

St Martin's School

Curriculum Maps 2021/2022



Year 7 – Spring Term 2022
Curriculum Plans

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Year 7 Mathematics

Higher Sets

- Perimeter and Area: Calculate the perimeter and area of compound shapes; calculate area of Parallelograms and Trapeziums; calculate circumference and area of circles (no composite shapes)
- Number Patterns and Sequences : Generate a sequence from an nth term expression; Calculate a specific term in a sequence using an nth term expression; Find the nth term of more complex arithmetic sequences
- Fractions, Percentages & Decimals: Turn a fraction into a decimal by division; Ordering a mixture of fractions, decimals, percentages; Solve problems involving comparing fractions/percentages of a quantity; Compare fractions/decimals/percentages using inequality symbols
- Units, Measure and Estimating: Converting time to decimals (more complex); Solve problems involving the conversion of units in a range of contexts (metrics and imperial)
- Probability: Work out the probability of an event not happening; Draw and use a sample space diagram (two way table); Identify between mutually exclusive and independent events; Solve problems involving mutually exclusive events; Use the AND OR rules for probability; Finding probabilities from simple completed Venn diagrams; Frequency trees

Intermediate Sets

- Properties of Shape (2D): Classify and define special triangles and quadrilaterals based on angle properties, line properties and all; lines of symmetry; Recognise and calculate order of rotational symmetry
- Fractions, Percentages & Decimals: Convert between fractions, decimals, percentages
- Percentages: Calculate percentages of a quantity by finding multiples/parts of 10%; Compare fractions and percentages of a quantity
- Number Patterns and Sequences: Generate and describe sequences involving negatives or fractions; Use basic iterative formulas to generate simple term to term sequences; Find the nth term of simple sequences
- Probability: Use the appropriate vocabulary associated with probability, Use a probability scale from 0 to 1; Estimate the probability found from experiments; Compare experimental and theoretical probabilities
- Perimeter and Area: Calculate perimeter and area of compound shapes that can be split into rectangles; Use the formula for calculating area of triangle
- Units, Measure and Estimating: Read a timetable and calculate differences in time; Convert from one metric unit to another; Simple conversion of time to decimals e.g. 0.5hours = 30mins
- Coordinate Geometry: Complete a table of values for equations such as $y = 2x + 3$ and plot the line; Name and draw lines parallel to the x and y axis

Foundation Sets

- Fractions, Percentages & Decimals: Convert decimals to fractions (cancel down as extension); Understand that a percentage is a fraction out of 100; Write a simple fraction as a percentage and vice versa; Find fractions, percentages, decimals that are the same; Simple comparison of fractions, decimals and percentages
- Properties of Shape (2D): Draw, recognise and name special triangles and quadrilaterals; Recognise diagonal lines of symmetry
- Number Patterns and Sequences: Generate simple integer sequences; Describe in words simple sequences; Write the term to term rule of a sequence involving positive numbers; Generate a simple sequence given a rule; Recognise and continue common number patterns such as multiples, squares, triangle numbers, Fibonacci
- Collecting & Analysing Data: Construct a frequency chart (using a tally); draw and interpret pictograms; draw and interpret line graphs; draw and interpret bar chart from a frequency chart; Find the mode and range of a set of data; Find the mean from a set of data; Find the median from an odd set of data
- Percentages: Non calculator method for finding simple percentages of a quantity (10%, 25%, 50%, 75%); Finding percentages using a Calculator

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Year 7 English

Across these units of study, students will develop:

Accuracy in spelling and Standard English grammar.

Accuracy and variety of punctuation including different forms of sentence demarcation, colon, semi-colon, apostrophe and parenthesis.

Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/ rhetorical devices to own writing.

Spoken language skills: discussion, debate, asking questions, reading texts aloud with expression and clarity.

Novel

Treasure Island by Robert Louis Stevenson

The Black Book of Secrets by F.E Higgins

Skellig by David Almond

- Explore plot, setting characterisation and central themes and explore wider moral and social issues and how these are developed in longer texts.
- Learn grammatical and literary terminology regarding narrative and descriptive writing.
- Using writing to explore the text.
- Assessment: Analysing a short extract from the novel being studied.

Poetry

- Read challenging and engaging material to develop understanding of poetry from different times and cultural contexts, exploring wider moral and social issues including Shakespeare, Chaucer, A Bronte, Heaney and Blake.
- The subject terminology of poetry regarding sound, structure, and figurative language.
- Writing to describe.

The Tempest – William Shakespeare

- Cultural capital: political, cultural and social context of Shakespeare's world, exploring wider moral and social issues.
- Learn dramatic terminology and explore Shakespeare's use of language in creating character and drama.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Descriptive writing based on an image

PPE Preparation (Fiction)

- Reading: Question 1 – comprehension skills and inference; Question 2 – analysing language and effects; Question 3 – analysing the structure of a text and effects; Question 4 – analysing language and structure to create an opinion based on a statement.
- Writing to describe based on an image.
- Assessment: Reading and Writing PPE

19th Century Texts

- Cultural capital: the Victorian/ 19th century world exploring wider moral and social issues.
- Read challenging and varied 19th century texts including H.G Wells, C Doyle, W.W. Jacobs and C Dickens.
- Developing use of complex vocabulary and subject terminology relevant to narrative forms.
- Writing to describe/narrate/ inform; newspaper article.
- Assessment – Analysis of a short extract from the novel "Great Expectations"

Year 7 Prospectus (writing for a real audience)

- Explore a range of non-fiction texts – review, correspondence, newspaper article/opinion piece.
- Writing to argue, persuade, advise, instruct – using appropriate lexical, grammatical and structural devices – developing range of sentence types in writing.
- Learn new vocabulary and subject terminology relevant to writing non-fiction.
- Assessment: Writing for a real audience: write a persuasive/ informative letter to a local primary school about Saint Martin's

Travel Writing

- Explore a range of fiction and non-fiction texts on the theme of travel writing understanding writers' methods.
- Writing to describe, writing to persuade using appropriate lexical, grammatical and structural devices.
- Develop complexity of sentence structures, noun phrases and range of sentence types in writing.
- Refer to evidence in a text and use quotation in analysis of shorter texts.

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Year 7 Science

Reproduction and Ecosystems

- Reproductive organs in humans
- Puberty
- Pregnancy: fertilisation, gestation and birth
- Variation and characteristics
- Adaptations
- Food chains and food webs

Acids and Elements

- Atoms, elements, compounds and molecules
- Indicators
- Neutralisation
- Metals and non metals
- Reactions

Forces and Space

- Types of forces
- Force diagrams
- Investigating springs, friction and pressure.
- The solar system
- Gravity
- Satellites

Please be aware students may study these units in a different order than listed.

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History

Medieval Realms

Students start by investigating the Battle of Hastings and the impact of the Norman victory on England.

They will then go on to examine what life was like for people in Medieval England, looking at issues such as work, the role of women, the significance of religion and contacts with the wider world. They will also build on their historical skills developed in the first part of the course.

Geography

Glaciation

Students will develop an understanding of key processes in the formation of glacial environments and how people adapt to these environments.

Africa

Students will learn about the human and physical aspects of the continent. They will explore different countries and the people who live within them, outlining some positive and negatives aspects of their lives.

PRE

“God and evil cannot both coexist”

Students will explore the philosophical problem of evil. They will explore the meaning of moral and natural evil and how it can affect a person’s belief in God. To provide balance, a range of religious responses will be assessed, and students will be able to evaluate the strength of these arguments.

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French

Listening, speaking, reading and writing skills in French covering the following:

- Introducing school subjects
- Revising likes and dislikes, using connectives and intensifiers to improve sentences
- Giving opinions and reasons
- Describing your timetable
- Using the 12 hour clock
- Describing your school day
- Talking about food
- Talking about computers and mobiles
- Using time phrases
- Talking about which sports you play and favourite sports
- Other free time activities
- Introducing some weathers. What do you do when it is hot/cold
- Saying what you like/do not like doing
- Describing what other people do

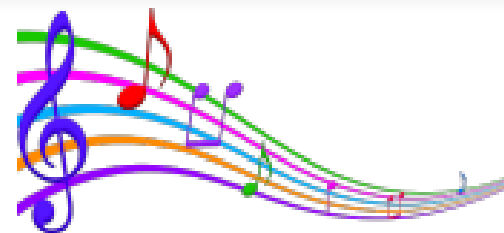
German

Listening, speaking, reading and writing skills in German covering the following:

- Sports
- Using spielen and gern
- Leisure activities
- Giving an opinion
- How often you do things
- Mobiles and computers
- Future
- School subjects
- Reasons and opinions
- Days and times
- Describing teachers
- Possessive adjectives
- School building
- School rules – what you are allowed to do
- Prepositions
- Regular and irregular verbs
- Introduction to modal verbs



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MUSIC



Year 7 – The Big Picture

In the first three half terms, you will study the following schemes of work (in this order):

Musical Elements

You will develop knowledge of all the key elements of music, and how pieces of music are created when they are put together. You will also start to develop your keyboard skills by playing a basic piece.

Performance Skills

You will develop your ability to perform music on a selection of instruments through two tasks, the first being the composition of a waltz, and the second being a performance of a pop song.

The Orchestra

You will develop your knowledge of orchestral instruments, the different timbres they produce, and some key orchestral repertoire. You will further develop your keyboard skills.

In the second three half terms, you will study the following schemes of work (not necessarily in this order):

Rap and Hip Hop

You will develop your songwriting skills through rap and hip hop – how this genre developed, some key repertoire and its relevance in today's society. You will also develop your teamwork and lyric writing skills.

Escape from the Vernacular

Having spent the past few terms learning how music is put together, this topic will encourage you to throw the rule book out the window and create music that pushes boundaries in every respect.

Programme Music

You will develop your knowledge of how music can be used to describe a variety of events, scenes, atmospheres and stories. You will create your own descriptive compositions using music technology.

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Drama

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
NORTHWOOD HALL Characterisation, creating tension and suspense	STORYTELLING AND PANTO Narration, vocal skills, exaggerated performance, breaking the 4 th wall <i>KS3 Drama showcase</i>	ALEX AND SAM SCRIPT Role of a director, stage directions, vocal awareness, non-verbal communication	SILENT MOVIE Characterisation, movement, non- verbal communication	GREEK THEATRE Theatre history, Greek mythology, choral movement and voice <i>PTC</i>	PRACTITIONERS Significant moments in theatre history, style and genre <i>Theatre Trip 6th/7th July '22</i>

Design & Technology - Annual Curriculum

		Food	Graphics	RM	Textiles	Innovation
Year 7 - DT	General Health & safety in the workshop/kitchen	Breakfast Project <ul style="list-style-type: none"> • Safety of foods • Enzymic browning • Healthy breakfasts • Food Provenance Practical Dishes <ul style="list-style-type: none"> • Cooker License • Sandwich • Fruit Fusion • Dippy Divers • Apple crumble • Potato wedges • Frittata 	Chocolate box Project <ul style="list-style-type: none"> • Product analysis • Specification • Design Ideas • 2D and 3D drawing • Making card nets • Wood & plastics • Scroll saw, pillar drill • Vacuum forming • Working to tolerance. 	Visibadge Project <ul style="list-style-type: none"> • Basic Electronics • Energy storage • Plastics • Soldering • Strip heating • Production Diary • Working to tolerance. 	Monsters Project <ul style="list-style-type: none"> • Natural Fibres • Product Analysis • Safe use equipment • Design ideas • Hand sewing skills • Working to tolerance. 	Wildlife House <ul style="list-style-type: none"> • Product Lifecycles • Impact of plastics on the environment • Making skills • Repurposing plastic waste materials
		<p>All students in KS3 study DT via a carousel with 5 subject areas that rotate approximately every 14 lessons throughout the school year. All projects combine practical skills and theoretical knowledge. Each project has an assessed practical piece and a theory test.</p>				

Art - Annual Curriculum

		Still Life	Portraits	Creative Cakes	Insects
Year 7 - Art		Concertina work <ul style="list-style-type: none"> • Understanding tone and colour theory • Brush control • Composition and page layout. • Researching and taking inspiration from Artists Final Piece <ul style="list-style-type: none"> • Design inspired by Artist. • Watercolour, colour pencil and fine-liner Homework <ul style="list-style-type: none"> • Hot and Cold colours • Artist transcription 	Concertina work <ul style="list-style-type: none"> • Facial features • Face proportions • Adding tone • Researching and taking inspiration from Artists • Art History and analysis Final Piece <ul style="list-style-type: none"> • Abstract design using poster paint and pen outlines • Brush control, colour theory, colour blending Homework <ul style="list-style-type: none"> • Half portrait drawing • Artist research. 	Concertina work <ul style="list-style-type: none"> • Line drawing and adding tone • Viewfinder of food packaging using colour pencil • Lollipop using watercolour and fine-liner pen • Final piece designs Final Piece <ul style="list-style-type: none"> • Cardboard relief construction • Poster paint to complete Homework <ul style="list-style-type: none"> • Extended project 3-D food sculpture 	Concertina work <ul style="list-style-type: none"> • Collage images • Insect drawings using colour pencil and biro pen • Mark making and tone • Leaf printing • Final piece design Final Piece <ul style="list-style-type: none"> • Watercolour paint on fabric • Blending and watercolour wash techniques • Embellish design Homework <ul style="list-style-type: none"> • Artist transcription • Collecting leaves and images
		<p>All Students in KS3 complete 4 projects a year, working in concertina sketchbooks. Each year covers a range of different mediums, techniques and skills, artists and cultures. Building on techniques and skills each time they are covered in a different theme.</p>			

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Digital Literacy

	Term 1	Term 2	Term 3
Year 7	<p>Unit 1 – Using Computers Safely File Management, Social Networking, Data and keeping it safe, how to effectively use Email, Search Engines and how to search the web, Presentation skills.</p> <p>Unit 2 – Animation Development Key-Frame animation, develop understanding of image types (JPEG, PNG, GIF), Motion-Tweening, audio application, frame rates, utilising saved files, Text speech, transitions.</p>	<p>Unit 3 Small Basic Introducing the Turtle, Looping and making Efficient code, developing shapes and patterns. Expression and testing code patterns.</p> <p>Unit 4 - Movie making File management, adding media from files, capturing media from other sources, use of transitions, trimming files, utilising timeline and storyboard modes, using additional audio files, removing audio from video files, clip extending, intro and outro elements, exporting to file type MP4.</p>	<p>App Development Project <u>Develop project details, Problem solving with Technology, What makes a good App, App reviews, Team Values, Team Development, Teamwork, Co-founders agreement, identify target audience, problem spotting, Change the world, filter out problems with design, Brainstorming sessions, Market research, Pitch development, present pitch, user profiles, user needs and features, Develop MVP, Paper designs, Flowcharts / Pseudocode, User tests, business models, app summary, reflection.</u></p>

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FUNDAMENTAL SKILLS	BEFORE HALF TERM 6 weeks		AFTER HALF TERM 6 weeks	
	LESSONS 1-5	LESSONS 6+	LESSONS 1-5	LESSONS 6+
Kobe/Murray	X-Country (Field)	Badminton (Sports Hall)	Netball / Football (Netball Courts/MUGA)	Dance (South Hall)
Cook/Daley	X-Country (Field)	Dance (South Hall)	Badminton (Sports Hall)	Basketball (South Gym)
Dina/Kenny	Multi-Sports (South Hall)	Dance / Trampolining (South Hall / North Gym)	Trampolining (North Gym)	Invasion Games Sports Education Model (Netball Courts/MUGA)
Scott/Storey	Dodgeball (South Gym)	Health & Fitness (MUGA)	Lacrosse (MUGA)	Trampolining (North Gym)
Corbin/Adams	Basketball (Sports Hall)	Health & Fitness (MUGA)	Table Tennis (North Hall)	Badminton (Sports Hall)
Max	Netball (Courts)	Health & Fitness (MUGA)	Invasion Games Sports Education Model (MUGA)	Table Tennis (North Hall)