



YEAR 7

CURRICULUM GUIDE 21/22

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 start with 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 with the project 'Movie in a Matchbox' In this project, they will explore the idea of film as an art form and will create planning and design sheets taking into consideration genre, characters, themes and imagery within their chosen movie. They will plan a 3D response to their movie using a small matchbox as the starting point. 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.

WINTER TERM

In the first term, students will learn all about e-safety and the hardware that makes up a computer. They will learn the role of each component inside a computer before moving on to learn the key fundamentals of Computer Science. Students will incorporate some key skills from Maths, especially when learning a new number base. This will be used to understand the workings of a computer and the logical decisions they make.

The units studied this term are:

- I'm a Computing Engineer
- I'm a Computer Scientist.

SPRING TERM

During the second term, students will learn graphic creation and editing skills, developing graphics, sprites and backgrounds which will be utilised in their second unit of the term which is programming. Students will learn the fundamentals of programming, re-creating the classic arcade game, Pacman.

The units studied this term are:

- I'm a Graphic Designer
- I'm a Computer Programmer.

SUMMER TERM

During the final term of the year, students will develop more of their programming skills, using a second programming language of JavaScript. This will be done programming smaller devices such as Microbits to gain an understanding of how the 'Internet of Things' works in the real world, such as smart speakers and home thermostats.

The unit studied this term is:

- I'm an IoT architect

CREATE

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.

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).

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).

FRENCH

WINTER TERM

This year in French, students will be starting a new scheme of learning focusing on building confidence in their speaking. We will be looking at three key linguistic areas – phonics, grammar and vocabulary so as to ensure they're using the language as much as possible. Students will also learn how to study and understand written and spoken texts in French.

The first term will focus on learning how to describe yourself and others, focusing on the grammar around adjectives/ the verbs to have and to be.

SPRING TERM

Terms 2 and 3 will focus on key verbs and more complex grammar structures, not to mention new vocabulary. We aim for students to be able to manipulate and adapt the vocabulary and grammar they learn throughout the year.

SUMMER TERM

Terms 2 and 3 will focus on key verbs and more complex grammar structures, not to mention new vocabulary. We aim for students to be able to manipulate and adapt the vocabulary and grammar they learn throughout the year.

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

GEOGRAPHY: Exploring the United Kingdom. In this term, students will be developing their understanding of Geography which will be delivered through a series of lessons surrounding the United Kingdom. These lessons explore both the physical and human aspects of Geography, whilst examining how society interacts with the natural world. This module not only helps to develop students literacy and numeracy skills but a sense of stewardship and accountability for the communities in which they live.

RELIGIOUS STUDIES: Should we cancel Christmas? 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

HISTORY: History of Northumbria This module introduces history as a subject and the skills it requires. As a breadth study, this module focuses on change through time, from pre-1066 to present day. The lessons focus on a variety of skills, including inference, chronology, reading strategies and oracy. The content has been chosen to incorporate as many KS2 topics as possible across our many feeder primary schools to ensure a level of baseline knowledge from students. This will enable students to confidently tackle chronology and acclimatise to a faster pace of learning at KS3.

GEOGRAPHY: The Living World: Global ecosystems This module allows students to explore another branch of Geography by developing an understanding of the uniqueness of our planet's ecosystems. Students will be given the opportunity to explore ecosystems within the UK (Deciduous forests) and in other countries around the world, for example the Tropical Rain forests of Brazil. Moreover, students will examine how people interact with ecosystems and how sometimes our interaction can be problematic.

SUMMER TERM

RELIGIOUS STUDIES: What can we learn from Islam? This unit engages learners to consider the religious and theological teachings of Islam in order that we approach the wider societal issues of Islamophobia in a mature and thoughtful context. Learners have the opportunity to explore the diversity and commonality between Islam and Christianity.

HISTORY: Anglo-Saxons to Normans. Beginning with the departure of the Romans in 410 AD, students explore the changes that took place in Anglo-Saxon England, from invasions to the creation of England. Students will develop source analysis skills and dissect complex readings to help them understand life in Anglo-Saxon England. They will also develop an understanding of England's cultural roots and an appreciation of how nations evolve over time.

HISTORY: Medieval England. Students study the Norman invasion of 1066 and how William the Conqueror consolidated his power in England. They also learn about medicine and the plague, the power of the Church and how key events changed the balance of authority in Medieval England.

MATHEMATICS

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

In the current climate, we are following all the advice from the various sports governing bodies and adapting activities accordingly. We are aiming to deliver as varied a programme as possible covering a range of sporting areas, such as football, dance, netball, hockey, fitness, games for understanding, rounders and athletics for the girls and rugby, net/wall, games for understanding, football, cultural games, athletics, striking and fielding and running for the boys.

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.

WINTER TERM

Tutor Work: FOCUS: The main focus for this half term is the transition from primary to secondary school as well as exploring positive relationships, anti-Bullying and setting boundaries. Discussing how to communicate about sensitive topics is addressed straight away with students creating a group agreement to allow them to feel confident and safe in these lessons. Students then move on to looking at topics regarding British Values, Democracy and the Rule of Law. This gives them a greater insight in to how the country runs and what it means to be a positive and active citizen in a diverse and culturally rich community.

Well Being Day: The first Well Being Day looks at the theme of Respect and how we give and show respect in our daily lives. They contribute to a song that is performed in an assembly at the end of the day. The second Well Being Day looks at E safety and being safe online. They explore the potential dangers of a range of online sites and apps as well are given advice on how to utilise the internet responsibly.

SPRING TERM

Tutor Work: Students then move on to looking at the focus of anti-discrimination. They look at discrimination in its many forms as well as the topics of culture and tolerance to explore the fact that they will come across a wide range of lifestyles and beliefs that should be understood and respected even if it is not familiar to them. They then look at coping strategies with a focus on unhealthy coping strategies to help students make positive choices in response to the challenges that they may face.

Well Being Day: Their third Well Being Day covers the topic of Mental Health and the holistic approach we have to maintain a healthy body and mind. They explore a range of different areas regarding mental health and can choose one to look at in more detail to share their new found knowledge with the rest of the group. Their fourth Well Being Day looks at Personal safety and how they can manage and reduce personal risk in their daily lives.

SUMMER TERM

Tutor Work: In their final term they look at the theme of emotional intelligence with an emphasis on stress management, revision, managing set backs and active listening. This final set of tutor work is aimed at setting them up for the additional challenges of Year 8 and as they move towards assessment weeks within school. They will also cover topics that involve the wider world including water safety, sun safety, knife crime, peer pressure and risk.

Well Being Day: Their final Well Being Day will look at My Relationships and support.

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: Classification, Cells, Particle Theory and Rates of Reaction, Energy, Digestion and Periodic Table of Elements.

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 Food.

The SECURE subjects are:

- Literacy/Numeracy
- Food
- ICT
- Spanish

