



**Curriculum Map for Year 7 2016 - 2017**

(# denotes "anti-bullying" relevance)

Subject/skills	Autumn Term	Spring Term	Summer Term
<p><b>Maths</b></p> <p><b>1 Analysing and displaying data</b></p> <p><b>2 Number Skills</b></p> <p><b>3 Expressions, functions and formulae</b></p> <p><b>4 Decimals and measures</b></p> <p><b>5 Fractions</b></p> <p><b>6 Probability</b></p> <p><b>7 Ratio &amp; Proportion</b></p> <p><b>8 Lines and Angles</b></p> <p><b>9 Sequences and Graphs</b></p> <p><b>10 Transformations</b></p>	<p><b>1 Analysing and displaying data</b>            "Describe, interpret and compare observed distributions of a single variable through: appropriate measures of central tendency (mean, mode, median) and appropriate measures of spread (range, consideration of outliers)            construct and interpret vertical line (or bar) charts for ungrouped and grouped data"</p> <p><b>2 Number Skills</b>            use conventional notation for the priority of operations            round numbers and measures to an appropriate degree of accuracy            recognise and use relationships between operations including inverse operations            use the four operations, including formal written methods, with positive and negative integers            order positive and negative integers            use the concepts and vocabulary of prime numbers, factors [or divisors] and prime numbers            use integer powers and associated real roots (square, cube)            use approximation through rounding to estimate answers</p> <p><b>Half Term Test</b></p>	<p><b>5 Fractions</b>            "order decimals and fractions            use the symbols =, ≠, &lt;, &gt;, ≤, ≥            use the four operations, including formal written methods, with positive and negative fractions            define percentage as 'number of parts per hundred'            interpret a percentage as a fraction or a decimal            interpret fractions and percentages as operators"</p> <p><b>6 Probability</b>            "use appropriate language of probability            use the 0–1 probability scale            understand that probabilities of all possible outcomes sum to 1            record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes"</p> <p><b>Half Term Test</b></p>	<p><b>8 Lines and Angles</b>            "use the standard conventions for labelling the sides and angles of triangle ABC            draw and measure line segments and angles in geometric figures            apply the properties angles at a point and on a straight line            apply the properties vertically opposite angles            derive and use the sum of angles in a triangle            use the sum of angles in a triangle to deduce the angle sum in any polygon            use known results to obtain simple proofs"</p> <p><b>9 Sequences and Graphs</b>            "generate terms of a sequence from a term-to-term rule            generate terms of a sequence from a position-to-term            recognise arithmetic sequences            find the nth term            recognise geometric sequences and appreciate other sequences that arise            work with coordinates in all four quadrants            produce graphs of linear functions            interpret mathematical relationships both algebraically and graphically"</p> <p><b>Half Term Test</b></p>



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<b>Maths</b>	<p><b>3 Expressions, functions and formulae</b>            "substitute numerical values into formulae and expressions, including scientific formulae            simplify and manipulate algebraic expressions to maintain equivalence: collecting like terms, multiplying a term over a bracket            use and interpret algebraic notation: <math>3y</math> in place of <math>y + y + y</math> and <math>3 \times y</math>            model situations or procedures by translating them into algebraic expressions or formulae"</p> <p><b>4 Decimals and measures</b>            "understand and use place value for decimals            order decimals and fractions            use the symbols <math>=</math>, <math>\neq</math>, <math>&lt;</math>, <math>&gt;</math>, <math>\leq</math>, <math>\geq</math>            understand and use place value for measures            work with coordinates in all four quadrants            use the four operations, including formal written methods, with positive and negative decimals            derive formulae to calculate and solve problems involving perimeter and area of parallelograms"</p> <p><b>End of Term Test</b></p>	<p><b>7Ratio &amp; Proportion</b>            "solve problems involving direct proportion            use ratio notation            reduce a ratio to simplest form            divide a given quantity into two parts in a given part:part ratio            use scale factors            understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction            express the division of a quantity into two parts as a ratio"</p> <p><b>End of Term Test</b></p>	<p><b>10 Transformations</b>            "derive properties of regular polygons            identify properties of, and describe the results of: translations            identify properties of, and describe the results of: rotations            identify properties of, and describe the results of: reflections"</p> <p><b>End of Term Test</b></p> <p><b>End of Year Test</b></p>
<b>English</b>  <b>literacy</b>  <b>speaking &amp; listening</b>  <b>verbal</b>  <b>communication</b>  <b>organising</b>	<p><b>The Class Novel</b>            Private Peaceful (Michael Morpurgo) #            Inform, explain and describe            Analyse, review and comment            Speaking and listening activities</p> <p><b>Imaginative Writing</b>            SPAG focus</p> <p><b>Christmas Literature – The Polar Express</b>            Christmas Poems            Narrative Writing</p>	<p><b>Media and Non Fiction Unit</b>            Analysing advertisements</p> <p><b>Introducing Dickens</b>            Context            Focus on Oliver Twist            Inform, explain and describe            Analyse, review and comment            Unseen extracts</p>	<p><b>'Journeys' Unit</b>            Travel writing            Writing to imagine, explore and entertain            Poetry</p> <p><b>Shakespeare Bridging Unit</b>            Non-fiction – context            Extracts from various plays</p>



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<b>Science</b>  <b>analysing</b>  <b>investigation</b>  <b>correlation</b>  <b>cause/effect</b>  <b>sensitivity</b>  <b>independence</b>  <b>team work</b>	<p><b>Acids &amp; Alkalis</b> Safety. Household acids &amp; alkalis. Using indicators. The pH scale. Neutralisation. Everyday examples of neutralisation. <i>End of topic assessment.</i></p> <p><b>Bubbles, Bangs and Burning</b> Characteristics of chemical reactions. Displacement reactions. How do acids react with metals? How do acids react with carbonates? Oxidation reactions. Fire safety. What happens when fuels burn? Gas tests. <i>End of topic assessment.</i></p> <p><b>Tissues and Transplants</b> Organs, tissues, systems. Microscopes and cells. Plant/Animals cells. Specialised cells. Cell division. Unicellular / multi cellular organisms. Simple model of DNA. Watson &amp; Crick. <i>APP task; Making Cell models.</i></p> <p><b>Classified</b> What is variation? Relationships / correlations. Continuous and discontinuous variations. Inherited and environmental variations. How organisms affect their environments. Food webs/pyramids.</p>	<p><b>Forces and Their Effects</b> What can forces do? Measuring forces. How can we control friction? Springs. Gravity, mass and weight. Floating and sinking. Balanced Forces. Speed. Distance time graphs. Pressure. <i>End of topic assessment.</i></p> <p><b>Ski Week/Steam Week</b> Spaghetti towers. Including a number of industry based speaker/activities and a visit to Newcastle University for a day of Practical sessions in Maths, Medicine, Computing and Biology.</p> <p><b>What a waste</b> Solids, liquids &amp; gases. Particle theory. Liquid and gas diffusion. Gas/Air pressure. Brownian motion. <i>APP task; Developing ideas about Particles, 3D Particle models.</i></p> <p><b>Solutions and Separating Mixtures</b> Mixtures. Separation techniques. Purifying rock salt. Dissolving. Saturated solutions. Factors affecting solubility. Distillation. Chromatography. <i>Dissolving, (practical APP task).</i></p>	<p><b>Electrical Circuits</b> Electrical safety issues. Current electricity. Measuring current in series and parallel circuits. Changing current, using voltmeters. Modelling electricity. Resistance. How electricity can help or harm our bodies.</p> <p><b>End of Y7 Assessment</b></p> <p><b>Magnetism</b> Poles, attraction and repulsion. Force fields. Earth’s magnetism. Electromagnetism.</p> <p><b>Sex and Science</b> <i>(Complemented by work in other curriculum areas)</i> Reproduction in other Vertebrate groups. Sex cell adaptations. Male and female reproductive systems. Fertilisation and foetal development. The Birth.</p>
<b>MFL</b>  <b>lifelong learning</b>  <b>integrity</b>  <b>motivation</b>  <b>consideration</b>	<p><b>FRENCH</b></p> <p>C’est perso – likes and dislikes, describing yourself and others, using the verbs avoir and être.</p> <p>French Alphabet (Spelling Bee)</p> <p>Mon collègue – talking about school subjects, asking questions, giving opinions with reasons, talking about food.</p>	<p><b>FRENCH</b></p> <p>Mes passetemps – talking about sports and activities you and other people do, using the verb aimer with infinitives, using the verbs jouer and faire.</p> <p>Je me présente – preparing and presenting a spoken presentation about yourself.</p>	<p><b>FRENCH</b></p> <p><i>Ma zone – talking about where you live, giving directions, using the verb aller, using the verb vouloir with infinitives.</i></p> <p><i>3 ... 2 ... 1 Partez! – talking about holidays, ordering drinks and snacks, using higher numbers, using the near future tense.</i></p>



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<b>History</b>  Chronological Understanding Knowledge and Understanding Causation Change and Continuity Contrast and Comparison Interpretations Evaluation Organisation & Communication- Writing- sentences, paragraphs, introductions, conclusions, connectives, vocabulary, justification Reading – comprehension, selection, analysis, critical thinking, inference	'What is History?'  <b>1066-1500</b>  Why did the <b>Normans</b> win the Battle of Hastings?  How did the Normans keep Control?  <b>Castles</b> Project- Local History Visit  How important was <b>Magna Carta</b> ?  What was life like in <b>Medieval Times</b> ?	<b>1500- 1600</b>  <b>The Princes</b> in the Tower Mystery.  The Wars of the Roses  Why did <b>Henry V111</b> reform the Church?  Was <b>Mary</b> really Bloody?  How did <b>Elizabeth</b> promote her image?  Why did the Spanish Armada attack England?	<b>1815-1922</b>  How was <b>Democracy</b> in the UK developed?  What was the Peterloo Massacre?  What was the Great Charter?  Emily Davidson: Mistake or martyr?  WW1 Literacy project  <b>Surgery Through Time</b>  Prehistoric Surgery – Did people survive Stone Age surgery?  What were the 3 problems of 18 <sup>th</sup> Century Surgery?  How did 19 <sup>th</sup> Century Surgeons improve?  Factors- How did War and Government help Surgery and Medicine?
<b>Geography</b>  <b>Problem solving awareness</b>  <b>Global</b>  <b>Commercial awareness</b>  <b>Comparison</b>	<b>What is Geography?</b> Human and Physical Geography Using an atlas to locate places – maps of the British Isles, Europe, the World and the Continents Map Skills – Scale, four figure and six figure grid references, direction, contour lines Interpreting and using OS Maps Using latitude and longitude to locate places Using photographs and field sketches in geography Self and surroundings – local Geography	<b>Population and Migration</b> The factors that can affect the population of a place – natural increase and migration Describing and explaining patterns of population distribution in different places – case studies comparing MEDCs and LEDCs The impact of an increasing population on the environment – making links between people and their environments How and why pollution and global warming is occurring, their effects and how these issues can be addressed	<b>Settlement</b> Settlement patterns – why settlements grow and change in a certain way Urbanisation The difference between rural and urban areas The rural-urban fringe – the development of greenbelts and conflict Advantages and disadvantages of the development of brownfield and greenfield sites The problems of big cities – case studies comparing MEDCs with LEDCs



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<b>Art</b> <b>consideration</b> <b>research</b> <b>creativity</b> <b>reflectivity</b> <b>inspiration</b> <b>flexibility</b>	<b>Mark Making</b> Look at artists who use various mark making techniques in their work. Collect visual imagery that expresses your theme or artist, including digital photography. Experiment with mixed media Develop a personal piece of imagery based upon the style of a chosen artist and your theme.  <b>Use of ICT resources</b> Digital cameras, internet  <b>Assessment</b> Ongoing assessment Realisation of ideas Appropriate use of materials and techniques for final outcome	<b>Patterns and print</b> Explore the use of pattern and mark making in print and textile design Explore use of a celebration as inspiration to create designs  Research gift wrap, printing techniques and design illustration  Develop findings into a final gift wrap set relating to natural forms and pattern design Use of ICT Digital camera and internet research Printing equipment  Internet sites	<b>Surrealism</b> Look at a variety of artists that have used the landscape as inspiration in their work.  Research Surrealism and its use of landscapes.  Develop findings into a final surreal landscape and 3D related sculpture  Use of ICT Digital camera Internet sites
<b>Music</b> <b>preparation</b> <b>performing</b> <b>creativity</b> <b>time management</b> <b>confidence</b>	<b>Composing, Performing and Analysing</b>  Performing and composing structured keyboard melodies  What makes a good tune?  Sing a range of songs  Soundscapes – performing and composing music graphic scores	<b>Composing, Performing and Listening</b>  Medieval music and folk music Sing a range of songs	<b>Melody and chords</b> Write music in two parts Sing a range of songs  <b>Other activities</b> Percussion ensemble Guitar ensemble School ensemble Ceilidh Band Choir
<b>Computing</b> <b>IT Literacy</b> <b>computing</b> <b>e safety</b> <b>compassion</b> <b>initiative</b>	<b>E Safety #</b>  Cyberbullying Sharing information  <b>Staying Safe #</b> What to do if you feel unsafe  <b>Creating a comic for Year 5 pupils on ESafety. #</b>	<b>Spreadsheets – Unit 7.4</b>  Students are working on developing their spreadsheet skills. They will produce a model for a snow school.  <b>Unit 7.6</b> ‘Game on Project’ looking at sequencing instructions and making their own computer games.	In the Summer Term Year 7 students study controlling technology and game design. Within this unit they look at how ICT is used within society and basic programming.  Towards the end of the summer term students study animation and graphics using a range of different software packages.



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<p><b>Technology</b></p> <p><b>independence</b></p> <p><b>developing professionalism</b></p> <p><b>self-motivation</b></p> <p><b>confidence</b></p> <p><b>decision making</b></p> <p><b>responsibility</b></p>	<p><b>Design and Technology</b>            Cam Toys            Mechanical principles            Construction in wood            Graphics</p> <p><b>ICT</b>            Digital camera to record Internet research</p> <p><b>Food Studies</b>  <b>Raise the Roof!</b>            Focus on planning, writing instructions, organisational skills including weighing and measuring            Nutrition: improving the diet by adding fruit and veg.</p> <p><b>Week 1: Rocking Rock cakes – school provides ingredients</b>            Weighing and measuring            Nutrition – sugars and complex carbohydrates in a balanced diet</p> <p><b>Week 2: Sweet Scones</b>            School will provide pupils with basic scone ingredients and pupils will bring additional sweet ingredients.            Nutritional contribution of all ingredients.</p> <p><b>Week 3: Mini carrot cakes.</b>            Pupils will discuss the consequences of a diet high in sugar.</p> <p><b>Week 4: Savory scones</b>            Pupils will use the skill of ‘rubbing in’ and apply their understanding of raising agents to develop their own savory scones.</p> <p><b>Week 5: Home-made savory scone base with a pizza topping - assessment of making skills</b>            Children to bring 2 tomatoes to make a passata – blend all toms together with an onion and a bit of olive oil and basil.</p>	<p>Food studies unit two</p> <p>Week one- Thai green chicken curry. Pupils will discuss cross contamination and nutritional contribution of ingredients.</p> <p>Week two- savoury puff pastry twists. Pupils will work with shop bought pastry to create savoury puff pastry twists. Pupils will discuss different pastry types and how they are made</p> <p>Week three- herby veggie crumble. Pupils will use their knife skills and use the ‘rubbing in’ technique to create a vegetarian crumble dish. Pupils will discuss the nutritional benefits of the dish and will plan and discuss adaptations of the recipes.</p> <p>Week four- spicy tomato soup. Pupils will work in groups to make a soup. Pupils will discuss improvements and accompaniments and plan for the following lesson.</p> <p>Week 5- summer assessment chicken skewers, wedges and dip. Pupils will choose their potato type, skewer ingredients and a dip accompaniment. Pupils will understand how to create a healthy balanced meal and will be assessed on making appropriate healthy choices.</p>	<p><b>Vehicle challenge</b></p> <p>Electronic and working with forces            Graphics</p> <p><b>Textiles unit completed</b></p> <p><b>Food studies</b></p> <p>Focus on seasonality, where and how vegetables are grown and brought to the market; production and sourcing of other ingredients – noodles, soya sauce, oils etc.; principles of a healthy and varied diet – benefits of eating a wide range of vegetables</p> <p><b>Week 1:</b> Stir fry research, design and cook!</p> <p><b>Week 2:</b> Special stir-fries , working in groups</p>



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<p><b>Recite</b></p>	<p>Working together</p> <p>Rules, law and fairness</p> <p>Rights and responsibilities/wants and needs</p> <p>Human rights – UN convention on the rights of the child</p> <p>How do different people/religions celebrate different times of the year</p> <p>The Christmas Story</p>	<p>Making healthy choices – tobacco</p> <p>The election process</p> <p>Local Government</p> <p>How councils work</p> <p>Attitudes and law</p> <p>The Incarnation of Jesus</p> <p>The Easter story</p>	<p>Sikhism</p> <p>Business enterprise – the duck project</p> <p>Bullying/spreading rumours</p> <p>Issues surrounding friendships</p> <p>Body Image</p> <p>Sex and relationships education</p>
<p><b>Physical Education</b></p> <p><b>leadership</b></p> <p><b>flexibility</b></p> <p><b>compassion</b></p> <p><b>consideration</b></p> <p><b>self-motivation</b></p> <p><b>positive self-image</b></p> <p><b>commitment</b></p>	<p><b>Basketball</b> Principles of invasion games, spacing and moves. Introduction to dribbling, larger games</p> <p><b>Gymnastics</b> Sequencing on small and large apparatus</p> <p><b>Health Related Fitness</b> Heart rate, target heart zone, aerobic, fitness for life.</p> <p><b>Exercise</b> Types of Training Warm up and cool down Recovery</p> <p><b>Hockey</b> Passing and receiving skills, safe tackling Small conditioned games Possession and attack Rules, tactics, possession Positional responsibilities</p> <p><b>Football</b> – games for understanding small sided games</p> <p><b>Rugby</b> – touch, small sided games introduction to contact</p>	<p><b>Rugby</b> Introduction to forward play; recap back play Linking forwards to backs Introduction to contact</p> <p><b>Outdoor Education</b> Team building Problem solving</p> <p><b>Yard Hockey</b> Individual skills, decision making, transfer of tactics from basketball and football</p> <p><b>Volleyball</b> Small sided games Revise principles for net games</p> <p><b>Netball</b> Passing and receiving Footwork Positional responsibilities: shooting, rules and tactics Develop games up to 7-a-side Gymnastics/Dance—working on creative elements, precision, flow, replication.</p>	<p><b>Athletics</b> 100 &gt; 1500m Hurdles Long and high jump Shot, discus, javelin Indoor athletics</p> <p><b>Cricket</b> Kwik cricket Pairs cricket Limited overs</p> <p><b>Tennis</b> Progression onto larger court Introduction to doubles</p> <p><b>Rounders</b> Individual skills Team play Rule of competition</p>