

# Curriculum Overview

Academic Year: **2010 - 2011**

Year: **7**



| Subject     | Term 1   | Term 2   | Term 3  |
|-------------|--|--|---|
| English     | Drama 'Troy 24' – drama activities, group work, historical background, stagecraft. Comprehension, analysis, creative writing. Grammar and punctuation work.<br>The novel 'The Cay' – analysis of character, setting, plot and themes. The Island Project – exploration of a range of writing purposes and audiences including writing to inform and to entertain. Grammar, punctuation and parts of speech. Speaking and listening skills are used with group and speech work. | Narrative writing: text transformations - focus on character, plot and setting. Successful opening and endings to a story. Showing instead of telling. Narrative Poetry – exploration of poetic devices, refrain, rhythm, imagery, simile and metaphor, prequels/sequels.                  | Media work, including advertising, leaflets – writing to persuade, inform, and entertain. Manipulation of language for various purposes and audiences. Speaking and listening skills.<br>Descriptive Writing – Creating engaging and evocative setting, rounded and interesting character. Exploring and analysing a range of language devices and incorporating them into own writing. Writing to Inform, Explain, Describe. |
| Mathematics | Work on "time", number work: place value, approximations, operations (plus, minus, multiplication, division). Area & perimeter of triangle, rectangle & composite shapes. Lines, angles & shapes. Work with fractions, decimals & percentages. Introduce simple probability.   | Algebra: simplify linear expressions, construct & solve equations. The 4 regions of the Cartesian plane, plotting & joining points. Number work using BODMAS rule, factors & multiples. Generate & describe integer sequences up to the rules.   | Handling data: collection, processing, and interpretation. Calculation of average & range. Problem solving, ratio & proportion. Evaluate simple formulae; calculate money, units of measure and reflection, translation, enlargements & rotations. Make simple 3-D constructions -calculate surface area of cuboids.  |
| Science     | 'Investigating Science' - safety in the laboratory and the various experimental skills. Study of 'Living Things' 'Variations and Classifications' of animals & plants. Also Materials & their properties.  | 'Forces' – calculating average speed, effect of forces. 'Habitat' - adaptation of organisms to their habitat. 'Mixture' - methods of obtaining pure substances, 'Participle model' to explain dissolving and diffusion.  | 'Physical and chemical changes' -inter-conversion of solids liquids and gases. 'Fuels and Energy'-major sources. 'Reproduction in Humans', study of the parts of the system and their function.   |
| ICT         | Students will have an appreciation of ICT related issues such as the impact of computers on our lives, security and viruses, copyright crime and filenames. Students will create a multimedia presentation using text, images and sound. They will also be introduced to desktop publishing by using templates to create several publications.   | Students learn to keep drafts, respect others work, save and print, incorporate images into text using MS Word or MS Publisher. They use digital cameras, scanners, the Internet and CDs. They also study spreadsheet models to conduct investigations, establish rules and create graphs. | Students review, in detail, the use of databases and create their own database. They learn to extract different types of information using a query and how to generate reports.   |
| History     | Work of the historian and Europe in the Middle Ages. Sub-topics; looking at the past, sources of evidence, feudalism, living in medieval villages,   | Arabic Empire. Sub-topics include: trade in Arabia, life in the desert, spread of Islam, the growth of the empire, life in Baghdad and the crusades.   | North American Indians: introduction, the importance of the buffalo and the First American Colony, Indian tribes-Pueblo, Algonquin and Plains   |



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|                    | growth of trade and town. Project work & conclusions from pictorial evidence will be covered throughout the term.   | Black Peoples of the Americas. Sub topics include: Africa and how slavery took place, the Trans Atlantic Trade, The state of the slaves abroad slave ships and abolition of slavery in Britain. Project work and conclusions from pictorial evidence is emphasised.   | Indians, their lifestyles, beliefs and traditions; reactions to the Indians and war against American army. Source work is emphasised.   |
| Geography          | Themes of physical, human and environmental geography, development of graphing & field sketching skills. Weather and climate: project work employing observation and recording skills. Use of ICT in geography.   | Concept of sites and settlements, growth, development and resultant benefits/problems. Stages of economic development, comparisons between developed and developing countries.  | Human and economic geography, developments in transport, types & transport network. Map skills i.e. distance, direction, grid references & interpretation of relief features.   |
| Art                | Introduction to Art and design-What is art? Functions of Art in society (trip to an art gallery). Art elements and principles. Pattern design using simple shapes. Drawing of Shapes and forms to show tonal values. One point perspective-a city or farm yard. Balance and proportion-symmetrical and asymmetrical balance. Self portrait study.   | Creativity and imagination in drawing and painting in a variety of themes, consolidate the skills of visual elements i.e. line, composition, form, perspective etc - Wild life and landscapes - montage of human figures. Colour and geometric shapes. Colour scheme, observe Vincent Van Gogh's work. Colour scheme and wheel. Model design with clay. | Techniques of drawing and colouring man made and natural forms. Observation of still life-explore surface qualities by hatching, cross and smudging. Painting Skills-water colour/gauche to show highlights and shadows by tinting and shading. Improve analytical and observational skills. Collage with the theme "life under the sea".       |
| French             | Greeting and meeting people, introducing oneself and introducing someone else, alphabet and spelling, numbers to 100. School, likes and dislikes, talking about where one lives, describing yourself, talking about pets, writing short informal letters, giving an opinion. Introduction of present tense (avoir, être and -er verbs). The 4 skills of listening, speaking, reading and writing. | Talking about oneself, family and friends, jobs, animals, likes and dislikes to be continued and time. Describing others and pets. Places in town. Verbs in present tense (regular and some irregular), vocabulary, grammar. The 4 skills of reading of listening, speaking, reading and writing.   | Time, daily routine, clothes, shopping, food, house, directions, weather, body and healthy living, revisions of all work covered in the year. Reinforcement and more verbs in present tense, introduction of past tense, extension of vocabulary, revision of all grammar. The 4 skills of reading of listening, speaking, reading and writing. |
| Physical Education | Volleyball: tactical play, serving and receiving skills, basket ball positioning, tactical play. Swimming; 4 basic strokes, basic water safety and water rescues. Introduction of fitness activities, stamina, strength, speed, muscular endurance.   | Netball: tactical play, positioning, pivoting, offensive and defensive play, soccer; control skills, rule observance, tactical play and positioning. Cross-Country. Introduction of fitness activities, stamina, strength, speed, muscular endurance, pacing and tactics.   | Introduction of fitness: stamina, strength, speed, muscular endurance, heart rate. Hockey: control skills & tactical play; hit-ins; penalty & long games; small sided games. Athletics: sprinting, relays, long, high jump, shot, discus and javelin techniques.  |



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| Music                                 | Music notation, the elements of music and basic note reading. Singing and playing pitched instruments in class. Composition is also studied as well as an introduction to major scales.  | Time signatures, accidentals, terms and signs. Note reading and intervals are practised as well as using musical elements to describe music. Instruments of the orchestra, Singing and listening to music.  | Singing to increase repertoire, range of voice and techniques. Musical notation, composition, melody writing and Chinese music. |
| Current Affairs                       | To create awareness about their national and international environment, students are encouraged to bring to school news-items of their interest. These are then discussed and occasionally presented to the plenary.   | Different styles of news-presentations are introduced to make students conscious of important events versus tabloid-style news.   | Debates take place during this term to extract different sorts of arguments from news.  |
| Project                               | In this one-hour/week activity, students learn the basic skills of research. For a topic of their individual choice, they source information in the library, structure their work, and acknowledge their sources in a bibliography. The first topic is a topic of student's individual choice.   | The topic chosen in Term I is completed in Term II. For several didactical reasons, the final report will be presented hand-written. Students then move on to their second topic, for which a general theme will be provided. They have a choice of working on this in a small group. | Students complete their second project of the year.   |
| Personal, Social and Health Education | A course designed to teach a variety of topics that are linked directly to the student's particular needs during the year. Pupils are taught study techniques and information about school life to enable them to settle into secondary school. They look at health related topics and social issues as well as gaining an insight into world religions and the concept of global citizenship. |   |   |

