operations including powers and using index form for powers.
- Completing mental calculations with squares and square roots.

Algebra - Expressions, Function and Formulae

- Describing simple functions in words. Simplifying linear algebraic expressions by collecting like terms.
- Using letters to represent unknowns in algebraic expressions.
- Using brackets with numbers and letters.
- Multiplying and dividing algebraic terms.
- Writing expressions from word descriptions using addition, subtraction, multiplication and division.
- Writing expressions to represent function machines.
- Substituting positive integers into simple formulae written in words and substituting positive integers into formulae written with letters.
- Writing simple formulae in words.
- Writing simple formulae using letter symbols.
- Identifying formulae and functions.
- Identifying the unknowns in a formula and a function.

Analysing and displaying data

- Finding the median of a set of data (odd and even number of values).
- Finding the range of a set of data.
- Reading and drawing pictograms, bar charts and bar-line charts.
- Reading and constructing tally charts and frequency tables.
- Finding the mode and range from a chart or table.
- Reading and constructing grouped tally charts and frequency tables.
- Reading and constructing grouped bar charts for discrete and continuous data.
- Finding the modal class from a bar chart or frequency table.

	<ul style="list-style-type: none"> • Calculating the mode, median, mean and range of a set of values. • Compare two sets of data using an average and the range. • Reading and drawing a line graph. • Reading and drawing a dual bar chart. • Reading and drawing a compound bar chart. <p>Fractions decimals and percentages (to be continued in Spring Term)</p> <ul style="list-style-type: none"> • Using fraction notation to describe parts of a shape. • Comparing simple fractions. • Using a diagram to compare two or more simple fractions. • Ordering fractions • Converting between an improper fraction and a mixed number. • Identifying equivalent fractions and simplifying fractions by multiplying and dividing numerator and denominator by common factors. • Adding and subtracting fractions and calculating simple fractions of quantities.
SCIENCE	
<p>Pupils will have the opportunity to develop the following skills 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 understanding. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Cells, tissues, organs and systems</p> <ul style="list-style-type: none"> • Life processes. • The difference between organisms and non-living things. • Important plant and animal organs. • The functions of important plant and animal organs. • What happens in photosynthesis. • The functions of different tissues in an organ. • Parts of animal cells and plant cells and describe their functions. • Organs in the plant water transport system. • Organs in the human locomotor, digestive, circulatory, breathing, urinary and nervous systems. <p>Mixtures and Separation</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"> • How to classify mixtures. • How insoluble solids can be separated from a liquid. • How soluble substances can form solutions. • The effects of different variables on solubility. • How solutes can be separated from a solution by evaporation. • How chromatography can be used to identify substances in a mixture. • How chromatography works. • How distillation can be used to separate a solvent from a solution.
ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Colour blending. • Using a grid for drawing. • Grid formation and graphic design. • Evaluate my own work, visually adapting and refining work to improve it. • Recognise and use key characteristics of different artists' work and art movements. • Produce accurate and detailed line drawings. • Use soft pastels, blending and shading accurately. • Draw accurately from observation using tone and texture. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Street Art and Graffiti Art</p> <ul style="list-style-type: none"> • Street artists Banksy, Keith Haring, Julian Beever, Tom Bob and Space Invader. • How to stencil effectively. • How to draw accurately from observation using shape and form. • How to draw accurately from observation using tone and texture.
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and useability. • Understanding a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognising inappropriate content, contact and conduct and know how to report concerns. • Further practice and develop their touch typing skills. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Information technology</p> <ul style="list-style-type: none"> • Recognising appropriate use of the school network. • Understanding the importance of online safety issues. • Knowing how to use presentation software effectively. • Speed typing with two hands - further developing their typing skills with increasing confidence and control. • School 360 in order to complete computing work electronically culminating in an online digital assessment. <p>Computer Science</p>

<ul style="list-style-type: none"> Understanding the hardware and software components that make up computer systems and how they communicate with one another and with other systems. 	<ul style="list-style-type: none"> Recognising networking hardware to explain how networking components are used for communication. <p>Digital literacy & Citizenship</p> <ul style="list-style-type: none"> Their self-awareness by reflecting critically on their behaviour and its impact on others. Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.
FOOD TECHNOLOGY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Select from and use specialist tools, techniques, processes, equipment and machinery precisely. Select and use a wider, more complex range of ingredients according to their functional properties. Use knowledge of ingredients to adapt recipes considering their nutritional value. Preparing ingredients; using utensils and electrical equipment; using heat in different ways. Test, evaluate and refine their ideas and products against their own design criteria, consider the views of others to improve their work. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> How to work safely and hygienically within the food technology room, including correct washing up, safe storage and cross-contamination. The importance of a healthy diet using the Eatwell Guide. Understanding the source, seasonality and characteristics of a broad range of ingredients. Functionality of an egg including its nutritional value, differences between its source and characteristics.
GEOGRAPHY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Is the geography of Russia a curse or a benefit?</p> <ul style="list-style-type: none"> The physical landscape of Russia. The distribution of physical landforms across Russia. The climate of Russia. Climate graphs and isotherm maps of Russia. The distribution of biomes in Russia. How tundra and taiga biomes have evolved across Russia. What population density is, and how it is calculated. The distribution of population across Russia. Russia's economic structure. How the size and physical geography of Russia affects economic growth.

<ul style="list-style-type: none"> • Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. 	<ul style="list-style-type: none"> • Why Russia planted their flag on the seabed of the North Pole. • Different points of view about the future of the Arctic.
HISTORY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Describe and start 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 views about the past and reach conclusions. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>The Norman Conquest</p> <ul style="list-style-type: none"> • England before 1066. • Who ruled England before 1066 and why. • Claimants of the English throne in 1066, and their reasons for wanting to be king. • The key events of the battles of Stamford Bridge and Hastings. • Why William I built so many castles. • The key features of a Motte and Bailey castle. • Why the Domesday book was required. • The Feudal System <p>The Medieval Age</p> <ul style="list-style-type: none"> • The Crown v the Church: Henry II and Thomas Becket. • The power struggle between the Crown and the Church. • The Magna Carta • The mistakes King John made that upset the barons. • What the Magna Carta is and the effect it has on the world today. • The Black Death. • The Peasants' Revolt.
MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Participating in a role-play to give directions around town. • Telling the time to the nearest 5 minutes. • Describing daily routine, including their school timetable. • Writing a letter of introduction to their Belgian penpal. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Expressing positive and negative opinions, using 'ne pas' . • Immediate future tense: je vais aller au parc . • Simple forms of the conditional tense: j'aimerais. • Francophone Christmas festivities, such as Saint Nicolas.

<ul style="list-style-type: none"> Independently using bilingual dictionaries to support their wider language learning. 	
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> How and what to listen for. Listening with respect. Articulating responses. Responding to a pulse within pieces of music. Performing rhythmic patterns. Composing rhythmic patterns. Basic vocal techniques. Singing as part of a group. Singing with confidence. Increase familiarity with a wide range of music and songs from a range of cultures and traditions. Staff notation. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <i>Overture for Orchestra.</i> The oratorio <i>Messiah</i>. The homophonic piece <i>Dance of the Sugarplum Fairy</i>. The composers Grazyna Bacewicz, George Frederic Handel and Pyotr Ilyich Tchaikovsky. The four instrumental families that make up an orchestra. The order of pitch of orchestral instruments. The symphonic orchestra layout. Pulse and rhythm. Rhythmic patterns. Composing rhythmic patterns in ternary form. Different types of voices. Warming up voices. Good posture when singing. The treble clef and staff notation. A range of musical genres.
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Football</p> <ul style="list-style-type: none"> Perform a pass using inside and outside of foot and understand the importance of receiving correctly. Perform these passes in a small-sided game. Outwit opponents with a variety of passes. Perform and accurately replicate different types of dribbling with control, speed and fluency. Outwit opponents with the combination of turns and dribbling. Perform techniques in a small-sided game making decisions about how best to advance on opposition. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Football</p> <ul style="list-style-type: none"> Where passing is used in football. The importance of width and playing into space in order to attack. How to execute a successful shot on goal, eg, across goal. How to head the ball correctly and safely. When to defend and how to stop opponents from advancing. <p>Rugby</p> <ul style="list-style-type: none"> The importance of width and space when advancing in attack. Tag rugby rules and scoring.

- Appreciate how to adjust shot selection based on opponents positioning.
- Perform the different types of heading in different situation.
- Perform and develop defensive strategies i.e tackling, jockeying, forcing onto weaker foot.

Rugby

- Handle a rugby ball correctly and replicate a pass while on the move.
- Demonstrate receiving skills applying control throughout.
- Consolidate the ability to pass and receive a rugby ball with control.
- Show an awareness of space and distance when sending and receiving.
- Develop the ability to make decisions about attack and evaluate its success.
- Work co-operatively to organise and maintain a game.

Basketball

- Perform passing and receiving techniques and use to outwit opposition.
- Perform these in a small-sided game with success.
- Use dribbling technique correctly and understand what constitutes a double dribble and traveling.
- Perform and accurately replicate a range of dribbling skills to outwit opponents.
- Outwit opponents with the use of defending skills. i.e. interception, strip, side step.
- Perform skills in a small-sided game making decisions about how best to stop opposition.
- Perform the jump shot appreciating the outcome necessary

Cross Country

- Developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones.

Basketball

- Attacking principles.
- The need of tactical movements and strategies to invade opponents half.
- Rebounding.
- Basketball rules.
- Different types of shot.

Cross-country

- How to conduct a warm-up
- Benefits of a warm-up
- Different methods of warm-up

<ul style="list-style-type: none"> • Develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. • Analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves. 	
PSHE	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Recognise their own personal qualities. • Reflect on personal strengths. • Appreciate how other people see them. • Assertiveness skills. • Accessing help and support to support mental and emotional health. • Recognise what makes them feel good. • Assessment of own health profile. • Recognise ways to keep themselves safe practising refusal skills. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Being Me In My World</p> <ul style="list-style-type: none"> • Their own identity and how it is affected by a range of factors. • What influences their life. • How peer pressure operates within groups. • How online identity can affect how others see them. • What they say and do online has consequences for themselves and others. • Maintaining positive relationships both on and offline. <p>Celebrating Difference</p> <ul style="list-style-type: none"> • What prejudice and discrimination are. • Bystanders and their impact on bullying. • The Equality Act. • Accepting difference in others. • How they allow others to influence them. • What stereotyping means and its potential impact. • Where to get help if on the receiving end of bullying, prejudice or discrimination.
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Reflect upon whether saints need to be dead before being recognised and also whether saints need to believe in God. • Reflect upon the deep meaning that Saints have to some people. • Evaluate the role of the 'Saint' in modern-day society. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Christianity – Saints: Are they good role models?</p> <ul style="list-style-type: none"> • What a Saint is. • A range of different Saints. • The terms 'martyr' and 'revered'.

<ul style="list-style-type: none"> • Compare and contrast Saints to Jesus. • Justify own opinions and give reasons for and against. • Reflect on the Hindu concept of the deities. • Evaluate Hindu beliefs about life and death. • Evaluate the importance of the Hindu temple today. • Evaluate what can be learnt from symbolism. • Reflect on whether humans need to be told how to be a good person. 	<ul style="list-style-type: none"> • The impact different saints have had on peoples' lives, comparing with possible 'modern-day' examples. <p>What does Hinduism teach about life?</p> <ul style="list-style-type: none"> • Hindu beliefs about God. • Hindu understanding of God. • The design of Hindu temples. • Different types of symbolism. • Hindu Ashramas. • Four stages of life.
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