



# Y7 Summer Term Curriculum Overview



## English - Witchcraft, Sorcery & Magic

During this year, pupils will have the opportunity to develop the following skills, which are explicitly assessed for English Language and Literature at GCSE, and apply to our curriculum at KS3:

- AO1- Reading, understanding and responding to texts. Developing a personal response. Using textual references, including quotations, to support and illustrate interpretations. Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising evidence from different texts.
- A02- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.
- AO3 - Showing understanding of the relationship between texts and the contexts in which they were written. Comparing writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
- AO4 Evaluating non-fiction texts critically and supporting this with appropriate textual references.
- AO5 - Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organising information and ideas, using structural and grammatical features to support coherence and cohesion and texts.
- AO6- Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- AO7 - Presenting in a formal setting.

*Witch Child* - Celia Rees (Fiction)

*The Pendle Witch Trials of 1612* - David Holding (Non-Fiction)

*Macbeth* - Shakespeare (Play)

Subject knowledge:

- The social and historical context of the 1600s.
- The origins of witchcraft.
- Techniques associated with analysing language and structure.
- How authors present certain themes and indicate a sense of foreboding.
- How writers develop a plot.
- Features of travel writing, along with its importance in the 1600s.
- Contemporary travel writing.
- *Macbeth*: themes of fate and supernatural.
- How Shakespeare presents relationships between two main characters.
- The significance of the witches in *Macbeth*.
- The importance of the openings to Shakespeare's plays.

- AO8 - Listening and responding appropriately to spoken language.
- AO9 - Using spoken standard English appropriately.

## Maths

Subject skills:

### Geometry and Measures - Shape properties

- Draw lines, angles and simple shapes.
- Construct polygons.
- Use the properties of triangles and quadrilaterals to solve problems.
- Construct and interpret pie charts.

### Geometry and Measures - Angles

- Simple angle proofs

### Number - Developing number sense.

- Use known facts.
- Explore related algebraic expressions.
- Use multiplicative reasoning between known facts.

### Probability

- Use the language of probability.
- Calculate simple probabilities.
- Use and complete sample space diagrams.
- Use the probability scale.
- Understand and use set notation, including Venn diagrams.

### Number - prime numbers and proof

- Prime factorisation.
- Find HCM and LCM.

Subject knowledge:

### Geometry and Measures - Shape properties.

- Geometric notation.
- Definition of parallel and perpendicular lines.
- Names of polygons.
- Know the properties of triangles and quadrilaterals.

### Geometry and Measures - Angles

- Angles in a triangle sum to 180 degrees.
- Angles around a point sum to 360 degrees.
- Vertically opposite angles are equal.

### Number - Developing number sense.

- Know number facts up to  $12 \times 12$ .
- Know the rules of algebra.

### Probability

- Know the sum of probabilities is 1.
- Language related to probability.

### Number

- Know what a prime number is.
- Know the prime numbers under 100.
- Know what a factor is.
- Know what a multiple is.

## Science

Subject skills:

### Waves and light

- Make predictions using scientific knowledge and understanding.

Subject knowledge:

### Waves and light

- Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, added or cancelled - superposition.

- Pay attention to objectivity and concern for accuracy and precision.
- Evaluate the reliability of methods and suggest possible improvements.
- Identify independent and dependent variables.
- Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- Make and use observations to draw conclusions.
- Ask questions and develop a line of inquiry based on observations of the real world, alongside prior knowledge and experience.
- Use appropriate apparatus and materials during laboratory work.
- Present observations and data using appropriate methods, including tables and graphs.

### Reactions

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.
- Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety.
- Understand and use SI units and IUPAC (International Union of pure and applied chemistry) chemical nomenclature.
- Make predictions using scientific knowledge and understanding.
- Present observations and data using appropriate methods, including tables and graphs.
- Use and derive simple equations and carry out appropriate calculations.
- Make and record observations and measurements using a range of methods for different investigations.
- Present reasoned explanations.

- Light waves travelling through vacuum; speed of light.
- The transmission of light through materials: absorption, reflection at a surface.
- The light year as a unit of astronomical distance.
- Diffuse scattering and specular reflection at a surface.
- Use of ray model to explain the refraction of light and action of convex lens in focusing (qualitative).
- Use of ray model to explain the (pinhole) camera and the human eye.
- Light transferring energy from source to absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras.
- Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects and absorption and diffuse reflection.

### Reactions

- Chemical reactions as the rearrangement of atoms.
- What catalysts do.
- The difference between chemical and physical changes.
- Representing chemical reactions using formulae and using equations.
- Combustion, thermal decomposition, oxidation, and displacement reactions.
- Conservation of mass, changes of state, and chemical reactions.
- Exothermic and endothermic chemical reactions (qualitative).

### Reproduction

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems.
- The physical changes in females and males (based on genotype) during puberty.
- The role of sex hormones during puberty.
- The menstrual cycle (without specific details of hormones).
- Reproduction in humans including gametes and fertilisation.

## **Reproduction**

- Present observations and data using appropriate methods, including tables and graphs.
- Present observations and data using appropriate methods, including tables and graphs.
- Make and record observations.
- Apply mathematical concepts and calculate results.
- Present observations and data using appropriate methods, including tables.
- interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.
- Make and record observations and measurements using appropriate methods, including tables and graphs; calculate results.
- Present and interpret observations, identifying patterns and using observations, measurements, and data to draw conclusions.

## **Acids and alkalis**

- Evaluate risks.
- Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- Select, plan and carry out the most appropriate types of scientific inquiries to test predictions, including identifying independent, dependent, and control variables.
- Make and record observations and measurements using a range of methods for different investigations.
- Make predictions using scientific knowledge and understanding.
- Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety.
- Present reasoned explanations, including explaining data in relation to predictions and hypotheses.

- Gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta.
- The importance of plant reproduction through insect pollination in human food security.
- reproduction in plants, including flower structure, wind, and insect pollination, fertilisation, seed and fruit formation.
- Reproduction in plants, including seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

## **Acids and alkalis**

- Defining acids and alkalis in terms of neutralisation reactions.
- The pH scale for measuring acidity/ alkalinity; and indicators.
- Reactions of acids with metals to produce a salt plus hydrogen.
- Reactions of acids with alkalis to produce a salt plus water.

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| <b>Art - Impressionism</b>  |   |
| <p>Subject skills:</p> <ul style="list-style-type: none"> <li>● Creating illusion, 3 and movement effects using line and pattern.</li> <li>● Use charcoal to sketch local scenery.</li> <li>● Use impressionism techniques to create painting of local scenery from sketches.</li> <li>● Create a watercolour wash, experimenting with gradient and silhouette.</li> <li>● Create clay pots using coil and slab techniques.</li> <li>● Use lino printing technique using polystyrene tiles.</li> <li>● Evaluate own work and that of others, detailing areas of strength and identifying areas for improvement.</li> </ul>  | <p>Subject knowledge:</p> <ul style="list-style-type: none"> <li>● The work of well-known artists: Claude Monet, Renoir, Mary Cassatt, Van Gogh, Paul Cezanne, Paul Gauguin.</li> <li>● Work of contemporary artists: Robin Mead.</li> <li>● Lino / block printing: William Morris, Thomas Bewick, Masha Tiplady.</li> </ul>  |
| <b>Computing</b>  |   |
| <p>Subject skills:</p> <p>Pupils will finish creating their Rendered images of their 3d modelled Island scene.</p> <ul style="list-style-type: none"> <li>● Apply materials to 3d models.</li> <li>● Control the camera.</li> <li>● Create images using Rendering.</li> <li>● Further develop modelling skills.</li> <li>● Incorporate HDRI Images to create lighting.</li> </ul> <p><b>Spreadsheets</b></p> <p>Pupils will also develop their understanding and skills using spreadsheets in the Monthly Budget Spreadsheet Project in which they build from scratch a monthly budget spreadsheet to manage their finances.</p> <ul style="list-style-type: none"> <li>● Use conditional formatting.</li> <li>● Use conditional statements.</li> <li>● Use the Filter function.</li> <li>● Use the Sum, Average and Count Functions.</li> <li>● Store data in spreadsheets.</li> </ul> | <p>Subject knowledge:</p> <ul style="list-style-type: none"> <li>● 3d modelling and image creation.</li> <li>● Scene composition</li> <li>● The importance of Particle Systems</li> <li>● Rendering settings and terminology</li> </ul> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>● How to store data in spreadsheets.</li> <li>● Data Types.</li> <li>● How spreadsheets can be used to analyse data.</li> <li>● How to control how data is displayed using Filters.</li> <li>● Conditional formatting.</li> <li>● Common uses of spreadsheets.</li> </ul> |
| <b>Design Technology - Bridges</b>  |   |
| Subject skills:   | Subject knowledge:  |

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| <ul style="list-style-type: none"> <li>● Explore ways in which pillars and beams are used to span gaps.</li> <li>● Use technical vocabulary to explain how beam bridges are constructed.</li> <li>● Explore ways in which trusses can be used to strengthen bridges.</li> <li>● Explain how truss bridges spread the load of objects travelling across them.</li> <li>● Apply their knowledge of how to stiffen and strengthen structures.</li> <li>● Build and test model arch bridges.</li> <li>● Design a prototype bridge for a purpose.</li> <li>● Evaluate the designs of others and consider their views.</li> </ul> | <ul style="list-style-type: none"> <li>● How simple bridges are constructed using beams, pillars or piers.</li> <li>● Understand the impact better bridge design has had on daily life.</li> <li>● Learn how trusses are used in bridge design to spread out compression forces.</li> <li>● Learn how arches are used to spread and redirect compression forces acting on bridges.</li> <li>● Learn about how suspension bridges use tension to support bridge decks spanning large distances.</li> </ul> |
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**Food Technology - Cooking for Families**

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| <p>Subject skills:</p> <ul style="list-style-type: none"> <li>● Cook a repertoire of savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</li> <li>● Become competent in a range of cooking techniques.</li> <li>● Select from and use a wide range of tools and equipment to perform practical tasks.</li> <li>● Use more varied ingredients when preparing dishes.</li> <li>● Evaluate their ideas and products against their own success criteria.</li> <li>● Understand and apply the principles of nutrition and health.</li> </ul> | <p>Subject knowledge:</p> <ul style="list-style-type: none"> <li>● How to work safely and hygienically with food.</li> <li>● Preparing healthy family meals.</li> <li>● Learning how to use the hob safely.</li> <li>● Their own practical skills and how to develop them further.</li> <li>● Nutrients and their role in a healthy diet.</li> </ul> |
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**Geography - Land's End to John O'Groats**

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| <p>Subject skills:</p> <ul style="list-style-type: none"> <li>● Use and interpret political maps.</li> <li>● Label and annotate maps.</li> <li>● Understand and use numerical data.</li> <li>● Complete bar charts.</li> <li>● Describe landscapes and land use from photos.</li> <li>● Complete atlas maps.</li> <li>● Label and annotate photos.</li> <li>● Use and interpret political maps.</li> <li>● Complete pictograms.</li> <li>● Use and interpret ground, aerial and satellite photos.</li> <li>● Complete mental maps and sketch maps.</li> <li>● Collect and interpret fieldwork data.</li> </ul> | <p>Subject knowledge:</p> <ul style="list-style-type: none"> <li>● The attractions of the British Isles.</li> <li>● The Land's End to John O'Groats challenge.</li> <li>● The links between the UK and the rest of Europe.</li> <li>● How to improve the local environment.</li> <li>● How to describe a landscape.</li> <li>● The special landscape of the Lake District.</li> <li>● The geology of the UK.</li> <li>● The rock cycles.</li> <li>● Recap on processes of erosion, transportation and deposition.</li> <li>● Processes of weathering.</li> <li>● Landforms of the River Aire (waterfall and meander).</li> <li>● Human uses of the River Aire.</li> </ul> |
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- Use and interpret OS maps.
- Use and interpret aerial photos.
- Draw conclusions.

- Processes of coastal erosion.
- Types of beaches.
- Safety in the mountains.
- The process of freeze-thaw weathering.
- Past glaciation.

## History

### Subject Skills:

- Demonstrate and apply chronological thought to successfully evaluate cause and consequence (causation)
- Demonstrate secure understanding of the period studied by evaluating the significance of key individuals, events, and social and religious factors.
- Identify, and evaluate the significance of factors which have influenced key historical events.
- Secure the ability to undertake focused and detailed source analysis.
- Secure the ability to describe historic societal hierarchies and their change or continuity and impact on the Tudor period.
- Begin to deepen understanding of significant sectors of society and how they impact values, practices, and traditions.
- Securely make links across periods within English history and explain connections.
- Select relevant and appropriate primary and secondary source material in order to produce well-structured narratives, descriptions, explanations and analysis.
- Begin to synthesise information by establishing causation between historical periods.
- Confidently evaluate source material, making inferences whilst questioning provenance and utility.

### Subject Knowledge:

- Was Henry VIII a gangster?
- Was Henry VIII actually a Machiavellian prince?
- What was Henry VIII's great matter?
- Who was Martin Luther and how did he influence religious belief?
- How did religious turmoil shape everyday English life?
- Man, vs God: Who will win?
- Prince Edward: the boy King?
- Does Bloody Mary really deserve her nickname?

## Modern Foreign Languages

### Subject skills:

- Discuss the ideas which have been spoken in some detail.
- Transcribe and translate short phrases and sentences.
- Recognise familiar words and phrases from sentences/spoken passages which also contain unfamiliar language and opinions.
- Begin to use formal and informal modes of address in their answers.

### Subject knowledge:

- The conjugations of ER, RE and IR regular verbs.
- The formation and use of the present tense.
- How to discuss daily routines.
- Expressions in the past and future tenses.

- Take part in short conversations with some preparation.
- Adapt models to convey information from familiar topics.
- Use sentences independently to describe places and things (with some written support/prompts).
- Pronounce known language well and read unknown words aloud applying phonics knowledge.
- Demonstrate a growing understanding of phonic sounds and a focus on correct pronunciation and intonation.
- Infer meaning from context and pick out and translate individual words and short phrases into English.
- Write a short simple text from memory, with reasonable spelling.
- Use verbs, nouns, articles and adjectives to form new sentences (with some guidance).
- Demonstrate a vocabulary base and phrases related to people, places and things.
- Agree articles and adjectives for number and gender including possessive adjectives.
- Write sentences into the negative.
- Demonstrate an understanding of conjugation of high frequency words in the present tense.
- Begin to use some learned expressions that indicate the past (passé composé) or near future tense.

- Vocabulary linked to leisure activities and the weekend.
- Vocabulary linked to TV and film.

### **Music - Early musical theatre**

#### **Subject skills:**

- Gain an understanding of the history of music.
- Play a piece of music with growing accuracy.
- Work on expanding and developing the knowledge of DR SMITH.
- Listen and watch a range of performances from various shows and productions.
- Use staff notation with greater accuracy.

#### **Subject knowledge:**

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- Use staff and other relevant notations appropriately and accurately.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication.
- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.



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| <b>PE</b>   |  |
| <p>Subject skills:</p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>● Perform a sprint using spring start showing good technique, and 800m and 1500m around a track, pacing themselves correctly.</li> <li>● Perform hurdles race using correct hurdling technique.</li> <li>● Perform a 4 x 100m using a correct baton change on the track and a continuous relay.</li> <li>● Perform shot, discus and javelin using correct technique.</li> <li>● Perform Long, Triple and High Jump with appropriate run up.</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>● Consistently retrieve moving balls and show accuracy when throwing the ball underarm.</li> <li>● Hit the ball most of the time against balls directed at different heights and paces.</li> <li>● Field in a range of fielding positions including on a base and in the deep.</li> <li>● Identify strengths and weaknesses of their own and other performances, giving feedback to improve on this.</li> <li>● Participate in a 9-a-side game.</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>● Demonstrate overarm bowling with increasing accuracy and speed.</li> <li>● Demonstrate the ability to set shots when batting.</li> <li>● Throwing and catching accurately in a range of different fielding positions.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>● Serve correctly using overarm technique.</li> <li>● Demonstrate an accurate forehand and backhand shot.</li> <li>● Demonstrate an accurate volley.</li> <li>● Participate in Singles and doubles matches using the correct scoring system.</li> </ul> | <p>Subject knowledge:</p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>● Understand all safety requirements when throwing equipment.</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>● How to throw and catch a ball effectively from a range of different playing positions.</li> <li>● How to play a 9 a side game batting and fielding using the correct positions, understanding the rules.</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>● Understand fielding positions and rules in diamond and inter cricket.</li> <li>● How to score a match.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>● How to identify strengths and weaknesses of their own and other performances, giving feedback to improve on this.</li> <li>● How to score a match.</li> </ul> |
| <b>PSHE</b>   |  |
| Subject skills:   | Subject knowledge:   |

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| <ul style="list-style-type: none"> <li>● Examine who is responsible for making and changing laws.</li> <li>● Identify whether cases are hate crime and classify the factors behind them.</li> <li>● Describe strategies for dealing with challenges in friendship.</li> <li>● Explain the qualities and behaviours you should expect in a wide variety of positive relationships.</li> <li>● Recognise when others are using manipulation, persuasion or coercion and know how to respond.</li> <li>● Analyse case studies to explain is/isn't appropriate in romantic situations.</li> <li>● Develop knowledge of how much personal space we are all allowed to have and how we are all in charge of what happens to our own bodies.</li> </ul> | <ul style="list-style-type: none"> <li>● How to form positive relationships.</li> <li>● The difference between healthy and unhealthy relationships.</li> <li>● Managing relationship conflict in families.</li> <li>● Identifying what romantic attraction is.</li> <li>● How to respect the personal space of others.</li> <li>● Know how emotions are affected by puberty and how this may affect relationships and how to manage this.</li> <li>● Menstrual (period) wellbeing.</li> <li>● The meaning of consent, both legally and ethically and why it is so important.</li> </ul> |
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| <p>Subject skills</p> <p><b>Christians: Why are people good and bad?</b></p> <ul style="list-style-type: none"> <li>● Explain how the idea of 'The Fall' is found in the text of Genesis 3, and that this is a significant part of the 'salvation narrative' of the Bible.</li> <li>● Explain the nature of the texts in Genesis 1, 2 and 3; give at least two examples of how they have been interpreted differently by Christians and explain why.</li> <li>● Give reasons and arguments for why most Christians view humans as 'fallen', using examples.</li> <li>● Explain the impact of Genesis 3 and how belief in the Fall has affected the treatment of women.</li> <li>● Show how Christians have responded to the idea of being 'fallen', in the church community and personal living, for example, through confession, forgiveness, and seeking a holy life.</li> <li>● Give a coherent account of how being 'fallen' has influenced how people live and behave.</li> <li>● Evaluate personally and impersonally how far this helps to make sense of the world.</li> </ul> <p><b>Thematic: Good, bad; right, wrong; how do I decide?</b></p> | <p>Subject knowledge:</p> <p><b>Christians: Why are people good and bad?</b></p> <ul style="list-style-type: none"> <li>● The 'glory and the wretchedness' of humanity (Pascal).</li> <li>● The different presentations of God in Genesis 1 and 2.</li> <li>● Consequences of belief in fallen human nature.</li> <li>● The role, place and treatment of women through history.</li> <li>● Examples of how Christians acknowledge their 'sinfulness' and need for a Saviour.</li> <li>● Alternative explanations for human nature: e.g., Hindu ideas of karma/samsara; psychological accounts such as Freud's; evolutionary accounts.</li> </ul> <p><b>Thematic: Good, bad; right, wrong; how do I decide?</b></p> <ul style="list-style-type: none"> <li>● How beliefs, values and principles act as a guide for moral decision-making, using case studies and moral dilemmas.</li> <li>● Where people get their moral values from.</li> <li>● Christianity: Teachings of Jesus.</li> <li>● Sikhi: Meditation on God's name.</li> <li>● Buddhism: The Five Moral Precepts and the four Brahma Viharas.</li> <li>● Islam: Muslim teachings in the Qur'an.</li> <li>● Non-religious: Compare religious moral rules with non-religious moral principles.</li> </ul> |
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- Explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong.
- Explain how and why people use and make sense of different sources of authority in deciding how to live.
- Show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions.
- Give reasons and examples to explain why people come to different views on moral issues.
- Offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views.
- Evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses.