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
Autumn	Number - Place Value			Number - Addition & Subtraction			Number - Multiplication & Division					Revise & Improve
Spring	Number - Fractions						Statistics 1		Number - Negative numbers			
Summer	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	**The Town** Students use a range of reading and writing skills to work together to create their own make-believe town.
2 and **3**	**A Wrinkle in TIme** - by Madeleine L'Engle
3	The History of the English Language: **Beowulf**
4 and **5**	The History of the English Language: **The Canterbury Tales** Epic narrative writing through Homer's ***The Odyssey***
6	An Introduction to Shakespeare's World

Science

Term	7Y1	7Y2	7S	7T	7P1	7P2
1	KS2 transition test • Becoming a Scientist • Forces • Cells	KS2 transition test • Becoming a Scientist • Cells • Particles	KS2 transition test • Becoming a Scientist • Cells • Particles	KS2 transition test • Becoming a Scientist • Particles • Forces	KS2 transition test • Becoming a Scientist • Cells • Forces	KS2 transition test • Becoming a Scientist • Particles • Forces
2	• Particles • Sound • CASE • Body Systems Winter test	• Forces • CASE • Body Systems • States of matter Winter test	• Forces • CASE • Body systems • States of matter Winter test	• Cells • CASE • States of matter • Sound Winter test	• Body systems • Particles • States of matter • CASE Winter test	• Cells • CASE • States of matter • Body Systems Winter test
3	• States of matter • Light	• Sound • Reproduction	• Sound • Reproduction	• Body Systems • Chemical Reactions	• Chemical Reactions • Sound • Light	• Sound • Chemical Reactions
4	• Reproduction • Chemical Reactions Spring test	• Chemical Reactions • Light Spring test	• Chemical Reactions • Light Spring test	• Light • Reproduction Spring test	• Reproduction • Space Spring test	• Light • Reproduction Spring test
5	• Space • Acids & Alkalis	• Acids & Alkalis • Space	• Acids & Alkalis • Space	• Space • Acids & Alkalis	• Acids & Alkalis • Space	• Space • Acids & Alkalis
6	• Revision • End of Year 7 Test • CASE • Investigations					

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.

Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Food safety and hygiene Healthy eating Nutrition
Product Design	Design and make a storage box including a personalised handle using basic hand skills and creative design techniques. Present design ideas in 3D using isometric sketching. Theory of different material groups, their origin and basic principles.

Art

Natural Forms (3D)	'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
Fantasy Built Environment (2D)	<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
Mythical Creatures (Print)	<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 year 7 students have one lesson of computing per fortnightly cycle in a dedicated computing suite. Students cover four 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 are completed online and form part of their e-portfolio.

In year 8 students move onto 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	Google documents project - learning how to use and apply software inc; documents, slides and sheets
3	
4	Introduction to coding - Scratch design, create and evaluate
5	
6	Cloud computing and online services

Humanities

Term	Geography	History	Philosophy & Belief	Citizenship
1	**Being a Geographer:** What a geographer does, thinking like a geographer, map and atlas skills, geographic enquiry, Google Earth.	**Medieval Realms:** Historical skills: solving a murder mystery and an introduction to life in Britain in the Middle Ages.	**What Matters?** 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	**Identity & Rights:** human rights and responsibilities.
2	**Geographical Frontiers:** Maps over time and map projections, Antarctica.	**Medieval Realms:** Battle of Hastings, how William the Conqueror secured the throne of England and castles.		**Government:** why should I vote, elections and how do you run a country.
3	**Brilliant Biomes:** Identifying and locating global biomes, tropical rainforests, tundra, grasslands, deciduous woodland, UK ash dieback	**Medieval Realms:** Thomas Becket and Henry II. The Crusades and religious conflict.	**What does it mean to be good?** Morality and making moral decisions. Key question 'Without God is anything Allowable?'	**Careers:** career paths, skills and resilience.
4	**Crumbling Coasts:** Erosion and weathering, cliff retreat, coastal defenses, Holderness Coast	**Medieval Realms:** King John and the Magna Carta. The role of women in the Middle Ages.	**Who am I and What do I Believe?** A study of what it means to be Human, what it means to be spiritual and the different beliefs that people hold.	**Crime:** role of the police, justice system & age of criminal responsibility.
5	**Population Problems:** UK population distribution, ageing population, Bristol's population, GIS, China's population control	**Medieval Realms:** The Black Death, Peasants' Revolt and a comparison with the Islamic world.	**The Island:** A thought experiment where we find ourselves on a desert island having to create a society from the bottom upwards.	**Money:** bartering & exchange, risk and budgeting.
6	**Geographic Enquiry**	**Medieval Realms:** The Wars of the Roses.		**Community & Action:** product packaging, environmental awareness and recycling.

Performing Arts

Drama

Term	Topic
1	**Mime**. Introduction to Drama. Devising work. 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	**Melodrama**. Devising work. 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.
3	**Charlie and the chocolate factory.** Stimulus based work on the novel by Roald Dahl. Exploring the idea of themes within drama and how we characterise these in performance. Students explore a variety of drama techniques - tableaux, thought-track, hot-seating, physical theatre and improvisation. Characterisation skills - facial expressions, body language, eye contact.
4&5	**Wolves.** Stimulus work based on a Mystery genre. Developing whole class role play. Follow the story of Anna and the unknown department of TIGER. Developing long term rehearsal process. Long term scheme of work to develop organisational skills, time management and effective group work. Drama techniques - exaggeration, proxemics, plot/action-tableaux, story telling, mime, levels. Characterisation skills - facial expressions, body language, eye contact.
6	**Bullying devising**. Social and cultural context. 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	**Elements of Music** 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	**Theme and Variations** 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	**Gamelan** 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	**Voices** 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	**Ragtime** 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	**African Music** 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 are 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.

Term	WHAT might the girls be doing?	WHAT might the boys be doing?
1	**Main** netball, high-5 **Alt** FUNdamentals, generic activities Any other suitable activity	**Main** rugby, tag-rugby, touch-rugby **Alt** FUNdamentals, minor games Any other suitable activity
2	**Main** netball, high-5 **Alt** gymnastics, functional movement Any other suitable activity	**Main** rugby, tag-rugby, touch-rugby **Alt** indoor athletics Any other suitable activity
3	**Main** hockey, tag-rugby **Alt** uni-hoc Any other suitable activity	**Main** football, futsal **Alt** gymnastics, free running Any other suitable activity
4	**Main** hockey, quick sticks **Alt** dance, cheer Any other suitable activity	**Main** football, indoor football **Alt** basketball, handball Any other suitable activity
5	**Main** athletics **Alt** rounders Any other suitable activity	**Main** athletics **Alt** softball, rounders, cricket Any other suitable activity
6	**Main** athletics **Alt** rounders Any other suitable activity	**Main** athletics **Alt** softball, rounders, cricket Any other suitable activity

Modern Foreign Languages

Dates	Topic	Language
10th Sept – 16th Nov	- Learning the French alphabet - Introducing yourself - Getting used to French pronunciation - Counting up to 31 - Dates (days and months) - Giving your age and date of birth - Describing your appearance - Describing your family - Animals - Conjugating verbs in the present tense	French
19th Nov – 1st Feb	- School subjects - Items in your school bag - Giving opinions and reasons - Adjectives ending in -o/-a - French connectives - Talking about teachers - Comparisons - Forming the immediate future tense	
4th Feb – 5th April	- The Spanish alphabet - Introducing yourself - Getting used to Spanish pronunciation - Counting up to 31 - Dates (days and months) - Giving your age and date of birth - Describing your appearance - Describing your family - Animals - Conjugating verbs in the present tense	Spanish
22 April – 28th June	- School subjects - Items in your school bag - Giving opinions and reasons - Adjectives ending in -o/-a - French connectives - Talking about teachers - Comparisons - Forming the immediate future tense	
1st July – 19th July	- Key facts about Paris - Itinerary and monuments - Prepare a carnet de voyage - Learn a French song	French