



Y7 Spring Term Curriculum Overview



English

Subject skills:

- Identify and understand the main ideas, viewpoints themes and purposes in texts.
- Make a personal response to a text and provide some textual reference in support.
- Understand how readers choose and respond to texts.
- Understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written.
- Identify relevant points and process information from different parts of a text.
- Incorporate appropriate and relevant quotations in order to support a main idea
- Make inferences and deductions across a text using subtle clues and basing these on evidence from the text.
- Begin to develop inferences in detail and sometimes make multiple inferences.
- Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features.
- Recognise and comment on how writers' choices and techniques have an effect on the readers.
- Write for a clear purpose and have a clear awareness of the audience.
- Consistently write using the correct level of formality.
- Choose vocabulary which is generally appropriate to purpose and audience.
- Use a range of punctuation accurately including semi-colons, colons, dashes, hyphens.

Texts:

Crime and Detection with stories/extracts from: *About His Person, The Skull, Sign of the Four, Lamb to the Slaughter, The House of Silk, The Speckled Band, The Red-Headed League, The Boscombe Valley Mystery*

Different Cultures with poems: *Macavity the Mystery Cat, Limbo, Jamaica Market, Half-Caste, The 6 O'clock News, Blessing, Search for My Tongue, Island Man*

Subject knowledge:

- The causes of crime today and in Victorian times.
- The difference between inference and deduction.
- How to make multiple inferences.
- How to compare texts/characters using PEE.
- The different types of detective stereotypes and their features.
- Who Sherlock Holmes was and his influence on the detective genre.
- The conventions of the detective (crime) genre.
- What culture is, how it is defined and the customs of a culture.
- What context is and its importance in helping to understand a text.
- What life was like in slavery and travelling through the Middle Passage.
- How to annotate a poem accurately.
- What accent and dialect are and examples of each.
- How to explore and analyse language and imagery in a poem.

- Vary the structure of sentences. For example, varying position of subordinate clause.
- Use a range of clauses. For example, subordinate, relative, embedded
- Make deliberate changes and improvements to vocab, grammar and punctuation to make the meaning clear and effective

Maths

Subject skills:

Number: Solving problems with addition and subtraction

- Use formal written methods, applied to positive integers and decimals.
- Recognise and use relationships between operations including inverse operations.
- Select and use appropriate calculation strategies to solve increasingly complex problems.
- Derive and apply formulae and solve problems involving perimeter.
- Construct and interpret appropriate tables, charts and diagrams.

Number: Solving problems with multiplication and division

- Use formal written methods, applied to positive integers and decimals.
- Recognise and use relationships between operations including inverse operations.
- Use the concepts and vocabulary, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple.
- Change freely between related standard units
- Derive and apply formulae to calculate and solve problems involving: area and perimeter of triangles, parallelograms and trapezia.
- Substitute numerical values into formulae and expressions, including scientific formulae.
- Use algebraic methods to solve linear equations in one variable.

Subject knowledge:

Number: Solving problems with addition and subtraction

- Know formal written methods for positive integers and decimals.
- Know strategies to use inverse operations.
- Know strategies to solve increasingly complex problems.
- Know strategies to construct and interpret tables, charts and diagrams.

Number: Solving problems with multiplication and division

- Know formal written methods for positive integers and decimals.
- Know strategies to use inverse operations.
- Know and understand vocabulary related to multiplication and division.
- Know conversions between related standard units.
- Know the formula for area and perimeter of triangles, parallelograms and trapezia.
- Know strategies to substitute into formulae and expressions.
- Know strategies to solve linear equations.
- Know the method to calculate the mean of a set of numbers.

Number - Fractions and percentages of amounts

- Know formal written methods for the four operations and how to apply these to integers, decimals and fractions.

<ul style="list-style-type: none"> ● Describe, interpret and compare observed distributions of a single variable through the mean. <p>Number - Fractions and percentages of amounts</p> <ul style="list-style-type: none"> ● Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions. ● Interpret fractions and percentages as operators. 	
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Science	
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<p>Subject skills:</p> <p><u>Forces</u></p> <ul style="list-style-type: none"> ● Use appropriate techniques, apparatus and materials during laboratory work. ● Make and record observations and measurements. ● Make predictions using scientific knowledge and understanding. ● Present observations and data using appropriate methods, including tables and graphs. ● 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 enquiries to test predictions, including identifying independent, dependant, and control variables. ● Evaluate data, showing awareness of potential sources of random and systematic error. ● Apply mathematical concepts and calculate results. ● Use observations to draw conclusions. <p><u>Structure and function of body systems</u></p> <ul style="list-style-type: none"> ● Present observations and data using appropriate methods, including tables and graphs. ● 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. 	<p>Subject knowledge:</p> <p><u>Forces</u></p> <ul style="list-style-type: none"> ● Forces as pushes or pulls, arising from the interaction between two objects. ● Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. ● Forces measured in newtons. ● Forces, associated with deforming objects; Stretching and squashing- springs. ● Measurements of stretch or compression as force is changed. ● Force - extension linear relation; Hooke's law as a special case. ● Forces associated with: rubbing and friction between surfaces; Pushing things out of the way; and resistance to motion of air and water. ● Non-contact forces : gravity forces acting at a distance on Earth and in space. <p><u>Structure and function of body systems</u></p> <ul style="list-style-type: none"> ● The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. ● The structure and functions of the gas exchange system in humans, including adaptations to function. ● The mechanism of breathing to move air and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume. ● The impact of exercise, asthma, and smoking on the human gas exchange system.
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- Apply mathematical concepts and calculate results.
- Make and record observations and measurements using a range of methods for different investigations.

Elements, compounds, and, mixtures

- Working scientifically - Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- Present reasoned explanations, including explaining data in relation to protections and hypotheses.
- Use appropriate techniques, apparatus and materials during fieldwork and laboratory work paying attention to health and safety.
Present observations and data using appropriate methods, including tables and graphs.
- Understand and use SI units and IUPAC (International Union of pure and applied chemistry) chemical nomenclature

Sound

- Make observations.
- Use observations to draw conclusions.
- Make predictions using scientific knowledge and understanding.
- Interpret observations and data and use data to draw conclusions.

- The structure and functions of the human skeleton, to include support, protection, movement, and making blood cells.
- Biomechanics - the interaction between skeleton and muscles, including the measurement of force exerted by different muscles.
- The function of muscles and examples of antagonistic muscles.

Elements, compounds, and, mixtures

- Differences between atoms, elements and compounds.
- Chemical symbols and formulae for elements and compounds.

Sound

- Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, add or cancel- superposition.
- Sound needs a medium to travel; The speed of sound in air, and water, and solids.
- Sound produced by vibration of objects, in loudspeakers; sound waves are longitudinal.
- Frequencies of sound waves, measured in Hertz (Hz).
- Echoes, reflection and absorption of sound.

Art - Impressionism

Subject skills:

- Creating illusion, 3 and movement effects using line and pattern.
- Use charcoal to sketch local scenery.
- Use impressionism techniques to create painting of local scenery from sketches.

Subject knowledge:

- The work of well-known artists: Claude Monet, Renoir, Mary Cassatt, Van Gogh, Paul Cezanne, Paul Gauguin.
- Work of contemporary artists: Robin Mead.
- Lino / block printing: William Morris, Thomas Bewick, Masha Tiplady.

<ul style="list-style-type: none"> ● Create a watercolour wash, experimenting with gradient and silhouette. ● Create clay pots using coil and slab techniques. ● Use lino printing technique using polystyrene tiles. ● Evaluate own work and that of others, detailing areas of strength and identifying areas for improvement. 	
Computing	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Use 3D modelling (CAD) software. ● Create, move, rotate and scale 3d objects ● Use lighting and keyframing. ● Use video-editing software. ● Create, manipulate and import sounds and music. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Blender 3D modelling. ● How to work with 3-dimension axis (X, Y and Z). ● How to create a rig for a 3D model. ● How to pose the model using its rig. ● Blender Animation
Design Technology - Bridges	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Explore ways in which pillars and beams are used to span gaps. ● Use technical vocabulary to explain how beam bridges are constructed. ● Explore ways in which trusses can be used to strengthen bridges. ● Explain how truss bridges spread the load of objects travelling across them. ● Apply their knowledge of how to stiffen and strengthen structures. ● Build and test model arch bridges. ● Design a prototype bridge for a purpose. ● Evaluate the designs of others and consider their views. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● How simple bridges are constructed using beams, pillars or piers. ● Understand the impact better bridge design has had on daily life. ● Learn how trusses are used in bridge design to spread out compression forces. ● Learn how arches are used to spread and redirect compression forces acting on bridges. ● Learn about how suspension bridges use tension to support bridge decks spanning large distances.
Food Technology – Cooking for Families	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Cook a repertoire of savoury dishes so that they are able to feed themselves and others a healthy and varied diet. ● Become competent in a range of cooking techniques. ● Select from and use a wide range of tools and equipment to perform practical tasks. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● How to work safely and hygienically with food. ● Preparing healthy family meals. ● Learning how to use the hob safely. ● Their own practical skills and how to develop them further.

- Use more varied ingredients when preparing dishes.
- Evaluate their ideas and products against their own success criteria.
- Understand and apply the principles of nutrition and health.

- Nutrients and their role in a healthy diet.

Geography

Subject skills:

- Annotate and label maps.
- Use and interpret ground photos.
- Collect and interpret fieldwork data.
- Interpret atlas and choropleth maps.
- Understand and use numerical data.
- Complete map cross-sections.
- Use and interpret atlas and OS maps.
- Complete isoline maps and choropleth maps.
- Use, interpret and complete climate maps.
- Understand and use numerical data and mean.
- Use and interpret satellite images.
- Describe landscapes from photos.
- Use and interpret physical maps.

Subject knowledge:

Weather & Climate

- How to record the weather.
- How the weather affects people.
- Forecasting the weather.
- The effects of the 2018 'Beast from the East'.
- Air masses affecting the UK.
- The effects of the prevailing wind and the North Atlantic Drift Ocean current.
- Rainfall extremes in the UK.
- Urban microclimates.
- The summer heatwave in 2018.
- Causes and impacts of flooding in Glenridding, Cumbria in 2015.

Our Physical World

- The physical geography of the oceans, including the Mid-Atlantic Ridge and the Mariana Trench.
- The theory of plate tectonics.
- The processes at plate tectonics.
- The global distribution of earthquakes.
- Tsunamis.
- The global distribution of volcanoes and links to plate tectonics.
- The eruption of Kilauea volcano, Hawaii (2018).
- Asian monsoons.
- The climate of Dhaka, Bangladesh.

History – Medieval Life	
<p>Subject Skills:</p> <ul style="list-style-type: none"> ● Demonstrate secure understanding of the period studied by explaining the significance of key individuals, events, and social factors. ● Develop deeper understanding of the roles undertaken by a range of individuals in society. ● Develop the ability to engage in chronological thought by examining change and continuity. ● Use evidence to explain the commonalities and contrasts between different historical periods. ● Develop the ability to discuss the significance of effect and consequence. ● Become confident in evaluating the value of sources by considering provenance. ● Develop the ability to produce extended written responses based on selection and organisation of source information. ● Select, organise, and employ a range of source material to support and inform well-structured written responses. 	<p>Subject Knowledge:</p> <ul style="list-style-type: none"> ● What is Medieval? ● What periods does the Medieval period cover? ● How easy was life in the late Medieval period? ● What did daily life consist of? Medieval dress, food, work, skills, religious belief. ● What impact did everyday life have on the health of those living through the period? ● Religion: importance, effect and impact on Medieval life. ● The crusades: the journey to the promised land. Who, when and why? ● The Magna Carter: what it is and why is it so important? ● The Black Death: What impact did everyday life have on the health of those living through the period? ● Symptoms of the Black Death ● Causes of the Black Death. ● Life during and after the Black Death. ● The Peasants revolt - from cause to impact.
Modern Foreign Languages - La Famille et les Copains	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Discuss the ideas which have been spoken in some detail. ● Respond to a range of familiar questions. ● Transcribe and translate short phrases and sentences. ● Recognise familiar words and phrases from sentences/spoken passages which also contains unfamiliar language and opinions. ● Ask and respond to simple questions on the current topic. ● Begin to use formal and informal modes of address in answers. ● 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). 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● The vocabulary for families. ● The conjugations of 'avoir' and 'être' and begin to use them in context. ● How to express opinions on family and friends and describe how you get along with others. ● How to describe family and friends, recapping description of appearance and personalities. ● Career opportunities and language learning. ● Easter-themed vocabulary.

- Pronounce known language well and can read unknown words aloud applying phonics knowledge.
- Give opinions and begin to justify them.
- Use a bilingual dictionary or vocabulary lists to look up nouns, adjectives and unfamiliar language.
- 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, nouns, articles and adjectives to form new sentences (with some guidance).
- Demonstrate a vocabulary base and phrases related to people, places and things.
- Translate phrases and sentences on a familiar topic with increasing accuracy.
- Demonstrate an understanding of grammar covered in KS2.

Music - Classical Music

Subject skills

Listening & Appraising

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- How to critique a peer's performance, using musical terminology.
- Use critical analysis when listening.
- Listen to a range of classical music

Performing

- Play pieces with improving accuracy on keyboards.
- Use and understand music theory.
- Recognise the notes in the treble clef playing a simple version of Fur Elise.
- Play a simple melody.

Subject knowledge:

- When the Classical period of music was.
- The life and musical works of Beethoven.
- Explore Classical music looking at significant composers.
- Learn music notation.

PE

Subject skills:

Rugby

- Pass the ball correctly with increasing accuracy.

Subject knowledge:

Rugby

- When and how to pass the ball in rugby.
- When to perform a tackle.

- Demonstrate a tackle in a game situation with some success.
- Catch a pass from a team mate on either side.
- Demonstrate that they can evade an opponent with some success.
- Play a small-sided game abiding by the rules.

Basketball

- Dribble the ball at speed with increasing accuracy.
- Pass and receive the ball on the move.
- Perform a lay-up shot.
- Play a small-sided game.
- Umpire a game.

Dance

- Perform a dance warm up.
- Complete a short dance performance.
- Create their own dance performance.
- Show a range of dance skills in a performance - levels, canon/unison of increasing difficulty.
- Evaluate others' dance performances.

Badminton

- Perform a drop shot and over-head clear.
- Perform a range of different shots with increasing accuracy.
- Hold a rally with a partner.
- Perform a serve with increasing accuracy.
- Play a game of singles and doubles.

- Rules of a small-sided game and how to play.
- Work in attacking and defending situations.

Basketball

- When to attack and defend in a game situation.
- How to play a small-sided game abiding by the rules.
- How to shoot from a range of different positions with a lay up.

Dance

- How to interpret a piece of music into a dance.
- How to perform a dance to a piece of music.
- How to evaluate others' performances.

Badminton

- How to control the flight of the shuttle with increasing accuracy.
- How to play a singles and doubles games understanding rules and how to score correctly.

PSHE

Subject skills:

- Recognising their personal strength and how this affects their self-confidence and self-esteem.
- Building relationships.
- Practise the skills of communication and negotiation.
- Reflect on difference and what it means to individual people.
- Listening skills.
- Practise speaking and listening to others.

Subject knowledge:

Dreams and Goals

- Setting criteria for success.
- Bringing about change.
- Coping strategies.
- Responsible and irresponsible choices.
- Unsafe choices.
- Responding to a situation requiring first-aid.

<ul style="list-style-type: none"> • Create steps to achieve goals. • Turn steps into targets. 	<ul style="list-style-type: none"> • How to cope with the unexpected. <p>Healthy Me</p> <ul style="list-style-type: none"> • Recognising and dealing with anxiety and stress. • Managing stress. • Healthy choices on substances. • Healthy lifestyle choices. • Medicines and immunisation. • Wellbeing.
<p>RE</p>	
<p>Subject skills:</p> <p>Should Christians be ‘greener’ than everyone else?</p> <ul style="list-style-type: none"> • Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. • Explain the concepts of Creation and stewardship in Christianity. • Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities. • Offer a justified response to the question of whether Christians should be better stewards than everyone else. • Respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses. <p>What is good and what is challenging about being a Muslim teenager in Britain today?</p> <ul style="list-style-type: none"> • Explain the importance of the key beliefs studied for Muslim ways of living in Britain today. • Give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/ Shi’a traditions). • Show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today. • Give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses. 	<p>Subject knowledge:</p> <p>Should Christians be ‘greener’ than everyone else?</p> <ul style="list-style-type: none"> • The place, genre and purpose of Genesis 1. • Know some examples of how Christians have responded to the idea of stewardship, as a community and individually. • Understand how Christians have used Genesis 1 and 2 to guide how they treat the environment. • Examples of good and bad stewardship. <p>What is good and what is challenging about being a Muslim teenager in Britain today?</p> <ul style="list-style-type: none"> • Understand the term, ‘British Islam’. • Different Muslim traditions in the North East of England. • Similarities and key differences between the groups: Sunni and Shi’a. • How Muslim artists tackle Islamophobia (Ridwan Adhami). • Violent fundamentalist groups (IS and Boko Haram) and the mainstream Muslim rejection of their actions. • Different approaches to Islam in the modern world.

