

Curriculum Overview

Academic Year:

2017 - 2018

Year:

7

| Subject | Term 1 | Term 2 | Term 3 |
|-------------|---|---|---|
| English | <p>Reading: <i>The Giver</i>, <i>The Gathering Blue</i> - analysis of characters, setting, plot and themes Reading skills: skimming, scanning activities – comprehension activities Writing: PEEL paragraphs (writing to persuade – standard essay: introduction, body, conclusion) formal vs informal letters, Writing Narratives, Parts of speech (nouns, verbs, adjectives, adverbs prepositions etc) Sentences: simple, compound Tenses, Subject – verb agreement. Activities: debates, oral presentations (individual/ group)</p> | <p>Reading Drama: <i>Troy 24</i> <i>The Terrible Fate of Humpty Dumpty</i> *elements of drama *drama activities *group work Introduction to poetry: various poems *exploration of poetic devices and various forms (sonnets, Haiku, ballads etc.) Writing: Summaries, Review, Newspaper articles Vocabulary extension, additional punctuation Speaking and listening: drama focused activities (perform sketches, presentations)</p> | <p>Reading: (continue The Giver series) The Messenger Writing: consolidate different writing styles with addition of writing journal/ diary entries. Speaking: creating advertisements (use of media) Explore social aspects; bullying, materialism, effect of music, movies, video games etc.</p> |
| Mathematics | <p>Exploring numbers and number notation (place value); Expressions; extend this to travel graphs; number work: place value, approximations, and operations (plus, minus, multiplication, division). Area & perimeter of triangle, rectangle and composite shapes. Lines, angles & shapes. Work with fractions, decimals & percentages. Introduce simple probability.</p> | <p>Theoretical and experimental probability. Algebra: simplify linear expressions, construct & solve equations. The 4 regions of the Cartesian plane, plotting & joining points. Number work: using BODMAS/BIDMAS rule, factors & multiples. Generate & describe integer sequences according to the rules.</p> | <p>Handling data: collection, processing, and interpretation. Calculation of average & range. Problem solving, ratio & proportion. Evaluate simple formulae; money calculations, units of measure, symmetry; reflection, translation, enlargements & rotations. Simple constructions: nets of simple 3-D shapes; surface area of cuboids.</p> |
| Science | <p>'Investigating Science' - safety in the laboratory and various experimental skills. Study of 'Living Things' 'Variations and Classifications' of animals & plants. Materials and their properties.</p> | <p>'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.</p> | <p>'Physical and chemical changes' -inter-conversion of solids liquids and gases. 'Fuels and Energy'-major sources, 'The Earth and Beyond' and 'Reproduction in Humans', study of the parts of the system and their function.</p> |



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| ICT | <ul style="list-style-type: none">• Usernames and Passwords• File management and introduction to the school network• Online safety: Viruses, Password Security and Digital Footprints• Online safety: Cyberbullying and Grooming• Representing Data: Images, Sound and Text | <ul style="list-style-type: none">• The Windows operating system• Hardware and Computer Systems• Desktop publishing using Microsoft Publisher 2013• Binary Numbers• Scratch: An Introduction | <ul style="list-style-type: none">• Computational thinking• Python: An Introduction |
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| <p>History</p> | <ul style="list-style-type: none"> • How did civilizations, complex urban societies, develop in Mesopotamia, Egypt, and Kush? • What environmental factors helped civilizations grow? What impact did civilizations and complex urban societies have on the surrounding environment? • How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? • From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean? • How did the Ancient Kingdoms of Mali and Zimbabwe develop? | <ul style="list-style-type: none"> • What were the beliefs and religious practices of the ancient Israelites? How did the religious practices of Judaism change and develop over time? • How did the environment, the history of the Israelites, and their interactions with other societies shape their religion? • How did early Judaism support individuals, rulers, and societies? • How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? • What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? • What were the political forms adopted by Greek urban societies? What were the achievements and limitations of Athenian democracy? • How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific and literary forms) support individuals, states, and societies? • How did the environment influence the emergence and decline of the Indus civilization? • How did religions of Ancient India, including, but not limited to early Hinduism, support individuals, rulers, and societies? • How did the religion of Buddhism support individuals, rulers, and societies? | <ul style="list-style-type: none"> • How did the environment influence the development of civilization in China? • What factors helped China unify into a single state under the Han Dynasty? What social customs and government policies made the centralized state so powerful? • How did the philosophical system of Confucianism support individuals, rulers, and societies? • How did the establishment of the Silk Road increase trade, the spread of Buddhism, and the connections between China and other regions of Afroeurasia? • What were the strengths and weaknesses of the Roman Republic? Why did the Roman Republic fall? • How did the Romans advance the concept of citizenship? • How did the environment influence the expansion of Rome and its integrated trade networks? • How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans? |
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| Geography | Exploring themes of physical, human and environmental geography and developing graphing & field sketching skills. Weather and climate: project work employing observation and recording skills. Use of ICT in geography. | Developing the concepts of site and settlement growth, likely benefits and resultant problems. Stages of economic development, comparisons between developed and developing countries. | Human and economic geography: developments in transport types and networks. Map skills i.e. distance, direction, grid references & interpretation of relief features. |
| Art | 'Drawing and Mark Making' – Students experiment with a variety of line, tone and textures through observational drawings with a focus on natural forms. Work is developed to explore the effect of light direction onto 3D objects. Consolidation of skills and techniques via a large observational study, using a variety of drawing media. Introduction to pattern design and both the historical and contemporary use of natural forms within design. Independent motif selection and development into repeat pattern design using printmaking. | 'Colour Theory' – An introduction to colour theory and the colour wheel in painting, with a focus on the work of Matisse and Heron. Observation of still life to create colour study, exploring the use of colour, line, composition and form. Progression on to the exploration of emotions and colour in paintings, with reference to Picasso's Blue Period. Colour and mood paper cut outs. | 'Landscape / Perspective' – Exploring the local environment, both built and natural. Primary source drawing and application of perspective techniques. Creation of a layered diorama with a focus on fore, middle and background. Application of areal perspective and mark making in landscape imagery, with reference to Van Gogh. Creation of 4 layer reduction print. |
| 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 four 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 four 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 four skills of reading, listening, speaking, and writing. |



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| Physical Education | In Fitness pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. In Volleyball & Basketball pupils will focus on how to use basic principles of attack and defence to plan strategy and tactics. They work on improving and developing techniques as well as implementing and refining strategic play to outwit opponents. In Swimming pupils will focus on developing the quality and power of their existing strokes, learn how to swim three strokes well, and start to learn butterfly. They develop the range of their personal survival skills and apply them. | In Cross-Country pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. Pupils will reflect on the benefits that fitness events give to an individual and implications for future life. In Football & Netball pupils focus on how to use basic principles of attack and defence to plan strategy and tactics. They work on improving the quality of their skills using various techniques. | In Athletics pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. In all athletic activities, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances. In Hockey pupils focus on how to use basic principles of attack and defence to plan strategies and tactics. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. |
| 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 practiced 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. |
| Drama | FORTY SHORT PLAYS by Ann Cartwright In groups of 4-6, students prepare a short presentation of a play using as many of the drama skills and techniques such as use of space, facial expression and costumes | TROY 24 by David Calcutt Students will compare modern interpretation of ancient works and presentation. Students will also learn and experience the difference between film and stage productions | OLIVER TWIST by Charles Dickens Students will learn about establishing identity, the battle between good & evil, and child labor. The students will make connections between the text, life in Zambia and the presence of street children. |
| 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 focus on the social aspects that affect their lives in school and outside. A focus on health related topics and good eating practices are emphasized as the students enter their adolescent years. | | |

