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| **BRANNEL SCHOOL** |
| **YEAR 7 CURRICULUM** |
| **THE LEARNING JOURNEY** |

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| **SUBJECT** | **AUTUMN 1** | | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | | **SUMMER 1** | **SUMMER 2** |
| **ENGLISH** | **Poetry:**  *Analysis of diversity in modern poetry. Exploring how writers use language and structure.* | | **Storytelling:**  *The oral tradition of stories. Exploring local stories and culture. Drafting and developing their own short story.* | **Fiction Novel:**  *Read as a writer/write as a reader. Exploring and researching the world of the writer, what influences them and how they craft a story.* | **Fiction Novel:**  *Read as a writer/write as a reader. Building their research, learners plan, draft and develop their own creative writing. Emulating the writers, they have studied.* | | **Shakespeare:**  *into performance. Through active learning, we explore and experience the characters, themes and key messages in the writers works.* | **Shakespeare Showcase:** *Performance. Inspired by the study of the plays: each class creates a performance linked to key theme, character and plot line* |
| **MATH** | **Integer Arithmetic:**  *To develop on their understanding of place value and the four operations and to explore and apply different interpretations of these operations.* | | **Place Value & Decimals:**  *To calculate accurately with decimals and build a solid understanding of the concept of place value columns.* | **Measures:**  *To gain a deeper understanding of measures and the different ways measures can occur. To convert between measures and be fluent with these conversions.* | **Shape Properties:**  *To understand and recall the key properties of common shapes and the names of shapes with more than 4 sides. To identify line and rotational symmetry, describe 3D shapes and use the correct terminology.* | | **Data Representation:**  *To understand different forms of data and how these can be displayed. To interpret and critique different representations of data.* | **Fractions:**  *To gain an understanding of different representations of fractions and how these can help thinking about fractions.* |
| **SCIENCE** | **How Science Works/ Cells & Organisations:**  *To develop an understanding of the relationship between structure and function in biology.* | | **Particles / Investigation skills:**  *To understand the particle model we use to represent states of matter, link this to changes of state and apply this to many real life situations.* | **Greenpower, Electricity and Forces:**  *To look at the use of electricity in our greenpower car. To look at the use of mechanics in our greenpower car.* | **Atoms:**  *To understand the basics of chemistry and the periodic table as a grounding in chemistry knowledge. Use a range of separation techniques and then use these to solve problems.* | | **Energy:**  *To look at the generation of electricity and heat in a familiar context to make it real: using the school energy plan to deliver better understanding.* | **Human Reproduction:**  *To understand how an organism develops and reproduces as part of its lifecycle with links to midwifery.* |
| **SUBJECT** | **AUTUMN 1** | | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | | **SUMMER 1** | **SUMMER 2** |
| **COMPUTING** | **Using technology:** *Knowing how to use technology correctly and safely. Including Office programs, email and social media.* | | **Programming 1:**  E*xploring the fundamentals of programming using drag and drop to program games and animations; Harlem shake, car racer, meteor dodge & flappy bird.* | **Programming 2:**  E*xploring the fundamentals of programming; syntax, variables and IO, arithmetic and selection.* | **Image Editing:**  *Developing animation skills, combining images, clone stamp and colour change, GIF animation.* | | **Computer Science Theory:**  *Exploring the design process; logo and clothing, radio, web advertising and website design.* | **Game Programming:**  *Exploring how to create programs using a game engine.* |
| **MFL** | **Who are we?**  Exploring the fundamental skills of communicating; greetings, names, months and birthdays, where you live. | | **Family & community:** E*xploring the family, getting about, regular & present tense.* | **Going out:**  *Exploring the wider community, the weather, directions, activities.* | **Through the Keyhole:**  *Utilising the use of adjectives and common place vocabulary to explore the home environment.* | | **Who am I?**  *Exploring the physical and personal characteristics. Talking about others, mealtimes.* | **Food:**  *Exploring the cuisine and culture, ordering food and engaging in public events.* |
| **PE** | **Health Related Fitness:**  *Exploring the health benefits of exercise through the use of invasion games.* | | **Competition:** D*eveloping practical game skills, handling, strategy and motivation, Badminton, Hockey & Football.* | **The Body:**  *Exploring the mechanics of movement, through dance and gymnastics*. | **The Body:**  *Exploring the mechanics of movement, through dance and gymnastics*. | | **Net & Wall** – *exploring and developing a broader range of performance skills, such as striking and fielding, Tennis, Cricket, Softball and Rounders.* | **Net & Wall** – *exploring and developing a broader range of performance skills, such as striking and fielding, Tennis, Cricket, Softball and Rounders.* |
| **SUBJECT** | **AUTUMN 1** | | **AUTUMN** | **SPRING 1** | **SPRING 2** | | **SUMMER 1** | **SUMMER 2** |
| **THEME** | **Who Are We?** | | | **Who Has the Power?** | | | **Global Citizens** | |
| **HISTORY** | **Medieval England:**  *To explore how key events in history have shaped the country. To understand chronology and the processes of change, and develop the skills of analysis, research and communication.* | | | **Tudor England:**  *To analyse who holds power in England, and to identify how this has changed over time. To identify methods of maintaining power and develop the skills of analysis and interpretation.* | | | **Stuarts, English Civil War & Restoration:**  *To evaluate the role of various factors in changes to the balance of power and living conditions across Early Modern England. To use the skills of interpretation, source analysis and critical thinking to place historical events in a wider global and chronological context.* | |
| **GEOGRAPHY** | **Place:**  *Exploring perspectives, from global to local: Continents, countries and counties, latitude and longitude, the UK (human/physical).* | | **MAPs:**  *Exploring the essential skills of MAP, including symbols, grid references, scales.* | **Nature 1:**  *Exploring the physical world of the water cycle, from river basin to weather patterns, and erosion.* | **Nature 2:**  *Exploring the physical world of the water cycle, from waves, headlands, and geological features.* | | **Location 1:**  *Exploring the cities, investigating the opportunities and challenges, case study of ‘Shanty Town’.* | **Location 2:**  *Exploring the way Britain has been shaped; population, trade and fashion.* |
| **THEME** | **Who Are We?** | | | **Who Has the Power?** | | | **Festivals** | |
| **DRAMA** | **Cornish Tales:** **Bolster**  *To apply fundamental performance skills, conventions and techniques through the medium of exploration around the topic of cultural folk tales.* | **Melodrama & Slapstick:**  *To apply stylistic features, conventions and techniques in short themed skits. Exploring these styles of theatre and performance, their origins and intentions for the audience.* | | **Human Rights:**  *To devise ideas for ensemble performance using the stimulus of case studies which focus on Rosa Parks, Malala Yousafzai and Charley Dark. To explore the role of these icons and understand how they have played an important role in developing equal rights in various cultures, countries and historical/political movements. Students will build on their learning from the previous unit and continue to refine and develop their performance skills and awareness of stage craft and professional rehearsal skills.* | | | **Heroes & Villains:**  *To explore Shakespearean play texts and performance styles, along with understanding the principles of Elizabethan theatre. Students will refine solo performance skills along with ensemble physical theatre techniques. Students will build on their learning from the previous unit and continue to refine and develop their performance skills and awareness of stage craft and professional rehearsal skills.* | |
| **MUSIC** | **La Cathedrale Engloutie: Debussy**  *Exploring the musical elements and key terminology.* | | | **The Orchestra:**  *developing the knowledge of written pitched notation and the Western Orchestra. Performance, listening and composition.* | | | **Samba:**  *Exploring the rhythm and beats of another culture and how music is celebrated. Developing performance and listening skills.* | |
| **SUBJECT** | **AUTUMN 1** | **AUTUMN 2** | | **SPRING 1** | | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **PSHE** | **Transition:**  *Exploring changes in our lives, developing an understanding of who we are, learning about same sex relationships and families.* | | | **Relationships:**  *Exploring marriage, falling in love, friendships and the nature of relationships. Developing an understanding of bullying.* | | | **Keeping Safe in the digital world:**  *Exploring the complicated online world, from cyberbullying, trolls to selfies and social media.* | |
| **MORALS & ETHICS** | **Who am I?**  *Exploring our own beliefs and values, through analysing the Bible and Christianity.* | | | **World Religions:**  *Exploring the religious beliefs around the world, understanding different customs and religious practices; Islam & Christianity.* | | | **To Believe or Not to Believe:**  *Exploring the Middle East, and the roots of Christianity and Islam, Jerusalem, Israel & Palestine.* | |
| **THEME** | **Who Are We?** | | | **Who Has the Power?** | | | **Festivals** | |
| *All ADT subjects are taught on a rotation, giving all learners an opportunity to engage in all four disciplines during the academic year.* | | | | | | | | |
|  | *Rotation 1* | | | *Rotation 2* | | | *Rotation 3* | |
| **DT** | **Health & Safety:** E*xploring the fundamental workshop skills, designing a brief, research and task analysis.* | | **Making:**  *Exploring the making process, from design through to product, and evaluating the outcomes.* | **Health & Safety: E***xploring the fundamental workshop skills, designing a brief, research and task analysis.* | **Making:**  *Exploring the making process, from design through to product, and evaluating the outcomes.* | | **Health & Safety: E***xploring the fundamental workshop skills, designing a brief, research and task analysis.* | **Making:**  *Exploring the making process, from design through to product, and evaluating the outcomes.* |
| **ART** | **Why Art?**  *Exploring the fundamental skills of an artist, line drawing, observational skills, tone and texture.* | | **Colour Theory:**  *Exploring the colour wheel, its application in practice, contextualising art, painting.* | **Why Art?**  *Exploring the fundamental skills of an artist, line drawing, observational skills, tone and texture.* | **Colour Theory:**  *Exploring the colour wheel, its application in practice, contextualising art, painting.* | | **Why Art?**  *Exploring the fundamental skills of an artist, line drawing, observational skills, tone and texture.* | **Colour Theory:**  *Exploring the colour wheel, its application in practice, contextualising art, painting.* |
| **FOOD** | **Health, Safety & Hygiene:**  *Exploring the fundamental skills: Knife skills, eating well, nutrients and pastry.* | | **Food Choice:** *Exploring the issues of healthy choices, setting time plans and learning to evaluate the final product.* | **Health, Safety & Hygiene:**  *Exploring the fundamental skills: Knife skills, eating well, nutrients and pastry.* | **Food Choice:**  *Exploring the issues of healthy choices, setting time plans and learning to evaluate the final product.* | | **Health, Safety & Hygiene:**  *Exploring the fundamental skills: Knife skills, eating well, nutrients and pastry.* | **Food Choice:**  *Exploring the issues of healthy choices, setting time plans and learning to evaluate the final product.* |