



Kirkburton Middle School Curriculum Map Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i></p>	<p>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.</p>	<p>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.</p>	<p>Natural World Poetry Pupils will study a range of poetry that all encompass the theme of our natural world. Pupils will acquire new knowledge in how to annotate a poem and to develop strategies that will help them make 'sense' of a poem. Students will focus on the writer's choice of language and structure within each poem that they look at.</p>	<p>World of Persuasion 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. This unit will also have close links to careers; in particular media and marketing.</p>	<p>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.</p>	<p>Speaking and Listening Within this final unit, students will build on their speaking and listening skills. They will complete a formal presentation to their English class.</p>
<p>Maths</p>	<p>Number – Place Value Place Value up to one billion. Place value in decimals.</p>	<p>Number - Arithmetic Addition and subtraction with decimals.</p>	<p>Algebra Algebraic notation. Identify: term, coefficient, factor, product, expression, formula, equation.</p>	<p>Number – Fractions, Decimals and Percentages Recap: equivalent fractions, simplifying,</p>	<p>Ratio and Proportion Language of ratio. Multiplicative relationships. Calculate multipliers.</p>	<p>Geometry Transformations: Translation using vectors. Describing rotations using centre of</p>



	<p>Rounding to decimal places and significant figures. Multiplying and dividing by powers of ten (including negative powers). Use place value in the context of measure to convert between units.</p> <p>Properties of Number Multiples, factors, primes, square numbers and cube numbers. Exponents (powers) and roots. Prime factorisation. Highest common factor, lowest common multiple using Venn Diagrams.</p>	<p>Addition and subtraction with negative numbers. Multiplication and division with decimals. Multiplication and division with negative numbers. Laws of arithmetic: Commutative, Associate and Distributive Laws. BIDMAS. Using a calculator.</p> <p>Probability Language of probability. Probability scale. Identifying outcomes. Theoretical probability. Experimental Probability.</p>	<p>Simplifying expressions. Function machines. Expanding brackets. Factorising. Expressions. Substitution.</p> <p>Geometry Perimeter. Recap the area of: Rectangles, triangles, parallelograms. Area of a trapezium. Perimeter of composite shapes. Area of composite shapes. Recap angle rules.</p>	<p>improper fractions and mixed numbers. Convert fluently between FDP using non-calculator and calculator methods. Compare and order negative numbers and decimals. Compare and order fractions.</p> <p>Number – Fractions – Four Operations. Add and subtract fractions, including mixed numbers. Multiply and divide fractions, including mixed numbers. Problem solving with fractions.</p>	<p>Ratio tables to represent multiplicative relationships. Fractions of an amount (including finding the original amount). Express one number as a fraction of another. Divide a quantity into given ratios. Exchange rates, conversions and real-life problems.</p>	<p>rotation, size of turn and direction. Rotate shapes. Reflect shapes using a line of reflection. Enlarge shapes using a centre of enlargement and scale factor. Recap co-ordinates. Problem solving using co-ordinates and transformations.</p> <p>Data Averages; mean, median, mode Range. Draw and interpret bar charts. Grouped data. Draw and interpret pie charts.</p>
<p>Science</p>	<p>Introduction to Science Students will develop vital skills that will be used throughout their science education, including using and converting SI units,</p>	<p>Energy Students will study the seven energy stores and understand the law of conservation of energy, they will then take this further to</p>	<p>Matter This units of work builds on the principles of states of matter from year 6, expanding it to investigate cooling curves. Students will get the opportunity to explore the periodic table, its structure and how to use chemical formula. Students will get the opportunity to</p>	<p>Genes and Ecosystems Students will explore the concepts of continuous and discontinuous variation, applying their graph drawing skills. Students will</p>	<p>Reactions Students will identify acids and alkalis, investigate the effects of reacting acids and alkalis in neutralisation</p>	



	<p>identifying and using laboratory equipment and plotting graphs.</p> <p>Organisms Students will start to explore the structure of living things based on organisation of cells → tissues → organs → organ systems → organisms, looking at the importance of specialised cells, using microscopes and looking in detail at how the skeleton and muscles work together. In this unit students will study reproduction, learning the organs in the reproductive systems, the impacts of puberty, the process of fertilisation and the importance of a healthy pregnancy.</p>	<p>consider efficiency. Students will revisit circuits, this time expanding their understanding to the role of series and parallel circuits and measuring current. Magnets will be explored in this unit of work, considering the role of electromagnets and magnets in navigation and motors.</p>	<p>investigate methods of separating mixtures, including chromatography and distillation.</p> <p>Forces Students will get to develop the idea of resultant forces in this unit of work, understanding the difference between mass and weight. Students will learn how to calculate speed, plotting and interpreting distance time graphs and explaining relative motion.</p>		<p>develop their Year 6 knowledge of food chains to study food webs, the accumulation of toxins and using quadrats for observing ecosystems.</p>	<p>reactions and making soluble salts.</p> <p>Earth Science This unit explores our place in the solar system, causes of the seasons, the structure of the Earth, including the rock cycle and the use of ceramics, composites and polymers.</p>
Art	What is Art?	Giorgio Morandi Painting	Giorgio Morandi painting cont	OP Art	Masks	Masks



	<p>Exploring the importance of Art and the formal elements.</p> <p>Tone Drawing skills Develop drawing skills using a range of materials to explore tone.</p>	<p>Study the work of Giorgio Morandi and produce a still life painting in his style.</p>	<p>OP Art Learn about the OP Art movement and explore their techniques. (subject to change)</p>	<p>Create their own independent OP Artwork</p>	<p>Learn about how masks are used in different cultures around the work. Design and make their own mask in 3D. (subject to change)</p>	<p>This work is continued this half-term.</p>
Computing	<p>Spreadsheets and Charts Pupils revise the spreadsheet work carried out in year 6. They then go on to work on profit/loss spreadsheets, absolute and relative cell references and creating graphs for various scenarios.</p>	<p>How Computers Work Pupils learn about the parts that make up a modern pc. They will revisit the use of 4-bit binary numbers, and extend this to converting 8-bit binary numbers between denary and binary and vice versa. They will look at logic gates and how they can be used to create various outputs from binary inputs. Bitmap and Vector Graphics Pupils will work on a series of image manipulation tasks. They will gather, input and process both real life and</p>	<p>Encryption and Code Breaking Pupils will look at some simple codes and carry out some exercises to encrypt messages. They will look at why encryption is important today, particularly in relation to the Internet. Pupils will then learn about the work of Alan Turing and build spreadsheets to break coded messages. They will look at ASCII code and how it is used in a modern computer. Animation, Sequencing and Control</p>	<p>RGB Colour Pupils will revisit the RGB colour model, carry out some exercises to revise RGB colour and then take a summative test. They will complete a programming task in BASIC to animate a sprite and use the RGB colour model to alter the default colours.</p>	<p>Integrated Project – ‘Sandwich Shop’ Pupils complete a project to set up a business selling sandwiches. They will need to create a logo for the company, create a spreadsheet to calculate profit/loss and design a three-panel leaflet to advertise the business. Some pupils may go on to create business cards and letterheads for the company.</p>	<p>Integrated Project - ‘Super Powered’ Pupils will work on a series of tasks using different programs to create a superhero character. They will design a costume, a team logo and team identity cards. They will use a spreadsheet to break a coded message, and then use a database to identify a supervillain. Finally, they will use the programming skills from a previous module to control a robot through a maze to the villain’s hideout.</p>



		<p>computer created images. Pupils will look at company logos and at what features make a good logo. They will produce logos for specific companies or organisations and evaluate their own work. They will create a portfolio of work in PowerPoint.</p>	<p>Pupils will use FLOWOL to create sequences of instructions using selection and repetition. They will design a toy for a young child that has hidden functions. Pupils will produce some animations using Scratch and engage in a series of problem-solving exercises using Scratch.</p>			
<p>French</p>	<p>Describing our family. 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. Describing our appearance and that of others, expressing our opinion about family.</p>	<p>School life Describing what is in the classroom and what equipment we have/don't have. Focus on masculine/feminine nouns. School subjects. Giving opinions of school subjects. Using conjunctions to link sentences. Life in a French school. Christmas celebrations in France</p>	<p>Free time(1) Giving opinions about hobbies about what we and others like to do. Focus on regular – er verbs.</p>	<p>Free time (2) Hobbies and interests of ourselves and others. Focus on the irregular verb "faire".</p>	<p>My home life. Describing our homes and local area. Talking about what rooms we have in our house and where our village/town is located.</p>	<p>Daily Routine. Daily routine and food and healthy eating. Reflexive verbs</p>



<p>Geography Key skills and concepts are interleaved throughout the 3-year KMS Geography course. This spiralled curriculum for Geography ensures the development and securing of essential knowledge and processes.</p>	<p><u>How do weather and climate affect the world?</u></p> <p>What do we mean by 'weather'?</p> <p>How do we measure the weather?</p> <p>How can weather data be presented?</p> <p>What are the rules on climate?</p> <p>How does climate vary across the world?</p> <p>What is the climate of the UK?</p> <p>What types of extreme weather does the UK experience?</p>	<p><u>Should we think of Africa as a 'poor continent'?</u></p> <p>Where and what is Africa? Addressing the misconceptions.</p> <p>Where are Africa's climate zones?</p> <p>What is the development gap?</p> <p>How do we construct and interpret population pyramids?</p> <p>Where is Nigeria what and is it like?</p> <p>How is Nigeria's population distributed?</p> <p>How is Nigeria's employment structure changing?</p> <p>What are TNCs and how are they having an impact in Nigeria?</p> <p>How can we manage environmental issues in Nigeria?</p>	<p><u>How diverse is the Asian continent?</u></p> <p>What are the main human and physical characteristics of Asia?</p> <p>What is Asia's political geography?</p> <p>Where are the different climate zones distributed around Asia? (focus on the diversity within India)</p>	<p><u>How has China's past shaped its present?</u></p> <p>Where is China and what is it like?</p> <p>What are China's main physical features?</p> <p>Where does everyone in China live?</p> <p>How diverse is China from east to west?</p> <p>How did the one-child policy impact China?</p> <p>How can the environment in China be improved?</p>	<p><u>How does water shape the land?</u></p> <p>What are the features of the river basin?</p> <p>What is the profile of a river like?</p> <p>What are the main processes occurring along the course of a river?</p> <p>How are waterfalls formed?</p> <p>How are meanders and ox-bow lakes formed?</p> <p>What factors cause and affect river flooding?</p> <p>How can river flooding be managed?</p>
<p>History The History Curriculum is currently under review. The aim is to develop a coherent</p>	<p><u>Medieval Britain 1066 - 1500</u></p> <p>How clean were Medieval towns?</p> <p>What was life like in a medieval village?</p>	<p><u>What can the life of Mansa Musa reveal about Medieval Mali?</u></p>	<p><u>The Tudors and Elizabethan England: 1485 - 1603</u></p> <p>The reign of Henry VIII</p>	<p><u>Renaissance: 14th – 17th Century</u></p> <p>The Age of Discovery</p>	<p><u>Was the Industrial Revolution a time of progress in Britain?</u></p> <p>How did Britain change during the Industrial Revolution?</p>



<p><i>three year history curriculum that is broad, balanced and driven by historical enquiry based questions.</i></p>	<p>Who were the villeins? How free were ordinary people in the medieval period? What were the causes and consequence of the Black Death? How important were medieval institutions? (church & hospitals)</p>	<p>How did Mansa Musa become Emperor of Mali? What happened when Mansa Musa went to Mecca? What is the legacy of Mansa Musa? <i>How</i> do we know about the history of Medieval Mali? How and why did Portugal become involved in West Africa?</p>	<p>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>The Conquistadors and the Columbian Exchange The Gunpowder Plot Witch Trials 1612 Charles I Civil War Cromwell Charles II & Restoration Great Plague 1665 Great Fire of London 1666 Glorious Revolution</p>	<p>What was life like working in the domestic system and how was this different to the factory system? How were children treated in the factories? How did Huddersfield contribute to the Industrial Revolution? How far did government legislation make a difference to the lives of people in the 19th century? Why was housing so poor? Who were the heroes of public health during the Industrial Revolution?</p>	
<p>Music <i>5 units are taught, each lasting approx. 7 weeks.</i></p>	<p>Instruments Of The Orchestra Learning about the instruments of the orchestra. Revisiting keyboard technique and notation skills and performing a selection of orchestral pieces on the keyboard. four families of the orchestra.</p>	<p>Blues 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>Minimalism Exploring the music of Steve Reich and other prominent Minimalist composers. Using music technology to create a minimalist cell-based composition which includes phasing and other musical features typical of the style</p>	<p>Rock Band 1 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>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.</p>	
<p>PE</p>	<p>Developing skills and knowledge in Sports hall Athletics.</p>	<p>Developing skills in Gymnastics. Creating Pair routines and</p>	<p>Outdoor and Adventurous Activities such as</p>	<p>Developing skills in Net Games through Table Tennis. Playing</p>	<p>Developing more advanced skills in striking and fielding</p>	<p>Developing skills in Net games through Short Tennis. Playing</p>



	<p>Outdoor and Adventurous Activities such as team building and Orienteering are used in the first week to strengthen new friendships within the class. Developing more advanced skills and knowledge in invasion games through Football. Playing small sided games.</p>	<p>sequences on the floor using counterbalance. Dancing through the ages. Developing the skills in Dance through 1980s to 2020s dance styles. Developing more advanced skills and knowledge for Invasion games through Hockey. Playing small sided games with full rules.</p>	<p>team building and Orienteering are used in the first week to strengthen new friendships within the class. Developing more advanced skills and knowledge in invasion games through Basketball. Playing games with adapted rules.</p>	<p>single sided games with scoring systems. Developing more advanced skills for Invasion games through Netball and Handball. Playing small sided games.</p>	<p>activities through Cricket and Rounders. Developing skills and knowledge in invasion games through Tag Rugby. Playing small sided games.</p>	<p>single sided games with scoring systems. Developing skills and Knowledge in outdoor Athletic activities.</p>
PSE	<p>Citizenship Identity and group work, Diversity, Families, Communities, Citizens</p>	<p>Discrimination Physical disability, HI, VI</p> <p>Emotional Health and Wellbeing</p>	<p>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?</p>	<p>Careers- Planning for the Future Jobs through the ages, National careers service, Career speed dating, Reflection and evaluation.</p>	<p>Risk (Drugs and Emotional Wellbeing) Transport and home safety, Running away, Smoking, Alcohol, E-safety, Role play/peer pressure assessment.</p>	<p>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.</p>
RE	<p>Hinduism What Gods do Hindus believe in?</p>	<p>Hindusim Where do Hindus live?</p>	<p>Religious art and spirituality What is beauty?</p>	<p>Religious art and spirituality How does Islam use symmetry to explain</p>	<p>Religious special places What makes a place special?</p>	<p>Religious special places</p>



	<p>How do Hindus worship?</p> <p>What are the 4 main Hindu beliefs?</p>	<p>What is inside a Mandir?</p> <p>Why is the Ganges so important to Hindus?</p>	<p>How do Christians use stained glass windows to teach about their religion?</p> <p>How does Islam use calligraphy to teach about the Word of Allah?</p>	<p>some of the features of Allah?</p> <p>How do Buddhists use Mandalas as part of their religion?</p>	<p>Why is Lourdes a special place for Christians?</p> <p>Why is Mecca an important place for Islam?</p>	<p>Why is Varanasi a sacred place for Hindus?</p> <p>Why is Jerusalem a place of conflict?</p>
<p>Reading <i>(taught once a fortnight)</i></p>	<p>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.</p>	<p>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.</p>	<p>Alone on a Wide, Wide sea Examples of skills: retrieval of information, development of tier 2 vocabulary</p>	<p>Alone on a Wide, Wide sea Examples of skills: analysis of character, understanding reactions and emotions</p>	<p>Alone on a Wide, Wide sea Examples of skills: expressing opinions effectively, developing empathy</p>	<p>Alone on a Wide, Wide sea Examples of skills: inference, interpretation of emotions</p>
<p>Technology</p>	<p>Product Design Understanding polymers - pupils will learn about thermoforming and thermosetting</p>	<p>Product Design Understanding polymers - pupils will learn about thermoforming and thermosetting</p>	<p>Food Preparation & Nutrition Pupils will develop their food knowledge further with the introduction of pastry, food</p>	<p>Food Preparation & Nutrition Pupils will develop their food knowledge further with the introduction of</p>	<p>On rotation with Drama</p>	<p>On rotation with Drama</p>



	<p>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. Understanding metals - making jewellery.</p>	<p>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. Understanding metals - making jewellery.</p>	<p>science, fair trade, and seasonality. They will make various dishes Textiles Sublimation printing, Inserting a zip - 1960s inspired Pencil Case linked to the theory.</p>	<p>pastry, food science, fair trade, and seasonality. They will make various dishes Textiles Sublimation printing, Inserting a zip - 1960s inspired Pencil Case linked to the theory.</p>		
<p>Drama 3 units of work taught across 13 weeks (This Year 7 cohort are studying drama for the first time this year)</p>	<p>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>Shakespeare 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>Cluedo A scheme of work based of the board game. Students use characterisation, interrogation and hot seating to develop the characters of the suspects within the storyline. Forum Theatre helps students to engage with the action and use improvisation skills. Fingerprint dusting, clue finding and problem solving encourage group work and co-operation.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>

