

## Year 7 Curriculum Topic Map – Autumn 2

Art (2)	Design Technology (2)	Drama (1)	English (4)	Spanish (2)
<p><b>Ceramic Poppies (Short project) -</b> Students will engage with a whole-school Proud Tradition by creating poppies for Bedworth armistice. These will feature in our own Remembrance event, as part of the town Remembrance parade 11/11 and will be sold as a fundraiser for related charities, linking to real-world skills of business enterprise.</p> <p><b>Colour</b> – Students will explore the colour wheel, painting techniques and blending paint as foundation skills for Years 8 and 9.</p> <p>Students will also have the opportunity to engage in Artistic Enrichment by attending a weekly Art Club in which they are able to practise their ceramic and painting skills.</p>	<p><b>STEAM focus as KS3 Foundational skills</b> (Science, Technology, Engineering and Maths)</p> <p><b>Product Innovation:</b> Students will manufacture a spinning top, developing skills through application of tools and equipment and knowledge and understanding of materials and characteristics.</p> <p><b>Cuisine:</b> Food preparation and nutrition-Students will develop basic skills in different methods of cooking via an application of specialist equipment.</p> <p><b>Graphic Communication:</b> Technical skills-Students will develop a range of different graphic skills and techniques.</p> <p>Students will also have opportunity to engage in Technological Enrichment by taking part in house competitions and attending ECA bright sparks/shake and bake ECA clubs</p>	<p><b>Matilda by Roald Dahl.</b></p> <p>Students will, over the course of the scheme, explore the key characters, storyline and themes.</p> <p>Pupils explore Matilda through the use of dramatic conventions alongside characterisation activities. Such as, hot seating, still images and monologues.</p> <p>This establishes a foundation for Y8 by continuing to develop knowledge of key dramatic techniques in order to create a well rounded and effective practical piece. Alongside the continued development of their textual analysis.</p> <p>Students will also have the opportunity to engage in Drama Enrichment by KS3 drama club leading to a performance during GAF week.</p>	<p><b>A Monster Calls</b> Students complete a study of a novel, developing core skills related to studies of both language and literature through application of techniques of literary analysis.</p> <p>The novel itself introduces students to difficult themes of loss, innocence, power and conflict, equipping them with the capacity and technical vocabulary to explore each in depth. These themes will be revisited and re-explored later in Years 8 and 9 as well as in KS4 texts.</p>	<p><b>Mi vida: My life</b> Module 1 Viva</p> <p>Students are introduced to Spanish by learning how to introduce themselves. Students explore the following through speaking, reading, writing and listening:</p> <ul style="list-style-type: none"> <li>• Age / Edad</li> <li>• Numbers / Números</li> <li>• Months / Meses</li> <li>• My name / Mi nombre</li> <li>• My birthday / Mi cumpleaños</li> <li>• The verb SER / El verbo SER</li> <li>• The verb TENER / El verbo TENER</li> <li>• Colours / Colores</li> <li>• Adjectives / Adjetivos</li> <li>• My siblings / Mis hermanos</li> <li>• My pets / Mis mascotas</li> </ul> <p>Students will also have opportunity to engage in in Spanish Enrichment watching BBC series on A trip to Madrid on Youtube “Mi vida loca”</p>

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Geography (2)	History (2)	Mathematics (4)	Music (2)	Physical Education (2)
<p><b>Tectonic Hazards</b></p> <p>Students will explore causes, effects and responses to tectonic hazards whilst developing skills of explanation and analysis and use of examples.</p> <p>This establishes a foundation for future years as tectonics is a key topic in both GCSE and A level. This topic also introduces some key geographical concepts and themes, such as social, economic and environmental effects and the impact of differences in wealth.</p> <p>Students will also have an opportunity to engage in Geographical Enrichment by taking part in a House competition.</p>	<p><b>Key Questions:</b> Students will explore key Historical themes by responding to the following questions:</p> <ol style="list-style-type: none"> <li>1. What was the Islamic world's most significant contribution to the Western World? <b>(Significance)</b></li> <li>2. Why did William win the Battle of Hastings? <b>(Causation)</b></li> </ol> <p>This establishes a foundation for Y8 and above by introducing students to the concepts of significance and causation, whilst also providing a foundation of key moments from the medieval period which will be expanded on in year 8.</p>	<p>Students will explore the foundations of mathematical mastery through an applied study of the following:</p> <ul style="list-style-type: none"> <li>• Classifying 2D shapes,</li> <li>• Coordinates,</li> <li>• Area and perimeter of 2D shapes,</li> <li>• Transforming 2D shapes,</li> <li>• Expressions and Equations,</li> </ul> <p>This establishes a foundation for Y8 and above by ensuring students are skilled in mathematical thinking, conceptual understanding and language and communication to be able to solve problems.</p> <p>Students will also have opportunity to engage in Mathematical Enrichment by taking part in House Competitions.</p>	<p>As part of our MISST programme all students will study an instrument and complete a solo <b>practical performance</b>.</p> <p>Students will apply <b>theoretical</b> aspects of metre and tempo through their playing,</p> <p>Students will explore the following examples of excellent practice:</p> <ul style="list-style-type: none"> <li>• Purcell – Rondeau,</li> <li>• Wood - Fantasia on British Sea Songs,</li> <li>• Jones - Boogie Stop Shuffle</li> <li>• C. Schumann - Piano concerto mvt 1</li> </ul> <p>Students will also have opportunity to engage in Musical Enrichment by joining the music department in a concert at Coventry Cathedral featuring Gabrielli Roar. Also, there are opportunities to engage in our extra curricular menu</p>	<p>All students participate in the following sports organised on a rota:</p> <ul style="list-style-type: none"> <li>• Rugby (field)</li> <li>• Basketball (SH/courts)</li> <li>• Indoor Athletics (SH)</li> <li>• Dance (Studio)</li> <li>• Handball (courts)</li> <li>• Netball (Courts)</li> </ul> <p>The skills and attitudes students will develop through these games form a foundation for further development of more sophisticated sporting capacity in year 8 and above, especially in terms of learning to play as a part of a team.</p> <p>Students will also have opportunity to represent their House by competing in an Indoor Athletics tournament.</p>

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French (2)	Religious Studies (1)	Science (4)	Accelerated Reader (1)	PSHCE (1)
<p><b>Je me présente</b> <b>Introducing myself</b> <b>Module 1</b> <b>Dynamo 1</b></p> <p>Students develop their French by learning how to give key details about themselves. Students explore the following through speaking, reading, writing and listening:</p> <ul style="list-style-type: none"> <li>• <i>Point de départ. Learning to pronounce key French sounds.</i></li> <li>• <i>As-tu des frères et des sœurs ? Talking about brothers and sisters and age. Using the verb avoir to have.</i></li> <li>• <i>Voici ma salle de classe. Describing your classroom using articles.</i></li> <li>• <i>Tu aimes ça? Giving opinions and using the verb aimer to like.</i></li> <li>• <i>Tu es comment? Describing yourself and other people using adjectives</i></li> <li>• <i>Qu'est-ce que tu fais? Saying what you do using French verbs.</i></li> <li>• <i>Mon interview. Developing speaking skills and talking about yourself.</i></li> </ul> <p>Students will also have the opportunity to engage in MFL Enrichment by attending a lunchtime club.</p>	<p><b>Should we care for each other?</b></p> <p>Students will develop an awareness of the ethical and philosophical values underpinning moral laws and codes, exploring their own views and the views of others they may not agree with.</p> <p>Students will also explore means to effectively express their own understanding and celebrate their own identity, background, beliefs and traditions whilst recognising and valuing positions other than their own.</p> <p>These skills act as a foundation for a more focussed study of organised religious belief in Y8 and above.</p> <p>Students will also have the opportunity to engage with Theological and Philosophical Enrichment through the Spirited Arts Project Homework.</p>	<p><b>Energy</b></p> <p><b>Organisms 1</b></p> <p>Students will use these subjects to understand how energy sources can empty and fill and how the building blocks of life are used to make larger organisms</p> <p>This is achieved via core skills of investigation and application of scientific theory.</p> <p>This establishes a foundation for Y8 and above by introducing the principles of energy and cells</p> <p>Students will also have opportunity to engage in Scientific Enrichment by completing project work on the particle model and how energy is used in changing from each state of matter</p>	<p><b>Accelerated Reader</b> is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.)</p> <p><b>Accelerated Reader</b> gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.</p> <p>You can learn more here: <a href="https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/">https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/</a></p>	<p>Students will explore a range of materials and a range of social situations through discussion and debate. In year 7 these issues will include:</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary</p> <p>That happiness is linked to being connected to others</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>