

### YEAR 7: IGS CURRICULUM OVERVIEW

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home.













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### Year 7 Curriculum Overview: ART



	Торіс	cs/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	2.Drav	oduction to drawing wing still life gin ceramics project	Drawing skills and techniques. Formal elements of line, shape, proportion, form and texture. Composition Photography and lighting. Art specific vocabulary Making connections/taking inspiration from Artists. Research and writing about a ceramic vessel	Still life drawing 1 Still life drawing 2 Written presentation of ceramic vessel.	Support with homework, one per fortnight.     Encourage practising drawing from observation in various media.     Encourage watching art programmes such as 'The Great Pottery Throw Down'
Spring Term	Makir design	ramics project; ng, researching, inventing and ning. our Theory Name project	Understanding the properties of clay. Slabbing technique. Practising skills and techniques such as carve, imprint, build and cut away Understanding a design brief. Recap on skills from term 1. Introduction to colour theory	Clay file. Final ceramic vessel. Colour name front cover	As above.     It would be great if you could ask questions about their work especially the designing stage and colour theory as this will help with creative thoughts and understanding.
Summer Term	Resea Stean	ects; ing and collage. arch and writing. m Punk Insect cycle mini project	Recap on drawing skills, formal elements of line, shape and proportion. Introduction of use of collage and an illustrative tool. Recap on research and writing from term 1 based on Steam Punk and how to take an influence from the work of professionals. Observation and creative invention through designing own Steam Punkinsect.	Collage insect. Steam Punk research and analysis. Steam Punk Insect Recycle work.	As above.     Discussions about recycling and how certain materials can be used to create art.     Support in making the recycle artwork.

# Year 7 C Citizenship Module

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Subject

### Year 7 Citizenship Curriculum Overview

### **Session Content**

### Citizenship module

- 1. How is our school run? How is our country run?
- 2. Elections and campaigns
- Laws and rules keeping us safe?

### Powerful Knowledge

- 1. The political system in the UK is a democratic government. Citizens have the responsibility to vote for their MP who represents their constituency in parliament. Parliament is made up of the house of commons, the house of lords and the monarch. The main roles of parliament are to check and challenge the work of the Government (scrutiny), to make and change laws (legislation), to debate the important issues of the day (debating), to check and approve Government spending (budget/faxes).
- 2. The maximum term of a parliament is 5 years after this a general election is an apportunity for people in every part of the UK to choose their MP. This person will represent a local area (constituency) in the House of Commons for up to the years. There is a choice of several candidates in each constituency. Some will be the local candidates for notional political parties. The candidate that receives most votes becomes their MP. Political parties will put forward their manifesto and campaign to win votes in elections. The main political parties in the UK are the conservatives and labour.
- 3. The police, courts and tribunals uphold the UK's rules and laws and form a part of the UK's Justice system. England and Wales operate a common law system. The laws are established by the passing of legislation by Parliament. The Justice system is one of the three branches of the state. The other two branches are the executive, or the government, and the legislature, which is the two Houses of Parliament.

https://www.ludiclarv.uk/about-the-ludiclarv/our-lustice-system/ https://www.youtube.com/watch@v=eKk4K06K\_Bw&t=2s

### How can you help at home?

- Use the resources on Showbie to discuss the voting process and elections
- Look over election manifestos together and discuss what the candidates are offering

# Finance Module

### Finance module

- The functions and uses of money
- The importance and practice of budgeting
- . Money has been around for at least 5,000 years, with the earliest forms being in the form of commodities such as shells, salt and livestock. Over time, the concept of money evolved, and new forms of currency were introduced. People can make money in a variety of ways. Most people earn money by getting a job, some people earn money by being self-employed. A payslip is a document that's given to an employee each payday. It shows their total amount earned, less deductions for things like tax. Payslips show income from salary, hourly wages or commission
- A budget is a calculation plan, usually but not always financial, for a defined period, often one year or a month.
   Budgets are important because they build financial freedom and help you to work towards saving and life goals.

- Use the resources on Showbie to look at what a payslip is and discuss what this might look like for you
- Use the resources on Showbie to discuss budgeting and how that would work for your household



### Year 7

### **Curriculum Overview: Computing**



### Topics/ content outline:

### Powerful Knowledge (key concepts, skills)

### What will you be assessed on?

### How can you help at home?

Autumn Term

1. E-safety 2. Word Processing

Presentation skills

Students understand the need to be responsible and respectful users of technology, whilst demonstrating an appropriate level of digital literacy.

Be able to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem

Your ability to show and explain safe use of the internet, network privileges and social media

Ability to present information to a given audience.

Write algorithms which include sequences of instructions and decisions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.

Spring Term

Programming in Scratch
 Programming in Small Basic

Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

Solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

The three programming constructs of sequence, selection and iteration.

Ability to write programs that use and combine sequence, selection and iteration. Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.



. Spreadsheets

2. Graphic manipulation

. Websites

Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and

understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

Demonstrate how to use mathematical and relational operators in computer programs

Demonstrate how to test, debug and correct errors in computer programs in order to create effective solutions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material/videos.



### Year 7 Curriculum Overview: Design & Technology; Design Materials



### Topics/ content outline:

### Powerful Knowledge (key concepts, skills)

### What will you be assessed on?

### How can you help at home?

Gravity Racer

- 1. Workshop safety routines-hazard & risk
- 2. Safety poster
- 3. Measuring items in mm
- 4. Marking out from a working drawing
- 5. Drilling assessment
- 6. 2D drawing with equipment
- 7. Creating a working drawing
- 8. Mechanical fittings
- 9. Cutting Metal &Chassis and wheel
- 10. Testing the Gravity Racer
- 11. Race Day & Evaluation

Workshop and classroom hazard / risk

- Using mm for measuring and marking out
- 2D Drawing Skills
- Safe operation of drilling machines
- Cutting and filing metal
- Mechanical fittings
- Testing the Gravity Racer
- Celebration Race Day

Specific Keywords; Drilling machine, Soldering Irons, Bench and Vice, Length, width, thickness, Datum, Steel Rule, Engineers Square, Chassis, HIPs - High Impact Polystyrene Sheet

Low stake Tests

**Drilling Self Assessment** 

Measuring Teacher Assessment

**Final Project Peer Assessment** 

End of project test

Resources for the Gravity Racer project are stored in Showbie.

Encourage sketching practise.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

### Spring Term

**Autumn Term** 

### Flo Glow

- 1. Client Profile
- 2. Designing the silhouette- Sketching 3. Sketchbook (on iPad) - developing the silhouette outline/template.
- 4. Marking out the PCB- drill strain holes
- 5. PCB Drills & Soldering introduction
- 6. Soldering and testing the circuit 7. Cardboard Silhouette - Final Design
- 8. Polymers theory and line bending
- 9. Assembly and Testing
- 10. Evaluation

- Making the PCB
- Client Profile
- Creative Design
- Product Development
- Card Model
- Line Bend
- Assembly of Electronic Products

Specific Keywords; Strain holes, Printed Circuit Board (PCB), PCB pillar hole, components, Light emitting diode, resistor, circuit, circuit diagram

Low stake Tests

**Design Peer Assessment** 

Soldering Self Assessment

Final Lamp Product Teacher Assessment

End of project test

Resources for the Flo Glow Lamp project are stored in Showbie.

Encouragement to notice the world of technology and new product development.

If asked, become a client for the Flo Glow Lamp project, answering questions and supporting the design process.

### **Summer Term**

### Game in a Box

- Sustainability
- Design Brief & Specification
- Initial Design
- Marking square lines on wood Gameboard CAD design
- Hand sanding wood
- Operating Sanding Machines
- Wood adhesive
- Marking and cutting curved shapes in wood
- Using the hegner saw
- 11. Finishing wood
- Injection moulding plastic

- Sustainability in Product Design
- Measuring and marking up of wood materials
- Sawing, sanding and assembling plywood
- Designing 2D graphics to promote sustainability.
- Developing CAD skills on the iPad; Sketchbook
- Using the scroll saw
- Production Lines
- Applying finishes to wood surfaces
- Injection Moulding and 3D Printing

Specific Keywords; Try Square, Tenon Saw, Bench Hook, Sanding machine, Sanding Sealer, Wood Wax, Sustainability, Reduce, Reuse,

Low stake tests

**Cutting Wood Teacher Assessment** 

Sanding Machine Self Assessment

**Final Product Peer Assessment** 

End of project test

Resources for the Game in a Box project are stored in Showbie.

Encourage sketch practise and play board games to help with the project context.

Additional design and technology resources can be found on the following websites; www.technologystudent.com

https://www.bbc.co.uk/bitesize/examspecs/zbv



### Year 7 Curriculum Overview: Design & Technology; Food Technology



				• RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Introduction and Food Safety 2. Enzymic Browning 3. Fruit Fusion 4. Grilling Investigation 5. Pizza Toast 6. Eatwell Guide 7. Rainbow Salad	- Hygiene and Safety: mise-en-place, correct chopping techniques, bridge and claw. The 4 c's of Food Hygiene - Enzymic browning and how to prevent fruit from going brown, food spoilage How we cook food and the different methods of cooking, convection, conduction and radiation How to use each area of the cooker safety, grill, oven and hob The Eatwell Guide, what it is and how to use in planning meals over a period of time.  Specific Keywords: hygiene and safety, enzymic browning, bridge, claw, radiation, dextrinization, nutrition, nutrients, healthy balanced diet, seasonal foods, rubbing-in.	Low Stake Tests  Fruit Fusion – Teacher Assessment  Rainbow salad – Peer Assessment  Mid Topic Test	Weighing and Measuring ingredients at home Providing a container with student name and Food group on to take the dish home in.  Practicing Bridge and claw method.  Practicing washing up and clearing away.
Spring Term (Rotate at February ½ term)	8. Food and the Environment 9. Fruit Crumble 10. Final Review and Assessment  1. Introduction and Food Safety 2. Enzymic Browning 3. Fruit Fusion	Food and the Environment, Food miles and Food Assurance.  Seasonal Food .  Rubbing in method  As above for Rotation two	Eatwell Guide and the Environment – Self Assessment Revision End of Unit test As above for Rotation two	As above for Rotation two
Summer Term	4. Grilling Investigation 5. Pizza Toast 6. Eatwell Guide 7. Rainbow Salad 8. Food and the Environment 9. Fruit Crumble 10. Final Review and Assessment	As above for Rotation two	As above for Rotation two	As above for Rotation two



### Year 7 Curriculum Overview: Design & Technology; Textiles



THE REAL PROPERTY.				•
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Graffili Pencil case  1. Health and Safety in Textille 2. Analysis of a Design Brief 3. Theme research including an image board. 3. Client profile 4. Initial ideas for a block/stamp 5. Development of ideas 6. Repeat design using sketchbook 7. Trailing stamp on ongoing evaluation 8. Printing repeat design 9. Laminating fabrics	Textiles roomhazards and risks Working to a Design Brief Break down a context using a mind map Fibre characteristics Fabric finishes Drawing skills CAD repeal pattern  Specific Keywords; Design Brief, Task Analysis, Client, Annotation, laminating, fusing	Low stake Tests  Design and developed ideas Teacher Assessment  Manufacturing Stamp Peer Assessment  Printing Self-Assessment	Resources for the Graffiti Pencil Case project are stored in Showbie.  Encourage sketching practise.  Encourage revision for the LST's.  Pupils to develop their revision skills to suit their learning style.
Spring Term (Rotate at February half term)	10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment  1. Health and Safety in Textile 2. Analysis of context 3. Theme research including an image board. 3. Client profile 4. Initial ideas for a block/stamp 5. Development of ideas	Threading a sewing machine independently Working with fabric right side to right side  Specific Keywords; thread guide, balancing wheel, spool, tension, Evaluation  As above for rotation two	Final Project Teacher Assessment  End of project lest  As above for rotation two	As above for rotation two
Summer Term	6. Repeat design using sketchbook 7. Italing stamp on ongoing evaluation 8. Printing repeat design 9. Laminating tabrics 10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment	As above for rotalion two	As above for rotation two	As above for rotation two



Term

### Year 7 Curriculum Overview: Drama



Topics/ content outline:

### Powerful Knowledge (key concepts, skills)

### What will you be assessed on?

How can you help at home?

1. Techniques **Autumn** & Skills Term 2. Bullying

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Dramatic Techniques: Still Image, Thought Tracking, Mime, Split Scene, Exaggeration & Slow Motion.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

Design Skills: Staging (End On) & Set.

Styles Naturalistic

Strands/Approaches: Devising & Script

- Your Group Work Skills.
- Your application of the Dramatic Techniques.
- Your use of Acting Skills to develop characters.
- Your use of the stage space.
- Your verbal responses/contributions to class discussions.
- Your Devising & Script interpretation skills.
- Reviewing the definitions of the Techniques & Skills covered.
- Discussing the script extracts and how to interpret character.

Reviewing the definitions

of the Techniques & Skills

covered.

3. Darkwood Manor Spring Term 4. Oseo

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Dramatic Techniques: Still Image, Thought Tracking, Mime, Exaggeration, Slow Motion, Body as Prop, Soundscape, Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics,

Design Skills: Staging (End On, In The Round, Traverse & Promenade), Lighting, Sound & Music, Set.

Styles Naturalistic, Abstract & Physical Theatre.

Strands/Approaches Devising

- Your Group Work Skills.
- Your application of the Dramatic Techniques.
- Your use of Acting Skills to create clear characters.
- Your use of the stage space and other design elements to enhance your performance.
- Your verbal responses/contributions to class discussions.
- Your knowledge of how to work in different Styles of performance.
- Discussing how they have used and could use the Dramatic Techniques in their performances.

Your Devising skills.

- Enchanted Island Summer
  - 6. Kabuki Theatre

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Dramatic Techniques: Still Image, Thought Tracking, Mime, Split Scene, Exaggeration, Slow Motion, Flashback/Forward, Narration, Soundscape, Montage & Direct Address, Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics,

Design Skills: Staging (End On, In The Round, Promenade), Lighting, Sound & Music, Set, Costume & Make Up.

Styles Naturalistic, Abstract, Physical Theatre & Kabuki

- Your Group Work Skills
- Your application of the Dramatic Techniques.
- Your use of Acting Skills to create clear characters.
- Your use of the stage space and other design elements to enhance your performance.
- Your verbal responses/contributions to class discussions.
- Your knowledge of how to work in different Styles of performance.
- Your Devising & Script interpretation skills.

- Discussing their understanding of the difference between Dramatic Techniques & Acting Skills.
- Researching different styles of staging a performance.
- Researching Kabuki Theatre



### Year 7 Curriculum Overview: ENGLISH



### Autumn Term The Writer's Toolkit.

Powerful Knowledge (key concepts, skills)

Narrative Structure
Concept of the hero
Concept of the villain
Morality from different cultures
Gender roles and relations

### What will you be assessed on?

How can you help at home?

 Exploration of how a character is presented testing your inference and interpretation skills

Baseline assessment of all reading and

- Writing an extract from your own quest myth testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation and vocabulary choices
- Wider reading sheet on Showble with suggestions of enrichment reading and activities to try
   Usten to podcasts together at homes, such as 'Myths and Legends', National Geographic
- Kids' 'Greeking Out' and 'Kids Myth Plus'

  Practise key spellings and punctuation rules at home.

### Spring Term Childhood: OliverTwist the Play 19th century attitudes towards children Presentation of childhood through poetry of William Blake Non-fiction extracts exploring attitudes to children / childhood in the twenty-first century

Questwriting

Concept of the hero
Concept of the viliain
Concept of the outsider
Human psychology
Morality
19th Century Society
Social Status and Class Differences
Powerty and Inequality

- Exploration of how Dickens presents a character within an extract, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices
- Comparison of how children are presented across two texts testing your inference and interpretation skills as well as your ability to compare ideas across different texts
- Writing a letter to the Youth Parliament testing your ability to construct an argument as well as the structure of your ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices
- Watch film versions of 'Oliver Twist'
- Wider reading sheet on Showble with suggestions of enrichment reading and activities to try
- Visit websites like
- https://victodanchildren.org/victodan. children.in.victodan.ilmes/ to discover more about ite in the 19th Century

### Summer Term Bravery and Courage: The OtherSide of Truth by Beverley Naidoo Warpoetry Presentation of immigration, the plight of refugees and how characters demonstrate bravery and courage within these situations

Concept of the hero
Concept of the outsider
Identity
Human psychology and mental health
Morality
Modern society
Political Ideologies
Class status
Race relations and inequality
Narrative structure

- Exploring how writers of newspaper articles present ideas about heroism testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices
- Exploring how bravery is presented in the novel, testing your ability to craft an argument in response to the question
- Creative wifting as a character from the novel testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices
- Wider reading sheet on Showble with suggestions of enrichment reading and activities to try
- Explore podcasts like Veergatha: Stories of Bravery and discuss what bravery looks like in different situations
- Support students with reading the novel together at home. A scanned in copy is available on Showble.



### Year 7 Curriculum Overview: FRENCH



• 1				• RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Cognate Story 2. Greetings 3. The Giant Turnip 4. Introducing yourself (name, age)	<ul> <li>✓ How to use cognates to unlock meaning</li> <li>✓ Key phonics in French</li> <li>✓ Intro to word order and adjectival agreement</li> <li>✓ Introduction to avoir, s'appeller</li> <li>✓ Revision skills</li> </ul>	☐ Key task 1 – recognising nouns and adjectives, translation from French into English, translation from English into French and freewriting (own story based on The Giant Turnip!	<ul> <li>Join teacher Showbie group</li> <li>Keep an eye on ClassCharts for all homework and assessment information</li> <li>Support with student organisation and completion of sentence builder homework tasks set</li> <li>Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
Spring Term	1. Physical appearance 2. Personality 3. My family	<ul> <li>✓ Avoir</li> <li>✓ Être</li> <li>✓ Reinforcing key phonics in French</li> <li>✓ Re-visiting word order and adjectival agreement, including irregulars</li> <li>✓ Introduction to opinions</li> <li>✓ Introduction to justified opinions</li> <li>✓ Revision skills</li> </ul>	☐ Key task 2 – Reading, listening and translation focus (Introducing yourself, physical appearance and personality )	> As above
Summer Term	1. Ideal family 2. Pets 3. Jobs	<ul> <li>✓ Introduction to the conditional tense</li> <li>✓ Justified opinions in the conditional tense</li> <li>✓ Introduction to 'si clauses'</li> <li>✓ Re-visiting of avoir/être</li> <li>✓ Introduction to 'er' verbs e.g. travailler</li> </ul>	Key task 3 – Writing (Introducing yourself, physical appearance, personality, family )	> As above

✓ Revision skills



Summer Term

### Year 7 Curriculum Overview: Geography



### Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Look through an atlas (doesn't have to be up-Location of continents and Our place in the world knowledge check to-date) to identify places and features from Our Dynamic World – Our place in the world assessment - locating What is our place in the Lines of latitude and longitude places, population, history of the earth and Visit local places of interest in and around likley and find out about them Place characteristics and Autumn Term Physical and human features identity (likley and Kenya) physical features world? History of the earth Talk to relatives, neighbours about places they Factors affecting place Confinental drift theory likley and Kenya knowledge check have visited. Height on maps Plate boundaries Our Local World – How Ilkley and Kenya assessment - human and Complete revision clock/ other methods Tourism - impacts World population trends including revision cards. physical characteristics in UK, place different are likley and Megacities characteristics and identity, impacts of Watch the news/ read newspapers to stay up Push and pull factors Kenya? tourism, map skills. to date with current affairs with a focus on Reasons for population growth Кепуа. Layers of the earth Keep a news diary of any earthquakes Plate boundaries or floods that happen around the world constructive, destructive, Our Danaerous World – Visit the river in likey at different times to the conservative. Earthquakes and flooding knowledge check Earthquakes or flooding, year and under different weather conditions Measuring development Map skills Earthquakes and flooding assessment to see how it changes which is worse? Causes of earthquakes Development Indicators earth structure and plate boundaries. Complete a A4 factfile sheet about the Primary impacts The development gap characteristics of earthquakes, flooding, Spring Term country of Halfl using the CIA World Reasons for the develop Secondary Impacts including, cause, impact, response. 4. Our Unequal World -Factbook https://www.cis.env/the-world-Measuring earthquakes gap Sustainable development Halfi 2010 (cause, impact, What is the alobal Development and aid knowledge check Watch Frontline: Battle for Hall (12) on Netflix response) development gap? Storm hydrographs (lag time, Complete revision clock/ other rising/ falling limb) Factors affecting flooding methods including revision cards. What is the difference Weather and climate knowledge check between weather and Population distribution Weather and climate assessment - weather Our Natural World. climate? Development indicators and climate, types of rain, global Keep a news diary of weather events in the Types of rainfall Causes of population rise Does the atmosphere atmospheric circulation, factors affecting UK and abroad

Air pressure

World biomes Characteristics of biomes

Global atmospheric circulation

Global climate zones

Extreme weather (UK and

control our lives?

makes up the UK?

6. Our Urban World - Who

Demographic Transition Mode

Cultural diversity in the UK

Migration in the UK - Impacts

Population structure

Population pyramids

climate.

Urban mid-topic assessment

migration, DTM, Leeds.

Urban assessment - population density, key

terms, population structure and pyramids,

Watch the news/ read newspapers to stay up

Complete revision clock/ other methods

Look at the weather forecast

including revision cards.

to date with current affairs.



### Year 7 Curriculum Overview: History



### Autumn Term Enquiry 1: The bodies in the Reid Enquiry 2: How did Rome change after 750BC to become 'extraordinary'?

### Powerful Knowledge (key concepts, skills)

### Enguiry 1

Students will develop their understanding of the following disciplinary concepts: 1. Sources 2. Using evidence 3. Interpretations 4. Hypotheses 5. Chronology and time periods.

### nguiry 2

Students will develop their understanding of the following substantive concepts: 1, social hierarchy 2, plebians 3, slaves 4, rights 5, democracy 6, dictatorship 7, Empire 8, conquest 9, polytheism 10. Christianity 11, conversion.

### Enquiry 3

Students will develop their understanding of the following substantive concepts: 1. a church 2. the Church 3. a priest 4. the Pope 5. Investiture 6. crusade 7. Indulgence 8. excommunication 9. Catholicism 10. Cathors 11. herefic.

### Enquiry 4

Students will develop their understanding of the following substantive concepts: 1, gender 2, power 3, legitimacy 4, authority 5, empire 6, monarch 7, the throne 8, heir 9, polytheism 10. The Church

### What will you be assessed on?

### Enquiry 1

Students will complete a short know ledge test which addresses the core know ledge and short written assessment. The written assessment will require students to use a variety of sources to support and develop an argument.

### Enquiry 2

Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to explain how Rome changed to become "extraordinary".

### How can you help at home?

### Enquiry 1

Ask your child to explain their hypothesis, with a specific focus on the evidence they could use to justify their grayment

### Enguiry :

Watch the BBC Documentary series Empire without Limits by Mary Beard.

Visit a local Roman site such a Aldborough Roman Town or Hadrian's Wall

### Enquiry 8: Why w as the medieval Church so pow enture Enquiry 4: Why w as the Empress Martida's legitimacy ignored?

### Enquiry 3

Students will complete a short knowledge test which addresses the core knowledge

### inquiry 4

Students will complete a short know ledge test which addresses the core know ledge.

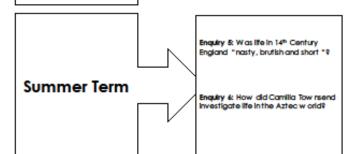
Following the completion of both enquiries, students will complete a written assessment which requires them to write an account of power and authority in medieval England.

### Enquiry 3

Visit a medieval monastery in the local area to see the power of the medieval Church in England.

### Enquiry 4

Watch the BBC Documentary series She-Wolves: England's Early Queens by Helen Castor



### Enquiry

Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. peasants 3. serts 4. treemen 5. agriculture 6. famine 7. Lords 8. Manors 9. the King 10. The Church 11. revoit 12. Christianity 13. religion 14. miasma

### Enquiry

Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. slavery 3. agriculture 4. rules 5. empire 6. tribute 7. polytheism8. human sacrifice 9. disease 10. Conquest 11. empire 12. conversion 13. Christianity

### norder i

Students will complete a short knowledge test which addresses the core knowledge and short written assessment. The written assessment will require students to use evidence to support and challenge the interpretation about life in 14th century England.

### Enquiry 6

Students will complete a short know ledge test which addresses the core know ledge and source-based activity. The activity will require students to plan a museum about life in the Aztec world, justifying their selection of

### nquiry 5

Visit Wharram Percy, a medieval village that was abandoned around 1500, located near Matton

### Enguiry 6

Listen to the episode about the Aztecs in the BBC Podcast, You're Dead to Me. https://www.bbc.co.uk/programmes/p07pjcw5



### Year 7

### Curriculum Overview: Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

**Autumn Term** 

I. E-safety

- 2. Presentation skills
- 3. Algorithmic thinking
- 4. Animation

Students understand the need to be responsible and respectful users of technology, whilst demonstrating an appropriate level of digital literacy.

Be able to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

Understand several key algorithms that reflect computational thinking (for example, ones for sorting and searching); use logical reasoning to compare the utility of alternative algorithms for the same problem

Your ability to show and explain safe use of the internet, network privileges and social media

Ability to present information to a given audience.

Write algorithms which include sequences of instructions and decisions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 1 hour a week)

Spring Term

- Games design
- 2. Programming in Scratch
- 3. Programming in Python
- 4. Astro Pi

5. Pacman

Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

Solve a variety of computational problems; make appropriate use of data structures (for example, lists, tables or arrays); design and develop modular programs that use procedures or functions

The three programming constructs of sequence, selection and iteration.

Ability to write programs that use and combine sequence, selection and iteration.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 1 hour a week)

Summer Term

- Spreadsheets
- Graphic manipulation

Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

Demonstrate how to use mathematical and relational operators in computer programs

Demonstrate how to test, debug and correct errors in computer programs in order to create effective solutions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 1 hour a week)



### Year 7 Curriculum Overview: **Mathematics**



### Topics / Content Outline

### Powerful Knowledge (key concepts, skills)

### What will you be assessed on?

### How can you help at home?

Sense **Autumn** Term

- (1) Developing Number
- (2) Number Properties
- (3) Place Value
- (4) Directed Number

- Order of operations
- Factors, multiples & primes
- Prime factors, HCF & LCM
- Sauare & triangular numbers
- Compare & order integers & decimals
- Rounding to powers of 10
- Rounding to significant figures
- Estimation
- Four operations with negative numbers

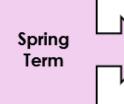
A 'skills check' will be completed in the first few weeks of the year, which will help us assess the knowledge retained from KS2 topics so we can plan any amendments to the curriculum (if necessary).

End of topic tests will be completed in lessons every 2 - 3 weeks.

A mid-year assessment will be

completed on the topics covered

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.



- (5) Algebraic Thinking
- (6) Solving Equations
- (7) Sequences
- (8) FDP Equivalence

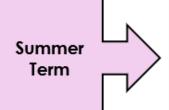
- Like & unlike terms
- Function machines
- Substitution
- One-step & two-step equations
- Continuing sequences
- Linear & non-linear sequences
- Nth term of a linear sequence
- Understanding tenths, fifths & quarters
- Converting fluently between FDP

up to that point in the year, Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2-3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.



- (9) ... Of Amounts
- (10) Working With Shape
- (11) Fractional Thinkina
- (12) Working With Angles
- (13) Representing Data

Understand & draw angles

Fractions & percentages of amounts

- Types of triangle & guadrilateral
- Area & perimeter
- Mixed numbers & improper fractions
- Adding & subtracting fractions
- Key anale facts
- Angles in parallel lines
- Frequency trees, two-way tables & charts

An end of vear assessment will be completed on the topics covered across the year, Students will receive a revision checklist two weeks before and full information will be posted as a homework.

End of topic tests will be completed in lessons every 2 - 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.



### Year 7 Curriculum Overview: MUSIC



## Autumn Term 1. PITCH PERFECT 2. FIND YOUR VOICE

### Powerful Knowledge (key concepts, skills)

Term 1: What makes a good melody? Using the keyboards to perform melodies in C major. A look at melodic movement, phrasing and treble clef notation.

Term 2: An exploration of pulse and rhythm. Musical literacy and building confidence using notation in simple time. Performing part songs using ostinato and texture. Group and class singing.

### What will you be assessed on?

Term 1: Individual Keyboard Performance

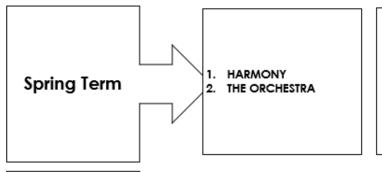
Term 2: Group vocal performance/arrangement

Homework: set at least once per half-term

### How can you help at home?

Term 1: Treble clef note names https://www.youtube.com/watch?v=FAU4aQP OLwM

Term 2: Notation activities. Body percussionhttps://www.youtube.com/watch?v=92qf8dAlhUw



Term 1: A look at chord structures in pop and folk music.

Differences between primary and secondary chords.

Performing and composing a chord sequence.

Term 2: Researching the four families of the orchestra.

Performing pieces of music as an individual and as a class.

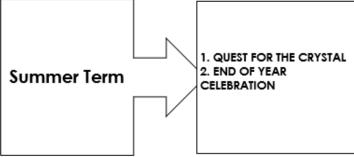
Term 1: Group performance and composition challenges on musical instruments.

Term 2: Various performance challenges on musical instruments

Homework: set at least once per half-term

Term 1: Explanation of harmony and chords https://www.bbc.co.uk/bitesize/topics/zcbkcj6/ articles/zqxx2nb

Term 2: Instruments of the orchestra: https://www.youtube.com/watch?v=EfedKdqXWc



Term 1: Exploring structure in music. How do composers create contrast between sections? Programme musicmusic to describe a given story.

Term 2: Students will choose from a menu of activities. Examples include- group performance of a favourite piece; You Tube keyboard and guitar tutorials; composing a piece for the Creative Arts Festival. Term 1: Individual GarageBand composition using programmatic structure.

Term 2: Performances recorded on Showbie so those at home can listen to the finished work. Some students will showcase their work in the Creative Arts festival. Term 1: Conversations when listening to music together or when watching a film. How do composers create contrast or change the mood for the viewer?

Term 2: come along to our Creative Arts Festival!



### Year 7 Curriculum Overview: PE



# Autumn Term 1. Hockey 2. Netball 3. Football

### Powerful Knowledge (key concepts, skills)

- Learn basic simple skills
- Be able to use the skills in small sided games
- To understand the basic rules
- To know and understand the basic fitness components
- 5. To learn to work together

### What will you be assessed on?

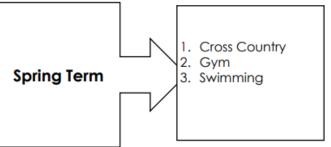
Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- 3. Physical Ability
- 4. Sportsmanship/working with others
- 5. Resilience/perseverance
- Self and Peer assessment

### How can you help at home?

Encourage Extra-curricular sport:

- 1. In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle



- To improve basic fitness including
   Aerobic fitness/ flexibility.
- To learn and develop individual motor skill
- 3. To learn water confidence
- To know and understand the basic fitness components
- 5. To challenge themselves individually

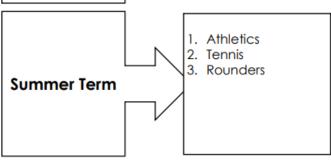
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- Knowledge and understanding of rules and tactics
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- Physical Ability
- 4. Sportsmanship/working with others
- . Resilience/perseverance
- 6. Self and Peer assessment

Encourage Extra-curricular sport:

- 1. In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle



- To learn the core skills- running, throwing, striking and fielding
- To learn the rules in all activities to score, measure, time and positions on the pitch
- To know and understand all safety aspects of athletics
- To challenge themselves to improve distance/time

Students will be assessed against the BRONZE, SILVER and GOLD criteria

Which is assessed on the following

- Knowledge and understanding of rules and tactics
- Performance of basic skills
- Physical Ability
- 4. Sportsmanship/working with others
- Resilience/perseverance
- 6. Self and Peer assessment

Encourage extra-curricular sport:

- In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle

### Year 7 PSHE Curriculum Overview **Session Content** Powerful Knowledge Starting a new school is a transition phase in life and comes with many changes. It is important to Note: students will have Nell Bank Living consider strategies that you could use to be more confident and think of strategies that you could use to which will reduce curriculum time for some classes Friendships are an important relationship that we have in our support network. Making new friends in a new setting can be worying but also very rewarding. To maintain a friendship both parties must put in effort, set boundaries and build trust. Managing the challenges of a Values are standards that you hold yourself to in relation to your behaviour – they could be personal **Autumn** values that are important to you as an individual or values that are held by an organisation or 2. Establishing and managing ō An upstander is a person that speaks or acts in support of an individual or cause, particularly someone Term friendships who intervenes on behalf of a person being attacked or bullied elopment 3. Values De-escalation is the reduction of the intensity of a conflict or potentially violent situation using specific Upstander behaviours The age of criminal responsibility in the UK is 10. Children between the ages of 10 and 17 can be arrested De-escalation and taken to court if they commit a crime. Age of criminal responsibility PSHE survey wellbeing Health hygiene and preventing spread of disease 6. Rail, water, road, moors safety ě and During puberty, people undergo various physical changes to their bodies as harmones are getting their bodies biologically ready to reproduce (have a baby). These changes usually happen on average Physical changes of between the ages of 11 and 12 depending on biological sex. Ŏ When a person starts going through puberty, they will start having periods. The average age for someone to start having periods is 12 years old. However, because everyone's different, it's possible to start earlier puberty Spring Menstruation ersonal or later than this. A period happens when an egg is released from the ovaries. When the egg is not needed, it is naturally removed from the body through the vagina. When this happens, blood comes out Emotional changes of of the vagina for a number of days. It is possible to bleed from around three to eight days, but everyone **Term** is different, so some people bleed for a longer or shorter time than other people. There are a variety of products available to support with managing period blood flow. Individuals will choose a period product My phone and me that is best from them, there is no one correct product to use. During puberty hormonal changes in the body cause changes with emotions and can cause sexual Relationships feelings to start to arise toward others. Understanding these emotional changes helps to make puberty less dauntina ے Our lives are lived both in person and online. It is your responsibility to keep yourself safe online by using passward protection on apps, sticking to community guidelines, being aware of how to report or block on account is an important tool to keep yourself safe. Checking your screen time usage and reflecting o how your phone use is impacting you is important so that you can manage your online presence. な A relationship is a connection between two or more people. There are many different types of Types of relationships Ď relationships including: familial relationships, friendships, romantic relationships, professional relationships. Subje educational relationships. There are appropriate and inappropriate ways to behave in each of these Healthy and unhealthy types of relationship. relationships Some relationships are healthy and some are not. Red flags of a relationship are things that happen that Communicating consent mean a relationship may not be healthy. Consent is agreeing to do something and having the capacity to agree. Capacity may be reduced due sex What is bullving? Summer to age, illness or consumption of alcohol or drugs. 5. Recognising and Emolional and physical changes that happen in puberty can test our relationships, particularly our friendships and familial relationships. There are many tools that can be used to manage this. challenging stereotypes Term Bullying/cyber bulling are repeated intentional patterns of harmful behaviour by individuals or members 6. Self-review of a group. Bullying can be physical or emotional. Bullying can sometimes be shrugged off as "banter" but this is a dangerous playing down of behaviour that is unacceptable. Bullying behaviours can be indirect and can also sometimes be criminal. Media stereotypes can impact individuals and communities by affecting self-image, self-concept and self-esteem. Being able to recognise what is real and what is targeted advertisement or propaganda is

### How can you help at home?

- Use the resources on Showbie to explore what is meant by the 6 basic emotions. how we can recognise these and manage these
- Discuss what your values are as a family are and how these link to the school Personal Best values
- Look at current news stories together and discuss how to be an upstander in difficult situations

25 Health and Wellbeing drop down day → Topics TBC: 1. Mental health 2. CPR 3. General first aid 4. Phone usage and online safety 5. Personal

- Visit the period product aisle of the supermarket/ online store on your shop and talk through the different products available
- Use the Showbie/ NHS resources to discuss the emotional and physical changes or puberty and answer any questions that your children may be worried about
- Discuss your young persons screen time and phone usage with them. How do you use your phones as a family?

- important in navigating the online and offline spaces we live in. Understanding and being tolerant of other people's perspectives is important. Defining our right to freedom of speech as British and global citizens is a powerful tool.
- Engage in conversation about support networks and where your child would go if they needed support
- As a family, familiarise vourself with the sources of support that can be accessed by young people if they needed help with their relationships



### Year 7 Curriculum Overview: Religious Studies



### **Autumn Term**

Spring Term

**Summer Term** 

### Topics/contentoutline:

- Haw did Judaism begin?
- W ho is Moses 8
- 3. How do Jews learn about their faith? 4. W hat are Jewish keybeliefs?
- 5. How do Jews believe they should treat
- of her people?

  6. What do Jews believe about an afterlife? . How did Christianity begin?
- 8. W ho is Jesus?
- 9. How do Christians learn about their faith?
- 10. W hat are Christian key beliefs?
  11. How do Christians believe they should
- real other people? 12. W hat do Christians believe about an

- How did Islam begin?
- 2. W ho is Muhammad? How do Muslims learn about their faith?
- 4. What are Muslim key beliefs?
  5. How do Muslims believe they should treat
- of her people? 6. W hat do Muslims believe about an
- dietile
- 7. How did Hinduism begin? 8. W ho is Brahman?
- 9. How do Hindus learn about their faith? 10. W hat are Hindu key beliefs?
- 11. How do Hindus believe they should fred
- of her people? 12. What do Hindus believe about an
- ofterife.

### . How did Buddhism begin?

- 2. W ho is the Buddhoff
- 3. How do Buddhists learn about their faith?
- 4. W hat are Buddhis! key beliefs? 5. How do Buddhists believe they should
- freat of her people? 6. W hat do Buddhists believe about an
- 7. How did Sikhism begin? 8. W ho are the ten Gurus?
- 9. How do Sikhs learn about their faith? 10. W hat are Sikh key beliefs 8
- 11. How do Skha believe they should treat
- 12. W hat do Sikhs believe about an afterlie

### Powerful Knowledge (key concepts, skills)

- The Life and significance of Abraham.
- The fragility of the relationship between God and the Jews and the need for a second covenant.
- How Jews use the Tenakh which informs of Gods instruction and how to live.
- Nature and role of the Messiah / Messianic age.
- Gods' expectations of the Jews as outlined in the Ten Commandments.
- Jewish beliefs about the afterlife (Heaven and Sheol).
- God on earth in physical form through the incarnation of Jesus the Son.
- How Christians are saved through Jesus' sacrifice, grace, and good works.
- The contents of the Bible and how Christians use this
- The concept of the oneness of God expressed through the trinity.
- Beliefs about the afterlife and judgement.
- Christian beliefs about heaven, hell, and purgatory.
- Life and impact of Muhammad.
  - Muhammads preaching as a method of unifying tribes living in SA.
- How the Qur'an was revealed to Muhammad
- The concept of One God in Islam (monotheism).
- How the ten obligatory acts influence treatment of others.
- Beliefs about life after death, judgement and resurrection.
- The geography of India at the time of early Hinduism
- Brahmanasthe Ultimate Reality
- The difference between Special and General revelation
- The Trimurti representing different aspects of Saguna Brahman
- 10. The concept of Karma and Samsara
- The Atman and the transmigration of the Soul
- The life of Prince Siddhartha Gautama
- The background to Guru Nanak's ministry
- The Middle Way
- The Guru ship and their leadership.
- The Buddhist concept of Dhamma as Buddha's teachings.
- The contents of the Guru Granth Sahib and how Sikh's use this
- The three marks of existence as being fundamental to all things.
- The Mool Mantra its origins and where it can be found
- The importance of Karuna (compassion) in Buddhism and the four sublime states.
- The impact of sews and how Sikh's treat others.
- Samsara and the concept of dependent arising.
- The meaning of karma, rebirth and mutki.

### How can you help at home?

- Watch the BBC my life my religion series on Judaism and Christianity.
- Visit a local Church and Synagogue.
- Complete knowledge organiser for Judaism and Christianity.
- If you have a family member/friend of the Jewish and Christian faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
- Watch the BBC my life my religion series on Islam and Hinduism.
- Visit a local Mosque and Mandir.
- Complete knowledge organiser for Islam and Hinduism.
- If you have a family member/friend of the Muslim and Hindu faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.
- Watch the BBC my life my religion series on Buddhism and Sikhism.
- Visit a local temple and Gurdwara.
- Complete knowledge organiser for Buddhism and Sikhism.
- If you have a family member/friend of the Buddhist and Sikh faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



### Year 7 Curriculum Overview: Science



### Autumn Term 1. Becoming a Scientist 2. Matter 3. Forces 4. Intro to Biology (start)

### Powerful Knowledge (key concepts, skills)

The KS3 science curriculum starts with topics that cover the powerful knowledge that students will need to succeed in science.

The autumn term begins with an overview of what it means to be a scientist, the scientific method and learning key science skills such as graph drawing and experimental skills.

After this students will study the composition of matter and how an understanding of what is happening on the smallest of scales in terms of particles can be used to describe and predict behaviour on a larger scale.

Finally, students will study forces and their effects. They will learn about contact & non-contact forces, what forces can do as well as how to calculate resultant forces on objects and fields.

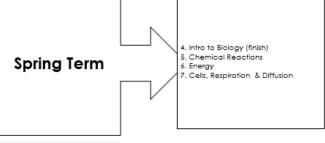
The powerful science knowledge continues into the spring term. Students start the term with an introduction to biology. This topic gives an outline of what biology is along with scientific and revision skills (converting between different scales, writing extended answers, using mind maps and flash cards for revision and retention.

Students move onto chemical reactions where they will study the differences between chemical reactions and physical changes, types of reactions, conservation of mass and catalysts. Next is energy where students will learn what energy is and what it does, the language around talking about energy and how

energy stores and <u>transfers</u> work. <u>Finally</u> this term, students will study cells and how they work. This will include their structure and the processes of respiration and diffusion. What will you be assessed on?

Students first summative test will take place at the end of the term, and results reported home. It will cover material up to the first half of topic 4. How can you help at home?

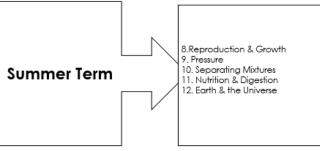
Asking students about what they have been doing in science and having them explain it to you. It is a large step up from primary to secondary in terms of depth of knowledge and equipment available and getting students to verbalise what they are learning on a regular basis will help to secure the key knowledge required.



Students next summative test will take place at the start of the summer term, and results reported home. The majority of the test will be on topics 4 to 7 although there will be a small about of key knowledge from prior topics that will also be

Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.

You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).



Students begin the summer term building upon the knowledge they have previously gained. In the first topic of the <u>term</u> they will study the entire human iffecycle from birth to death. This will draw on previous knowledge of cells, energy, diffusion, chemical reactions and respiration. The ment topic pressure builds upon the work done in the <u>forces</u> topic introducing equations and calculations.

Introducing equations and calculations.

Separating mixtures looks at the differences between pure and impure substances and solubility. Students will use their knowledge of particles to

explain each separation technique.

Nutrition & digestion studies the human digestive system and how nutrients are extracted from food into our bodies. Students will use their knowledge of patalysts solubility and diffusion to support this.

Finally students finish the year studying space. They will learn how the bodies in the solar system are arranged along with phases of the moon, seasons and gravity (which again revisits student's prior work on forces).

The final test of the year will cover all content from topics 1-10. This test will not be reported home but will inform where students are placed in mixed ability sets in Y8.

Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for

revision for each topic.

You may also help by testing your child on key knowledge after they have revised it (little and

knowledge after they have revised it (little and often is better than everything at the same time).



### Year 7 Curriculum Overview: SPANISH



( P 0.1				KINDNESS ❤️ ♥ RESILIENCE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Cognate Story 2. Greetings 3. The Giant Onion 4. Introducing yourself (name, age)	<ul> <li>✓ How to use cognates to unlock meaning</li> <li>✓ Key phonics in Spanish</li> <li>✓ Intro to word order and adjectival agreement</li> <li>✓ Introduction to tener, llamarse</li> <li>✓ Revision skills</li> </ul>	☐ Key task 1 – recognising nouns and adjectives, translation from French into English, translation from English into Spanish and free-writing (own story based on The Giant Onion!)	Join teacher Showbie group     Keep an eye on ClassCharts for all homework and assessment information     Support with student organisation and completion of sentence builder homework tasks set     Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	1. Physical appearance 2. Personality 3. My family	<ul> <li>✓ Tener</li> <li>✓ Ser</li> <li>✓ Reinforcing key phonics in Spanish</li> <li>✓ Re-visiting word order and adjectival agreement, including irregulars</li> <li>✓ Introduction to opinions</li> <li>✓ Introduction to justified opinions</li> <li>✓ Revision skills</li> </ul>	☐ Key task 2 – Reading, listening and translation focus (Introducing yourself, physical appearance and personality )	> As above
Summer Term	1. Ideal family 2. Pets 3. Jobs	<ul> <li>✓ Introduction to the conditional tense</li> <li>✓ Justified opinions in the conditional tense</li> <li>✓ Introduction to 'si clauses'</li> <li>✓ Re-visiting of tener/ser</li> <li>✓ Introduction to 'ar' verbs e.g. trabajar</li> <li>✓ Revision skills</li> </ul>	Key task 3 – Writing (Introducing yourself, physical appearance, personality, family)	> As above