YEAR 7 CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English	**War Horse**: using figurative language to describe a scene; shaping a narrative using 1st and 3rd person	**Childhood Poetry:** analysing lyric/free/narrative verse; rhyme scheme; poetic structure	**Identity Novels:** analysing protagonist/antagonist; narrative arc; narrative mode; linear/non-linear narratives	**Identity Novels:** analysing protagonist/antagonist; narrative arc; narrative mode; linear/non-linear narratives	**The Tempest:** analysing dialogue; tragicomedy/romance; 5 act structure; gesture/movement	**Desert Island School:** Using rhetorical language to argue in a speech
Maths	**Number 1 Number Skills** Revisiting existing numerical knowledge, understanding simple Number Theory, working with negative numbers, rounding and approximation. **Extension: Standard form**	**Algebra 1: Equations, functions and formulae** Working with unknown quantities by collecting like terms, working with functions, understanding identities and solving equations.	**Number 2: Fractions** Deepening the knowledge of fractions to include the 4 operations, understanding equivalence and solving word problems	**Geometry1: Angles & Shapes** Understanding angle facts and measuring angles. Properties of 2 and 3D objects and mensuration.	**Number 3: Decimals** Working with decimals including the 4 operations using mental and written methods. Revisiting rounding, upper and lower bounds and estimation.	**Statistics 1: Statistics** Presentation of data, basic analysis and interpretation of data. Constructing different graphs and charts manually and with ICT (where possible) and understanding the limitations of data.
Science	**Introduction to Science** Safety in the laboratory, scientific apparatus, planning investigations, using a Bunsen burner, gathering and presenting data. **Biology: Cells** Cells are the fundamental units of life, serving as the building blocks of all living organisms. We will look at how they can be seen, how they are specialised and how they are organised. Students will then be introduced to unicellular organisms and the levels of organisation present within multicellular organisms.	**Biology: Cell structure and transport**: Using microscopes, exploring different types of cells. **Chemistry:** **Topic 2: Elements** This unit focuses on the fundamental idea of interactions between atoms forming elements, compounds, and mixtures. It builds an understanding of how matter behaves based on its composition. Students are also introduced to writing chemical formulae, a key skill in the language of chemistry.	**Biology: Body Systems** The concept of cells as building blocks of all living organisms, including the respiratory system and skeletal system. **Chemistry:** **Types of Reaction** This unit helps students to understand how the world around us works on a chemical level. Chemical reactions shape much of the human and natural world. This unit also builds fluency in chemical literacy, allowing students to confidently discuss links between chemical reactions and environmental issues.	**Biology: Body Systems** The concept of cells as building blocks of all living organisms, including the respiratory system and skeletal system **Chemistry:** Acids and alkalis This unit introduces acids and alkalis as distinct classes of chemicals. It includes examples of reactions that happen all around us, from the human body to the outer atmosphere. This unit also introduces the idea of indicators in monitoring reactions, an important concept in analytical chemistry.	**Biology: Reproduction** The emotional and physical changes which take place during adolescence. Students study human reproductive system and the process involved. **Chemistry:** **The Earth's Structure** This unit prompts students to question what the Earth is made of and where it came from. An understanding of the geology of the Earth is key to an awareness of environmental and social issues such as natural disasters and climate. This	**Biology: Reproduction** Plant reproduction, germination and seed dispersal. **Chemistry: The Earth's Structure** This unit prompts students to question what the Earth is made of and where it came from. An understanding of the geology of the Earth is key to an awareness of environmental and social issues such as natural disasters and climate. This unit also begins to highlight the concept of resources and their importance.

Science	**Chemistry:** **Topic 1: Particle Model** This unit focuses on the idea of solids, liquids and gases being made up of particles. It introduces ideas about particle behaviour and how this links to material properties. **Physics: Universe** This topic introduces students to some of the celestial objects that they can see in the night sky as well as other objects in the Universe. They gain an understanding of how planets in our Solar System formed. Students will also learn why seasonal changes occur in the UK and other regions on Earth.	**Physics: Universe** This topic introduces students to some of the celestial objects that they can see in the night sky as well as other objects in the Universe. They gain an understanding of how planets in our Solar System formed. Students will also learn why seasonal changes occur in the UK and other regions on Earth.	**Physics:** **Forces** This topic introduces students to forces that are all around them. Students learn that forces act on stationary objects, and without forces, nothing would be able to move. They will also learn that forces can change the shape, speed and the direction of an object. They will investigate Hooke's Law.	**Physics:** **Light** This topic introduces students to properties of light and how light travels. Students compare how the eye and the camera work. They will also gain an understanding of the effect of coloured filters on light and the effect of coloured light on different coloured objects.	unit also begins to highlight the concept of resources and their importance. **Physics** **Sound** This topic introduces students to longitudinal and transverse waves and looks at what happens when waves meet each other or hit a barrier. Students look at sound wave in more detail; what mediums sound waves can travel through and how they are detected by the ear and microphone.	**Physics** **Sound** This topic introduces students to longitudinal and transverse waves and looks at what happens when waves meet each other or hit a barrier. Students look at sound wave in more detail; what mediums sound waves can travel through and how they are detected by the ear and microphone.
Computer Science	**Digital Skills** Developing essential digital skills and confidence in using computers, including understanding basic hardware and software, navigating the school network, managing files, and using technology effectively for learning.	**E-Safety** Developing the knowledge and skills to communicate safely and responsibly online, recognise potential risks associated with the internet and social media, protect personal information and wellbeing, and know how to respond to and report harmful or abusive behaviour.	**Computational Thinking** Developing computational thinking and logical reasoning skills through problem-solving, pattern recognition, decomposition and algorithmic thinking. Students explore how computer scientists approach problems and learn to apply a range of strategies to design effective solutions.	**Games Development with SCRATCH** Use computational thinking to design, program and debug interactive games in Scratch, applying algorithms, logic and problem-solving skills.	**Spreadsheet skills development** Develop spreadsheet skills by entering and formatting data, using formulas, functions and cell references, sorting and filtering information, applying comparison operators, and creating graphs and models to analyse data.	**Artificial Intelligence and Machine learning** Explore how AI and machine learning use data, patterns and algorithms to solve problems, make decisions and create intelligent solutions, while considering their applications and impact on everyday life.

Geography	**My World** **Map Skills** Learning key Geographical skills through looking at the World, Europe, the United Kingdom and Carshalton.	**Weather & Climate** Measuring & recording weather. Evidence for climate change, causes, effects & responses. The water cycle and clouds. Hurricane formation and effects. Tornadoes and thunderstorms. Microclimates and fieldwork.	**Urbanisation** Early settlement factors. Land use morphology. Traffic problems & solutions.	**Urbanisation** Megacities. Flood risk & Sustainable Urban Drainage Systems (SUDS) Fieldwork. Urbanisation case study in India.	**Oceans** Importance. Ocean Circulation. Ocean trenches, ridges, coral reefs. Ocean adaptations. Fishing, plastics and pollution. Climate Change.	**Development & Economic Activity** Measuring development. Gender equality. UK trade. Globalisation. Aid. Sustainable development. Fair Trade. Trans-National Corporations (TNCs).
History	**Which individual changed London the most?** Boudica; William the Conqueror; Christopher Wren; Joseph Bazalgette; Clement Attlee; Focus: Change and continuity	**Why did Harold lose at Hastings?** Claims to the throne of England in 1066; Reasons why William won at Hastings, and Harold lost. Focus: Causation **How did William establish his authority in England?** Castles; The Harrying of the North; The feudal system; Focus: Causation	**Why was the medieval Christian Church so powerful?** Medieval ideas about Heaven and Hell; The power of the Pope; Monasteries and daily life; Focus: Causation **Was religion the main cause of First Crusade?** The importance of Jerusalem; Pope Urban's speech at Clermont; Reasons why people chose to go on Crusade; Focus: Causation, Interpretations	**Why did Matilda fail to become queen?** Matilda's claim to the throne; Stephen's claim to the throne; The Anarchy. Focus: Causation **Was King Henry II a successful medieval monarch?** The Angevin empire; Henry's changes to the legal system; Henry's relationship with the Church; Rebellion against Henry in his later years; Focus: Historical significance	**How successfully did the Tudors rule England?** Edward VI; Mary I; Elizabeth I Focus: Causation and consequence. **Why did Parliament become more powerful than the monarchy in the 1600s?** Execution of Charles I; Oliver Cromwell; The Restoration; The Glorious Revolution Focus: Causation, change	**Why should we study the Kingdom of Asante?** The myth of the Golden Stool; The importance of gold to the Asante kingdom; Connections between the Asante kingdom and the wider world; Colonisation; Decolonisation and Ghanaian independence. Focus: Historical significance

French	**Unit 1 La rentree!** Learning to pronounce key French sounds Saying your name and learning numbers Talking about brothers, sisters and age Describing a classroom Talking about likes and dislikes Describing yourself and others Saying what you do	**Unit 1 La rentree!** **Unit 2 A l'ecole!** Talking about colours. Telling the time Saying what you think of your school subjects and why Talking about likes and dislikes Talking about what you wear to school	**Unit 2 A l'ecole!**	**Unit 3 A l'ecole suite** Talking about your school day Learning about a typical French school Agreeing and disagreeing	**Unit 3 A l'ecole suite** **Unit 4 Mon temps libre** Talking about weather and seasons Talking about which sports you play Talking about activities you do Discovering sport in French-speaking countries Talking about what you like doing	**Unit 4 Mon temps libre** **Unit 5 Ma vie de famille** Talking about animals Describing your family Describing where you live Talking about breakfast Learning about Bastille Day Creating a cartoon family
Spanish	**Unit 1 ¡Vamos!** Target language phrases for students & teachers Introducing yourself. Counting up to 15. Counting up to 31. Spanish alphabet. Classroom.	**Unit 1 ¡Vamos!** **Unit 2 En el instituto** School subjects. Teachers. Opinions.	**Unit 2 En el instituto**	**Unit 3 Mi familia** Brothers and sisters using possessive adjectives. Counting up to 100. Talking about pets. Agreement colours. Appearance and character. Verb ser. Eyes and hair. Adjectives after nouns.	**Unit 3 Mi familia** **Unit 4 En casa** Where you live. Describing where you live. Rooms in your house.	**Unit 4 En casa** **Unit 5 El tiempo libre** Free time. Telling the time. Sports. What you like to do. What you are going to do.
Art	**Exploring still life and the formal elements.**	**Exploring still life and the formal elements –** Developing observational drawing and painting skills.	**Exploring the genre of landscape**. Developing skills in one-point perspective.	Responding to landscape in a range of media and techniques.	Exploring natural forms and the work of Angie Lewin. Exploring repetition, tessellation and the compositional style of her work.	Developing multiple colour prints based on the work of Angie Lewin.
Citizenship	**What is Citizenship?** Social change, communities, democracy, laws, taxation and what it means to be an active citizen.	**What are our identities and communities?** **(Theme A)** How personal and national identities develop and change, alongside diversity, communities and our local and global connections.	**How does local democracy work?** **(Theme A)** The role of local government, including council services and funding, local elections and how young people can influence local decisions.	**How does the political system work in the UK?** **(Theme B)** How Parliament and government work, alongside national elections, political parties, MPs and the monarchy.	**What is crime?** **(Theme C)** Crime and the justice system, including the role of the police, youth justice, Magistrates' Courts and Crown Courts.	**How can we make a difference in our communities?** **(Theme E)** The role of schools, charities and other groups within communities, and how citizens can take action to make a difference.

Design Technology	**Food Technology – Developing Kitchen Confidence** • Core practical skills & increasing independence • Planning & evaluative skills • Healthy eating & nutrition • Health, safety & hygiene • Food safety & safe working practices	**Food Technology – Developing Kitchen Confidence** • Core practical skills & increasing independence • Planning & evaluative skills • Healthy eating & nutrition • Health, safety & hygiene • Food safety & safe working practices	**Food Technology – Developing Kitchen Confidence** • Core practical skills & increasing independence • Planning & evaluative skills • Healthy eating & nutrition • Health, safety & hygiene • Food safety & safe working practices	**D&T Cultural Travel Accessories** • Exploring culture as a source of design inspiration • **Textiles:** Passport cover – core sewing & decorative techniques • **Metals & Polymers:** Pewter and acrylic keyring • Designing, making & evaluating • Developing knowledge of materials, tools & processes	**D&T Cultural Travel Accessories** • Exploring culture as a source of design inspiration • **Textiles:** Passport cover – core sewing & decorative techniques • **Metals & Polymers:** Pewter and acrylic keyring • Designing, making & evaluating • Developing knowledge of materials, tools & processes	**D&T Cultural Travel Accessories** • Exploring culture as a source of design inspiration • **Textiles:** Passport cover – core sewing & decorative techniques • **Metals & Polymers:** Pewter and acrylic keyring • Designing, making & evaluating • Developing knowledge of materials, tools & processes
In Design Technology, students rotate between Food Technology and Design & Technology at February half term. The subject they start with will be determined in September.						
Drama	Introduction to Drama – Greek Theatre	The Lion, The Witch and The Wardrobe (Performance)	The Lion, The Witch and The Wardrobe (Technical Lighting and Costume)	Mime	Melodrama	Theatre in Education (TIE) - Devising
Music	**Vocal Traditions** Structures used in Music Using the voice effectively and singing confidently Introduction to dynamics and tempo Whole class and small group ensemble singing	**Stomp and Samba** Basic rhythmic notation and note values Creating different timbres (sounds) Samba and Chair drumming Introduction to small group composition Whole class ensemble Samba performance	**Music of Asia** Introduction to Chinese classical music and Indonesian Gamelan Basic pitch notation and developed rhythmic notation Introduction to keyboard playing Introduction to improvisation Paired keyboard performance Critical Listening skills	**Musical Theatre** History and different styles of music for stage Different types of songs and voice types Critical listening skills Ensemble vocal performance Developed keyboard skills and individual keyboard performance	**Development of the Orchestra** Introduction to instruments of the orchestra Reading music notation developed Changes to the orchestra over time Critical listening skills Developed individual keyboard skills – two hands together playing	**Disney Band Project** Introduction to the ukulele Developing personal and group practice habits Developed keyboard skills Ensemble vocal performance – Disney songs Small group ensemble performance

Dance	**Baseline testing Introduction to Dance.** Assessing student skill sets within Dance. Replicating choreography led by the teacher.	**World War 2.** Narrative Dance Group and individual performances	***A Linha Curva* by Itzik Galili.** AQA GCSE Set Work Group and individual performances	**Musicals Mashup.** Style and Characterisation Group and individual performances	**British Sign Language.** Communication Group and individual performances	**Spotlight Own Choreography.** Choreography Group and individual performances
PE	**Baseline testing** Understanding and developing core fundamental skills of physical exercise, health and fitness.	**Netball** **Football** **Gymnastics** Develop a range of core skills in isolation and perform rules and tactics in a game situation.	Games- 1 (Handball, Netball or Basketball) Games-2 (Football, tag rugby or hockey) Gymnastics	Games- 1 (Handball, Netball or Basketball) Games-2 (Football, tag rugby or hockey) Gymnastics	Athletics Cricket Rounders	
Religious Studies	**Where does religious belief come from?** Explores how religious beliefs developed across history and cultures, examining why humans seek gods, meaning and explanations for existence.	**Where does religious belief come from?** Explores how religious beliefs developed across history and cultures, examining why humans seek gods, meaning and explanations for existence.	**What is the Good Life?** Examines how Christianity, Islam, Confucianism and Humanism guide people towards living well, exploring virtue, duty and the consequences of our actions.	**What is the Good Life?** Examines how Christianity, Islam, Confucianism and Humanism guide people towards living well, exploring virtue, duty and the consequences of our actions.	**Words of Wisdom: Sacred Texts and Authority** Explores how the Bible, Qur'an and Confucius's *Analects* provide guidance, examining their origins, authority and differing interpretations.	**Words of Wisdom: Sacred Texts and Authority** Explores how the Bible, Qur'an and Confucius's *Analects* provide guidance, examining their origins, authority and differing interpretations.