



# Year 7 Curriculum Delivery Map

|                           | Autumn Term 1   | Autumn Term 2  | Spring Term 1   | Spring Term 2   | Summer Term 1   | Summer Term 2   |  |
|---------------------------|---|--|---|---|---|---|--|
| Core Subjects             | <b>English Language and Literature</b>  | Modern Novel<br>Writing for purpose and audience:<br>Analytical/Creative<br>Spoken Language Study  |   | Shakespeare<br>Writing for purpose and audience:<br>Analytical/Persuasive Letter  |   | Exploring Language<br>In Texts<br>Analysing Poetry: Identity  |  |
|                           | <b>Mathematics</b>  | A selection of these topics will be covered throughout the year, as appropriate to the strength of prior learning and progress made, returning to them as necessary to build deeper understanding and applications. Calculator skills will be covered in every topic in every year. <ul style="list-style-type: none"> <li>Number: times tables, calculations, types of number, ordering values, BIDMAS, money, fractions, decimals and percentages, calculator skills</li> <li>Algebra: Forming and solving equations, sequences, coordinates</li> <li>Ratio: sharing in a ratio, time, reading scales</li> <li>Shape: measuring, perimeter and area, construction of shapes, tessellation, properties of quadrilaterals</li> <li>Statistics: Probability, pictograms, pie charts, questionnaires, averages and range, listing outcomes</li> </ul> The basic number topic is covered at the start of the year, to ensure these skills can be used in the following topics. The algebra skills are then tackled, so that each topic from then can be extended to algebraic problems. |   |   |   |   |  |
|                           | <b>Science</b>  | There is an introductory unit at the start of the year to introduce the Scientific skills. Scientific skills are then taught throughout the year within the different topics that are being covered. The topics are taught on a rota basis, and there is some crossover between the terms that the topics are taught in. The topics taught in the Autumn term are:- <ul style="list-style-type: none"> <li>7A Cells</li> <li>7E Mixtures</li> <li>7I Energy</li> </ul>   |   | The topics taught predominantly in the Spring term are:- <ul style="list-style-type: none"> <li>7B Reproduction</li> <li>7F Acids and Alkalis</li> <li>7J Electricity</li> <li>7C Health</li> <li>7G Particle Model</li> </ul>  |   | The topics predominantly taught in the summer term are:- <ul style="list-style-type: none"> <li>7K Forces</li> <li>7D Ecosystems</li> <li>7H Atoms, Elements and Compounds</li> <li>7L Sound</li> <li>The pupils are introduced to Science Fair projects</li> </ul>                   |  |
|                           | <b>Religious Studies</b>  | <b>Who am I and where do I belong?</b> <ul style="list-style-type: none"> <li>Students will be able to understand and describe their own qualities and goals</li> <li>Students will be able to describe their own personal identity</li> <li>Students will be able to discuss the emotions that shape their lives</li> <li>Students will identify the meaning of faith, religion and belief and explain why we study RE at the Gilbert School</li> </ul>   |   | <b>What are the Abrahamic religious traditions?</b> <ul style="list-style-type: none"> <li>Identify the Abrahamic Religious Traditions and the similarities between them</li> <li>Describe the development of the Abrahamic Religious Traditions</li> <li>Describe the role of monotheism and prophets in the development of the Abrahamic Religious Traditions</li> <li>Describe and explain the importance of key individuals such as Abraham, Moses, Jesus and Muhammad</li> </ul> |   | <b>Why does God have so many names?</b> <ul style="list-style-type: none"> <li>Identify a range of names for God</li> <li>Describe where believers get evidence for these names</li> <li>Explain why God has so many names</li> </ul>   | <b>What are the Dharmic religious traditions?</b> <ul style="list-style-type: none"> <li>Identify the Dharmic Religious Traditions</li> <li>Describe the development of the Dharmic Religious Traditions</li> <li>Describe the key beliefs of the Dharmic Religious Traditions and How did the universe come to be?</li> <li>Identify religious and non-religious beliefs about creation</li> <li>Describe creation stories from a range of religious traditions</li> <li>Describe the development of life and humanity</li> <li>Describe the realms of the Wheel of Life</li> </ul> |
| <b>Physical Education</b> | Students will take part in a range of activities across the following activity domains: Invasion Games, Net Games, Field & Striking, Athletics and Leadership Activities alongside knowledge and understanding of the importance of a healthy, active lifestyle   |  |   |   |   |   |  |
| EBACC                     | <b>History</b>  | <ul style="list-style-type: none"> <li>Local study of Colchester: How different was life in Colchester 2000 years ago?</li> <li>How did the Normans change England forever? (1066-c.1100)</li> <li>Who held the power in the Medieval period? (1100-1500)</li> </ul>   |   | <ul style="list-style-type: none"> <li>Was life all muck and misery in Medieval England?</li> <li>How can we learn about a period thousands of years ago and thousands of miles away? - Silk Roads</li> </ul>   |   | <ul style="list-style-type: none"> <li>Did the Reformation really 'reform' England? (c.1500-c.1700)</li> <li>How powerful were the monarchy after 1600? (c.1600-c.1700)</li> </ul>  |  |
|                           | <b>Geography</b>  | <b>Our World</b> <ul style="list-style-type: none"> <li>Atlases oceans/continents</li> <li>Ordnance Survey Maps</li> <li>Our local area</li> <li>United Kingdom</li> <li>Physical features</li> <li>Human features</li> </ul>  | <b>Local Investigation Project</b> <ul style="list-style-type: none"> <li>Location</li> <li>Mapping</li> <li>Students to investigate their local area – through field work</li> </ul>   | <b>Exploring Europe and Russia</b> <ul style="list-style-type: none"> <li>Location - Map skills</li> <li>Human features</li> <li>Physical features</li> <li>Population</li> <li>Climate and Biomes</li> <li>Arctic</li> <li>Opportunities and Challenges</li> </ul>   | <b>Water World</b> <ul style="list-style-type: none"> <li>Watercycle</li> <li>Rivers</li> <li>Physical features</li> <li>waterfalls</li> <li>coasts</li> <li>Importance of Oceans</li> <li>Coral reefs</li> <li>Infiltration fieldwork</li> </ul>   | <b>Investigating Africa</b> <ul style="list-style-type: none"> <li>Links with the UK</li> <li>Location</li> <li>Physical features</li> <li>Plate tectonics</li> <li>Volcanoes</li> <li>Human features/populations</li> <li>Diversity</li> <li>Opportunities and Challenges</li> </ul> | <b>Endangered World</b> <ul style="list-style-type: none"> <li>Impacts</li> <li>Fossil fuels</li> <li>renewable energy</li> <li>Sustainability</li> <li>Plastics in Our Oceans</li> </ul>  |
|                           | <b>French</b>   | <ul style="list-style-type: none"> <li>All about me</li> <li>My interests</li> </ul>   |   | <ul style="list-style-type: none"> <li>My interests</li> <li>The world around me</li> </ul>   |   | <ul style="list-style-type: none"> <li>Life at school</li> </ul>  |  |
|                           | <b>German</b>   | <ul style="list-style-type: none"> <li>All About Me</li> <li>My World</li> </ul>   |   | <ul style="list-style-type: none"> <li>My World</li> <li>My Free Time</li> </ul>  |   | <ul style="list-style-type: none"> <li>School Life</li> </ul>   |  |
|                           | <b>Computer Science</b>   | <ul style="list-style-type: none"> <li>Using digital media (Movie Making) to convey a clear E-safety message</li> <li>Computational thinking tasks</li> <li>Hour of code</li> </ul>  |   | <ul style="list-style-type: none"> <li>Understanding Computer fundamentals</li> <li>Input/Process/Output</li> <li>Binary</li> </ul>   |   | <ul style="list-style-type: none"> <li>Computational thinking concepts</li> <li>Block Programming in Scratch</li> <li>Block Programming in KODU game Lab</li> </ul>   |  |
|                           | <b>Art</b>  | <b>Colour Theory</b> <ul style="list-style-type: none"> <li>Baseline testing</li> <li>Formal introduction</li> </ul>   |   | <b>Colour Theory &amp; Experimentation</b> <ul style="list-style-type: none"> <li>Matisse</li> </ul>  |   | <b>Colour Theory &amp; Printing</b> <ul style="list-style-type: none"> <li>Brief introduction to Carolee Clarke and Zentangle Pattern and Printing</li> </ul>   |  |
| <b>Dance</b>              | <b>Introduction to Dance: Shape and Space</b> <ul style="list-style-type: none"> <li>Introduction to dance – safe practices and expectations</li> <li>Creating and performing basic dance actions</li> <li>Responding to a stimulus</li> <li>Introduction to elements of actions, space and relationships</li> <li>Developing movement</li> </ul>   |  | <b>Around the World: Styles of Dance</b> <ul style="list-style-type: none"> <li>Stylistic features dance from different cultures</li> <li>Physical skills and expressive skills</li> <li>Rehearsal techniques</li> </ul>  |   | <b>Matilda: Musical Theatre</b> <ul style="list-style-type: none"> <li>Features of musical theatre</li> <li>Communicating a character</li> <li>Creating and developing a motif</li> <li>Movement memory and sequencing</li> <li>Use of relationships – working as an ensemble</li> </ul>  |   |  |
| <b>Drama</b>              | <b>Theatre Masks</b> <ul style="list-style-type: none"> <li>Introduction into Drama and the main core performing skills and rules.</li> <li>Understanding performing, theatrical skills, use of space and commenting on other performances in a review style.</li> <li>To explore and develop skill in analysis and evaluation.</li> </ul>  |  | <b>Grimms Tales</b> <ul style="list-style-type: none"> <li>Develop an understanding of the impact a particular style can have on the audience and how to build an atmosphere.</li> <li>Explore the different skills needed to create and build tension in a performance.</li> </ul>   |   | <b>James and the Giant Peach</b> <ul style="list-style-type: none"> <li>Use a script to create a performance.</li> <li>Develop skills in character development, stage and space and abstract theatre.</li> <li>Show a clear and new character using theatrical skills of facial expressions, body language, gestures and tone of voice and to use a script.</li> </ul>  |   |  |
| <b>Music</b>              | <b>Rhythm and Melody</b> <ul style="list-style-type: none"> <li>Introduction to rhythm and pitch notation treble clef C-G.</li> <li>Keyboard skills using notation and improvisation.</li> <li>Listening to orchestral repertoire, identifying instrumental families and dynamics.</li> </ul>   |  | <b>Using Music Technology</b> <ul style="list-style-type: none"> <li>Revising notation and extending pitch notation.</li> <li>Exploring syncopated rhythms, metre, ostinato and identifying parts of the drum kit.</li> <li>Listening to dance music repertoire.</li> <li>Revisiting and building on keyboard skills to record in parts.</li> <li>Learn simple functions of Soundtrap.</li> </ul> |   | <b>Structure</b> <ul style="list-style-type: none"> <li>Developing understanding of how structure is used to organise music.</li> <li>Identifying ground bass, key terms to describe melody (conjunct, major scale, repetition, sequence) and harmony (chord, cadence).</li> <li>Listening to repertoire that uses a ground bass.</li> <li>Working as a small ensemble on a performance that uses ground bass.</li> </ul> |   |  |
| <b>Technology</b>         | Students rotate throughout the year between four Technology Subjects  |  |   |   |   |   |  |
|                           | <b>CAD/CAM</b> <ul style="list-style-type: none"> <li>CAD – Use of 2D design</li> <li>CAM – How CAD designs are modified to use Laser cutter, CAD/CAM in industry, orthographic and isometric drawing, shaping and finishing metals using hand tools, chocolate bar</li> </ul> <b>Food Preparation &amp; Nutrition</b> <ul style="list-style-type: none"> <li>Basic health and safety</li> <li>Food hygiene</li> <li>Healthy eating</li> <li>Food science</li> <li>Basic equipment</li> <li>Weighing and measuring</li> <li>Seasonal food</li> <li>Food provenance and food miles</li> <li>Basic practical skills</li> <li>Practical tasks: apple swans, fruit salad, scones, pineapple upside down cake, pizza wheels</li> </ul> <b>DT</b> <ul style="list-style-type: none"> <li>Categories of woods and plastics</li> <li>Appropriate cutting tools</li> <li>Accurate cutting out</li> <li>Use of a pillar drill</li> <li>Use of a bench mechanical sander</li> <li>Finishing of wood and plastic</li> <li>Shaping thermo plastics with heat</li> <li>H&amp;S in a workshop</li> <li>Working characteristics of wood and plastic</li> </ul> <b>Textiles</b> <ul style="list-style-type: none"> <li>Design skills</li> <li>Hand sewing</li> <li>Setting up and using a sewing machine</li> <li>Use of the different stitches</li> <li>Basic practical skills</li> <li>Textiles in everyday life and industry</li> <li>Properties of fabrics</li> <li>Health and safety</li> </ul> |  |   |   |   |   |  |
| Foundation Subjects       |   |  |   |   |   |   |  |