



Year 7 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Freak The Mighty	Murder Mystery	Frankenstein	Travel writing	Poetry from other cultures	Myths and Legends
Maths	Module 1: Number: Place Value & Rounding Module 2: Number: Four Operations I Module 3: Number: Number Properties I	Module 4: Geometry: Properties of Angles I Module 5: Geometry: Properties of Shapes I Module 6: Geometry: Constructions I	Module 7: Number: Fractions Module 8: Number: Percentages Module 9: Ratio: Ratio & Proportion I	Module 10: Algebra: Algebraic Manipulation I Module 11: Algebra: Solving Equations I Module 12: Algebra: Sequences & Graphs I	Module 13: Statistics: Representing Data I Module 14: Statistics: Averages & Range I Module 15: Statistics: Probability I	Module 16: Geometry: Mensuration Module 17: Geometry: Perimeter & Area I Module 18: Geometry: Volume & Surface Area
Science	Chemistry 1 - Changes of state and separating mixtures. Key lab skills and safety procedures.	Biology 1 - Cells, Systems and living processes.	Physics 1 – Forces and Waves	Chemistry 2 – Acids, Alkalis and Reactions	Physics 2 – Energy and Light	Biology 2 – Plant growth and reproduction
History	Medieval England Who should have had the throne in 1066? Why did William win the Battle of Hastings? How did William deal with his problems? What was life like for a medieval peasant? How successful was King John? What happened to Thomas Becket?	The Tudors Who were the Tudors? How good a king was Henry VIII? How did religion change during the Tudor period? What problems did Elizabeth I face? How successful was the reign of Elizabeth I? Who was the best Tudor monarch?	Civil War What problems did James I face? Why did the Civil War break out in 1642? What was life like during the English Civil war? Why did Charles I lose his head? Why do people have different opinions on Oliver Cromwell? How was the monarchy restored	The Industrial Revolution Why were so many people on the move from 1750-1900? What were the major economic, social and political changes from 1750-1900? How did growing knowledge help towns become cleaner? How did growing fears help towns become cleaner?	The British Empire Why did Britain want an Empire? Why did the British Empire grow? What was the impact of Britain on her colonies? What caused the Indian Mutiny of 1857? What happened when the Empire ended?	Slavery The Origins of Slavery The Slave Trade Triangle Life aboard a Slave Ship Life on Plantations Slave Resistance Victorian Values The Abolition of Slavery Modern Slavery

	What was the Black Death and how did it affect England? What have the Romans done for us?		and what has happened to them since?	How did growing power of the people help towns become cleaner?		
Geography	Is Great Britain still great? Physical and human characteristics Population change and structure Migration Tourism Climate and associated weather	Is there more to polar environments than ice? Location Mapping Distinctive characteristics Climate Uses Challenges Future (sustainable management)	What is the potential of hot arid areas? Location Mapping Distinctive characteristics Climate Uses Challenges Future (availability of resources) – Middle East	Why should tropical rainforests matter to us? Location Mapping Distinctive characteristics Climate Uses Challenges Future (sustainable management)	How are China’s human and physical features linked? Mapping/location Different landscapes Population Climate Chinese Cinderella – history of Chinese culture	
RSE	Christianity Why Jesus is a significant figure in Christianity, evaluation of whether Jesus was an ordinary man or not Commandments and comparison with UK law and morals Key Christian teachings e.g. Parables Significance of Christian traditions and events e.g. weddings, baptism Diversity of Christian worship Significance and impact of Christianity in the UK including work of Christian charities Easter and evaluation of whether Christmas has lost its true meaning	Islam Why Muhammad is a significant figure in Islam and evaluation of the concept of ‘submission’ The five pillars and impact on actions/communities Halal and haram conduct with links to the afterlife and judgement Islam worship including features of a Mosque and prayer Significance of Islam traditions e.g. Ramadan, clothing Key Muslim activists and inspirational figures Islam and its portrayal in the media, including Islamophobia	Judaism: Why Moses is a significant figure in Judaism and evaluation of the concept of a ‘hero’ Halacha in Judaism, including dietary rules Orthodox and non-orthodox Jewish communities Jewish places of worship including key features The significance of Jewish traditions e.g. Hanukah, Bar Mitzvah Modern day Judaism			
Spanish	Unit 1 Topic – key knowledge; Key grammar; Pronunciation; Definite articles; Alphabet; personality; Adjective agreement; singular conjugation of ‘ser’; Numbers; Birthdays; singular conjugation of ‘tener’; indefinite singular articles; Pets	Unit 3 Schools subjects; Classroom activities; ‘me gusta’ with nouns; Opinions on subjects and teachers; Rooms in schools; Breaktime activities; Regular ‘er’ and ‘ir’ verbs sequencers	Unit 5 Things in town; Difference between ‘a’ ‘some’ and ‘many’; Time; Conjugation of ‘ir’; Food and cafés; Conjugation of ‘querer’; Future plans; Future tense			

	Unit 2 Topic Grammar Activities: Using 'infinitives'; 'me gusta'; Giving reasons; 'ar' verbs in regular tense; Weather; seasons; 'cuando' as connective; Sports; Conjugation of 'hacer'; Conjugation of 'jugar' ; Opinions	Unit 4 Family members; Possessive pronouns; Numbers to 100; Conjugation of 'ser' and 'tener'; Position of adjectives; Physical descriptions; Conjugation of 'estar'; Types of houses/flats			
Art	Topic: Natural Forms – Building Foundations Baseline RECORDING assessment drawing of a leaf Understanding of the techniques required to create a successful drawing Implement new RECORDING skills RESEARCH of Georgia O'Keefe and colour theory Implementation of new understanding of colour theory in own RESPONSE Development of own RESPONSE using various materials	Topic: Food Project Baseline RECORDING assessment drawing of mushrooms and onions RESEARCH Natasha Clutterbuck and her use of biro to record using technical skills RESPOND to the RESEARCH using biro, considering previously learnt technical skills (tone, shape, texture) RESEARCH printing artist noticing differences and similarities between artist RESPONSES RESPOND to your RESEARCH developing a link between both lots of RESEARCH	Topic: 'Cultural and Historical Events - Celebrating 75 Years of Victory in Europe – War' Baseline RECORDING assessment drawing RESEARCH 'Victory in Europe' to understand the events leading up to this celebration RESEARCH second world war artist focusing on the experience throughout the war and how this was reflected through visual RECORDINGS RESPOND to the RESEARCH using the material relevant to the artist	Topic: Cultural and Historical Events - Celebrating 75 Years of Victory in Europe – Celebration' RESEARCH 'Victory in Europe to understand the celebrations that happened after World War Two RESEARCH visual references that reflect the celebration of the 'Victory in Europe' RESEARCH an artist that reflects the mood RESPOND to your RESEARCH using the materials and techniques identified by your artist Create a final RESPONSE that shows the journey that the country would have gone	Topic: Faces of Culture Baseline RECORDING assessment drawing cultural objects RESEARCH a selection of different cultures including: Maori, Indian and Tribal RESPOND to the RESEARCH by selecting one culture and RECORDING initial designs Develop the initial designs exploring a selection of different colour and material combinations Create a final RESPONSE and evaluate

					through from devastation of the war to victory and celebration	
Computing/ICT	To develop the students' knowledge and understanding incusing the internet safely as well as how to report concerns. To develop knowledge and understanding on how computer works as well as the skills in converting Binary to Denary and vice versa. The final unit will give them the opportunity to create a project on a chosen charity in order to develop their research skills as well as PowerPoint skills.					
Design & Technology	Project carousel					
	Carousel 1 (Product design) Project: Cookie cutter Project focus... Plastics: Sources, categories & applications Additional topics... -Environmental impact of plastics -Land fill -Recycling	Carousel 2 (Engineering) Project: Novelty light Project focus... Electronic components: Common examples and applications Additional topics... -Sustainability and energy use -Energy production -Sustainable energy use	Carousel 3 (Mixed materials) Project: Helicopter launcher Project focus... Movement and mechanisms: Common examples and applications Additional topics... -Evolution of toys/ play -Interaction vs electronic	Carousel 4 (Food & Nutrition) Projects... Fruits and Vegetables: Apple crumble Milk and Dairy: Smoothie Starchy carbohydrates: Pizza Meat and proteins: Fajitas Fats and sugars: Cookies Project focus... Exploring the food groups to ensure a balanced diet		
	Health and Safety: Basic workshop safety Profile cutter, Pillar drill and disc sander				Health & Safety: Working safely in the food room	
PE	Topic: Yr. 7 Boys – Table Tennis/ Netball/Rugby/Football Yr. 7 Girls – Netball/ Football /Trampolining/Rugby Brief explanation of content covered. • Performance and character – skills, techniques, ideas,	Topic: Yr. 7 Boys – Table Tennis/ Netball/Rugby/Football Yr. 7 Girls – Netball/ Football/ Trampolining/Rugby	Topic: Yr. 7 Boys – Fitness/OAA/ Trampolining/Football Yr. 7 Girls – Table Tennis/Hockey/OAA/ Fitness	Topic: Yr. 7 Boys – Fitness/OAA/ Trampolining/Football Yr. 7 Girls – Table Tennis/Hockey/OAA/ Fitness	Topic: Yr. 7 Boys – Athletics Yr. 7 Girls – Rounder's/ Cricket	Topic: Yr. 7 Boys – Rounder's/Cricket Yr. 7 Girls – Athletics

	<p>sportsmanship and attitude.</p> <ul style="list-style-type: none"> • Decision making – tactics and strategies. • Leadership and organisation – leading, officiating and lesson preparation. • Health and fitness – healthy active lifestyle and lifelong participation. <p>Brief outline of key concepts and skills learned.</p> <p>In year 7 it is key they learn the fundamentals of the sports we offer at Haileybury Turnford. They will learn all the basic skills, techniques, tactics and knowledge of what they are playing or performing in. This is creating the fundamentals for them to excel in KS4/5 in a range of sports.</p>					
Dance	<p>Topic: The Storm</p> <p>Introduction to the basic skills of dance. Students will use the topic of The Storm to explore the 5 basic actions in dance and</p>	<p>Topic: The Storm</p> <p>Introduction to the basic skills of dance. Students will use the topic of The Storm to explore the 5 basic actions in dance and</p>	<p>Topic: Contemporary Dance</p> <p>Students will develop their basic skills of dance through the style of Contemporary Dance.</p>	<p>Topic: Contemporary Dance</p> <p>Students will develop their basic skills of dance through the style of Contemporary Dance. They are introduced to</p>	<p>Topic: Musical Theatre</p> <p>Students will explore how to create their own performance using some choreographic</p>	<p>Topic: Musical Theatre</p> <p>Students will explore how to create their own performance using some</p>

	<p>will associate movement with Storm elements.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations.</p>	<p>will associate movement with Storm elements.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations. Small group performance focusing on using the skills above. Teacher and self-feedback</p>	<p>They are introduced to peer constructive feedback to help improve their performances.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development.</p>	<p>peer constructive feedback to help improve their performances.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development. Small group performance focusing on using the skills above. Teacher and peer feedback.</p>	<p>devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition.</p>	<p>choreographic devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition, contrast. Small group performance focusing on using the skills above and working with a prop. Teacher and self-feedback.</p>
Drama	<p>Topic: <u>Darkwood Manor</u></p> <p>Essential Question: How can we create a successful character?</p> <p>Investigating how to use:</p> <p>Body language Facial expressions Movement Tone of voice Hand gestures</p>	<p>Topic: Wacky Soap</p> <p>Essential Question: How do we use performance to promote making good decisions?</p> <p>Investigating how to use the following techniques:</p> <p>Thought tracking</p>	<p>Topic: : It was Terrifying</p> <p>Essential Question: How do we explore different social situations through performance?</p> <p>Investigate how to use the following communication techniques:</p>	<p>Topic: Greenal/Graynal</p> <p>Essential Question: How can we use performance as a tool to debate and discuss what's happening around us?</p> <p>Investigating how to use:</p> <p>Body language Facial expressions</p>	<p>Topic: The Terrible Fate of Humpty Dumpty</p> <p>Essential Question: How do we use techniques to develop scripts?</p> <p>Investigating how to use the following techniques and characterisation within a script:</p>	<p>Topic: <u>The Terrible Fate of Humpty Dumpty</u></p> <p>Essential Question: How do we use techniques to develop scripts?</p> <p>Investigating how to use the following techniques and</p>

	<p>This topic will help students explore characterisation for the first time, allowing students to understand what makes a character as well as how showing these characters on stage. The social element to this topic is to make students aware of the dangers of roaming in abandoned houses and the consequence of lying to parents.</p>	<p>Choral speaking Split scene Synchronised movement</p> <p>This topic will help students continue their exploration on how to build characters and perform these on stage, as well as learning new techniques. This will be the first time students have been introduced to these techniques and applying them to their performance. The social content to this topic includes the students investigating the dangers of drug taking and understanding the effects these have on you.</p>	<p>Proxemics Eye contact Status Audience involvement Creating an atmosphere</p> <p>Students are introduced to the foundations of interacting with the audience and using symbols and motifs to give audience information about the characters and their relationships on stage. There is another social theme with the content of the performance as students are asked to look at a short story based on a student starting a new school.</p>	<p>Movement Tone of voice Hand gestures</p> <p>Within this topic, it is the second time students will be focusing on not only how they build a character, but how they show their character to the audience and the effect on the audience this may have. The social content to the topic is the exploration of climate change and the environment around us.</p>	<p>Performing with a script Narration Essence machine Flash forward Cross cutting</p> <p>Along with characterisation skills:</p> <p>Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>For this final topic, students will use a complete script for the first time, therefore linking directly with both the GCSE and BTEC Drama. The students will work on the same script for the whole term so they can complete the play and get used to reading and analysing the play within discussion alike to GCSE English.</p>	<p>characterisation within a script: Performing with a script Narration Essence machine Flash forward Cross cutting</p> <p>Along with characterisation skills:</p> <p>Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>For this final topic, students will use a complete script for the first time, therefore linking directly with both the GCSE and BTEC Drama. The students will work on the same script for the whole term so they can complete the play and get used to reading and analysing the play within discussion</p>
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Music	All topics are 10 weeks		Keyboard skills (continued) Singing Theory Rhythmic work Notation	Ensembles Chords Singing Ensemble work Song writing	Ensembles (continued) Chords Singing Ensemble work Song writing African Music Learn to perform an ensemble piece in African style Theory - Rhythmic notation Identify the features of African music aurally Polyrhythms Group composition using polyrhythmic and interlocking patterns	African Music (continued) Learn to perform an ensemble piece in African style Theory - Rhythmic notation Identify the features of African music aurally Polyrhythms Group composition using polyrhythmic and interlocking patterns