

Y7 Curriculum map 2019-20 Key topics, concepts and skills

**Please note this is subject to change depending upon the amount of support and consolidation individual classes require and as departments continue to review their curriculum on a regular basis.*

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	<u>Drawing skills - Line</u> Sustained piece of work encompassing pattern and line.	Drawing skills - Line cont.	<u>Drawing skills - Tone</u> Sustained piece of work - tonal drawing of a still life composition	Drawing skills - Tone cont.	<u>Drawing skills - Colour theory</u> Painting of the colour wheel/ colour blending exercises	A sustained piece of work comprising of skills acquired in line, tone and colour theory.
Biology	<u>Variation and classification</u> Inter and intraspecific variation, histograms, normal distribution (simple), classification Working scientifically investigation: which environment do woodlice prefer?	Variation and classification cont.	<u>Cells, microscopy and organs</u> Gross cell and subcellular structure (animal, plant), microscopy and magnification, tissues, organs and organ systems. Antagonistic muscle action.	<u>Human reproduction</u> Puberty, gametes, conception, pregnancy, sources of information	Human reproduction cont. <u>Reproduction in flowering plants</u> Flower structure, pollination and adaptations, fertilisation, seed development and dispersal, germination	Reproduction in flowering plants cont. <u>Insects</u> Life cycles and range of feeding mechanisms

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Chemistry	<p><u>Chemical reactions</u> -Chemical and physical change -Observations in reactions -Testing for common gases</p> <p><i>All topics have the key skill areas embedded within them: knowledge gain, maths, apparatus and technique, and working scientifically.</i></p>	<p>Chemical reactions cont.</p> <p><u>Acids and alkalis</u> -Hazard symbols -Acids v's alkalis -Indicators -pH scale -Neutralisation</p>	<p>Acids and alkalis cont.</p> <p><u>States of matter</u> -Particle model -States of matter -Properties -Changing state -Diffusion</p>	<p>States of matter cont.</p> <p><u>Solutions</u> -Separating mixtures -Dissolving -Factors affecting rate of dissolving -Distillation</p>	<p>Preparation for Year 7 exams</p>	<p>Solutions cont.</p>
Computing	<p><u>Digital Skills</u></p> <p>IT applications including PowerPoint and Word</p>	<p><u>Computer Systems</u></p> <p>Device types (input/output) Storage devices (Internal/External) Components Binary numbers ASCII</p>	<p><u>E Safety</u></p> <p>Social media Grooming Use of email</p>	<p><u>Podcasting</u></p> <p>Recall: Input Devices and data representation Editing pre-existing resources Use of a microphone Effects Assessing quality</p>	<p>Podcasting cont</p> <p>Script writing</p> <p><u>Programming</u></p> <p>Elements of a game Developing backgrounds Creating sprites</p>	<p>Programming cont.</p> <p>Naming rules Use of loops Use of selection Coordinates Events Sound Variables</p>
DT Workshop (inc graphics)	DT workshop, food and textiles modules rotate every	<p>Materials: clock</p> <p>Practical skills: cutting and shaping material (MDF) through safe use of coping saws; safe use of files and sanding machine; safe use of pillar drill; construction of product.</p> <p>Design/theory skills: accurate measuring; making and using templates; accuracy in design through the use of symmetry; use of colouring pencils; iterative design; sketching; modelling in card (2D); product analysis; evaluation.</p>				

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	<p>8/9 weeks. All have a common theme of nature.</p>	<p>Electronics: torch Practical skills: the use of templates; 2D Design; using the laser cutter; use of mood boards; cutting and shaping material (MDF) through safe use of coping saw; safe use of files and abrasive paper. Design/theory skills: intro to electronics theory; CAD/CAM; iterative design; product analysis; evaluation; planning.</p> <p>Graphics: ball bearing game Practical skills: measuring accurately; presentation and layout; use of mood boards; scoring card. Design/theory skills: nets: product analysis; creating a mood board: properties of carton board and acetate; packaging information; evaluation.</p>
<p style="text-align: center;">DT Food</p>		<p>Food: cook well, eat well Practical skills: safe use of knives and cookers; safe handling of food to avoid illness; vegetable preparation, use of hob, grill and oven. Design/theory skills: names and use of equipment, safety in food room: safe handling of raw meat; weigh and measuring; the eat well guide; importance of breakfast; importance of healthy eating.</p>
<p style="text-align: center;">DT Textiles</p>		<p>Textiles: planner cover Practical skills: hand sewing skills; using fabric shears; safe iron use; tie dye; printing; machine embroidery and embellishment; safe and accurate hand and machine sewing skills. Design/theory skills: design process; basing ideas on nature; communicating design ideas iteratively; how to annotate to show planning; evaluation.</p>

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Drama	<p><u>Without Words/ Physical Theatre</u></p> <p>Introducing drama, icebreakers and establishing rules.</p> <p>Basic skills to establish a drama space, behaviours and expectations, group work and communication.</p> <p>Creating a safe space for performance.</p>	<p><u>An Actor Prepares</u></p> <p>Introduction to the concept of acting and how Stanislavski introduced and used his system.</p>	<p><u>'The Ballad of Charlotte Dymond' teaching storytelling through drama</u></p> <p>Students study a real-life murder story and use a variety of performance techniques to solve the mystery.</p>	<p><u>The Factory</u></p> <p>Using an imagined factory setting as a stimulus for exploration of drama through social and cultural context. Students will create a range of scenarios: interview, first day at work, making a complaint, advert, strike scene</p>	<p><u>Musical theatre</u></p> <p>Students use extracts from 'The Greatest Showman' to inspire their own piece of choreography.</p>	<p><u>So you think you're funny?</u></p> <p>Students explore the genre of comedy looking at the history and different styles including mime, sketch based comedy and improvisation.</p>
English	<p><u>National Poetry Day</u></p> <p>Study of poetry techniques leading to creating an entry for the school's National Poetry Day competition. (2 weeks)</p> <p><u>Origins of Narrative (Myths & Legends):</u></p> <p>Icarus and Daedalus</p>	<p>Origins of Narrative (Myths & Legends) cont.</p> <p><u>Grammar & skills programme</u></p> <ul style="list-style-type: none"> ● main clauses and simple sentences ● subordinating clauses 	<p><u>Modern Texts: Harry Potter and the Philosopher's Stone</u></p> <p>Apply the narrative arc to a familiar novel.</p> <p>Analyse how characterisation, character functions and roles are used to drive the narrative.</p> <p>Apply building tension structure and narrative techniques to their own writing.</p>	<p><u>Introduction to Shakespeare and 'A Midsummer Night's Dream'</u></p> <p>Shakespeare as a writer</p> <p>Societal and cultural contexts of Shakespeare's writing</p> <p>How Shakespeare uses dramatic devices to tell the story of 'A Midsummer Night's Dream'</p> <p>How Shakespeare presents some of</p>		

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French	<p>Theseus and the Minotaur Prometheus and Pandora 12 labours of Heracles Perseus and Medusa</p> <p><u>Grammar & skills programme</u></p> <ul style="list-style-type: none"> ● Nouns: concrete and abstract, common and proper ● Verbs (doing, being, auxiliary) ● Verbs to describe the senses ● Adjectives - identifying and punctuating ● Adverbs – identifying and using adverbs 	<ul style="list-style-type: none"> ● coordinating conjunctions ● fragments ● relative clauses ● prepositions and prepositional phrases 	<p><u>Grammar & skills programme</u></p> <ul style="list-style-type: none"> ● Noun phrases to create characters ● Verb phrases to create characters ● Adjectives for emphasis ● Conjunctive adverbials to link ideas ● Identifying and writing speech ● Using omission to create realistic speech ● Using contractions to create realistic speech 	<p>the main characters and how they influence plot development and the comedy genre.</p> <p><u>Grammar & skills programme</u></p> <ul style="list-style-type: none"> ● Understanding colons ● Using colons to embellish narrative writing ● Identifying and using semicolons ● Identifying and writing extended sentences with multiple clauses and phrases - accuracy ● Paragraphing (tiptop) ● Topic sentences ● Coherence and structure: introductions ● Coherence and structure: conclusions 	
		<p><u>My family and me</u></p> <p>Key verbs: être/avoir Negatives Masculine/feminine grammar rules Baseline classroom language</p>		<p><u>Where I live</u></p> <p>Key verbs: habiter/il y a / il fait Simple conditionals (vouloir) Increasing depth of vocab</p>	<p><u>My environment</u></p> <p>Il y a Visiter Aller</p>

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Geography	<p><u>Cumbria</u></p> <p>Physical geography: major lakes and mountains.</p> <p>City and towns of Cumbria.</p> <p>Compass directions and measuring distance.</p> <p>Where I live.</p> <p>Finding my house on digimaps.</p>	<p><u>Settlement</u></p> <p>A good site to build on?</p> <p>The growth of Keswick.</p> <p>Settlement hierarchy</p> <p>City, town, hamlet.</p> <p>Settlement patterns.</p> <p>OS mapskills.</p> <p>How settlements change</p>	<p><u>The Wider World</u></p> <p>Europe countries and major features.</p> <p>Atlas skills</p> <p>Living in other places around the world.</p> <p>Latitude and longitude.</p> <p>Atlas skills</p>	<p><u>Weather</u></p> <p>What is Cumbrian weather like?</p> <p>Comparison to UK averages</p> <p>Using graphs and maps.</p> <p>Why isn't it warmer? Colder?</p> <p>Water cycle and rain</p> <p>Three types of rain</p>	<p><u>Rivers and Mountains</u></p> <p>Major mountains and rivers of UK and World.</p> <p>Map skills – contours</p> <p>Key features of rivers and mountain ranges.</p>	<p><u>Tourism</u></p> <p>(synoptic topic for the year - UK, Europe and world scales)</p> <p>Physical attractions and weather</p> <p>Built attractions, resorts and transport networks</p>
German	<p><u>Self, family and pets</u></p> <p>Name</p> <p>Age (numbers)</p> <p>Where you live</p> <p>Descriptions</p> <p>Birthdays</p> <p>Basic free time activities</p> <p>Siblings</p> <p>Family</p> <p>Description of family members</p> <p>Pets</p>		<p><u>Town</u></p> <p>Where you live</p> <p>Who you live with</p> <p>Where your family live</p> <p>Description of where you live</p> <p>Describe what there is where you live</p> <p>Opinion of where you live</p> <p>Description of what you can do where you live</p> <p>What you do in your town</p> <p>What you have done in your town</p>		<p><u>School</u></p> <p>Say what you can learn in your school</p> <p>Description of school day with timings</p> <p>Activities during break and lunch</p> <p>Description of school building</p> <p>Opinion of teachers</p> <p>Opinion of subjects</p> <p>Thoughts about life after GCSEs</p>	

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	<p>Descriptions of pets Past activities</p> <p><u>Grammar</u></p> <p>heißen sein haben adjective endings (plural/acc) ordinal (dat) and cardinal numbers und/aber ich and wir forms of: spielen machen sehen gehen hören fahren relative clauses verb second er/sie perfect tense of above verbs for ich and wir</p>	<p><u>Grammar</u></p> <p>wohnen in/mit relative clauses verb second genders (accusative) kein/e/n adjective endings after indefinite article (accusative) man kann + infinitive</p>	<p>Description of what you did at break Description of what you are (not) allowed and what you have to do in school.</p> <p><u>Grammar</u></p> <p>man kann + infinitive times verb second nominative ordinal numbers (1-5) dative ordinal numbers (1-5) revision of ich form of: spielen machen sehen gehen intro in ich form of: essen trinken um zu clauses revision of accusative adjective endings after indefinite articles gern etc verb last with weil/obwohl future with werden (ich)/conditional - möchte & implied future with muss + infinitive</p>
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					revision of perfect tense of previously learned verbs plus intro of perfect for essen and trinken modals - darf, muss + infinitive intro in infinitive of: tragen benutzen	
History	<u>'What is History'?</u> <ul style="list-style-type: none"> • Chronology • Sources • Bias 	<u>What was the legacy of the Roman Empire?</u> <ul style="list-style-type: none"> • Construction • Military • Gods 	<u>The Norman Conquest</u> <ul style="list-style-type: none"> • Battle of Hastings • William the Conqueror's methods • Development of castles 		<u>Society in Medieval England</u> <ul style="list-style-type: none"> • Black Death • Peasants' Revolt • Importance of heaven & hell 	
Learn to Learn	<u>Introduction to learning at Keswick school</u> How to use the homework planner Atls Being an active learner Asking good questions Presenting work, How to use green pen	<u>What does success look like?</u> Different perspectives Growth mindset Problem solving Peer feedback Change and resilience Handwriting Self-review	<u>IT skills</u> Organising folders, Excel PowerPoint skills Researching Presentation of work Using the internet.	<u>Teamwork, communication and revision techniques</u>	<u>Revision</u> Revision techniques Using IT to revise Coping with exams	<u>Review of what makes a good learner</u> Presenting your work Asking good questions, Year 7 success
Maths	Our homework tasks may well draw on ideas that have not yet been explicitly taught during that year's programme, but we expect students to try the work and build on the skills week by week.					

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	<p><u>Number 1</u></p> <p>Improving calculation skills. A good knowledge of the tables is vital. Rounding, negatives and working with decimals.</p> <p><u>Algebra 1</u></p> <p>Sequences - continuing them, understanding rules and finding the nth term of increasingly challenging sequences.</p>	<p><u>Shape 1</u></p> <p>Reading scales, measuring, finding simple areas, and beginning to learn some construction techniques.</p> <p><u>Number 2</u></p> <p>Working with fractions, decimals and percentages and the equivalence between them. Ratio notation.</p>	<p><u>Algebra 2</u></p> <p>An introduction to algebraic expressions - collecting like terms and recognising the conventions of algebra.</p> <p><u>Data 1</u></p> <p>Finding averages from raw data, then from tables of data. Beginning to use graphs and charts.</p>	<p><u>Shape 2</u></p> <p>An introduction to symmetry and transformations. Properties of 2d and 3d shapes.</p> <p><u>Number 3</u></p> <p>Multiples, factors and prime numbers. Squares and cubes and roots.</p>	<p><u>Shape 3</u></p> <p>Measuring angles, drawing angles and beginning to solve problems using geometric reasoning.</p> <p><u>Algebra 3</u></p> <p>Beginning to construct functions and solve equations. Some students will start to use inequalities. Using the co-ordinate system.</p>	<p><u>Data 2</u></p> <p>Understanding and using the probability scale, and beginning to make calculations involving probability.</p>
Music	<p><u>Elements of music</u></p> <p>Pitch, tempo, texture, timbre/sonority, silence, duration, articulation, dynamics, structure, ostinato.</p> <p>Ostinato compositions and performances.</p>	<p><u>Rhythm</u></p> <p>Traditional notation (rhythm, and note names and lengths), rhythm grids</p> <p>Beatboxing - layering rhythms</p>	<p><u>Keyboard Skills</u></p> <p>Notes on the keyboard, hand positions. LH and RH</p> <p>Different notations treble clef, piano roll, sharps and flats.</p>	<p><u>Introduction to Garage Band and composition</u></p> <p>Using; drum tracks/ metronome, MIDI sounds, editing, building up layers in a composition that</p>	<p><u>Instruments of the orchestra</u></p> <p>Strings, Woodwind, Brass, Percussion.</p> <p>Revision for Year 7 exam</p>	<p><u>African Music</u></p> <p>Where in the world?</p> <p>Djembe - bass, tone, slap cyclic rhythm, polyrhythm</p>

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	Musical History Forms	Chair drumming	Performance Recording a performance into GarageBand. Playing with a click track	uses loops.		African drumming, syncopation, African instruments. African songs, Wimoweh
PE/Games	Students do half a term on each of the following activities: <ul style="list-style-type: none"> ● Rugby ● Football ● Netball (girls)/basketball (boys) ● Raising the Bar (leadership, communication, problem solving, games invention, teamwork) ● Fitness (speed, agility, quickness, muscular endurance, pre/post testing) ● Badminton/table tennis ● Orienteering ● Hockey 				Students do half a term on each of the following activities: <ul style="list-style-type: none"> ● Cricket ● Athletics ● Rounders ● Tennis 	
Personal Development	<u>Introduction to PD</u> Citizenship Rights & responsibilities Amazing You Prejudice & discrimination British values <u>Personal finance</u> Cash flow	Personal finance cont. Needs and wants My personal finance Keeping financially safe <u>Careers</u> Jobs and me Gender stereotyping	<u>Relationships</u> Friendships Changing friendships Tricky relationships Bullying Families	Relationships cont. Romance <u>E Safety</u> Digital footprints Consequences Safer Internet day <u>Study skills</u>	<u>Health and well-being</u> Physical and emotional <u>Role of public services</u> National and local govt, emergency services	<u>Inspirational people</u> Oral presentation skills

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		Employability skills & project				
Physics	<u>Forces</u> What is force? Mass and weight Friction Hooke's Law Qualitative Buoyancy Balanced forces	Forces Cont. Speed test and reflection <u>Energy</u> What is a fuel? Burning fuels Fossil fuels Using less Renewables	Energy Cont. Biomass Food Sun as a source Types of energy Revision Test	Energy Cont. Test reflection <u>Electricity</u> Basic circuits Circuit symbols Series/parallel Current	Electricity Cont. Voltage Resistance $V=Ir$ Modelling Circ Revision	Yr7 test Test recap <u>Space</u> Solar system Moon rocks The moon Satellites Rockets
Religion, Philosophy & Ethics	<u>Introduction to philosophy: should young people learn philosophy?</u> What is philosophy? The Blind Men and the Elephant The pig story Introduction to Greek philosophers Plato's Cave	<u>Christianity - What is God?</u> Concept of God: omnipotence, omniscience, omnipresence. Eternal Christian views The Trinity Jesus: who was he? The Incarnation Christmas	<u>What does it mean to be a Muslim in the UK?</u> Key beliefs: one God, prophets, Angels, Quran, Predestination, Judgement The five pillars of Islam- Shahadah, Salah, Zakat, Sawm, Hajj.	<u>What does it mean to be a Muslim in the UK cont.</u> Hijab Jihad Islamophobia	<u>Creation</u> Genesis 1 & 2 Creation accounts from other religions including Hinduism Scientific accounts: Big Bang and evolution. Are they compatible with religion?	<u>How can religion help bring about justice?</u> Influence of religious beliefs on people who worked for justice. Christianity - Maria Gomez Islam- Malala

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					<p><u>Should the environment be humans' top priority?</u></p> <p>Ethical and religious arguments including Christian Stewardship, Buddhism Middle Way and Humanist views</p>	<p>Send my Friend to School - campaign for education</p>
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