



Curriculum Plan

Academic Year 2021-22

Subject: English

Year: 7

	Term 1	Term 2	Term 3
	<p>Travel Writing</p> <p>Students are introduced to the genre of ‘Travel Writing’ and will explore through the analysis and creation of travel blogs, reviews, leaflets and articles.</p> <ul style="list-style-type: none"> • Extended writing <ul style="list-style-type: none"> • Writing to persuade • Writing to inform • Writing to advise • Writing to argue • Reading comprehension • Summary skills • Vocabulary building <p>Myths and Legends (Analysis)</p> <p>Students study a wide range of myths and legends from multiple mythologies, including: Ancient Greek, Anglo-Saxon, Chinese, West African, Ancient Rome and Norse.</p>	<p>Myths and Legends (Creative Writing)</p> <p>Students continue their study of a wide range of myths and legends from multiple mythologies, including: Ancient Greek, Anglo-Saxon, Chinese, West African, Ancient Rome and Norse. Their focus in this half term is creative writing.</p> <ul style="list-style-type: none"> • Narrative (story) writing • Descriptive writing • Use of language devices (metaphor; simile; personification; alliteration; powerful verbs; epithet) • Sentencing and punctuation (embedded clause; semi-colon, etc.) • Writer’s Toolkit • Whole text structure • Setting • Characterisation <p>Holes</p> <p>Students study a novel in depth and focus on their reading comprehension and reading analysis. This is supplemented by creative writing tasks and thematic debates to explore moralistic issues.</p> <ul style="list-style-type: none"> • Whole text analysis 	<p>Holes</p> <p>Students continue their study of a novel in depth and focus on their reading comprehension and reading analysis. This is supplemented by transactional writing and the creation of a speech to be given in the final week.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Debate • Speech writing and delivery <p>Romeo and Juliet</p> <p>Students conclude their year with the study of Shakespeare’s ‘Romeo and Juliet’. There will be a drama and language analysis focus to their study.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Debate



	<ul style="list-style-type: none">• Reading comprehension• Language analysis• Analysis construction• Debate• Language device focus• Summary writing	<ul style="list-style-type: none">• Theme identification and analysis• Single word analysis• Debate• Creative writing	<ul style="list-style-type: none">• Multiple interpretation• Performance
Assessment	<ul style="list-style-type: none">• End of Unit Tests• Multiple Choice Quizzes• Extended Writing	<ul style="list-style-type: none">• End of Unit Test/ Mock Exam• Multiple Choice Quizzes• Extended Writing	<ul style="list-style-type: none">• 2nd Mock Exam / External Exam• Multiple Choice Quizzes• Extended Writing



Curriculum Plan

Academic Year 2021-22

Subject: Mathematics

Year: 7

	Term 1	Term 2	Term 3
	Numbers and the Number system Counting and Comparing Calculating Visualising and constructing Properties of shapes Algebraic Proficiency Exploring fractions, decimals and percentages Proportional reasoning Sequences	Investigating angles Calculating fractions, decimals and percentages Equations and Inequalities Calculating Space Approximation and estimating	Mathematical movement Presentation of data Measuring Data Project
Assessment	End of topic assessments and an end of term test	End of topic assessments and an end of term test	End of topic assessments and an end of year test



	Term 1	Term 2	Term 3
	<p>Lab Safety</p> <ul style="list-style-type: none"> • Introduction to the microscope <p>Cells, Tissues and Organs</p> <ul style="list-style-type: none"> • Organs and Organ Systems • Animal Cells • Plant Cells • The Meaning of Life • Specialized Cells • The Skeleton and Muscles <p>Particles and Reactions</p> <ul style="list-style-type: none"> • Solids, Liquids and Gases • Particle Theory • Cooling Curves • Chemical Reactions • Acids and Metals • Acids and Carbonates • Combustion 	<p>Electricity and Energy</p> <ul style="list-style-type: none"> • Introduction to Electricity • Conductors and Insulators • Electric Current • Cells, Batteries and Voltage • Series and Parallel Circuits • The Dream House Light Project • Fuels • Fossil Fuels and Renewables • Energy <p>Reproduction</p> <ul style="list-style-type: none"> • Sexual and Asexual Reproduction • Male and Female Reproductive Systems • Intercourse and Menstruation • Foetal Development • Puberty 	<p>Acids, Alkalis and Solutions</p> <ul style="list-style-type: none"> • Acids and Alkalis • Weak and Strong Acids • Neutralisation • Solutions • Separating Mixtures • Distillation • Solubility <p>Forces and Space</p> <ul style="list-style-type: none"> • Forces • Measuring forces • Bending and Stretching • Friction • Floating and Sinking • Density • The Solar System • Phases of the Moon • Seasons • Eclipses <p>KS3 Science and Engineering Fair</p>
Assessment	Practical assignments / End of Unit Tests	Practical assignments / Research Tasks / End of Unit Test	Practical assignments / Research Tasks / End of Unit Tests



Curriculum Plan

Academic Year 2021-22

Subject: Geography

Year: 7

	Term 1	Term 2	Term 3
	<p>Unit 1: World Issues</p> <ul style="list-style-type: none"> • What are world issues? • Global warming and its effects • Energy consumption • The water problem • Food – too little or too much? • The poverty problem <p><i>Skills Focus: Exploration of the interconnectedness of human processes and the environment, identification and exploration of the concept of citizenship and global issues.</i></p> <p>Unit 2: Tourism</p> <ul style="list-style-type: none"> • Features and examples of tourism • Analysis of the growth in tourism • Impact of tourism • Tourist destination life cycle • Environmental impact of tourism • National parks • Kenya case study • Ecotourism <p><i>Skills Focus: Acquisition of knowledge related to locations and places. Analysis of human processes and their effect on society and the environment.</i></p>	<p>Unit 3: Weather</p> <ul style="list-style-type: none"> • Weather and climate • Clouds and rainfall • Air pressure • Air masses • Storms and depressions • Climate • Factors affecting climate <p><i>Skills Focus: Analysis of physical processes, identification and application of key terms in descriptions of processes.</i></p>	<p>Unit 4: Rivers</p> <ul style="list-style-type: none"> • The water cycle • River features – upper course • River features – middle and lower course • Long profile in the upper course • Meanders and oxbow lakes • V-shaped valleys and interlocking spurs • Waterfalls • River flooding • Humans and river flooding <p><i>Skills Focus: Analysis of physical processes, identification and application of key terms in descriptions of processes.</i></p>
Assessment	<p>Unit 1: Student presentation</p> <p>Unit 2: End of unit test</p>	<p>Unit 3: End of unit test</p>	<p>Unit 4: End of unit test</p>



Curriculum Plan

Academic Year 2021-22

Subject: History

Year: 7

	Term 1	Term 2	Term 3
	<p>Unit 1: Introduction to History</p> <ul style="list-style-type: none"> • Introduction to History mastery • Chronology • Using evidence • Interpretations • Causation • Significance • Empathy <p><i>Skills Focus: Exploring Significance, Source Analysis, Formulating Interpretations</i></p> <p>Unit 2: Mongolian Empire</p> <ul style="list-style-type: none"> • Temujin's story • Genghis Khan's rise to power • The establishment of an empire • The Mongol Army • Mongolian society • Family life <p><i>Skills Focus: Establish empathy with historical context, exploring motivations and decision making within a context</i></p>	<p>Unit 3: The Women's Suffrage Movement</p> <ul style="list-style-type: none"> • Women and society in the 19th Century • Suffragettes and the Suffragists • Suffragette militancy over time • Emily Davison and the Epsom Derby • Women and the war • Responses to the suffragette movement • How did women win the vote? <p><i>Skills Focus: Analyzing continuity and change, exploring motivation, values and decision making within a historical context, analysing significance and cause-consequence relationships.</i></p>	<p>Unit 4: The British Empire in India</p> <ul style="list-style-type: none"> • What was the British Empire? • The East India Company • The mutiny of 1857 • Life under the Raj • World War One and India • Gandhi and the Civil Disobedience Campaign • British Policy: Divide and Rule • World War Two and India • Independence and the partition of India <p><i>Skills Focus: Exploring significance, analysing consequences, identify and analysing change and continuity</i></p>
Assessment	<p>Unit 1: Student presentation</p> <p>Unit 2: End of unit test</p>	<p>Unit 3: Podcast analysis</p>	<p>Unit 4: End of unit test</p>



Curriculum Plan

Academic Year 2021-22

Subject: Art & Design

Year: 7

	Term 1	Term 2	Term 3
	<p>VAN GOGH LANDSCAPE The rationale for this unit is that it is a starting point for all pupils to ensure a common base of knowledge throughout KS3. Creating texture through mark making is fundamental to the years development and all subsequent work. It is an important building block for creating their own work and when studying the work of other artists and designers. This unit gives pupils the opportunity to experiment by creating textures, to utilise experiments and look at the world around them. Pupils will make a personal response to the work of Vincent Van Gogh by using their own photograph or taking their own photograph to recreate in mark making. As an extension task and using their drawings and texture and mark-making knowledge, pupils will begin experimenting with various materials, papers, fabrics, string etc.</p>	<p>THE LIVING WORLD In this unit pupils will work to a theme and will further develop their observational drawing skills. They will concentrate on recreating the textures in their drawings using appropriate media and techniques. Pupils will be introduced to a range of textile techniques with the possibility of using the punching machine to create texture including stitching, layering, fabric manipulation using a variety of materials. They will consider the limitations and potentials of materials to achieve a desired and appropriate effect to intentions. They will analyse and evaluate their own and others work and learn how to present their work to others successfully.</p>	<p>INTERIORS-MY BEDROOM Pupils will be looking at the work of Patrick Caulfield. They will study the work in terms of subject, how the artist uses colour, line and pattern. They will look at the social and cultural relevance of the work by relating it to design of the sixties and seventies. They will create a final piece in the style of Patrick Caulfield. This will consist of a line drawing of an interior which includes domestic objects (taken from homework drawings) and sections of pattern similar to that in the work of the artist. Pupils will learn about pattern. Key words will be retro, regular and irregular. They will develop their knowledge of colour. It will help to develop special awareness and refine drawing skills</p>
Assessment	Practical Assessment	Practical Assessment	Practical Assessment



	Term 1	Term 2	Term 3
	<p>Spreadsheets: Working with</p> <ul style="list-style-type: none"> • Data. • Text. • Formulae. • Functions. • Understand how to format an Excel worksheet (spacing, borders, colors, cell references, importing images and photo manipulation. • LOGICALTEST/COUNTIF functions. • Create a model and test. 	<p>Introduction to Networks.</p> <ul style="list-style-type: none"> • Understand and create digital networks • Illustrate awareness of their purpose. 	<p>Cloud based Docs (O365):</p> <ul style="list-style-type: none"> • Understand and interact with O365 docs. • Upload and edit various different media using the tools. • Keep a record of all digital work completed within students O365 doc folder.
	<p>Web 2.0</p> <ul style="list-style-type: none"> • Understand the purpose of content management systems. • Illustrate awareness of the difference between static and dynamic web sites. 	<p>Online Presentation Editor (PREZI):</p> <ul style="list-style-type: none"> • Complete and publish all necessary components for an interactive on-line presentation. • Advanced formatting. • making use of Action Buttons in Prezi. 	<p>Video/Sound Editor:</p> <ul style="list-style-type: none"> • Understand concepts and interface of a video editing package. • Create a story board. • Understand the different ways and reasons for creating a backup to students' digital work. • Edit with digital Non-Linear timelines. • Demonstrate an awareness of digital image resolutions and what Binary is.



	<p>Internet Safety and Ethics:</p> <ul style="list-style-type: none"> • Cyberbullying, • Interactive website on different aspects of child safety • Quizzes and games to test students' knowledge. 	<p>Design/3D Modeling:</p> <ul style="list-style-type: none"> • Apply creativity to a design problem. • Make use of the language, • Terminology, • Software applications • Create a 3D design. 	
		<p>Graphic Editors:</p> <ul style="list-style-type: none"> • Advanced use of a graphic editor. • Create text graphics. • Logos. 	
		<p>Email:</p> <p>Sending and receiving via Webmail.</p> <p>Understanding all safety aspects of using e-mail.</p>	
Assessment	Formative/ Summative End of Unit Tests. End of Term Exam	Formative/ Summative End of Unit Tests. End of Term Exam	Formative/ Summative End of Unit Tests. End of Term Exam



Curriculum Plan

Academic Year 2021-22

Subject: Music

Year: 7

	Term 1	Term 2	Term 3
	<p>West African Drumming + Singing</p> <ul style="list-style-type: none"> • Syncopated rhythms • Cross-rhythms • Ensemble playing • Solos • Improvisation • Call & Response • Leadership skills • Motor skill coordination • Listening/Musical Awareness • Background - historical/cultural awareness <p>Blues/Keyboard work</p> <ul style="list-style-type: none"> • History and context • Syncopation • 12 bar blues patterns • Walking bassline • Basic and complex keyboard skills • Playing as part of a duet • Musicianship skill 	<p>Band Project</p> <ul style="list-style-type: none"> • Guitar skills • Basic Drum beat • Singing verse and chorus • Playing as part of a multi-instrumental ensemble • Musicianship skills • Aural awareness <p>Samba</p> <ul style="list-style-type: none"> • Ensemble skills • Listening/ awareness • Syncopated rhythms • Maintaining a steady pulse • Historical/cultural background • Leadership skills • Ensemble work • Improvisation 	<p>Film Music/ Program Music</p> <ul style="list-style-type: none"> • Writing to a film score • Compositional skills • Understanding chord sequences • Screen/ real life timing • Diatonic and non diatonic sound • Using sequencing software • Full use of keyboard sounds <p>Carnival of the Animals</p> <ul style="list-style-type: none"> • Art skills • Basic keyboard skills • Basic notated reading
Assessment	End of Unit test	End of Unit test	End of Unit test



Year Group	Term 1	Term 2	Term 3
<u>7</u>	<p><u>Block 1</u> <u>Invasion Games</u> Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. 	<p><u>Block 3</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Water Safety/Evaluation (Treading Water for different lengths of time). • Entry and Exit (Seated Dive/Crouch Dive/Standing Dive). • Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water). • Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly). 	<p><u>Block 5</u> <u>Net/Wall</u> Sports could include Badminton and Tennis.</p> <ul style="list-style-type: none"> • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay.
	<p><u>Block 2</u> <u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding. 	<p><u>Block 4</u> <u>Athletics</u></p> <ul style="list-style-type: none"> • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. 	<p><u>Block 6</u> <u>Striking and Fielding</u></p> <ul style="list-style-type: none"> • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.
<u>Assessment</u>	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.



Curriculum Plan

Academic Year 2021-22

Subject: Native Mandarin

Year: 7

	Term 1	Term 2	Term 3
	伯牙鼓琴 草原 丁香结 竹节人 古诗《宿建德江》 宇宙生命之谜 穷人 古诗《六月二十七日望湖楼醉书》 夏天里的成长	盼 只有一个地球 古诗三首 北京的春节 腊八粥	藏戏 古诗三首 匆匆 学弈 表里的生物 真相诞生于一百个问号之后 两小儿辩日 《鲁宾逊漂流记》梗概
Assessment	单元练习 总结性综合测试	单元练习	单元练习 总结性综合测试