Year 7 Curriculum Provision



Subject	Autumn	Spring	Summer
English/Literacy	 Non-fiction writing – Writing to inform, explain and describe – Communication Passports. Fiction reading – Book study. 	 Fiction writing – Writing to imagine, explore and entertain - prose. Non-fiction reading – Animals. 	 Fiction reading and writing – Reading, writing and performing poetry. Fiction and Non-fiction reading and writing – English in the Real World.
dedicated to the teaching of Listening focus will accompare reading scheme for one less	Baycroft School is designed to teach all thr of speaking and listening skills, with the rer pany each scheme of work. Texts and task sson a week and all students take part in A	mainder being equally divided into reading as are differentiated to suit differing abilitie	and writing skills. A Speaking and
Maths	 Number and place value Addition Subtraction Multiplication Division Statistics – sorting, interpreting and representing data Measure – length and distance, perimeter, area Time Fractions – shape and numbers Algebra – number facts, sequences and equations 	 Place value with addition and subtraction Place value with multiplication and division Calculator and number problems 2D and 3D shapes and properties Position and direction Algebra – number facts, sequences and equations Fractions Ratio and proportion Weight and capacity Statistics – collection and presenting data 	 Money and related number problems Rounding, estimating, calculating and checking Angles and 2D shape Position and direction Statistics – graphs and averages Fractions, decimals and percentages Temperature Time Numeracy skills

Science	Seasonal ChangesForces and Magnets	States of MatterAnimals and Humans	ElectricityEarth and Space		
Geography Year 7					
	and soils; weather and clauding glaciation, hydrology and human geography relating understand how human a environments and the cling build on their knowledge the classroom and in the interpret Ordnance Surve	imate, including the change in climate coasts g to: population and urbanisation and physical processes interact to infinate of globes, maps and atlases and applicate	oly and develop this knowledge routinely in		

- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- complete fieldwork tasks to understand how geographical processes impact on their local area

Students studying Geography will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will undertake a mixture of written, oral and practical activities.

Students in Year 7 (2017-2018) will study the following topics in Geography:

Baseline assessment at the beginning of year 7

Where we live - The Making of Great Britain (Term - Autumn 1 and Autumn 2)

A combined Geography and History topic where students learn about the geography of the United Kingdom and the British people. Students will learn about the names and locations of key places (Nations, Capital Cities, Major town and cities, Significant rivers and mountain ranges).

Students will learn about who the British people are and begin to think about the concept of Britishness.

Students will identify the roles and achievements of import people (past and present) and consider vocabulary such as democracy and monarchy.

Weather and Climate (Term - Spring 2)

Students will study different types of weather, learning how to identify weather types, measure weather and understand the different effects of weather. Students will begin by looking at local and national weather trends, before looking at worldwide weather and extreme weather conditions. Students will learn how weather creates

different climatic zone across the planet.

Explorers: Polar Regions (Term - Summer 1)

A combined Geography and History topic which enables students to learn about the location and climate conditions of the Earth's Polar Regions. Students will investigate the physical processes which occur within the Polar Regions, what animal and plant life occurs there and learn about any specific adaptations which life there needs to exist. Student will learn about human exploration of the Polar Regions, including people of historical significance. Students will look at the differences between exploration in the past and present day. Students will identify current issues which affect the habitat and people of the Polar Regions.

History Year 7

Students studying History at Key Stage 3 will follow the 2014 National Curriculum. Units of work studied will progress students learning so that they will:

- know and understand the history of the United Kingdom, from the earliest times to the present day: how
 people's lives have shaped this nation and how Britain has influenced and been influenced by the wider
 world
- · know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance

- understand the methods of historical enquiry, including how evidence to make historical claims
- gain historical perspective by understanding the connections between local, regional, national and international history

Students studying History will be encouraged to undertake independent research, use Primary and Secondary sources of information, handle artefacts and undertake investigations outside of the classroom. Students will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will undertake a mixture of written, oral and practical activities.

Students in Year 7 (2017-2018) will study the following topics in History:

Baseline assessment at the beginning of year 7

Where we live - The Making of Great Britain (Term - Autumn 1 and Autumn 2)

A combined Geography and History topic where students learn about the geography of the United Kingdom and the British people. Students will learn about the names and locations of key places (Nations, Capital Cities, Major town and cities, Significant rivers and mountain ranges).

Students will learn about who the British people are and begin to think about the concept of Britishness.

Students will identify the roles and achievements of import people (past and present) and consider vocabulary such as democracy and monarchy.

Invaders and Settlers (Term - Spring 1)

In this topic students will look at how and why Britain has been invaded in the past and by whom. Understand why different peoples have invaded Britain and why some settled here. Research how people defended themselves from threat of invasion – in depth study into castles. Investigate how people lived long ago and compare and contrast with how we live today. Look at significant events and people from the past.

Explorers: Polar Regions (Term - Summer 1)

A combined Geography and History topic which enables students to learn about the location and climate conditions of the Earth's Polar Regions. Students will investigate the physical processes which occur within the Polar Regions, what animal and plant life occurs there and learn about any specific adaptations which life there needs to exist. Student will learn about human exploration of the Polar Regions, including people of historical significance. Students will look at the differences between exploration in the past and present day. Students will identify current issues which affect the habitat and people of the Polar Regions.

Times of Change – The Tudors (Term – Summer 2)

Looking at life in Great Britain during the reign of the Tudor Monarchs. This topic encourages students investigate a chronological timeline of events that shaped our country and the wider world. Students will learn about events from the past by looking at various sources of historical information. Students will develop an understanding of Tudor life for rich and poor, significant events, war and invasion, the development of

	technologies and exploration.				
Technology (an 8 week rotation of the following subjects: Resistant Materials, Textiles, Food and Lifeskills)	Resistant materials: Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end product that has been made using increasingly independent skills and hand tools. • Creating a toy racing car from wood. Textiles: • Making Seasonal textiles • Using skills such as pinning, tacking, pressing and using electric sewing machine. Food: • Basic hygiene and safety Making the following dishes: • Hot drink introduction to room. • Flap jack, Jam tarts, Cheese straws, Macaroni cheese, Cookies, Fairy cakes, Rock cakes. Personal Social Development: • Road Safety, • Going to the shops, • Making a hot drink and snack, • Visiting a local café for a drink. • The importance of exercise and using the telephone.				
PE	 Health and safety in PE. Cooperation games: Parachute, BOCCIA, New age Kurling, Shuttle runs, Blindfold/goal-ball etc. Basic ball skills: Football, Netball, Basketball, Hockey. 	 Basic ball skills: Football, Netball, Basketball, Hockey. Dance. Gymnastics. 	Basic ball skills:Football,Netball,Basketball,Hockey.		
Music Year 7	 Unit 1: Musical Dimensions Develop awareness of the key musical dimensions of Pitch, Rhythm, Dynamics, Harmony, Melody, Tempo, Structure and Texture, Silence and Timbre. Learn simple music notation and to follow music aware of 	 Unit 3: Keyboard and Fast Fingers Study Keyboard techniques and how to sight read basic songs. Develop practical skills and learn the pentatonic and octave and basic popular chords as a 	 Unit 5: Graphic Scores Develop an understanding of selecting symbols and images to represent sounds. Creating graphic scores using symbols for notation and dynamics. 		

pitch and rhythmic devices.

Unit 2: Vocals

- Explore the use of Voice as part of Vocal Studies on Chants, rounds and Acappella singing. Songs for a variety of public performances are also taught.
- Learn songs and percussion accompaniment on tuned and untuned instruments for performance.

- pre-curser to creating their own compositions.
- To know the order of piano notes and to understand the 'C' scale.
- To know the three types of piano.
- To practice and learn the 'C' scale (C D E F G A B C) and to improvise and create a short keyboard tune.

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Unit 4 African Drumming.

- Introduce students to African instruments.
- Use four beat rhythms and improvise own rhythms.
- Listen to a variety African chants and rhythms and learn rhythms and chants as a group.
- Work in small groups to create own chants together with their own rhythm.

- Studying Grieg "Peer Gynt Suite".
- Develop practical skills using tuned and unturned percussion for contrasts.

Unit 6: The Instruments of the Orchestra

- Introduction to the structure and instrument families of the Orchestra.
- Learn about the timbre and composition of the Brass, Woodwind, Percussion and String Sections and experience examples of Orchestral playing both in live performance and with access to recordings of Key Western Composers: Vivaldi, Beethoven, Brahms, Stravinsky, Williams.
- · Create own instruments.

Religious Education (RE) Year 7

Unit 1 and 2: The Island

This is a basic concept-building unit, which teaches and helps students to make sense of the way important parts of life are marked (Rites of Passage). Students are encouraged to be actively involved in their learning, raising questions, working as a team and being creative to respond to the scenarios placed before them.

Students discover rites of passage for themselves and learn about what they

Unit 3: Symbols in Religious Stories

The unit investigates the key symbols and stories that form the basis of 4 major world faiths. Students investigate faiths and their central stories to develop an understanding of the belief embodied within the symbols. Specifically Students study the following symbols:

- The Cross_ The Resurrection of Jesus Christ Christianity
- The Crescent Moon The Night of Miracles- Islam
- The Magan David _ The Story

Unit 5 Creation Stories

The concept of "Creation" is explored in several belief systems and compared with the Scientific Theory of Evolution.

The Creation stories of the Abrahamic faith traditions, Hinduism, Dreamtime mythology are explored and contrasted with evolutionary theory expressed in Darwinism.

Unit 6 The Life of Guru Nanak

The concept of how we remember is explored in an investigation into the

	they are			of David -Kingship- Judaism - • The Wheel of Life – Suffering _Buddhism Unit 4: Beliefs students will review their own belief system and examine the central beliefs in Christianity with the Easter story and resurrection of Jesus Christ.		central place of the founder of Sikh religion Guru Nanak. The miraculous nature of his revelation is contrasted with the story of Jesus Christ in the Christian story of Easter. Students are encouraged to investigate links between the similarity in the teachings of Charity and kindness in Christianity and the message and teachings central to Sikhism such as Sewa. (The universal concept, which involves performing ar act of kindness without expectation of reward for the benefit of others.).		
PDLR		Settling in Focus on feelings		Making friendsKeeping safe in school		 In someone else's shoes People and their work 		
Computing		Given that our students struggle to learn key skills in silo's, we have integrated computing across the curriculum, but you can find the key elements as to how this will be incorporated HERE						
- Companing		out you can find the	e key elements	s as to now this will be	incorporated HERE			
Maths for Life		out you can find the Autumn 1	e key elements Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
							Summer 2 Money	
	b	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		
	Week 1	Autumn 1 Time	Autumn 2 Money	Spring 1 Time	Spring 2 Money	Summer 1 Time	Money	
	Week 1 Week 2	Autumn 1 Time Time	Autumn 2 Money Money	Spring 1 Time Time	Spring 2 Money Money	Summer 1 Time Time	Money Money	
	Week 1 Week 2 Week 3	Autumn 1 Time Time Time Time	Autumn 2 Money Money Money	Spring 1 Time Time Time	Spring 2 Money Money Money	Summer 1 Time Time Time	Money Money Money	