

CURRICULUM MAP 2020-21 - TOPICS COVERED EACH HALF TERM

Intent To ensure that students achieve well and are prepared for the next stage.

To ensure good mental and emotional health.

KS3 - Year 7

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
ART	<p>Natural Forms project. Focusing on drawing and design skills. Looking at texture, mark making and relevant artists.</p>	<p>Developing natural forms into various printing techniques building on skills learnt in previous half term (texture etc...)</p>	<p>Painting project. Colour theory work developing into painting skills. Looking at impressionist painters and their styles, learning how to copy and develop.</p>	<p>Drawing from observation objects/places that link with the impressionist subject matter. Painting in the style of one or more of the artists covered.</p>	<p>Cultural textiles project. Learning about art and textiles in different countries and exploring different techniques such as weaving and hand sewing skills.</p>	<p>Develop ideas using resist and sewing skills and linking back to pattern and symbolism.</p>
COMPUTING	<p>Induction – logging on, Acceptable User Policy, password security, storing documents, folders and file types, classroom expectations. SMHW, Epraise, Teams Baseline assessment Leading a safe digital life – Using email and Searching the web Office online Online safety project – Cyberbullying, Malware, Social Networking Project write-up. Assessment</p>		<p>Scratch block programming project – Movement, Lives and Scoring and adding new Levels, Create Scratch programs Assessment Project write up – Testing and Evaluation.</p>		<p>Turtle Art text programming project Follow workbook Code.org and Code Combat if needed Write-up of learning assessment. Kodu Programming Project Create Kodu Program Evaluation of program created</p>	
DANCE & DRAMA	<p>Silent Movies - Drama Students will learn the routines of Performing Arts. Have an awareness of the strands of Dance and Drama and how they are</p>	<p>Musical Theatre – Drama & Dance Students will embed the routines of Performing Arts with more emphasis on Dance and understand how the subjects interlink. Students will explore the components for blocking</p>	<p>Script - Drama Students will confidently practise the routines of Performing Arts and begin to appreciate Drama as a unique subject that can be separate to Dance. Students will build on their 'Page to Stage' skills</p>	<p>Choreography - Dance In this unit students will learn how Dance is a unique art form and can be appreciated as a subject without Drama. Students will explore, with support, the new substantive skills connected to</p>	<p>Theatre Through Time - Drama Students will be consolidating the routines of Performing Arts and the disciplinary skills taught so far and will learn new Drama specific content as they explore how theatre practices developed over time. New substantive</p>	<p>Dance Through the Decades - Dance Students will gain practising Performing Arts routines with confidence. Students will revisit all the disciplinary skills taught throughout the year but now with a focus on content. Students will practically explore different styles of dance</p>

	<p>unique and how they interlink. Students will learn performance etiquette. Students will be introduced to the substantive skills of: gesture, mime, facial expression, body language and stage positioning. Students will explore the disciplinary skills of: behaviour for performance, collaboration, editing and refining.</p>	<p>and staging sections of script that take into account choreography and acting. Students will refine the substantive skills of gesture, facial expression and stage positioning whilst exploring the new skills of interpreting playwright's intention, movement choreography and blocking</p>	<p>with further emphasis on some of the disciplinary skills of: interpreting stage directions, directing, characterisation, responding to direction, communication with an audience. The unit will build their substantive knowledge base; context, genre, style, form and structure.</p>	<p>choreography: stimulus to create movement, developing actions, space, relationships and applying dynamics. The students will explore this new content by refining the disciplinary skills of: collaboration, direction, refining and rehearsing.</p>	<p>knowledge will be introduced as students explore the following theatre styles and periods: Greek Theatre, Commedia dell' Arte, Elizabethan Theatre, Naturalism, Epic Theatre and Physical Theatre.</p>	<p>through the decades and develop a broader range of substantive knowledge in the following styles: Charleston and Lindy-Hop, Jive, The Twist, Disco, Hip-hop and Breaking and Modern Commercial Dance.</p>
DT	<p>Night light / temperature monitor project – Students design and manufacturing a plastic / electronics children's night light with a smart material. Students learn how to use CAD software and CAM to manufacture a translucent key fob.</p>			<p>Sustainable design project – Students working as a mini company, design and manufacture a sustainable designed product. Students learn about environmental issues and the 6 R's.</p>		
ENGLISH	<p>Transition: creative writing task.</p> <p>Animal Poetry Students will read a selection of poetry. All the poems focus on animals.</p>	<p><u>Zoos – The Debate</u> Students will read a selection of nonfiction and fiction work that all focus on the positives and negatives of zoos.</p> <p>The Graveyard Book 30th November: Students will start reading the novel and work through a range of tasks to develop comprehension, grammar, non-fiction</p>	<p>Novel-The Graveyard Book Students will read the novel and work through a range of Tasks to develop comprehension, grammar, non-fiction writing and analysis.</p>	<p>New Worlds Students will read a selection of extracts that have fantasy settings/descriptions.</p>	<p>Shakespeare's England and Villains Students will learn about Shakespearean England and Villains through reading both Shakespearean work and other non-fiction/fictional work.</p>	

		writing and analysis before the end of term.				
FOOD	Basic Cooking Skills & 5-a day HW – Basic Skills Hygiene and safety -Bad Food Live & Grime Scene Knife skills – bridge and claw Washing up Equipment	HW – Bake-Off Challenge Eatwell Guide Parts of the Cooker 5 a Day Reading a recipe Enzymic Browning Sci Inv. Sensory Analysis Evaluation skills Why is breakfast important	Foods from Around the World H/W – Further Skills Why do we eat food? Factors that affect choice Bread –making Labelling Yeast Sci Inv Food miles	Yeast Sci Inv Food miles H/W – Bake-off challenge Fairtrade Functions of ingredients	Let’s Go on a Picnic? H/W – Eggs Intro into picnics Storage of foods High and low risk foods Food poisoning Sweet and savoury foods	Sweet and Savoury Foods H/W – Bread Hydration Taste testing – crisps
GEOGRAPHY	What is our World like?		Why is our weather so changeable	What challenges and opportunities does Africa face?	Why is Brazil considered a country of contrasts?	
HISTORY	The Romans - Why was the Army so successful?	William I – How did William Control England?	King John – How did the Monarchy’s Control lose its Grip?	The Black Death - How terrible was the Black Death for people in the Middle Ages?	Chepstow What Drove the changes of Chepstow Castle?	
MATHS	ALGEBRAIC THINKING Sequences , understanding and using algebraic notation, equality and equivalence.	PLACE VALUE AND PROPORTION Place value and ordering integers, fraction, decimal and percentage equivalence.	APPLICATIONS OF NUMBER Solving problems with addition & subtraction, solving problems with multiplication and division.	DIRECTED NUMBER Four operations with directed number FRACTIONAL THINKING – addition and subtraction of fractions.	LINES AND ANGLES Constructing, measuring and using geometric notation, developing geometric reasoning.	REASONING WITH NUMBER Developing number sense, sets and probability, prime numbers and proof.
MFL	All students do a carousel of 4 languages. Then students make choices of the language(s) that they will study through year 7 and 8					
	French	Introductions and family	School	School (continued)	Free-time	Free-time (continued)

	German	Introductions and describing people	Family and pets	Free time	Town	Town/Culture
	Mandarin	Greetings and introductions	Family and home	Hobbies	Hobbies	Culture
	Spanish	Introductions and school subjects	Free time activities	Free time/family	Family	Animals/Culture
MUSIC	Musical Futures Baseline assessment PERFORMING chords to pop songs as a class. Learning about the voice, musical elements and performance skills. Development of musical element knowledge	Introduction to Music PERFORMING music based on the pentatonic scale and COMPOSING using the pentatonic scale. Development of notation and musical elements.	Descriptive Music - Danse Macabre COMPOSING descriptive music based on 'Danse Macabre' by Saint Saens in groups using instruments. APPRAISING examples of descriptive music.	Descriptive Music - Journey into Space COMPOSING music based on 'The Planet Suite' by Holst using garage band and Sibelius software. APPRAISING examples of descriptive music.	Pop Song Composition COMPOSING Pop songs. Chords, Harmony, Structure/Form, Texture, Melody, Instrumentation, Midi input and sequencing.	Pop Song Performance PERFORMANCE/APPRAISING: Group work. Development of instrumental and performance skills through a performance of a pop song. Understanding instrumentation, structure, lyrics and context.
PE	Cricket, Softball, Tennis, Athletics, Rounders	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Cricket, Softball, Tennis, Athletics, Rounders
	Enrichment – Tuesday Badminton Cricket Rounders Hockey Tennis Archery					
PSHE Curriculum	Achieve your ambition/Future Relationships		Money Prevent/Democracy Campaigning for change			

Health Day			Hurtful Language / A modern citizen Stability and what it offers (Families)			
Specialist Team		Bereavement	Extremism & Terrorism			Healthy Life styles – Sugar / Dental Health Basic First Aid (Epi-pens, de-fib, inhaler) Basic First Aid (Choking) FGM
RE	Belief, Behave, Belong Looking at belief belonging and behaviour of religions.	Creation stories How religion believes the world/ universe began. Also covering humanist views of the scientific theories.	Spirited Arts A create National Project that explores the themes of God and Religion. We will look at the Theme of Heaven	Authority What authority religions follow, what authority there is in the secular. Why people might choose to go against authority.	Buddhism The Buddha’s story, 3 Jewels, 8-fold path, moral precepts, samsara, meditation.	
SCIENCE (please note - different classes will do the modules in a different order) Ecology is the last topic taught for all classes.	Cells and Reproduction Light microscopes Animal and plant cells Cell division Tissues, organs and organ systems Reproductive system Menstrual cycle Fertilisation and birth Embryo and child development	Forces Types of force Balance and unbalanced forces Measuring force Relationship between mass and weight Stopping distances Factors that affect speed Calculating speed	Chemical Reactions Acids and alkalis pH indicators Neutralisation Indigestion remedies Reactions with acids and metals Reactions with acids and metal carbonates Combustion Fire safety	Particles and Solutions States of matter Particle model, Density, Pressure Diffusion, Solubility Separation of immiscible substances Separation of miscible substances Chromatography	Electricity and Magnetism Components of electrical circuits Parallel and series circuits, Current and potential difference Resistance, Fuses Properties of magnets, Magnetic fields, Properties of electromagnets	Ecology and the Environment Classification of vertebrates. Adaptations to habitats, Extinction Food webs and food chains, Predator-prey relationship, Pyramids of number and biomass. Sampling, Factors affecting the rate of photosynthesis