**Year 7 Curriculum Map – January to February half term**

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | Having covered the fundamentals of Algebra, and extending their number work students will move on to look at proportionality in Fractions and Percentages before learning the fundamentals of Probability:   |  |  | | --- | --- | | Fractions and percentages  5.1 Comparing fractions  5.2 Simplifying fractions  5.3 Working with fractions  5.4 Fractions and decimals  5.5 Understanding percentages  5.6 Percentages of amounts | Probability  6.1 The language of probability  6.2 Calculating probability  6.3 More probability calculations  6.4 Experimental probability  6.5 Expected outcomes | |
| **English** | Building on their knowledge from the previous term, students are invited to consider the theme of superstition and its relationship to the Shakespeare text ‘Macbeth’. Students develop their contextual knowledge and explore Shakespeare’s intent in the play and his ideas. Students will explore Shakespeare’s use of language and characterisation with a focus on the changing character of Macbeth and Shakespeare’s presentation of other characters in relation to his demise and the supernatural. |
| **Science** | Students will continue the three topics introduced in half-term two (reproduction, atoms & elements and forces & effects). These topics will cumulate in a second tri-test, four weeks into the half term.  Students then begin the next topics in Biology (environment & adaptations), Chemistry (acids & alkalis) and Physics (Electricity). These topics are taught on a rota so the weeks may vary by class. The topics aim to build on students' knowledge of the world around them and introduce more complex ideas about atoms. |
| **Opening Minds** | Students will continue to develop their Aspire and humanities concepts and skills by focussing on the geography, history, religion and culture of India. They will begin by gaining an introduction to the geography of Asia and specifically India. They will explore the landscape, climate and features of India. They will also explore the Mughal Dynasty and develop historical skills such as chronology and source evaluation. They will then study more recent Indian history, Mumbai, shanty towns, Indian culture and religions, recycling and the environment. It will also allow students to compare their own lifestyles to the lives of those in Low Income Countries (LIC’s) and Newly Emerging Economy (NEE’s) and consider philosophical and ethical questions about happiness. The department would also like to work on The International Silver award during this unit, by encouraging an international link with a partner school in India. Students will also be encouraged to take part in Amnesty club activities and environmentally friendly tasks linked to extra-curricular activities. |
| **Graphics** | In Graphics students will spend 10 weeks designing and making a greetings card featuring an LED light. They will examine how to use images to positively influence others. They will make their own circuit and will gain practical skills in soldering as well as an understanding of how to describe and represent electric circuits. Homework will be set every 2 lessons. This will typically reinforce work covered in lessons or will be designed to prepare students to make progress in lessons. |
| **Design Technology** | Students spend ten weeks in the materials area of technology. Projects covered are both design and make and make only focused practical tasks. These will cover basic skills that students need to work with wood, wood-based materials and either hot forging metal or using CAD/ CAM with acrylics. Homework that relates to the topics currently covered in lessons is set every two lessons. |
| **Food & Nutrition** | Students spend ten weeks in the Food area of Technology. Students are given a cookbook and make different food products. These focused practical tasks cover basic skills starting with peeling, chopping and using the hob safely.  Homeworks set over the ten weeks are to bring ingredients for the task the following week. Basic level hygiene and safety are covered alongside the practical tasks as well as basic nutrition. |
| **Textiles** | Students will spend ten weeks in the textiles area of technology. Projects covered are both design and make. Practical tasks will cover basic skills needed to work with fabrics, needle and thread, a domestic sewing machine and an iron. Homework that relates to the topics currently covered in lessons is set every two lessons. |
| **French** | Students continue to develop their skills of listening, speaking, reading and writing. They study topics related to telling the time, school subjects and opinions, school uniform and French schools. They develop their understanding of French grammar, including cognates, a range of –ER verbs, adjectives and adjectival agreement, connectives, present tense, asking questions, definite and indefinite articles, use of negative structures. |
| **PE** | During the mock exams which take place in the sports hall, students will have one indoor lesson which will be circuit training and one lesson outside on the MUGA which will be either hockey or football. When the exam are not taking place the following will apply.  Students will take part in activities listed below depending on their group. Netball, Gymnastics, Football, Hockey and Basketball. At the end of the half term students will undertake the PFL (Personal Fitness level) along with an assessment within the activity. Students are tracked and monitored against their own baseline score only. |
| **Art** | Project 1. Core Skills – This project continues into Half-Term 3 as students begin learning about colour theory – including the colour wheel, colour psychology, warm and cool colours, artists’ use of colours, colour mixing and colour blending.  Students will focus on using coloured pencils and ready-mix paint to practise core skills such as colour shading and colour mixing. |
| **Drama** | During this Unit students will explore a variety of new skills and knowledge within the Drama discipline including devising, improvisation, script work and use of slow motion by exploring the topic of Outer Space. Students will create role-play based on the theme of Astronaut Training and develop scenes based on Space Fantasy and Travel. During this Unit students will look at their first script and develop knowledge and understanding of how these are used within the theatre and use their memory skills by learning lines in preparation for an assessment at the end of the half term. |
| **Music** | In unit 3, year 7 students will learn about instruments of the orchestra though a variety of means. Students will learn what the instruments look, feel and sound like during practical sessions with the instruments. Students will listen to great works, using their prior knowledge of musical elements to analyse the music and learn more about texture and timbre. Students will also perform together as a group to form as an orchestra in the class, also learning the role of the conductor. |
| **ICT** | Students will spend this half term studying 7.3 HTML and web design and 7.4 Databases. The skills learned from these projects teach new perspectives and understanding on the world of technology and enhance the student’s digital capability ready for the next Key Stage in ICT, Enterprise and Computing. The units supplement the more traditional Office and ICT skills focused on in previous years blends the theoretical knowledge covered with practical activities. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |