



Y7 Autumn 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.
- Use skills of skimming, scanning and knowledge of genre to identify and record the key features/information from a text, including those selected from different places in the text.
- Identify relevant points and process information from different parts of a text.
- Incorporate appropriate and relevant quotations in order to support a main idea.
- Confidently 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.
- Develop an explanation of inferred meanings drawing on evidence across the text
- 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.
- Identify and begin to explain how structural or presentational choices (CHUBBFISH) support the writer's theme or purpose.

Subject knowledge

Texts: Wonder – R J Palacio

- How a novel can inspire kindness in others.
- What READ is and its importance in KS3 English.
- How to incorporate grammar into writing.
- How to write for a range of audiences and purposes.
- How to write formally using ambitious vocabulary choices.
- How to analyse a character in depth.
- What PEE is and how to use it to respond to a text in depth.
- How to survive in a range of situations and what skills are needed.
- How to skim and scan precisely.
- How to make critical comparisons across texts.
- How to write descriptively using SNAPS.

Grammar

- Revision
- Punctuation
- Clauses/sentence structure
- Standard English
- Active and Passive
- Doubling consonants
- Plurals
- Homophones

- Identify and begin to explain some features relating to organisation at text level e.g. use of paragraphs, cohesive devices, sentence structure.
- Identify the effect the structure has on a reader, and begin to explain how this impact has been created.
- Write for a clear purpose and has a clear awareness of audience.
- Use a range of appropriate features of the correct form.
- Organise writing in a suitable format and make appropriate and sometimes deliberate choices about presentation to convey ideas clearly.
- Organise ideas into appropriate, well-structured paragraphs that clearly support the meaning and purpose of the writing.
- Develop ideas appropriately to suit the purpose of the task.
- Use a range of appropriate cohesive devices within and across sentences and paragraphs e.g. pronouns, relative clauses, adverbials, synonyms, repetition, etc.
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Maths

Subject skills:

Exploring sequences

- Describe and continue sequences in diagram and number forms, both linear and non-linear

Understanding and using algebraic notation

- Using single function machines and series of two function machines with numbers, bar models and letters
- Forming and substituting into expressions, including generating sequences.
- Representing functions graphically

Equality and equivalence

- Understanding equality and fact families
- Forming and solving one-step equations
- Understanding equivalence
- Collecting like terms

Place value and ordering

- Describe and continue sequences in diagram and number forms, both linear and non-linear

Subject knowledge:

Exploring sequences

- Know the vocabulary of sequences (linear, geometric).

Understanding and using algebraic notation

- Understand and use function machines.
- Know how to express items using formal algebra.

Equality and equivalence

- Identify like terms and equivalence of expressions.

Place value and ordering

- Know the place value of numbers up to 1,000,000,000.
- Understand the range and median.
- Understand significant figures.

<ul style="list-style-type: none"> • Integer place value up to one billion • Decimal place value to hundredths • Working out and using number lines • Comparing and ordering numbers • The range and the median • Rounding to positive powers of ten and to one significant figure <p>Fraction, decimal and percentage equivalence</p> <ul style="list-style-type: none"> • Representing tenths and hundredths on diagrams and number lines • Interchanging between fractions, decimals and percentages for multiples of tenths and quarters • Interpreting pie charts • Equivalent fractions • Converting between any fraction, decimal and percentage 	<p>Fraction, decimal and percentage equivalence</p> <ul style="list-style-type: none"> • Know fractions, decimal and % equivalence for any number.
<p>Science</p>	
<p>Working scientifically – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Work with accuracy, precision, repeatability and reproducibility. • Understand that scientific theories develop as earlier explanations are modified to take account of new evidence and ideas. • Evaluate risks in practical work. • Ask questions and develop a line of enquiry based on observations of the real world. • Make a prediction or hypothesis using scientific knowledge and understanding. • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables. • Apply sampling techniques. • 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 SI units (e.g., m, cm, mm) and chemical symbols & formula. 	<p>Subject knowledge:</p> <p>Organisms</p> <ul style="list-style-type: none"> • Cells as the fundamental unit of living organisms, including how to observe, interpret, and record cell structure using a light microscope. • The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria, and chloroplasts. • The similarities and differences between plant and animal cells. • The role of diffusion in the movement of materials in and between cells. • Diffusion in liquids and gases driven by differences in concentration. • The structural adaptations of some unicellular organisms. • 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.

Forces

- Forces as pushes or pulls, arising from the interaction between two objects.
- Using force arrows in diagrams, adding forces in one dimension.
- Forces measured in Newtons, measurements of stretch or compression as force is changed.
- Forces: associated with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water.
- Non-contact forces: gravity forces acting at a distance on Earth and in space.
- Gravity force, weight = mass \times gravitational field strength (g), on Earth $g = 10 \text{ N/kg}$, different on other planets and stars.
- Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces.

Separating Mixtures

- The properties of the different states of matter (solid, liquid, and gas) in terms of the particle model, including gas pressure.
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- Similarities and differences, including density differences, between solids, liquids, and gases.
- The differences in arrangements, in motion, and in closeness of particles explaining shape and density.
- Changes of state in terms of the particle model.
- Energy changes on changes of state (qualitative).
- Reversibility in melting, freezing, evaporation, sublimation, condensation, and dissolving.
- The differences in arrangements, in motion, and in closeness of particles explaining changes of state.
- Diffusion in terms of the particle model.
- Diffusion in liquids and gases driven by differences in concentration.
- The concept of a pure substance.
- Mixtures, including dissolving.
- The identification of pure substances.

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- Mixtures, including dissolving.
- Simple techniques for separating mixtures: filtration, evaporation.
- Simple techniques for separating mixtures: evaporation, distillation.
- Simple techniques for separating mixtures: chromatography.

Art - Gothic

Subject skills:

- Used increasingly complex shading to describe the tonal values/shadows falling on more complex 3-D shapes (i.e. a head).
- Identify key visual features in the characters of Tim Burton and apply them to their own self-portraits.
- Produce Tim Burton inspired animation character drawings (coloured pencils and ink).
- Draw a house structured in the style of 'Tim Burton' without using a ruler, and utilising line drawing techniques such as hatching and stippling.
- Identify key visual features of American Gothic architecture and use them to draw their own 'Tim Burton' styled house.
- Draw cuboid shapes in perspective using two vanishing points.
- Correctly place the cuboids in a landscape taking into account distance and scale.
- Have selected two contrasting colours (using the colour wheel) and 'lit' the objects and landscape correctly - referencing two differently coloured 'light sources'.
- Draw a symbolic figure and surround it with symbols that represent their interests and lives.
- Added borders and patterns around their figure and symbols.
- Used a variety of different line patterns to develop different regions of texture and pattern throughout their composition.
- Created a folder in the PC containing separate scans of their hand drawn character, building and sky.

Subject knowledge:

- Learn about the work of Tim Burton.
- Understand the term, 'American Gothic'.
- The work of artist Roger Dean.
- Contrasting colours.
- How to draw and paint with simple abstract structure drawn using 2 vanishing points.

<ul style="list-style-type: none"> Digitally cut out their character and building and created a composite image in appropriate software. Used digital layers to animate their composite images, creating individual frames of animation and finally using a timeline to play them in sequence at speed to create an animated 'shot'. 	
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Computing	
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<p>Subject skills:</p> <p>E-Safety</p> <ul style="list-style-type: none"> Reflect on their common online and offline activities. Identify ways to "unplug" to maintain balance between online and offline activities. Use the "Digital Habits Checkup" routine to create a personal challenge to achieve more media balance. Compare and contrast identity theft with other kinds of theft. Describe different ways that identity theft can occur online. Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts. Analyse how well they know the people they interact with online. Practise evaluating the credibility of information they find on the internet. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> What information is safe to share with different types of online friends. Recognise red flag feelings and use the "Feelings & Options" thinking routine to respond to them. How easily drama can escalate online. De-escalation strategies when dealing with digital drama. How digital drama can affect not only oneself but also those around us. Reasons that people put false or misleading information on the internet. Criteria for differentiating fake news from credible news. How to identify and avoid phishing scams. How to de-escalate an online confrontation. How to create a simple comic style animation.
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Design Technology – Structures (Bridges)	
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<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. 	<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.
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<ul style="list-style-type: none"> • Build and test model arch bridges. • Design a prototype bridge for a purpose. • Evaluate the designs of others and consider their views. 	
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. • 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. 	<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. • Nutrients and their role in a healthy diet.
Geography – Africa	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Use and interpret political and physical maps. • Label and annotate maps. • Complete a map cross-section. • Complete sketch maps. • Use and interpret photos. • Use and interpret satellite images. • Describe landscape and land use from photos. • Label and annotate diagrams. • Use and interpret line graphs and a bar chart. • Complete a pictogram. • Complete climate graphs. • Understand and use numerical data. • Use and understand range. • Write descriptively and analytically. • Draw conclusions. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • The diversity in Africa. • Different landscapes in Africa – urban and rural. • Africa’s resources. • African populations – past and present. • The Sahara – population, desertification, Great Green Wall Initiative. • Nigeria – physical features, four biomes, migration and population, famous Nigerians, challenges over the last 30 years, economic development.
History – Norman Conquest	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Demonstrate and apply chronological thought. • Outline and evaluate reasons for the Battle of Hastings. • Describe and explain the characteristic features of armies. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • England before 1066. • Who ruled England before 1066 and why.

- Describe the roles of different members of society considering change and continuity after 1066.
- Describing some of the significant values, practices, traditions of the church.
- Developing securely the skill of source analysis.
- Describe some of the main causes and effects of events and changes.
- Explain chains of causation and identify periods of continuity.
- Evaluate effect and consequence.
- make links within and across periods and explain connections.
- Select, organise and deploy source material and relevant information to produce well-structured narratives, descriptions and explanations.
- Inferring sound evaluations of source material.
- Critically analysis of interpretations of historic events.

- Claimants of the English throne in 1066, and their reasons for wanting to be king.
- The key events of the battles of Stamford Bridge and Hastings.
- Why William I built so many castles.
- The key features of a Motte and Bailey castle.
- Why the Domesday book was required.
- The Feudal System.
- The Crown v the Church: Henry II and Thomas Becket.
- The power struggle between the Crown and the Church.
- The Magna Carta.
- The mistakes King John made that upset the barons.
- What the Magna Carta is and the effect it has on the world today.
- The Black Death.
- The Peasants' Revolt.

Modern Foreign Languages - C'est Parti and La Domicile

Subject skills:

- Pick out the main points and some detail in a short spoken or written passage.
- 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 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 their 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).
- Pronounce known language well and 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.

Subject knowledge:

- How to greet someone and to give information about themselves and their emotions.
- Numbers up to 100 and how to form larger numbers.
- Ages, birthdays and other significant dates.
- How to tell the time.
- Understand the culture of band dessinées comic strips.
- How to describe school items using colours and size.
- How to describe the classroom.
- How to describe the town in which they live.
- Basic directions.

<ul style="list-style-type: none"> • 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. • Agree articles and adjectives for number and gender including possessive adjectives. • Write sentences into the negative. 	
Music – Film Music	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Use relevant notations to create music. • Improvise and compose in different styles developing musical ideas. • Compose for different occasions using a variety of musical ideas. • Make adjustments to fit my own part in a group. • Make improvements to my own work in relation to style. • Identify the characteristics of some genres of music. • Analyse, compare and evaluate music from different periods. • Listen with increasing discrimination to a wide range of music from a variety of composers and to develop a deepening understanding of music and its history. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • The main 4 aims of music in films. • Melody and timbre. • The work of two film composers. • The orchestra. • The history of film music.
PE	
<p>Subject skills:</p> <p>Netball</p> <ul style="list-style-type: none"> • Perform a range of passes on the move with increasing speed and accuracy. • Understand and be able to perform footwork rule in skills and match situation at speed. • Perform a range of attacking and defending skills in game situation. • Perform shooting action from different positions. 	<p>Subject knowledge:</p> <p>Netball</p> <ul style="list-style-type: none"> • Recap on the rules of a netball game. • The role of umpire. <p>Hockey</p> <ul style="list-style-type: none"> • Grip, Dribbling & Handling. • Passing and receiving. • Outwitting opponents/use of space. • Shooting.

- Play a 7 a side match - being able to play in at least 2 different positions and understand all the rules.
- Begin to take on the role of umpire.

Hockey

- Dribble the ball using the reverse stick.
- Dribble the ball and then shoot at goal with control.
- Perform a penalty corner.
- Tackle after losing the ball effectively.
- Play a 7 v 7 game, understanding the rules and play in attacking and defending positions in the game.

Football

- Perform a pass using inside and outside of foot and understand the importance of receiving correctly.
- Perform these passes in a small-sided game.
- Outwit opponents with a variety of passes.
- Perform and accurately replicate different types of dribbling with control, speed and fluency.
- Outwit opponents with the combination of turns and dribbling.
- Perform techniques in a small-sided game making decisions about how best to advance on opposition.
- Appreciate how to adjust shot selection based on opponents positioning.
- Perform the different types of heading in different situation.
- Perform and develop defensive strategies i.e tackling, jockeying, forcing onto weaker foot.

Gymnastics

- Perform a range of different partner balances.
- Link together the partner balances to perform a sequence.
- Combine the travelling actions learnt in KS2 with the partner balances to perform a more complex sequence.
- Use large apparatus to develop their flight onto and over apparatus.
- Take on a coaching role, helping others to be able to improve their performance.

- Defending/block tackle

Football

- Where passing is used in football.
- The importance of width and playing into space in order to attack.
- How to execute a successful shot on goal, eg, across goal.
- How to head the ball correctly and safely.
- When to defend and how to stop opponents from advancing.

Gymnastics

- Locomotion – Partner work.
- Transference of Weight – Partner work.
- Balance – Individual/Partner work.
- Balance – Partner & Group work.
- Balance – Development of group balances.

Health Related Fitness

- How to conduct a warm-up.
- Benefits of a warm-up.
- Different methods of warm-up.

Health Related Fitness

- Complete a timed cross-country run looking at pulse rate and pacing themselves.
- Perform a range of indoor athletics events - Triple jump, Long jump, Speed bounce, Chest push, range of relay sprint events, shot putt being able to take on the role of coach, measuring and timing each of the activities and leading a group through each activity. Giving advice on how they can improve at each event.
- Perform a circuit of different activities working on developing their fitness levels with increasing intensity being able to name the muscles being used and understand how to improve the difficulty of the activity.

PSHE

Being Me in My World – pupils will have the opportunity to develop the following skills:

- Recognise their own personal qualities.
- Reflect on personal strengths.
- Appreciate how other people see them.
- Assertiveness skills.
- Accessing help and support to support mental and emotional health.
- Recognise what makes them feel good.
- Assessment of own health profile.
- Recognise ways to keep themselves safe practising refusal skills.

Celebrating Difference – pupils will have the opportunity to develop the following 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.

Being Me in My World – pupils will have the opportunity to develop their knowledge about:

- Their own identity and how it is affected by a range of factors.
- What influences their life.
- How peer pressure operates within groups.
- How online identity can affect how others see them.
- What they say and do online has consequences for themselves and others.
- Maintaining positive relationships both on and offline.

Celebrating Difference – pupils will have the opportunity to develop their knowledge about:

- What prejudice and discrimination are.
- Bystanders and their impact on bullying.
- The Equality Act.
- Accepting difference in others.
- How they allow others to influence them.
- What stereotyping means and its potential impact.
- Where to get help if on the receiving end of bullying, prejudice or discrimination.

RE – Inspirational Figures	
<p>Subject skills:</p> <ul style="list-style-type: none">• Defining the term ‘inspirational.’• Understanding the importance of ‘inspiration’ in our lives.• Reflecting upon what characteristics makes someone or something inspiring.• Exploring how certain inspirational figures have achieved this status.• Reflecting upon the ways in which the inspirational people studied achieved their goals.• Recognising that life experience can affect what we find inspirational• Reflecting upon one person in their lives who inspires them and explaining why this is.	<p>Subject knowledge:</p> <ul style="list-style-type: none">• Awareness of the life story of inspirational figures including upbringing, religious beliefs, actions taken, how faith influenced their actions, famous quotations, what can we learn from this inspirational person.