



## Year 7 Curriculum Overview

Subject	Autumn Term				
English	<p><b>A shared experience.</b> What do we have in common? How does the written and spoken word unite us?</p> <p><b>The Power of Rhetoric</b> A study of the conventions of rhetoric, from Aristotle to Quintilian – moving on to some of the most inspirational speeches of our time.</p>		<p><b>A shared experience.</b> What do we have in common? How does the written and spoken word unite us?</p> <p><b>The Power of Stories</b> A study of the origins of storytelling, from the oral tradition, to Shakespeare, to modern storytelling - learning how these stories reveal the best and worst of humanity.</p>		
Geography	<p><b>Our Local Area</b> An introduction to Geography, focusing on introducing key geographical skills and our local geography in Burscough and the surrounding areas.</p>		<p><b>Our Island Home</b> British Isles Geography. Mapping Britain. Britain's coastlines, coastal formations and processes. Population distribution in Britain. The capital city, London.</p>		
History	<p><b>1a. History at Priory</b> <b>A Historical Mystery</b> – skills and introductory unit supporting transition from KS2-3</p> <p><b>1b: Movement, Settlement and Empire-</b> How much of an impact did the Romans have on Britain?</p>		<p><b>Movement, Settlement and Empire-</b> How much of an impact did the Romans have on Britain? What's so English about the English Anyway? How Did a French man become King of England?</p>		
Maths	Place value, ordering integers and decimals	Factors, multiples and prime numbers	Addition and subtraction	Multiplication and division	Algebraic notation
Physical Education	Interhouse cross country competition Football/Netball/ Basketball;		OAA/ Cross country/ Rugby/ Gymnastics		
RE	<p><b>Theme- Where do we Belong?</b> <b>Subject- Inspirational People</b> Within this topic we investigate the lives of a number of inspiration people from different religions. We study the lives of Anne Frank, Sophie Scholl, Mahatma Gandhi, Magnus MacFarlane Barrow, Malala Yousafzai and Oscar Romero. We discuss what inspired them and how they inspire religious (and secular) groups today.</p>		<p><b>Theme- Where do we Belong?</b> <b>Subject- Caused or By Chance? Christianity</b> Within this topic we discuss how we believe the world was created as a class, but we also learn about how Christians believe the world was created. Alongside religious views, we also investigate what different Christian denominations believe but also what inspirational people, such as Greta Thunberg, Chico Mendes and St Francis of Assisi, did to help the environment</p>		
Science	<p><i>Introduction to Science:</i> Safety in the laboratory and how to draw, name</p>	<p><i>Particles:</i></p>	<p><i>Cells and Organisms:</i> The building blocks of life and specialised cells and then the skeleton and movement.</p>		



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	and use equipment correctly. Variables and graph work followed by writing methods.	The three states of matter and change of states. A brief look at Elements, Compounds & Mixtures and the properties of metals and non-metals.	
Spanish	Classroom language and equipment, personal info, describing places and people, saying what people have and what people do; all using a phonics-based approach.	Numbers, describing what there is around you, where it is and what it's like.	

Subject	Spring Term	
English	<p><b>A shared experience.</b> What do we have in common? How does the written and spoken word unite us?</p> <p><b>'A Midsummer Night's Dream'</b> Learning how Shakespeare followed the conventions of a love story and how these tropes are embedded in our consciousness. We will also learn how the language of Shakespeare is structured.</p>	
Geography	<p><b>Our Island Home</b> The water cycle, weather and climate in Britain. Mini fieldwork (weather) on the school grounds.</p>	
History	<p><b>Could Monarchs Do what they Wanted – Power, Monarchy and The Church.</b></p> <p><b>Where Early Medieval Kings all Despots?</b></p>	
Maths	Equality and Equivalence	Directed Numbers
Physical Education	OAA/ Rugby/ Gymnastics	
RE	<p><b>Theme- Where do we Belong?</b> <b>Subject: How do Jewish Holy days remind adherents of faith? Judaism</b></p>	
	Brackets	Cartesian plane
	Handball/ Dance/ Flag Football	
	<p><b>Theme- Where do we Belong?</b> <b>Subject: What does belonging mean? Islam</b> Throughout this topic, we look at the Muslim views of God and how this impacts them in a modern-day society. We consider Muslim practices today</p>	



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	During this topic, we discover Jewish beliefs about God and how this impacts Jewish people today through festivals. The festivals that we discuss are Shabbat, Pesach, Rosh Hashanah, Hannukah and Sukkot.	which include the 5 Pillars, Islamic Relief, the Ummah and Islam in the local community.
Science	<i>Energy:</i> Energy stores and transfers including renewable and non-renewable energy. A look at heat transfer through conduction, convection and radiation to complete the first Physics module.	<i>Reproduction</i> Animal reproduction with a focus on human reproduction, the menstrual cycle and pregnancy health. Plant reproduction including the role of bees in pollination.
Spanish	Talking about family, describing different places, asking and answering questions.	Describing what you can and must do (chores), places and locations and saying what people are like.

Subject	Summer Term	
English	<p><b>A shared experience.</b> What do we have in common? How does the written and spoken word unite us?</p> <p><b>Literature as Art</b> <b>'Inspirational Poetry'</b> Appreciating the beauty of the written word through the study of poetry and its conventions.</p>	
Geography	<p><b>A shared experience.</b> What do we have in common? How does the written and spoken word unite us?</p> <p><b>Literature as Art</b> <b>'Opening Doors to Creative Writing'</b> Developing a creative writing style by studying the works of some of the most influential authors from the 19<sup>th</sup> and 20<sup>th</sup> Century.</p>	
History	<p><b>Our European Neighbours</b> The EU, migration, Italy's economy. Russia: climate, energy, communities.</p> <p><b>Going Global!</b> Our planet as a natural resource.</p>	
Maths	Fractions, decimals and percentages	Addition and subtraction of fractions
Physical Education	Dance/ Flag football/ Handball	Athletics
RE	<p><b>Theme- Where do we Belong?</b> <b>What is Church? Christianity</b></p> <p><b>Theme- Where do we Belong?</b> <b>What can we learn from festivals? Hinduism</b></p>	



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	During this topic, we delve in to the religious ideas and practices of Christianity. We use our knowledge from previous aspects of our scheme of learning to build on our knowledge of the largest religion in the world. We investigate the church building, parables, the work of Jesus, the Trussell Trust, Street Pastors and Christian Aid.	Our final topic during this term is the study of Hindu festivals. This topic will enable us to investigate different Hindu beliefs about God and how this impacts Hindu festivals, how and why they are celebrated. We will also consider how the concept of God is shown through avatars.
Science	<i>Acids &amp; Alkalis:</i> Acids, Alkalis and indicators feature in this module. Students also design a neutralisation investigation to compare antacid remedies.	<i>Interdependence:</i> Students study the ecosystem around them and the interdependence of organisms. Photosynthesis by producers and energy flow through food chains including toxic food webs follow on. Decay of organisms and predator and prey populations finish off the topic.
Spanish	Describing what people do and technology.	Describing people and positions and talking about where people go and when. Describing future plans.

Subject	Carousel 1	Carousel 2
Art	<b>Formal Elements</b> Students will be introduced to the formal elements of Art. They will develop an understanding of line and colour theory utilising their new found knowledge through creating various optical illusions.	<b>Insects</b> Students are re-introduced to the visual elements however this time focused upon more varied mark-making and textural imagination. They will produce a mixed-media insect through trialling various techniques and processes.
Computing	<b>Impact of Technology</b> Students will be aware of online safety and how to use online tools. <b>How Computers Work</b> Students will learn about the hardware and software components that make up computer systems, and how they communicate with one another. <b>Control and Programming Flowol</b> Students to understand the key programming constructs of sequence, repetition and selection and start to develop their programming skills.	<b>Modelling</b> Students will be using spreadsheet to model situations. <b>Data Representation</b> Students will examine how data is represented in a computer system. <b>Scratch Programming</b> Students will learn how to program a simple game using Scratch.
Design	<b>Introduction to D &amp; T principles:</b> Designers and design styles (Gerrit Reitveld and De Stijl), polymers theory and environmental issues (introduction of key terms relating to these such as finite, sustainable & biodegradable), basic CAD / CAM and communicating ideas.	<b>Introduction to DT principles:</b> Development of CAD / CAM skills. Shaping, heating and forming of acrylic, evaluating a product using writing frames. Introduction to 3D sketching and rendering.



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<p>Drama</p>	<p><b>Storytelling</b></p> <p>Through this scheme of work students will be introduced to Drama techniques through popular stories and learn how to develop their own stories for performance. Key skills taught and developed are: Freeze Frame and its key features, thought track, vocal projection, characterisation, facial expressions and how to construct a story-B.M.E and I.P.S.</p> <p>Students will also perform an extract from Macbeth. They will learn the story and information about characters. They will learn about performing in different venues and will perform their extract in the round. Key skills taught and developed are: Physical characterisation, vocal characterisation, learning lines, choral speaking and how to successfully perform in the round.</p>	<p><b>Physical theatre</b></p> <p>Through this scheme of work students will explore the world of Mime/slapstick and how these can be used successfully in performance. Key skills taught and developed will be: Over exaggerated gestures and facial expressions, the slap, fish slap, punch, the chuck, the hair pull, the chase, the lasso, timing and reactions. Students will work with different pieces of music to consider the impact it has on their actions and the atmosphere of their performance. Students will create develop skills through given examples and be assessed on their use of skill in their own story.</p> <p>Students will also study body as a prop and physical theatre along with the impact these techniques have on an audience and performance. They will create a morning routine and take a trip to 'The house next door'. Key skills taught and developed are: Physical theatre, imagination, creativity, multi role, organisation and the importance of rehearsal.</p>
<p>Food</p>	<p><b>Food Safety &amp; Hygiene:</b></p> <p>Students will explore health and safety in the kitchen by learning about and demonstrating safe use of equipment including their <b>functions</b>. Students will explore <b>bacteria</b> and <b>associated</b> links to food poisoning including types, <b>symptoms</b>, causes, on-set times and <b>risk</b> reduction methods.</p>	<p><b>Nutrition &amp; Food Provenance:</b></p> <p>Students will explore <b>nutrition</b> including both macro and micronutrients, their functions in the diet and how they <b>contribute</b> towards supporting a healthy balanced diet. Students will explore seasonality and primary and secondary <b>processing</b> of ingredients.</p>
<p>Music</p>	<p><b>Developing Vocal, Rhythmic and Listening skills</b></p> <p>Students will use their voices to perform and compose music. They will develop their knowledge of rhythmic notation through a range of practical activities. Their appraising skills will be developed by being introduced to the History of Music, focussing on the Baroque period and one of Vivaldi's 'Four Seasons'. To further enhance their appraising skills, they will be introduced to the families of instruments in the orchestra and will focus on percussion instruments. They will be introduced to Logic as a tool for composition.</p>	<p><b>Developing Keyboard, Melodic and Listening skills</b></p> <p>Keyboard skills will be developed in a range of composition and performance tasks. They will be introduced to melodic improvisation. Students will extend their knowledge of music notation with a focus on melodic notation. They will further develop their understanding of the History of Music by focussing on the composer Beethoven. To further enhance their appraising skills, they will study the woodwind family of instruments in the orchestra. They will develop their use of Logic by completing a melodic improvisation task.</p>