

# Autumn term - Curriculum Overview

Year 7

English	<p><b>The Origins of English</b> covering key knowledge areas such as:</p> <ul style="list-style-type: none"> <li>Early communication</li> <li>Morphology</li> <li>Old English</li> <li>Middle English</li> </ul>	<p><b>Literary Heritage</b> covering key writers and texts that include:</p> <ul style="list-style-type: none"> <li>Beowulf</li> <li>Chaucer's <i>The Canterbury Tales</i></li> <li>An introduction to Shakespeare</li> <li>Gulliver's' <i>Travels</i> by Jonathan Swift</li> </ul> <p>Pupils will also learn to make <u>thesis statements</u> when analysing texts.</p>
Mathematics	<p><b>Rules of number</b>, focusing on:</p> <ul style="list-style-type: none"> <li>Revisiting column addition and subtraction to ensure transition</li> <li>Decimal equations</li> <li>Written methods of multiplication and division</li> <li>Working with negatives</li> <li>Application of decimals and negatives</li> </ul>	<p><b>Angles and constructions</b>, focusing on:</p> <ul style="list-style-type: none"> <li>Types of angles</li> <li>Calculations with angles</li> <li>Angles in triangles and polygons</li> <li>Angles in parallel lines</li> <li>Bearings and constructions</li> </ul>
Science  Biology  Chemistry  Physics	<p>All pupils begin Year 7 with our introduction to science module that covers key aspects of working scientifically and safely in laboratories. Pupils then work through the different areas of Science - biology, physics, and chemistry - on rotation to help us share specialist equipment. However they follow the same sequence for each aspect of Science and so their first units this year will focus on the following:</p> <p><b>Cells and animal reproduction.</b> The unit begins with work on microscopy and microscope skills and moves forward to focus on the following key knowledge: <i>plant and animal cell structure, specialised cells, cell growth, organs and organ systems, sex organs, reproduction, pregnancy, and puberty and the menstrual cycle.</i></p> <p><b>Particles.</b> This will introduce key knowledge areas that include: <i>particle theory, diffusion, changes of state, solubility factors, separation techniques, distillation, and chromatography.</i></p> <p><b>Forces and motion.</b> In this module, the following key topics will be explored: <i>mass and weight, forces and systems, building bridge structures, frictions and air resistance, the dynamics of floating and sinking, speed time distance graphs, and energy changes.</i></p>	
History	<p>The Year 7 Autumn term addresses the following key questions in History:</p> <ul style="list-style-type: none"> <li>What is History?</li> <li>What made the Roman Empire collapse?</li> <li>How did life in Britain change from 43AD to 1066?</li> <li>How did William the Conqueror take control of England?</li> </ul>	
Geography	<p>Pupils work on an introductory unit entitled <b>What is Geography?</b> This focuses on key concepts and knowledge to develop their understanding of Geography as a discipline. Key knowledge includes: continents and oceans; longitude and latitude; OS map skills; aerial photos; investigations/designing fieldwork; and development levels (LIDC, EDC, AC).</p>	<p>In the second half of the autumn term, pupils work on a unit entitled <b>Weird Weather – is Weather becoming more extreme? They will explore knowledge areas that include:</b> <i>differences between weather and climate; climate change; UK weather; weather charts; extreme weather (Hurricane Irma); and finally they will carry out investigation and reflection on the issue of climate change.</i></p>
Spanish	<p><b>Presenting myself</b> is our topic for the first term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Forming questions</li> <li>Names, ages, and birthdays</li> <li>Colours</li> <li>Classroom items and language</li> <li>Opinions</li> <li>Family members</li> <li>Descriptions</li> </ul>	<p><b>Grammatical and linguistic focus.</b> In exploring this topic, pupils will learn the following key knowledge:</p> <ul style="list-style-type: none"> <li>Dealing with cognates</li> <li>Question words</li> <li>Singular present tense, including 'tener'</li> <li>Key connectives</li> <li>Different types of noun</li> </ul>

## French

**Self, family and friends** is our topic for the first term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:

*Greetings*

*Forming questions*

*Names, ages, and birthdays*

*Colours*

*Classroom items and language*

*Family members*

*Descriptions*

**Grammatical and linguistic focus.** In exploring this topic, pupils will learn the following key knowledge:

*Question words*

*Simple present tenses of 'avoir'*

*Definite and indefinite articles*

*Singular present tenses of 'etre'*

*Negatives with the 'ne... pas' form*

## Religious Studies

We begin the autumn term with a short unit that explores **the six world religions** and introduces Religious Studies as a subject. Following this introduction we move into our first unit, entitled **The God Idea** in which we explore how belief in god has developed over time.

**Faith focus:** through the autumn term we will use these topics to explore and revisit **Christianity** with a focus on:

*The Trinity*  
*Jesus and his teaching*  
*The bible as a text*  
*Festivals and the church year*

To provide extended time to develop, plan, create, and evaluate projects in the technical disciplines, these subjects are delivered on a rotation basis and consequently, will be taught in different sequences. We have, however, outlined the first projects taken in each discipline below to give an overview of the content that will be covered first in Year 7.

## TECHNICAL

### Design Technology

**Electronics.** Pupils are introduced to electronics. *They learn to identify a client, as well as basic electronics including inputs, LED's, resistors and switches. Students are introduced to electronic circuits and soldering to create a functioning night light. They implement a range of hand tools to create a base for their product using resistant materials. Students carry out CAD work using 2D design to develop their light frame and CAM using a laser cutter, to manufacture.*

**Textiles.** Sustainability and the re-useable Shopping Bag. *An introduction to the Core Technical Principles through Textiles, including fabrics, surface decoration and aesthetics. Considering sustainability and reusing products, students implement a range of skills using sewing machines and hand stitching techniques to produce a marketable product.*

**Graphics.** Developing games. *Learning is based around the techniques of designing and communicating ideas, working with the Core Technical Principles of Paper and Board. Creativity and innovation are used to develop a board game of their choice. This is then created and tested.*

### Computer Science

**Programming and computational thinking** - key knowledge includes:  
*Decomposing a game*  
*Programming and pseudo code.*  
*Testing*  
*Flowcharts*

**Your computing licence** - using ICT equipment safely and securely. Key knowledge includes:  
*Passwords, networks, and security*  
*Folder systems and structures*  
*Staying safe online*  
*Manipulating images*

### Food Technology

As part of a rotation within the PE curriculum, children will carry out a Food Technology at some stage in the academic year. This will ensure they can:  
*understand and apply the principles of nutrition and health*  
*become competent in a range of cooking techniques*  
*understand the source, seasonality and characteristics of a broad range of ingredients*

### Art

**Still Life** - based on various 19th century examples before looking at the modern still life work of Tom Knutson. Pupils begin with a baseline project to establish their current skill level.



#### Still Life - continued:

Across both autumn half term 1 and 2, pupils will work on the following knowledge and skill areas:

*Exploring 3d shapes and forms and developing pencil shading techniques.*  
*Shading, blending, and plotting shadows.*  
*Exploring stacking and overlapping forms.*  
*Exploring complex compositions.*  
*Exploring reflective and transparent objects and light.*

### Physical Education

This term's sports will involve a range of activities that include: football, cross country, netball, dance and table tennis.

## PERFORMANCE

### Drama

We begin Year 7 with a unit entitled an introduction to drama, which covers key concepts and performance styles. These include:  
*Freeze-frame*  
*Role-play*  
*Physical Theatre*  
*Monologue / soliloquy*  
*Blocking*

In the second half of Year 7 we apply these concepts to a class performance entitled **Darkwood Manor**, which also seeks to develop verbal and group performance by developing on the skills delivered in the first half term.

Areas explored are:

*Characterisation*  
*Soundscape*  
*Physical theatre*

In this unit we also cover the skills and knowledge required to self and peer assess dramatic work, leading to a focus on the rehearsal process as children work toward their first extended group practical.

We begin Year 7 with a **bridging unit** that provides a primer for pupils on the secondary music curriculum. Key knowledge includes:

*Music notation*

*Pitch and duration*

*Musical symbols*

*Recognising pitch and rhythm*

In the second half term we begin a second unit entitled elements of music that builds in further practical work to introduce children to composition and performance. The key aspects are:

*Rhythm composition*

*Rhythm performance*

In addition, between units, children will take part in our **musical futures project**, which aims to teach all children to play an instrument during their time at lower school.