

## Year 7 Curriculum Information: 2021-22

|           | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|-----------|---|---|--|--|---|---|
| English   | <b>The Odyssey</b><br><i>(Simon Armitage, Homer's Odyssey)</i>  | <b>Beowulf</b><br><i>(Seamus Heaney)</i>  | <b>The Knight's Tale</b><br><i>(from Peter Ackroyd's The Canterbury Tales: A retelling)</i>                                      |  | <b>Julius Caesar</b><br><i>(William Shakespeare)</i>  | <b>Year 7 review: The hero</b>  |
| Maths     | <ul style="list-style-type: none"> <li>- Numbers and numerals</li> <li>- Factors and multiples</li> <li>- Axioms and arrays</li> <li>- Arithmetic skills</li> </ul> | <ul style="list-style-type: none"> <li>- Order of operations</li> <li>- Positive and negative numbers</li> <li>- Angles</li> <li>- Classifying 2D shapes</li> </ul> | <ul style="list-style-type: none"> <li>- Classifying 2D shapes</li> <li>- Algebra introduction</li> <li>- Coordinates</li> </ul> | <ul style="list-style-type: none"> <li>- Coordinates</li> <li>- Area of 2D shapes</li> <li>- Prime factorisation</li> <li>- Conceptualising fractions</li> </ul> | <ul style="list-style-type: none"> <li>- Calculating with fractions</li> <li>- Decimals</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Ratio</li> <li>- Percentages</li> <li>- Transformations</li> <li>- Constructions</li> </ul>                        |
| Science   | <ul style="list-style-type: none"> <li>- Cells</li> <li>- Particles</li> <li>- Energy</li> </ul>  |   | <ul style="list-style-type: none"> <li>- The human body</li> <li>- Atoms</li> <li>- Forces</li> </ul>                            |  | <ul style="list-style-type: none"> <li>- Ecology</li> <li>- Acids and alkalis</li> <li>- Waves</li> </ul>                           |   |
| Geography | <b>UK Geography:</b><br>Maps, latitude, longitude, seasons, Union Jack, England, Scotland   | <b>UK Geography:</b><br>Wales, Northern Ireland, climate  | <b>UK Geography:</b><br>Mountains, rivers, oceans, seas  | <b>UK Geography:</b><br>Coastlines, islands, settlement, population, industry  | <b>UK Geography:</b><br>Farming, trade, London, environment<br><br><b>European Geography:</b><br>Maps, latitude, longitude, seasons | <b>European Geography:</b><br>Oceans, seas, coastlines, islands, structure of the Earth, mountains, glaciation, volcanoes, earthquakes, water cycle, rivers |
| History   | <b>Retreat of the Romans, Anglo-Saxon England and the Islamic Golden Age</b>  | <b>Conquests of the Eleventh Century and Norman England</b>   | <b>England in the Twelfth Century and the Crusades</b>   | <b>Magna Carta and the Development of Parliament</b>   | <b>Kingship and Conflict in the Fourteenth Century, including the Hundred Years' War</b>  | <b>Lancastrian England and the War of the Roses</b>   |
| Latin     | <b>Grammar:</b><br>Subjects and objects   | <b>Grammar:</b><br>Conjugation of regular verbs   | <b>Grammar:</b><br>Plurals   | <b>Grammar:</b><br>Past tenses   | <b>Grammar:</b><br>Prepositions and the ablative  | <b>Grammar:</b><br>Irregular verbs <i>sum, eram, possum, poteram</i>  |
|           | <b>Gladiators and the amphitheatre</b>  | <b>Roman education</b>  | <b>Fables and slavery</b>  | <b>Roman theatre</b>   | <b>Roman dinner parties</b>   | <b>Cleopatra and Augustus</b>   |

|         | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---------|--|---|--|---|--|--|
| Spanish | Verbs: <i>ser/estar</i><br>Family members and pets<br>Adjectives to describe personality and physical appearance<br>Quantifiers  | <i>me gusta/no me gusta</i><br><i>tienes que/debes</i><br>Times and schedules<br>Clothes  | Verbs: <i>vivir/estar/ser</i><br>Definite/indefinite article: <i>el/la vs un/una</i><br>Places in the town<br>The time                                 | Future tense<br><i>me gusta/no me gusta/ prefiero</i><br>Talking about the past   | Past tense<br>Countries/Languages<br>Weather   | Verbs: <i>ser/estar/me gusta/ no me gusta/vivir/preferir</i>   |
|         | <b>Family</b>  | <b>School and subjects</b>  | <b>My local area</b>   | <b>Hobbies and media</b>  | <b>Holidays</b>  | <b>Revision</b>  |
| Art     | <b>Formal elements:</b><br>Line, tone, shape<br><b>Art movements</b><br><b>Shell observation</b>   | <b>Formal elements:</b><br>Texture, colour<br><b>Insects</b><br><b>Colour theory</b><br><b>Fauvism landscape</b>  | <b>Formal elements:</b><br>Pattern, and positive and negative space<br><b>Printing</b>   | <b>Formal elements:</b><br>Colour and tone<br><b>Observational painting:</b><br><b>conkers/ orange</b>  | <b>Formal elements:</b><br>Pattern and line<br><b>Printing/repeat pattern</b>  | <b>Formal elements:</b><br>Structure and shape<br><b>Cake designs</b><br><b>Slab building – clay</b>                                       |
|         | Abstract art<br>Realism<br><i>De Stijl</i><br><i>Piet Mondrian</i><br><i>Pablo Picasso</i><br><i>Amiria Gale</i>   | Fauvism<br>Post-impressionism<br>Expressionism<br><i>André Derain</i><br><i>Henri Matisse</i><br><i>Vincent van Gogh</i>  | Japanese art<br>Notan art<br>Modernism<br><i>Angie Lewin</i>   | Watercolour<br>Modernism<br><i>Georgia O’Keeffe</i>   | Cultural pattern<br>Op art<br><i>Bridget Riley</i><br><i>Victor Vasarely</i>   | Pop art<br>Modernism<br>Realism<br><i>Claes Oldenburg</i><br><i>Wayne Thiebaud</i><br><i>Sarah Graham</i>                                  |
| Music   | <b>Musicianship:</b><br>Western Classical Tradition  | <b>Composition:</b><br>Song writing   | <b>Ensemble Performance:</b><br>West African music   | <b>Music Appreciation:</b><br>World music   | <b>Composition:</b><br>Programme music   | <b>Ensemble Performance:</b><br>Popular music  |
|         | <b>Performing:</b><br>Basic staff notation<br>Basic keyboard skills<br><i>‘Ode to Joy’</i><br><i>‘Eine Kleine Nachtmusik’</i><br><b>Listening:</b><br>History of Western Classical Tradition and instruments of the orchestra<br>Various musical pieces<br><b>Singing:</b><br>Cannon<br>Beginner ensemble work<br><i>‘When the Saints’</i> | <b>Composing:</b><br>Writing notation<br>Use of DAW<br>Basic song-writing<br><b>Listening:</b><br>History of popular music 1950s-1980s<br><i>‘Stairway to Heaven’</i><br><i>‘I Want to Break Free’</i><br><i>‘Sweet Dreams’</i> | <b>Singing:</b><br>African chants<br><i>‘Gumama’</i><br><b>Performing:</b><br>Djembe drumming<br>Polyrhythms<br><b>Composing:</b><br>Rhythmic patterns | <b>Listening:</b><br>Indian Raga<br>Japanese Taiko<br>Brazilian Samba<br>Active listening skills<br><b>Performing/Singing:</b><br>Samba drumming<br><i>‘Mas que nada’</i> | <b>Composing:</b><br>Programme music<br>Structure<br>Compose to a stimuli moving image<br><b>Listening:</b><br>Watership Down:<br><i>‘Venturing Forth’</i><br>Harry Potter:<br><i>‘Hedwig’s Theme’</i> | <b>Performing:</b><br>Small ensemble performance<br>Ensemble appreciation<br>Guitar<br>Drum<br>Boomwackers<br>Independent rehearsal skills |

|                            | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|----------------------------|--|--|--|--|---|---|
| Physical Education         | <b>Practical:</b><br>Rugby<br>Netball<br>Football  | <b>Practical:</b><br>Handball<br>Health-Related Fitness<br>Netball<br>Football | <b>Practical:</b><br>Health-Related Fitness<br>Basketball<br>Handball<br>Football<br>Netball | <b>Practical:</b><br>Health-Related Fitness<br>Basketball<br>Handball<br>Football<br>Netball | <b>Practical:</b><br>Cricket<br>Rounders<br>Athletics   | <b>Practical:</b><br>Cricket<br>Rounders<br>Athletics |
|                            | <b>Theory:</b><br>Importance of a warm-up<br>Components of a warm-up   | <b>Theory:</b><br>Components of fitness  |  | <b>Theory:</b><br>Muscle location  | <b>Theory:</b><br>Muscles and movement                  |   |
| Religious Studies and RSHE | <b>Friendship and bullying</b>   | <b>Judaism</b>   | <b>Puberty</b><br><b>Keeping healthy</b>   | <b>Christianity</b>  | <b>Health relationships</b><br><b>Healthy lifestyle</b> | <b>Islam</b>  |
| Technology                 | <u>Computer Science and Information Technology</u><br><b>Microsoft applications</b><br><b>Systems architecture</b> |  |  | <u>Food Preparation and Nutrition</u>  |   |   |