**Curriculum Overview**

**Year 7**

**Autumn Term 2022-2023**

In this booklet you will find details for each subject which focusses on the substantive knowledge (facts etc) and disciplinary knowledge (how the subject gains knowledge. For example, in Science, disciplinary knowledge would focus on practical investigations, enquiry and data analysis etc).

This knowledge has been carefully sequenced to build in complexity and focuses on securing core knowledge, before moving on to more complex knowledge.

|  |  |
| --- | --- |
| Books | This symbol indicates the ways in which we will support pupils with their reading. |
| Speech | This symbol indicates the key terminology we will be introducing in lessons. |
| Checklist RTL | This symbol indicates how we will assess progress in the term. |
| Home | This symbol indicates the homework pupils will be set. |

**Curriculum Overview for English**

 **Year 7**

|  |  |  |
| --- | --- | --- |
| **Term 1 – Ancient Origins****Substantive Knowledge:*** The five stages of Aristotle’s plot structure
* The common features of creation myths
* How epic heroes are presented
* The similarities between different epic stories
* A range of different narrative structures (chronological, non-chronological, in media res etc,)
* The plot of the Odyssey

**Disciplinary Knowledge:*** summarise a range of mythical and epic stories (Gilgamesh, creation myths, Prometheus, Medusa, Icarus, the Odyssey, the Iliad)
* use tenor, vehicle and ground to analyse a range of metaphors
* use excellent epithets to write thesis statements
* write from different narrative perspectives
* apply theories of plot structure to understand how stories are structured
* analyse a writer’s methods
* use a range of sentence types to create effects
 | Books | * The Multi-Dimensional Fluency Rubric is a crucial for resource for any students struggling to read fluently: <http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf>
* The recommendation is that students experience regular fluency lessons
* Teachers should model the reading of an extract from the Student Workbook and then students respond with echo reading or choral response.
* The emphasis in Fluency lessons should be on enjoyment and fluent performance.
 |
| Speech |

|  |  |  |
| --- | --- | --- |
| appositive | characterisation | climax |
| context | hero | dramatic irony |
| deus ex machina | dialogue | denouement |
| epic | exposition | allusion |
| form | myth | juxtaposition |
| epithet | metaphor | tenor |
| vehicle | ground | structure |
| personification | protagonist | in media res |

 |
| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided.
* Regular opportunities to practise summarizing and thesis statements.
* Task: How is Achilles presented in the Iliad?
* Task: slow writing activity based on the Iliad
* Task: Summary of The Odyssey (x2)
* Task: Is Odysseus admirable?
* Summative assessment to test knowledge and threshold concepts
 |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary. |

**Curriculum Overview for Mathematics**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1:** **Properties of Number****Declarative Knowledge:**Know the order of operations and know that multiplication/division and addition/subtraction are equal to each otherKnow that multiplication is commutative Describe numbers using ‘composite’ or ‘prime’**Procedural Knowledge:**Use a variety of methods to multiply numbers List multiples of numbers Find factors of numbersUse prime factor decompositionFind the Highest Common Factor (HCF) and Lowest Common Multiple (LCM) of numbers **Conditional Knowledge:** Use prime factor decomposition and Venn diagrams to find the HCF and LCMUse partitioning, arrays and mental strategies to simplify larger calculations **Half Term 1:** **Directed Number****Declarative Knowledge:**Label a number line with integers Know what a zero pair is**Procedural Knowledge:**Represent zero pairs using a variety of methodsAdd and subtract with negative numbersMultiply and divide with negative numbers Use a scientific calculator to calculate with negative numbers **Conditional Knowledge:** Use the order of operations when calculating with powers/roots and negative numbers | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician Two key words at the start of each lesson defined Expectation of Mathematical vocabulary used in lessons |
| Speech | Array, factors, product, composite numbers, prime numbers, multiples, square numbers, cube numbers, highest common factor, lowest common multiple, index form, order of operations, groupings, brackets, Venn diagram, intersection, systematic listing, powers and roots, multiply, divide, addition, and subtraction.Zero pair, positive, negative, number line, direction, sign, greater than, less than, addition, subtraction, multiplication, division, credit, debit. |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term. We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unitDr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Place Value, including Metric Units****Declarative Knowledge:**Know the prefixes of metric units of measurement **Procedural Knowledge:**Convert fluently between metric units of length, mass and volume/capacity Convert fluently between units of time and money**Conditional Knowledge:**Questions in a context, including reasoning and problem-solving questions **Half Term 2: Place Value, including Standard Form****Declarative Knowledge:**Know the positions of place value headings in a place value tableRead numbers written in Standard Form**Procedural Knowledge:**Compare and order numbers Round numbers to degree of accuracy Multiply and divide by powers of 10**Conditional Knowledge:** Questions in a context, including reasoning and problem-solving questions Understand where Standard Form is used in scientific understanding of the universe  | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician Two key words at the start of each lesson defined Expectation of Mathematical vocabulary used in lessons |
| Speech | Place value, place value table, column headings including decimals and fractions, length, distance, mass, weight, volume, capacity, metre, centimetre, millimetre, tonne, kilogram, gram, milligram Litre, millilitre Hour, minute, second.Place value, column headings including decimals. Estimate, accuracy, round, to a certain number of decimal places, integer, powers of ten, indices, approximate, order of magnitude, check, solution, over and under estimate. |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unitDr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |

**Curriculum Overview for Science**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: How to Science****Substantive Knowledge:**Parts of the Bunsen burnerSafety symbolsVariables**Disciplinary Knowledge:**Identifying hazardsIdentifying variablesHow to draw a tableWriting methodsRecording timeMeasuring massMeasuring volumeHow to use a Bunsen burnerMeasuring temperature How to create revision resources (flash cards, revision cards and mind maps) | Books | Article homework – reading for meaning, Model reading and highlighting to pick out key details, reading of data, Skim reading, |
| Speech | Safety, Hazard, Independent, dependent variable, control variable, Table, variable, Method, Hypothesis, Accurate, Resolution, Volume, Meniscus, mass, Safety flame, Roaring flame, Scale, thermometer, Double- blind, trial |
| Checklist RTL | Recall quiz x 1 |
| Home | Article Homework to promote reading like a scientistRecall quiz x 1 |
| **Half Term 2: Fundamentals****Substantive Knowledge:**Organelles of plant and animal cellsStructure and function of plant cellsParts of a microscopeHierarchy of cells, tissues, organs, organ systems, organismsStructure of an atomWhat elements, compound, mixture and molecules areDiagrams of state of matterChanges of stateAcids and alkalis on pH scaleStores and transfers of energy.Contact and non contact forcesNames of simple forces.How forces affect the motion of an object**Disciplinary Knowledge:**How to safely use a microscopeHow to observe cells using a light microscopeComparison of structures of cellsLinking structure to functionObservations of a chemical reactionColours of pH scale – acids and alkalisWord equationDrawing a transfer chain.Drawing force diagrams.Calculating a resultant force. | Books | Article homework – reading for meaning, Model reading and highlighting to pick out key details, reading of data, Skim reading |
| Speech |  Kinetic, gravitational potential, chemical, thermal, elastic, NuclearLight, Sound, Heat, Forces, Electricity, Conservation of energy, transfer chains, Contact and non-contact forces, Balanced and un balanced, resultant, Acceleration, deceleration, constant speed, Atom, subatomic particle, Element, Compound, mixture and molecules, Solid, liquid, gasObservation, Particles, Acid, Alkali Cell, organelle, chloroplast, vacuole, cell wall, magnify, microscope, eukaryotic, prokaryotic, specialised, differentiation, unicellular, organisation, organism |
| Checklist RTL | Recall quiz x3End of unit assessment |
| Home | Article Homework to promote reading like a scientistRecall quiz x3Revision for end of unit assessment |

|  |  |  |
| --- | --- | --- |
| **Half Term 1: How did Invaders change Britain before 1066?****Curriculum Overview for History****Year 7****How did the Normans conquer and control England?****Substantive Knowledge:**Feudalism MonarchyInvasion Conquest Battle Power Church Religion **Disciplinary Knowledge:**Literacy skillsAnalytical\explanation skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy EvaluatingDescription  | Books | Individuals read aloud Opportunities for jump in reading for articles/source material.Skim reading source material to look for key phrases/words*Book recommendation: William I, Marc Morris* *Medieval Knight in training, The secret diary of John Drawbridge by Philip Ardagh* |
| Speech | ConquestClaimantFeudalismKingNobelKnightPeasantsMotteBaileyMoatDomesday Book |
| Checklist RTL | Section A: knowledge quiz 10 questionsSection B: Skills question focusing on the significance of Norman control |
| Home | Homework booklets, set weekly |
| **Half Term 2: Why was the religion so important in Medieval times?****Substantive Knowledge:**Religion Church Society PowerBlack Death CrusadeInnovation Exploration **Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy Evaluating significance | Books | Individuals read aloud Opportunities for jump in reading for articles/source material.Skim reading source material to look for key phrases/words*Book recommendation for challenge: The Crusades, a very short introduction, Christopher Tyerman* |
| Speech | ReformationMartin LutherCrusadesThomas BeckettOpposition PuritanProtestant Catholic Purgatory Black DeathEpidemic House of WisdomBaghdadIslam Muslim |
| Checklist RTL | Section A: knowledge quiz 10 questionsSection B: Skills question focusing on describing Medieval life and then explaining the significance of religion on society |
| Home | Homework booklets, set weekly |

**Curriculum Overview for Geography**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: How does plate tectonics work?****Substantive Knowledge:**Plate tectonicsPhysical processesLandformsManaging environments**Disciplinary Knowledge:**Literacy skillsMap skillsDescriptionExplanation skillsReading comprehension | Books | Oracy focus tasksReading comprehensionAnalysis of contemporary and historical textKey words – spelling and applicationExtended writing opportunities |
| Speech | Plate TectonicsPlatesInner CoreOuter CoreMantle CrustConvection CurrentsMagmaLava EarthquakeVolcano Destructive Boundary |
| Checklist RTL | **End of unit summative assessment –** create an A3 poster detailing all information learned from this unit. Use diagrams, full labels and explanationsUse success criteria to ensure pupils understand marking levels |
| Home | Homework booklets, set weekly |
| **Half Term 2: How do you do geography fieldwork?****Substantive Knowledge:**GraphicacyData collection**Disciplinary Knowledge:**Numeracy skillsGraphicacyData handling Map skillsDescriptionExplanation skills | Books | Oracy focus tasksReading comprehensionAnalysis of contemporary and historical textKey words – spelling and application |
| Speech | dataevaluationconclusionlocaltallyfrequencymethodSurveyData collectionPredictionQuestionnairex/y axisanalysis |
| Checklist RTL | **End of unit summative assessment –** fieldwork write up of graphs, analysis and conclusion.Use success criteria to ensure pupils understand marking levels |
| Home | Homework booklets, set weekly |

**Curriculum Overview for PSHE**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: Transition and Safety****Substantive Knowledge:**What challenges does secondary school presentHow can we overcome those challengesWhere can I get support in schoolWhat is riskWhat is safetyHow can I spot hazardsWhat safety measures can I put in place to keep me safeWhat is road safetyWhat dangers are there with a roadWhat road crossings are thereHow can I keep myself safe on a roadWhat is rail safetyWhat dangers do railways present?What railway crossings are thereHow can I keep myself safe near a railwayWhat is the water safety codeWhat dangers does water presentHow can I keep myself safe in and around waterWhat is online safety?How can I keep safe online?What dangers are there online?**Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy Evaluating significance | Books | Whole class reading Individuals read aloud Opportunities for jump in reading for articles/source material.Skim reading source material to look for key phrases/words |
| Speech | TransitionChallengesRiskSafetyRoadCrossingsRailBritish Transport PoliceWater Safety CodeLifesavingOnline SafetyProtection |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g QuizzizEnd of unit exam question- assessments |
| Home | Learning Journey questionsPhoto diaryPoster of water safety |

*Half term 2 will be updated prior to the start of the new half term*

**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: What happens when you die?****Substantive Knowledge:**Philosophical questionsMiraclesRenee DescartesAfterlifeFree will**Disciplinary Knowledge:**Comprehension Listening Team work Leadership Debate Self-evaluation Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Philosophy Philosopher Ethical Religion Religious Belief Faith Atheist Theist Miracle Humanist Ontological Argument Cosmological Argument Teleological Argument Reality freewill |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |
| **Half Term 2: What is Christianity all about?****Substantive Knowledge:**Incarnation Crucifixion Resurrection Ascension Salvation Redemption**Disciplinary Knowledge:**Comprehension Listening Team work Leadership Debate Self-evaluation Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Abraham Christianity Jesus Incarnation Messiah Pentecost Ascension Christmas Denomination Church Bible Persecution Easter Resurrection Salvation redemption |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |

**Curriculum Overview for Citizenship**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: What does it mean to be a good citizen?****Substantive Knowledge:**Citizenship What it means to be part of a community British valuesEquality Justice Discrimination Values Charity**Disciplinary Knowledge:**Significance; second order concept Comprehension Listening Team work Leadership Debate Self-evaluation | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.  |
| Speech | Citizen, Social change, Values, Rights, Responsibilities, Politics, Politicians, Community, Society, Charity, Crime, Discrimination, Equality  |
| Checklist RTL | Retrieval quiz |
| Home | Booklet of tasks to be completed every other lesson |
| **Half Term 2: How can I make a difference?****Substantive Knowledge:**Citizenship What it means to be part of a community Volunteering Charity**Disciplinary Knowledge:**Listening Team work Leadership Debate Self-evaluation | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.  |
| Speech | Citizen, Social change, Values, Rights, Responsibilities, Politics, Politicians, Community, Society, Charity, Crime, Discrimination, Equality  |
| Checklist RTL | Pupils will complete an evaluation task after they have run their charity event |
| Home | Booklet of tasks to be completed every other lesson |

**Curriculum Overview for French**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1 & 2: La Rentree de Harry Potter****Substantive Knowledge:**French pronunciation/ introducing myself – name and numbers/ age /greetings/ talking about brothers and sisters/ family/ age/ talking about likes and dislikes/opinions / describing myself/talking about birthday / numbers to 31/French sounds/ describing a classroom/ negatives/asking questions.**Disciplinary Knowledge:**Questions/ être/ avoir/ il y a/ il n’y a pas de/ indefinite and definite articles / aimer + the definite article/ adjective agreements/ regular ‘er’ verbs/ negatives ( ne …pas) / possessive pronouns ( my) / connectives/  | Books | * De-coding new vocabulary
* Reading for gist
* Reading for detail
* Understanding word association
* Looking at written prose.
* Model reading
* Paired reading
* Reading out loud
 |
| Speech | ÊtreAvoirAimerComment tu t’appelles? Je m’appelle… As-tu des soeurs et des frères? J’ai..Quand /Qui?AnniversaireMon/ ma /mesChanterDanser NagerBloguerSurfer See pupil vocab list |
| Checklist RTL | Formative assessmentListening and reading exercises.Speaking peer and self assessed interview. Summative assessmentWriting assessment – write a profile for the school magazine Poudlard |
| Home | Memrise.comQuizizz.comResearch tasks |

**Curriculum Overview for Computer Science**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1** **Substantive Knowledge:**How to send emails with more than one recipient and attachments**Disciplinary Knowledge:**How to access student and shared areasHow to use Word to create tables, underline, italicize and bolden writingHow to create a tableHow to centre textHow to copy and paste images and URL linksHow to use hyperlinks effectively in a quiz | Books | Model readingReading out loudSkim and Scan of source informationDecoding termsEtymology of key terms |
| Speech | ItalicBoldUnderlinedHighlightedBullet PointTableFolderEmailAttachmentShared areaEmail AddressURLPowerPointWord |
| Checklist RTL | **Formative assessment**Knowledge checksQuizPractice questions**Summative assessment**End of unit assessment |
| Home | QuizizzPractice questionsRevision tasksResearch tasks |

**Curriculum Overview for Music**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: Building Bricks****Substantive Knowledge:**Understand and recognise the Elements of Music: **PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE** or **SONORITY, ARTICULATION, SILENCE****Disciplinary Knowledge:**Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.Recognise the Elements of Music when listening to and appraising music from different times and different places. | Books | Key TermsEtymology of Key Terms |
| Speech | Pitch, Tempo, Dynamics (*pp, p, mp, mf, f, ff, cresc., dim*., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score |
| Checklist RTL | Recall Questions to Start Every LessonEnd of Unit Assessment |
| Home | Homework Sheet |
| **Half Term 2: Keyboard Skills****Substantive Knowledge:**Understand how the classroom keyboard is used and played**Disciplinary Knowledge:**Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5)Explore different keyboard instruments from different times and places | Books | Key TermsEtymology of Key Terms |
| Speech | Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Melody, Fingering, Octave, Warm-Up, “Middle C” |
| Checklist RTL | Recall Questions to Start Every LessonEnd of Unit Assessment |
| Home | Homework Sheet |

**Curriculum Overview for Drama:**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: Introduction to Drama** **Substantive Knowledge:**Rules of drama.Identify and understand practical working skills: communication, teamwork, getting into groups, assigning and carrying out rolesLearn the layout of the stageUnderstand the term theatre makersExplore the different roles of specific theatre makersExplore different types of stage and setAnalyse the uses, pros and cons of different stages and set**Disciplinary Knowledge:**Collaboration: getting into groups quickly and without fuss Blocking: Developing their ability to position themselves appropriately to ensure visibility and impact for the audience applying ideas explored in this unit: feathering the line, groups, triangles etc. | Books | Decoding of key words – modelledEtymology of key terms |
| Speech | Apron, Levels, Upstage, Downstage, Grouping, Staging, Blocking, Gesture, Promenade, Audience, Proscenium arch, Composite, Communication, Participation, Collaboration, Constructive criticism |
| Checklist RTL | Recall tests – verbal and on whiteboardsEnd of unit 10 question knowledge quiz |
| Home | Learn key vocabularyPreparation for retrieval test |
| **Half Term 2: Pantomime****Substantive Knowledge:**Identify and explore the features of a pantomimeGain a greater understanding of the intentions of specific roles within the genre**Disciplinary Knowledge:**Focus on delivery of scenes: voice, mime and movement, levelsSustain a roleUnderstand how to effectively portray status Develop the use volume, tone, pace and emphasis through vocal workDevelop a range of convincing movements Practise scenesEvaluate own and others performance against success criteria | Books | Decoding of key words – modelledEtymology of key terms |
| Speech | Conventions, Dame, Commedia d’ell Arte, Tone, Pace, Pitch, Enunciation, Mime, Sustain |
| Checklist RTL | End of unit 10 question knowledge quizPractical assessment: pupils perform short pantomime scenes in small groups |
| Home | Preparation for retrieval testLearn lines for performance |

**Curriculum Overview for Design Technology**

**Year 7**

|  |  |  |
| --- | --- | --- |
|  **Term 1: Wood Vehicle****Substantive Knowledge:**Names of tools for cutting woodTypes of jointsConiferous and deciduous trees and their propertiesIsometric drawingWhat a risk assessment is How to use the drill safelyProperties of hard wood and soft woodTypes of adhesives **Disciplinary Knowledge:**Work precisely and carefully to produce a good, working joint.Use the marking out tools correctly and use all the tools safely.Cut shapes to their own design.Begin to identify target users and specification points | Books | Decoding of keywords.Opportunities for extended knowledge theory  |
| Speech | Tenon Saw, Marking GaugeTri Square, Pillar Drill, Softwood Hardwood, ManufacturingHousing Joint, Grain, OrthographicIsometric,30/60 degree set square |
| Checklist RTL | Recall tests Review sheetEnd of unit test |
| Home | Retrieval and review Homework sheet.Preparation for retrieval test |

**Curriculum Overview for Catering**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: Think Safety** **Substantive Knowledge:**Names of different knives Names of different cutting techniques. Safety rules Hygiene rules Bacteria risks**Disciplinary Knowledge:**Apply cutting skills safely Work in a systematic way, tidying as you go, leaving the kitchen clean with an understanding of cross contamination and bacteria hazards. Appreciate how cooking is important to ion order to lead an independent lifestyle.  | Books | Understanding and decoding of key wordsOpportunities for extended knowledge and skill.  |
| Speech | Chef knife, paring knife, green board, red board, hygienic practice, cross contamination, bacteria.  |
| Checklist RTL | Recall tests Assessment sheets End of unit tests.  |
| Home | Retrieval and review of homework sheet. Preparation for retrieval testReflection and evaluation of practical.  |

**Curriculum Overview for Art and Design**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half term 1: Formal Elements** **Substantive Knowledge:**The formal elements of art (line, tone, shape, form, texture, pattern)Holding a pencil Leonardo da Vinci **Disciplinary Knowledge:**Interpretation of the elements and how they can be used and combined in order to create a specific and desired effect Adjusting the angle and pressure of the pencil in order to achieve desired effects such as smooth shading or fine detailHow artists throughout history have manipulated line to achieve differing effects. Analysing and providing an opinion of an artist’s technique and artwork | Books | Decoding of keywords with etymology Teacher modelling subject specific vocabulary Opportunities for group and independent reading of artist context pagesCritical analysis of artist’s work with guidance on writing an opinion |
| Speech | Line, tone, shape, form, texture, pattern, highlight, shadow, shade, linear, pressure, three-dimensional, contour, stippling, pointillism, cross-hatch, Op-Art, dense, sparse, proximity  |
| Checklist RTL | Student/teacher discussionPeer markingSelf-assessment Questioning Start and end of unit RAG rating  |
| Home | Tonal observational study of a leafDazzle ship design |
| **Half term 2: Insects****Substantive Knowledge:**Annotate the different parts of an insect Create a mono-printUsing soft pastels **Disciplinary Knowledge:**People who study insects are called entomologistsPrinting onto different backgrounds to create a more dynamic and visually interesting artwork. Developing an artwork further by working into a photocopy Using soft pastels effectively to create smooth, blended tone alongside sharp, finer detail | Books | Decoding of keywords with etymology Teacher modelling subject specific vocabulary Opportunities for group and independent reading of artist context pagesCritical analysis of artist’s work with guidance on writing an opinion |
| Speech | Line, tone, texture, mono-print, entomology, exoskeleton, thorax, abdomen, mandible, antennae, segmented, chrysalis, cocoon, transfer, blend, watercolour wash |
| Checklist RTL | Student/teacher discussionPeer markingSelf-assessment Questioning Start and end of unit RAG rating  |
| Home | Artist Research Homework: Maria Sibylla MerianCreate a ‘how to’ page on mono-printing Print n A5 image of an insect from above  |

**Curriculum Overview for Careers**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: Developing me****Substantive Knowledge:**Creating an action planDifferent careersWhat a personal statement isWork roles within schoolsMain types of work locallyRoles within a team **Disciplinary Knowledge:**How to be self-reflectiveWriting a personal statementTime managementIdentifying personal values and embodying them | Books | BUGPre-teaching of key vocab at the start of each lesson  |
| Speech | Personal strengthArea for developmentAbilityAchievementCareerQualitiesProgressionValuesAspirations |
| Checklist RTL | Baseline assessment at startMid-point reflection on baselinePersonal statement at end of unit |
| Home | Ask a member of the family to interview me on a subject I am interested in. |

**Curriculum Overview for Core PE**

**Year 7**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: Rotation of Sports****Substantive Knowledge:**Dance:* What is beat?
* What is rhythm?
* What is motif?
* What is meant by formations?
* What are pathways?
* What is canon?
* What is levels?
* What is unison?
* What is meant by timings?
* What is meant by rehearsal?
* What is analysing performance?

Swimming:* Front crawl
* Back stroke
* Breast stroke
* Butterfly
* Trickle breathing

OAA:* What is OAA?
* What is problem solving?
* What is verbal and non verbal communication?
* Why is this important?
* What is trust?
* What is empathy?
* What is teamwork?
* What is leadership?
* What are tactics?
* What is planning?
* Why is planning important?
* What is success?

Rugby:* Handling the ball
* Picking up the ball
* Pop Pass
* Gut Pass
* Catching
* Tackling
* Rucking
* Offside
* Knock on
* Forward pass
* Attacking line
* Defensive line

Gymnastics:* Balances
* Tension of muscles
* Extension of body
* Rolls (Forward, backwards, teddy, pencil, cartwheel)
* Jump (tuck, pike, straddle, star, pencil, split)
* Performing a sequence
* Compositional elements (levels, speed, pathways, direction, canon and unison)

Fitness:* Describe and explain the key principles of different training methods: Continuous Training, Interval Training, Fartlek training,
* Circuit Training, plyometric training and weight training.
* Demonstrate how these sessions are performed successfully.
* The possible adaptions for different athletes, for each method of training.

**Disciplinary Knowledge:**Dance:* Pupils to perform skills within rehearsal time and student observation routines.
* Leadership/ coaching opportunities.
* Evaluating performance.
* Communication and teamwork.
* Demonstrating rhythm, formations, pathways, canon/unison/ levels and varied timings into a performance.

Swimming:* Pupils to perform skills within drills
* Leadership opportunities
* Evaluating performance
* Communication and teamwork

OAA:* Pupils will be presented with problems to try and solve
* Leadership opportunities
* Evaluating performance
* Communication and teamwork
* Pupils to plan a solution to a problem.
* How does problem solving link to everyday life?
* Why is it important to analyse a problem?
* Why is understanding empathy important when working with others?

Rugby:* Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments.
* Leadership opportunities
* Officiating
* Evaluating performance
* Communication and teamwork
* Selection of pass to meet the demands of a game

Gymnastics:* Pupils to perform skills within rehearsal time and student observation routines.
* Leadership/ coaching opportunities.
* Evaluating performance.
* Communication and teamwork.

Fitness:* Pupils to perform training session
* Leadership opportunities
* Evaluating performance
* Communication and teamwork
* Designing their own training sessions
 | Speech | Dance:BeatsRhythm MotifFormationPathwaysCanonRoutineLevelsFloor UnisonTimingsRehearsalAnalysis |
| Speech | Swimming:Free styleFront crawlBack crawlBreast strokeButterflycoordinationSpeedStreamlineTensionExtensionTrickle breathing |
| Speech | OAA:OAA – Outdoor Adventurous ActivitiesProblem SolvingVerbal Communication Non -Verbal Communication TrustEmpathyTeamworkLeadershipTacticsAnalysePlanningSuccess |
| Speech | Rugby:PossessionTryPop passGut passPassing knock-onBackwardsAccuracyCatchingOutwitTacklingDefenceAttackRuckDodgeClear out |
| Speech | Gymnastics:BalanceTensionExtensionQuality of MovementRollsSafetyJumpingAesthetically pleasingControl FluencyLevels SpeedPathwaysDirectionsCanon Unison |
| Speech | Fitness:Continuous Training Aerobic SystemInterval TrainingVarying SpeedsFartlek trainingCircuit TrainingLoopBoundingPlyometric trainingWeight trainingSafetyTraining Methods |
|  | Formal practical at the end of the unit |

|  |  |  |
| --- | --- | --- |
| **Half Term 2: Rotation of Sports****Substantive Knowledge:**Dance:* What is beat?
* What is rhythm?
* What is motif?
* What is meant by formations?
* What are pathways?
* What is canon?
* What is levels?
* What is unison?
* What is meant by timings?
* What is meant by rehearsal?
* What is analysing performance?

OAA:* What is OAA?
* What is problem solving?
* What is verbal and non verbal communication?
* Why is this important?
* What is trust?
* What is empathy?
* What is teamwork?
* What is leadership?
* What are tactics?
* What is planning?
* Why is planning important?
* What is success?

Gymnastics:* Balances
* Tension of muscles
* Extension of body
* Rolls (Forward, backwards, teddy, pencil, cartwheel)
* Jump (tuck, pike, straddle, star, pencil, split)
* Performing a sequence
* Compositional elements (levels, speed, pathways, direction, canon and unison)

Fitness:* Describe and explain the key principles of different training methods: Continuous Training, Interval Training, Fartlek training,
* Circuit Training, plyometric training and weight training.
* Demonstrate how these sessions are performed successfully.
* The possible adaptions for different athletes, for each method of training.

**Disciplinary Knowledge:**Dance:* Pupils to perform skills within rehearsal time and student observation routines.
* Leadership/ coaching opportunities.
* Evaluating performance.
* Communication and teamwork.
* Demonstrating rhythm, formations, pathways, canon/unison/ levels and varied timings into a performance.

OAA:* Pupils will be presented with problems to try and solve
* Leadership opportunities
* Evaluating performance
* Communication and teamwork
* Pupils to plan a solution to a problem.
* How does problem solving link to everyday life?
* Why is it important to analyse a problem?
* Why is understanding empathy important when working with others?

Gymnastics:* Pupils to perform skills within rehearsal time and student observation routines.
* Leadership/ coaching opportunities.
* Evaluating performance.
* Communication and teamwork.

Fitness:* Pupils to perform training session
* Leadership opportunities
* Evaluating performance
* Communication and teamwork
* Designing their own training sessions
 | Speech | Dance:BeatsRhythm MotifFormationPathwaysCanonRoutineLevelsFloor UnisonTimingsRehearsalAnalysis |
| Speech | Cross-Country |
| Speech | OAA:OAA – Outdoor Adventurous ActivitiesProblem SolvingVerbal Communication Non -Verbal Communication TrustEmpathyTeamworkLeadershipTacticsAnalysePlanningSuccess |
| Speech | Badminton: |
| Speech | Gymnastics:BalanceTensionExtensionQuality of MovementRollsSafetyJumpingAesthetically pleasingControl FluencyLevels SpeedPathwaysDirectionsCanon Unison |
| Speech | Fitness:Continuous Training Aerobic SystemInterval TrainingVarying SpeedsFartlek trainingCircuit TrainingLoopBoundingPlyometric trainingWeight trainingSafetyTraining Methods |
| Checklist RTL | Formal practical at the end of the unit |