

Year 7 Curriculum Overview 2019 - 2020

Subject	September - October	November - December	January - February	March - April	May - June
English	<ul style="list-style-type: none"> Autobiography- students will be creating a collage and commentary. They will then be writing their autobiography. Students may begin Frankenstein the play. 	<ul style="list-style-type: none"> Frankenstein- the play. Students will be assessed on reading comprehension and creative writing. Spelling Bee- students will compete in a spelling competition for the whole of Year 7. 	<ul style="list-style-type: none"> Harry Potter and The Philosopher's Stone by J.K. Rowling. Spelling, punctuation and grammar Students will be assessed on creative writing skills. 	<ul style="list-style-type: none"> Harry Potter and The Philosopher's Stone by J.K. Rowling. Spelling, punctuation and grammar Students will be assessed on reading skills. 	<ul style="list-style-type: none"> Harry Potter and The Philosopher's Stone by J.K. Rowling. Poetry project Students will be assessed on reading and writing skills.
Maths	<ul style="list-style-type: none"> Sequences Understand and Use Algebraic Notation Equality and Equivalence 	<ul style="list-style-type: none"> Place value Ordering integers and decimals Fraction, decimal and percentage equivalence 	<ul style="list-style-type: none"> Solving problems with addition, subtraction, multiplication and division Fractions and percentages of amounts 	<ul style="list-style-type: none"> Operations and equations with directed number Addition and subtraction of fractions Constructing, measuring and using geometric notation 	<ul style="list-style-type: none"> Developing geometric reasoning Developing number sense Sets and probability Prime numbers and proof
Science	7A, B, C, D <ul style="list-style-type: none"> Introduction to investigation skills Atoms, elements, molecules and 	7A, B, C, D <ul style="list-style-type: none"> Cells, animal reproduction and sound 	7A, B, C, D <ul style="list-style-type: none"> Muscles, bones and forces 	7A, B, C, D <ul style="list-style-type: none"> Acids and alkalis, mixtures and separation 	7A, B, C, D <ul style="list-style-type: none"> Ecosystems, energy and electricity

	<p>the particle model</p> <p>7E, F</p> <ul style="list-style-type: none"> • Introduction to investigation skills • Ecosystems, energy and electricity <p><i>Investigations skills taught throughout the year, embedded into each topic.</i></p> <p><i>Staggered teaching order to allow for accessibility to practical work for all classes throughout the year.</i></p> <p>Atoms etc: They learn about the periodic table and how the atoms make up compounds, which comprise all substances and how they interact.</p>	<p>7E, F</p> <ul style="list-style-type: none"> • Atoms, elements, molecules and the particle model <p>Cells etc: Students learn about the structure and function of cells and how they work together to build up the organs within an organism. The process of fertilisation for animal reproduction by sexual reproduction.</p> <p>How sound travels in waves and the applications of sound technology.</p>	<p>7E, F</p> <ul style="list-style-type: none"> • Cells, animal reproduction and sound <p>Muscles etc: The function of the muscles to enable movement of the body, which is supported by the skeletal structure. The students will learn about how the muscles apply forces, which allows movement of objects. Forces are used to explain the phenomena of movement of all living or non-living bodies.</p>	<p>7E, F</p> <ul style="list-style-type: none"> • Muscles, bones and forces <p>Acids etc: The chemical properties of both acids and alkalis are described with the understanding of the chemical reactions between them. Separation techniques are applied to mixtures of substances to obtain pure samples, with a clear understanding of the importance of the necessity of this.</p>	<p>7E, F</p> <ul style="list-style-type: none"> • Acids and alkalis, mixtures and separation <p>Ecosystems etc: Understanding the habitats organisms live in and the interconnection between them. How energy is produced and converted and means by which to obtain renewable and non-renewable energy. How electric circuits function and developing the ability to build up more complex functional circuits.</p>
Geography	<p>PBL – The Past</p> <p>An introduction to Geography.</p>	<p>PBL – The Past</p> <p>Site and situation of locating a castle (PLB link to History)</p>	<p>PBL – The Present</p> <p>A look in to the physical and human geography of Catalunya. Looking at the</p>	<p>PBL – The Present</p> <p>Coastal use, coastal processes and coastal</p>	<p>PBL – The Future</p> <p>Focusing on human change, such as population change and</p>

	Developing locational knowledge and learning to use key geographical terminology to describe locations. Introducing some key geographical skills, such as direction (compass points), and scale (continents, countries and regions).	Factors affecting settlements and why do population change over time.	importance of this region but also beginning to analyse the differences in the region and even comparing to other cities and areas in Spain.	management (with focus in our local areas). PBL – The Future An introduction into ways the world is predicted to changed, looking at different physical and human changes.	physical changes, specifically climate change and the environment.
History	<ul style="list-style-type: none"> • What was England like in 1066 • The Battle of Hastings • The conquest of England 	<ul style="list-style-type: none"> • Castles • The Domesday Book • The feudal system 	<ul style="list-style-type: none"> • Henry II and Thomas Becket • King John and the Magna Carta • The Peasants Revolt 	<ul style="list-style-type: none"> • Health and Medicine in the Middle Ages • The Black Death • England and its neighbours 	<ul style="list-style-type: none"> • Joan of Arc • The Wars of the Roses • The Princes in the Tower
Sociales	<ul style="list-style-type: none"> • The work of the historian, historical sources and placing moments in history • Time concepts: centuries and decades • Make a timeline: KNOW HOW <p>Segments that history is divided into</p>	<ul style="list-style-type: none"> • Life in a tribe • Paleolithic art and beliefs • The Paleolithic Revolution • Interpreting cave paintings • The Neolithic home • The Age of Metals <p>How Stonehenge was built DISCOVER Iberian Peninsula and Catalunya in prehistory</p>	<ul style="list-style-type: none"> • From cities to empires. Birth of writing • Cuneiform DISCOVER • First civilisations • Messopotamia: where and when • Messopotamian society • The social pyramid KNOW HOW • Standard of Ur DISCOVER 	<ul style="list-style-type: none"> • Ancient Egyptians: where and when • Government and ruling classes • Egyptian society • Religion: gods and temples • Building: temple of Karnak • Afterlife • Mummies DISCOVER 	<ul style="list-style-type: none"> • Geography: • A moving planet, seasons • COMPETENCIES: • *Apply a technique: orientation using a map • *Practical case: why do we adjust our watches when we travel? • Name oceans and continents

	<p>Human evolution and hominisation Nomadic life in the Paleolithic Period Identifying Paleolithic tools</p>		<ul style="list-style-type: none"> Messopotamian art and culture (religion, architecture, sculpture) Buildings: Ziggurat of Ur 	<ul style="list-style-type: none"> Egyptian art (sculpture and paintings) 	<ul style="list-style-type: none"> Identify shapes of continental relief Formation of volcanoes and earthquakes Tsunamis DISCOVER Importance of water to human life
French	<ul style="list-style-type: none"> Personal details Likes and dislikes Regular ER verbs Talking about survival kit Using the verb avoir Describing yourself Adjectival agreement (singular) . 	<ul style="list-style-type: none"> Talking about other people Adjectival agreement (plural) Describing a musician Using the present tense Introducing yourself in detail 	<ul style="list-style-type: none"> School subjects Asking questions Giving opinions and reasons Agreeing and disagreeing Describing your timetable Using the 12 hour clock 	<ul style="list-style-type: none"> Describing your school day Using on to say we Talking about food Using the partitive article Talking about computers and mobiles Talking about which sports you play 	<ul style="list-style-type: none"> Talking about activities using the verb faire Saying what you like doing Describing what other people do using ils and elles
German	<ul style="list-style-type: none"> Introducing yourself Counting to 19 The alphabet Saying where you live Describing your character 	<ul style="list-style-type: none"> Talking about pets Superpets Family members and age Present tense Adjectives and nouns Birthdays 	<ul style="list-style-type: none"> Sports Leisure activities Opinions Frequency expressions Word order Mobiles and computers 	<ul style="list-style-type: none"> School subjects Reasons and opinions Days and times More about word order Describing teachers 	<ul style="list-style-type: none"> Saying what there is/isn't in town Souvenirs Saying what you would like Snacks and drinks Holiday plans

	<ul style="list-style-type: none"> Asking and answering questions about belongings 		<ul style="list-style-type: none"> Near future 	<ul style="list-style-type: none"> School facilities and rules 	<ul style="list-style-type: none"> Future plans
Spanish A	<p>Lectura: Nata y Chocolate Tema 1</p> <ul style="list-style-type: none"> Prefijos y sufijos El grupo nominal La acentuación Expresión oral: un libro Taller de escritura: la postal <p>Tema 2</p> <ul style="list-style-type: none"> Demostrativos y posesivos Acentuación de monosílabos Los textos descriptivos Taller de escritura: describir una casa 	<p>Lectura: Nata y Chocolate Tema 3</p> <ul style="list-style-type: none"> Numerales e indefinidos Otras palabras con tilde Redactar bases de un concurso Taller de escritura: la carta personal <p>Tema 4</p> <ul style="list-style-type: none"> Pronombre personal Uso de B y V Textos expositivos Expresión oral: un país Proyecto: diccionario navideño 	<p>Lectura: Memorias de Idhún Tema 5</p> <ul style="list-style-type: none"> Formación de sustantivos El verbo Uso de la G y J La medida y rima de los versos Taller de escritura: redacción creativa y el caligrama <p>Tema 6</p> <ul style="list-style-type: none"> Formación de adjetivos Adverbio Uso de la LL, Y Expresión oral: una entrevista Estrofas y poemas Taller de escritura: haiku 	<p>Lectura: Memorias de Idhún Tema 7</p> <ul style="list-style-type: none"> Formación de verbos Enlaces. La interjección Uso de la letra H Textos periodísticos Taller de escritura: la noticia Proyecto: difundir un acto <p>Tema 8</p> <ul style="list-style-type: none"> Palabras onomatopéyicas La oración El sujeto Uso de la X Escribir-difundir un acto La narrativa: cuento y leyenda Expresión oral: una leyenda 	<p>Lectura: El secreto del doctor Givert Tema 9</p> <ul style="list-style-type: none"> Siglas y abreviaturas Signos indicadores de pausa interna Textos argumentativos Taller de escritura: argumentación <p>Tema 10</p> <ul style="list-style-type: none"> Palabras tabú y eufemismos Los dos puntos Escribir un informe Narrativa, novela y clases Proyecto: Tabú

<p>Spanish B</p>	<p>Mi vida</p> <ul style="list-style-type: none"> • Introducirse a uno mismo • Los números • Adjetivos de personalidad • Los animales • Los colores • Los meses del año • Concordancia entre adjetivo y nombre • El femenino y el masculino • El singular y el plural • Los verbos Ser y Tener <p>Proyecto: Los Transportes</p> <ul style="list-style-type: none"> • comparativos y superlativos. • Verbo SER para descripciones + adjetivo 	<p>Mi tiempo libre</p> <ul style="list-style-type: none"> • Dar opiniones “Me gusta...” • Decir lo que haces en tu tiempo libre • El tiempo • Los deportes • Los días de la semana • El infinitivo • El presente de los verbos acabados en – ar • Usar “cuando” • Los verbos Hacer y Jugar • El presente continuo • El gerundio • La Navidad en España <p>Proyecto: Los Transportes</p> <ul style="list-style-type: none"> • Vocabulario relacionado con los transportes y el medio ambiente • Uso de las preposiciones en/a/por/para • Comparativos y superlativos • El verbo ser: para descripciones (adjetivos) 	<p>Mi insti</p> <ul style="list-style-type: none"> • Describir el instituto • Las asignaturas y su descripción • Hablar del recreo • Describir rutinas • El uniforme • El uso de “nosotros” • Uso de “un/a”, “algunos/as” y “el/la” • Concordancia singular/plural y masculino/femenino • El verbo Haber • El presente de los verbos acabados en –er, -ir • Expresiones temporales • El Carnaval: los disfraces <p>Proyecto: Los Transportes</p> <ul style="list-style-type: none"> • El Pretérito Perfecto • El Pretérito Indefinido • La historia del automóvil • Origen de la bicicleta • Historia de Henry Ford en los EEUU 	<p>Mi familia y mis amigos</p> <ul style="list-style-type: none"> • Descripciones de personas (el pelo y los ojos) • Describir la familia • Describir tu casa • Usar el verbo en tercera persona • Los adjetivos posesivos • Los números 30-100 • El verbo Estar <p>Proyecto: Los Transportes</p> <ul style="list-style-type: none"> • Contraste Presente vs imperfecto • Comparar los transportes del pasado y los actuales • El verbo Soler • El Futuro simple • Diseñar cómo serán los transportes en el futuro • Formas regulares e irregulares 	<p>Mi ciudad</p> <ul style="list-style-type: none"> • Describir tu ciudad • Uso de “muchos/as” • Hablar de planes para el fin de semana • La hora • El verbo Ir • El futuro • Dar direcciones • Escribir un blog <p>Proyecto: Los Transportes</p> <ul style="list-style-type: none"> • El Condicional simple • ¿Cómo sería el mundo sin....? • Canciones • Lectura de un libro.
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Catalan	<p>*Llegir, entendre i interpretar textos escrits</p> <p>*Redactar un text breu sobre les meves aficions</p> <p>* Distingir entre sons i grafies i saber ordenar alfabèticament</p> <p>*Enriquir el meu vocabulari per fer descripcions psicològiques</p> <p>*Començar a redactar un blog</p> <p>*Descriure oralment un lloc i donar indicacions per arribar-hi tenint en</p>	<p>*Obtenir informació i interpretar el sentit un text narratiu amb diàlegs</p> <p>*Buscar, seleccionar i organitzar informació turística</p> <p>*Enriquir el meu vocabulari referent al temps lliure mitjançant sinònims, derivació, etc.</p> <p>*Identificar els diferents tipus de paraules</p> <p>*Utilitzar de manera adequada l’apòstrof i la contracció</p>	<p>*Llegir un text narratiu i extreure’n informació</p> <p>*Identificar els diferents elements d’un text narratiu</p> <p>*Narrar els fets d’una pel·lícula des de dos punts de vista diferent</p> <p>* Identificar la persona gramatical en els verbs i els temps que expressen passat</p> <p>* Utilitzar verbs que expressen passat en la redacció d’un text narratiu</p> <p>* Utilitzar les majúscules i les minúscules correctament</p>	<p>* Obtenir informació i interpretar el sentit d’un text narratiu</p> <p>*Debatre sobre les injustícies del món</p> <p>*Descriure una imatge extreta d’un ambient rural o urbà</p> <p>*Enriquir el meu vocabulari pel que fa als espais urbans i rurals</p> <p>*Comprendre el valor dels verbs copulatius i utilitzar-los per fer descripcions</p>	<p>* Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. Saber-ne fer una valoració global</p> <p>*Saber separar síl·labes en casos de contacte vocàlic per accentuar bé</p> <p>* Conèixer i aplicar les normes d’accentuació</p> <p>* Conèixer les regles d’accentuació de les vocals e i o i aplicar-les</p>

	<p>compte el grau de formalitat</p> <p>*Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. Saber-ne fer una valoració global</p> <p>*Enriquir el meu vocabulari per parlar de les meves aficions</p> <p>*Preparar una intervenció per participar en un debat i participar-hi tenint en compte les normes</p> <p>*Saber distingir una frase d'una oració i identificar els seus constituents. Distingir diferents classes d'oracions.</p> <p>*Aplicar les normes de partició de paraules a final de línia</p>	<p>*Entendre i explicar la diversitat lingüística a Catalunya</p> <p>*Dissenyar un pòster amb un lema o amb informació sobre la diversitat lingüística</p> <p>*Conèixer i descriure les tradicions del País</p>	<p>*Conèixer la formació del condicional i fer-lo servir en una situació hipotètica donada</p> <p>*Explicar un text que he redactat explicant què faria si fos el delegat de la classe</p> <p>*Utilitzar un vocabulari ampli per parlar de les tradicions</p> <p>*Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. Saber-ne fer una valoració global</p> <p>*Enriquir el meu vocabulari referent al temps per descriure imatges amb precisió</p> <p>*Descriure per escrit una imatge i després fer-ho oralment davant d'un públic</p> <p>*Escriure correctament les vocals neutres</p> <p>* Identificar l'estructura d'una notícia breu</p> <p>*Redactar una notícia breu subratllant-ne els elements</p>	<p>*Utilitzar correctament el verb impersonal haver-hi</p> <p>*Identificar adverbis (i locucions adverbials) i utilitzar-ne per fer descripcions</p> <p>* Identificar preposicions (i locucions prepositives) i utilitzar-ne per fer descripcions</p>	<p>*Enriquir el vocabulari de la roba per fer descripcions acurades</p> <p>*Descriure la manera de vestir amb detall</p> <p>*Definir i identificar noms, adjectius i determinants</p> <p>* Enriquir el vocabulari dels viatges per parlar-ne amb detall</p> <p>* Elaborar un tríptic turístic</p> <p>*Valorar el pas del temps i expressar opinions sobre fets passats i futurs</p>
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Art & Design	<p>Bench marking test The production of:</p> <ul style="list-style-type: none"> • A still life drawing of four sweets. Each sweet will be completed using a different media. 	<p>Benchmarking test continued-</p> <ul style="list-style-type: none"> • Artwork evaluation test. • Creative design of a packet of imaginary sweets. <p>Pop Art, Op Art & Roy Lichtenstein Self-portrait Project.</p> <ul style="list-style-type: none"> • Introduce students to the work of the Pop Art group of artists. • Introduce students to the theme of Portraiture. • Develop their colour theory. • Reproduction in pencil crayon of "I....thought..." by Roy Lichtenstein. • Application of grid work • Extension work. Warhol Marilyn/Whamm. 	<p>Pop Art, Op Art & Roy Lichtenstein Self-portrait Project. Continued-</p> <ul style="list-style-type: none"> • Reproduction in pencil crayon of "I....thought..." by Roy Lichtenstein. • Application of grid work • Extension work. Warhol Marilyn/Whamm. 	<p>Pop Art, Op Art & Roy Lichtenstein Self-portrait Project. Continued-</p> <ul style="list-style-type: none"> • A3 Self-portrait in acrylic. 	<p>Pop Art, Op Art & Roy Lichtenstein Self-portrait Project. Continued-</p> <ul style="list-style-type: none"> • A3 Self-portrait in acrylic. • Vincent award and show.

		Christmas concert Christmas cards competition.			
Computing	E-safety. File Management. An introduction to 3D modelling – students will begin to use software to create 3D models in preparation for making their riddle rooms.	3D modelling and printing. Students continue to use 3D modelling in a more advanced way to create a 3D model of their riddle room which they will then print out using a 3D printer.	Spreadsheets and Databases. Students will use modelling and data handling software in order to store, edit, manipulate and search for information.	Audio and visual editing. Students will use software to create and edit sound and moving images.	Artificial intelligence. Students will study AI and it's uses and effects in the real world. This will include a visit to see AI in action.
Music	The Elements of Music: Students discover how music is put together, focusing on duration, dynamics, tempo and structure. They compose a rhythmic piece of music, performing these using percussion instruments.	Melody: Students will study how melodies are written, focusing on pitch. They will learn to play several notes on the violin and perform melodies together in a class orchestra.	Beethoven: Students learn about the classical era in music. They learn a variety of parts for Beethoven's 'Ode to Joy' playing these together in small ensembles.	Chords: Students study harmony and learn to play a variety of chords on the ukulele. They perform these in an accompaniment to a 'mash up' performance of several songs that they have chosen in their groups.	Song writing: Students combine all of the skills they have developed over the year to write a song, performing these in a class talent show at the end.
Physical Education (PE)	The focus in PE lessons in Y7 is on developing key knowledge and understanding in how the body works, how we develop fitness and how we can improve the application of skills to various activities. Across the year, activities will include; Athletics, Badminton, Handball, Table-Tennis, Trampolining and Volleyball. <i>Each rotation is based on a half term on each activity across the year.</i>				
Physical Education (Games)	The focus in Games lessons in Y7 is centred on developing individual and team performance in various sports. There is a greater emphasis placed on the competing within lessons & the development and application of sport-specific skills. In addition, increasing the leadership and coaching opportunities in the future begins in Y7, through each activity. Activities to include; Basketball, Netball, Rugby, Football (Soccer), Cricket and Rounders. <i>Students will complete 3 to 4 activities across the year.</i>				