**Kirkburton Middle School Curriculum Map Year 7**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English**  *Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.* | **Animal Poetry**  Pupils will acquire new knowledge in how to annotate a poem and to develop strategies that will help them make 'sense' of a poem.  Pupils will recap prior knowledge of what narrative and ballad poems are**.**  The final assessed piece is a reading assessment based on the animal poem, ‘Badger.’ | **Gothic Horror**  Pupils will build on the skill of writing in a clear, controlled and effective way.  Pupils will learn the skill of changing their tone to achieve type, audience and purpose (TAP)  Pupils will recap their knowledge of the key elements of narrative writing, this will then be developed further by exploring the specific genre of gothic horror. The final written piece is a gothic horror narrative. | **Holes**  Pupils will acquire new knowledge of how to track a specific character throughout the novel and learn the knowledge of what a theme is.  Pupils will build their knowledge of building PEE paragraphs, but these will be developed further by building the knowledge of how to zoom in on language techniques and analyse further.  The final assessed piece is a reading assessment about a character in the novel. | **The Supernatural**  Pupils will build on the skill of writing in a clear, controlled and effective way and learn how to change their tone in order to achieve type, audience and purpose (TAP).  Pupils will develop their skills in organising their ideas and sentences.  Pupils will acquire new knowledge in how to plan a letter  And the layout of a speech.  The final assessed written piece is a non-fiction formal letter. | **Journalism Unit**  A short media-based unit of work designed to showcase English in the workplace.  Pupils will understand what a journalist is and the role they play in crafting a story for the general public.  Pupils will further develop their understanding of the tone required to achieve a particular purpose in journalistic writing. | **A Monster Calls**  Pupils will be re-visiting and recap their knowledge of the layout of an informal letter with a particular focus on how to organise paragraphs and use topic sentences.  Pupils will build on their knowledge of how to answer an impressions question, focussing specifically on the higher marks that are available, in comparison to SATs.  Pupils will build on their knowledge of using word classes to analyse language. The final assessed piece is a series of reading questions about the novel. |

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| **Maths** | **Number**  Place Value  Powers, Roots & Rounding  **Algebra**  Simplifying & Factorising  Using Formulae  Sequences & Rules | **Geometry**  Lines & Angles  Using Measurements  **Probability**  Theoretical & Experimental | **Number**  Order of Operations  **Algebra**  Solving Linear Equations  **Ratio and proportions**  Ratio all calculations | **Geometry**  Properties of 2D & 3D shapes  **Statistics**  Representing & Interpreting Data | **Algebra**  Graphing Linear Functions  **Geometry**  Congruence & Scale Drawing | **Functional maths**  Finance |
| **Science** | **Forces**  In this of the module pupils move into look at speed and time and motion graphs as well as balance and unbalanced forces. They also carry out some exploration of relative motion. Pupils then make some discoveries about gravity and explore the differences between weight and mass as well as Space. | **Organisms**  The topic revisits hierarchy in the body and extending the ideas and skill introduced in Y6. Cells are introduced as are their structure/function and the features of eukaryotes and prokaryotes. Microscopes are also introduced. | **Genes**  This is a journey through reproduction. From puberty to conception and labour. The factors that affect variation will also be explored. | **Matter**  Pupils use particle theory to explain and understand a variety of phenomena such as diffusion and solubility. They start to think about conservation of mass and understand the importance of theories to scientists. | **Reactions**  Pupils explore the properties of acids, alkalis and neutral substances, how to make a substance neutral and how salts are formed in this process. Pupils investigate neutralisation. | **Ecology**  Pupils explore the role of plants in the ecosystem as well as our dependence on them for food production, the role of the insect in this and how poisons can build up. |

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| **Art** | **Tone**  **Drawing skills**  Learn and experiment drawing skills and techniques to apply tone. | **Giorgio Morandi**  **Painting**  Study the work of Giorgio Morandi and produce a still life painting in his style**.** | **Giorgio Morandi painting cont**  **OP Art**  Learn about the OP Art movement and explore their techniques**.** | **OP Art**  Create their own independent OP Artwork | **Masks**  Learn about how masks are used in different cultures around the work. Design and make their own mask in 3D. | **Masks**  This work is continued this half-term. |
| **Computing** | **Vector Graphics – Logo Design**  Pupils will look at company logos and at what features make a good logo. They will produce logos for specific companies or organisations using a specialist software package | **Logo Programming**  Pupils will use a variety of simple and complex commands to programme shapes and patterns in MSWLOGO, paying careful attention to sequencing. | **Computer Theory**  Pupils will develop their skills and knowledge in computational theory ranging from Binary, Logic Gates & what components make up a computer. | **Textual Programming**  Pupils will write a series of commands in BBC BASIC to achieve an outcome or a solution to a problem. | **Spreadsheets & Cryptography.**  Pupils will embed knowledge and skills on spreadsheet formulae & the creation of graphs.  Then they look at the work of Alan Turing and build spreadsheets to break coded messages. | **Animation & Control.**  Pupils will create animations and games through coding on Scratch & Flowcharts (FLOWOL) |
| **French** | **Describing our family.**  Family members and adjectives to describe personality and appearance. | **Free time(1)**  Giving opinions of hobbies about what we and others like to do. Focus on regular –er verbs | **Free time (2)**  Hobbies and interests of ourselves and others. Focus on the irregular verb “faire” | **My home life.** Describing our homes and local area. | **A healthy lifestyle.** Food and drink. Numbers and prices. | **My local area.** Describing what there is/isn’t in our town/village. |

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| **Geography** | **Map skills**  Map symbols including frequent OS symbols  Compass directions and their application to maps  4&6 figure grid references  Measuring scale on a map | **Measuring height on a map**  Reading OS Maps  **Africa**  Physical and human geography overview of Africa  Tourism and Matmata  Africa, the UK and food | **Migration and Africa**  Climate change and Africa, sand dams and The Great Green Wall  Restless Earth  Structure of the Earth  Different types of plate boundaries  Different types of plate boundaries  Measuring earthquakes | **Primary and secondary effects of earthquakes**  Structure of a volcano  Light next to a volcano  Tsunamis  **3Rs (renewable, reusable and recycling)**  Where does electricity come from?  Causes and effects of global warming | **Advantages and disadvantages of renewable energy sources**  Advantages and disadvantages of renewable energy sources  The costs and benefits of recycling  The concept of the carbon footprint  **Tourism**  What is tourism?  Where is tourism growing?  The advantages and disadvantages of tourism  The impact of tourism on the location | **National Parks and limestone**  What is a national park and where are they found in the UK?  What are some of the conflicts which exist in the national parks?  What is limestone and what are its uses?  Limestone (Karst) landscapes  Karst features |
| **History** | **The Norman Conquest i)**  Events of 1066 | **The Norman Conquest ii)**  Establishing and maintaining control | **Medieval Kings**  Power of kings  The crusades | **Medieval Life**  Feudalism the Black Death and Peasants Revolt | **Early Modern**  Tudors  Reformation | **Early Modern**  Stuarts  The English Civil War  Witchcraft |

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| **Music**  **There are 5 topic areas** | **African Music**  Vocal and instrumental performances showing the key features of the Music. Compose within a given structure which includes some of the music’s key features | **Folk Music**  Identify features and origins of a folk song. Both vocal and instrumental performances. Keyboard geography, signs and symbols staff notation. | **Keyboard Skills** Performing a Marching Song on the Keyboard. Review keyboard geography, 5 finger technique notation, chords and transposition. Identifying features and sounds when listening. | **March**  History and origins. Features, structure. Famous March composers. Performance of a rhythm piece in the style of a March which includes reading march/fanfare type rhythms. Score reading and analysis. | **Latin American Music – Samba**  Recognising features of the Music. History and origins and instruments used. Reading more complex rhythms, some which include syncopation. Both vocal and instrumental Samba performances. | **Samba Cont...** |
| **PE** | Developing skills and knowledge in **Sports hall Athletics.**  Introducing more advanced knowledge of different Fitness components and Types of Training to improve **Fitness** levels. **Outdoor and Adventurous Activities** such as Team building and Orienteering are used in the first week to strengthen new friendships within the class. | Developing skills in **Gymnastics**. Creating Pair routines and sequences on the floor using counterbalance. Developing more advanced skills and knowledge for Invasion games through **Hockey.** Playing small sided games with full rules. | Dancing through the ages. Developing the skills in **Dance** through 1980s to 2020s dance styles.  Developing more advanced skills and knowledge in invasion games through **Football.** Playing small sided games. | Developing more advanced Invasion game skills through **Tag Rugby**. Playing small sided games. Developing more advanced skills for Invasion games through **Netball and Handball**. Playing small sided games. | Developing more advanced skills in striking and fielding activities through **Cricket**. Developing skills and knowledge in **Athletics** activities. Through a PGL residential trip pupils can expand upon their existing skills and knowledge in **OAA**. | Developing skills in Net games through **Short Tennis**. Developing skills and knowledge in striking and fielding through playing small sided games of **Rounders**. |
| **PSE** | **Citizenship**  Identity and group work, Diversity, Families, Communities, Citizens | **Discrimination**  Physical disability, HI, VI  **Emotional Health and Wellbeing** | **Prevent – Tackling and preventing extremism**  Understanding and preventing extremism, how can language divide us?  How can people’s actions be affected by others’ influence? How can you help the community? | **Careers- Planning for the Future**  Jobs through the ages, National careers service, Career speed dating, Reflection and evaluation. | **Risk (Drugs and Emotional Wellbeing)**  Transport and home safety, Running away, Smoking, Alcohol, E-safety, Role play/peer pressure assessment. | **RSHE and Healthy Lifestyle**  Self-esteem and personal Hygiene, Puberty, key words and diagrams, Sanitary products, Puberty problems and advice, my opinions, EHWB managing feelings. |
| **RE** | **Hinduism**  What Gods do Hindus believe in?  How do Hindus worship?    What are the 4 main Hindu beliefs? | **Hindusim**  Where do Hindus live?  What is inside a Mandir?  Why is the Ganges to so important to Hindus? | **(STARTS AT END OF AUTUMN TERM)**  **Religious art and spirituality**  What is beauty?  How do Christians use stained glass windows to teach about their religion?    How does Islam use calligraphy to teach about the Word of Allah? | **Religious art and spirituality**  How does Islam use symmetry to explain some of the features of Allah?  How do Buddhists use Mandalas as part of their religion? | **(STARTS AT END OF SPRING TERM)**  **Humanism**  What is the difference between Theist, Atheist and Agnostic?  How might people prove/disprove the existence of God?  How might we compare the first cause argument and the big bang theory? | **Humanism**  How might we compare the theory and evolution and the design argument?  What is humanism?  What do humanists believe? |
| **Reading** | **Alone on a Wide, Wide Sea by Michael Morpugo**  The scheme lasts throughout the year and focuses on developing a love of reading and reading skills.  The teacher models reading aloud and our pupils complete various tasks to support the development of reading and oracy skills. | **Alone on a Wide, Wide Sea**  The scheme also enhances our pupils’ cultural knowledge by transporting them to Australia in the 1940s and 50s and looks at the plight of an orphaned World War II child. | **Alone on a Wide, Wide sea**  Examples of skills: retrieval of information, development of tier 2 vocabulary | **Alone on a Wide, Wide sea**  Examples of skills: analysis of character, understanding reactions and emotions | **Alone on a Wide, Wide sea**  Examples of skills: expressing opinions effectively,  developing empathy | **Alone on a Wide, Wide sea**  Examples of skills inference, interpretation of emotions |
| **Technology** | **Product Design**  Plastic processes - Electronic Light or  Food Preparation & Nutrition - use of the hob, standard components & seasonality | **Product Design** Plastic processes Electronic Light or  Food Preparation & Nutrition - use of the hob, standard components & seasonality | **Product Design** Plastic processes Electronic Light or  Food Preparation & Nutrition - use of the hob, standard components & seasonality | **Product Design**  Plastic processes Electronic Light or  Food Preparation & Nutrition - use of the hob, standard components & seasonality | **Textiles**  Sublimation printing, Inserting a zip - 1960s inspired Pencil Case | **Mechanisms**  Structures  Graphics & CAD |