



raising aspirations, broadening horizons

## **YEAR 7 CURRICULUM COURSE OUTLINES**

## **Contents**

ENGLISH

MATHS

STEAM

FRENCH

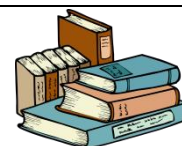
PE

PERFORMING ARTS

PSHE

REAL LEARNING

ART



WEEKS	CONTENT / ASSESSMENTS (with approximate timescales)
1	<b>Creative Writing</b> <ul style="list-style-type: none"> <li>Exploring the 5 senses.</li> <li>Figurative writing i.e. using simile, metaphor, personification etc.</li> <li>Exploring and using emotional language.</li> <li>How to use speech marks and dialogue correctly?</li> </ul>
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<b>Half Term</b>	
8	<b>Novel: Animal Farm/Trash</b> <ul style="list-style-type: none"> <li>Exploring the social/historical context behind a novel.</li> <li>Technical key words and their meaning in relation to social/historical context.</li> <li>How a novel is structured?</li> <li>Plotting tension/suspense in a novel.</li> <li>How characters are brought to life by the writer.</li> </ul>
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<b>Xmas</b>	
15	<b>The Island Project (Extended Writing)</b> <ul style="list-style-type: none"> <li>Exploring, in detail, different forms of writing and how they are created e.g. travel brochures, blog/diary writing, creative writing, reports, persuasive writing, formal letters, etc.</li> <li>Writing examples for the above and engaging in speaking and listening activities.</li> </ul>
16	
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<b>Half Term</b>	
21	<b>Shakespeare: 'Macbeth'</b> <ul style="list-style-type: none"> <li>An introduction to Shakespeare and his life.</li> <li>Exploring Elizabethan/Jacobean England and its society.</li> <li>How themes and issues in the play are relevant to a modern audience</li> <li>Exploring character and plot.</li> <li>Drama centred activities.</li> <li>Speaking &amp; listening assessment.</li> </ul>
22	
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25	
<b>Easter</b>	
26	<b>Shakespeare: 'Macbeth'/The Merchant of Venice</b> <ul style="list-style-type: none"> <li>Reading/Writing based assessment.</li> </ul>
27	
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<b>Half Term</b>	
33 - 34	<b>Revision</b>
35	<b>SCHOOL EXAMINATIONS</b>
35	<b>Non-fiction</b> <ul style="list-style-type: none"> <li>Conventions and forms of media texts i.e. what makes a media text.</li> <li>Conventions and forms of non-fiction texts i.e. what makes a non-fiction text.</li> <li>Analysing both non-fiction and media texts and how they convey ideas to the audience/reader.</li> <li>Reading &amp; Writing (analysis and creation of media/non-fiction texts)</li> </ul>
36	
37	
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39	



WEEKS	CONTENT / ASSESSMENTS (with approximate timescales)
1	Place Value, Measures and Integers
2	
3	Primes, Factors, Multiples
4	
5	4 Operations with integers and decimals
6	
7	
<b>Half Term</b>	
8	Is a fraction a number?
9	
10	4 Operations with Fractions
11	
12	
13	Comparing and ordering fractions, decimals, integers (inc use of $<$ $>$ $\leq$ $\geq$ $\neq$ )
14	
<b>Xmas</b>	
15	Solving Equations – find the missing number
16	
17	
18	<b>Generate terms in a sequence using term to term or given nth term rules</b>
19	
20	
<b>Half Term</b>	
21	Calculate and solve problems involving perimeters of 2D shapes, including circles.
22	
23	
24	Derive and apply formulae to calculate and solve problems involving perimeter and area of triangles, parallelograms and trapezia.
25	
26	
<b>Easter</b>	
27	Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures (eg equal lengths and angles) using appropriate language, symbols and technologies
28	
29	Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons
30	
31	Understand and use the relationship between parallel lines and alternate and corresponding angles
32	
<b>Half Term</b>	
33	Coordinates in all four quadrants
34	Identify properties of, and describe the results of translations, rotations and reflections applied to given figures
35	<b>SCHOOL EXAMINATIONS</b>
36	Construct and interpret tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data. Calculate mean, median, mode for ungrouped data
37	
38	Data Handling Project
39	



WEEKS	CONTENT / ASSESSMENTS (with approximate timescales)
1	Introduction to STEAM and Lab Safety
2	States of Matter
3	Separating Mixtures
4	Interdependence
5	Energy Cost
6	Revision and Assessment
7	<b>Assessment Improvements</b>
<b>Half Term</b>	
8	Intro to Google Apps
9	Energy Transfer/Intro to Coding
10	Voltage and Resistance
11	Current/Website Development
12	Sound Waves
13	Revision and Assessment/Website Publishing
14	<b>Assessment Improvements</b>
<b>Xmas</b>	
15	Speed/ App Utilisation
16	Gravity
17	Light
18	Waves/App basics
19	Revision and Assessment
20	<b>Assessment Improvements</b>
<b>Half Term</b>	
21	Structure of the planet
22	Solar System
23	Space as a larger whole
24	Revision and Assessment
25	<b>Assessment Improvements</b>
<b>Easter</b>	
26	Periodic Table
27	Metals
28	Non Metals
29	Acid
30	Alkalis
31	Revision and Assessment
32	<b>Assessment Improvements</b>
<b>Half Term</b>	
33	Variation of Animals
34	Adaptation of Plants and Animals
35	<b>SCHOOL EXAMINATIONS</b>
36	Plant Reproduction
37	Animal Reproduction
38	Revision and Assessment
39	<b>Assessment Improvements</b>



WEEKS	CONTENT/ASSESSMENTS (with appropriate timescales)
1	<b>Bonjour! Comment t'appelles-tu? (Hello! What's your name?)</b>
2	Introductions: What's your name? How old are you? When is your birthday?
3	Where do you live?
4	Numbers and dates.
5	<b>Grammar point:</b> Personal pronouns and the verb 'to have'.
6	
7	
<b>Half Term</b>	
8	<b>Famille et Copains (family and friends)</b>
9	What do you look like? What is your personality like?
	Describe your family and your friends, and give opinions
10	Do you have a pet?
11	<b>Grammar point:</b> Adjectives, comparatives and the verb 'to be'.
12	
13	
14	
<b>Xmas</b>	
15	<b>Chez moi et à l'école (At home and my school)</b>
16	What activities do you do at home? What's your routine?
17	What is your school like? What subjects do you study?
18	Describing your teachers and friends. What do you like to eat at the canteen?
19	<b>Grammar point:</b> Opinions, connectives and –er verbs (aimer, detester...), boire et manger.
20	
<b>Half Term</b>	
21	<b>Ma ville (My town)</b>
22	What's in your town? What activities can you do?
23	Describing your area with directions.
24	Do you like shopping and going out?
25	<b>Grammar point:</b> negatives, the verbs 'to be able to' and 'to go', articles, frequency and time.
<b>Easter</b>	
26	<b>Les vacances (holidays)</b>
27	Where have you been on holiday? What is your dream destination?
28	Holiday items and time.
29	<b>Grammar point:</b> using the perfect tense with 'être' and 'avoir', conditional structures.
30	
31	
32	
<b>Half Term</b>	
33	<b>Grammar revision</b>
34	<b>Grammar revision</b>
35	<b>SCHOOL EXAMINATIONS</b>
36	<b>Consolidation and Review</b>
37	<b>Consolidation and Review</b>
38	<b>Consolidation and Review</b>
39	<b>Consolidation and Review</b>



WEEKS	CONTENT / ASSESSMENTS (with approximate timescales)
1	Introduction lesson
2	Tchoukball 2 Ball Familiarisation
3	Tchoukball 3 Accurate Passing
4	Tchoukball 4 Shooting
5	Tchoukball 5 Defensive play
6	Tchoukball 6 Attacking Play
7	Tchoukball 7 Tournament
<b>Half Term</b>	
8	Gymnastics 1- Basic Shapes
9	Gymnastics 2- Matching and Mirroring
10	Gymnastics 3- Single Balances
11	Gymnastics 4 - Rolls
12	Gymnastics 5- Partner balances
13	Gymnastics 6- Creating paired sequences
14	Gymnastics 7- Performance/Assessment
<b>Xmas</b>	
15	Table Tennis 1- Co-operative Rally
16	Table Tennis 2- Forehand Push
17	Table Tennis 3- Backhand Push
18	Table Tennis 4- Serving
19	Table Tennis 5- Scoring a game
20	Table Tennis 6- Ladder Tournament
<b>Half Term</b>	
21	Fitness- How to set up a circuit safely.
22	Fitness- Measuring Heart rate
23	Fitness- What happens to your body when exercising?
24	Fitness- Short term effects of exercise
25	Fitness- Long term effects on exercise
<b>Easter</b>	
26	Athletics- Discus
27	Athletics- Sprint Start
28	Athletics- Long Jump
29	Athletics- High Jump
30	Athletics- 800m
31	Athletics- Shot Putt
32	Athletics- Relay
<b>Half Term</b>	
33	Rounders- Catching and Throwing
34	Rounders – Long Barrier
35	<b>SCHOOL EXAMINATIONS</b>
35	Rounders- Long Barrier
36	Rounders- How to bowl a legal ball
37	Rounders- Batting
38	Rounders- Scoring
39	Rounders- Team games.

WEEKS	CONTENT / ASSESSMENTS (with approximate timescales)
1	<b>DRAMA</b> - Introduction to the year ahead. Getting to know you exercises focusing on basic stage awareness
2	Freeze frames
3	Freeze Frames and an introduction to devising
4	Introduction to Melodrama
5	Rehearsing a Script
6	Performance and assessment of Melodrama pieces
7	Self/Peer and Teacher performance review and Evaluation for Melodrama
<b>Half Term</b>	
8	<b>MUSIC</b> - Instruments of the Orchestra and the elements of music. Introductions to the 4 families
9	Strings and pitch. Finding the notes on the Keyboard
10	Brass and Dynamics
11	Woodwind and tempo
12	Percussion and rhythm
13	Performance and assessment of unit
14	Self/Peer and Teacher performance review and Evaluation unit
<b>Xmas</b>	
15	<b>DRAMA</b> - History of the theatre – origins and Greek theatre
16	Medieval theatre and story telling
17	Shakespeare's theatre
18	Commedia Dell'Arte and Mask work
19	Performance and assessment of unit
20	Self/Peer and Teacher performance review and Evaluation unit
<b>Half Term</b>	
21	<b>MUSIC</b> - What makes a good tune? Looking at melody
22	Students to have a go writing their own melodies
23	Students producing and rehearsing a song with a view to record it for a charity CD
24	Performance and assessment of unit. Students to record a track for the charity CD
25	Self/Peer and Teacher performance review and Evaluation unit
<b>Easter</b>	
26	<b>DRAMA</b> - Superheroes – The difference between a heroic person and a superhero
27	Creating our superhero
28	Creating our supervillain – Monologue as a skill
29	New reporting - Style and crosscutting
30	Slow motion as a skill in performance and preparation for assessment
31	Performance and assessment of unit
32	Self/Peer and Teacher performance review and Evaluation unit
<b>Half Term</b>	
33	<b>MUSIC</b> - Programme music using Peter and the Wolf story. Recap instruments of the orchestra
34	A look at character themes and structure
35	<b>SCHOOL EXAMINATIONS</b>
36	Looking at Peter's theme. What makes a good theme? Reading notation and playing flats.
37	Composing own theme using Motifs, instruments, dynamics and tempo Working with a partner to use ternary form. Adding chords and developing a performance piece
38	Performance and assessment of unit
39	Self/Peer and Teacher performance review and Evaluation of the unit



WEEKS	CONTENT / ASSESSMENTS (with approximate timescales)
1	<b>Introduction / What is PSHE?</b> Confidentiality ABC Model Consequences Thoughts and feelings Thinking styles Scenarios Bank of strategies How to PIIP (Put In Perspective)
2	
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<b>Half Term</b>	
8	<b>Perspectives and Viewpoints</b> Tackling hopelessness Mindfulness Empowerment Hotseating Batting away problems, voicing out our fears
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<b>Xmas</b>	
15	<b>Assertiveness</b> Passive vs. aggressive Body language and recognition The power of negotiation and compromise Revisiting relaxation and stress How do we sense when we are sad? Coping strategies, Role plays, Procrastination, Problem-solving, Logic
16	
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<b>Half Term</b>	
21	<b>Media Navigator</b> What is the 'media'? Overt and covert messages Assumptions Stereotypes
22	
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25	
<b>Easter</b>	
26	<b>Media Navigator</b> Outside influences Persuasion and manipulation Empowerment Awareness of mass media Utilising media effectively Create a media navigator poster
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<b>Half Term</b>	
33 - 34	<b>Revision</b>
35	<b>SCHOOL EXAMINATIONS</b>
36	<b>Views of the World</b> Media footprint and link to identity Globalisation Link to social media, exploring the benefits Worldwide groups and influences
37	
38	
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WEEKS	CONTENT / ASSESSMENTS (with approximate timescales)
1	History Heroes (History/ICT/Drama)
2	- Age of Enlightenment and Industrialisation
3	- What was Britain like in 1685?
4	- Who were key thinkers of this time?
5	- Using historical sources
6	- Significance of key people
7	- Writing skills: Can I argue why someone was significant to History?
During this first term, students will be writing and publishing a book about heroes from this time.	
<b>Half Term</b>	
8	Natural Disasters (Geography/Art)
9	- Plate tectonics/ how is the earth formed?
10	- Case studies of natural disasters
11	- Human impact
12	- How can we explain the causes and consequences of natural disasters?
13	During this project, students will create a comic book/graphic novel about natural disasters and how they affect people. This will be based on case studies from Haiti, Turkey, China, Japan.
14	
<b>Xmas</b>	
15	WW1 (History/Drama)
16	- Causes of WW1
17	- Why shouldn't we only consider the trenches
18	- Comparing interpretations of WW1
19	- In-depth study of one perspective
20	- Drama skills
During this project, students will write and perform a play about WW1.	
<b>Half Term</b>	
21	Slave Trade (History/Geography/Music)
22	- Where is Africa? What is Africa like socially, economically, environmentally and physically?
23	- Why did the slave trade start?
24	- How has the transatlantic slave trade influenced North America?
25	- African drumming
During this project, students will write and perform a song using knowledge of the slave trade and African drumming.	
<b>Easter</b>	
26	Conservation in London (Geography/Art/ICT)
27	- Habitats and wildlife in London
28	- Visit to Hackney Marshes and fieldwork skills
29	- Lino-cutting and card making
30	During this project, students will create cards about various species of wildlife in London, and a website to highlight the importance of conservation in this area.
31-32	
<b>Half Term</b>	
33 - 34	<b>Revision</b>
35	<b>SCHOOL EXAMINATIONS</b>
36	Rainforest (Geography/Art)
37	- What and where is the rainforest?
38	- Case study: Brazil?
39	- Why is the rainforest important?
	- What are the layers of the rainforest?
During this project, students will make a terrarium of the rainforest.	



<b>Weeks</b>	<b>CONTENT / ASSESSMENTS (with approximate timescales)</b>
<b>1</b>	ART – LANDSCAPES – Introduction to 1 point perspective
<b>2</b>	Drawing a cube using 1 point perspective
<b>3</b>	Drawing a cityscape using 1 point perspective
<b>4</b>	Watercolour techniques
<b>5</b>	Painting a watercolour landscape – Drawing & using a wide brush to create washes
<b>6</b>	Painting a watercolour landscape – Using a variety of techniques and brushes
<b>7</b>	Painting a watercolour landscape – Adding details with other media & self-assessment
<b>Half Term</b>	
<b>8</b>	REAL – Natural disasters – Groups for Case Studies
<b>9</b>	Sourcing images for case studies
<b>10</b>	Drafting artwork for case studies
<b>11</b>	Working on artwork for case study displays
<b>12</b>	Working on artwork for case study displays
<b>13</b>	Finishing displays and putting up for exhibition
<b>14</b>	Mounting displays onto walls
<b>Xmas</b>	
<b>15</b>	ART – PORTRAIT DRAWING – Introduction to portrait artists inc. Expressionists
<b>16</b>	Emotions & Expressions – Take photographs – Using portrait drawing frame
<b>17</b>	Shading – tones – light sources
<b>18</b>	Start tonal self-portrait A4
<b>19</b>	Work on self-portrait
<b>20</b>	Complete self-portrait + Evaluation & assessment
<b>Half Term</b>	
<b>21</b>	ART - SYMBOLS – LINO PRINTING Introduction to Adinkra symbols
<b>22</b>	Designing own Adinkra symbols then draw and cut out on lino
<b>23</b>	Finish preparing lino // Printing Symbols
<b>24</b>	Print symbols // Evaluation of project
<b>25</b>	Mount symbols onto coloured backgrounds for display
<b>Easter</b>	
<b>26</b>	REAL – Greeting cards Introduction to William Morris & pattern making
<b>27</b>	Drawing plants and creating a pattern
<b>28</b>	Drawing birds – creating line drawings
<b>29</b>	Creating reflected line images using tracing paper then redraft
<b>30</b>	Drafting pattern design
<b>31</b>	Drafting design / Printing greeting cards
<b>32</b>	Printing greeting cards
<b>Half Term</b>	
<b>33</b>	ART – POP ART STILL LIFE – Introduction to Roy Lichtenstein // Andy Warhol //
<b>34</b>	<b>Revision</b>
<b>35</b>	<b>SCHOOL EXAMINATIONS</b>
<b>36</b>	Drawing objects from observation
<b>37</b>	Drawing objects from observation
<b>38</b>	Colour Theory / swatches
<b>39</b>	Paint composition A4/Finish painting / Evaluation