



Ringwood School  
A National Teaching Academy

# Year 7 Curriculum Maps 2019-2020

## **What is a Curriculum Map?**

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

## **What are Unit Sheets?**

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

## **Why are Curriculum Maps and Unit Sheets important?**

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

## **How should you use your Curriculum Maps and Unit Sheets?**

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work.

In lessons, your teachers will guide you as to how they can be used further.

## **What is the 'how can I revise' section?**

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

## **What are 'super-curricular' activities?**

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

# **Be a scholar and use your Curriculum Map**

# Ringwood School Student Scholar Award

## A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge

An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

A desire to synthesise ideas, fitting them into a wider schema and comparing them to other things they know

A desire to widen their vocabulary, so that they can use 'the language of the subject'

A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps



## Year 7 Curriculum Map - How can I be a scholar in ART?

<p><b>Skills, Knowledge and Understanding of the creative process:</b> Throughout Year 7 you will learn about the <b>VISUAL ELEMENTS</b> and <b>CREATIVE LANGUAGE</b> vital to the subject. Any artist must demonstrate their skill and understanding in these to produce effective artwork. You will analyse the work of artists throughout your studies.</p>					
Half Term 1: The Odyssey	Half Term 2: The Odyssey	Half Term 3: COLOUR	Half Term 4: SHAPE	Half Term 5: TEXTURE	Half Term 6: FINAL OUTCOME
<p><b>Key skills:</b> Exploring the visual elements through observational drawing, illustration, pen and Ink and collage. Linked to the Greek Myths. (Cyclops)</p> <p><b>Outcomes:</b> Studies, drawings and collage work linked to the Odyssey</p> <p><b>Key artists:</b> N.C Wyeth Odillon Redon</p>	<p><b>Key skills:</b> Creating own mythical creature outcome, exploring illustration techniques.</p> <p><b>Outcomes:</b> Completed illustration of chosen myth (Cyclops)</p> <p><b>Key Artists:</b> Illustrations from the odyssey</p>	<p><b>Key Skills:</b> Understanding paint application and paint mixing.</p> <p><b>Outcomes:</b> Colour Wheel Colour experiments with primaries, complimentary and tertiary colours.</p> <p><b>Key Artists:</b> The Fauves, Josef Albers Matisse</p>	<p><b>Key Skills:</b> Understanding shape. Observation of basic shapes for accuracy in drawing</p> <p><b>Outcomes:</b> Paper cut out Matisse response, printmaking.</p> <p><b>Key Artists :</b> Matisse</p>	<p><b>Key skills:</b> Observing texture, creating texture board using collage materials.</p> <p><b>Outcomes:</b> Texture board, observational drawings and rubbings.</p> <p><b>Key Artists:</b> Max Ernst.</p>	<p><b>Key Skills:</b> Combining your learning of the Visual Elements into an outcome of your choice</p> <p><b>Outcomes:</b> Visual Elements cube.</p>
<p><b>Super Curricular:</b> Visit Art Galleries – Southampton, Oxford, Tate Modern, National Gallery. This will extend your contextual understanding (knowledge of art and artists) Visit Art websites – <a href="http://www.tate.org">www.tate.org</a>, <a href="http://www.nationalgallery.org">www.nationalgallery.org</a>, <a href="http://www.ashmolean.org">www.ashmolean.org</a>, <a href="http://www.southamptoncityartgallery.com">www.southamptoncityartgallery.com</a>, Draw! – Keep a sketch book and try observational (drawing from real life) work. Timed drawings- 2 min, 5 min, 10 min sketch. Practice training your eyes to draw what you see, not what you think is there.</p>					
<p><b>How can I revise in this subject?</b> Get in the habit of taking your sketchbook home to review and refine your work. Do further research on the suggested artists online. Study tutorial videos on You Tube that link to the Visual Elements.</p>					

**Year 7 Curriculum Map - How can I be a scholar in DRAMA?**

<b>Autumn 1:</b>	<b>Autumn 2:</b>	<b>Autumn 2 &amp; Spring 1:</b>	<b>Spring 2:</b>	<b>Summer 1 :</b>	<b>Summer 2:</b>
<p><b>Twist in the Tale</b> Understand the importance on communication, co-operation and concentration. Interpreting a fairy tale. Learning the definitions of drama techniques. How to use drama techniques to structure work. Build confidence in performance. Have awareness of the audience, using end on staging. Evaluation of performance. End of topic test</p>	<p><b>Script skills building</b> Interpreting a script.  Reading a script with expression. Understanding how to use space effectively.  To write extra lines from a starter script in order to show how to create tension and develop the plot.</p>	<p><b>Anne Frank</b> Use and <b>interpret</b> a playscript - 'In Holland Stands a House' by Sue Sanders.  Develop mime skills in order to communicate meaning to an audience  Perform a section of script having rehearsed and learnt lines.  Evaluate work in progress in order to develop their piece.</p>	<p><b>Crime and Punishment</b> To explore the ripple effects of a crime.  To develop understanding of police procedure.  To explore consequences to actions and peer pressure.  To interpret a range of stimuli.  To use more complex and multiple drama techniques to stage a new scene each week.  Using persuasive language.</p>	<p><b>Improvisation</b> To explore and understand the conventions of improvisation using different stimuli.  To understand the skills needed to create successful improvisation.  Consolidate mime and movement skills.  Further exploration of use of voice.  Explore creation of mood and atmosphere.</p>	<p><b>Mask and Physical Theatre - 3 Little Pigs</b> To understand the mask rules  To use a mask effectively when re-telling the Revolting Rhymes 3 Little Pigs.  To use body language, convincing characterisation and use of space.  To perform the tale in a mask to an audience.  To consider creating body props and effective transitions.</p>
<p><b>Key vocabulary:</b> Still image, end on, mime, aside/step out, thought tracking, body props, conscience alley, voices in the head, audience, improvisation.</p>	<p><b>Key vocabulary:</b> Upstage, downstage, centre stage, stage left, stage right. Diagonals, movement.</p>	<p><b>Key vocabulary:</b> Body language: gesture, posture, facial expression, levels, space. Vocal expression: tone, volume, emphasis, pace. Stage directions, active listening, nightmare, cue, characterisation.</p>	<p><b>Key vocabulary:</b> Role on the wall, hot seating, nightmare, flashback, split scene. Persuasive language.</p>	<p><b>Key vocabulary:</b> Blocking, building, accepting, spontaneous improvisation, polished improvisation, imagination.</p>	<p><b>Key vocabulary:</b> Body props, masks, transitions. Stylised drama, exaggerated body language, physical theatre, neutral mask, maintaining illusion.</p>
<p><b>Super Curricular:</b> Read Hansel and Gretel Find different visual interpretations of Hansel and Gretel annotate the visual images with points of interest and contrast. Compare differences in the interpretation.</p>	<p><b>Super Curricular:</b> Read any play of interest– explore dialogue and stage directions. Chicken by Mark Wheeler. The Lion, Witch and the Wardrobe by C.S. Lewis adapted by Glyn Robbins. The Terrible Fate of Humpty Dumpty by David Calcutt. Stone Cold by Robert Swindells adapted by Joe Standerline War Horse by Nick Stafford Grimm Tales by Carol-Ann Duffy Beast and Beauties: Eight Tales from Europe by Carol-Ann Duffy and Melly Still.</p>	<p><b>Super Curricular:</b> Research her life Anne Frank Watch Boy in the Striped Pyjamas or The Book Thief. Read Diary of Anne Frank These will deepen your understanding of the fear the Jews were living in. Write a diary extract as your character to show your understanding Observe someone of a different age. This is to aid your characterisation specifically for the adults you might be playing. Observe people doing basic activities such as reading, knitting, drawing, chopping and writing. This is to help with your mime skills and use of gesture in your practical assessment.</p>	<p><b>Super Curricular:</b> Watch a police documentary not a fictional drama. Traffic Cops or Police Interceptors- Channel 5. Use the information to understand the procedures, language and body language used by Police officers.</p>	<p><b>Super Curricular:</b> Watch improvisation videos on YouTube such as Improv 4 Kids – Comedy Kids</p>	<p><b>Super Curricular:</b> Read Revolting Rhymes by Roald Dahl to understand the style and plot of these fairy tales. Watch Basal masks Australian School performance on YouTube. At the Bus Stop. Watch masks performances on YouTube such as <a href="https://www.youtube.com/watch?v=U1q0IDqEZtk">https://www.youtube.com/watch?v=U1q0IDqEZtk</a></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>How can I revise for this subject?</b> When learning lines you can practise with a friend or relative. You could record yourself on a phone and listen to your lines. You can then record your cues and speak your lines in the gaps. You can look, cover, recite and check. <b>ALWAYS TAKE A PICTURE OF YOUR PHONE OF YOUR SCRIPT JUST IN CASE.</b> Make flash cards and/or mind maps of the techniques and definitions and test yourself at intervals.</p> </div>

**Year 7 Curriculum Map - How can I be a scholar in ENGLISH?**

<b>Skills and Knowledge</b>				
<b>Topic 1: The Odyssey</b>	<b>Topic 2: Becoming a Writer</b>	<b>Topic 3: Non-Fiction Project</b>	<b>Topic 4: Twelfth Night (EXAM)</b>	<b>Topic 5: Poetry</b>
<ul style="list-style-type: none"> <li>Who are the Gods, Titans, Monsters and Heroes of Greek Mythology?</li> <li>What is allusion and how is Greek Mythology often alluded to in wider fiction and non-fiction?</li> <li>What characterises a tragic hero?</li> <li>What is hubris and how does Homer's epic poem explore the effects of hubris?</li> <li>How do I write a developed analysis of the language of an extract?</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by the structure of a text?</li> <li>Can I experiment with structure through flashbacks?</li> <li>What is 'in medias res' and why might a writer employ this method?</li> <li>What is narrative perspective?</li> <li>How do I plan for a well-structured and engaging piece of creative writing?</li> <li>Can I apply the 'Drop, Shift, Zoom In, Zoom Out' method to my writing?</li> </ul>	<ul style="list-style-type: none"> <li>What is non-fiction?</li> <li>What are the five main non-fiction writing forms that I need to know?</li> <li>What are the features of each of these writing forms?</li> <li>Can I adapt my writing to suit different audiences and purposes?</li> <li>What makes an effective speaker and presentation?</li> <li>What are rhetorical features in writing and what is their purpose and effect?</li> </ul>	<ul style="list-style-type: none"> <li>What are the conventions of a Shakespearean comedy?</li> <li>What was society like in the Elizabethan era in terms of social class and gender roles?</li> <li>What are the key themes in 'Twelfth Night'?</li> <li>What is dramatic irony and how does Shakespeare use it for comedic effect?</li> <li>What is a soliloquy? Why might a playwright choose to use a soliloquy?</li> </ul>	<ul style="list-style-type: none"> <li>How are poems crafted to create meaning? What techniques are used by poets?</li> <li>How can I communicate the meaning and emotion of a poem through performance?</li> <li>How is rhythm, rhyme, diction, caesura and voice dynamic significant in performing a poem?</li> <li>What is the importance of physical expression in performance poetry?</li> </ul>
<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>Read a full story from The Odyssey.</li> <li>Watch 'Crash Course History – The Odyssey' (12 minutes on YouTube).</li> <li>Create a fact-file of information on the Titans and Olympian Gods and Goddesses.</li> <li>Read 'Percy Jackson and the Lightning Thief' by Rick Riordan.</li> </ul>	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>Enter the BBC 500 Word Story competition.</li> <li>Ask your teacher for short story suggestions to read, such as Poe or Conan Doyle.</li> <li>Come up with 5 plans for really engaging creative writing stories that other people can use to write an excellent story.</li> <li>Join the Ringwood Creative Writing Club run by 6<sup>th</sup> form.</li> </ul>	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>Write a book review for the school reading blog.</li> <li>Write an article and get it published in 'Ringwood in the News'.</li> <li>Create a blog post on writing Non-Fiction to explain to other Year 7 students how to do this.</li> <li>Read a non-fiction book about a topic that may interest you; this could be a subject like space or nature.</li> </ul>	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>Find out more about the play – broaden your knowledge.</li> <li>Watch at least two adaptations of the play or read another Shakespeare comedy.</li> <li>Research the role of women in Shakespearean times.</li> <li>Create a podcast with a friend on Shakespeare and his life.</li> <li>Use the online etymology dictionary to look up the origin of words: <a href="http://www.etymonline.com">www.etymonline.com</a></li> </ul>	<p><b>Super-Curricular:</b></p> <ul style="list-style-type: none"> <li>Ask to perform a poem in assembly or write your own poem to be performed.</li> <li>Watch some performance poetry (Google: Brave New Voices – Youth Speaks Poetry).</li> <li>Learn and recite your favourite poem by heart.</li> </ul>
<p align="center"><b>Writing Challenges are completed once a fortnight by every Key Stage 3 student to practise extended writing and master writing for different forms.</b></p>				
<p><b>How can I revise?</b></p> <ul style="list-style-type: none"> <li><a href="http://www.sparknotes.com">www.sparknotes.com</a> – useful for texts such as <i>The Odyssey</i> and <i>Twelfth Night</i> (includes summary videos you can watch)</li> <li><a href="http://www.quizlet.com">www.quizlet.com</a> – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you.</li> </ul>				

**Year 7 Curriculum Map - How can I be a scholar in ETHICS AND PHILOSOPHY?**

<b>Skills, Knowledge and Understanding</b>																																																		
<b>Autumn term 1 &amp; 2: The Island</b>	<b>The Nature of God</b>																																																	
<p><u>Key Terms</u> – see Glossary</p> <p>Basics of human survival/British Values</p> <p>Formation of a Community, based on different events that occur:</p> <ul style="list-style-type: none"> <li>• Birth/Marriage/Death</li> <li>• Celebrations – inc. rites of passage</li> <li>• Theft – social and religious laws</li> <li>• Leaving a community</li> </ul>	<p>Over the Spring &amp; Summer terms students will be studying the main 6 world religions, in the following areas:</p> <table border="1"> <thead> <tr> <th></th> <th><u>Judaism</u></th> <th><u>Christianity</u></th> <th><u>Hinduism</u></th> <th><u>Buddhism</u></th> <th><u>Islam</u></th> <th><u>Sikhism</u></th> </tr> </thead> <tbody> <tr> <td><b>Deity</b></td> <td>G-d</td> <td>God</td> <td>Brahman</td> <td>Karma</td> <td>Allah</td> <td>Waheguru</td> </tr> <tr> <td><b>Beginnings</b></td> <td>7 Days</td> <td>7 Days</td> <td>‘Aum’</td> <td>Gautama</td> <td>Muhammad (pbuh)</td> <td>Guru Nanak</td> </tr> <tr> <td><b>Sacred Texts</b></td> <td>Torah Scroll</td> <td>Bible</td> <td>Vedas</td> <td></td> <td>Qur’an</td> <td>Guru Granth Sahib</td> </tr> <tr> <td><b>Logo</b></td> <td></td> <td></td> <td>‘Aum’</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Worship</b></td> <td></td> <td></td> <td>Puja</td> <td></td> <td></td> <td>Khalsa</td> </tr> <tr> <td><b>Other</b></td> <td></td> <td>Trinity</td> <td>Trimurti</td> <td>Middle Way</td> <td>5 Pillars</td> <td></td> </tr> </tbody> </table>		<u>Judaism</u>	<u>Christianity</u>	<u>Hinduism</u>	<u>Buddhism</u>	<u>Islam</u>	<u>Sikhism</u>	<b>Deity</b>	G-d	God	Brahman	Karma	Allah	Waheguru	<b>Beginnings</b>	7 Days	7 Days	‘Aum’	Gautama	Muhammad (pbuh)	Guru Nanak	<b>Sacred Texts</b>	Torah Scroll	Bible	Vedas		Qur’an	Guru Granth Sahib	<b>Logo</b>			‘Aum’				<b>Worship</b>			Puja			Khalsa	<b>Other</b>		Trinity	Trimurti	Middle Way	5 Pillars	
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<p><b>Super Curricular:</b></p> <p><b>Watch</b> Bear Grylls on YouTube (Man versus Wild). Identify skills, which apply to everyday life. Support further by reading his book ‘To my sons’ ... a life survival manual. <b>Join</b> Scouts, Guides, Cadets and then accept the DofE challenge to further develop life skills. <b>Plan</b> and go camping. Do voluntary work within the community. <b>Read:</b> Island at the end of everything – Kiran Millward Hargrave/ The Island by Greder, Armin.</p>	<p><b>Super Curricular:</b></p> <table border="1"> <thead> <tr> <th></th> <th><u>Judaism</u></th> <th><u>Christianity</u></th> <th><u>Hinduism</u></th> <th><u>Buddhism</u></th> <th><u>Islam</u></th> <th><u>Sikhism</u></th> </tr> </thead> <tbody> <tr> <td><b>Visit</b></td> <td>Synagogue</td> <td>Church</td> <td>Temple</td> <td>Temple</td> <td>Mosque</td> <td>Guardwara</td> </tr> </tbody> </table> <p><b>Focus of visit:</b> Learn about the history of the religion, sacred artefacts, layout of the building, religious symbols, worship taking place.</p> <p><b>Read:</b> Running on the roof of the world by Butterworth, Jess. This novel explores the life of the Dalai Lama. <u>When the mountains roared by Butterworth, Jess.</u> This novel is set in India so provides a cultural awareness different to the Western world. <u>A seven letter word by Slater, Kim.</u> This novel explores the world of a young Muslim girl who experiences racism. All three books link to and make you question the values of tolerance, respect, liberty, democracy, rule of Law in our world.</p>		<u>Judaism</u>	<u>Christianity</u>	<u>Hinduism</u>	<u>Buddhism</u>	<u>Islam</u>	<u>Sikhism</u>	<b>Visit</b>	Synagogue	Church	Temple	Temple	Mosque	Guardwara																																			
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<p><b>Skills to develop in Ethics and Philosophy</b></p> <p>Show a knowledge and understanding of beliefs, teachings and practices studied.</p> <p>Selects sources to support ideas (recall of prior learning – super curricular).</p> <p>Demonstrate knowledge from different philosophical and ethical argument related to area of study.</p> <p>Analyse, evaluate and discuss issues raised around the area of study.</p> <p>Reflection upon different beliefs, teachings and practices.</p> <p>Use key words effectively both in your written and spoken work (refer to individual glossaries).</p> <p>Structured written work, which demonstrates SPaG and the use of connectives to link up ideas.</p> <p>Write in PEAL paragraphs (Point Evidence Analyse Link).</p> <p>Follow school presentation policy.</p> <p>Response to feedback given.</p> <p>Note taking, Literacy, Organisation</p>	<p><b>Revising in Ethics and Philosophy</b></p> <p>Use Quizlet to revise key words and definitions (see link on topic glossaries).</p> <p>Make cue cards using your topic glossaries: see Leitner Learning System on YouTube.</p> <p>See: Year 7: revising for the Ethics and Philosophy exam sheet on Learning Zone.</p> <p>Reflect and act upon feedback given.</p> <p>Use super curricula ideas above to support and develop your learning.</p> <p><b>Assessment in Ethics and Philosophy?</b></p> <p>In this subject, you will have 3 formal assessments, one on the Island and two on the nature of God. Near the end of the academic year you will have a 7 exam covering all topics studied.</p> <p>You will be assessed on the recall and use of key words and their definitions, the skill of writing PEAL paragraphs and SPaG.</p>																																																	

**Year 7 Curriculum Map - How can I be a scholar in FRENCH?**

<b>Term 1:</b>	<b>Term 2:</b>	<b>Term 3:</b>	<b>Term 4:</b>	<b>Term 5:</b>	<b>Term 6:</b>
<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>introduce myself (name, age, where I live, nationality, birthday, numbers)</li> <li>describe myself (hair, eyes)</li> <li>describe someone else (hair, eyes)</li> <li>describe my favourite object (opinions, materials, colours)</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>use definite articles (the= le, la, l') and indefinite articles (a/some= un, une, des)</li> <li>use the present tense of 'avoir' (to have)</li> <li>use the present tense of 'être' (to be)</li> <li>know when to make adjectives agree with the person/thing I am talking about</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>describe my personality (personality adjectives)</li> <li>describe my family (the family members that there are, what brothers and sisters I have, description of family)</li> <li>give opinions of school subjects (likes, dislikes, reasons, comparisons)</li> <li>describe my friends (personality, hair, eyes, how long I have known them)</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>use the present tense of 'avoir' (to have)</li> <li>use quantifiers (très /assez / un peu)</li> <li>use the negative structure (I am <u>not</u> = je <u>ne</u> suis <u>pas</u>)</li> <li>use of 'il y a' = 'there is'</li> <li>use possessive adjectives (mon/ma/mes)</li> <li>Compare (plus/moins que)</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>describe where I live (how far from school, what type of house)</li> <li>give opinions on activities (likes, dislikes, free time activities, items that are used in free times)</li> <li>describe pets (pets I have and don't have, colours, favourite animal and reasons)</li> <li>describe wild animals (zoo animals, colours, size, personality last visit to zoo)</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>use the present tense of regular -er verbs</li> <li>use the present tense of common irregular verbs (aller/faire/avoir/être)</li> <li>understand the position of colour adjectives</li> <li>use the perfect tense, e.g. j'ai visité (I visited)</li> <li>use the conditional tense, e.g. je voudrais (I would like)</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>explain what I eat and drink (foods, meal times, saying 'some')</li> <li>give opinions on different foods (likes, dislikes, reasons, foods, allergies, religions)</li> <li>give opinions on restaurants (opinions, favourite restaurant, reasons, ordering food)</li> <li>understand quantities and recipes (quantities, numbers, instruction words in recipes)</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>use partitive articles (some = du, de la, de l', des)</li> <li>use the present tense of manger (to eat) and boire (to drink)</li> <li>use the negative structure (ne...pas/ne...jamais)</li> <li>use the verb 'pouvoir' (to be able to) + infinitive</li> <li>use opinion phrases + infinitive</li> <li>use of 'il faut' (you must) + infinitive</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>explain what there is and isn't in my town</li> <li>explain what activities you can do in my town</li> <li>give opinions on my town (with reasons)</li> <li>understand directions</li> <li>ask someone if they would like to do an activity</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>use 'il y a' + 'il n'y a pas de' (there is + there isn't)</li> <li>use contrasting adjectives and connectives mais = but/ par contre= however)</li> <li>understand the position of adjectives</li> <li>use 'on peut' (you can) + infinitive</li> <li>use imperatives (instructions)</li> <li>use 'je veux' (I want) + 'je peux' (I can) + infinitive</li> <li>asking questions</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>understand which countries speak French</li> <li>watch <i>Kirikou and the sorceress</i> and listen out for key words that I recognise</li> <li>give my opinions on the characters in the film</li> <li>describe stills (photo cards) from the film</li> <li>tell the story of the film using the present tense</li> <li>To research and present a French speaking country</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>use opinion phrases + nouns</li> <li>use 'il y a' (there is ) and 'on peut voir' (you can see) to describe a photo</li> <li>use the present tense of regular and irregular verbs</li> </ol>
<p><b>Super-Curricular:</b></p> <p>Research <b>French-speaking countries</b> (eg: Canada or in Africa) and find out what languages are spoken there.</p>	<p><b>Super-Curricular:</b></p> <p>Search information on <b>Monaco's Royal Family</b> and describe them using what you have learnt in class. On Youtube, look up what the <b>imperfect tense</b> is so you can describe yourself when you were a baby.</p>	<p><b>Super-Curricular:</b></p> <p>Find out information about <b>Henri Rousseau</b>. Choose one of his paintings with an animal – describe what you see including your opinion. Search where the <b>largest zoo</b> is in France. Describe your favourite animal.</p>	<p><b>Super-Curricular:</b></p> <p>Google <i>'The French eating habits the world should learn from'</i> – click on the first link and learn about how French people eat. Search <b>French meals, recipes, restaurants</b> and <b>what time</b> French people have their meals.</p>	<p><b>Super-Curricular:</b></p> <p>Research on Ringwood French twinned town <a href="https://www.ville-pont-audemer.fr/">https://www.ville-pont-audemer.fr/</a> or on the city of Nantes <a href="https://www.nantes.fr">https://www.nantes.fr</a> Describe what there is there for tourists and what you can do there.</p>	<p><b>Super-Curricular:</b></p> <p>Research different <b>religions, beliefs and customs</b> that are in <b>Morocco</b> and <b>Algeria</b>. Find and watch another <b>film</b> in French – Did you know all Disney movies have got a French version! There is also: <i>Le Petit Prince, Un Monstre à Paris</i></p>

**How can I revise in this subject?**

- Use [www.memrise.com](http://www.memrise.com) to learn course vocabulary (all students will be allocated a group and should have their username and password written in diary)
- Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website <https://agreenmouse.com/french-for-children/>

## Year 7 Curriculum Map - How can I be a scholar in GEOGRAPHY?

Skills Knowledge and Understanding					
Term 1: Brilliant Britain	Term 2: Local Places	Term 3: Raging Rivers	Term 4: Settlement	Term 5: Flooding	Term 6: Enquiry skills
<p><b>Knowledge:</b> What is Geography? Continents and Oceans Physical and Human features of Great Britain, the British Isles and the United Kingdom Who are the British?</p> <p><b>Processes and concepts:</b> Understanding the different disciplines within Geography Migration Stereotyping</p> <p><b>Skills:</b> Scale. Compass directions</p>	<p><b>Knowledge:</b> The geography of Ringwood. How Ringwood has changed over time.</p> <p><b>Processes and concepts:</b> Historical links between places</p> <p><b>Skills:</b> 4 and 6 figure grid references Map Symbols Drawing and annotating field sketches Decision making</p>	<p><b>Knowledge:</b> Characteristics of the drainage basin Landforms of a river</p> <p><b>Processes and concepts:</b> Erosion Transportation Deposition Formation of landforms</p> <p><b>Skills</b> Identifying river landforms from an OS map</p>	<p><b>Knowledge:</b> Site and situation of settlements Functions of settlements Settlement hierarchy Land use in urban areas</p> <p><b>Processes and concepts:</b> Urban models</p> <p><b>Skills:</b> Photograph annotation Identifying urban areas on OS maps</p>	<p><b>Knowledge:</b> The water cycle Physical causes of flooding Human causes of flooding Effects and responses to flooding</p> <p><b>Processes and concepts:</b> Flow of water through the water cycle</p> <p><b>Skills:</b> Describing and understanding hydrographs</p>	<p><b>Knowledge:</b> How Geographers undertake an enquiry</p> <p><b>Processes and concepts:</b> Infiltration rates for different surfaces</p> <p><b>Skills:</b> Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills</p>
<p><b>Super-Curricular:</b> Using an atlas of the UK: <i>record journeys</i> that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK. <i>Cities in the news:</i> follow national news closely for a week. Locate cities that appear in the news, annotating a map with a summary of the news story.</p>	<p><b>Super-Curricular:</b> Look at Ordnance Surveys education website - <i>Map Zone</i>. Find a map of the local area. Is our study area close to where you live? <i>Visit</i> part(s) of the old railway line and create field sketches, linking them to your local map extract from Mapzone.</p>	<p><b>Super-Curricular:</b> Investigate some of the world's highest waterfalls. Show location, photos, key facts. <i>How can these waterfalls be of benefit to a country?</i> Similarly, choose one of the longest rivers in the world. <i>How can rivers be of benefit to a country and its people?</i></p>	<p><b>Super-Curricular:</b> Go and look at your local settlement (town or village). Can you identify any changes that have happened in the centre of the settlement? What have been the key changes and investigate the reasons for these changes. You could ask local shopkeepers, family members. What are the key issues in your settlement that local people are concerned about? Document some points of view from local people.</p>	<p><b>Super-Curricular:</b> Watch out for <i>flood events on the news</i> and see if you can work out the causes. Categorise them as human or physical causes. Provide an <i>annotated map</i> to show where in the world the floods have occurred. Create a mind map to show the <i>social, economic and environmental effects</i> of the floods.</p>	<p><b>Super-Curricular:</b> Investigate different methods of <i>displaying data</i>. Can you use methods used in other curriculum areas, eg Science, Maths? <i>Plan your own investigation</i> to record the variations in temperature around your outside space at home. What <i>factors</i> could influence temperature? What <i>problems</i> might you have in undertaking your investigation?</p>
<p><b>How can I revise in this subject?</b> Throughout the year you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doodle Learn in Geography for home learning. This has lots of revision presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete.</p> <p><b>Here are just a few ideas for revising specific parts of your geographical studies:</b></p> <ul style="list-style-type: none"> <li>• For key terms and definitions, make a set of heads and tails cards and practise alone. You could also get others to test you.</li> <li>• For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type of process.</li> <li>• For revising the formation of features: take a geographical feature, such as a waterfall. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term.</li> <li>• For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study.</li> <li>• For revising an issue-based topic: use a table to capture argument for and against the issue.</li> <li>• For revising map skills: Doodle Learn has a variety of activities to help you to test yourself in every area of map skills.</li> </ul>					



## Y7 Curriculum Map - How can I be a scholar in HISTORY?

By the end of the year I will be able to: **explain the key events that led to the decline of the monarchy, understand P.E.E. paragraph structure and extract information from sources.**

By using these

**History Skills:**

- Explanation (P.E.E.)
- Infer facts from sources
- Assess sources for usefulness

And developing this

**Understanding:**

- Key concepts (religion, parliament etc.)
- Assessments

To learn this

**Knowledge:**

- How William the Conqueror kept control
- The power of the Medieval Church
- How the people started to gain control
- How powerful the Tudors were
- Whether the Stuarts lost control

Whilst remembering these **Key events/people/words:**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• The Battles of 1066</li> <li>• The Magna Carta</li> <li>• The Black Death</li> <li>• The Peasants' Revolt</li> <li>• The Reformation</li> <li>• The Spanish Armada</li> <li>• The Gunpowder Plot</li> <li>• The Civil War</li> </ul> | <ul style="list-style-type: none"> <li>• Harold Godwinson</li> <li>• William of Normandy</li> <li>• Harald Hadrada</li> <li>• King John</li> <li>• King Richard II</li> <li>• Wat Tyler</li> <li>• Henry VIII</li> <li>• Elizabeth I</li> <li>• James I</li> <li>• Charles I</li> </ul> | <ul style="list-style-type: none"> <li>• Feudal</li> <li>• Clergy</li> <li>• Pilgrimage</li> <li>• Relic</li> <li>• Villein</li> <li>• Baron</li> <li>• Rebellion</li> <li>• Catholic</li> <li>• Protestant</li> <li>• Parliament</li> </ul> |
|---|---|--|

And challenging myself with these

**Super-Curricular activities:**

- Visit Salisbury Cathedral and create a fact file about the Magna Carta
- Watch an episode of Horrible Histories and fact check it for accuracy
- Watch Disney's Robin Hood and design a storyboard of a more historically accurate version
- Visit Old Sarum and identify the key features of a medieval town.
- Visit Carisbrooke Castle and make a note of the defensive features, explaining what they would have been used for.
- Read the BBC History Magazine

Preparing myself with these

**Revision activities:**

- Create a mind map, using different colours to represent Point, Evidence and Explanation
- Turn your revision notes into a song, Horrible Histories style (like we did in class)
- Play bingo using the key words
- Make cue cards about the key events
- Create a timeline of the topics learnt



**Year 7 Curriculum Map - How can I be a scholar in IT and COMPUTING?**

Skills Knowledge and Understanding					
Units 1 & 2	Key Questions	Units 3 & 4:	Key Questions	Units 5 & 6:	Key Questions
<p align="center"><b>Topics</b></p> <p><i>Digital Literacy</i> –Basic IT skills &amp; E-safety <i>Computational thinking</i> Website development</p>	<ol style="list-style-type: none"> <li>Can you choose an appropriate software for a given task?</li> <li>Do you know how to professionally present your work?</li> <li>How do you stay safe online?</li> <li>Where can you find help and advice on e-safety?</li> <li>Where can you report e-safety concerns?</li> <li>What is HTML?</li> <li>What is an algorithm?</li> <li>Describe decomposition.</li> <li>Can you create a flow chart for a given algorithm?</li> <li>Why should you debug as you develop a program?</li> <li>In a given system can you identify an input, process and output?</li> </ol>	<p align="center"><b>Topics</b></p> <p><i>Digital Literacy</i> - Computer Basics- what is it and how does it work? <i>Computational thinking</i>- Visual programming</p>	<ol style="list-style-type: none"> <li>Can you define the terms; Input, process, output?</li> <li>How does visual programming differ from textual programming?</li> <li>In coding what is a variable?</li> <li>Can you describe Moore’s Law and comment on its validity today?</li> <li>Can you discuss some historical facts about the history of electronic computers?</li> <li>Can you discuss why computers only understand binary?</li> <li>Can you convert denary numbers up to 15 into binary?</li> </ol>	<p align="center"><b>Topics</b></p> <p><i>Digital Literacy</i>- Spreadsheets <i>Computational thinking</i> – Micro:bit programming</p>	<ol style="list-style-type: none"> <li>Can you independently create a spreadsheet with fully working formulas and functions from data?</li> <li>Can you create appropriate charts to visually represent the data?</li> <li>Can you print your spreadsheet scaled appropriately with appropriate headers/footers?</li> <li>Can you independently develop and debug a program for a given problem?</li> <li>Can you devise your own program, utilising built in elements of the Micro:bit?</li> </ol>
<b>Key concepts &amp; Skills</b>		<b>Key concepts &amp; Skills</b>		<b>Key concepts &amp; Skills</b>	
Debugging your code. Resilience. Perseverance. Select appropriate software for a given task. Present work professionally. Name and save files in appropriate folder structure. Understand sequence, selection and iteration. Know what an algorithm is and ways they can be communicated.		Knowledge of computer components. Understand computers use binary. Developing block code. Debugging your code. Resilience. Perseverance. Problem solving.		Modelling. Collecting and presenting data. Using formula and function for efficiency. Developing coding experience in a hands-on environment. Debugging. Resilience. Perseverance.	
<p><b>Super-Curricular:</b> Research famous computer scientists, such as Alan Turing and Ada Lovelace to extend your historical understanding of computing. Watch Hidden Figures or The Imitation Game (12A - ask a parent) and write a review on how these people impacted the computing world.</p>	<p><b>Key Words</b></p> Algorithm Decomposition Selection Iteration Sequence Flowcharts Digital footprint Hyper Text Markup Language Etiquette Folder structure Header/Footer Image Hyperlink	<p><b>Super-Curricular:</b> Visit Bletchley Park to find out about Colossus. Write an email to your teacher telling them what you have learnt. Research and evaluate the effectiveness of technologies invented and the impact they have had on everyday life i.e. driverless cars. Download Scratch to further develop your skills by writing your own programs.</p>	<p><b>Key Words</b></p> Algorithm Decomposition Selection Iteration Sequence Variable Binary Bit Denary Hardware Software Peripheral	<p><b>Super-Curricular:</b> Buy a Micro:bit to further develop your skills. Read a computing related book to further develop your computational mind; Computational Fairytales 978-1477550298 Black Flag – a coding club mission 978-1107671409 Visit Winchester Science Centre to broaden your understanding of STEM.</p>	<p><b>Key Words</b></p> Worksheet Cell Cell reference Formula Function MIN/MAX/ AVERAGE COUNTIF Chart Accelerometer Sensor LED

**How can I revise in this subject?**

Practise the skills you have learnt and develop them further independently.  
Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practise them until you know them all.  
Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information  
Use BBC Bitesize KS3 Computing pages to review what you have learnt.

## Year 7 Curriculum Map - How I can be a scholar in MATHEMATICS?

Skills Knowledge and Understanding					
Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Half Term 1:	Summer Half Term 2:
<p>Times tables up to 12x12</p> <p>Addition, subtraction, multiplication and division of whole numbers and negatives including worded problems</p> <p>Using a calculator correctly</p> <p>Calculate area and perimeter of (including in worded problems)</p> <ul style="list-style-type: none"> <li>- Rectangle</li> <li>- Compound shapes</li> <li>- Triangle</li> <li>- Parallelogram</li> <li>- Trapezium</li> </ul> <p>Calculate the area and circumference of circles including parts of circles and arcs and sectors</p> <p>Volume and surface area of cuboids</p> <p>Calculations with money, to include worded problems, converting between pounds and pence</p> <p>Addition, subtraction, multiplication and division with decimals</p> <p>Rounding to different degrees of accuracy and estimating</p>	<p>Recognise and extend number sequences</p> <p>Generate sequences using term to term and position to term rules</p> <p>Find term to term and nth term rules, including in practical context</p> <p>Draw/interpret</p> <ul style="list-style-type: none"> <li>- Frequency tables</li> <li>- Bar charts</li> <li>- Line graphs</li> <li>- Pie Charts</li> <li>- Stem and leaf diagrams</li> </ul> <p>Calculate mean, mode, median and range from</p> <ul style="list-style-type: none"> <li>- A small set of data</li> <li>- Simple frequency tables</li> <li>- Grouped frequency tables</li> </ul> <p>Comparing two sets of data</p> <p>Read and plot coordinates in the first quadrant</p> <p>Know and use divisibility tests</p> <p>Recognise and use</p> <ul style="list-style-type: none"> <li>- Square numbers</li> <li>- Cube numbers</li> <li>- Prime numbers</li> <li>- Square roots</li> <li>- Factors and Multiples</li> </ul> <p>HCF/LCM including problem solving</p> <p>Product of Prime Factors</p>	<p>Draw, estimate and measure angles including acute, obtuse and reflex</p> <p>Know and use different angle facts to solve problems</p> <p>Know and use parallel line angles facts to solve multistep problems</p> <p>Read and interpret scales in a range of contexts</p> <p>Know suitable units for a variety of different measurements</p> <p>Converting metric units</p> <p>BIDMAS</p> <p>Use a given calculation to work out the answer to similar calculations</p> <p>Use letter symbols to represent unknown numbers</p> <p>Simplifying algebraic expressions</p> <p>Expanding brackets</p> <ul style="list-style-type: none"> <li>- Single</li> <li>- Negative</li> <li>- Two single and then simplifying</li> <li>- Double</li> </ul> <p>Substituting integers in formulae in a range of contexts</p> <p>Introduction of index notation</p>	<p>Use a ruler, protractor and compass to construct</p> <ul style="list-style-type: none"> <li>- Triangles</li> <li>- Nets of 3D shapes</li> <li>- Angle bisector</li> <li>- Perpendicular bisector</li> </ul> <p>Recognise and use fractions including equivalent fractions or parts of shapes</p> <p>Calculate fractions of an amount</p> <p>Change improper fractions to mixed numbers</p> <p>Work with proportion problems and know the relationship with ratio</p> <p>Writing and simplifying ratio</p> <p>Sharing in a given ratio including different ratio problems</p> <p>Solve problems involving direct and inverse proportion</p> <p>Know and use vocabulary of probability with the probability scale</p> <p>Find basic probabilities</p> <p>Know and use the fact that all probability adds to 1</p> <p>Methods to find probabilities with more than one event</p> <p>Apply probability to experiments</p> <p>Draw and use Venn Diagrams</p>	<p>Use function machine</p> <p>Solve linear equation</p> <ul style="list-style-type: none"> <li>- One step</li> <li>- Two step</li> <li>- With brackets</li> <li>- Unknown on both sides</li> </ul> <p>Forming and solving equations in a problem solving context</p> <p>Identify lines of symmetry and order of rotational symmetry</p> <p>Transformations of a 2D shape</p> <ul style="list-style-type: none"> <li>- Reflection</li> <li>- Rotation</li> <li>- Translation</li> </ul> <p>Read and plot coordinates in all four quadrants</p> <p>Plot and recognise horizontal and vertical lines</p> <p>Drawing linear graphs from an equation including those arising from real life situations</p> <p>Recognise <math>y=mx+c</math> and find gradients and intercepts</p> <p>Plot non-linear graphs from an equation</p>	<p>Simplifying fractions</p> <p>Working with fractions including in a practical context and with mixed numbers and improper fractions</p> <p>Converting between fractions decimals and percentages</p> <p>Find percentages of an amount, with and without a calculator in practical context</p> <p>Writing one number as a percentage of another number</p> <p>Percentage increase/decrease including finding the percentage change and reverse percentages</p> <p>Know, recall and use facts about triangles and quadrilaterals.</p> <p>Plans and elevations of 3D shapes</p> <p>Solving geometrical problems using all facts about 2D/3D shapes</p> <p>Enlargement including positive, fractional and negative scale factors</p> <p>Create a survey to collect data that can be analysed and a conclusion drawn. Use this data to develop the understanding of the appropriate graphs to use.</p> <p>Understand different sampling methods and how to minimise bias in surveys</p>
<p><b>Super Curricular</b></p> <p>Extend your understanding of different number systems by researching:</p> <ul style="list-style-type: none"> <li>• The history of pi</li> <li>• Binary Numbers</li> <li>• Modulo Maths</li> <li>• Greek Letters in Maths</li> <li>• "The Story of Zero"</li> </ul>	<p><b>Super Curricular:</b></p> <p>Extend your understanding of sequences by researching:</p> <ul style="list-style-type: none"> <li>• Fibonacci Sequence</li> <li>• Curve Stitching</li> </ul> <p>Research the Goldbach conjecture to deepen your understanding of prime numbers</p>	<p><b>Super Curricular:</b></p> <p>Visit <a href="http://www.scaleofuniverse.com">www.scaleofuniverse.com</a> to explore different scales and measurements throughout the universe</p> <p>Improve your speed of arithmetic skills by attempting the "Numbers Round" on Countdown</p>	<p><b>Super Curricular:</b></p> <p>Plan a visit to one of the following places for hands-on experience of maths in the real world:</p> <ul style="list-style-type: none"> <li>• Winchester Science Centre</li> <li>• Bank of England Museum</li> <li>• Science Museum, London</li> <li>• Bletchley Park</li> <li>• National Space Centre</li> </ul> <p>Write a report or carry out further research on something you found particularly interesting.</p>	<p><b>Super Curricular:</b></p> <p>Research famous historians in Maths, for example:</p> <ul style="list-style-type: none"> <li>• Euclid's impact on geometry</li> <li>• Descartes' invention of coordinates</li> <li>• Pascal's invention of the calculator</li> </ul> <p>Try to link your research to some of the topics you have learnt in Year 7 to help improve your understanding.</p>	<p><b>Super Curricular:</b></p> <p>Extend your understanding of fractions by researching Egyptian Fractions</p>
<p><b>How to revise Mathematics</b></p> <ul style="list-style-type: none"> <li>• Use your skills book to learn key mathematical facts and formulae</li> <li>• Revisit past home learning sheets and repeat the questions, particularly those you found more challenging</li> <li>• Practice as much as possible; visit these websites to find additional resources: <a href="http://www.corbettmaths.com">www.corbettmaths.com</a>, <a href="http://www.khanacademy.org">www.khanacademy.org</a>, <a href="http://www.nrich.maths.org">www.nrich.maths.org</a>, BBC Bitesize Key Stage 3 Maths</li> <li>• Watch maths videos to support your understanding of a topic: <a href="http://www.youtube.com/hegartymaths">www.youtube.com/hegartymaths</a>, <a href="http://www.youtube.com/mrpauffley">www.youtube.com/mrpauffley</a></li> </ul>					

## Year 7 Curriculum Map - How can I be a scholar in MUSIC?

<b>Skills and Knowledge</b>					
<b>Term 1: Music Technology</b>	<b>Term 2: African Drumming</b>	<b>Term 3: The Voice</b>	<b>Term 4: Instruments of the Orchestra</b>	<b>Term 5: Keyboard and Ensemble skills</b>	<b>Term 6: Gamelan Music</b>
<p>You will learn:</p> <ul style="list-style-type: none"> <li>• how to use the computer program Ignite</li> <li>• about different instrument and synthesised sounds</li> <li>• about texture and structure</li> <li>• sequencing</li> <li>• recording</li> <li>• music technology effects</li> <li>• how to manipulate sounds</li> <li>• how to develop motifs</li> <li>• about rhythm and timing</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>• about music from a different culture</li> <li>• to play a variety of different African drums</li> <li>• a set piece which you will perform</li> <li>• rehearsing techniques</li> <li>• African music vocabulary</li> <li>• to compose your own group piece</li> <li>• how to improvise</li> <li>• how to perform as an ensemble</li> <li>• about different rhythms</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>• correct singing technique</li> <li>• extended vocal techniques</li> <li>• to experiment with vocal techniques</li> <li>• a variety of songs</li> <li>• to perform a C20th piece of music</li> <li>• to beat-box</li> <li>• to create music for an advert</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>• about instruments in each section of the orchestra</li> <li>• instrumental techniques</li> <li>• about key composers</li> <li>• some basic music notation</li> <li>• to listen critically to music</li> <li>• to describe a piece of music using the elements of music</li> <li>• to contextualise different composers into music history</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>• to play a well-known piece of orchestral music</li> <li>• to sequence a variety of layers into Ignite</li> <li>• to understand how different layers of music have different roles within a piece of music</li> <li>• keyboard skills</li> <li>• keyboard technique</li> <li>• basic music notation</li> </ul>	<p>You will learn:</p> <ul style="list-style-type: none"> <li>• about music from Indonesia</li> <li>• to use Ignite to sequence in a typical Gamelan performance</li> <li>• to understand the importance of music in a different culture</li> <li>• to improvise in a stylish way</li> <li>• ensemble skills</li> <li>• to correctly use tuned percussion instruments</li> </ul>
<p><b>Super-Curricular:</b> Use your own time to create your own music compositions – use the facilities in the music department or investigate music making apps on your phone or tablet</p>	<p><b>Super-Curricular:</b> Use YouTube to listen to African drumming pieces Look up <a href="http://www.musictheory.net">www.musictheory.net</a> to learn and further your understanding of rhythms</p>	<p><b>Super-Curricular:</b> Watch a variety of car adverts (e.g. Honda) and analyse how or why music has been used. How effective do you think it is? Listen to your favourite singers – do they show good singing technique? Listen to a variety of singing styles on YouTube</p>	<p><b>Super-Curricular:</b> Watch a live orchestral concert, e.g. the BSO at Poole Lighthouse, where they run a ‘Kids for a Quid’ scheme. Watch a performance on IPlayer, e.g. ‘The Proms’ Research a composer (e.g. Beethoven or Britten) and listen to their work</p>	<p><b>Super-Curricular:</b> Look up <a href="http://www.musictheory.net">www.musictheory.net</a> to improve your understanding of notation</p>	<p><b>Super-Curricular:</b> Watch Gamelan music on YouTube Research gamelan music and Indonesian culture Research instruments that make up a gamelan</p>
<p><b>How can I revise in this subject?</b> You will be given a log on to ‘Focus on Sound’ in Year 7. This resources has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during Year 7, but feel free to explore and deepen your musical understanding by yourself. <a href="http://www.sfskids.org/classic/templates/home.asp?pageid=1">http://www.sfskids.org/classic/templates/home.asp?pageid=1</a> has lessons on the elements of music and lots of information on the instruments of the orchestra. Listen to your favourite music – try to describe and explain what is happening.</p>					

## Year 7 Curriculum Map - How can I be a scholar in PHYSICAL EDUCATION?

STRAND	Skills Knowledge and Understanding					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<b>Theory Content</b>	<b>Major Muscles:</b> Quadriceps and Hamstrings <i>(location and how to stretch them)</i>	<b>Major Muscles:</b> Biceps and Triceps <i>(location and how to stretch them)</i>	<b>Major Muscles:</b> Abdominals and Glutes <i>(location and how to stretch them)</i>	<b>Major Muscles:</b> Pectoral & Trapezius <i>(location and how to stretch them)</i>	<b>Major Muscles:</b> Latissimus Dorsi & Deltoid <i>(location and how to stretch them)</i>	<b>Major Muscles:</b> Gastrocnemius & Tibialis Anterior <i>(location and how to stretch them)</i>
<b>Health &amp; Safety</b>	Understand how to prepare for exercise (ie. correct PE kit for lessons, water bottle, medication, remove jewellery, tie back hair)	In each activity block (e.g. Gymnastics, Swimming etc) understand how to assess and minimise the risks associated with the activity taking place and the learning area you are in (ie. swimming pool, gym, sports hall, astro, field,  To understand how and why we warm up specific to activity				
<b>Leadership</b>		To be able to warm up with a partner safely and effectively  To lead part of a warm up (ie. the stretches) specific to the activity			To be able to lead a small group warm-up specific to the activity	
<b>Officiating</b>	To learn to uphold and demonstrate the core values of sport ( <b>TREDS – Teamwork, Respect, Enjoyment, Discipline, Sportsmanship</b> )				Take on the role of an official as part of team/group	Officiate a small sided/ game/conditioned practice
<b>Evaluating &amp; Improving Performance</b>	To be able to identify ‘what went well’ (WWW) and ‘even better if’ (EBI) in a peer’s performance			To be able to take on a coaching role and suggest how to improve a weakness using technical language		
	<b>Super-Curricular:</b> Join an extra-curricular club in or out of school and show resilience by attending regularly	<b>Super-Curricular:</b> Research examples of TREDS by professional athletes e.g. Brownlee brothers showing sportsmanship	<b>Super-Curricular:</b> Keep an activity diary for two weeks and share this with your PE teacher. With their help, set yourself a goal.	<b>Super-Curricular:</b> Watch a sporting event e.g. winter Olympics and identify the risks and hazards involved. How would you minimise them?	<b>Super-Curricular:</b> Watch a match/game/event and focus on the official e.g. in a world Cup. What are their responsibilities? What qualities do they need? What challenges do they face?	<b>Super-Curricular:</b> Complete the skills analysis worksheet (available on Learning Zone) Set a personal PE target for Yr8.

**Year 7 Curriculum Map – How can I be a scholar in SCIENCE?**

Rotation 1 (September to December)		Rotation 2 (December to March)		Rotation 3 (March to July)	
<u>Antarctic Expedition</u> (Particles and Energy in Matter)	<u>Circus</u> (Forces and Motion)	<u>Olympics</u> (Cells and Respiration, Motion and Pressure)	<u>Treasure Island</u> (Pure and impure substances, Nutrition)	<u>Mars</u> (Atoms, elements and compounds, the periodic table, space physics)	<u>Allotment</u> (Plants, relationships within and ecosystem, acids and alkalis)
<ul style="list-style-type: none"> <li>• Particles Solids, liquids and gases. The particle model. Changes of state. Cooling curves. Gas pressure. Diffusion.</li> <li>• Energy in Matter. Energy and temperature. Energy transfer by conduction, convection and radiation.</li> <li>• Investigative skills. Plan and carry out a fair test investigation using the terms, independent, dependent and control variable. Plot experimental data on a graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Forces The unit of force Identify forces Draw force diagrams Hooke's law Moments</li> <li>• Forces and Motion Describe the effects of forces on motion Calculate resultant force.</li> <li>• Investigative skills Plan and carry out a fair test investigation using the terms, independent, dependent and control variable. Plot experimental data on a graph. Interpret observations and data to draw conclusions. Identify relationships between variables.</li> </ul>	<ul style="list-style-type: none"> <li>• Cells Microscopes. Animal cells. Specialised cells.</li> <li>• Cells and Respiration Diffusion – movement of substances into and out of cells. Aerobic respiration. Anaerobic respiration.</li> <li>• Motion and Pressure Pressure. Calculating speed. Distance-Time graphs.</li> <li>• Investigative skills Convert units, appreciate size and scale. Plot experimental data on a graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Pure and Impure Substances The terms “pure” and “mixture”. Filtration. Dissolving and solutions. Distillation. Chromatography.</li> <li>• Nutrition Energy balance. Balanced diet. Nutrient deficiencies – scurvy.</li> <li>• Investigative skills Planning and writing own method. Evaluation of a method identifying sources of error. Evaluation of data including the terms accurate and precise.</li> </ul>	<ul style="list-style-type: none"> <li>• Atoms, elements and compounds and the periodic table Metals and non-metals. Atoms and elements. Testing for oxygen and hydrogen. History of the periodic table. Making a compound. Symbol formulae for different compounds.</li> <li>• Space physics The solar system. Mass and weight. Our place in the universe Day and night The seasons</li> <li>• Investigative skills Development of scientific ideas over time. Interpret observations and data to draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Plants Plant cells Photosynthesis Plant reproduction.</li> <li>• Relationships within an ecosystem Food chains and webs. Interdependence. Bio-accumulation within the food chain.</li> <li>• Acids and alkalis The pH scale. Neutralisation.</li> <li>• Investigative skills Risk assessment. Evaluation of a method identifying sources of error. Evaluation of data including the terms repeatable and reproducible.</li> </ul>

**Super-Curricular:** Lots of articles, books and example of things to do will be appearing on the learning zone. To get you started here are some ideas...  
 Look at the Bournemouth natural science society website – they have a programme of science and history events for young people up to the age of 12. Attend an event and write a short report on what you learnt.  
 Google the “James Dyson Foundation Challenge Cards”. Try out some of the challenges – bring in a photo of your successes. Can you explain how it worked?  
 Watch the Bournemouth Airshow or visit the Bournemouth Aviation Museum near Bournemouth airport. When you get home, research fast jets. How does a jet engine work? Why do the pilots not pass out when carrying out manoeuvres?

## Year 7 Curriculum Map – How can I be a scholar in SCIENCE?

**How can I revise in this subject?** You will borrow a CGP revision guide from the library. Before each test you will receive a revision list that will reference page numbers in your revision guide. BBC bitesize KS3 science is also an excellent resource with information, videos and quick quizzes. It can be found at the following web address:  
<https://www.bbc.com/education/subjects/zng4d2p>

**Year 7&8 Curriculum Map - How can I be a scholar in TECHNOLOGY?**

Skills Knowledge and Understanding					
CAD / CAM	GRAPHICS	ENGINEERING	RESISTANT MATERIALS	TEXTILES	FOOD & NUTRITION
<p>To be able to use simple and complex tools on 2D Design; Drawing lines and simple shapes – circle, shape, path tool Select, copy, flip and rotate objects Delete objects, part of objects Page set up – using zoom, grid lock, step lock Saving work into appropriate folders Changing line colours Labelling work using text tool Preparing a machine drawing for CAM Dimensioning lines</p> <p><b>Filling shapes with colour / texture*</b> <b>Using attach tool to connect lines*</b> <b>Using transform tool to mirror, rotate, array of objects*</b> <b>Arc tool to curve corners*</b></p> <p>To be able to use simple tools on Solidworks; Create a simple sketch of a part Use smart dimension to measure and edit Create a simple 3D parts using extruded boss / base Create a hole in a 3D part using extruded cut</p> <p><b>To create a 3D shape from a 2D design drawing*</b> <b>To add a render to make a model look realistic*</b> <b>Good use of navigation using zoom, rotate views, shortcuts*</b></p> <p>To be able to use computer aided machinery Load up and laser cut or engrave onto acrylic using 2D design drawing Load up and cut stickers into vinyl using 2D design drawings Load up and 3D print parts made on solidworks</p>	<p>To be able to use a range of different tools on Adobe Illustrator: Type tool to write words Apply setting to have 'snap to grid' Pen tool to plot shapes Convert anchor point tool to manipulate shapes Selection tool to move and edit letters and shapes Save work in correct folder Prepare printing to be in colour and A3 Colour palette to add colour and texture to shapes and lettering</p> <p><b>Eyedropper tool to select specific colours*</b> <b>Produce design ideas using tools above*</b></p> <p>To be able to use equipment to develop hand drawing techniques: Construction lines to help develop neat and accurate lettering Apply isometric drawing techniques to produce 3d drawings Single point perspective 2 point perspective</p> <p><b>Use different drawing techniques to produce more complex shapes &amp; design ideas*</b></p> <p>To be able to produce design ideas with annotation and evaluation Produce clear design ideas using the specification To annotate design ideas suggesting possible improvements <b>To develop design ideas in response to analysis and evaluation</b> <b>Produce design ideas to a good standard*</b></p>	<p>To be able to make an Aluminium casing and stand for a portable speaker using hand tools and machinery; Read and interpret engineered drawings Mark out accurately using a pencil and ruler onto card Mark with some accuracy using a pen and ruler on aluminium sheet Use centre punch effectively to mark hole position. Use a pillar drill safely and accurately Remove the burr from the drill holes Use the gabro (metal) guillotine for cutting Cross file and draw file aluminium sheet to smooth edges Remove the burr on edges of the aluminium sheet using a fine file Use wet and dry paper for smooth finish Use folding bars and jig to fold the aluminium sheet. Use hacksaw to cut aluminium rod Use a tap to create an internal thread in the rod <b>Accurate and precise marking, cutting, drilling, smoothing using hand tools*</b> <b>Accurate and precise use of pillar drill*</b></p> <p>To be able to use soldering equipment for construction of a PCB portable speaker circuit. Identify and position correct components onto PCB Use Soldering equipment for speaker circuit and component assembly effectively <b>Accurate and precise use of soldering equipment</b> <b>Limited prompts on safe working*</b></p> <p>To be able to assemble PCB and speaker components onto to the aluminium casing Assemble acrylic mounts onto speaker, PCB, casing. <b>Care and attention to detail with final assembly*</b> <b>Demonstrate a good/ high level of independence throughout practical work*</b></p>	<p>To be able to produce design ideas; Use unfamiliar images to generate design ideas Sketch design ideas and apply the iterative process Annotate design ideas with basic comments to explain features to third parties and to suggest improvement and adaptation <b>Annotate design ideas in a detailed way to explain features to third parties and to drive improvement and adaptation*</b></p> <p>To be able to apply different evaluative techniques to designing; Model to scale using card <b>Model to scale complex designs that show further adaptation and modification to the original intentions*</b></p> <p>To be able to make parts using tools and equipment; Identify and use a coping saw effectively Identify appropriately shaped hand files for their task Apply the techniques of cross and draw filing Apply quality control techniques to their making Identify and use wet and dry paper in the correct sequence Use the pedestal buffer safely Use the band facer safely Drill a hole on the pillar drill safely, applying correct clamping techniques <b>Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</b></p>	<p>To be able to produce a doorstep that demonstrates an understanding of pattern and control over a variety of textile techniques. Identify different fabrics, their characteristics and their advantages and disadvantages.  Understand about pattern and how shapes can be repeated, rotated and reflected to create repeating patterns.  Be able to design patterns and apply designs to making.  Understand the basic principles of colour mixing and colour theory and apply this knowledge to fabric painting samples.  Demonstrate an understanding and level of skill using a range of textile techniques. e.g. Polytile printing onto fabric, Hand embroidery, Hand embroidery into Polytile print, Applique, Weaving, Shibori, Fabric painting, Batik.  Use key terminology to evaluate your work and the process and techniques you have used.  <b>Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</b></p>	<p>To be able to prepare, cook and present food safely and hygienically in practical sessions; Prepare and be ready to cook, considering personal hygiene and work area Weigh and measure both wet and dry ingredients Follow a step by step recipe <b>or adapt a recipe/use one of your own*</b> Use a paring knife safely using the bridge and claw hold with <b>precision and accuracy*</b> Prepare fruit and vegetables for cooking – chopping, slicing and dicing Use all parts of the cooker – hob, grill and main oven Select and use equipment safely, <b>including electrical equipment for higher level skills* e.g.</b> Use different cooking methods – dry, wet and combination Prepare, shape and combine ingredients – making doughs <b>To plan, prepare and cook a range of products using a range of skills independently*</b> <b>To be able to carry out planning, testing and evaluating food products;</b> Write a time plans for a given recipe, including health and safety points Plan an experiment to help understand the function of ingredients Carry out sensory testing of existing products as well as their own, using sensory word descriptors Evaluate their work using key terminology.  <b>To be able to suggest possible improvements to adapt the recipes for future reference*</b></p>
<p><b>Super-Curricular</b> <i>Demonstrate a good/ high level of independence throughout use of CAD and CAM outcomes*</i> <i>Load up student versions of Solidworks and 2D Design on home PC, complete online, and built in tutorials.</i></p>	<p><b>Super-Curricular</b> <i>Use drawing techniques such as single point, 2 point perspective to draw objects at home.</i> <i>Develop drawing skills by designing new products or improved versions of existing products.</i></p>	<p><b>Super-Curricular</b> <i>Make an electronic device at home.</i> <i>Take a broken device that no longer works; take it apart and fix it!</i> <i>Build using Lego and challenge yourself to build something complex.</i></p>	<p><b>Super-Curricular</b> <i>Make things at home. Why not make a bird box, bughouse or hedgehog house from scrap wood?</i> <i>Watch YouTube videos or programmes on the television such as 'How it's made' or 'Scrapheap challenge'.</i></p>	<p><b>Super-Curricular</b> <i>Experiment with more complex stitches, use YouTube tutorials to guide you.</i> <i>Combine techniques to create more complex outcomes.</i> <i>Investigate and explore other textile techniques that you could use.</i></p>	<p><b>Super-Curricular</b> <i>Practise recipes before lessons and modify them to demonstrate creativity.</i> <i>Practise using electrical equipment at home to demonstrate higher-level skills.</i> <i>Learn food related terminology, suggested list provided from Food &amp; Nutrition teaches.</i></p>

**How can I revise in this subject?** As you rotate across the six different subjects of Technology during year 7&8 you will be assessed on 4 key areas for each: designing, making, evaluating and knowledge and understanding. Assessment results will be marked onto the front of your technology folders to aid the tracking of improvement across subjects. Three of these assessments will be based on the work that you produce in lesson including your practical outcomes and therefore it is important that you consistently aim for your best each lesson. The end of project test will be used for your knowledge and understanding assessment and this will include questions that relate to the project you have been working on alongside information given to you on an A4 revision sheet. To revise for this you should practise and develop your revision techniques to learn as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.