

## Curriculum Map – Year 7 (page 1 of 11)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>English</b>						
<p><b>Intent</b> To enable a transition into close language analysis when reading and a developed awareness of genre, audience and purpose in writing tasks.</p>						
Implementation	History of English Language - Reading assessment: unseen texts comprehension.	Reading for Meaning - studying a novel - writing an analytical essay  Speak Out Challenge: Prepared reading: from a book of your choice from the summer reading challenge.	Reading and Performing Drama - Writing and Reading assessment: the use of structure and dialogue to convey plot and tension.	Villain – A study of literary villains through time.  Speak Out Challenge. Talk: Youth Speaks. Speech on a topic of your choice.	Narrative Poetry - Write and recite a narrative poem focusing on imagery, sound effects and plot development  Preparation for Year 7 Exam: fiction reading and writing skills	Author Investigation Prepare a presentation on an author of your choice.  Speaking and Listening Assessment Focus Investigation Speak Out Challenge. Memorise: Present memorised choice from poetry or spoken song lyrics
<p><b>Impact</b> Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 7</p>						
<b>Maths</b>						
<p><b>Intent</b> To build on the knowledge of number gained at KS2. To fill in the areas of knowledge of number where the pupils have struggled to grasp the concept from Year 6. To introduce algebra, the language of mathematics. To gain a full understanding of measures. To look at problem solving, but initially with a lot of scaffolding and support.</p>						
Implementation	Mastery in Angles and 2D shapes. Start looking at Expressions and formulae. Mastery in Number and Decimals. Building from KS2, ensuring all pupils gain a similar knowledge base. Mastery in Measures and Area/Perimeter		Mastery in expressions and formulae. Mastery in fractions, decimals and percentages. Revision of previous work. Application of knowledge to problem solving.		Mastery of Transformations and scale. Mastery of drawing graphs. Understanding $y=mx+c$ . Graphs modelling real life situations. Revision of previous work. Application of knowledge to problem solving.	
<p><b>Impact</b> Pupils assessed per unit to reflect their knowledge compared to the KS3 topic descriptors for Pathways in Year 7. Evaluation of learning with check out exercises on a regular basis. Pupils' ability to approach mathematical problems monitored and pupils able demonstrate their reasoning clearly.</p>						

## Curriculum Map – Year 7 (page 2 of 11)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half	
<b>Science</b>							
<p><b>Intent</b> To be able to build upon the ten fundamental principles of KS3 Science detailed below. Each theme will be broken down into the key knowledge needed (concepts) and a working scientifically investigation (enquiry) which continues throughout Year 8 and 9 to create a seamless link with deeper study of these phenomena at KS4. This is complimented throughout KS3 with bespoke literacy skills and investigative skills.</p>							
<b>Implementation</b>	DOUBLE TEACHER	1 FORCES 1.1 SPEED 1.2 GRAVITY	8 ORGANISMS 8.1 MOVEMENT 8.2 CELLS	6 REACTIONS 6.1 METALS AND NON-METALS 6.2 ACIDS AND ALKALIS	4 WAVES 4.1 SOUND 4.2 LIGHT	10 GENES 10.1 VARIATION 10.2 HUMAN REPRODUCTION	7 EARTH 7.1 EARTH STRUCTURE 7.2 UNIVERSE
	SINGLE TEACHER	5 MATTER 5.1 MATTER 5.2 SEPARATING MIXTURES		3 ENERGY 3.1 ENERGY COSTS 3.2 ENERGY TRANSFERS		9 ECOSYSTEMS 9.1 INTERDEPENDENCE 9.2 PLANT REPRODUCTION	
<p><b>Impact</b> Pupils assessed per unit to reflect their knowledge compared to the KS3 topic descriptors for Pathways in Year 7. Evaluation of learning with check out exercises on a regular basis. Pupils' ability to approach mathematical, literacy and working scientifically problems are monitored and evaluated in specific sections in end of topic assessments.</p>							
<b>BEE</b>							
<p><b>Intent</b> To build on the pupils' computing knowledge studied at KS2 and to help them understand the context of why they are studying them. The pupils will study a broad range of engaging topics, harnessing the technological skills that they may already have and allowing them to learn brand new skills. Interspersed across the units are our employability linked ICT topics such as Word processing, Animation, Serif movie maker and Excel spreadsheets. Finally, the pupils will be introduced to the bigger picture and the enterprising skills needed to succeed in adult life.</p>							
<b>Implementation</b>	CATS/Card design/How computers work Baseline Assessment	Using computers safely, effectively and responsibly – Digital Resilience	Animation – understanding how to use multimedia software and multi system project.	Spreadsheets – basic employability skills looking at how data is stored	Programming a device – Using microbits or Piis to help develop computational thinking	KODU – Visual programming developing a new game	
<p><b>Impact</b> Regular monitoring throughout the year to gauge impact of the curriculum through assessment, evaluation and pupil voice. Learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.</p>							

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>PE</b>						
<p>Intent</p> <p>To introduce all pupils to a range of physical activities and sufficiently enthuse them about these that they pursue them out of school as part of an extra-curricular programme or through sports clubs/organisations in the local area. To also ensure that all pupils organise themselves suitably for all activities and know how to exercise safely. To expose pupils to increasingly pressurised and competitive situations across the activity spectrum. To present pupils with some curricular and extra-curricular based leadership opportunities.</p>						
<b>Implementation</b>	<u>Games</u> Boys: Rugby, Girls: invasion games skills and principles.	Boys: Rugby Girls: Hockey	Boys: Hockey Girls: Netball	Boys: Football Girls: Tag Rugby	Boys: Cricket Girls: Tennis	Boys: Tennis Girls: Rounders
	<u>PE</u> All pupils then do a half term Unit of work on each of the following until the end of the spring term: <ul style="list-style-type: none"> <li>- Gymnastics</li> <li>- Swimming</li> <li>- Health Related Exercise/ Outdoor and Adventurous Activities</li> <li>- Basketball or badminton through the Young Leaders Award</li> <li>- A whole term of track and field Athletics in the summer term</li> </ul>					
<p>Impact</p> <p>Assessment through extensive informal pupil questioning and sharing of work, ideas and skills. Pupils also fill out staff awarded assessment grades on their half-termly tracker and staff monitor and record this for both games and non-games activities. Pupils are sufficiently enthused and motivated by the PE curriculum that they attend the sports related House activities and participate in aspects of the school's extra-curricular programme. MSFT scores as an indication of aerobic fitness (VO2 Max) are recorded before the end of the year. Pupils engage with Sports Day and Legacy Day. Pupils complete an annual sports survey and possibly attend the annual Sports Awards Evening. Some pupils might help or assist with a primary school sports festival. All pupils will undertake the Young Leaders Award and develop the associated social skills.</p>						

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>History</b>						
<p>Intent</p> <p>To ensure pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world from Anglo-Saxon to Tudor times. By the end of Year 7, pupils should understand how different groups who settled in Britain through conquest and migration changed our society and culture, and how people dealt with the upheaval of war, disease and religious change, as well as considering their own identity.</p>						
Implementation	<ul style="list-style-type: none"> <li>• Timeline c700-1600</li> <li>• Britain &amp; Winchester pre-1066</li> <li>• Anglo-Saxon ‘Museum’</li> <li>• Contenders in 1066</li> <li>• Events of 1066</li> <li>• Why did William win?</li> <li>• How did Harold die?</li> </ul>	<p>The impact of the Norman conquest on England and Winchester: including the Feudal system, Domesday survey, castles.</p>	<p>Medieval villages, towns and the Black Death</p> <p>King John and Magna Carta</p> <p>Why could no-one ignore the Medieval Church?</p>	<p>Death of Thomas Becket Assessment (source analysis)</p> <p>The Crusades: Pilgrimage or Holy War?</p>	<p>How far did the role of women change between 1066 and 1603?</p> <p>The Renaissance: why was this era significant?</p>	<p>YEAR 7 EXAM</p> <p>The Reformation: why did Henry VIII create the Church of England and how much religious change was there between 1534 and 1603?</p>
<p>Impact</p> <p>Pupils’ ability to ask perceptive questions, think critically, weigh evidence, analyse arguments and form judgements. Periodic evaluations of pupils’ knowledge and skills through assessments and exams will be achieved by comparison with the KS3 Subject Grade Descriptors.</p>						

## Curriculum Map – Year 7 (page 5 of 11)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Geography</b>						
<p>Intent</p> <p>To develop all pupils to a proficient standard in the use of OS maps and atlases.</p> <p>To ensure that all pupils can describe and explain patterns of population and settlement around the world.</p> <p>To ensure that all pupils can describe and explain the main coastal features and processes.</p>						
Implementation	<p><b><u>Geographical Skills</u></b></p> <p>What is Geography? An awareness of UK and world geography How do we use Ordnance Survey Map and atlases?</p>		<p><b><u>Population &amp; Settlement</u></b></p> <p>How does population increase over time and how do we measure population patterns? What different ways are there for managing population? What are the different reasons for locating a settlement and how are they organised?</p>		<p><b><u>Coastal Processes</u></b></p> <p>The processes at work along the coastline. Case study areas of extreme erosion. How do people manage these environments? Students will take part in a decision making activity on uses of a coastal area. Hengistbury Head Field Trip</p>	
<p>Impact</p> <p>Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 7</p>						
<b>PSHEE &amp; Citizenship</b>						
<p>Intent: The aim of the first topic is to support pupils' transition from Primary School and allow them the space to reflect on issues which affect them. Pupils consider their use of social media and the impact it can have on relationships. Cyber-bullying is a particular focus and the pupils learn about the impact bullying can have and the role and responsibilities of by-standers. Pupils are then introduced to Citizenship through R&amp;R and Communities. Pupils learn what it means to belong to a community and the responsibilities this brings. They will learn about Child Rights and carry out research looking at the plight of children around the world. Pupils will begin to understand their place in the UK, how the Law supports and protects them and consider their response to current issues such as Migration.</p>						
Implementation	<p>Changing Relationships</p> <ul style="list-style-type: none"> <li>• PSHEE intro</li> <li>• Transition</li> <li>• Friendship</li> <li>• Family</li> <li>• Bullying</li> </ul>		<p>Rights &amp; Responsibilities</p> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• British Values</li> <li>• R &amp; R</li> <li>• Human Rights</li> <li>• Wants &amp; Needs</li> </ul>		<p>Child Rights</p> <ul style="list-style-type: none"> <li>• Child Rights</li> <li>• Street Children</li> <li>• Homelessness</li> <li>• Migration</li> <li>• Refugee issues</li> </ul>	
<p>Local Community and Government</p> <ul style="list-style-type: none"> <li>• Local Council</li> <li>• Community</li> <li>• Services</li> <li>• Local councillor</li> <li>• Taxes and public spending</li> </ul>						
<p>Impact: Pupils complete two formal Citizenship assessments. Pupils reflect on their PSHEE and Citizenship learning through group work, discussion and written responses.</p>						

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Religious Studies</b>						
<p>Intent</p> <p>To ensure pupils gain a knowledge and understanding of the nature of philosophy, ethics and religion and its impact within the global community. This is achieved by through the study of what Religious Studies means, animal ethics, cloning, interpretations concerning creation and sin, Martin Luther King, Gandhi and Christian beliefs.</p> <p>By the end of Year 7, pupils should be able to define the terms of philosophy, ethics and religion and be able to relate the terms to themselves and to others.</p> <p>To introduce the skills of the Living Difference Hampshire Agreed Syllabus: apply/communicate/contextualise/enquire/evaluation.</p>						
Implementation	<p><b>Belief</b> - What is religious belief? Belief in action Assessment: Mr Human letter (Evaluation-Baseline assessment)</p> <p><b>Ethics</b> - How do we decide what is the right thing to do? Key task: "There is no such thing as right or wrong"</p> <p><b>Animal Ethics</b> - Are humans more important than animals? Key task: "Humans are more important than animals"</p> <p><b>Cloning</b> - What are the moral questions arising from cloning? Key task: "Cloning is wrong"</p> <p><b>Creation</b> -How was the universe created? Key task 'Religion without Science is blind. Science without religion is lame: Einstein' (Evaluation)</p>		<p><b>Sin</b> - How did Sin entering into the world? Key task: "There is no doubt that suffering is the biggest challenge to the Christian faith?"</p> <p><b>Christianity</b> - Is Christianity relevant today? Assessment "Christianity is Dead"</p> <p><b>Reconciliation</b>- Why did Jesus have to die Key task: "There must be forgiveness for reconciliation to happen"</p>		<p><b>Vision</b> - Religious values in action Martin Luther King-peaceful protest/vision Gandhi- Satyagraha/vision Key task: Who is/was the most inspirational MLK or Gandhi?</p> <p><b>Extended study</b> on an ethical issue Choose the issue Why is it an issue? For and against arguments Religious teachings Conclusions Plan and execute presentations Opportunity for research in computer rooms and independent group work.</p>	
<p>Impact</p> <p>Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 7 by means of assessment and book work monitoring.</p>						

### Curriculum Map – Year 7 (page 7 of 11)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>French</b>						
Intent: To introduce pupils to French, enabling them to understand and use a variety of vocabulary in basic structures, to begin to see patterns in grammar and to communicate effectively with others.						
Implementation	Literacy	Introducing yourself (Name, age, birthday, brothers and sisters) Likes and Dislikes Counting to 31 Alphabet Pets and colours Where you live The weather	Likes and dislikes Describing yourself and others (character and appearance)	Telling the time School subjects Opinions and reasons Describing your school day Snacks	Sports and free time activities Saying what you like doing Saying what other people like doing	Describing where you live Saying where you go and what you can do.
Impact: Pupils assessed per unit to reflect their knowledge compared to the KS3 topic descriptors for Pathways in Year 7. Regular informal assessments take place to check progress in all four skill areas.						
<b>Spanish</b>						
Intent <i>Pupils should gain an understanding of the basic grammar concepts of verb conjugations in the present tense, masculine and feminine nouns and agreements of adjectives. They should gain an approximate working knowledge of pronunciation and be able to speak and understand some simple language both written and spoken on topics they understand. They should start to be able to use strategies to access previously unknown language. They should start to gain an insight into Spanish speakers' cultures around the world.</i>						
Implementation	Introduction to Language learning and literacy	Mi vida-all about myself	Mi tiempo libre-what I do	Mi insti-my school	Mi familia y mis amigos-what I do with my family and friends	Mi ciudad-what my town ins like
Impact: Pupils will be assessed in accordance with the pupil skills checklist for Year 7 as well as the assessment framework for pathways in Languages in Key Stage 3.						

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>German</b>						
Intent: To introduce pupils to German, enabling them to understand and use a variety of vocabulary in basic structures and to communicate effectively with others.						
Implementation	Literacy	All about myself and my family	My school	Where I live	What I eat and drink	My hobbies
Impact: Pupils will be assessed in accordance with the pupil checklist for Year 7 as well as the assessment framework for pathways in Languages in Key Stage 3.						
<b>Italian</b>						
Intent: To introduce pupils to Italian, enabling them to understand and use a variety of vocabulary in basic structures, to begin to see patterns in grammar and to communicate effectively with others.						
Implementation	Literacy	Geography of Italy Numbers 1-31 Days of week and months My family and pets Personal information	School life Time Introduction to tenses ARE verbs	Describing people Describing my home Present tense Ire verbs	Where I live Directions Negative expressions ERE verbs	Shopping Food and drink Meal times Present tense irregular verbs How to form questions
Impact: Pupils assessed per unit to reflect their knowledge compared to the KS3 topic descriptors for Pathways in Year 7. Regular informal assessments take place to check progress in all four skill areas. Pupils should be able to communicate effectively albeit simply using the present tense. Language is simple but can interest the reader and listener.						

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Music</b>						
Intent: To introduce pupils to the “elements of music” – the building blocks of music - enabling them to understand how to use a variety of vocabulary to describe the music they perform, compose and listen to.						
Implementation	To understand the stylistic features of sea shanties with a focus on how music is used to make manual labour more bearable. This unit focuses on treble notation, vocal warm ups, vocal techniques and call & response.	To learn and identify the conventions and resources used within the context of African Music. Role / function of music within the African culture, and how African Music can influence other genres of music. Focus upon ostinato and polyrhythms.	To learn how music is used in ceremonies (New Year’s or Dongzhi) – with a focus on Chinese New Year and the role of music in Chinese culture. Looks at pentatonic scales and how music can create particular moods or reflect particular occasions.	To learn how vocal music has developed and is now performed in Concerts. This develops awareness of texture – polyphony and homophony.	To learn how to compose music for a story or mood – this is known as “programme Music”. This unit focuses on how particular elements can be combined to portray a particular mood or tell a story.	To learn how to compose a leitmotif to accompany a short section of film. This unit also focuses on chordal accompaniment and builds on the use of a pentatonic scale covered in the Spring term.
Impact: Pupils assessed per half term unit on their ability to describe the elements of music used in their own and others’ practical work. Assessment will be through verbal feedback, peer assessment, self-evaluation and marking using KS3 descriptors.						
<b>Art</b>						
Intent – To deliver a foundation course of basic skills and techniques, through the use of pencil, paint and textiles. This will enable pupils to develop their practical skills, knowledge and understanding of media, processes and vocabulary. This will be developed further throughout the remainder of KS3.						
Implementation	<u>Foundation Course 1:</u> How to use pencil to apply shading, tone and form to make drawings look realistic and objects appear more three dimensional.	<u>Foundation Course 2:</u> How to use colour. Primary colours, secondary colours, mixing colours, the colour wheel, hot and cold colours.	<u>Textiles projects:</u> 'My House' – applique, stitching, beading, painting on fabric. 'Fantasy Fish' – applique, stitching, beading, painting with ink on fabric.			
Impact – Pupils will be assessed formally at 3 different stages of the year, focusing on their ability to draw with accuracy, control paint and develop ideas inspired by the work of other artists.						

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<b>Subject</b>	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>
<b>Drama</b>						
Intent To deliver a programme of study which seeks to build and develop performance skills and dramatic techniques through the exploration of a variety of genre in both the scripted and devised form.						
<b>Implementation</b>	<p><b><u>Foundation course &amp; baseline assessment</u></b></p> <p>Performance skills focusing on voice, movement, devising and directing.</p> <p>The Island – process drama based on techniques of Cecily O’Neil</p>	<p><b><u>Pantomime –</u></b></p> <p>Introduction to this genre, developing stock characters and relationships between characters and an audience. Application of techniques learnt in the foundation course (voice projection, body posture, facial expression, eye contact) etc</p>	<p><b><u>‘The Tempest’ -</u></b></p> <p>Practical exploration of Shakespeare’s well known text. Pupils will explore the characters, building on performance skills explored through Pantomime in a more refined style. A variety of strategies, &amp; techniques will explore key themes.</p>	<p><b><u>Costume Design in Performance</u></b> –</p> <p>How to review &amp; interpret the use of a single costume. Pupils will learn about the elements of costume inc fabric, fastenings etc and recognise the importance of these in theatrical performance having studied Pantomime &amp; Elizabethan Theatre.</p>	<p><b><u>Greek Theatre –</u></b></p> <p>An exploration of the History of Theatre and the dramatic forms &amp; techniques used within Greek Theatre. The topic includes the impact of masks and costume, making links from the previous unit through Antigone, King Midas &amp; Euripides.</p>	<p><b><u>Science Fiction –</u></b></p> <p>Exploring the genre of Science Fiction in theatre &amp; film through the exploration of a variety of techniques covered throughout the year including cross cutting and writing for performance as monologues.</p>
	<p><b>Impact</b></p> <p>Pupils are assessed every half term on their ability to create, perform and analyse their own and others’ practical work using key vocabulary linked to every unit. Assessment will be through verbal feedback, peer assessment, self-evaluation and marking using KS3 descriptors linked closely to criteria used at Key Stage 4. Big Picture Thinking – pupils have a deeper understanding of where and how theatre originated, key techniques to create and direct performance and an increased confidence in key skills such as vocal projection, team work and collaboration and addressing an audience physically and vocally.</p>					

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Technology</b>						
<p><b>Intent</b> To build solid foundations and level the varied experience of pupils gained at KS1 and KS2, by covering foundation skills needed to work sensibly and safely in the practical environment.</p> <p><b>Food Technology</b> Pupils will be given opportunities to learn about Nutrition and Healthy Eating, with practical products made to a high quality to take home and evaluate. Pupils will work towards developing high level skills as well as a thorough knowledge for independent learning.</p> <p><b>Design Technology</b> Pupils will learn to create high quality products that could be commercially viable. Pupils will learn to work safely and confidently in the workshop with a variety of different tools including CAD/CAM where appropriate.</p>						
<b>Implementation</b>	<p>Pupils spend half the year studying Food Technology and half the year studying Design Technology.</p> <p><b>Food Technology</b> In Food Technology we follow a course called “Nutrition and Healthy Eating” - Introduction to Hygiene, Safety and working practices; The Eatwell Guide, Government Healthy Eating Guidelines and Nutrition. Practical work related to the theory – fruit salad, pasta salad, muffins, carrot cakes, bread, soup, frittata and banana bread.</p> <p><b>Design Technology</b> In Design Technology, students embark upon two exciting projects that cover a range of skills. The first is a graphics-based project and offers students an introduction into the world of commercial graphics, in addition to encompassing a wide variety of different drawing and rendering techniques. The second project introduces the practical element of the subject and gives students the opportunity to develop basic hand tool skills including an introduction to CAD/CAM.</p>					
<b>Impact</b>	<p><b>Food Technology</b> A thorough understanding of a Healthy lifestyle, adapting recipes and high-level practical skills to use outside of the classroom. Assessment will be through verbal feedback, peer assessment, marking using KS3 descriptors and an end of course written test.</p> <p><b>Design Technology</b> To gain a solid understanding of how to produce successful commercial graphics. To be well versed in using a range of different hand tools effectively. Assessment will be through verbal feedback, peer assessment, marking using KS3 descriptors and an end of course written test.</p>					