Year 7
Curriculum Information
2018-2019

Art Curriculum

	Year 7	
Unit Title	**Portraiture** What is the purpose of a portrait?	**Natural World** Why does nature matter?
Content	Students will explore and experiment with a range of different materials, techniques, and processes. While there will be a focus on the development of drawing skills throughout the year; painting, sculpture, print and ICT will also be covered. Throughout the topic, students will experience; Drawing & Painting Print – one colour mono/relief print 3D – Relief ICT Element **Suggested Artists:** Frida Kahlo Roy Lichtenstein Julian Opie Van Gogh Francis Bacon Chris Ofili	Students will explore and experiment with a range of different materials, techniques, and processes. While there will be a focus on the development of drawing skills throughout the year; painting, sculpture, print and ICT will also be covered. Throughout the topic, students will experience; Drawing & Painting Print – one colour mono/relief print 3D – Relief ICT Element **Suggested Artists:** Ernst Haeckel Karl Blossfledt Marc Morris Boe & Irony Roa Peter Randall-Page Henri Rousseau African Textiles Jiang Tingxi
WHY are children LEARNING this?	• The study of the human form is a critical element of Art and Design. • Pupils will be asked to engage with the idea of identity, which will aid their understanding of themselves and others. • Pupils will be given the opportunity to engage with a range of important artworks & interpret them. • Pupils will understand how to use visual means to communicate their own ideas about themselves or others to an audience.	• Students will be given the opportunity to view a range of meaningful artworks & interpret them. • Pupils will use visual means to communicate their own ideas about the Natural World to an audience. • Pupils will be asked to engage with the idea of issues affecting the natural environment which will aid their understanding of the world around them. • Pupils will begin to understand that Art can be a way to highlight issues and promote change.
Assessment	Key terminology and definitions, application to unseen images Portfolio folder with one developed outcome	Key terminology and definitions, application to unseen images Portfolio folder with one developed outcome

Year 7				
Unit Title	**Computer Systems** How do we use computers responsibly in the real world?	**Hardware** What makes our computers function?	**Computational Thinking** How do we begin to solve problems using a computer?	**Data representation** How and why do computers understand data differently to us?
Content	School systems: Logging in. Profile settings (passwords). Health and safety including E-Safety. File management. Cloud computing: Using online platforms, collaboration project – E-safety and digital footprint.	Input and Output devices. Internal and external devices Storage devices The role of the CPU in computer systems The concept of an embedded system. Suitable real life examples given where appropriate to support the essentials.	Understand that abstraction means to extract the necessary information needed to solve a problems. Understand that decomposition is used to break down problems in to step by step tasks. Recognise that similar sets of instructions can be written in different ways to solve one problem.	Units of data : • Recognise the difference between data (0,1) and information - numbers/text/sound /images/video Binary basics : • Under how binary numbers are stored in hardware (transistors) Character sets (ASCII) : • Understand the need for and use of character sets (e.g. ASCII) Be able to convert ASCII into binary and reverse
WHY are children LEARNING this?	Students need to be able to use the computer systems safely and confidently. We cannot assume that all students have a good grounding of E-Safety - we need students to understand their role and responsibilities when using online services.	This unit starts to challenge students on how computers function, explaining the various computers they use from day to day such as laptops/tablets to those with embedded systems such as microwaves, televisions and dishwasher.	This is a key part of the learning required for Y8 computing and for when students are working at GCSE level. Computational thinking and in particular using algorithms to solve problems are a large part of the exam paper at GCSE.	Students need to understand the concept of machine code and that computers need to convert the information we give them into binary. Understanding the concept of binary will allow them to then look further in Year 8 when they learn about how images/sound are represented by binary.
Assessment	20 questions	20 questions	20 questions	20 questions
	Long answer questions		Long answer questions	

Computing Curriculum

Design and Technology Curriculum

	Year 7	
Unit Title	**Design and Technology core principles** (Term 3)	**Design and Technology core principles** (Term 3)
Content	Students will explore and experiment with a range of different materials, techniques and processes: • Health and Safety *(Introduction to the workshop, basic tools and machinery)* • Measuring and numeracy *(simple measurements, jigs,/templates, methods)* • Key vocabulary and literacy *(Introduction to vocabulary in technology)* • Designing *(For Me)* • Analysis *(ACCESSFM to describe/explain)* • Manufacturing *(appropriate tools for the task)* • Use of tools and equipment • Evaluating	Students will explore and experiment with a range of different materials, techniques and processes: • Measuring, weighing and numeracy • Key vocabulary and literacy • The Eatwell Guide • Product analysis • Manufacturing • Use of basic tools and equipment (introduction to a range of basic utensils and equipment) • Introduced to a range of ingredients • Methods of combining ingredients
WHY are children LEARNING this?	Students will be able to understand the importance of Design and Technology as a means of communication, health & safety and personal growth. To understand the value of Design and Technology in a society of different cultures and professions. To recognise that Design and Technology helps us to understand and negotiate our emotions and place within our evolving technological world. To enable students to experience a range of skills in different materials areas to help them solve challenges in the real world. To give young people an awareness of social, moral, global and environmental impact.	Students will be able to understand the importance of Design and Technology as a means of communication, health & safety and personal growth. To understand the value of hygiene, health and promote a sense of wellbeing To be aware of the nutritional needs for themselves. To enable students to understand and follow verbal and written instructions
Assessment	10 questions based on: • Health and Safety • Dimensioning • Maths • Key vocabulary • Definitions/spelling • Sustainability	20 questions based on: • Health and Safety • Dimensioning • Maths • Key vocabulary • Definitions/spelling • Sustainability
	Teacher assessment of class work and home learning.	Teacher assessment of class work and home learning.

Drama Curriculum

	Year 7	
Unit Title	**Technique Toolkit**	**Script and Character**
Content	Knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum. Development of a class dynamic that is productive, supportive and challenging.	Knowledge and understanding of the essential skills required for a successful performance Development of a performance to a quality standard as laid down by the conventions of a script in practice.
WHY are children LEARNING this?	To develop confidence and communication skills To learn basic stagecraft To gain control of the building blocks of any performance work	To develop confidence and skill in performing to an audience from a script To understand the context and subtext of verbal communication To build a bank of basic drama physical and vocal skills that are applicable both in Drama and in life
Assessment	Freeze-frame, Step-out Narration, Split-stage Stage configurations Stage positioning	**Physical Skills** Body language, Gait Gesture, Mannerism Energy, Posture Facial expression **Vocal Skills** Volume, Diction, Tone
		Live Theatre Evaluation Exam

English Curriculum

	Year 7		
Unit Title	**Ancient Stories: An Anthology**	**The Nineteenth Century: Great Expectations**	**Is Shakespeare funny?**
Content	Fall of man (Adam and Eve) Oral tradition Heroes and monsters (The heroic male, brave, strong yet flawed – often by hubris or desperation for glory) Wrath of Gods How heroism has changed over time	Class divide Journey of self-discovery Family and love	Elizabethan/Jacobean society The Globe theatre role of women the genre of comedy The concept of a play The significance of the audience and live production, stagecraft.
WHY are children LEARNING this?	This unit will look to build upon cultural capital. These are the stories upon which all other stories are built. These stories are commonly referenced throughout various Literature. We will look at narrative tradition within this unit.	To know how individuals mature and develop in life; how decisions affect your future; it is a canonical text and offers the rigour and challenge that will prepare students for KS4.	To recognise that literature is stimulating and enjoyable. This will lay the foundations for the academic study of Shakespeare in the future. By frequently exposing students to the challenge of Shakespeare, this will help to build students' confidence in tackling dense texts.
Assessment	Questions testing the set texts. Questions testing a conceptually and thematically linked unseen text (fiction, poetry, non-fiction) Questions testing wider literary and linguistic knowledge, key terminology etc.	Questions testing Great Expectations Questions testing a conceptually and thematically linked unseen text (fiction, poetry, non-fiction) Questions testing wider literary and linguistic knowledge, key terminology etc.	Questions testing the Shakespeare Questions testing a conceptually and thematically linked unseen text (fiction, poetry, non-fiction) Questions testing wider literary and linguistic knowledge, key terminology etc.

Geography Curriculum

	Year 7			
Unit Title	**Where in the world are we?**	**How do we locate our place in the world?**	**How is urbanisation changing our world?**	**Why do rivers flood and how does this affect people?**
Content	Locate continents, oceans and use lines of latitude and longitude. Use an atlas to locate places. Identify and label human and physical features. Locate main physical and human features of the UK. Use the 8 points of the compass.	Measure distance using a scale on a map. Locate place on a map using grid references. Read relief on a map. To read a local OS map. Describe routes.	The difference between rural and urban locations and use a local OS map to locate them. Site factors for settlement and can explain why these were important for early settlers. Settlement patterns on a local OS map.	River drainage basins are systems with inputs, outputs and stores. Systems are influenced by external factors, both human and physical. Humans and their physical environment are inherently linked, e.g. human activity impacts physical systems (flooding) and physical systems impact human activity (management choices).
WHY are children LEARNING this?	To have a sense of their place in the world. To have an awareness of their changing human and physical environments.	To have a sense of their place in the world. To have an awareness of their changing human and physical environments. To be able to use an OS map and find places.	To build awareness of the constantly changing make-up of the urban world. As global citizens, students need to be empowered to enter their own community, and beyond, to make sustainable choices.	To have an awareness of how humans and their physical environment are interdependent. The management of humans in their physical environment is challenging and place specific.
Assessment	Extended written task – physical and human geography	Lesson based exam style questions.	Extended written task - traffic management	Lesson based exam style questions.

History Curriculum

	Year 7			
Unit Title	**Why did William win at Hastings?** *Causation*	**How did the Normans impact Britain?** *Consequence, change & continuity*	**What does the Black Death tell us about Medieval society?** *Importance, cause & consequence*	**Why did Henry VIII change religion?** *Cause & consequence, importance, diversity*
Content	Edward the Confessor and the issue over succession. Contenders to the throne. Events before the Battle of Hastings. Events at the Battle of Hastings.	The view of the Normans at William's accession to the throne. Rebellion and the Harrying of the North. The introduction of castles. The feudal system and its impact.	The arrival of the Black Death – its route from Asia to Europe. What people at the time thought caused the Black Death e.g. God, the planets, bad air, other people. How people tried to cure the Black Death.	The differences between the Catholic and Protestant churches. The reasons why Henry made changes to the church in England – divorce, re-marriage. Dissolution of the monasteries.
WHY are children LEARNING this?	This unit is being taught to develop pupils' understanding of chronology within a specific time frame. It develops pupils understanding of succession to the throne and conflict within History. It is a key turning point in English history.	This unit allows pupils to begin to explore the concept of impact or consequence. In addition, it allows comparisons between differing strategies used by the Normans to control Britain and it introduces pupils to issues and artefacts that are still visible today including castles and feudalism.	This unit looks at one of the most famous examples of an event being a 'turning point' in history and allows pupils to go into depth on issues of cause, consequence and importance. It also allows pupils to understand issues surrounding religion and how this was for so long linked to health.	This unit allows students to build upon their knowledge of the importance of religion to people in history. There is the opportunity to then look at the impact that this religious change had on England and wider Europe and its long-lasting impact today.
Assessment	2 inference box exercises (source interpretation) Source utility tasks Written task – explain why		2 inference box exercises (source interpretation) Source utility tasks Written task – explain why	