



# Y7 Curriculum Overview - Spring

## 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 of information and ideas, from different text types and sources, using structural and grammatical features to support coherence and cohesion.

AO6- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**Main Texts: Lamb to the slaughter - Roald Dahl**  
**The Speckled Band - Arthur Conan Doyle**

Excerpts from:

An Inspector Calls – J B Priestley

The No.1 Ladies' Detective Agency – Alexander McCall Smith

Poetry:

Flannan Isle – Wilfred Wilson Gibson

About His Person – Simon Armitage

Pupils will have the opportunity to develop their knowledge about:

- The writers' presentation of characters.
- Well-known detective characters: Inspector Goole, Sherlock Holmes, Jack Noonan, Precious Ramotswe.
- How detective stories are structured.
- Well-known detective authors: Agatha Christie, Roald Dahl, Arthur Conan Doyle.
- Contemporary TV detectives: Jonathan Creek.
- Real-life detectives in the LAPD.
- Careers in the police force as a detective.
- The mystery of the three lighthouse keepers who vanished from Flannan Isle.

<p>AO7 - Presenting in a formal setting.          AO8 - Listening and responding appropriately to spoken language.          AO9 - Using spoken standard English appropriately and accurately, with an awareness of audience and purpose.</p>	
<p><b>MATHS</b></p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Use formal methods of addition and subtraction</li> <li>• Interpreting and solving problems drawn from contexts of perimeter, money, bar charts and tables</li> <li>• Use calculators to check and support calculations</li> <li>• Recognise and use relationships between operators including inverse operations</li> <li>• Derive and apply formula to calculate and solve problems</li> <li>• Ordering directed numbers with and without context</li> <li>• Using a calculator with directed number</li> <li>• Accurately applying order of operations</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Properties of addition and subtraction</li> <li>• Formal methods of addition and subtraction of integers and decimals</li> <li>• Solving problems in the context of perimeter and finance</li> <li>• Adding and subtracting numbers given in standard form</li> <li>• Properties of multiplication and division</li> <li>• Factors and multiples</li> <li>• Multiplying by 0.1 and 0.01</li> <li>• Converting metric units</li> <li>• Order of operations</li> <li>• Area of rectangles, parallelograms, triangles and trapezia</li> <li>• Fractions of given amounts</li> <li>• Finding percentages using a calculator</li> <li>• Directed number including powers and roots</li> </ul>

## SCIENCE

Pupils will have the opportunity to develop the following skills, working scientifically:

- Examine historical examples of the early work of scientists, including how collected evidence and creative thinking were used to draw conclusions and develop scientific ideas and consider how early scientific ideas and how they have changed over time.
- Use scientific ideas and models to explain scientific phenomena and events, and to understand a range of familiar applications of science.
- Consider some of the positive and negative effects of scientific and technological developments.
- Use scientific knowledge to plan, obtain and present evidence during a scientific enquiry and identify different strategies for solving problems.
- Understand and explain the safety procedures and precautions that are needed in practical situations.
- Select use appropriate equipment to observe and measure and use qualitative and quantitative approaches where appropriate.
- Present observations and data using appropriate methods, including tables and graphs
- Interpret observation and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- Provide explanations and justifications when they describe patterns and relationships in data from their own and others' investigations.
- Improve a scientific enquiry by obtaining more accurate, consistent and reliable evidence to support conclusions.
- Evaluate the strength of evidence and identify limitations of data in conclusion.

Pupils will have the opportunity to develop their knowledge about:

### **Mixtures and Separation** (*continued from previous term*)

- Chromatography
- Distillation

### **The Particle Model**

- Solids, liquids and gases
- Particles
- Brownian motion
- Diffusion
- Air pressure
- Waste

### **Acids and Alkalis**

- Chemistry in the home
- Hazards
- Indicators
- Acidity and Alkalinity
- Neutralisation
- Neutralisation in daily life

ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Line drawing</li> <li>• Collage</li> <li>• Negative space</li> <li>• Collaboration</li> <li>• Portraiture</li> <li>• Analysing and evaluating</li> <li>• Colour theory</li> <li>• Modernism art movement</li> <li>• Painting</li> <li>• Large scale art.</li> </ul>	<p><b>Silhouettes</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Mark making – Using a range of different equipment/techniques to make marks.</li> <li>• Line drawing – Developing fine motor skills and strength to draw accurately.</li> <li>• Scissors – Using Scissors confidently and accurately.</li> <li>• Negative Space – Students will learn about negative space, why it's important and how we can use it in art.</li> <li>• Collaboration – Students will be able to work on a collaborative piece of art and to learn how our actions can influence others.</li> <li>• Collage – Students will learn to use a range of different materials in their art to create a unique effect.</li> </ul> <p>They will be looking at and learning about the artists Jackson Pollock, Mondrian and Augustin Édouard</p>
CAREERS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Self-evaluation and personal strengths awareness</li> <li>• Research skills to broaden their understanding of employment</li> <li>• Accessing and analysing information</li> <li>• Oral communication</li> <li>• Computer literacy</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• What we mean by work and why it is important</li> <li>• Aspirations for life and work</li> <li>• Self-evaluation introduction</li> <li>• Qualities and skills and the difference between the two</li> <li>• Employability skills and why they are important</li> </ul>
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Using media: gaining support for a cause</b></p> <ul style="list-style-type: none"> <li>• Understanding of information technology and digital literacy skills.</li> <li>• Creating a blog post about a real-world cause that they would like to gain support for.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Information technology</u></b></p> <ul style="list-style-type: none"> <li>• Selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals.</li> <li>• Collecting and analysing data and meeting the needs of known use.</li> </ul>

<ul style="list-style-type: none"> <li>Developing software formatting and exploring concerns surrounding the use of other people's work, including licensing and legal issues.</li> </ul> <p><b>Programming essentials in Scratch: Part 1</b></p> <ul style="list-style-type: none"> <li>Key programming constructs.</li> <li>Sequencing, variables, selection, and count-controlled iteration codes whilst using Scratch.</li> </ul>	<ul style="list-style-type: none"> <li>Creating, reusing, revising, and repurposing digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</li> <li>Speed typing with two hands - further developing their typing skills with increasing confidence and control.</li> <li>School 360 in order to complete computing work electronically culminating in an online digital assessment.</li> </ul> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>Using two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures (e.g. lists, tables, or arrays); design and develop modular programs that use procedures or functions.</li> <li>Understanding several key algorithms that reflect computational thinking.</li> <li>Using logical reasoning to compare the utility of alternative algorithms for the same problem.</li> <li>Understanding simple Boolean logic (e.g. and, or, and not).</li> <li>Creating reusing, revising, and repurposing digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</li> </ul> <p><b><u>Digital literacy &amp; Citizenship:</u></b> Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>Their self-awareness by reflecting critically on their behaviour and its impact on others.</li> <li>Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</li> </ul>
<p><b>FOOD TECHNOLOGY (TEXTILES)</b></p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>Thread a needle.</li> <li>Research and evaluate existing designs.</li> </ul>	<p><b>Textiles: keyrings</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>How to work safely within the textile classroom.</li> </ul>

<ul style="list-style-type: none"> <li>• Use different stitches including a running stitch, blanket stitch, backstitch and overstitch.</li> <li>• Using a needle carefully and correctly.</li> <li>• Making a template to follow whilst creating their own keyring.</li> <li>• Evaluate their ideas and products against a given design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• How to perform a range of different stitches including, cross stitch, running stitch, blanket stitch, backstitch and overstitch.</li> <li>• How to design a template for their own design.</li> <li>• Following a design template to create their own design image.</li> </ul>
<b>GEOGRAPHY</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Draw and interpret pie charts</li> <li>• Compare a plan with an OS map and satellite images on Google Earth</li> <li>• Compare a pictorial map with an OS map of tourism</li> <li>• Draw a graph using statistical data about tourism.</li> <li>• Drawing pie charts to understand the economy analysing geographical data</li> <li>• Compare two parts of the UK and the impact of the economy on them</li> </ul>	<p><b>How does the UK trade with other countries?</b> Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Farming as an economic system</li> <li>• Manufacturing sites</li> <li>• Location factors for an industry</li> <li>• Changes to UK manufacturing</li> <li>• Tourism and how its changed</li> <li>• Primary, secondary and tertiary sectors</li> <li>• Natural resource uses in manufacturing</li> <li>• UK imports and exports</li> <li>• Globalisation.</li> </ul>
<b>HISTORY</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Select suitable sources to interpret the past and give reasons for choices</li> <li>• Analyse key primary and secondary sources</li> <li>• Use a range of evidence to form opinions about the past</li> <li>• Question the reliability of the source</li> <li>• Describe characteristic features of the past (ideas, beliefs, attitudes)</li> <li>• Compare and contrast different causes of events - Identify turning points</li> <li>• Develop concept of continuity and change over time</li> <li>• Use a range of historical vocabulary effectively</li> </ul>	<p><b>How did England become a Protestant country?</b> Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Wars of the Roses</li> <li>• The Tudors and their importance</li> <li>• Reasons for tension between Catholics and Protestants</li> <li>• Henry VIII's problems and priorities</li> <li>• Henry VIII's fall out with the Catholic Church</li> <li>• The significance of the English Reformation</li> <li>• Catherine of Aragon</li> <li>• Great Schism</li> <li>• Chronology of monarchs</li> <li>• Henry VIII, Bloody Mary, Elizabeth I</li> </ul>

<ul style="list-style-type: none"> <li>• Create historical responses to historical enquiries</li> <li>• Compare Catholic and Protestant methods of worship</li> <li>• Identify significant events that occurred during the Reformation</li> <li>• Analyse trends occurring during the Tudor period regarding changes in religion</li> <li>• Analyse key data in relation to religious persecution</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Armada</li> <li>• Elizabeth's middle way</li> <li>• James I/VI</li> <li>• The Gunpowder Plot</li> </ul>
<b>MFL – FRENCH</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Describe someone's appearance.</li> <li>• Describe Epiphany traditions.</li> <li>• Analyse a song and identify new vocabulary.</li> <li>• Develop further independent dictionary skills.</li> <li>• Expressing positive and negative opinions.</li> <li>• Give reasons for their opinions.</li> <li>• Describing clothing.</li> <li>• Speak and write using 3rd person.</li> <li>• Express wishes using the conditional tense 'j'aimerais'.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Independent dictionary use.</li> <li>• Letter writing.</li> <li>• Expressing opinions and giving reasons.</li> <li>• Francophone Epiphany and Easter traditions.</li> <li>• Conditional tense (j'aimerais).</li> <li>• 3rd person.</li> </ul>
<b>MUSIC</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Singing as part of a group, with confidence and with using gradual dynamics and phrasing.</li> <li>• Articulate responses to a wide range of music using 8 musical elements.</li> <li>• Team work.</li> <li>• Reading basic staff notation including accidentals.</li> <li>• Composing in rondo form.</li> <li>• Using single-fingered chords.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• A range of keyboard instruments and their history.</li> <li>• A wider range of musical instruments.</li> <li>• The composer J.S Bach and the group Kraftwerk.</li> <li>• Staff notation.</li> <li>• Chords.</li> </ul>
<b>PE</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Hockey</b></p>	<p>upils will have the opportunity to develop their knowledge about:</p> <p><b>Hockey</b></p>

<ul style="list-style-type: none"> <li>• Develop skills required to perform at maximum levels in competitive games.</li> <li>• Demonstrate Indian dribbling, and correct handling of the stick on a consistent basis</li> <li>• Development of the basic principles of attack and defence in hockey.</li> <li>• Think about how to use core skills, strategies and tactics to outwit the opposition.</li> <li>• Demonstrate a range of passes with good ball pace</li> <li>• Lead a small group in a hockey practice</li> <li>• Demonstrate shooting with accuracy</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Demonstrate skills and agilities individually and in combination.</li> <li>• Developing stability when holding their own body position and when supporting a partner.</li> <li>• Incorporate control, precision and aesthetics into sequences showing creativity.</li> <li>• Evaluate and assess movements to improve sequences.</li> <li>• Perform a variety of balances</li> <li>• Perform a variety of rolls</li> <li>• Create a basic floor routine with help</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a flick and underarm serve with more control, accuracy and power</li> <li>• Play a smash shot when required</li> <li>• Use shots that outwit your opponent</li> <li>• Demonstrate the essential elements of attack and defence.</li> <li>• Aim to get the shuttlecock to land in the target area so that the opponent cannot return it.</li> </ul>	<ul style="list-style-type: none"> <li>• Grip, Dribbling &amp; Handling.</li> <li>• Passing and receiving</li> <li>• Outwitting opponents/use of space</li> <li>• Shooting</li> <li>• Defending/block tackle</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Locomotion – Partner work</li> <li>• Transference of Weight – Partner work</li> <li>• Balance – Individual/Partner work</li> <li>• Balance – Partner &amp; Group work</li> <li>• Balance – Development of group balances</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Introduce the Grip and ready position</li> <li>• Introduce the Overhead/Underarm Clear</li> <li>• Introduce the Drop shot</li> <li>• Introduce the Smash</li> <li>• Doubles and singles tactics</li> </ul> <p><b>Sports Leaders</b></p> <ul style="list-style-type: none"> <li>• Developing delivery and leadership skills</li> </ul>
<b>PSHE</b>	
Pupils will have the opportunity to develop the following skills:	<b>Dreams and Goals</b> – pupils will have the opportunity to develop their knowledge about:



<ul style="list-style-type: none"> <li>• Recognising their personal strength and how this affects their self-confidence and self-esteem</li> <li>• Building relationships</li> <li>• Practise the skills of communication and negotiation</li> <li>• Reflect on difference and what it means to individual people</li> <li>• Listening skills</li> <li>• Practise speaking and listening to others</li> <li>• Create steps to achieve goals</li> <li>• Turn steps into targets</li> <li>• How to cope with the unexpected</li> </ul>	<ul style="list-style-type: none"> <li>• Setting criteria for success</li> <li>• Bringing about change</li> <li>• Coping strategies</li> <li>• Responsible and irresponsible choices</li> <li>• Unsafe choices</li> <li>• Responding to a situation requiring first-aid</li> </ul> <p><b>Healthy Me</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Recognising and dealing with anxiety and stress</li> <li>• Managing stress</li> <li>• Healthy choices on substances</li> <li>• Healthy lifestyle choices</li> <li>• Medicines and immunisation</li> <li>• Wellbeing</li> </ul>
<b>RELIGIOUS EDUCATION</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</li> <li>• Evaluate evidence about Jesus being a man of peace or a man of conflict.</li> <li>• Explain and interpret a range of beliefs, teachings and sources of wisdom and authority (including experience) in order to understand how they impact upon the way we see the world.</li> <li>• Compare and contrast a wide range of beliefs, demonstrating understanding of the relationship within and between groups.</li> </ul>	<p><b>Christianity: Jesus – Was he a man of peace or a man of conflict?</b> Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• The Christian concept of the Trinity.</li> <li>• Stories of Jesus' birth (Matthew and Luke).</li> <li>• The miracles Jesus performed.</li> <li>• Jesus' life as a 'teacher'.</li> <li>• The importance of two Great Commandments of Jesus, how Christians put their faith into action.</li> <li>• The events leading up to the death and resurrection of Jesus.</li> <li>• The controversy surrounding the Shroud of Turin.</li> </ul>