**Year 7 Curriculum Map – Half term 4 (February half term to Easter)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | Having covered Fractions and Percentages in the Spring 1 term, students will continue to further their knowledge and understanding of ratio and proportion:   |  |  | | --- | --- | | Ratio and Proportion  7.1 Direct proportion  7.2 Writing ratios  7.3 Using ratios  7.4 Ratios, proportions and fractions  7.5 Proportions and percentages |  | |
| **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 three (Environment & adaptations, Acids & alkalis and Electricity). These topics are taught on a rota so the weeks may vary by class. The topics will cumulate in a third tri-test, the week before the Easter holidays.  British science week takes place during the week beginning 9th March 2020. Year 7 pupils will take part in some themed activities in lessons to promote wider science learning and embed cross-curricula links. |
| **Opening Minds** | Students will continue to develop their Aspire and Blooms Thinking skills by investigating a topic all about India. This unit will over aspects of Mumbia, 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 LEDC’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 Eco Club with tasks linked to extra-curricular activities. This will last a full term. |
| **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 that will cover basic skills needed to work with wood and 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 and oven safely.  Homework set over 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** | Pupils continue to develop their skills of listening, speaking, reading and writing. They study topics related to weather, sports, leisure activities, sports in French-speaking countries, likes and dislikes, forming questions. They develop their understanding of French grammar, including cognates, -ER verb conjugations, conjugation of the verb “faire”, “aimer” plus infinitive, the use of the interrogative, including “Est-ce que?” and “Qu’est-ce que?” |
| **PE** | Students will take part in activities listed below depending on their group. Gymnastics, Badminton, Hockey and Table Tennis. 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 2. Portraiture – An exciting project in which students will explore a variety of ways of creating portraits and studying the human figure. Artist research is a key element of art and design and in Half-Term 4 students will need to show their understanding of the 20th Century artist Amedeo Modigliani through their research and artist-inspired artwork. |
| **Drama** | Students will explore the issue of stereotyping through a well-known fairytale. The unit will allow the group to experiment with a range of drama conventions and pupils will be encouraged to use their bodies to portray characters & to experiment with their use of voice & expression. Throughout the term students will focus on basic physicalisation skills & practise their use of controlling, moving & employing creativity within this element of drama to make their performance skills more visually interesting. Pupils will expand their imagination & will be encouraged to express these ideas within the group. The aspect of morality, prompted by the Merchant & the Masked Man characters allows the pupils to think about morality in general & the basic rules of right & wrong. |
| **Music** | This unit introduces pupils to the genre of Rock ‘n’ Roll and its emergence in the 1950’s. Pupils learn about the origins of Rock ‘n’ Roll and features which are characteristic of its style including bass lines, chords and revise the twelve-bar blues as a basis upon which many Rock ‘n’ Roll songs are constructed. Pupils learn about the construction of triads and how these are formed from bass lines as a type of chord producing harmony. Pupil’s take part in an ensemble performance of *“Rock Around the Clock”* before composing their own Rock ‘n’ Roll songs using features they have learned about during the unit. |
| **ICT** | Students will spend this half term studying 7.4 Spreadsheets and 7.5 Advanced Programming. 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. |