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|  | **Half term 1**  **Learning Overview** | **Half term 2**  **Learning Overview** | **Half term 3**  **Learning Overview** | **Half term 4**  **Learning Overview** | **Half term 5**  **Learning Overview** | **Half term 6**  **Learning Overview** |
| **Art** | **Tonal Study**  Developed an understanding of the key features of African Masks and where and why they were used and create a **drawing** from **observations**. | **Collage Study**  To understand and improve our knowledge of how different artistic skills can be used to create work through observation by completing an African mask piece using the collage technique. | **Watercolour Painting**  How to accurately paint using watercolours understanding how ratio of paint to water will affect the quality of our work. We will also learn how to select appropriate colours through colour mixing and learn how to gradually blend them together. | **Mono Printing**  Introduction to the theme of cells develop an understanding of the Mono-printing process and **experiment** with composition and colour theory through collage. | **Batik**  To develop an understanding of **Batik**, and record observation using wax. | **Felt making/Applique**  To develop felt making and applique skills. To gain a greater variety of **media experimentation** with consideration of composition |
| **Computing** | **Using Computer Safely, effectively and responsibly**  This is a theoretical unit covering the necessary basic knowledge to use computers safely, effectively and responsibly. Pupils begin by looking at file management and security,  e-safety and online profiles to give pupils a better understanding and awareness of using social media. The function and operation of email and search engines, and how to use them effectively are covered. | **Creating a Video**  Pupils will undertake a creative project to analyse, plan, shoot and edit a short advertisement for TV, a short movie on a topic such as Cyber Crime or a short film trailer.  Pupils will first analyse existing TV advertisements, movie clips or film trailers, then storyboard their ideas in small groups and shoot each scene. They will then edit the clips gathered in filming into a short movie or advert. | **Games Programming in Scratch**  Pupils will be introduced to the Scratch programming environment and begin by reverse engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs. | **Understanding Computers**  Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code.  Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change. | **Introduction to Programming in Small Basic**  This unit is an introduction to programming in a textual language designed to make programming easy and approachable for beginners.  Pupils will get used to these programming statements while having fun producing coloured graphics and making a simple screensaver. They will learn the importance of writing statements accurately, documenting their programs and finding out for themselves in a very visual way how different program statements work. | **Spreadsheet Modelling**  This is a practical, skills-based unit covering the principles of creating and formatting basic spreadsheets to produce and use simple computer models. It is suitable for pupils who have a basic knowledge of spreadsheets including cell references, simple formulae and formatting, although these topics are revised in the first lesson, making it also suitable for pupils new to spreadsheets. The unit is centred on creating a financial model for a TV show. |
| **Design Technology**  **(Students follow a carousel with their DT teacher so will cover these topics over the course of the year but not necessarily in this order)** | **Architecture**  Introduction to famous architectural design and designers.  Perspective drawing  Nets  Forces  3D Model making  Production of a tiny home. | **Textiles**  The importance of textiles in society.  Textile designers (past and present)  Setting up the sewing machine  Stitch samples  Decorative techniques  Producing an air pod pouch | **Food**  **Hygiene, Safety and practical skills**  Introduction to food room and routines  Health and safety – hazards, hygiene, knife and equipment safety.  **Nutrition and Health**  The eatwell guide  Designing a meal using the eatwell guide.  **Food Science**  Gluten formation  Raising agents (yeast) | **Food**  **Food Provenance**  Primary and secondary processing.  Cereals  Dairy  Proteins- meat  **Food Choice**  Foods around the world  Festival food- Christmas baking  **Practical Dishes:**  Cous cous salad  Spring rolls  Fougasse  Pizza scones  Ragu and pasta  Christmas baking | **RM**  **Health and Safety in the workshop.**  Introduction to the workshop  What is design/ technology?  Introduction to basic tools and materials to make a Bauhaus style product.  Introduction to the pillar drill.  Sustainable resources  Introduction to 2D Design. | **RM**  **Trinket box/ small gadget storage**  Developing making skills to make a small gadget storage container.  Raw materials  Using pillar drills to make different size holes.  Introduction to belt sander and polishing machine.  Cutting and shaping acrylic.  Cutting and shaping steel rod.  Assembly.  Drawing skills.  Smart and modern materials. |
| **Drama** | **Introduction to Drama** As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing. | | **Creating a Character** Students create a character and develop this, using the techniques below. Students also create and perform a monologue. | | **Physical Theatre** Students explore physical theatre, and then recreate the story of Orpheus and The Underworld using these skills. Students explore narration. | |
| **English** | **Transition Unit - Role Models Study**  This unit will look at role models from a range of cultural backgrounds, but with a particular focus on female adolescent voices. | **Novel - Refugee Boy by Benjamin Zephaniah**  Pupils will study a modern novel with a focus on language, character and setting, relating themes in the novel to their own culturally diverse community. | **Creative Writing (The Short Horror Story)**  A focus on the generic conventions of KS3 suitable horror stories that will culminate in pupils planning, drafting and writing their own extracts. | **Relationships in Shakespeare**  This unit will build on the KS2 knowledge of Shakespeare and his plays by studying the theme of ‘Relationships’ across a range of plays with focus on specific extracts. | **Poetry -Perspectives and Experiences of Conflict**  This unit will look at conflict (specifically WWI) form a range of perspectives of those cultures that experienced this war. | **Non Fiction Project –**  **Dragon’s Den**  This unit will focus on adverting and marketing texts with pupil asked to plan a product, explain how it works and persuade an audience to fund its creation. |
| **Geography** | **Welcome to Geography & Map Skills**  Introduction to geography.  Importance of geography  Atlas maps, continents and oceans, latitude & longitude, compass directions.  OS maps including grid refs, measuring height & distance, describing landscapes from maps | **Welcome to Geography & Map Skills**  Use of aerial photos, identifying where photos are taken using OS maps  **Glaciation**  Glacial processes  Landforms of glaciation  Why are glaciers melting?  Opportunities and challenges of glaciated landscapes  Focussing on map skills | **Settlements and urbanisation**  Hierarchy of settlements,  Settlement patterns  Site and situation  Settlement models (Burgess and Hoyt)  Why people move to towns and cities | **Settlements and urbanisation**  Case study – Tokyo as the perfect megacity  How cities can be sustainable  Case studies – London and Singapore  Informal settlements - favelas | **Weather and Climate**  What is the weather?  World climate  UK climate  Clouds and rainfall  Air pressure  How do we measure the weather  Is our weather getting more extreme  Case study – UK Dec 2010  Include fieldwork on the school grounds   * Forming hypothesis * Measuring rainfall * Data analysis * Reaching conclusions | **Globalisation**  The formal and informal economy  Inequality  Reliance and exploitation – investing in Africa  Danger of stereotypes and a single story  Importance of taxation in development  **Skills**   * Independent research * Photo analysis * Persuasive writing |
| **History** | **Anglo Saxon England, succession crisis and Norman Conquest to Hastings.**  Who were the Anglo-Saxons?  Where do they fit in the chronology of British history?  What were the key features of Anglo-Saxon society? To include; social hierarchy, economy, town and village life, crime and punishment. | **The Norman Conquest**  Why was there a succession crisis in 1066?  Who were the contenders to the throne?  How strong were their claims?  Why did William invade?  What were the causes, events and consequences of William’s victory at Hastings? | **Life in the Middle Ages to include how William took control. Castles.**  How did the Normans change England and how quickly did these changes take place?  How did the people of England respond to the Norman Conquest?  What was the purpose of castles and how did they affect the lives of the local people?  What was the Domesday Survey/Book?  What were the changes and continuities between Norman and Anglo-Saxon England? | **The Black Death (link to life in Middle Ages)**  **Peasants revolt**  What was society and public health like in 14th Century Britain?  What caused the Black Death in 1348?  What did they believe caused the Black Death at the time?  What does the way they treated people with the Black Death tell us about the people in the Middle Ages?  What were the short-term and long-term consequences of the Black Death?  What caused the Peasants Revolt and did it really fail? | **Tudors, Henry VIII and reformation.**  Why were the consequences of the wars of the roses?  Why was Henry VIII so significant?  Who was Martin Luther and why did he challenge The Church?  What were the causes and consequences of the reformation?  Why was Mary I called ‘Bloody Mary’ and was this justified? | **Elizabeth and end of Tudors**  What were the similarities and differences between the reigns of the Tudor Monarchs?  What were the key features of Elizabeth’s reign?  What were the causes, events and consequences of the defeat of the Spanish Armada?  Why did Elizabeth start the British Empire? |
| **Mathematics** | **Algebraic Thinking**  Sequences  Understanding and using algebraic notation  Equality and equivalence | **Place Value and Proportion**  Place value and ordering integers and decimals  Fraction, decimal and equivalence | **Applications of Number**  Solving problems with addition and subtraction | **Directed Number and Fractional Thinking**  Four operations with directed numbers  Addition and subtraction of fractions | **Lines and Angles**  Constructing, measuring and using geometric notation | **Reasoning with Number**  Developing number sense  Sets and probability  Prime numbers and proof |
| **Modern Foreign Languages** | **Grasping the basics of Spanish:**  **Classroom language, Phonics, Classroom objects, colours.**  Grammar focus: Adjectival agreement.  Leading into Autumn 2 students will be able to structure sentences correctly and make adjectives agree. | **Numbers, months and birthdays. Siblings. Physical/personality descriptions.**  Grammar focus: Key verbs - Tener and Ser.  This will allow students to move on to describe people accurately using the correct form of verbs. | **Family members and pets.**  Grammar focus: Forming the present tense with regular verbs.  Students will not be able to move on to further topics without an understanding of constructing regular verbs. | **Mi instituto - asignaturas.**  **School and school subjects/classrooms.**  **School teachers, opinions.**  Grammar focus: Use of the irregular verb 'Ir'  Giving opinions is a necessary requirement at GCSE. This will improve extended writing and communication skills. | **Mi instituto – school rules and uniform.**  Grammar focus: Further use of AR, ER and IR verbs and ability to use a range of adjectives.  This leads students into the next topic with the ability to use a variety of verbs which can be used in several topics. | **Sports. Jugar (to play) and Hacer (to do)**  Grammar focus: Structures of quality, justified opinions.  Students will start year 8 with important skills including verb conjugation and writing extended phrases including opinions. |
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| **Performing Arts** | **Beats and Rhythms**  Connect It, Chair Drumming, African, Samba, Salsa | **Keyboard skill**  Developing student’s keyboard skills and understanding of the treble clef | **Western Classical Music** Performance of baroque, classical and romantic keyboard music. | **The Four-Chord Song** Singing, chord sequence, creating a melody. | **Ukulele Skills**  Practical scheme teaching students how to play the Ukulele and how to read tab. | **The Blues (Fusion Music)**  Performance of 12 bar blues, a walking bass line, a blues melody incorporating blues notes. |
| **PE** | **Throughout Y7 students will develop a deeper knowledge and understanding of:** Basic skill development – Physical, cognitive and knowledge based curriculum; understanding of lifelong participation, health and fitness concepts; preventing injury through understanding the need to warm up before sport; anatomy and physiology introduction – bones and muscles. | | | | | |
| Weeks 1-4 Citius, Altius, Fortius  Weeks 5-9 – Subject Carousel  Group 1 – Handball  Group 2 – Netball/Basketball  Group 3 - Football | Week 10-14  Group 1 Netball/Basketball  Group 2 Football  Group 3 | Week 15-19  Group 1 – Football  Group 2 – Handball  Group 3 – Netball/Basketball  Week 20-24  Group 1 – Gymnastics and Dance  Group 2 – OAA/fitness  Group 3 – Gymnastics and Danc | Week 25 to 29  Group 1 – OAA/fitness  Group 2 – Gymnastics and Dance  Group 3 – OAA/Fitness | Week 30-34  All Groups – Athletics and Rubgy | Weeks 34-39  Athletics/Striking and fielding |
| **PSHE** | **Transition and safety**  Transition to secondary school and personal safety in and outside school, including first aid | **Diversity**  Diversity, prejudice, and bullying | **Health and puberty**  Healthy routines, influences on health, intro puberty. | **Citizenship and Government**  Laws and why we need them, the structure and role of the government, elections and voting. | **Building relationships**  Self-worth, romance and friendships (including online) and relationship boundaries | **Developing skills and aspirations with Unifrog**  Careers, teamwork and enterprise skills, and raising aspirations. Using Unifrog to investigate careers. |
| **Religious Education** | **Unit 1: Why Study RE?**  *To understand why RE is a vital part of the curriculum.*  Multi-cultural Britain  The value of empathy  What is religion?  What do we believe? | **Unit 1: Why Study RE?**  *(Continued)*  What is good and what is challenging about having such a diverse society?  **Unit 2: Festivals**  *To understand the value of worship and festivals*  What is worship? | **Unit 2: Festivals**  *(continued)*  How / why / when do people worship? Hindu / Muslim / Jewish / Christian Festivals.  Would it make any difference to our society if we had no festivals to celebrate? | **Unit 3: Places of** **Worship**  *To understand the value of holy places.*  Why are buildings important for worship?  Hindu / Sikh / Jewish / Muslim / Christian / Buddhist buildings | **Unit 3: Places of** **Worship** *(continued)*  Should religious buildings be sold to feed the starving?  **Unit 4: Islam**  *To explore what it means to be a Muslim.*  *What is good and what is challenging?* | **Unit 4: Islam**  *(continued)*  5 Pillars / Quran / Prayer  Muhammad  Charity & Fasting  Is giving to charity more important than praying? |
| **Science** | **Organisms**  Movement  Cells  **Forces**  Speed  Gravity | **Matter**  Particle model  Separating mixtures  **Ecosystem**  Interdependence  Plant reproduction | **Electromagnets**  Voltage, resistance and current  Static electricity  **Reactions**  Metals and non-metals  Acids and alkalis | **Genes**  Variation  Human reproduction  **Energy**  Energy costs  Energy transfer | **Earth**  Earth structure  The Universe | **Waves**  Sound  Light  **Revision**  End of year assessment |