

Year 7 Curriculum Map 2018/19		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
English 5 lessons per week	Curriculum Content	Tales of Mystery and Suspense Understanding and analysing fiction, including analysis of structure, language and form. Writing to describe with a focus on narrative, setting and character. Students will develop their sentence structures, punctuation and vocabulary.	Tales of Mystery and Suspense Evaluating and analysing fiction, including openings, endings, structure and language. Writing to describe with a focus on dialogue, structure and plot. Students will develop their use of complex sentences, sophisticated punctuation and structural features.	Shakespeare shorts: Love and War Students will study key scenes from Romeo and Juliet. They will produce an analysis of language, structure and form. Students will develop skills in reading for meaning, evaluating the writer's technique and analysing the impact of language and structural features.	Shakespeare shorts: Love and War Students will study their understanding of Romeo and Juliet to produce a newspaper report. They will develop their ability to write for different purposes. Students will develop their skills in using discourse markers, sentence starters and sophisticated vocabulary. Students will also study Sonnet 116 and Sonnet 130 to develop their comparison skills.	Politics and Persuasion Students will study a range of famous political speeches. They will write a comparison of two of these speeches. Students will develop skills in comparing the language and structure of the texts and their ability to analyse and evaluate the effect of the writers' techniques.	War non-fiction Students will study a range of non-fiction texts on the topic of war. They will analyse narrative, language and the effect on the reader. Students will then write a description of the trenches during wartime. They will practise a range of writing skills they have worked on throughout the year: sentence types, punctuation, structural features, vocabulary and spelling.	
	Assessment	AQA KS3 Reading Assessment - "Don't Ask Jack"	Writing Assessment - Write a full short story.	Reading - Analysis of language in Act 3, Scene 1.	Writing - Writing to Inform. Write a 3rd person article based on the brawl between the Montagues and Capulets.	Reading - Comparison of language and structure from Mandela's and Obama's speeches.	Writing - Write a description of the trenches.	
Maths 5 lessons per week	Curriculum Content	Negatives & Algebra Ratio & Proportion	Place value, 4 rules & decimals Fractions Sequences Angles	BIDMAS Perimeter & Area Factors, multiples & primes Probability	Percentages Substitution Transformations	Finance Statistical diagrams & averages Further algebra	Equations Graphs Circles	
	Assessment	End of Unit Assessments on topics listed above.						
Science 5 lessons per week	Curriculum Content	Biology Cells, genetics, inheritance and modification.	Chemistry Atoms, compounds and states of matter.	Physics Forces, movement and energy.	Biology Health, disease and the development of medicines.	Chemistry Separating mixtures, breaking down substances, acids and metals.	Physics Waves and radiation.	
	Assessment	End of topic tests plus interim progress checks.						
French 2 lessons per week	Curriculum Content	Introductions Pupils will look at giving their personal details in order to introduce themselves and describe their appearance and personality.	Descriptions Pupils will look at how to describe both themselves and others in terms of physical appearance and personality.	School Pupils will look at expressing their opinions about school and their subjects. They will also look at describing their timetables.	Hobbies Pupils will look at what they do outside of school, including sports and activities as well as how they use computers and mobile devices.		Where I Live Pupils will look at describing their town in terms of what you can do there and will look at inviting friends out.	
	Assessment	Translation into English	Writing Task - Introduce yourself to a French pen pal.	Writing Task - Describe a school day Listening and Reading assessment	Writing Task - What do you do in your free time? Translation into French	Listening and reading	Writing about your town.	
History 2 lessons per week	Curriculum Content	Crime and Punishment: Britain 1000-1600 Anglo-Saxon England, Norman conquest, medieval England, the Reformation, Tudors. Key skills: source inference, describe features, cause/consequence, time comparison.	How did England change from 1000-1600?	How did Britain change from 1600-1900? Gunpowder Plot, English Civil War, witch-hunts, Tolpuddle Martyrs, transportation, Industrial Revolution	Crime and Punishment: Britain 1600-1900 Key skills: source inference, source utility, source enquiry, balanced argument.	How did Britain change the world? American colonies, India, Plains Indians. Key skills: source inference, narrative, importance, interpretations	How did Britain change the world?	
	Assessment	What were two key features of Anglo-Saxon law enforcement? Why did the Normans win the Battle of Hastings?	What can you infer from Source A about the reign of Mary I? What was one difference between crime in medieval England and crime in Tudor England?	What can you infer from Source A about the punishment of those involved in the Gunpowder Plot? Was religion the main cause of the English Civil War?	How useful is Source A to help you find out about transportation? How could you follow up on Source B to find out more about Victorian prisons?	Why were buffalo important to Plains Indians survival? Why do the interpretations have different views of conflict between the USA and Plains Indians?	What can you infer from Source A about Indian independence? What is the story of India under the British Empire?	
Geography 2 lessons per week	Curriculum Content	Map skills and the UK What is Geography? Longitude and latitude. Relief of the UK. Population distribution of the UK. Local Geography. 4 figure grid references, 6 figure grid references. Using OS maps Key skills: Distribution/ patterns of physical and human features - geology maps, atlas and O.S grid references, scale, compass points, contour lines, photograph and satellite images, line graph.	Africa Location, climate and ecosystems. The changing economics of Nigeria, Mining in the Congo, Biodiversity, Tourism, illegal poaching and conservation Key Skills: Climate graph, pie charts, choropleth map, population pyramid	Coasts What creates waves? Coastal processes (erosional and depositional). Coastal landforms - characteristics and formation (erosional and depositional), management techniques (hard and soft engineering strategies including case study examples) Key skills: Cross section (beach), mean, median mode, percentage increase, sketch maps and diagrams	Antarctica Location, Who owns Antarctica? Animal adaptations, opportunities, challenges and solutions, the effects of climate change in Antarctica, mitigation and adaptation methods range in Antarctica Key skills: Climate graph, Weather chart, Ocean bathymetric chart, Percentage change.	Tectonic hazards Plates and boundaries. Volcanoes - Hawaii, planning, preparing and predicting volcanoes. Earthquakes - Nepal, planning, preparing and predicting earthquakes Key skills: Distribution/ patterns of physical features - atlas and O.S., mean, median, range, logarithmic scale - richter scale, line of best fit.	How sustainable is the Middle East? Location, Climate, Population distribution, Dubai, Conflict, Managing food deficit, Conflict, Masdar city Key skills: Population pyramid, Flow line map, Satellite images, Weather chart (basic)	
	Assessment	Mid topic extended writing and end of topic GCSE style assessment						
Ethics 1 lesson per week	Curriculum Content	Sex & Relationships Healthy relationships and peer pressure (Emotional and mental wellbeing, what is risk, what is peer pressure)	Careers Why is education, network and attitude important? (Discussion of the importance of each area, comparison of impact)	RE - Is Christianity relevant in the 21st century? Investigation of the key areas of belief, practice and impact of Christianity around the world - focussing on Jesus, God, the Bible, key figures and pilgrimage.	RE - Is Christianity relevant in the 21st century? Investigation of the key areas of belief, practice and impact of Christianity around the world - focussing on Jesus, God, the Bible, key figures and pilgrimage.	RE - What happens when we die? Exploration of the beliefs of various traditions on what happens when a person dies - both practically (funerals etc) and spiritually (afterlife, reincarnation etc)	RE - What happens when we die? Exploration of the beliefs of various traditions on what happens when a person dies - both practically (funerals etc) and spiritually (afterlife, reincarnation etc)	
	Assessment	Interim vocab tests, quality marked written piece on friendship.	Interim vocab tests, research task on careers in the NHS.	Written final assessment, interim tests and extended writing piece.	Written final assessment, interim tests and extended writing piece.	GCSE question to be researched and completed, written final assessment.	GCSE question to be researched and completed, written final assessment.	
Art 1 lesson per week	Curriculum Content	Can Art Make a Difference? Lettering / Bob and Roberta Smith Understand how to draw from observation. Collecting materials and interesting lettering from packaging. Observation drawing - lettering techniques, colouring techniques in a range of media. Investigate Artist - present factual information, examples of artists work, analyse and share thoughts and opinions about own work and others.	Can Art Make a Difference? Lettering / Bob and Roberta Smith Understand how an artist works and develop own ideas informed by their style. Explore a range of techniques media and processes. Use teacher feedback to develop and refine skills. Create a 2D lettering alphabet, influenced by the work of Bob and Roberta Smith. Explore ideas and create a slogan expressing new experiences since starting at Belmont. Create a final outcome inspired by the artist.	Formal Elements / Abstract Painting Understand the formal elements: Line, Tone, Pattern, Texture and colour. Explore each element by completing practical activities. Respond visually to key words. Create enlarged studies from using a viewfinder. Colour Theory - water colour paint techniques.	Formal Elements/ Abstract Painting Explore Formal Elements - experiment with a range of 2D processes and techniques. Refine ideas - Combine formal elements to create new ideas. Present a final outcome (mixed media abstract).	3D / Jon Burgerman Investigate artist - Visual and written research skills. present factual information, examples of artists work, analyse and share thoughts and opinions about own work and others. Record observations and insights - developing work influenced by the doodle style of Burgerman, exploring imagination and completing timed tasks.	3D / Jon Burgerman Refine ideas (design process) Develop 3 design ideas showing the influence of Burgerman informed by their experiences. Present an informed personal 3D response - 3D Sculpture informed by Artist and own development.	
	Assessment	Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference.						
Computing 1 lesson per week	Curriculum Content	Path 1 Introduction to Google Docs, using email and collaboration. Programming in Scratch.	Path 1 What is a computer system? (looking at the hardware), binary, computational thinking	Path 1 E-safety animation, problem solving.	Path 1 Problem solving, data types (sound).	Path 1 Programming (recap on Scratch and introduce Python).	Path 1 Communications and the internet.	
	Assessment	Path 2 Introduction to Google Docs, using email and collaboration. Introduction to computer theory.	Path 2 Computer theory (including an introduction to binary).	Path 2 E-safety movie / presentation.	Path 2 Spy School (using spreadsheet software).	Path 2 Adventure story (multimedia quiz).	Path 2 Introduction to programming (using Scratch software).	
Music 1 lesson per week	Curriculum Content	Kodaly-practical musicianship Elementary theory-musical signs and symbols. Composing rhythms in simple time signatures and understanding music listening questions		Practical musicianship- Ukulele Composing music and understanding music		BBC ten pieces Opening up classical music and creative response		
	Assessment	Progress checks when observing practical work in lessons and understanding music questions weekly and key vocabulary/teaching gadget						
Performing Arts 1 lesson per week	Curriculum Content	Mime and masks Exploring non verbal communication.		Matilda Text in to performance.		Peer pressure Devising.		
	Assessment	Homework tasks & practical work in lessons.	Performance of devised mime & written evaluation	Homework tasks & practical work in lessons.	Performance of scene from / devised from Matilda & written evaluation	Homework tasks & practical work in lessons	Performance devised piece & written evaluation	
PE 2 lessons per week	Curriculum Content	Students will develop skills across Terms 1, 2 and 3 in the following areas: Physical - Acquiring skills and techniques. Developing accuracy, fluency, and confidence and consistency in performance. Social - Developing awareness of role within/ contribution to the team. Application of a range of leadership strategies to help improve team performance. Cognitive - Develop understanding of laws of the game. Application of of tactics, strategies, compositional ideas and decision making.						
	Assessment	Handball, football or rugby	Sports Hall Athletics	Basketball, trampolining and badminton	Team games	Athletics	Futsal, rugby and rounders	
Technology 2 lessons per week	Curriculum Content	Pupils in year 7 will cover all aspects of Technology throughout the year while following a termly rotation across the department. Food Technology: Pupils will complete the 1 Star Chef Award, covering basic food handling, preparation and hygiene skills. Pupils will also learn about healthy eating while preparing basic dishes. Textiles Technology: pupils will complete a series of skills-based activities covering basic hand and machine stitching techniques. They will apply those skills in a design project, creating a hand puppet for a small child. Resistant Materials: pupils have a Health and Safety induction to the workshops before working with timber to manufacture a toy vehicle for a young child. Pupils will work with a variety of hand and machine tools to produce a design of their own in response to the brief.						
	Assessment	Pupils' practical work is assessed as it progresses with regular feedback throughout. All pupils will sit an end of topic assessment which will constitute 50% of their assessment grade. End of year assessment will consist of an overview of all practical work completed (50%) and a cumulative assessment (50%) which covers all of the learning for the year.						
Pastoral	Curriculum Content	Starting as we mean to go on Organisation: Introducing Organisation Organisation: Organised leadership Organisation: Starting as we mean to go on Them and Us: What are organised acts of kindness? Them and Us: The benefits of being involved Them and Us: Pushing yourself to the limit for others	Starting as we mean to go on Wellbeing: Introduction to 'My Life Wellbeing: My hobbies Wellbeing: Feelings Them and Us: What are harmful actions? Them and Us: A world without harm? Them and Us: The power of our words	Expressing myself effectively Resilience: What does resilience mean? Resilience: Coping with change Resilience: When am I resilient? Them and Us: What are acts of kindness? Them and Us: The difference between being nice and being kind Them and Us: Kindness - what does it look like?	Expressing myself effectively Communication: What do we mean by 'effective' communication? PiXLOrate: Introduction to Oracy PiXLOrate: Self-assessment Communication: Dealing with confrontation PiXLOrate: Listening and Responding Communication: Communicating in Learning	Making good decisions Initiative: What is 'Initiative'? Initiative: Do I enjoy putting myself forward? Initiative: How do I react when something goes wrong? E-safety: Introduction to E-safety E-safety: Digital footprint Wellbeing: The importance of goals and achievement	Making good decisions Leadership: What is leadership and why is it important? Leadership: Choosing leaders Leadership: Who am I as a leader? Wellbeing: Introduction to Mental Health Wellbeing: Mental Health Self-Assessment Wellbeing: How being active impacts mental health	