**Year 7 Curriculum Map – Sept to Oct half term**

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| **Maths** | Students begin year 7 by looking at Statistical skills in analysing and displaying data. Having been streamed into ability sets based on their prior attainment in KS2 the students with lower prior attainment levels begin by looking at types of charts and graphs before moving on to the averages and range as a method of comparing data. Those with average prior attainment levels start by looking at averages before adapting those skills to cover grouped data and more in-depth comparison skills, whilst the higher prior attainment students revisit and expand on their knowledge of pie charts from KS2 and begin to look at scatter graphs and correlation.  The second half of their first half term focuses on number skills, from the four operations (addition, subtraction, division and multiplication) through to positive and negative numbers; factors, multiples and primes; and powers and roots. |
| **English** | The first two weeks of Year 7 help to establish a baseline and settle students into what is expected of them at KS3. Students work around the theme of settling into school and write a letter to advise future students about their first day at Walton-le-Dale. Students then start by studying poetry about starting school and begin to build on reading structures such as PEE used at KS2. Students then study a class reader ‘Cirque du Freak’ and are directed to focus on the use of language and structure to create effective narrative openings, settings and characterisation, using their class reader and other examples as a model for success. Students begin to develop their knowledge of gothic horror conventions and develop their creative writing skills by writing their own narrative pieces. |
| **Science** | Students spend two weeks learning about scientific method, health & safety in science and how to correctly use equipment. They then begin the first topics, covering the basics of biology (cells and microscopes), chemistry (particles) and physics (energy transfers). Each topic takes two weeks and contains a variety of practical lessons to introduce the pupils to methodology and equipment used in science. |
| **OM** | Opening Minds is an integrated humanities course that aims to develop students’ knowledge and understanding of Geography, History and RS and develop their wider learning skills. In the first half-term students will study a unit on Lancashire. They will develop map skills and a knowledge of the physical and human geography of Lancashire. They will gain a chronological understanding of the area's history and an understanding of the different religions in Lancashire. |
| **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. |
| **DT** | 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** | 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.  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 develop their skills of listening, speaking, reading and writing.  They study topics related to:   * Self and Family * Alphabet * Numbers * Classroom language and related vocabulary * Likes and dislikes * Descriptions   They gain an understanding of French grammar, including cognates, basic verbs, adjectives and adjectival agreement, definite and indefinite articles. |
| **PE** | All students start Physical Education with two weeks of cross-country. Following this the baseline assessment which is used to help group students in relation to their ability. Following on 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 with the activity. Year 7’s first PFL is their baseline test. Students are tracker and monitored against their own baseline score only. |
| **Art** | In the first two weeks of this half-term students will complete an Art assessment for the department to determine student ability in the formal elements of line, shape, form, texture, and tone and assign an accurate cohort to each student.  Project 1. Core Skills – This introductory project enables students to acquire the knowledge and techniques they will need in order to make progress in Art. Half-Term 1 will focus on the core skills of tonal shading and mark-making. |
| **Drama** | This term students will be given an introduction into Drama, learning tools and skills that will help to work independently but also developing co-operation in group work. Students will focus on their listening skills and consider and develop the importance of trust when communicating in a team. Students will learn basic mime skills and begin to use a drama vocabulary that will be essential when progressing through the Key Stage   To develop the students’ basic skills in Drama.   To encourage the students to have confidence in performing to an audience   To explore a series of different conventions   To allow the students to become familiar with teamwork |
| **Music** | Elements of Music: covering pitch, duration, rhythm, tempo, pulse, stave notation, dynamics, some keyboard skills, texture and structure. This unit allows for an assessment of students’ skills from their transition from KS2 to KS3, focusing on composers such as Beethoven. Developing working language that will aid students to progress onto |
| **ICT** | Students will spend this half term studying Unit 7.0 Online Safety and 7.1 Programming. The skills learned from these projects teach new perspectives and understanding of 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. |