



YEAR 7

CURRICULUM GUIDE 18/19

CRAMLINGTON
LEARNING VILLAGE



WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING

WELCOME TO YEAR 7

This booklet aims to provide you with a concise guide to the work your child will undertake in each subject area this year. Subjects areas have provided a summary of the topics covered term by term and also indicated ways in which you can help and support your child at home.

We hope that you will find the information useful and if you have any further questions feel free to contact the relevant Head of Department.

ART

WINTER TERM

In this first term students will jump straight into an 'Insect' themed project which also incorporates their baseline challenge to assess their starting points across four main areas: Observation, Artist Research, Design Ideas and Final Piece. They will develop and refine their observation drawing skills and explore a range of 2D media and techniques. They will also investigate the work of other artists by exploring the Art Formal Elements, and learn how to research and present information creatively in hand made sketchbooks. They will consider how and why other artists use specific techniques, and produce their own individual responses.

SPRING TERM

In the second term students will complete their insect project and produce a final piece that demonstrates all of the skills they have learned since the start of the year. Students will improve their confidence in drawing and painting skills and will deepen their knowledge and understanding of colour theory and application of paint as they work toward their final outcomes to the project. Their work will also be underpinned by a series of Art History lessons where they look at key Art Movements in history and gain a greater understanding of how and why artists create the work they do and within a wider social context.

SUMMER TERM

In the third term students will branch off to study 3D making skills but still under the diverse umbrella of insects, though this time we want their insects to have a range of contemporary issues. The students will have the opportunity to experiment with the three main areas of 3D including construction, carving and modelling and will produce a final outcome using a mixed media approach.

HOW YOU CAN SUPPORT YOUR CHILD:

- Parents can help support students at home by: getting involved with the home learning tasks. Students could discuss with parents the success criteria for that home learning tasks and plan how they might reach them. Students should also get parents to give them feedback on their work, as it is always useful to have a second opinion!
- Parents can also support students at home by encouraging them to watch TV programmes about art and taking them to galleries and museums in their free time.

Create is a combination of 3 subjects: Music, Media and Drama. Each subject area is dedicated initially to developing specific skills for that specialism, from composing in Music, to editing in Media and characterisation in Drama.

WINTER TERM

Term 1 is solely focused on skills that your child will acquire within each specialism. Drama will consist of characterisation, body language, vocal training and movement skills. Media will consist of animation and editing skills, whilst Music is focused on performance as an ensemble, the elements of Music and music technology.

SPRING TERM

This then develops into the amalgamation of these subjects through project based learning. Students will be challenged to tackle units that require them to be creative and to develop independent problem solving skills. Year 7 this term will be working on a CLV Hits projects where they recreate a famous Music track, choreograph the dance moves in Drama and finally animate and edit their work in Media.

SUMMER TERM

In term 3 this includes tackling a range of projects with the choice of either a semi-professional special effects unit (28 Frames Later), scripting a professional Radio Play (Podcast Plays) or starring in the remake of a Roald Dahl classic (Charlie & the Chocolate Factory).

ENGLISH

WINTER TERM

This term students will begin the year studying the transition novel, 'The Unforgotten Coat' in preparation for a baseline test. They will cover character presentation, sequencing of plot and use of language and meaning. During week 4 (once the baseline has been completed) pupils will move on to adventure writing. Here they will explore authors' use of vocabulary to create images and feelings and work on retrieving evidence to support their ideas about language. After October half term, students will move on to exploring life through poetry. Learners will be exposed to a range of poetry and develop performance and language skills. Students will complete one Key Assessment at the end of each half term; a reading assessment based on an autobiographical extract and a writing assessment based on poetry. Levels will be given to pupils and reflected upon in class, as well as being recorded on a central database, which will inform review data. Students will also be given target areas to improve for the next half term and redrafting opportunities.

SPRING TERM

After Christmas, students will study a novel from 'Childrens' Classics'. Throughout the study of the novel, pupils will explore the development of character and plot, author's use of language, as well as reading between the lines, and using evidence to extend their ideas. They will complete one Key Assessment at the end of each half term; creative writing of their own short story or writing as a comedy character and a reading assessment about character representation in an extract. Again, levels will be given to pupils, as well as being recorded on a central database, which will inform review data.

SUMMER TERM

After Easter, students will begin their final module of the year, writing in the real world. Throughout this module students will be exploring a range of non-fiction writing texts and working on skills of persuasive and informative writing. This will feed into their project home learning where pupils will choose either an informative leaflet for the new Year 6 pupils or a persuasive campaign based around animal rights. They will complete one Key Assessment at the end of each half term; a reading assessment based on a non-fiction piece of writing and a persuasive speech. These assessments will inform the summer review data.

HOW YOU CAN SUPPORT YOUR CHILD:

- Please encourage your son or daughter to read as much as possible in his or her own time. This does not just have to be restricted to novels: to engage the interest of reluctant readers, why not try non-fiction such as autobiography or information texts on a topic your son or daughter enjoys?
- Each pupil has an Accelerated Reading book and reading log that must be filled in on a weekly basis. Students should have their Accelerated Reading book with them when in school. Parents should also ensure that their children are equipped with basic equipment such as pens, pencils and planner (the 3 Ps).

WINTER TERM

Year 7 French is geared towards students writing their own story in French in the summer term. In the first term, students will learn how to describe the characters for their story. They will look at adjectives in French and learn how they work and be able to give physical descriptions and describe personality. They will also look at some basics such as numbers, the alphabet and greetings to make sure students have a good grounding in French. As part of the preparation for writing their story, students will also have the opportunity to read some stories in French including 'The Gruffalo' and a variety of fairy stories.

SPRING TERM

In this term students will learn the vocabulary they need to describe the setting for their story. This will include places in town and locations. They will also have the opportunity to research a Francophone city. In this term, students will also look at how to use verbs in French to describe the action and plot of their story.

SUMMER TERM

The first half term will be spent writing their story and producing a book, puppet show, movie or other form of presentation, the best of which will be performed for the Primary Schools. The second part of the term will focus on French cuisine and café culture. Students will learn how to order in a restaurant and practise prices in Euros.

HOW YOU CAN SUPPORT YOUR CHILD:

- Students often have no-one with whom they can practise spellings or speaking presentations. Even if you can't understand everything, spending time listening to your child speaking French is invaluable. Better still, ask your child to teach you some useful French that they have been learning.

HUMANITIES

WINTER TERM

In this term, students will be learning about the significance of Lindisfarne from a geographical, historical and religious perspective. We will divide our time between learning about spit formation, the Vikings and the Lindisfarne Gospels. Students will also be given the opportunity to create an illuminated letter to accompany their piece of writing about why Lindisfarne is a significant location.

The second module will examine the origins of Christmas and consider the true meaning of Christmas. This module specifically focuses upon Religious Education and helps to ensure that all children learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and understand their influence on individuals, societies, communities and cultures.

SPRING TERM

Hostile World: How do we cope with natural disasters? This module allows students to question, investigate and critically think about issues surrounding natural disasters across the world. Students learn to think about the causes and effects of disasters. We concentrate on using maps, visual images and new technologies, to obtain, present and analyse information on natural disasters. Students begin to evaluate the way in which we plan for and respond to natural disasters which are becoming increasingly common in our world affected by climate change. The project focus will be on numerical literacy and understanding the scale of natural disasters and will culminate in students creating a written geographical report which makes the scale of global disasters comprehensible.

SUMMER TERM

Medieval England: Power, People, Plagues. Students study the Norman invasion of 1066 and a range of topics which include: medicine and the plague, the development of castles, Town and Country Life, the Power of the Medieval Church. They will also learn about the development of Britain through the eyes of an historian during the medieval period.

HOW YOU CAN SUPPORT YOUR CHILD:

- As a parent you are able to help through checking over your child's work and identifying any literacy mistakes. You should also encourage students to use different forms of research for example, reading the newspapers or visiting the library. This will allow them to express a range of ideas and opinions in their work and gain a deeper understanding of the topic.

WINTER TERM

Throughout the first term students will focus on place value, addition and subtraction, multiplication and division. The first unit builds on students previous learning, developing their understanding and experience of the formal written algorithms whilst still encouraging students to choose suitable mental strategies when appropriate. Rounding will be revisited in the context of estimation to help spot/prevent errors in the use of the formal methods. Perimeter and mixed bases are introduced as a context for further problems, and bar modelling is taught in greater depth as a means to represent worded problems, prior to gaining a solution.

This second half term extends multiplication and division to decimals, largely through developing students understanding of area. Students are encouraged to explore shape area and perimeter in a number of tasks, including “working backwards” problems. Decimal place value and the links between columns are revisited as students’ estimation skills are developed. This is particularly important in the division of decimals by decimals. Problem solving work will be consolidated with specific support in choosing the correct operation (or operations) to solve worded problems.

SPRING TERM

Throughout Spring Half Term 1, students will follow the geometry module: 2D shape in a 3D world. This unit covers estimating, measuring, drawing and calculating angles. Types of angles will be discussed before students learn to measure and draw angles accurately. Students will also be introduced to facts involving angles around a point, angles on a straight line and vertically opposite angles, and use these to find missing angles. This module also includes properties of quadrilaterals, symmetry and tessellations.

Spring Half Term 2 focuses on fractions. As the introduction to fractions in Year 7, students are encouraged to explore definitions and multiple representations of fractions in order to address any misconceptions from prior learning. Within the unit students will apply concepts and skills connected with time and angles within triangles and quadrilaterals. Bar models are used to demonstrate finding a fraction of an amount. These are a particularly good pictorial representation of splitting a number into equal parts and really useful when moving onto finding the whole given a fractional part. Lessons will look at multiplying and dividing fractions, emphasising throughout the relationship between the two operations.

MATHEMATICS

SUMMER TERM

The summer term looks at dealing with order of operations (BIDMAS), before embarking on a programme of algebraic mastery. Throughout the year students have seen and used algebraic notation to generalise their findings. For this reason, teachers can introduce algebra as a means of extending the students' work in mathematics to this point, rather than as a separate or novel topic. The half term then consists of a series of investigations, designed to consolidate student learning on algebraic expressions. Students investigate number and word problems, with a view to generalising their findings algebraically.

The last half term looks at percentages and pie charts. Students worked with percentages earlier in the year alongside work on decimals, so should be familiar with the denominator of 100. This unit will look at converting between fractions and percentages, as well as comparing representations of these. Bar models, pie charts and 100 grids will be used throughout to pictorially represent these numbers. We then build on this work to look at finding percentages of amounts and increasing/decreasing by a percentage. Students are not expected to be using multipliers at this stage, but rather finding percentages of amounts and using these to increase/decrease the total.

PHYSICAL EDUCATION

During the course of the year the students will participate in a range of different sporting activities.

WINTER TERM

The girls will rotate through the following programme: First half of the year - Hockey, Dance, Gymnastics and Netball and the boys will rotate through - Baseline Testing, Rugby, Football and Net/wall games. They will learn a range of new skills and, where appropriate, apply them in more competitive situations.

SPRING TERM

The students will continue with their rotations of: girls - Hockey, Dance, Gymnastics and Netball and boys - Games for Understanding, Rugby, Football and Net/wall games. They will then move onto their next rotations of: girls - Fitness, Games for Understanding, Athletics and Rounders, boys - Cultural Games, Gymnastics, Athletics and Striking/fielding games.

SUMMER TERM

The students will continue with their rotations of:

Girls - Fitness, Games for Understanding, Athletics and Rounders,

Boys - Cultural Games, Gymnastics, Athletics and Striking/fielding games.

By the end of this term, students will have developed both individual skills and tactical awareness. They will have an understanding of how to analyse their own performance and that of others and know how to improve. They will have an understanding of how to analyse their own performance and that of others and know how to improve.

HOW YOU CAN SUPPORT YOUR CHILD:

- Make sure students bring PE kit to all lessons
- Encourage students to get involved in the extra-curricular sports programme.

SCIENCE

THROUGHOUT THE YEAR

Students in Year 7 have their lessons in all areas of the Science Learning Plaza. They will develop their understanding of Science throughout the year through a variety of modules, all of which build on key concepts that will continue to underpin their experience in Science through KS3 and into KS4. Topics in Year 7 include: Cells, Particle Theory, Reproduction, Nutrition, Waves, Classification of Living Things and Gravity.

HOW YOU CAN SUPPORT YOUR CHILD:

- Highlight and encourage your child to discuss Science issues in the news
- Ask them about their Science at school, most will have already been recounting stories of Bunsen burners at home!
- Encourage them to explain the new Science they have been learning
- Students with long hair should always bring something to tie back their hair in science!!
- Help them with their home learning activities, which are given out each half term and may vary depending on the workshops chosen by your child throughout the year. Please feel free to email your son/ daughter's Science teacher for further clarification.

THROUGHOUT THE YEAR

In year 7 SECURE the curriculum is organised to allow for additional lessons in the core subjects of Maths (numeracy) and English (literacy). This is an important opportunity for many students to secure their core academic skills in these crucial subjects. During this curriculum time some students may also have the opportunity to study Spanish, ICT or Cooking.

The SECURE subjects are:

- English (literacy)
- Maths (numeracy)
- Spanish
- ICT
- Cooking

TECHNOLOGY

WINTER TERM

In the first term in Design Technology students will work on two Enquiry Challenges.

For the first students will design a funky lighting product:

The first challenge will be based on sustainability. Students will learn about sustainable materials and this will be set within the theme of Christmas. They will explore a range of sustainable materials and design and make a Christmas/celebration related product

The second enquiry challenge is based upon architecture; however, in a very different context. Students will explore a range of structures to determine what makes a safe and reliable building. They will do this through exploring the exciting theme and context we have set this work in. Students will look at a range of shell and frame structures and determine which common characteristics successful structures possess.

SPRING TERM

During the spring term students will be continuing to work on a range of Technology Challenges that involve investigations into a range of materials and associated processes. The work will be set within the context of designing and making and there will be an emphasis on innovation. Home learning booklets are issued separately and students have a choice of activities. One of the main focuses for this year will be drawing, presentation and designing.

SUMMER TERM

During the summer term students will be continuing to work on a range of Technology Challenges that involve investigations into a range of materials and associated processes. The work will be set within the context of designing and making and there will be an emphasis on innovation. Home learning booklets are issued separately and students have a choice of activities. One of the main focuses for this term will be 'structures'.

HOW YOU CAN SUPPORT YOUR CHILD:

- Assist with the homework plan for the project
- Assist students in research
- Discuss how technology has changed since you were a child.

