

# St Martin's School

## Curriculum Maps 2024



***Year 7 – Summer Term 2024***  
**Curriculum Plans**

# Year 7 Mathematics - Curriculum Plans - Summer Term 2024

## Higher Sets

- **Percentages:** Increase/Decrease a number by a given percentage; Calculate one amount as a percentage of another
- **Coordinate Geometry:** Identify the midpoint of a line segment from a diagrams. Coordinates.
- **Constructions:** Construct a perpendicular bisector; Construct a perpendicular bisector from a point and to a point; Construct an angle bisector; Construct a regular square, triangle, hexagon.
- **Representing Data:** Produce a Scatter Graph and comment on Correlation; Plot a line of best fit and use for predicting / estimating (interpolation); Construct a stem and leaf diagram.
- **Ratio and Proportion:** Divide a quantity into two or more parts in a given ratio; Solve problems involving ratio and direct proportion (including recipe style questions); Use exchange rates to convert between currencies.
- **Properties of Shape:** Find a missing length given a volume and two lengths; Calculate surface area and volume of prisms; Draw more complex plans and elevations.
- **Real Life Graphs:** Speed, distance, time; Draw a graph from a real life problem (e.g. Travel graph); Interpret travel graphs including finding speed.
- **Transformations:** Translate shape in terms of a vector; Reflect a 2-D shape in line parallel to axis; Rotate a shape about any point; Describe a rotation about the origin; Enlarge 2-D shapes using a centre of enlargement and a positive integer; Find the centre of an enlargement as a coordinate; Describe an enlargement by stating its scale factor.

## Intermediate Sets

- **Real Life Graphs:** Use conversion graphs; Draw a travel graph; Interpret simple travel graphs.
- **Representing Data:** Construct pie charts using a protractor by converting frequency to degrees; Interpret pie charts; Complete and interpret two way tables.
- **Ratio and Proportion:** Use ratios to find fractions; Divide a quantity in a given ratio; Using equivalent ratios to solve problems e.g. strength of squash mixed in different parts; Introduction into exchange rates.
- **Constructions:** Compass skills; Construct a triangle given 1 side and 2 angles ASA; Construct a triangle given 2 sides and 1 angle SAS; Construct a triangle given 3 sides SSS.
- **Properties of Shape (3D):** Recognise and draw nets of complex 3D shapes e.g. cylinders, tetrahedrons; Calculate volume and surface area of cubes and cuboids; Draw plans and elevations of simple 3D solids.
- **Transformations:** Reflect a 2D shape in the axis of a graph; Translate shape in terms of a vector; Rotate a 2D shape given any point on the axis; Enlarge 2D shapes by a positive scale factor (including simple fractions).

## Foundation Sets

- **Probability:** Discuss the chance of an event happening; Express probability as a fraction; Display possible outcomes in an organised manner.
- **Perimeter and Area:** Calculate perimeters of polygons given lengths of all sides; Define areas in terms of square units; Understand and apply formulas for calculating perimeter and area of squares and rectangles.
- **Units, Measure and Estimating:** Accurately read scales in a range of contexts; Choose suitable units of measure; Estimate measures; Convert times between 12 hour and 24 hour.
- **Representing Data:** Construct and interpret compound/dual bar charts; Interpret simple pie charts; Construct simple pie charts (recall prior knowledge of fractions and percentages).
- **Coordinate Geometry:** Write down the coordinate of a point in all four quadrants; Construct a shape using coordinates; Complete a shape using coordinates
- **Ratio and Proportion:** write information as a ratio in a variety of contexts; Simplify a given ratio; Match equivalent ratios.
- **Properties of Shape (3D):** Draw 2D representations of 3D shapes on Isometric paper; Recognise and draw nets of basic 3D shapes; Find the volume of a solid by counting cubes.
- **Real Life Graphs:** Plot and read from Conversion Graphs.
- **Transformations:** Reflect in a mirror line; Rotate a shape about its centre or a vertex; Translate shape in terms of up/down/left/right.

# Year 7 Curriculum Plans – Summer Term 2024

## 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/ 19<sup>th</sup> century world exploring wider moral and social issues.
- Read challenging and varied 19<sup>th</sup> 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

# Year 7 Curriculum Plans – Summer Term 2024

## Year 7 Science

### 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

### Sound

- Frequency and pitch
- Moving sound
- The ear
- Using Sound
- Soundproofing

### PPE

- Preparation and revision
- Dedicated improvement feedback tasks after the paper has been marked.

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



## Year 7 Curriculum Plans – Summer Term 2024

### History

#### Medieval Realms – continued

Students complete their study of what life was like for people in Medieval England and their place in the wider world.

#### The Islamic Empire

Students will learn about the origins and expansion of the Islamic empire from the 7<sup>th</sup> century to the 16<sup>th</sup> century. They will also look at culture, trade, travel, health and medicine, art and architecture, whilst drawing comparisons to both the Roman Civilisation and the Western Medieval world. They will continue to build on their historical skills developed in the first part of the course.

### Geography

#### Weather and Climate

Students will learn about the water cycle and what causes our weather patterns. They will look into how and why weather patterns change and why climate change will impact weather events now and in the future. Case studies of recent events will be used i.e. Beast from the East and Australia bushfires.

#### Fieldwork skills

In the second half of the term, students will get the opportunity to go out into the school grounds and complete fieldwork, collecting data and writing up their findings.

## PRE

#### Is religion still important in the 21<sup>st</sup> Century?

For the summer term, students will explore the diverse world of religion. Students will encounter Humanism, and be able to draw upon their knowledge of the six major world traditions to see how Humanism differs to them. They will also encounter smaller religions, whilst also exploring changing ideas about God. At the end of the year, students will develop their transferrable skills by completing a presentation project.

# Year 7 Curriculum Plans – Summer Term 2024

## French

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

- Talking about your town and village
- Giving opinions on your town and using opinion phrases such as 'à mon avis' etc
- Giving directions
- Talking about where you go on the weekends
- Asking someone to go somewhere
- Saying what you can/cannot do in your town
- Talking about your holidays
- Learning countries and other holiday destinations
- Saying what you do when you are on holiday
- Talking about getting ready to go out
- Buying drinks and snacks, discussing prices, reading menus
- Talking about holiday plans for the near future

## 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, focusing on understanding and applying the fundamentals:

### 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 use your new understanding in different practical applications:

### 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.

### Pop Composition 101

This topic will cover scales, chords, chord sequences, pop structures and melodies in a project where you write your own, modern pop song.

### 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.

# Year 7 Curriculum Plans – Summer Term 2024

## 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<sup>th</sup> wall

#### MELODRAMA

Theatre history, style  
and genre,  
movement,  
characterisation,  
non-verbal  
communication

#### SILENT MOVIE

Characterisation,  
movement, non-verbal  
communication

#### GREEK THEATRE

Theatre history,  
Greek mythology,  
choral movement  
and voice

#### PRACTITIONERS

Significant  
moments in  
theatre history,  
style and genre  
explored through  
the story of Alice  
in Wonderland



## Design and Technology Annual Curriculum

		Food	Graphics	RM	Textiles	Innovation
<b>Year 7 D&amp;T</b>	<b>General Health &amp; safety</b> in the workshop/kitchen	<b><u>Breakfast Project</u></b> <ul style="list-style-type: none"> <li>• Safety of foods</li> <li>• Enzymic browning</li> <li>• Healthy breakfasts</li> <li>• Food Provenance</li> <li>• Vitamins and Minerals</li> </ul> <b><u>Practical Dishes</u></b> <ul style="list-style-type: none"> <li>• Cooker License - Hob</li> <li>• Sandwich</li> <li>• Fruit Fusion</li> <li>• Dippy Divers</li> <li>• Apple crumble</li> <li>• Potato wedges</li> <li>• Frittata</li> </ul>	<b><u>Chocolate box Project</u></b> <ul style="list-style-type: none"> <li>• Product analysis</li> <li>• Specification</li> <li>• Design Ideas</li> <li>• 2D and 3D drawing</li> <li>• Making card nets</li> <li>• Wood &amp; plastics</li> <li>• Scroll saw, pillar drill</li> <li>• Vacuum forming</li> <li>• Working to tolerance.</li> </ul>	<b><u>Visibadge Project</u></b> <ul style="list-style-type: none"> <li>• Basic Electronics</li> <li>• Energy storage</li> <li>• Plastics</li> <li>• Soldering</li> <li>• Strip heating</li> <li>• Production Diary</li> <li>• Working to tolerance.</li> </ul>	<b><u>Monsters Project</u></b> <ul style="list-style-type: none"> <li>• Natural Fibres</li> <li>• Product Analysis</li> <li>• Safe use equipment</li> <li>• Design ideas</li> <li>• Hand sewing skills</li> <li>• Working to tolerance.</li> </ul>	<b><u>Innovation Projects</u></b> <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Impacts of climate change</li> <li>• Plastic waste</li> <li>• Impacts of waste</li> <li>• Product Lifecycle</li> <li>• Learning to use IT: Power point, 2D Design</li> </ul>
	<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	Cakes	Insects
<b>Year 7 Art</b>	<b>Concertina work</b>	<ul style="list-style-type: none"> <li>• Understanding tone and colour theory</li> <li>• Brush control</li> <li>• Composition and page layout.</li> <li>• Researching and taking inspiration from Artists</li> </ul>	<ul style="list-style-type: none"> <li>• Facial features</li> <li>• Face proportions</li> <li>• Adding tone</li> <li>• Researching and taking inspiration from Artists</li> <li>• Art History and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Line drawing and adding tone</li> <li>• Viewfinder of food packaging using colour pencil</li> <li>• Lollipop using watercolour and fine-liner pen</li> <li>• Final piece designs</li> </ul>	<ul style="list-style-type: none"> <li>• Collage images</li> <li>• Insect drawings using colour pencil and biro pen</li> <li>• Mark making and tone</li> <li>• Leaf printing</li> <li>• Final piece design</li> </ul>
	<b>Final Piece</b>	<ul style="list-style-type: none"> <li>• Design inspired by Artist.</li> <li>• Watercolour, colour pencil and fine-liner</li> </ul>	<b><u>Final Piece</u></b> <ul style="list-style-type: none"> <li>• Abstract design using poster paint and pen outlines</li> <li>• Brush control, colour theory, colour blending</li> </ul>	<b><u>Final Piece</u></b> <ul style="list-style-type: none"> <li>• Cardboard relief construction</li> <li>• Poster paint to complete</li> </ul>	<b><u>Final Piece</u></b> <ul style="list-style-type: none"> <li>• Watercolour paint on fabric</li> <li>• Blending and watercolour wash techniques</li> <li>• Embellish design</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Hot and Cold colours</li> <li>• Artist transcription</li> </ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• Half portrait drawing</li> <li>• Artist research.</li> </ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• Extended project 3-D food sculpture</li> </ul>	<b><u>Homework</u></b> <ul style="list-style-type: none"> <li>• Artist transcription</li> <li>• Collecting leaves and images</li> </ul>	

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.

# Year 7 Curriculum Plans – Summer Term 2024

## PE

	BEFORE	HALF-TERM 6 weeks	AFTER	HALFTERM 7 weeks 2 days
<b>Fundamental Skills</b>	Commencing 15.4	Change week commencing 6.5	Commencing 3.6	Change week commencing 1.7
<b>Kobe/Murray</b>	Athletics (Field)	Athletics (Field)	Rounders (Field)	Swimming Strokes (Pool)
<b>Cook/Daley</b>	Athletics (Field)	Cricket (Nets/MUGA)	Rounders (Field)	Badminton (Sports Hall)
<b>Dina/Kenny</b>	Rounders (Field)	Short Tennis (Sports Hall)	Athletics (Field)	Cricket (Nets/MUGA)
<b>Scott/Storey</b>	Athletics (Field)	Athletics (Field)	Swimming Strokes (Pool)	Striking and Fielding (Nets/MUGA)
<b>Corbin/Adams</b>	Athletics (Field)	Swimming Strokes (Pool)	Short Tennis (Sports Hall)	Striking and Fielding (Nets/MUGA)
<b>Max / Peaty</b>	Swimming Strokes (Pool)	Short Tennis (South Gym)	Athletics (Field)	Striking and Fielding (Nets/MUGA)