



Curriculum Overview Y7

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English Language	Mastery writing booklet 2. *Knowledge of inference. *Extended creative writing – fictional narrative embedding grammatical structures – Sentence demarcation, sentence structure and paragraphing.		Mastery writing booklet 2. *Using inferences to create an engaging narrative. *Embedding grammatical structures – Sentence structure, paragraphing and speech punctuation.		Mastery writing booklet 2. *Resilient writing – using images as a stimulus to create an engaging narrative. *Embedding grammatical structures – Speech punctuation, decoupled narrative writing skills and narrative writing practice.	
English Literature	<u>Oliver Twist</u> *Understanding the context of Victorian England what influenced Dickens’ writing. *Understanding the plot and main events of the text. *Knowledge of the villainous characters: The Bumbles, Fagin and Bill Sikes.		<u>A Mid-Summer Night’s Dream</u> * Understanding the context of Elizabethan England and what influenced Shakespeare’s writing. * Understanding the complicated plots that intertwine within the text. * Knowledge of the key themes and relationships within the play.		<u>Poetry</u> * Understanding the mechanics of a metaphor including the tenor, vehicle and ground. *Understanding how metaphors are used for imagery.	
Maths	<u>Number Investigation:</u> can I apply number theory to algebraic expressions? *Factors, multiples and primes. *Fractions Decimals and Percentages *Introduction to algebra.	<u>Proportion in Play:</u> how can I apply proportional reasoning to everyday contexts and problems? *Manipulating fractions. *Division methods and ratio notation. *Direct proportion	<u>Shape and Space Awareness:</u> can I apply number theory to geometric shapes? *FDP application to 2D and 3D shapes. *Impact of percentages on perimeter, area and volume.	<u>Number Exploration – Negatives:</u> can I deepen my understanding of negative numbers by applying them to new contexts? *Four operations with negative numbers. *Manipulation of algebraic expressions with negative numbers. *Maths week activities	<u>Motor Skills:</u> can I develop fine motor skills to explore geometry and statistics? *Lines, shapes and angles. *Charts and graphs. *Investigation of misleading graphs.	<u>Graphical Exploration:</u> can I study data sets to deduce relationships and patterns? *Patter spotting in algebra. *Straight line graph introduction. *Financial resilience and strategy topics.
Science	<u>Maths in science</u> <u>Shapes in Science:</u> Area and vol of square/rectangle •Big question: How can we be safe in science experiments? •Big question: How can we physically alter states of matter?	<u>Maths in science</u> <u>Measuring in Science:</u> Change in vol, mass, temp • If we looked under a microscope, what would we see in an animal cell? Science skill: Debate week	<u>Maths in science</u> <u>Graphs in Science:</u> Bar graph drawing & Interpreting bar graphs • Big question - What are sources of energy and how can it be transferred?	<u>Maths in science</u> <u>Data in Science:</u> Mean, median, mode, range Finding % •How can we physical separate mixtures? Science skills: Graphs and Data	<u>Maths in science</u> <u>Equations in Science:</u> Converting units Re-arranging equations •Big question - What are the different types of forces? Science skills: Calculating means in Science	<u>Maths in science</u> <u>Graphs in Science:</u> Line graph drawing Interpreting line graphs •Big Question: How do plants grow from seed to fully grown plant? Science skills drop down week: Careers in Science
Geography	<u>Where are we?</u> - Locational knowledge such as the continents and oceans and the	<u>Physical Geography of our World</u> - Difference between weather and climate, and	<u>Human Geography of Our World</u> - International development	<u>Climate Change - What is it and how does it affect us?</u> - Natural and human causes of climate change,	<u>How do humans impact our planet?</u> - Impact of plastic pollution on our world’s oceans and	<u>Africa – A Growing Continent</u> - Historical context of Africa, including the role of

	<p>major cities and countries of the UK.</p> <ul style="list-style-type: none"> - Global population distribution and reasons for differences in population density. 	<p>the reasons for global variations in climate.</p> <ul style="list-style-type: none"> - Key physical features of the world's major biomes including location, climate, flora and fauna. 	<p>including how countries development can be measured and reasons for global inequality.</p> <ul style="list-style-type: none"> - Economic activity in the primary, secondary, tertiary, and quaternary sectors, and how the UK's economy has changed. 	<p>including the role of human activities such as energy production, transport and agriculture.</p> <ul style="list-style-type: none"> - Impacts of climate change on both people and environment, including future predictions about the increasing impacts of climate change. - Students evaluate a range of mitigation and adaptation strategies to reduce and deal with the impacts of climate change. 	<p>solutions aimed at reducing plastic waste.</p> <ul style="list-style-type: none"> - Social, economic and environmental impacts of food production and how the food industry can be made more sustainable. - Impacts of fast fashion on people and the environment and how we can make sustainable fashion choices. 	<p>colonialism in creating conflict between ethnic groups.</p> <ul style="list-style-type: none"> - Current social and economic context of Africa including the study of key improvements in wealth and health across the African continent. - Challenges facing some regions of Africa, including access to electricity, water, healthcare and education.
History	<p>Is Sheffield made of steel?</p> <ul style="list-style-type: none"> - Students study Sheffield's steel industry through time. - Chronological understanding of Sheffield's local history. - Students are introduced to historical second-order concepts. 	<p>What did the Romans ever do for us?</p> <ul style="list-style-type: none"> - Students learn to study like a Historian by analysing historical pieces of evidence and drawing meaning from them. - Students think about how our lives are different and similar to those in Roman Britain. 	<p>1066: Who should be the next king?</p> <ul style="list-style-type: none"> - Students meet the main characters in one of the most defining historical events, the Norman Conquest. - Students begin to formulate arguments and support them with evidence. 	<p>Did the historian Marc Morris get it right about the significance of the Norman Conquest?</p> <ul style="list-style-type: none"> - Students learn the exciting events of the year 1066. - Students use historical evidence to build a picture of what life was like in the Medieval period. - Students evaluate Historian Marc Morris' viewpoint and summarise the consequences of the Norman Conquest. 	<p>How powerful were medieval monarchs?</p> <ul style="list-style-type: none"> - Students look at how it is constructed. They learn that even though pieces of evidence are not always objective, we can still learn lots from them. - Students look at several important events in the Medieval period: the Crusades, Peasants Revolt, the Magna Carta and the Black Death. They use these events to gauge how life has changed. 	<p>What was happening in other areas during the Middle Ages?</p> <ul style="list-style-type: none"> - Students build on their Medieval knowledge and learn how people lived elsewhere in the world. - Students research the Islamic Golden Age, the fantastically advanced city of Baghdad. - Students research China and the powerful Qin Dynasty. - Students research African Kingdoms such as Benin and Mali and meet the richest person in History, Mansa Musa.
RE	<p>Big Question 1: What is religion?</p> <p>Component 1: The Island Study</p> <ul style="list-style-type: none"> - Students study core religious belief, teachings and practices of the Big Six world religions. - Study undertaken by students having to rebuild a community after being shipwrecked on an Island. 		<p>Big Question 1: What is religion?</p> <p>Component 2: What is religion and worldviews?</p> <ul style="list-style-type: none"> - Students study what the disciplinary concepts of RE are particularly theological, philosophical and sociological lenses. - Students also will look at worldviews are and what their own worldviews are and how they impact their outlook on the world. <p>Component 3: Religion and belief – a study of the wider religious beliefs.</p> <ul style="list-style-type: none"> - Students study religions beyond the big six religions such as Paganism, Baha'i and Zoroastrianism. 		<p>Big Question 2: What makes us special as human?</p> <p>Component 1: How were we created?</p> <p>Students consider where the world came, who created and why. We look at religious and non-religious creation stories.</p> <p>Component 2: What gives us our morals?</p> <p>Students consider what makes something right and wrong and where these ideas come from. Both religious and non-religious rules looked at and their impact on the people who follow them.</p>	
PE	<p>What are the FUNdamentals of sport? - <i>We concentrate on the Fundamental movement skills and how these differ depending on which sport you are taking part in. Students start to apply their FUNdermental skills in a variety of sporting activities.</i></p> <p>Motor competence Motor movements are broken down before making it harder – The 'How to' steps to success are focused on and the application of these are put into competition where it is appropriate or isolated practices.</p> <p>Rules, techniques and tactics Basic rules within sports that define the way that motor skills are used are also introduced alongside the basic techniques.</p> <p>Healthy Participation Focus is placed on the immediate effects of exercise, so students start to understand what happens to their body when they exercise and the benefits of it. We also focus on Heart rate and how this changes when you exercise. Students in Y7 also know how to prepare for warm up</p> <p>Wellbeing and PE We also look at 'Wellbeing' and the links this has to PE and broader life, this concentrates on teamwork, resilience, communication and overcoming adversity.</p> <p>Sporting activities covered Fundamentals, Netball, Basketball, Football, Wellbeing, Rugby, Fitness, Trampolining, Gymnastics, Cricket, Athletics, Rounders, Dance</p>					

Drama	<p>Intro to Drama: Comic Book</p> <ul style="list-style-type: none"> How to create an effective still image. How to use transition. How to perform mime. 	<p>Advanced Drama Skills: The Missing Girl</p> <ul style="list-style-type: none"> How to use voice of conscience. How to use narration. 	<p>Approaches to Devising: Darkwood Manor</p> <ul style="list-style-type: none"> How to use body as prop. (Physical theatre) How to use thought tracking. 	<p>Approaches to Script: Ernie's Incredible Illucinations</p> <ul style="list-style-type: none"> Introduction to characters. Pace, projection, pitch and pause. (Vocal skills) How to follow a script. 	<p>Approaches to Script: Pantomime</p> <ul style="list-style-type: none"> How to perform with exaggeration. How to create comedy using exaggeration. 	<p>Approaches to Devising: Devising through Emotions</p> <ul style="list-style-type: none"> How to create Drama from a starting point (stimulus)
Computing	<p>Using computers safely and responsibly</p> <ul style="list-style-type: none"> How we can use technology safely and responsibly. How we can interact with others safely and responsibly. How we can use computers to convey a message. 	<p>Networks and the internet</p> <ul style="list-style-type: none"> Network protocols and their purpose Network hardware and their functions The internet – how is data transmitted and what do we use it for? 	<p>Programming in Scratch Pt 1</p> <ul style="list-style-type: none"> Pupils will identify the key programming concepts and their purpose: sequencing, selection and iteration. Pupils will be able to describe and use variables appropriately. 	<p>Modelling data using spreadsheets</p> <ul style="list-style-type: none"> Introduction to spreadsheets and their components, e.g. columns and rows. Using formulae to manipulate data. Using functions and conditional formatting within spreadsheets. 	<p>Programming in Scratch Pt 2</p> <ul style="list-style-type: none"> Using selection to make decisions within a program Iteration – how to use for loops and while loops to repeat sections of code Introducing lists and different ways we can utilise them. 	<p>Blogging</p> <ul style="list-style-type: none"> More in depth look at formatting techniques in word. Demonstrate an understanding of licensing as applied to online media, e.g. digital graphics. Be able to critique digital content for credibility.
MFL	<p>Do you know the basics? Greetings / Phonics / How are you? / What is your name / How old are you? / When is your birthday?</p>	<p>Who are you? & Who is in your family? What colour are your eyes? What is your hair like? / How many are there in your family? / What are you like? / What is your personality like? / Do you like your family? Do you have pets? What colour? & Alebrijes (sp only)</p>		<p>What do you do in your free time? What do you do in your free time? / What sports do you like and dislike? / Are you sporty? / Sports culture</p>	<p>Where do you live? Where do you live? / What is there in your town? / What is your house like?</p>	
PSHE	<p>Transition and safety Transition to secondary school and personal safety in and outside school, including first aid</p>	<p>Developing skills and aspirations. Careers, teamwork and enterprise skills, and raising aspirations</p>	<p>Diversity. Diversity, prejudice, and bullying.</p>	<p>Health and puberty. Healthy routines, influences on health, puberty, unwanted contact, and FGM.</p>	<p>Building relationships Health Self Worth romance and friendships, including online, and relationship boundaries</p>	<p>Financial decision making. Saving, borrowing, budgeting and making financial choices</p>
Design & Technology	<p>Food Tech Fuel for Life Can we fuel ourselves for our environment?</p> <p>The aim is to introduce how the Eatwell guide can support a healthy and balanced diet. Introducing students in to the nutrients that foods contain and how foods are separated/different from one and other.</p>		<p>Graphics Ready, Aim, Fire How do you get from A to B?</p> <p>Exploring how products have been designed and made in the past, how they are currently designed and made, and how they may develop in the future</p> <p>Making links between principles of good design, existing solutions and technological knowledge to develop innovative products and processes</p>		<p>Engineering Rewired robot Why do robots look like people?</p> <p>First explorations into the workshop needs safe working and freedom to explore the new materials, machines and techniques.</p> <p>This robot allows for initial material testing, cutting and joining as well as basic soldering skills to encourage creativity within making.</p>	

Art	<p>STARTER PROJECT : Still life and recognising shape</p> <p>Pop Art Illustration Declarative – Andy Warhol, Mass production, colour theory Procedural – Using line, shape, form, colour, paint, pastel</p>		<p>Art and textiles</p> <p>Declarative (foundations of knowledge): Why Marion Browning? A textile artist who draws on nature and creates landscape pieces. Allows students the freedom to make expressive marks. Minimal control needed to achieve.</p> <p>Procedural Knowledge (practical in response to theory) Holding and using a needle and thread in a variety of ways to achieve a chosen line technique. Looking at an object to achieve a likeness. Creating own works to demonstrate a variety of lines. Creating own works to demonstrate expression using hand sewing and fabrics.</p>		<p>Colour and emotion through expressionism</p> <p>Declarative – Edvard Munch, mental health, places, historical contexts Procedural – Using line, shape, form, colour, paint, pastel</p>	
Music	<p>Algorithmic Composition</p> <ul style="list-style-type: none"> • How to use Garageband as a DAW • Composing melodic and harmonic music from images • Chord progressions and structure 	<p>Toccata and Fugue: Ensemble Performance</p> <ul style="list-style-type: none"> • Performing a melody • Performing as an ensemble • Performing a harmonic or rhythmic accompaniment 	<p>Piano Skills One</p> <ul style="list-style-type: none"> • How to play a right-hand melody with correct positions • How to play a left-hand melody with correct positions • How to perform a two-hand piano piece 	<p>Melodic Composition: What the Lady Bird Heard</p> <ul style="list-style-type: none"> • How to compose a conjunct melody • How to compose using a sequence • How to compose using a ternary structure • How to harmonise a melody using block chords 	<p>DJ Skill One</p> <ul style="list-style-type: none"> • How to beat match four tracks • How to tempo match four tracks • How to phrase match four tracks • How to mix from one track to another with a smooth transition • How to add effects to create variations to tracks and transition 	<p>Ensemble Band Performance</p> <ul style="list-style-type: none"> • Perform a part within an ensemble on either piano, guitar, bass, ukulele, drums or vocals • Perform a melodic part or accompaniment • How to effectively rehearse both individually and as part of a group