

YEAR 7 CURRICULUM PLANS 2022 - 2023



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Year 7 Art		
Term 1	Term 2	Term 3
<p>Project 1 Theme: Formal Elements & Natural Forms</p> <p>Students will develop their understanding of working from observation, responding to the theme of Natural forms. Students will select an area of focus and produce a wide range of responses using varied drawing media. The importance of tone, detail, texture, and composition will be explored through direct observation. The project will be skills based, developing student’s confidence, and understanding in the use of the wide range of drawing media. Students will select imagery in response to the theme of Natural Forms. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, colour, shape, texture, pattern, and form. Students will develop their understanding of composition. Their drawings will explore the detail found in natural form sources selected, as they produce an exciting range of drawings. Key tasks: Tonal studies, colour studies, mark making studies, artist responses. Drawing materials explored: pencil, fine liner pen, colour pencil.</p> <p>Artists: Cezanne, Egyptian art, Damien Hirst, Durer, Claire Moynihan, Kate Malone, Seguy, Chris Shields, Clare Young, Jennifer Angus, Helen Ward, Mike Libby, Murakami, Vincent Scarpace, Angie Lewin, Kim Sielbeck.</p> <p>Themes: CACTI, PLANTS, SEED HEADS, BUGS, INSECTS, BUTTERFLIES, PUMPKINS, MUSHROOMS, FISH, FLOWERS etc- staff select themes appropriate to classes.</p>	<p>Project 1 Theme: Formal Elements & Natural Forms</p> <p>Students will continue project into Spring term.</p> <p>KNOWLEDGE: -Student’s research artists who have explored natural forms in their work They should discuss the work and try to identify what the artistic objectives were in producing these images. Students should also be asked to investigate the work of 3D artists who produce artefacts using Natural forms for inspiration. MAKING-Skills- The students are set a range of tasks using formal elements work sheets linking to chosen theme to lead to producing a design for a print/painting/sculpture (final piece) based on natural forms. They should be encouraged to produce a series of responses focusing on the FORMAL ELEMENTS: TONE, LINE, SHAPE, COLOUR, PATTERN, FORM. IDEAS- Students should be asked to study closely a series of natural form images. They describe the objects to a friend or use a magnifying glass to examine them in close detail. Develop ideas for a final piece.</p> <p>EVALUATE-Presentation: Students will plan and present sketchbook pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.</p> <p>Project 2 Theme: Landscape Ideas- Introduction to Landscape. Students use photographs of different types of landscape: textured, weathered, decaying, distance, close-up and detail to produce a range of drawing responses.</p>	<p>Project 2 Theme: Landscape Students will continue project into summer term.</p> <p>ARTISTS: Mike Bell, Georgia O’Keeffe, Fredrick Church, David Hockney, Monet/Impressionists, Van Gogh, Edward Hopper, Hundertwasser, Henri Rousseau, Robin Brooks, Elisabeth Fredriksson, Elyse Dodge, Laura Bifano, Leonid Afremov, Anna Dillon, Rebecca Vincent, Chris Neale, Alfie Carpenter, Alison Whateley, Ana Teresa Barboza</p> <p>Knowledge: Students should research the artists who have explored landscapes in their work e.g. Mike Bell, Georgia O’Keeffe, Fredrick Church, David Hockney, Monet/Impressionists, Van Gogh, Edward Hopper, Hundertwasser etc. They should discuss the work and try to identify what the artistic objectives were in producing these images. Students should also be asked to investigate the work of 3D artists who produce artefacts using Landscape for inspiration. Making- Use Photoshop to manipulate images taken around the school of different landscapes. Teacher demo of filters and ICT manipulation. Create a design based on a local landscape, using organic forms and shapes in overlapping manner. Look at Zentangles and patterned landscapes. Make links to chosen artist. Create a final piece exploring a landscape through the following.</p> <ol style="list-style-type: none"> 1. Relief clay tile 2. Collage 3. Painting 4. Printing 5. Textiles

Year 7 Computer Science

Term 1

Topics studied:

You will be introduced to St Bede's network and systems

The Impact of Technology – how do we access the online systems at St Bede's:

- Safety in the computing lab
- Your workstation
- Respectful online communication
- Presenting to an audience
- Online safety

Term 2

Topics studied:

Introduction to programming

- Introduction to Python
- Inputs, outputs, and variables
- Data Types
- Selection / Conditionals
- Iteration

Term 3

Topics studied:

Computer hardware

- What is a computer?
- What is inside a computer?
- How it works
- The CPU

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Year 7 Design Technology - Carousel System

Textiles Technology	Materials	Food Preparation and Nutrition
<p>The aim of this project is to be able to understand what a textile is today whilst learning about the positive and negative effects of this industry. Students will focus on cotton production and how this well-known material is having disastrous effects in certain parts of the world. Students will demonstrate basic sewing techniques and be able to sew with confidence to practice a basic life skill. Students will be using recycled material found in the textile room to make a textile product. Students will be influenced by techniques used in World War II to make a small textile storage item that could be used in the home.</p> <ul style="list-style-type: none"> • Understand what a textile is and means in the world we live in today. • Demonstrate basic sewing skills. • Understand the sources of materials. • Understand the consequences of cotton production • Learn about different fashion designers across different decades 	<p>The aim of this project is to teach the students basic woodworking techniques. Students will be able to demonstrate how to use tools and machines with confidence. Students will also learn about how designers use market research, data and iterative processes to better design for their target market.</p> <ul style="list-style-type: none"> • Measuring and marking skills- Use of basic hand tools. Practical application of mathematics. Life skills for both DIY and practical/vocational employment. Quality assurance. • Target Market analysis, designing creative products aimed at a specific target market- Understanding of consumer society. Designing for a particular need. • Basic wood working hand tool skills- Hand eye coordination, using tools effectively and accurately. Understanding of health and safety as well as respect and responsibility in a potentially dangerous work environment • Use of woodworking machinery- Links to industry/industrial processes. Understanding of health and safety. • Design skills- Communication of ideas both through written language and drawings. Links to inspirational design/designers. Link to understanding a client brief and designing for a specific market. Use of measuring and planning skills that will translate into all practical endeavours. 	<p>The main aim of the project is to teach students how to prepare and make food, which is safe to eat, focussing upon key practical skills, using basic tools, equipment, and processes. Each practical session is sequenced and designed to further develop and embed the key skills. Through food and nutrition, students will:</p> <ul style="list-style-type: none"> • Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment • Understand the relationship between diet, nutrition and health • Use and develop recipes with confidence, adapting them to suit the audience • Understand where food comes from, whether it is grown, reared, caught or gathered and how it is prepared for the consumer. <p><u>Practical</u></p> <ul style="list-style-type: none"> • How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes. • Food safety practices – Students will demonstrate how to work safely by following the correct safety and hygiene procedures.

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Year 7 English		
Term 1	Term 2	Term 3
<p>Biography</p> <ul style="list-style-type: none"> • Conventions of biography and autobiography. • Read a range of biographical pieces from different contexts. • Analysis of descriptive methods. • Write an autobiographical extract. <p>19th Century Literature</p> <ul style="list-style-type: none"> • Read a range of Victorian fictional extracts and study 'The Speckled Band'. • Analysis of writers' methods and development of analytical skills. • Develop an awareness of Victorian contexts and generic conventions of murder mysteries. 	<p>Poetry from different genres and cultures</p> <ul style="list-style-type: none"> • Study of a variety of poems from different genres, traditions and contexts to develop an understanding of poetic forms, devices and voices. • Development of cultural literacy and an understanding of the importance of poetry and its impact on different audiences. Analyse poems in a formal way. • Ability to memorise and recite a poem of student's choice. <p>Non-fiction Reading and Opinion Writing</p> <ul style="list-style-type: none"> • Exposure to a range of non-fiction texts including pre20th. • Understand the conventions of opinion writing and newspapers. • Utilise the conventions to construct own opinion piece. 	<p>Modern novel 'Five Children on the Western Front'</p> <ul style="list-style-type: none"> • Reading for pleasure, reading to decipher meaning and reading to analyse language, form and structure. • Develop an awareness of authors' intentions and methods, as well as the impact of a novel's context on its production and reception.

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Year 7 - French		
Term 1	Term 2	Term 3
<p>Topics studied:</p> <ul style="list-style-type: none"> • Introducing yourself • Languages and nationality • Ages and birthdays • Physical descriptions • My favourite object • French speaking countries <p>Grammar studied:</p> <ul style="list-style-type: none"> • correct use of gender with • definite and indefinite articles • present tense of avoir • adjectival agreement & position • use of prepositions with countries 	<p>Topics studied:</p> <ul style="list-style-type: none"> • Personality • Family • Opinions of school subjects • Friends <p>Grammar studied:</p> <ul style="list-style-type: none"> • Possessive adjectives (singular) • Use of du/ de la/des • Comparatives • Use of pronouns • Simple connectives • Elision • False friends • Present tense regular verb formation (singular) • Perfect tense regular verbs + c'était • Être – present tense 	<p>Topics studied:</p> <ul style="list-style-type: none"> • School descriptions • Describing area • At the youth club • Pets & animals • Food & cookery demo <p>Grammar studied:</p> <ul style="list-style-type: none"> • Manger, boire • Negative forms • Pouvoir (present) • Je voudrais • Opinion verbs followed by infinitives • Consolidation of all grammar coverage in Y7

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Year 7 Geography		
Term 1	Term 2	Term 3
<p><u>TOPIC 1 MAP SKILLS</u> <u>HOW DOES THE WORLD CHANGE AS WE ZOOM IN ON OUR GRID SQUARE?</u></p> <ul style="list-style-type: none"> • What are the different types of geography? • Where are the continents, oceans and key physical features in the world? • What is the geography of Europe? • What makes up the British Isles? • How do we use contours? • Why are map symbols and grid references important? • How do we measure distance on a map? • How has the human geography of our local area changed over time? <p><u>TOPIC 2 DEVELOPMENT</u> <u>IS OUR UNDERSTANDING OF THE WORLD WRONG?</u></p> <ul style="list-style-type: none"> • Is our understanding of the world wrong? • Why might there be an overdramatic world view? • What is development? • How do we measure development? • What is the Human Development Index? • Moving away from rich and poor • What is meant by life on different levels? • What are the misconceptions about Africa? • Why is it not all doom and gloom? • What is the link between development and the impact of natural hazards? • What is the link between climate change and development? 	<p><u>TOPIC 3 POPULATION</u> <u>ARE THERE TOO MANY PEOPLE IN OUR WORLD?</u></p> <ul style="list-style-type: none"> • Where does everyone live and why? • How is global population changing? • What is population structure and how does it change? • Why do we use population pyramids? • How is population being managed in China? • How is population being managed in Russia? • Why do people migrate? • Why do people migrate within the UK? • Where do people migrate to and what are the consequences of this? <p><u>TOPIC 4 PHYSICAL LANDSCAPES</u> <u>HOW DO RIVERS SHAPE THE LAND?</u></p> <ul style="list-style-type: none"> • How does the landscape vary in the UK? • Why are rivers important? • Are rivers a threat or a lifeline? • What is a drainage basin? • How do rivers shape the land? • To what extent are rivers a threat? • How can we protect ourselves against flooding? 	<p><u>TOPIC 5 WEATHER AND CLIMATE</u> <u>WHY IS OUR WEATHER SO WEIRD?</u></p> <ul style="list-style-type: none"> • What is the difference between weather and climate? • How do we record the weather? • What different factors affect the weather? • What is the hydrological cycle? • What are the characteristics of anticyclones? • What are the characteristics of depressions? • How can we present the weather? • What are the causes and consequences of extreme weather in the UK? • How and why do weather and climate vary around the world? <p><u>TOPIC 6 ISSUES ANALYSIS</u> <u>INVESTIGATING THE DEMOCRATIC REPUBLIC OF CONGO</u></p> <ul style="list-style-type: none"> • Location • Climate • History • Development • Natural resources • Environmental issues • Natural hazards • Urban environments

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Year 7 History		
Term 1	Term 2	Term 3
<p><u>Chronology and recap of pre-medieval history</u> <u>The Norman Conquest</u></p> <ul style="list-style-type: none"> • Anglo-Saxon England • Succession Crisis • Battles of 1066 • Control through force • Control using the law and culture <p><u>The Early Middle Ages - Who held power in medieval England?</u></p> <ul style="list-style-type: none"> • Life in medieval Towns/Villages - The Guild system • Power of the Church - how did it influence Medieval life? • Conflict between the monarchy: Thomas Becket <ul style="list-style-type: none"> ○ Medieval Kingship ○ Medieval Queens • Black Death- social, political and economic impacts. • Peasants Revolt- as a result of the Black Death, early political change. 	<p>Continue and complete the Early Middle Ages <u>Mansa Musa</u></p> <ul style="list-style-type: none"> • Who was Mansa Musa? • Why did he go on a Pilgrimage to Mecca? • What was his legacy? <p><u>The Tudors and the Reformation</u></p> <ul style="list-style-type: none"> • England's role in global politics and exploration • Reasons for the Reformation in Europe and England. • Impact in England- the dissolution of the Monasteries, the conversion back to Catholicism under Mary I and the 'Middle Way' under Elizabeth I. • How successful each monarch was for England 	<p>The Tudors and the Reformation Continued <u>The Stuarts, the English Civil War and the Restoration</u></p> <ul style="list-style-type: none"> • Gunpowder Plot • Why was there conflict between the Crown and Parliament? – Long-Term and Short-Term reasons for the Civil war. • Why did the Republic fail? • Life during Restoration England (Charles II)- Great Fire of London, the Plague, the rise of the British empire.

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Year 7 Maths		
Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Decimals, place value and ordering• Rounding and written calculations (including money)• Negative numbers and BODMAS• Scales and time• Presenting data• Powers, squares, cubes and roots• Factors, multiples and primes	<ul style="list-style-type: none">• Expressions• Fractions: simplifying and arithmetic• Fractions, decimals and percentages and percentage calculations	<ul style="list-style-type: none">• Solving equations• Use of calculator• Angles: lines and triangles• Probability

***To promote greater understanding in KS4 music, all units of work link to the areas of study as set out in the Edexcel GCSE specification.**

Year 7		
Term 1	Term 2	Term 3
<p>Vocal Music and Instrumental Music</p> <p>Students learn to read, write and perform vocal and instrumental music using notation. All students should be able to understand and use semibreve, minim, and crotchet notes, and the rests of the same values. They will explore performing this notation in treble clef.</p> <p>Recognise the elements of music and how they are used to shape compositions. All students should be able to identify tempo and dynamics using standard English.</p> <p>Compare and contrast music taken from a range of classical, pop, jazz and musical theatre music.</p>	<p>Instrumental Music and Music for Stage and Screen</p> <p>Read, write and perform instrumental music in a range of Classical and Film Music styles using basic notation. All students should be able to understand and use the notation specified in term 1, and in addition be comfortable with the occasional use of quavers at a moderate tempo.</p> <p>Recognise and identify the key features of the different classical periods in music and how composers' styles have developed since 1150. Explore how music is used in film to create atmosphere and enhance action in films. All students should be able to identify standard tempo and dynamics using subject specific vocabulary.</p> <p>Compare and contrast music in a wide range of Classical Music styles (particularly music taken from baroque, classical and romantic periods) and how they influence contemporary composers in a variety of popular and classical styles. Compare and contrast music in a wide range of Film Music styles, (particularly music from epic films, westerns, action films and the specific use of instruments to suggest country/ period).</p>	<p>Fusion Music and independent performance projects.</p> <p>Read, write and perform Dance-Remix Fusion music using notation. All students should be able to understand and use the notation specified in term 1 and 2, and in addition be comfortable with a greater use of quavers at a faster tempo. Students will also begin to explore the use of chord diagrams on the guitar and ukulele.</p> <p>Recognise and identify the way in which different musical genres are combined to create fusion styles. All students should be able to identify elemental concepts specified in term 1 and 2, and in addition identify Classical instrumental families and the textures – monophonic, polyphonic, and melody and accompaniment.</p> <p>Compare and contrast a wide range of fusion styles including samba, club-dance and bhangra</p>

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Year 7 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Fundamentals of throwing & catching (kingball / dodgeball) • Principles of invasion games • Applying principles of attack and defence tag rugby • Balances and trampolining • Training methods • Principles of net games 	<ul style="list-style-type: none"> • Balances and trampolining • Training methods • Principles of net games • Fundamentals of running, jumping, throwing • Principles of striking and fielding • Applying the principles of net games - tennis 	<ul style="list-style-type: none"> • Fundamentals of running jumping throwing • Principles of striking and fielding • Applying the principles of net games - tennis

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Year 7 RE		
Term 1	Term 2	Term 3
<p>Unit 1: Faith, Hope & Love</p> <ul style="list-style-type: none"> • What it means to be a Catholic school. • The Mission statement and how it is lived. • How Mass is celebrated. • Discuss what a community is and explain the different communities we belong to. • Identify the positive features of a community. • Explain the importance of belonging to our school community. <p>Unit: 2 God and gods</p> <ul style="list-style-type: none"> • Why study RE? • What can we know? Different sorts of truth. • Is there a God? Are there gods? • Are we wired to believe in a higher power? Why do some people believe in God? Why do some people reject belief in God? • Which were the earliest religions? • When did people start to believe in God /gods? Egyptian, Celtic, Greek, Viking and Roman gods. • How and why do some people worship? (Hinduism, Buddhism). • When did belief in one God begin? (the Abrahamic Faiths). • What do we mean by God? (Christianity). 	<p>Unit 3: The Bible: The Big Story</p> <ul style="list-style-type: none"> • Explores a Christian understanding of the big story of the Bible from Genesis to Revelation, Creation to New Creation, pairing Old Testament concepts with their equivalent fulfilment in the New Testament. • Concepts include creation, Fall, sin, forgiveness, sacrifice, justice, exile and Messiah. <p>Unit 4: Who is Jesus?</p> <ul style="list-style-type: none"> • How do people see Jesus? • What are the historical facts about Jesus? • Who was Jesus to his disciples and contemporaries? • What is meant by Messiah/Christ? • What does Jesus mean to Christians today? • What can we learn about Jesus during Advent? • Who is Jesus to me? • What is Revelation? How do we know God? • What is the Trinity? • Who is God to me? 	<p>Unit 5: Christian Church history/ The Northern Saints</p> <ul style="list-style-type: none"> • Examine the establishment of the early Church in Britain • Explain the Reformation. • Consider what we can learn from the actions of the English martyrs. <p>Unit 6: Vocation</p> <ul style="list-style-type: none"> • What should I do with my life? What am I called to be? • What should I do with my life? • What is a 'vocation'? • How do people discern their vocation? • How do different people live out their vocation? • What does vocation mean to me?

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Year 7 Science		
Term 1	Term 2	Term 3
<p>Biology Structure & Functions of Living Organisms Skeleton, Joints and Muscles Cell structure and types Microscopes Genetics & Inheritance Variation Investigating variation</p> <p>Chemistry Particles, Atoms and Elements States of matter Atoms, elements, compounds and mixtures. Chemical Analysis Purity & Separation</p> <p>Physics Energy in foods Energy Stores and investigating foods Electrical Circuits Circuits & Symbols Currents and Circuits Static & Electric Fields</p>	<p>Biology Disease, Infection & Response Lifestyle & Health Biological Systems Male reproductive system Female reproductive system Sexual Reproduction & Menstrual Cycle Gestation and Birth Effects of recreational drugs on the foetus</p> <p>Chemistry Chemical Reactions Acids, Bases and Alkalis. Fuels and Combustion</p> <p>Physics Generating Electricity Energy Resources Generation Electrical Power & Costs Forces and Motion Types of Forces Friction Resultant Forces</p>	<p>Biology Plants Plant reproduction (flowers) Flower dissections Seed dispersal Ecology Interdependence Pollinators and Pollution Classification and Sampling Acid rain</p> <p>Chemistry Earth's Resources and Minerals The Structure of the Earth The Rock Cycle Investigating Crystals</p> <p>Physics Waves Light and Materials Shadows Longitudinal Waves & Sounds Forces and Motion Speed, Distance and Time</p>