



Curriculum Overview

Core

English

Topic: Shakespeare- Julius Caesar

Knowledge Concepts - Texts are constructs:

- Support interpretations in the reading of Shakespearean tragedy with relevant references.
- Understand and explain the use of Acts and Scenes in drama.
- Understand and explain the construct of fate and ambition in Shakespearian tragedy.

Texts make use of patterns, all of which conveyed through language and structure:

- Identify and explain how the following devices imply meaning: -Rhetorical question, listing, bathos, alliteration, anaphora, repetition, tricolon.
- Identify Shakespeare’s rhetorical devices (ethos/logos/bathos) and the effect on the audience.
- Texts are informed through contexts in which they are written,
- Show an understanding and explain the context of ‘Julius Caesar’ and the conventions of a play.
- Every text is an argument- texts can influence us,
Sentence 1: Construct personal viewpoints in the form of thesis statements.
Sentence 3: Use the thesis statement to create topic sentences.
Sentence 4: Select and embed relevant textual detail.
- Reader’s construct meaning as they read (Reciprocal Reading), Summarise Julius Caesar, Summarise the importance of Julius Caesar and how it reflects how power can change and corrupt people. Does it teach/advocate/warn/celebrate/expose?

Mathematics

Number:

- To be able to use a Scientific Calculator
- Order Decimal Numbers

Geometry:

- Angles on a Straight Line & Around a Point
- Angle Rules for each type of Triangle
- Angle Rules for each type of Quadrilateral
- Area of a Rectangle & Square (Find Missing Lengths Given Area)
- Perimeter of a Rectangle & Square (Find Missing Lengths Given P)

Science
Biology
Chemistry
Physics

7B Sexual reproduction in animals

- Identify the gametes used in fertilisation.
- Describe the adaptations in male/female gametes
- Describe the transfer of substances between mother & baby
- Describe changes which occur during the menstrual cycle
- Describe changes occurring during puberty

7I Energy

- Recall some energy stores and transfers.
- Calculate efficiency
- Describe factors affecting human energy requirements.
- Recall examples of renewable and non-renewable energy sources.
- Recall causes of global warming

History	<p>How much change and continuity was there in the Middle Ages? 1000-1500 Battle of Hastings, Castles, Life in the Middle Ages, Importance of the Church, The Black Death, The Peasants Revolt, War of the Roses.</p> <ul style="list-style-type: none"> • Identify contenders to the throne 1066 • Describe events of the Battle of Hastings • Describe/ explain impact of the Norman conquest including castle building, introduction to the feudal system, daily life in the Middle Ages. • Identify and describe the Black death- causes and impact including the Peasants Revolt. • Thomas Beckett, King John & War of the Roses
Geography	<p>What is an economy? Economic activities and what they are like at different scales, from local to global.</p> <ul style="list-style-type: none"> • Ways in which jobs can be arranged into groups or sectors. • The range of jobs people do and how jobs have changed over time. • Trade and how it has become global. • The UK economy, how it has developed and how our links with the world have grown. <p>Learners will know:</p> <ul style="list-style-type: none"> • That the economy drives growth and change in a country. • That different economies can develop in different ways. • That global economies are linked
French	<p>7.4 Sports and Free Time Activities</p> <ul style="list-style-type: none"> • Present tense conjugation of the regular verb '<i>jouer</i>'. • Present tense conjugations of the irregular verb '<i>faire</i>' • Revision of the comparative and superlative to discuss sports and hobbies. • Introduction to time phrases in French. • Discussion of French athletes and sport role models. <p>7.5 School Times and Facilities</p> <ul style="list-style-type: none"> • Revision of the phrases '<i>il y a</i>' and '<i>il n'y a pas</i>' to describe the facilities in your school. • Telling the time in English and French. • Revision of the present tense conjugation of '<i>avoir</i>' and the present tense conjugation of '<i>apprendre</i>' and '<i>etudier</i>'. • Introduction to dual verb opinion phrases to express opinions on your school.
Philosophy and Ethics	<p>What Does It Mean to Be Religious? A study of the six main world religions, where learners will learn some of the key beliefs for each including what each religion believes about God, some practices, and their beliefs about the afterlife:</p> <ul style="list-style-type: none"> • Judaism • Christianity • Islam • Hinduism • Buddhism • Sikhism <p>Non-religious worldviews – Humanism</p>
ARRK Lessons Core Values Aspirational Resilient Respectful Kind	<p>Health & Wellbeing – Mental Health How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <ul style="list-style-type: none"> • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

<p>Design Technology Food Textiles Resistant Materials</p>	<p>During this period Year 7 learners will cover the following topics in Design technology:</p> <ul style="list-style-type: none"> • Analysis of a design brief • Understand the benefits of a design specification • Safe use of basic tools and equipment within the workshop, including coping saw, abrasive paper, and heat press. • Food Hygiene and safety • Bacteria growth • Design Technologies impact on the environment and the responsibilities of designers • Safe use of basic textiles tools and equipment • Setting up and safe use of a sewing machine.
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<p>Computer Science</p>	<p>7.2 Computer Systems</p> <ul style="list-style-type: none"> • What is a computer system? • What makes up a computer system? <p>Learners will learn what makes up a computer system. How to use certain components and hardware correctly</p>
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<p>Art</p>	<p>Visual Elements of Art: Form. Exploring how form can be used to enhance the impact and meaning of an artwork. Tasks covered include;</p> <ul style="list-style-type: none"> • Shading (drawing) • Cross contours (drawing) • Minimal (drawing) • Altered states (sculpture) • Distortion (sculpture) <p>Learners will explore a minimum of two tasks from the above list</p>
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<p>Drama</p>	<p>Focus on improvisation and characterisation. Create - rehearse - perform - evaluate Learners will need to choose vocabulary and movement to match the person, place and time of the given story/situation. An introduction to Stanislavski.</p> <ul style="list-style-type: none"> • Script work and Performance skills • Drama Techniques • Design Elements • Learners will adopt specific skills in order to gain an understanding of control of voice and movement and how to make use of these within a performing arena. • Gain an understanding of key terminology and make use of these when performing. • Learners should be able to assess and evaluate their work and the work of others.
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<p>Music</p>	<p>Keyboard skills incorporating pitch notation. Learners will learn to read music notation and develop keyboard skills. Topics/Skills covered in keyboard skills and notation include:</p> <ul style="list-style-type: none"> • To read the notes on the treble clef. • To understand what the notes on the keyboard are and be able to identify them correctly. • To be able to play melodies with the correct fingers and technique. • To understand how notation correlates to the keyboard by learning a selection of pieces. • To develop aural skills and learn a piece by ear.
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<p>Physical Education</p>	<p>Confidence: Failure Learners will understand the term 'failure' and analyse the role it has in learning in day-to-day experiences and in sport. Attitudes: Learners will understand what is meant by the term 'attitudes' and demonstrate and understanding of how attitudes can have an impact on all challenges faced. Comfort Zone: Learners will gain insight and understanding to the term comfort zones. They will analyse what they deem to be their own comfort zones and consider the advantages of pushing themselves out of these zones.</p>
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Growth Mindset:

Learners will gain insight and understanding to the term comfort zones. They will analyse what they deem to be their own comfort zones and consider the advantages of pushing themselves out of these zones.