**Year 7 Academic Curriculum Map**

All lessons are taught based on the needs of the pupils in the group. There is an emphasis on engaging prior knowledge, learning through concrete methods before moving onto more abstract concepts. All learning is delivered through visuals and multisensory opportunities to support language needs and working memory. Within streamed academic lessons there is further differentiation to support and challenge pupils.

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| **Subject** | **Term** | | | | | | |
| **Autumn Half Term 1** | **Autumn Half Term 2** | | **Spring Half Term 1** | **Spring Half Term 2** | **Summer Half Term 1** | **Summer Half Term 2** |
| **English** | **Poetry**   * Explore poetry terminology, poetic devices and styles of poetry. * Pupils to analyse and comment upon poetry. * Apply poetic devices into their own poems following a set style. | **Heroes and Villains**   * Pupils will plan and create their own narrative following a hero and villain theme. * This may be presented as a short story, short chapter book, comic book, etc. * Continue to practice editing their own writing. | | **Non-Fiction**   * Linking to the hero and villain theme of Spring Autumn Term pupils will explore a variety of non-fiction texts and media. * This includes; newspaper reporting, blogging, advertising. * Identify and apply language for facts, opinions, and persuasive language. | **Significant Children’s Authors**   * Explore a range of text by children’s authors which may include; Roald Dahl, Malorie Blackman, Michael Morpurgo, Anne Fine. Ade Adepitan, Malala Yousufzai and Floella Benjamin. * Explore themes of texts or authors’ styles. * Identify key elements of stories though story mapping, character and setting descriptions. | **Shakespeare’s Macbeth**   * Reading parts of the script, retelling of events or summaries of the acts. * Analysing language or images used with extracts - word classes, themes, language techniques, choosing quotes or key words. * Character exploration through role play, hot seating, character profiles, letter/diary writing. | **Biographies and Autobiographies**   * Learning about the features needed in biographies and autobiographies. * Develop plans and write own biography of a chosen person. * Using visuals continue practicing editing skills. |
| **Maths** | **Number**   * Place value * Number sense * Mental maths * Four operations (addition, subtraction, multiplication and division) | **Measure**   * Money * Time * Use of scales and rules * Units of measurement | | **Geometry**   * 2D and 3D shapes * Symmetry * Angels | **Number**   * Review of time, money and four operations * Fractions | **Statistics**   * Tables and graphs * Surveys * Analysing data | **Number**   * Review of time, money and four operations * Using calculators * Decimals and percentages |
| **Science** | **Safety in the Lab and States of Matter**   * identifying hazards and minimising risk to themselves and peers. * using a Bunsen burner safely and correctly. * Changes of state in terms of the particle model. | **Animals and The Human Body/Human Reproduction**   * all animals move, breathe/respire, are sensitive to surroundings, grow, reproduce, excrete waste, and require nutrition, (MRS GREN). * Learn about simple life cycles * Structure and function of reproductive systems in humans. | | **Electricity**   * makes simple electrical circuits. * Conductors and insulators. * Designs an experiment to find out which metals are good conductors. * Uses circuit symbols to draw a circuit. * Assess from pictures which circuit will work or not work and why. | **Materials**   * Uses appropriate language to describe texture. * Identifies the material an object is made from. * Makes sensible predictions when working out the best type of material for a purpose. * Groups materials according to given properties. | **Living Things and their Habitats**   * Understands the terms and can name animals that are; Omnivores, Herbivores, Carnivores. * Identify some animals and plants in their habitats. * Animals and plants are linked by food chains. * Follows a food web. * Creates a simple classification key. | **Forces**   * Describes a force as a push or a pull. * Can identify balanced and unbalanced forces. * Understands the terms: Gravity, Friction, air resistance and water resistance, acceleration and deceleration. * Two poles of a magnet and how they can attract and repel. |
| **Humanities** | **History**   * Building history skills such as; sources, questioning, inferencing, comprehension, summary. * Romans; source analysis, Roman army and empire | | **History**   * Romans; Gladiators, Roman Gods, significant historical figures, Roman Britain * Impact of Romans in modern day | **Geography**   * Human vs physical geography * Map work through online maps and atlases, map symbols and coordinates * Rivers; water cycle, rivers around the word, use of rivers impacting human geography | **Geography**   * Waterfalls including; Niagara Falls, Angel Falls * Wonders of the world * Extreme climates and climate change | **Religion Education (RE) – Christianity**   * Main beliefs * Significant symbols * Churches * The Bible * Festivals and celebrations | **Religion Education (RE) – Islam**   * Main beliefs * Significant symbols * Mosques * The Qur’an * Festivals and celebrations |
| **PSHE** | **Being Me in My World**   * Self-identity * Influences on me * Relationships (on- and off-line) * Online Safety | **Celebrating Differences**   * Fighting stereotypes * Prejudice and discrimination * Difference as a positive * Challenging bullying * If appropriate, Equality Act | | **Dreams and Goals**   * Identifying goals and steps to achieve them * Making a plan of action * Learning from mistakes | **Healthy Me**   * Understanding my emotions * How emotions are linked to physical and mental health * Healthy and unhealthy choices (e.g. nutrition, exercise, sleep) | **Relationships**   * Types of relationship * Characteristics of positive/healthy relationships vs negative relationships * Respect, consent and assertiveness | **Changing Me**   * Puberty and body changes * Reproduction facts * Maintaining positive self-image during puberty |
| **PE** | **Athletics**   * Throwing * Javelin * Shot put * Jumping * Long jump * High jump * Sprinting 100m   **Kinball** (after Sports Day)   * Fun games and drills | **Gym and dance**   * Intro into Gym and dance * Traveling * Unison/Action words * Jumping * Focus on theme/types of dance.   **Eurohoc-Floorball**   * Dribbling and stick handling * Passing * Shooting * Protecting the ball * Faking * Mini games   **Fitness**   * Intro to Fitness * Strength full body Circuit | | **Gym and dance**   * Practice and Performances (preparation for Gym and Dance Show)   **Football**   * Intro to Football * Ball control * Dribbling * Turning * Running with the ball * Short passing * Receiving * Shooting   **Fitness**   * Strength full body Circuit | **Badminton**   * Grip * Back Hand * Forehand * Stance * Footwork * Serve   **Cross country**   * Pupils to perform a minimum of 3 X-C runs * Students able to see if progress is made in the 3 runs. * Explain the concepts of pace and rhythm when running * Breathing patterns discussed   **Fitness**   * Strength full body Circuit | **Basketball**   * Intro to Basketball * Passing * Footwork * Dribbling * Shooting * Defending * Attacking * Mini Games   **Kwik cricket**   * Introduction to Kwik cricket * Fielding/ Catching * Batting * Bowling * Game/ Non-stop   **Fitness**   * Strength full body Circuit | **Tennis**   * Intro to Tennis * Forehand Drive * Backhand Drive * Service * Mini games   **Rounders**   * Intro to rounders * Catching and underarm throwing * Bowling * Over arm throw * Batting * Game Rules and Umpiring   **Fitness**   * Strength full body Circuit |
| **Design and Technology (DT)** | **Block Bot Project**   * Health and safety in the workshop * Designing * Introduction to woodworking skills; measuring, marking out, cutting using a tenon saw drilling using a pillar drill and applying a paint finish * Evaluation | | | **Structures**   * Forces * Natural and man-made structures * Team work building bridges and towers | **Acrylic Key ring**   * Using symmetry to design a key ring * Introduction to working with plastics; cutting using a coping saw, filing, drilling, mould making and press forming | **Hand held Puzzle Game**   * Developing wood working knowledge to design and make a wooden handheld puzzle game * Measuring and marking out * Mitre joints and butt joints * Joining materials using screws * Evaluation | |
| **Music** | Pupils will begin the year preparing for Music Week. Firstly, pupils will be working on a Musical Theatre presentation with a professional triple threat performer. We will use class time to prepare the vocals for this session using material from a contemporary pop/rock musical, ‘Six’, based on Henry VIII’s six wives. Pupils will also work with music professionals on a Black History Project working with Steel Pans, a Folk Workshop with a fiddle and spoons player, a World Music Workshop with a bassist and drummer and participate in a drum circle. After half term we will prepare vocal material for the Christmas show. | | | They will learn how to record their notes and fingering on a fretboard chart and learn correct right and left hand playing technique. They will use standard musical notation, learn how notes move and be able to identify staves, bars, bar lines, time signatures and the treble clef. We will finish this module by recording the pupils performance and adding it to a split screen multi-instrumentalist video. | | The class will be focussing on singing this term in preparation for the summer show. Pitching, diction, rhythm and projection skills will be at the forefront. The class will sing in an ensemble and solo in front of the class, look at the purpose of lyrics within a musical theatre context and view footage of the songs as performed in a professional context. Instrumentation to accompany the show will be explored and discussed and the class will examine the orchestrations originally intended by the composer. The pieces will be dissected in terms of style and delivery and rehearsed to performance level in time for show day.  After half term we will prepare vocal material for the Year 9 play. | |
| **Art** | **Animation** - The project aims to introduce the students to the basic principles of the animated/moving image through the study and making of optical toys. - Zoetropes -Thaumatropes - Flip books -Story Boarding and Sequencing -Use of 2D and 3D objects/ materials  Artists: William Kentridge, Chiara Ambrosia, , Georges de Melies, Juan Fontanive, Robin Rhodes, Dan Geesin, Rob Bidder, Eliezer Sonnenschein, Eadweard Muybridges, Guiseppe Ragazzini, Julian Antonisz, Frederic Back, Katy Beveridge,Meghana Bisinier, Jami Caliri, Pixar, Monsters and men, Tim Burton | **Animation** -The students will be introduced to a variety of optical toys/tools and will be encouraged to try a wide spectrum of drawing approaches to develop their animation in order to familiarize themselves with the broad term “drawing” - Drawing, Collage, cut outs, Stencilling, Printing, and projection will be combined to encourage experimental and interactive processes. -Concepts of time, narrative imagery and surreal imagery will be discussed in context of the introduced artists and the creative response of the students. | | **Imagined Cities** - Students will respond to the theme ‘Imagined Cities’ by looking at a range of urban environments and artists. - Collage - Darkroom - Heat press | **Imagined Cities** Continued: -projection - photography | **Fantastic Beasts** -Students explore a range of mark making/ drawing technique/ collage to develop a personalise response to animals and insects. - Mythology - Chimeras - Magical creatures - Surrealism -They will also experiment imaginatively with creating their own fantastical beasts using collage and darkroom photography/ foils; and explore abstraction through magnification and repeat pattern. -Students will develop techniques by looking and learning from a range of artists from diverse backgrounds, experiences and emotive stimuli. | **Fantastic Beasts** -They will develop a drawing style focusing on accuracy, sensitivity of selection and definition of line to create shape, texture, shading and value in preparation for a dry – point etching for a printmaking outcome. -printmaking -mark making Artists: Yago Partal Nick Cave (artist) Isabel Reitemeyer |
| **Drama** | **Drama Skills**   * Develop awareness of how to alter voice, movement and expression and use space and gesture to convey meaning. * Practice setting a stage, and presenting to an audience and challenged to consider practical implications of delivering a performance | **Greek Myths**   * Using Greek myths as a stimulus, students will develop their understanding of drama as a means of storytelling, use of tableau and sequencing, and begin to develop basic characterisation techniques. | | **Script Work**   * Key terminology used when working from a script, including stage geography. * Through practical application they will develop an understanding of how information is translated from script to stage in order to create a performance. | | **Shakespeare**   * Linked to their English Shakespeare play, Macbeth. * During these sessions, they will explore different dramatic techniques used in the play and where appropriate, students may enact an extract or key scene. * When relevant, students will have the opportunity to learn about different theatrical interpretations drawing on different cultures and eras where possible. | |
| **Adventure Service Challenge (ASC)** | Working towards the Adventure Service Challenge Level 1 award across the year.   * Interest * Road safety * Service | | | * Camp craft * Cookery | | * Hiking * Shield * First aid | |
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