



# **St Katherine's School**

## **Year 7 Curriculum Guide**

# Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Autumn</b>	Number - Place Value			Number - Addition & Subtraction			Number - Multiplication & Division						
<b>Spring</b>	Number - Fractions						Statistics 1		Number - Negative numbers			<b>Revise &amp; Improve</b>	
<b>Summer</b>	Algebra 1						Geometry - Lines & Angles						

# English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task which teaches them generic features and the skill of proofreading.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	Topic
1	<b>The Town</b> Students use a range of reading and writing skills to work together to create their own make-believe town.
2 and 3	<b>A Wrinkle in Time</b> - by Madeleine L'Engle
3	The History of the English Language: <b>Beowulf</b>
4 and 5	The History of the English Language: <b>The Canterbury Tales</b> Epic narrative writing through Homer's <b>The Odyssey</b>
6	An Introduction to Shakespeare's World

# Science

Term	7T1	7T2	7S2	7P	7Y	7S1
1	<ul style="list-style-type: none"> <li>• Becoming a Scientist</li> <li>• Forces</li> <li>• Cells</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming a Scientist</li> <li>• Cells</li> <li>• Solids, Liquids &amp; Gases</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming a Scientist</li> <li>• Cells</li> <li>• Solids, Liquids &amp; Gases</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming a Scientist</li> <li>• Solids, Liquids &amp; Gases</li> <li>• Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming a Scientist</li> <li>• Cells</li> <li>• Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming a Scientist</li> <li>• Solids, Liquids &amp; Gases</li> <li>• Forces</li> </ul>
2	<ul style="list-style-type: none"> <li>• Solids, Liquids &amp; Gases</li> <li>• Sound</li> <li>• Body Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Body Systems</li> <li>• Atoms, Elements &amp; Compounds</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Body Systems</li> <li>• Atoms, Elements &amp; Compounds</li> </ul>	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Atoms, Elements &amp; Compounds</li> <li>• Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Solids, Liquids &amp; Gases</li> <li>• Sound</li> <li>• Body Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Atoms, Elements &amp; Compounds</li> <li>• Body Systems</li> </ul>
3	<ul style="list-style-type: none"> <li>• CASE</li> <li>• Atoms, Elements &amp; Compounds</li> <li>• Light</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• CASE</li> <li>• Reproducing</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• Reproducing</li> <li>• CASE</li> </ul>	<ul style="list-style-type: none"> <li>• Body Systems</li> <li>• Chemical Reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Atoms, Elements &amp; Compounds</li> <li>• Chemical Reactions</li> <li>• CASE</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• Chemical Reactions</li> </ul>
4	<ul style="list-style-type: none"> <li>• Reproducing</li> <li>• Chemical Reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical Reactions</li> <li>• Light</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical Reactions</li> <li>• Light</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> <li>• CASE</li> <li>• Reproducing</li> </ul>	<ul style="list-style-type: none"> <li>• Reproducing</li> <li>• Light</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> <li>• CASE</li> <li>• Reproducing</li> </ul>
5	<ul style="list-style-type: none"> <li>• Space</li> <li>• Acids &amp; Alkalis</li> </ul>	<ul style="list-style-type: none"> <li>• Acids &amp; Alkalis</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Acids &amp; Alkalis</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Space</li> <li>• Acids &amp; Alkalis</li> </ul>	<ul style="list-style-type: none"> <li>• Acids &amp; Alkalis</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Space</li> <li>• Acids &amp; Alkalis</li> </ul>
6	<ul style="list-style-type: none"> <li>• Revision</li> <li>• End of Year 7 Test</li> <li>• Project Work</li> </ul>					

CASE = Cognitive Acceleration through Science Education

# Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

<b>Textiles</b>	Design and make a Noodoll to show basic hand and machining skills
<b>Food, Preparation and nutrition</b>	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way  Food safety and hygiene  Healthy eating  Nutrition
<b>Product Design</b>	Design and make a storage container to show imagination and the basic use of hand tools  Isometric sketching  Theory into where woods come from, how they are converted and the basic categories of woods.

## Art

<b>Natural Forms (3D)</b>	'Blind contour' (1st hand) Working from <u>observation</u> <u>Pencil</u> - tonal shading and step- by-step 'building up' a pencil drawing <u>Charcoal</u> - expressive shading <u>Watercolour</u> - washes plus detail (mixed media) <u>Clay</u> - handbuilding and carving with oxide colour
<b>Fantasy Built Environment (2D)</b>	<u>Pencil</u> - tonal shading Colour wheel - <u>gouache</u> , warm / cool / complementary / contrasting colours Working from <u>imagination</u> <u>Colour pencil</u> - pattern and bold colours <u>Watercolour</u> - wash plus <u>oil pastel</u> blending & <u>Indian ink</u> . <u>Composition</u> 2D planning <u>Sgraffito</u> - oil pastel
<b>Mythical Creatures (Print)</b>	<u>Pencil</u> - tonal shading and detail <u>Fineliner</u> - hatching, stippling and line variation. <u>Collage</u> - cutting <u>Monoprinting</u> - onto a variety of backgrounds (including layered grounds)

## Analytical Writing

3D

- Peter Randall-Page

2D

- Hundertwasser
- Gaudi

PRINT

- Medieval wood cuts

Personal opinions using sentence starters and key words

# Computing

In years 7 to 9 students have two lessons of computing per fortnightly cycle in a dedicated ICT suite. Students cover five topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing. All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments, which are termly, are completed online and form part of their e-portfolio.

In years 7 and 8 students develop their ICT skills alongside theoretical aspects of Digital Literacy, E-safety and Computer Science, then in year 9 they study topics related to our KS4 offerings in more detail.

Term	Topic
1	Using computers safely and responsibly
2	Computer crime and cyber security
3	Understanding how computers work
4	Spreadsheet modelling
5	Introduction to coding - Scratch
6	More coding - Python

# Humanities

Term	Geography	History	Philosophy & Belief	Citizenship
1	<b>Being a Geographer:</b> What a geographer does, thinking like a geographer, map and atlas skills, geographic enquiry, global biomes, profile of a geographer, UK Geography, Google Earth.	<b>Medieval Realms:</b> Historical skills: solving a murder mystery and an introduction to life in Britain in the Middle Ages.	<b>What Matters?</b> An introduction to Philosophy and Beliefs that considers the things that are important to us and why they are important. Over the unit we consider the thinking of: Buddhism; Materialism; Christianity; Socrates; the ancient Greeks	<b>Identity &amp; Rights:</b> human rights and responsibilities.
2		<b>Medieval Realms:</b> Battle of Hastings, how William the Conqueror secured the throne of England and castles.		<b>Government:</b> why should I vote, elections and how do you run a country.
3	<b>Geographical Frontiers:</b> Maps over time and map projections, Antarctica.	<b>Medieval Realms:</b> Thomas Becket and Henry II.	<b>What does it mean to be good?</b> Morality and making moral decisions. Key question 'Without God is anything Allowable?'	<b>Careers:</b> career paths, skills and resilience.
4		<b>Medieval Realms:</b> King John and the Magna Carta.		
5	<b>The Geography of Food:</b> global nutrition and hunger patterns, where our food is grown, impact of global food industry, food exporting nations, food waste, food solutions, UK food challenges.	<b>Medieval Realms:</b> The Black Death and the Peasants' Revolt.	<b>The Island:</b> A thought experiment where we find ourselves on a desert island having to create a society from the bottom upwards.	<b>Money:</b> bartering & exchange, risk and budgeting.
6				<b>Medieval Realms:</b> The Wars of the Roses.

# Performing Arts

## Drama

Term	Topic
1	<b>Mime.</b> Introduction to Drama. Creating a drama tool kit developing physical skills. Drama techniques - mime, exaggeration, tableaux, levels. Mixture of drama games and warm-up activities to gain confidence and understanding of rehearsal space and expectations.
2	
3	<b>Melodrama.</b> Developing vocals into performance with stock characters. Looking at silent films and incorporating music into performance. Brief history of melodrama and its origins. Drama techniques - Improvisation, levels. Characterisation skills - facial expressions, body language, eye contact.
4	
5	<b>Script and Improvisation.</b> Macbeth & King Lear. Developing abridged scripts from a variety of scenes. drama techniques developed - Staging, blocking, proxemics. Characterisation Skills - voice; Pitch, pause, pace, tone, accent, projection. Tongue twisters and Shakespeare insults to understanding the literacy and vocab of old language.
6	<b>Bullying devising.</b> Topical subject with lots of discussion around what bullying looks like, how we can spot the signs and what to do if you feel your in this position. stimulus based improvisation. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice.

## Music

Term	Topic
1	<b>Elements of Music</b> Students learn about the main elements of music; pulse, rhythm, tempo, pitch, dynamics. They do this through a series of practical activities focussed around whole class and paired performing.
2	<b>Theme and Variations</b> Students learn about how composers have developed compositions through writing a main theme and then creating a set of variations from this. They study Mozart's Variations in C major and also compose their own set of variations based on Twinkle Twinkle Little Star, focussing on the musical elements studied in term 1.
3	<b>Gamelan</b> Students learn about texture through Gamelan music. They look at Indonesian customs and culture and recreate a Gamelan piece as a whole class workshop. Students also compose their own Gamelan piece and perform it.
4	<b>Voices</b> Students learn about the human voice as an instrument. They listen to a range of different types of vocal music and look at the differences between different types of voice. They participate in whole class and small group songs. They sing in a round and also in simple two part harmony.
5	<b>Ragtime</b> Students learn about the origins of ragtime music and listen to a range of pieces by Scott Joplin. They identify typical musical features of ragtime music and they work on a simplified arrangement of The Entertainer. They also compose their own ragtime piece.
6	<b>African Music</b> Students learn about the main musical features of African music through listening to and performing various pieces. Students use djembes to consolidate their understanding of call and response and also polyrhythms. Students create their own African composition in groups.

# Physical Education

Activities always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7F	Netball	Netball	Hockey (SH)	Hockey	Athletics	Athletics
	Short Tennis (SH)	Gymnastics (G)	Football	Dance (G)	Striking & Fielding	Striking & Fielding
7M	Rugby	Rugby	Football	Football	Athletics	Athletics
	Fundamentals (G)	SH Athletics (SH)	Gymnastics (G)	Basketball (SH)	Striking & Fielding	Outdoor Education

# Modern Foreign Languages

Dates	Topic	Language
<b>10th Sept - 16th Nov</b>	<ul style="list-style-type: none"> <li>● Learning the French alphabet</li> <li>● Introducing yourself</li> <li>● Getting used to French pronunciation</li> <li>● Counting up to 31</li> <li>● Dates (days and months)</li> <li>● Giving your age and date of birth</li> <li>● Describing your appearance</li> <li>● Describing your family</li> <li>● Animals</li> <li>● Conjugating verbs in the present tense</li> </ul>	French
<b>19th Nov - 1st Feb</b>	<ul style="list-style-type: none"> <li>● School subjects</li> <li>● Items in your school bag</li> <li>● Giving opinions and reasons</li> <li>● Adjectives ending in -o/-a</li> <li>● French connectives</li> <li>● Talking about teachers</li> <li>● Comparisons</li> <li>● Forming the immediate future tense</li> </ul>	
<b>4th Feb - 5th April</b>	<ul style="list-style-type: none"> <li>● The Spanish alphabet</li> <li>● Introducing yourself</li> <li>● Getting used to Spanish pronunciation</li> <li>● Counting up to 31</li> <li>● Dates (days and months)</li> <li>● Giving your age and date of birth</li> <li>● Describing your appearance</li> <li>● Describing your family</li> <li>● Animals</li> <li>● Conjugating verbs in the present tense</li> </ul>	Spanish
<b>22 April - 28th June</b>	<ul style="list-style-type: none"> <li>● School subjects</li> <li>● Items in your school bag</li> <li>● Giving opinions and reasons</li> <li>● Adjectives ending in -o/-a</li> <li>● French connectives</li> <li>● Talking about teachers</li> <li>● Comparisons</li> <li>● Forming the immediate future tense</li> </ul>	
<b>1st July - 19th July</b>	<ul style="list-style-type: none"> <li>● Key facts about Paris</li> <li>● Itinerary and monuments</li> <li>● Prepare a carnet de voyage</li> <li>● Learn a French song</li> </ul>	French