

Year 7 Curriculum Map 2019/20		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 use 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 an analysis of Mandela's trial speech. Students will develop skills in analysing the language and structure of the texts and their ability to evaluate the effect of the writers' techniques.	Politics and Persuasion Students will write a speech about what they want to change about the world. They will develop their ability to write to persuade. Students will develop their skills in using discourse markers, sentence types and language devices. Students will study poems from other cultures and write a comparison of "Nothing's Changed" and "What Were They Like?"
	Assessment	AGA 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 - Analysis of Mandela's trial speech.	Writing - Write a persuasive speech about something you would like to change.
Maths 5 lessons per week	Curriculum Content	Negatives, algebra and substitution. Ratio and proportion.	Place value, 4 rules and decimals. Fractions. Sequences. Angles.	BIDMAS. Perimeter and area. Factors, multiples, primes.	Probability. Percentages. Transformations.	Finance. Statistical diagrams. Averages.	Further algebra. Equations. Graphs.
	Assessment	Unit assessments. PIXL Microwave.	Unit Assessments.	Unit assessments.	Unit assessments. TP2 Calc paper.	Unit assessments.	Unit assessments.
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	Progress check tests every 3/4 weeks					
French 2 lessons per week	Curriculum Content	Describing Self & Others Describe the personality and appearance of themselves and other people. Express their own and other people's likes and dislikes and justify them.		At school and at home Describing the school day and expressing opinions about it. Activities you do at home in your free time.		Home & Away Describing your home town and area. Talking about your holidays	
	Assessment	Progress check tests every 3/4 weeks which will include grammar tests, translations, written tasks, reading comprehension and listening tasks.					
History 2 lessons per week	Curriculum Content	How did England develop, 1000-1600? Anglo-Saxon England, Norman conquest, medieval England, the Reformation, Tudors. Key skills: source inference, describe features, cause/consequence, time comparison.		How did Britain develop, 1600-1900? Gunpowder Plot, English Civil War, witch-hunts, Tolpuddle Martyrs, transportation, Industrial Revolution. Key skills: source inference, source utility, source enquiry, balanced argument.		What impact did Britain have on the world? American colonies, India, Plains Indians. Key skills: source inference, narrative, importance, interpretations.	
	Assessment - progress check	Why did the Normans win the Battle of Hastings? What were two key features of medieval law enforcement?	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 the Tolpuddle Martyrs? How could you follow up on Source B to find out more about Victorian police?	Why were buffalo important to Plains Indians? What is the difference between the interpretations about conflict between the Plains Indians and the USA?	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	Africa Location, biomes, the Sahel, coffee farming in Ethiopia Key Skills: Longitude and latitude, climate graph, pie charts, choropleth map, population pyramid	Africa Life in Addis Ababa and tourism Coasts What creates waves? Coastal processes (erosional and depositional), coastal landforms - characteristics and formation (erosional and depositional) Key skills: Mean, median, range and six figure grid references, relief, diagrams	Coasts Management techniques (hard and soft engineering strategies including case study examples) Antarctica Location, weather and climate, who owns Antarctica? Animal ations, tourism, whaling Key skills: Weather chart, food webs, satellite images	Antarctica Conservation Tectonic hazards Plates and boundaries, volcanic eruption example - planning, preparing and predicting volcanic eruptions, earthquake example - planning, preparing for earthquakes Key skills: Distribution patterns of physical features - atlas and O.S., mean, median, range, logarithmic scale - richter scale, line of best fit.	Tectonic hazards Earthquake example - planning, preparing for earthquakes The Middle East Location, climate, population distribution, UAE, Yemen, conflict managing food supplies Key skills: Population pyramid, Flow line map, satellite images, weather chart (basic)	The Middle East Yemen, conflict, managing food supplies Year 7 fieldwork - school environment
	Assessment	Mid topic extended writing and end of topic GCSE style assessment					
Personal Development 1 lesson per week	Curriculum Content	Emotional and Mental Wellbeing 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, work in the community (eg food banks) 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 spirituality (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 spirituality (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).	Doodle Art / 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.	Doodle Art / Jon Burgerman Refine ideas (design process) Develop 3 design ideas showing the influence of Burgerman informed by their experiences. Present an informed personal response - informed by Artist and own investigation and exploration of ideas.
	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.	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.	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.	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.	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.	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 2 Introduction to Google Docs, using email and collaboration. Introduction to digital citizenship and online safety.	Path 1 What is a computer system? computer hardware, binary, computational thinking. Path 2 Digital citizenship movie / presentation. Hour of Code (introduction to programming).	Path 1 Programming with Microbits (introduction to Python) Path 2 Introduction to computer theory.	Path 1 Digital citizenship animation, problem solving. Path 2 Introduction to programming (using Scratch software and Microbits).	Path 1 Programming (recap on Scratch and Python). Path 2 Multimedia products.	Path 1 Communications and the internet. Path 2 Spy School (using spreadsheet software).
	Assessment	Baseline assessment - written assessment			End of unit assessments		End of year assessment
Music 1 lesson per week	Curriculum Content	Theory: musical stave, treble clef, basic note values, simple time signatures 2,3 and 4/4, barline, double barline, sharps and flats. Scales: C, G, D and A major Performing: 8 bar rhythms, flashcards, scales, simple melody lines using the keyboard Composing: 8 bar rhythms in simple time, 2 part rhythms, adding pitch to rhythm to create melody Understanding Music: Italian terms, dynamics, tempo, instrumentation, major tonality, beats per bar	Theory: treble clef notes, sharps and flats and ledger lines Scales: A, E, B and F minor Performing: major and minor scales, melody lines that move by step and small leaps Composing: Using simple time signatures students will compose melody lines that move by step and learn to compose to a stimulus Understanding Music: dynamics, tempo, instrumentation, major and minor tonality, beats per bar, vocals and style/ genre	Theory: time values, time signatures, performance directions, notes on the stave Scales: major and minor scales up to 3 sharps and flats Performing: scales, simple melody lines, chords (ukulele and keyboard) Composing: chord sequences Understanding music: dynamics, tempo, instrumentation, major and minor tonality, beats per bar, vocals and style/ genre	Theory: time values, time signatures, performance directions, notes on the stave Scales: major and minor scales up to 3 sharps and F, Bb, and Eb major Performing: scales, melody lines and chord progressions Composing: chord sequences Understanding music: dynamics, tempo, instrumentation, major and minor tonality, beats per bar, vocals and style/ genre	Theory: grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: scales, melody and chords, songs, broken chords Composing: melody and adding primary chords Understanding music: dynamics, tempo, instrumentation, major and minor tonality, beats per bar, vocals and style/ genre	Theory: grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: scales, melody and chords, songs, broken chords Composing: melody and adding primary/secondary chords and 7th Understanding music: dynamics, tempo, instrumentation, major and minor tonality, beats per bar, vocals and style/ genre
	Assessment	Progress check when performing Weekly vocabulary Weekly understanding music questions					
Drama 1 lesson per week	Curriculum Content	Mime and masks Exploring non verbal communication - Development of confidence and non verbal performance skills including use of masks in performance..		Text in to performance - Focus on Vocal skills, style of Musical Theatre/storytelling theatre, physical performance skills, Production skills of Lighting & sound.		Peer Pressure - Devising. Use of non naturalistic techniques to help devise a short performance on the theme of Peer Pressure.	
	Assessment	Homework tasks & practical work in lessons.	Performance of devised mime & written evaluation	Homework tasks & practical work in lessons.	Homework tasks & practical work in lessons.	Performance of scene from / devised from Matilda & written evaluation	Performance devised piece & written homework tasks.

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PE 2 lessons per week	Curriculum Content	<p>Assessment 1 - PE1/PE2/PE3 Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Assessment 2 - PE1/PE2/PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p>	<p>Assessment 2 - PE1/PE2/PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies Assessment 3 - PE1 Physical - Application and performance of skills when performing dance routines. Ability to perform with consistency and accuracy Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies PE2-</p>	<p>Assessment 4 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Assessment 5 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p>	<p>Assessment 5 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Assessment 6 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies Assessment 7 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p>	<p>Assessment 7 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Assessment 8 - PE1/ PE2/ PE3 Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies.</p>	<p>Assessment 8 - PE1/ PE2/ PE3 Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Assessment 9 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p>
	Assessment	<p>Progress Check One (4 weeks) PE1 &amp; PE2 - Developing Technique PE3 - Achieve personal bests Progress Check 2 (2 Weeks) PE1 &amp; PE2 - Tactics and Strategies PE3 - Problem Solving</p>	<p>Progress Check 2 (2 Weeks) PE1 &amp; PE2 - Tactics and Strategies PE3 - Problem Solving Progress Check 3 - (1 Week) PE1 - Perform Dances PE2 - Achieve personal bests PE3 - Develop Technique</p>	<p>Progress Check 4 (3 Weeks) PE1 &amp; PE3 - Competitive Sport PE2 - Problem Solving and Teamwork Progress Check 5 (3 Weeks) PE1 - Achieve Personal Bests PE2 &amp; PE3 - Develop Technique</p>	<p>Progress Check 5 (1 Week) PE1 - Achieve Personal Bests PE2 &amp; PE3 - Develop Technique Progress Check 6 - (4 Weeks) PE1/PE2/PE3 - Tactics and Strategies Progress Check 7 - (1 Week) PE1 - Problem Solving PE2 - Competitive Sport PE3 - Develop Technique</p>	<p>Progress Check 7 - (3 Weeks) PE1 - Problem Solving PE2 - Competitive Sport PE3 - Develop Technique Progress Check 8 - (2 Weeks) PE1 - Develop Technique PE2 &amp; PE3 - Achieve Personal Bests</p>	<p>Progress Check 8 - (2 Weeks) PE1 - Develop Technique PE2 &amp; PE3 - Achieve Personal Bests Progress Check 9 (4 Weeks) PE1/PE2/PE3 - Competitive Sport</p>
Technology 1 lesson per week	Curriculum Content	<p>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 to complete a 'Skills mat' Resistant Materials: pupils have a Health and Safety induction to the workshop 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.</p>					
	Assessment	<p>Pupils' practical work is assessed as it progresses with regular feedback throughout their projects. All pupils will sit an end of topic assessment which will contribute 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.</p>					
Pastoral	Curriculum Content	<p>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</p>	<p>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</p>	<p>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?</p>	<p>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</p>	<p>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</p>	<p>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</p>