**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.

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| 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**

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| **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**

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| **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 other  Know 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 numbers  Use prime factor decomposition  Find 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 LCM  Use 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 methods  Add and subtract with negative numbers  Multiply 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 unit  Dr 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 table  Read 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 1  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 unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |

**Curriculum Overview for Science**

**Year 7**

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| **Half Term 1: How to Science**  **Substantive Knowledge:**  Parts of the Bunsen burner  Safety symbols  Variables  **Disciplinary Knowledge:**  Identifying hazards  Identifying variables  How to draw a table  Writing methods  Recording time  Measuring mass  Measuring volume  How to use a Bunsen burner  Measuring 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 scientist  Recall quiz x 1 |
| **Half Term 2: Fundamentals**  **Substantive Knowledge:**  Organelles of plant and animal cells  Structure and function of plant cells  Parts of a microscope  Hierarchy of cells, tissues, organs, organ systems, organisms  Structure of an atom  What elements, compound, mixture and molecules are  Diagrams of state of matter  Changes of state  Acids and alkalis on pH scale  Stores and transfers of energy.  Contact and non contact forces  Names of simple forces.  How forces affect the motion of an object  **Disciplinary Knowledge:**  How to safely use a microscope  How to observe cells using a light microscope  Comparison of structures of cells  Linking structure to function  Observations of a chemical reaction  Colours of pH scale – acids and alkalis  Word equation  Drawing 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, Nuclear  Light, 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, gas  Observation, Particles, Acid, Alkali  Cell, organelle, chloroplast, vacuole, cell wall, magnify, microscope, eukaryotic, prokaryotic, specialised, differentiation, unicellular, organisation, organism |
| Checklist RTL | Recall quiz x3  End of unit assessment |
| Home | Article Homework to promote reading like a scientist  Recall quiz x3  Revision for end of unit assessment |

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| **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  Monarchy  Invasion  Conquest  Battle  Power  Church  Religion  **Disciplinary Knowledge:**  Literacy skills  Analytical\explanation skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating  Description | 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 | Conquest  Claimant  Feudalism  King  Nobel  Knight  Peasants  Motte  Bailey  Moat  Domesday Book |
| Checklist RTL | Section A: knowledge quiz 10 questions  Section 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  Power  Black Death  Crusade  Innovation  Exploration  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  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 | Reformation  Martin Luther  Crusades  Thomas Beckett  Opposition  Puritan  Protestant  Catholic  Purgatory  Black Death  Epidemic  House of Wisdom  Baghdad  Islam  Muslim |
| Checklist RTL | Section A: knowledge quiz 10 questions  Section 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**

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| **Half Term 1: How does plate tectonics work?**  **Substantive Knowledge:**  Plate tectonics  Physical processes  Landforms  Managing environments  **Disciplinary Knowledge:**  Literacy skills  Map skills  Description  Explanation skills  Reading comprehension | Books | Oracy focus tasks  Reading comprehension  Analysis of contemporary and historical text  Key words – spelling and application  Extended writing opportunities |
| Speech | Plate Tectonics  Plates  Inner Core  Outer Core  Mantle  Crust  Convection Currents  Magma  Lava Earthquake  Volcano  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 explanations  Use success criteria to ensure pupils understand marking levels |
| Home | Homework booklets, set weekly |
| **Half Term 2: How do you do geography fieldwork?**  **Substantive Knowledge:**  Graphicacy  Data collection  **Disciplinary Knowledge:**  Numeracy skills  Graphicacy  Data handling  Map skills  Description  Explanation skills | Books | Oracy focus tasks  Reading comprehension  Analysis of contemporary and historical text  Key words – spelling and application |
| Speech | data  evaluation  conclusion  local  tally  frequency  method  Survey  Data collection  Prediction  Questionnaire  x/y axis  analysis |
| 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**

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| **Half Term 1: Transition and Safety**  **Substantive Knowledge:**  What challenges does secondary school present  How can we overcome those challenges  Where can I get support in school  What is risk  What is safety  How can I spot hazards  What safety measures can I put in place to keep me safe  What is road safety  What dangers are there with a road  What road crossings are there  How can I keep myself safe on a road  What is rail safety  What dangers do railways present?  What railway crossings are there  How can I keep myself safe near a railway  What is the water safety code  What dangers does water present  How can I keep myself safe in and around water  What is online safety?  How can I keep safe online?  What dangers are there online?  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  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 | Transition  Challenges  Risk  Safety  Road  Crossings  Rail  British Transport Police  Water Safety Code  Lifesaving  Online Safety  Protection |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g Quizziz  End of unit exam question- assessments |
| Home | Learning Journey questions  Photo diary  Poster 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**

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| **Half Term 1: What happens when you die?**  **Substantive Knowledge:**  Philosophical questions  Miracles  Renee Descartes  Afterlife  Free 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**

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| **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 values  Equality  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**

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| **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 | Être  Avoir  Aimer  Comment tu t’appelles? Je m’appelle… As-tu des soeurs et des frères? J’ai..  Quand /  Qui?  Anniversaire  Mon/ ma /mes  Chanter  Danser  Nager  Bloguer  Surfer  See pupil vocab list |
| Checklist RTL | Formative assessment  Listening and reading exercises.  Speaking peer and self assessed interview.  Summative assessment  Writing assessment – write a profile for the school magazine Poudlard |
| Home | Memrise.com  Quizizz.com  Research tasks |

**Curriculum Overview for Computer Science**

**Year 7**

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| **Half Term 1**  **Substantive Knowledge:**  How to send emails with more than one recipient and attachments  **Disciplinary Knowledge:**  How to access student and shared areas  How to use Word to create tables, underline, italicize and bolden writing  How to create a table  How to centre text  How to copy and paste images and URL links  How to use hyperlinks effectively in a quiz | Books | Model reading  Reading out loud  Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Italic  Bold  Underlined  Highlighted  Bullet Point  Table  Folder  Email  Attachment  Shared area  Email Address  URL  PowerPoint  Word |
| Checklist RTL | **Formative assessment**  Knowledge checks  Quiz  Practice questions  **Summative assessment**  End of unit assessment |
| Home | Quizizz  Practice questions  Revision tasks  Research tasks |

**Curriculum Overview for Music**

**Year 7**

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| **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 Terms  Etymology 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 Lesson  End 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 Terms  Etymology 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 Lesson  End of Unit Assessment |
| Home | Homework Sheet |

**Curriculum Overview for Drama:**

**Year 7**

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| **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 roles  Learn the layout of the stage  Understand the term theatre makers  Explore the different roles of specific theatre makers  Explore different types of stage and set  Analyse 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 – modelled  Etymology 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 whiteboards  End of unit 10 question knowledge quiz |
| Home | Learn key vocabulary  Preparation for retrieval test |
| **Half Term 2: Pantomime**  **Substantive Knowledge:**  Identify and explore the features of a pantomime  Gain a greater understanding of the intentions of specific roles within the genre  **Disciplinary Knowledge:**  Focus on delivery of scenes: voice, mime and movement, levels  Sustain a role  Understand how to effectively portray status  Develop the use volume, tone, pace and emphasis through vocal work  Develop a range of convincing movements  Practise scenes  Evaluate own and others performance against success criteria | Books | Decoding of key words – modelled  Etymology of key terms |
| Speech | Conventions, Dame, Commedia d’ell Arte, Tone, Pace, Pitch, Enunciation, Mime, Sustain |
| Checklist RTL | End of unit 10 question knowledge quiz  Practical assessment: pupils perform short pantomime scenes in small groups |
| Home | Preparation for retrieval test  Learn lines for performance |

**Curriculum Overview for Design Technology**

**Year 7**

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| **Term 1: Wood Vehicle**  **Substantive Knowledge:**  Names of tools for cutting wood  Types of joints  Coniferous and deciduous trees and their properties  Isometric drawing  What a risk assessment is How to use the drill safely  Properties of hard wood and soft wood  Types 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 Gauge  Tri Square, Pillar Drill, Softwood  Hardwood, Manufacturing  Housing Joint, Grain, Orthographic  Isometric,30/60 degree set square |
| Checklist RTL | Recall tests  Review sheet  End of unit test |
| Home | Retrieval and review Homework sheet.  Preparation for retrieval test |

**Curriculum Overview for Catering**

**Year 7**

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| **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 words  Opportunities 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 test  Reflection and evaluation of practical. |

**Curriculum Overview for Art and Design**

**Year 7**

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| **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 detail  How 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 pages  Critical 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 discussion  Peer marking  Self-assessment  Questioning  Start and end of unit RAG rating |
| Home | Tonal observational study of a leaf  Dazzle ship design |
| **Half term 2: Insects**  **Substantive Knowledge:**  Annotate the different parts of an insect  Create a mono-print  Using soft pastels  **Disciplinary Knowledge:**  People who study insects are called entomologists  Printing 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 pages  Critical 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 discussion  Peer marking  Self-assessment  Questioning  Start and end of unit RAG rating |
| Home | Artist Research Homework: Maria Sibylla Merian  Create a ‘how to’ page on mono-printing  Print n A5 image of an insect from above |

**Curriculum Overview for Careers**

**Year 7**

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| **Half Term 1: Developing me**  **Substantive Knowledge:**  Creating an action plan  Different careers  What a personal statement is  Work roles within schools  Main types of work locally  Roles within a team  **Disciplinary Knowledge:**  How to be self-reflective  Writing a personal statement  Time management  Identifying personal values and embodying them | Books | BUG  Pre-teaching of key vocab at the start of each lesson |
| Speech | Personal strength  Area for development  Ability  Achievement  Career  Qualities  Progression  Values  Aspirations |
| Checklist RTL | Baseline assessment at start  Mid-point reflection on baseline  Personal 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**

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| **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:  Beats  Rhythm  Motif  Formation  Pathways  Canon  Routine  Levels  Floor  Unison  Timings  Rehearsal  Analysis |
| Speech | Swimming:  Free style  Front crawl  Back crawl  Breast stroke  Butterfly  coordination  Speed  Streamline  Tension  Extension  Trickle breathing |
| Speech | OAA:  OAA – Outdoor Adventurous Activities  Problem Solving  Verbal Communication  Non -Verbal Communication  Trust  Empathy  Teamwork  Leadership  Tactics  Analyse  Planning  Success |
| Speech | Rugby:  Possession  Try  Pop pass  Gut pass  Passing  knock-on  Backwards  Accuracy  Catching  Outwit  Tackling  Defence  Attack  Ruck  Dodge  Clear out |
| Speech | Gymnastics:  Balance  Tension  Extension  Quality of Movement Rolls  Safety  Jumping  Aesthetically pleasing  Control  Fluency  Levels  Speed  Pathways  Directions  Canon  Unison |
| Speech | Fitness:  Continuous Training  Aerobic System  Interval Training  Varying Speeds  Fartlek training  Circuit Training  Loop  Bounding  Plyometric training  Weight training  Safety  Training Methods |
|  | Formal practical at the end of the unit |

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| **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:  Beats  Rhythm  Motif  Formation  Pathways  Canon  Routine  Levels  Floor  Unison  Timings  Rehearsal  Analysis |
| Speech | Cross-Country |
| Speech | OAA:  OAA – Outdoor Adventurous Activities  Problem Solving  Verbal Communication  Non -Verbal Communication  Trust  Empathy  Teamwork  Leadership  Tactics  Analyse  Planning  Success |
| Speech | Badminton: |
| Speech | Gymnastics:  Balance  Tension  Extension  Quality of Movement Rolls  Safety  Jumping  Aesthetically pleasing  Control  Fluency  Levels  Speed  Pathways  Directions  Canon  Unison |
| Speech | Fitness:  Continuous Training  Aerobic System  Interval Training  Varying Speeds  Fartlek training  Circuit Training  Loop  Bounding  Plyometric training  Weight training  Safety  Training Methods |
| Checklist RTL | Formal practical at the end of the unit |