



Scissett 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 revisiting 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>Introduction to Shakespeare This short, final unit will introduce pupils to the life and times of William Shakespeare focusing on the following areas: early life, famous works, words and phrases coined, the Globe Theatre, Elizabethan England. This will prepare pupils for the study of King Lear in Y8.</p>



<p>Maths</p>	<p>Number – Place Value Place Value up to one billion. Place value in decimals. 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>Number - Arithmetic Addition and subtraction with decimals. 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.</p> <p>Identifying outcomes. Theoretical probability. Experimental Probability.</p>	<p>Algebra Algebraic notation. Identify: term, coefficient, factor, product, expression, formula, equation. Simplifying expressions. Function machines. Expanding brackets. Factorising. 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>Number – Fractions, Decimals and Percentages Recap: equivalent fractions, simplifying, 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>Fractions of amounts Fractions of an amount (including finding the original amount). Express one number as a fraction of another.</p> <p>Ratio and Proportion Language of ratio. Multiplicative relationships. Calculate multipliers. Ratio tables to represent multiplicative relationships. Divide a quantity into given ratios. Exchange rates, conversions and real- life problems.</p>	<p>Geometry Recap coordinates. Transformations: Translation using vectors. Describing rotations using centre of 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. Problem solving using coordinates and transformations.</p> <p>Data Averages; mean, median, mode Range. Draw and interpret bar charts. Grouped data. Draw and interpret pie charts.</p>
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<p>Science</p> <p><i>Working scientifically skills are interleaved throughout each unit of work, exposing students to a range of different investigations and applications of their knowledge.</i></p>	<p>Introduction to Science – Big Picture: Science involves asking questions, investigating and observing the world around us. How do scientists carry out investigations and present data?</p> <p>Students will develop vital skills that will be used throughout their science education, including using and converting units, identifying and using laboratory equipment and plotting graphs.</p> <p>Organisms – Big Picture: Cells are the building blocks of life on Earth, they code for who we are. How do our cells and DNA make us who we are today?</p> <p>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 the structure of the skeleton. 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>Energy (Part 1) – Big Picture: Energy is a quantity described as being in stores that can be transferred between stores. What does the big bang have to do with energy stores and efficiency?</p> <p>Students will study the seven energy stores and understand the law of conservation of energy, they will then take this further to consider efficiency. Magnets will be explored in this unit of work, including their role in compasses.</p>	<p>Matter - Big Picture: There are 118 known elements, what happens when these elements are chemically or physically changed?</p> <p>This units of work builds on the principles of states of matter from year 6, expanding it to investigate heating and 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 investigate methods of separating mixtures, including chromatography and distillation</p>	<p>Energy (Part 2) – Big Picture: How can electricity be used in everyday life, within circuits and in magnetism?</p> <p>This unit explores electrical circuits, considering electrical current and how to measure it. The concepts of electricity and magnetism are then used to investigate electromagnets.</p>	<p>Forces – Big Picture: A force is a push or a pull that acts on an object due to the interaction with another object. What happens to objects when a force is applied?</p> <p>Students will get to develop their knowledge of forces, 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>Genes and Ecosystems – Big Picture: What happens when a species becomes extinct? Do organisms just rely on one food source? Why are organisms interdependent? Students will explore the concepts of continuous and discontinuous variation, applying their graph drawing skills. Students will 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 - Big Picture: When chemicals are mixed together and make something new, a chemical reaction has happened. Where are acids and alkalis found in everyday life and why are their reactions important?</p> <p>Students will identify acids and alkalis, investigate the effects of reacting acids and alkalis in neutralisation reactions and making soluble salts.</p> <p>Earth Science - Big Picture: Humans use the Earth for survival however, we are one tiny part of much larger systems. What is our place within the universe and what is the Earth made of?</p> <p>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>
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<p>Computing</p>	<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.</p> <p>Bitmap and Vector Graphics Pupils will work on a series of image manipulation tasks. They will gather, input and process both real life and 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>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.</p> <p>Animation, Sequencing and Control 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>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>
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French	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.	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.	Free time (1) Giving opinions about 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. Talking about what rooms we have in our house and where our village/town is located.	Food Food in a café and restaurant.
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<p>Geography</p> <p><i>Key skills and concepts are interleaved throughout the 3-year SMS Geography course. This spiralled curriculum for Geography ensures the development and securing of essential knowledge and processes.</i></p>	<p><u>How do weather and climate affect the world?</u></p> <p>What do we mean by weather and climate? How do we measure the weather? Where does all the rain go? What are the different types of rain? What are the rules on climate? How does climate vary across the world? What does a climate graph show us? What is the climate of the UK? What types of extreme weather does the world experience?</p>	<p><u>Should we think of North America as a rich continent?</u></p> <p>What is the political landscape of North America? What is North America's physical geography? Who are the people of North America? Why are some countries more developed than others? How does a country's population change with development? What is a population pyramid? Why do people want to move from Mexico to the USA? What type of crime happens in North America? Why do people want to visit North America?</p>	<p><u>How diverse is the Asian continent?</u></p> <p>What is Asia like? What is Asia's political geography? What is Asia's physical geography? What are the different climate zones? What is a megacity and where are they found?</p>	<p><u>What is a natural hazard?</u></p> <p>How is the Earth structured? Where are earthquakes distributed around the world? What are tectonic plates and how do they move? How was Japan affected by the 2011 earthquake? How was Haiti affected by the 2010 earthquake?</p>	<p><u>How diverse is China?</u></p> <p>Where is China and what is it like? What are China's main physical features? Where does everyone live in China? How does the one child policy affect the population? What is it like in rural China? What is it like in urban China? How might the environment be improved in China? How has globalisation affected China?</p> <p><u>How do I conduct fieldwork?</u></p> <p>What is fieldwork? How do we collect data? How do I prepare for my environmental fieldwork at school? Data Collection How do I present and analyse my data?</p>
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<p>History <i>The History Curriculum is currently under development. The aim is to develop a coherent three year history curriculum that is broad, balanced and driven by historical enquiry based questions.</i></p>	<p><u>Medieval Britain 1066 – 1500</u> Who were the villeins? What were medieval villages like? Were the towns better places to live? What jobs were there in the towns? How were crimes punished? How religious were people? What medical knowledge did people have? What was life like in medieval Walsham c.1347? How were the people of Walsham affected by the Black Death? What did medieval people think caused the Black Death? What was the impact of the Black Death on Walsham?</p>	<p><u>What can the life of Mansa Musa reveal about Medieval Mali?</u> 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><u>Who rules England?</u> What is an absolute monarchy? What does the murder of Thomas Becket tell us about the power of the Church? What does the Magna Carta tell us about the power of the king? What does the Peasants Revolt tell us about the power of the people?</p>	<p><u>Was the Industrial Revolution a time of progress in Britain?</u> How did Britain change during the Industrial Revolution? What was it like to work 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>
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<p>Music</p> <p><i>4 units are taught, each lasting approx. 8 weeks.</i></p>	<p>Instruments of the Orchestra</p> <p>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</p> <p>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</p> <p>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</p> <p>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>PE</p>	<p>Developing skills and knowledge in Sports hall Athletics. 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>Developing skills in Gymnastics. Creating Pair routines and 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>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 Basketball. Playing games with adapted rules.</p>	<p>Developing skills in Net Games through Table Tennis. Playing single sided games with scoring systems. Developing more advanced skills for Invasion games through Netball and Handball. Playing small sided games.</p>	<p>Developing more advanced skills in striking and fielding activities through Cricket and Rounders. Developing skills and knowledge in invasion games through Tag Rugby. Playing small sided games.</p>	<p>Developing skills in Net games through Short Tennis. Playing single sided games with scoring systems. Developing skills and Knowledge in outdoor Athletic activities.</p>



<p>PSHE</p>	<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</p> <p>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</p> <p>Jobs through the ages, National careers service, Career speed dating, Reflection and evaluation.</p>	<p>Risk (Drugs and Emotional Wellbeing)</p> <p>Transport and home safety, Running away, Smoking, Alcohol, E-safety, Role play/peer pressure assessment.</p>	<p>RSHE and Healthy Lifestyle</p> <p>Self-esteem and personal Hygiene, Puberty, key words and diagrams, Sanitary products, Puberty problems and advice, my opinions, EHWB managing feelings.</p>
<p>RE</p>	<p>Introduction to Islam</p> <p>Who is my neighbour? Teachings and beliefs The Five Pillars of Islam - Ramadan and Hajj. Holy scriptures - the Qur’an. Key features of a Mosque and worship.</p>	<p>Key festivals - Eid. Key ceremonies. Theme of identity and belonging and how Muslims put their beliefs into practice.</p>	<p>Introduction to Buddhism</p> <p>What is important to Buddhists? Symbols and symbolism. Key figures - Life of the Buddha and the image of the Buddha. Teachings and beliefs The Four Noble Truths, The Eightfold Path and The Five Precepts.</p>	<p>Festivals - Wesak and Songkran and links to key teachings and beliefs. Celebrations and ceremonies.</p>	<p>Hinduism</p> <p>One God or many? Symbols and symbolism. Beliefs and teachings - Gods and Goddesses and symbolism. Special places pilgrimage.</p>	<p>Key festivals - Diwali. Key ceremonies.</p>



<p>Technology</p>	<p>Product Design</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>Product Design</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>Food Preparation & Nutrition</p> <p>Focus on food provenance and sustainability. 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>Textiles</p> <p>Pupils will explore the impact of Textiles on the environment and produce a sustainable scrappy doll using a variety of new decorative and construction techniques.</p>	<p>Food Preparation & Nutrition</p> <p>Focus food on provenance and sustainability. 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>Textiles</p> <p>Pupils will explore the impact of Textiles on the environment and produce a sustainable scrappy doll using a variety of new decorative and construction techniques.</p>	<p>On rotation with Drama</p>	<p>On rotation with Drama</p>
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<p>Drama 3 units of work taught across 13 weeks</p>	<p>Shakespeare</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>Mantle of the Expert</p> <p>A devising unit focusing on careers and the performance skills that help interviews, research and presentation in the world of work. Using the technique 'Mantel of the Expert' to investigate the social, cultural and historical context of two countries and the role of performance as a cultural art form.</p>	<p>Crime and Punishment</p> <p>A scheme of work based on real-life events of a crime victim. Students use characterisation, interrogation and hot seating to develop the characters of the suspects within the storyline. Students use previous knowledge of dramatic conventions to use Marking the Moment. Investigating the case file encourages problem solving, group work and co-operation.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>	<p>Rotation with Technology.</p>
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