

CURRICULUM – WHAT WILL STUDENTS LEARN IN EACH YEAR?

YEAR 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Bottles <ul style="list-style-type: none"> • Learning how to draw from a direct observation. • Learning how to use 2D media such as oil, chalk pastels and printmaking. • Introduction of key words and relevant artist's work. 	Space and Rocket <ul style="list-style-type: none"> • Learning and improving observation drawing skills. • Learning and improving how to use oil and chalk pastels. • Learning how to use clay. • Learning about Peter Thorpe's work and responding to it creatively. 	Space and Rocket <ul style="list-style-type: none"> • Learning and improving observation drawing skills. • Learning and improving how to use oil and chalk pastels. • Learning how to use clay. • Learning about Peter Thorpe's work and responding to it creatively. 	Ice Cream <ul style="list-style-type: none"> • Learning and improving drawing skills. • Learning and improving how to use colour pencils and oil pastels, water colour and ink. • Learning how to create a doily snowflake. • Learning Joel Penkman. 	Australian First Nations Peoples <ul style="list-style-type: none"> • Learning and improving drawing and painting skills. • Learning how to use a range of techniques to record idea, experimenting with colour and mark making encouraging creativity. • Learning about Aboriginal Art and responding to it creatively. 	Australian First Nations Peoples <ul style="list-style-type: none"> • Learning and improving drawing and painting skills. • Learning how to use a range of techniques to record idea, experimenting with colour and mark making encouraging creativity. • Learning about Aboriginal Art and responding to it creatively.
Citizenship	Rights and Responsibilities <ul style="list-style-type: none"> • In this unit we explore our rights and responsibilities, why they are important and whether all children experience the same human rights. 	Rights and Responsibilities <ul style="list-style-type: none"> • In this unit we explore our rights and responsibilities, why they are important and whether all children experience the same human rights. 	Crime and Justice <ul style="list-style-type: none"> • This unit questions why some young people commit crime and how the youth justice system operates. 	Crime and Justice <ul style="list-style-type: none"> • This unit questions why some young people commit crime and how the youth justice system operates. 	Economic Citizenship <ul style="list-style-type: none"> • This unit considers the functions and uses of money, the importance and practice of budgeting and managing risk. 	Economic Citizenship <ul style="list-style-type: none"> • This unit considers the functions and uses of money, the importance and practice of budgeting and managing risk.

<p>Computing</p> <p>Students have a lesson each week dedicated to Computer Science, beginning with designing a computer game for a competition organised by BAFTA, before moving on to understanding algorithms and learning how to program using Scratch. Understanding the internal workings of a computer and developing the programming using Small Basic. Finally, students will learn about Cyber Security.</p>	<p>BAFTA Young Gamers</p> <ul style="list-style-type: none"> • To learn about the evolution of Gaming. • To understand how to explore games and identify features. • To understand how to analyse existing games. • To understand and make use of the Computational Thinking terms. • Be able to utilise a range of features from various games in order to finalise your idea. • To understand how to design your game. • Be able to identify events and actions. • Be able to understand and apply branding to your game. • To learn about how to prepare a pitch. 	<p>Flowol Algorithms</p> <ul style="list-style-type: none"> • Understanding Algorithm and examples. • Identify control flowchart symbols and understand how they are used to describe systems. • Understanding Flowol software. • Understand how the use of subroutines can make programs more efficient. • Understand what a variable is and explain how variables can be used to control systems. 	<p>Scratch Programming</p> <ul style="list-style-type: none"> • Understand that Scratch is a programming environment and understand what is meant by an algorithm. • Create a sprite and write code to make it move and bounce. • Write algorithms which use variables to hold values. • Annotate a program with comments. • Understand the purpose of repeat loops and procedures (“broadcasts”). • Understanding the use of the operators <,=,>, and, or, not • Learn how to add sound to a Scratch game. 	<p>Build a Paper Laptop</p> <ul style="list-style-type: none"> • Distinguish between hardware and software. • Give examples of computer hardware and software. • Suggest appropriate input and output devices for a simple scenario. • Explain what RAM and ROM are used for. • Explain the purpose of a Motherboard. • Understand the purpose of a CPU and fan. • Understand the purpose of secondary storage and expansion cards. 	<p>Small Basic Programming</p> <ul style="list-style-type: none"> • Learn how to write and run a simple Small Basic program using turtle graphics. • To use a For..EndFor loop to repeat a series of instructions several times. • To use variables in a program. • To draw different shapes using turtle graphics. • To use selection statements If...Then and If...Then...Else. • To use the RandomNumber function. • To use a While...EndWhile loop. 	<p>Cyber Security</p> <ul style="list-style-type: none"> • Know what Python is and some of the applications it is used for. • Run a simple Python program in interactive mode using the input and print functions. • Understand what a syntax error is and how to interpret an error message. • Understand the use and value of using comments. • Understand the importance of using correct data types: string, integer or float. • Write a program involving input, calculation and output Use selection statements if, else and elif in a program. • Use a while loop in a program.
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<p>Design Technology</p>	<p>Puzzle</p> <p>Students will create a 3-piece puzzle consisting of timber, metal, polymer predetermined geometric shapes. Card box packaging will complete the product. Materials theory will be weaved between practical tasks.</p> <p>Knowledge gained:</p> <ul style="list-style-type: none"> • Health and safety considerations in a D&T workshop. • Understanding of the properties of materials and the performance of them in functioning solutions. <p>To gain knowledge skills using specialist tools, techniques, processes, equipment and machinery.</p> <p>Puzzle Preparation Homework Project</p> <p>Students task is to research into the three materials that they will be using for the puzzle project, Acrylic, Plywood and Aluminium. They will learn how to analyse a product in depth, find out how they can use these materials in everyday life, learn new uses and properties for materials and understand how to recognise these materials. The final product could be in the form of a leaflet, booklet, pamphlet, flash cards or any other type of information page.</p> <p>Knowledge gained:</p> <ul style="list-style-type: none"> • This will provide them with the foundation knowledge of the three main material groups. <p>An understanding of material groups and their application in the real world.</p>	<p>Puzzle</p> <p>Students will create a 3-piece puzzle consisting of timber, metal, polymer predetermined geometric shapes. Card box packaging will complete the product. Materials theory will be weaved between practical tasks.</p> <p>Knowledge gained:</p> <ul style="list-style-type: none"> • Health and safety considerations in a D&T workshop. • Understanding of the properties of materials and the performance of them in functioning solutions. <p>To gain knowledge skills using specialist tools, techniques, processes, equipment and machinery.</p>	<p>Memphis Clock</p> <p>Students will create a working clock in the style of the Memphis Design movement. Students will research Memphis, sketch their own design, plan and fabricate polymer components and assemble their final piece.</p> <p>Knowledge gained:</p> <ul style="list-style-type: none"> • To communicate design ideas through annotated sketches, detailed plans, 3D and mathematical modelling. • Analyse the work of the Memphis design movement to develop and broaden their understanding of different design styles. • Develop specifications to inform design ideas?? To ensure they are innovative, functional and appealing. • Test, evaluate and refine their ideas and products again the specification. <p>Investigate new and emerging technologies such as ‘fashion and trends’.</p>	<p>Memphis Clock</p> <p>Students will create a working clock in the style of the Memphis Design movement. Students will research Memphis, sketch their own design, plan and fabricate polymer components and assemble their final piece.</p> <p>Knowledge gained:</p> <ul style="list-style-type: none"> • To communicate design ideas through annotated sketches, detailed plans, 3D and mathematical modelling. • Analyse the work of the Memphis design movement to develop and broaden their understanding of different design styles. • Develop specifications to inform design ideas?? To ensure they are innovative, functional and appealing. • Test, evaluate and refine their ideas and products again the specification. <p>Investigate new and emerging technologies such as ‘fashion and trends’.</p>	<p>Gravity Car</p> <p>Students will create a gravity propelled car. They will design and make a model car on a predetermined chassis using prior knowledge of soft wood and manufactured boards. They will problem-solve, learn about air resistance, the effect of weight and friction upon performance and develop a car that will compete to travel the furthest from the launch ramp.</p> <p>Knowledge gained:</p> <ul style="list-style-type: none"> • Ability to identify and solve their own design problems and understand how to amend a problem to affect an efficient solution. • Developed drawing skills which will enable them to communicate design ideas using sketches, detailed plans and mathematical modelling. <p>Research of the work of past and present professionals and others to further develop and broaden their understanding.</p>	<p>Gravity Car</p> <p>Students will create a gravity propelled car. They will design and make a model car on a predetermined chassis using prior knowledge of soft wood and manufactured boards. 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English	Dystopian Writing	A Christmas Carol – Novel	Animal and nature poetry	Writing for purpose (non-fiction)	Speaking and Listening	An introduction to Shakespeare
Food	<ul style="list-style-type: none"> Understanding of Health and Safety to include hygiene and food storage. Correct selection of equipment, safe use and accuracy. Knowledge and application of using the cooker; hob and oven. Basic food preparation using fruit, vegetables and bread. Ability to following a recipe. Evaluation of outcomes. Recipes; Fruit Salad, Soup, French Baguette Pizza. 	<ul style="list-style-type: none"> Development of knowledge and application of weighing and measuring. Basic food preparation using rubbing-in technique. Knowledge and application of using correct liquid quantities to form a dough. Basic food preparation using commodities; flour, butter, sugar, milk. Evaluation of outcomes. Recipes; Scones, Pinwheels, Rock Cakes, Shortbread. 	<ul style="list-style-type: none"> Development of health and safety awareness. Safe use of equipment and knives. Development of knowledge and application of using the oven. Development of knowledge and understanding as to how to identify if a product is cooked. Basic food preparation using fruit, vegetables and meat. Recipes; Bread Rolls, Pizza, Chow Mein, Fajitas. 	<ul style="list-style-type: none"> Understanding of Health and Safety to include hygiene and food storage. Correct selection of equipment, safe use and accuracy. Knowledge and application of using the cooker; hob and oven. Basic food preparation using fruit, vegetables and bread. Ability to following a recipe. Evaluation of outcomes. Recipes; Fruit Salad, Soup, French Baguette Pizza. 	<ul style="list-style-type: none"> Development of knowledge and application of weighing and measuring. Basic food preparation using rubbing-in technique. Knowledge and application of using correct liquid quantities to form a dough. Basic food preparation using commodities; flour, butter, sugar, milk. Evaluation of outcomes. Recipes; Scones, Pinwheels, Rock Cakes, Shortbread. 	<ul style="list-style-type: none"> Development of health and safety awareness. Safe use of equipment and knives. Development of knowledge and application of using the oven. Development of knowledge and understanding as to how to identify if a product is cooked. Basic food preparation using fruit, vegetables and meat. Recipes; Bread Rolls, Pizza, Chow Mein, Fajitas.
Geography	Our Place and Personal Geographies <ul style="list-style-type: none"> Defining and describing our world geographically. Identifying and describing locations using map skills. Assessing the impact of changes in our local environment. 	Water: Too Much, Too Little <ul style="list-style-type: none"> Examining and describing the hydrological cycle. Characterising and explaining the features of a drainage basin. Investigating the impacts of floods in named places. 	Gorgeous Glaciers <ul style="list-style-type: none"> Identifying the distribution of cold environments. Describing the key processes and landforms created by glaciers. Investigating the impacts of humans in cold environments. 	Decisions About Development <ul style="list-style-type: none"> Investigating methods of measuring and comparing development. Explaining why levels of development vary between countries. Evaluating how the development gap could be reduced. 	Radical Russia <ul style="list-style-type: none"> Exploring Russia’s varied physical and human features. Investigating issues arising in Russia’s environments. Assessing Russia’s increasing role in the world. 	Rocks Rock! <ul style="list-style-type: none"> Describing and explaining processes within the rock cycle. Investigating famous and hazardous rocks. Understanding the influence of soil in human environments.
History	<ul style="list-style-type: none"> Who were the claimants to the throne in 1066? What was England like? What happened at the Battle of Hastings? 	<ul style="list-style-type: none"> Why did the Normans build castles? What were the three types of Medieval Castles? What were the Medieval weapons and defensive features of castles? 	<ul style="list-style-type: none"> What was the Medieval Church like? What happened to Thomas Becket? Why was becket treated in this way? 	<ul style="list-style-type: none"> What were the Medieval towns and villages like? What was the Black Death? What was the effect of the Black Death? 	<ul style="list-style-type: none"> The Magna Carta and the Peasants Revolt. Revision for the exams. The War of the Roses and the start of the Tudors. 	<ul style="list-style-type: none"> Henry VIII’s reign – his wives and the break from the Roman Catholic Church. Edward VI’s reigns. Mary 1’s reigns.

Mathematics	<ul style="list-style-type: none"> • Number System and the Axioms. 	<ul style="list-style-type: none"> • Positive and negative numbers. • Expressions, equations and inequalities. 	<ul style="list-style-type: none"> • 2D-Geometry. 	<ul style="list-style-type: none"> • The Cartesian Plane. 	<ul style="list-style-type: none"> • Primes, Factors and Multiples. • Fractions. 	<ul style="list-style-type: none"> • Ratio and Proportion. • Percentages.
MFL	<p>Myself and My Family</p> <ul style="list-style-type: none"> • Greetings, alphabet and numbers up to 31. • Numbers and dates. • Talking about school equipment – understanding gender of nouns. • Present tense of avoir (to have). 	<p>Family and Friends</p> <ul style="list-style-type: none"> • Giving opinions about colours. • Using adjectives. • Talking about family and pets. • Expressing what you would like using je voudrais and infinitive verb. • Describing myself and others – physical description and characteristics. • Present tense of être (to be) 	<p>Where I Live</p> <ul style="list-style-type: none"> • Describing where I live. • Present tense of habiter (regular -er verb). • Talking about houses and rooms. • Describing things in the bedroom using prepositions of place. 	<p>Where I Live</p> <ul style="list-style-type: none"> • Talking about activities in the evening. • Telling the time. • Numbers up to 60. 	<p>Going to Town</p> <ul style="list-style-type: none"> • Talking about places in town. • Asking and giving directions. • Using the preposition à to say where you are and where you are going. • Present tense of aller (to go). 	<p>Going to Town</p> <ul style="list-style-type: none"> • Arranging to meet. • Expressing opinions about a rendez-vous. • Talking about food and drink. • Revision of key verbs in present tense (avoir, être, aller, regular -er verbs) • Cultural knowledge lessons.
Performing Arts	<ul style="list-style-type: none"> • Choreography for Live Performance: Learn how to choreograph a Dance to a theme. • Choreography for Live Performance: Perform a choreographed routine to the class with a range of Dance skills. • Choreography for Live Performance: Evaluate choreography. 	<ul style="list-style-type: none"> • Keyboard Skills: Learn to play simple unaccompanied melodies from music using the correct fingering. • Keyboard Skills: Play simple melodies which has the pitch written on the music and perform to a rhythmic accompaniment on the keyboard.` 	<ul style="list-style-type: none"> • Children’s Theatre: understanding Grimm Tales and storytelling conventions. • Children’s Theatre: development of Grimm Tales script in rehearsal. • Children’s Theatre: performance of Grimm Tales script. 	<ul style="list-style-type: none"> • Live Music Performance Review: Evaluating the work of professional practitioners. • Live Music Performance Review: Application of Musical Terminology in assessing the aesthetic value of a performance. 	<ul style="list-style-type: none"> • Physical Theatre and Masks in Performance: understanding stylistic conventions and skills. • Physical Theatre and Masks in Performance: development of techniques and skills in rehearsal. • Physical Theatre and Masks in Performance: performance of devised piece in groups. 	<ul style="list-style-type: none"> • Singing Techniques for Performers: know effective vocal technique through a structured practice routine. • Singing Techniques for Performers: be able to apply effective vocal technique in ensemble performance.

Physical Education	<ul style="list-style-type: none"> • Baseline assessments (Balance, Speed, Co-ordination). • Accurate replication of actions, phrases and sequences (Movements, agilities and balances). • Exercising safely and effectively to improve health and well-being (The Short Term Effects of Exercise). • Outwitting opponents (Choose, combine, perform basic skills, fluency, accuracy in replication, refinement of skills). 	<ul style="list-style-type: none"> • Exercising safely and effectively to improve health and well-being (The Short Term Effects of Exercise). • Accurate replication of actions, phrases and sequences (Movements, agilities and balances). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, accuracy in replication, refinement of skills). 	<ul style="list-style-type: none"> • Accurate replication of actions, phrases and sequences (Movements, agilities and balances). • Exercising safely and effectively to improve health and well-being (The Short Term Effects of Exercise). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, accuracy in replication, refinement of skills). 	<ul style="list-style-type: none"> • Accurate replication of actions, phrases and sequences (Movements, agilities and balances). • Exercising safely and effectively to improve health and well-being (The Short Term Effects of Exercise). • Performing at maximum levels (Develop basic skills of sprinting, sustained running, jumping and throwing, adapt skills, describe elements). • Outwitting opponents (Combine, perform, basic skills, fluency, accuracy in replication, refinement of skills). 	<ul style="list-style-type: none"> • Performing at maximum levels (Develop basic skills of sprinting, sustained running, jumping and throwing, adapt skills, describe elements). • Outwitting opponents (Combine, perform, basic skills, fluency, accuracy in replication, refinement of skills). 	<ul style="list-style-type: none"> • Performing at maximum levels (Develop basic skills of sprinting, sustained running, jumping and throwing, adapt skills, describe elements). • Outwitting opponents (Combine, perform, basic skills, fluency, accuracy in replication, refinement of skills).
Religious Studies	CAT 1 <ul style="list-style-type: none"> • The Big Question: atheist, agnostic, theist? • Why study religion at school? 	<ul style="list-style-type: none"> • Who was/is Jesus? • The birth of Jesus and Jesus “The Word” incarnate. 	CAT 2 <ul style="list-style-type: none"> • Who should be forgiven? • The Parable of the Lost Son. • Forgiveness in the World today. 	<ul style="list-style-type: none"> • Do miracles happen? • Why did people turn against Jesus? CAT 3 <ul style="list-style-type: none"> • Holy Week and Easter Day. 	<ul style="list-style-type: none"> • What is it like to be a Sikh? • The origins of Sikhism. • The Five Ks. 	<ul style="list-style-type: none"> • To you have to wear the 5Ks to be a Sikh? • Sikh moral action in the world today.
Science	<ul style="list-style-type: none"> • Introduction to Science. • Cells. 	<ul style="list-style-type: none"> • Substances and Particles. • Contact Forces. 	<ul style="list-style-type: none"> • Reproduction. 	<ul style="list-style-type: none"> • Changing Substances. 	<ul style="list-style-type: none"> • Electric Circuits. 	<ul style="list-style-type: none"> • Interdependence of Living Things. • Energy.

Textiles	Rotation 1 – Introduction to Textiles <ul style="list-style-type: none"> • Learning the Health and Safety of the Textiles Room. • Learning how to use the sewing machine, basic sewing skills and practising control of the machine. • Learning the skills involved with Applique and Couching. 	Rotation 1 – Kandinsky Project <ul style="list-style-type: none"> • Learning and improving Applique. • Learning and improving Couching. • Learn about Kandinsky and how to respond to his work in a Textile piece. 	Rotation 1 – Kandinsky Project <ul style="list-style-type: none"> • Learning and improving Applique. • Learning and improving Couching. • Learn about Kandinsky and how to respond to his work in a Textile piece. 	Rotation 2 – Introduction to Textiles <ul style="list-style-type: none"> • Learning the Health and Safety of the Textiles Room. • Learning how to use the sewing machine, basic sewing skills and practising control of the machine. • Learning the skills involved with Applique and Couching. 	Rotation 2 – Kandinsky Project <ul style="list-style-type: none"> • Learning and improving Applique. • Learning and improving Couching. • Learn about Kandinsky and how to respond to his work in a Textile piece. 	Rotation 2 – Kandinsky Project <ul style="list-style-type: none"> • Learning and improving Applique. • Learning and improving Couching. • Learn about Kandinsky and how to respond to his work in a Textile piece.
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