

Autumn Term - Curriculum Overview

Year 7



CORE	English	Literary Heritage: The Origin of the Hero Students will read and explore a range of texts based on Homer's The Iliad and The Odyssey, considering its place as the foundation of Western literature. They will consider the characterisation of the texts' heroes whilst also developing their own descriptive writing skills through a focus on effective vocabulary choices. This unit will also develop students' grammatical knowledge, building on work done throughout KS2.	
	Mathematics	Place value, ordering numbers and integers. Understanding and using algebraic notation. Equality and Equivalence. Fraction, decimal and percentage equivalence. Solving problems with addition and subtraction. Prime numbers and proof.	
	Science	Some topics will be taught in rotation to ensure access to all practical equipment and resources:	
	Biology	Cells; Reproduction.	
	Chemistry	Particles; Acids and Alkalis.	
	Physics	The Energy Industry; Space.	
WORLD	History	Britain Thematic Study, 1066 – Early C20th: Theme = Society and Culture "What were people's lives like between 1066 and the Early C20th?" Life in England pre-1066 (pre-1066) Life in Medieval England (1066 – 1500) Life in Early Modern England (1500 – 1750) Life in the Industrial Era (1750 – 1900) Life in the Early C20th: The Edwardian Age (1901 - 1910)	
	Geography	Unit 1 - Geoskills - Introduction to Geography, Map skills (Scale · Ordnance Survey Symbols - Grid references) and Core Skills (Mean, mode, median - Graph interpretation - GIS (Geographical Information Systems)). Unit 2 - It's your planet - How the Earth formed, How life on Earth developed, the Geological Timescale, Mass Extinction Events, the migration of Homo Sapiens out of Africa, Natural and Human changes to the Earth, Your place compared to other places around the world.	
	Spanish	Presenting myself Greetings, alphabet, numbers, name, age, birthday, colours, classroom items and language, where you are from.	
	French	Self, family and friends Greetings, alphabet, numbers, name, age, birthday, colours, classroom items and language, family members, descriptions (hair, eyes, height etc), personality, free-time activities, basic opinions.	
	Religious Studies	Introduction to RE; Ultimate Questions. Belief in God; Images of God; Heaven and Hell; Conscience Islam (Beliefs)	
TECHNICAL	Design Technology	Innovation when designing. Design, Model, Prototype, Test. Sketching and Modelling. Sketching, Perspective, Physical Modelling.	
	Computer Science	Digital media Networks: from semaphores to the Internet Programming essentials in Scratch: part I Programming essentials in Scratch: part II	
	Food Technology	Health and safety: layout / tools and equipment / food hygiene and safety practices. Safe practical skills. Healthy eating guidelines: the principles of The Eatwell Guide and how they relate this to our own diet. Key nutrients provided by The Eatwell Guide food groups. Explaining and applying the 8 tips for healthy eating, the '5 A Day' message and portion size. Compare and evaluate existing products: Investigate a range of food commodities including how and where they come from, sensory and functional properties, nutritional values and uses. Recipes: Fruit Fusion; Couscous Salad; Salsa and Wedges; Five-a-day Pizza; Fruit Crumble.	
PERFORMANCE	Art	Levelling project, designed to develop student knowledge of Art formal elements: line, tone, texture, form and composition. Colour theory, colour wheel, mixing colours, investigating tertiary colour, different hues of the same colour, hot and cold colours. Studied artists: Van Gogh with a particular emphasis on mark-making.	
	Physical Education	Exploring Physical literacy through a variety of physical activities including football, rugby, netball, dance, OAA, gymnastics, badminton & basketball.	
	Music	Elements of Music Performance - singing a medley of songs Understanding Rhythm - performance Pitch notation Learning to play the keyboard	
	Drama	Acting Skills Be able to demonstrate acting skills to portray a specific role	Understand theatre and performance protocol Perform using appropriate stage directions