



## Kirkburton Middle School Curriculum Map Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i>	<b>Animal Poetry</b> 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.'	<b>Gothic Horror</b> 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.	<b>Holes</b> 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.	<b>The Supernatural</b> 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.	<b>Journalism Unit</b> 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.	<b>A Monster Calls</b> 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.
<b>Maths</b>	<b>Number</b> Place Value Powers, Roots & Rounding  <b>Algebra</b>	<b>Geometry</b> Lines & Angles Using Measurements  <b>Probability</b>	<b>Number</b> Order of Operations  <b>Algebra</b> Solving Linear Equations	<b>Geometry</b> Properties of 2D & 3D shapes  <b>Statistics</b>	<b>Algebra</b> Graphing Linear Functions  <b>Geometry</b>	<b>Functional maths</b> Finance Problem Solving

	Simplifying & Factorising Using Formulae Sequences & Rules	Theoretical & Experimental	<b>Ratio and proportions</b> Ratio all calculations	Representing & Interpreting Data	Congruence & Scale Drawing	
<b>Science</b>	<b>Matter</b> Pupils use particle theory to explain and understand a variety of phenomena such as diffusion, gas pressure and solubility. They start to think about conservation of mass and understand the importance of theories to scientists.	<b>Energy</b> This module will revise the electrical symbols and circuit diagrams as well as current. It introduces the different types of energy as well as the concept of density. Pupils will undertake the first GCSE practical and write it up.	<b>Organisms including reproduction</b> 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. <b>Genes</b> This is a journey through reproduction; from puberty to conception and labour. The factors that affect variation will also be explored	<b>Forces</b> In this module pupils move into looking 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.	<b>Ecology</b> 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.	<b>Reactions</b> 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.
<b>Art</b>	<b>What is Art?</b> Exploring the importance of Art and the formal elements. <b>Tone</b> <b>Drawing skills</b> Develop drawing skills using a range of	<b>Giorgio Morandi Painting</b> Study the work of Giorgio Morandi and produce a still life painting in his style.	<b>Giorgio Morandi painting cont</b> <b>OP Art</b> Learn about the OP Art movement and explore their techniques. ( subject to change)	<b>OP Art</b> Create their own independent OP Artwork	<b>Masks</b> Learn about how masks are used in different cultures around the work. Design and make their own mask in 3D. (subject to change)	<b>Masks</b> This work is continued this half-term.

	materials to explore tone.					
<b>Computing</b>	<b>Vector Graphics – Logo Design</b> 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	<b>Logo Programming</b> Pupils will use a variety of simple and complex commands to programme shapes and patterns in LOGO, paying careful attention to sequencing.	<b>Computer Theory</b> Pupils will develop their skills and knowledge in computational theory ranging from Binary, Logic Gates & what components make up a computer.	<b>Textual Programming</b> Pupils will write a series of commands in BBC BASIC to achieve an outcome or a solution to a problem.	<b>Spreadsheets &amp; Cryptography.</b> 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.	<b>Animation &amp; Control.</b>  Pupils will create animations and games through coding on Scratch & Flowcharts (FLOWOL)
<b>French</b>	<b>Describing our family.</b> Family members and adjectives to describe personality. Learning the different words for my and talking about how old other people are and what they are called.	<b>Describing our family</b> Describing our appearance and that of others, expressing our opinion about family. Christmas celebrations in France	<b>Free time(1)</b> Giving opinions about hobbies about what we and others like to do. Focus on regular – er verbs.	<b>Free time (2)</b> Hobbies and interests of ourselves and others. Focus on the irregular verb “faire”.	<b>My home life.</b> Describing our homes and local area. Talking about what rooms we have in our house and where our village/town is located.	<b>My local area.</b> Describing where we live in more detail including hobbies in the house.

<b>Geography</b>	<b><u>How do weather and climate affect the world?</u></b>  What do we mean by ‘weather?’ How do we measure the weather? How can weather data be presented?	<b><u>Should we think of Africa as a ‘poor continent?’</u></b>  Where and what is Africa? Addressing the misconceptions. Where are Africa’s climate zones? What is the development gap?	<b><u>How diverse is the Asian continent?</u></b>  What are the main human and physical characteristics of Asia? What is Asia’s political geography? Where are the different climate	<b><u>How has China’s past shaped its present?</u></b>  Where is China and what is it like? What are China’s main physical features? Where does everyone in China live?	<b><u>How does water shape the land?</u></b>  Where are the different rivers around the world? What are the features of the river basin? How does erosion change the landscape? How does the river carry its load? Why is material deposited? How was High Force Waterfall formed? How is an ox-bow lake formed? How are deltas and estuaries formed?
------------------	---	---	--	---	--

	<p>How do we record the weather?          What are the rules on climate?          How does climate vary across the world?          What is the climate of the UK?          How does weather across the UK differ?          What types of extreme weather does the UK experience?</p>	<p>How do we construct and interpret population pyramids?          Where is Nigeria what and is it like?          How is Nigeria's population distributed?          How is Nigeria's employment structure changing?          What are TNCs and how are they having an impact in Nigeria?          How can we manage environmental issues in Nigeria?</p>	<p>zones distributed around Asia? (focus on the diversity within India)</p>	<p>How did the one-child policy impact China?          How did Shenzhen become a megacity?          What is life like in rural China?          How can the environment in China be improved?</p>	<p>How do rivers contribute to local economies?          What factors cause and affect river flooding?          How can we manage river flooding?          How does water cause conflict around the River Nile?</p> <p>Rivers fieldwork enquiry</p>
<b>History</b>	<p><b><u>Norman Conquest – 1066</u></b></p> <p>Pre 1066 Recap          Who should be King?          Who will win the Battle of Hastings?          Why did William win the Battle of Hastings?          How did William secure power in England?          How did the Normans influence life in England?          Why is the Domesday Book significant?          What was life like in Norman England/?</p>	<p><b><u>Medieval Britain: 1066 - 1485</u></b></p> <p>How smelly were Medieval towns and villages?          Who were the villeins?          Were the villeins treated fairly?          What was life like in medieval times? (Food, entertainment)          How healthy were medieval people? (causes, treatment &amp; prevention of illness)</p>	<p><b><u>The Tudors and Elizabethan England: 1485 - 1603</u></b></p> <p>The reign of Henry VIII          The reign of Edward VI          The reign of Mary I          Elizabeth's problems          Why was the Spanish Armada a problem for Elizabeth?          How did Elizabeth deal with the problem of the poor?          Life in Elizabethan England          How did the church change?</p>	<p><b><u>Renaissance: 14th – 17th Century</u></b></p> <p>Gunpowder Plot 1605          Witch Trials 1612          Charles I          Civil War          Cromwell          Charles II &amp; Restoration          Great Plague 1665          Great Fire of London 1666          Glorious Revolution          Act of Union</p>	<p><b><u>Why has crime and punishment changed so dramatically in the last 1000 years?</u></b></p> <p><b><u>Crime and Punishment</u></b></p> <ul style="list-style-type: none"> <li>• Pre Medieval Crime and Punishment</li> <li>• Medieval 1250-1500</li> <li>• Renaissance 1500-1750</li> <li>• Industrial 1750-1900</li> <li>• Modern 1900 –present day</li> <li>• Case Study - Jack the Ripper</li> </ul> <p><b><u>Prison Study</u></b></p> <ul style="list-style-type: none"> <li>• Tower of London</li> <li>• Alcatraz</li> <li>• Guantanamo Bay</li> <li>• Strangeways</li> </ul>

	What happened after William died?	What were medieval institutions like? (church & hospitals)				
<p><b>Music</b></p> <p><i>5 units are taught, each lasting approx. 7 weeks.</i></p>	<p><b>Performing a Marching Song</b> Performing a Marching Song on the Keyboard. Review keyboard geography, 5 finger technique notation, chords and transposition. Identifying features and sounds when listening.</p>	<p><b>Blues</b> Pupils learn about the history and origins of the Blues. Pupils perform a 12-bar blues on the Keyboard showing key features of the style, blue notes, walking bass pattern and improvisation when composing. Structure of a Blues song.</p>	<p><b>African Music</b> Vocal and instrumental performances demonstrating the key features of the Music. Create a group composition within a given structure which includes some of the music's key features.</p>	<p><b>Rock Band 1</b> Pupils form a band and perform a set song using Rock band instruments. Learn basic skills on electric guitar, bass guitar drums and perform <i>Wild Thing</i>.</p>	<p><b>Latin American Music – Samba</b> 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.</p>	
<p><b>PE</b></p>	<p>Developing skills and knowledge in <b>Sports hall Athletics</b>. Introducing more advanced knowledge of different Fitness components and Types of Training to improve <b>Fitness levels</b>. <b>Outdoor and Adventurous Activities</b> such as Team building and Orienteering are used in the first week to strengthen new friendships within the class.</p>	<p>Developing skills in <b>Gymnastics</b>. Creating Pair routines and sequences on the floor, using counterbalance. Developing more advanced skills and knowledge for Invasion games through <b>Hockey</b>. Playing small sided games with full rules.</p>	<p>Dancing through the ages. Developing the skills in <b>Dance</b> through 1980s to 2020s dance styles. Developing more advanced skills and knowledge in invasion games through <b>Football</b>. Playing small sided games.</p>	<p>Developing skills in Net Games through <b>Table Tennis</b>. Playing single sided games with scoring systems. Developing more advanced skills for Invasion games through <b>Netball and Handball</b>. Playing small sided games.</p>	<p>Developing more advanced skills in striking and fielding activities through <b>Cricket</b>. Developing skills and knowledge in <b>Athletics</b> activities. Through a PGL residential trip pupils can expand upon their existing skills and knowledge in <b>OAA</b>.</p>	<p>Developing skills in Net games through <b>Short Tennis</b>. Playing single sided games with scoring systems. Developing skills and knowledge in striking and fielding through playing small sided games of <b>Rounders</b>.</p>

<p><b>PSE</b></p>	<p><b>Citizenship</b> Identity and group work, Diversity, Families, Communities, Citizens</p>	<p><b>Discrimination</b> Physical disability, HI, VI</p> <p><b>Emotional Health and Wellbeing</b></p>	<p><b>Prevent – Tackling and preventing extremism</b> 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?</p>	<p><b>Careers- Planning for the Future</b>  Jobs through the ages, National careers service, Career speed dating, Reflection and evaluation.</p>	<p><b>Risk (Drugs and Emotional Wellbeing)</b> Transport and home safety, Running away, Smoking, Alcohol, E-safety, Role play/peer pressure assessment.</p>	<p><b>RSHE and Healthy Lifestyle</b> Self-esteem and personal Hygiene, Puberty, key words and diagrams, Sanitary products, Puberty problems and advice, my opinions, EHWB managing feelings.</p>
<p><b>RE</b></p>	<p><b>Hinduism</b> What Gods do Hindus believe in?  How do Hindus worship?  What are the 4 main Hindu beliefs?</p>	<p><b>Hindusim</b> Where do Hindus live?  What is inside a Mandir?  Why is the Ganges so important to Hindus?</p>	<p><b>(STARTS AT END OF AUTUMN TERM)</b></p> <p><b>Religious art and spirituality</b> 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?</p>	<p><b>Religious art and spirituality</b> How does Islam use symmetry to explain some of the features of Allah?  How do Buddhists use Mandalas as part of their religion?</p>	<p><b>(STARTS AT END OF SPRING TERM)</b></p> <p><b>Religious special places</b>  What makes a place special?  Why is Lourdes a special place for Christians?  Why is Mecca an important place for Islam?</p>	<p><b>Religious special places</b>  Why is Varanasi a sacred place for Hindus?  Why is Jerusalem a place of conflict?</p>
<p><b>Reading</b> <i>(taught once a fortnight)</i></p>	<p><b>Alone on a Wide, Wide Sea by Michael Morpugo</b></p>	<p><b>Alone on a Wide, Wide Sea</b> The scheme also enhances our pupils’</p>	<p><b>Alone on a Wide, Wide sea</b> Examples of skills: retrieval of</p>	<p><b>Alone on a Wide, Wide sea</b> Examples of skills: analysis of character,</p>	<p><b>Alone on a Wide, Wide sea</b></p>	<p><b>Alone on a Wide, Wide sea</b> Examples of skills inference,</p>

	<p>The scheme lasts throughout the year and focuses on developing a love of reading and reading skills.</p> <p>The teacher models reading aloud and our pupils complete various tasks to support the development of reading and oracy skills.</p>	<p>cultural knowledge by transporting them to Australia in the 1940s and 50s and looks at the plight of an orphaned World War II child.</p>	<p>information, development of tier 2 vocabulary</p>	<p>understanding reactions and emotions</p>	<p>Examples of skills: expressing opinions effectively, developing empathy</p>	<p>interpretation of emotions</p>
<p><b>Technology</b></p>	<p><b>Product Design</b></p> <p>Understanding polymers - pupils will learn about thermoforming and thermosetting polymers. They will look at these in an industrial context along with how they can be used in school. They will also look at the 6Rs and design and make sustainable packaging.</p> <p>Understanding metals - making jewellery.</p> <p>Mechanisms &amp; Structures</p>	<p><b>Product Design</b></p> <p>Understanding polymers - pupils will learn about thermoforming and thermosetting polymers. They will look at these in an industrial context along with how they can be used in school. They will also look at the 6Rs and design and make sustainable packaging.</p> <p>Understanding metals - making jewellery.</p> <p>Mechanisms &amp; Structure</p>	<p><b>Food Preparation &amp; Nutrition</b></p> <p>Pupils will develop their food knowledge further with the introduction of pastry, food science, fair trade, and seasonality. They will make various dishes</p> <p><b>Textiles</b></p> <p>Sublimation printing, Inserting a zip - 1960s inspired Pencil Case linked to the theory.</p>	<p><b>Food Preparation &amp; Nutrition</b></p> <p>Pupils will develop their food knowledge further with the introduction of pastry, food science, fair trade, and seasonality. They will make various dishes</p> <p><b>Textiles</b></p> <p>Sublimation printing, Inserting a zip - 1960s inspired Pencil Case linked to the theory.</p>	<p>On rotation with Drama</p>	<p>On rotation with Drama</p>

<p><b>Drama</b></p>	<p>Pupils take part in an introduction to Drama skills. Tableau, split screen, asides to the audience, role-play, characterisation and stage directions. Pupils use these skills to build towards a short performance of their own.</p>	<p>A text -based unit provides pupils with the practical skills to explore and perform elements of four Shakespearean plays. This includes the study of language to support English, themes within the plays, the reading and performance from a script</p>	<p>An historical crime mystery. Pupils are encouraged to use their imagination to navigate through the story. Re -visiting characterisation &amp; motivation, use of questioning, non -verbal communication to develop improvisation skills in this 'escape room' style unit.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>
---------------------	---	---	---	----------------------------------	----------------------------------	----------------------------------