



# YEAR 7

## CURRICULUM GUIDE 24/25

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**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.

## WINTER TERM

In the first term students will start with an 'Insect' themed project. They will develop and refine their observation drawing skills and explore a range of 2D media and techniques including printmaking and painting. They will also investigate the work of other artists by exploring the Art Formal Elements, and learn how to research and present information creatively. 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. They will also have a series of lessons where they explore the theme of North East architecture and gain a greater understanding of the work of architects.

## 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.

## 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 continue to improve their programming skills by making a series of small apps. This develops their ability to use block based programming alongside some basic JavaScript. They will be taught how to make an app followed by time for them to develop their own app.

The units studied this term are:

- I'm an app developer

# CREATE

## THROUGHOUT THE YEAR

Drama - In Drama students will develop their vocal, movement and characterisation skills through use of various stimuli; images, poetry, costume, improvisation and scripts. As a result they will be developing on how to become successful young performers.

Media - In Media, students will be exploring how we are 'Living in a Media World' and why media is so important to our lives! As part of this project they will develop skills in analysis, design, production and communication. They will be an animator, a film editor, a web designer and much more!

## WINTER TERM

This term students will begin the year studying the transition novel, 'The Boy who made Everyone Laugh' in preparation for a baseline test. They will cover character presentation, sequencing of plot and use of language and meaning. Students will develop their creative writing as well as their reading comprehension. 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.

After October Half term students will be studying Poetry from Different Cultures. They will continue to develop their comprehension skills but assessment will be focused on analytical writing.

## SPRING TERM

After Christmas, students will study a range of non-fiction extracts. Students will be focusing on journalistic writing and developing their writing skills. They will study a range of different texts across the half term.

## SUMMER TERM

After Easter, students will begin their final modules of the year, creative writing and Shakespeare. First students will study the novel Freeze in order to use as a stimulus for their own creative writing. Students will write their own creepy stories whilst also developing their sequencing and comprehension skills.

The final half term will be spent studying a range of Shakespeare plays. Students will learn to 'decode' Shakespearean language, sequencing plot and form opinions on characters based on evidence in a text. Students will be exposed to a range of extracts across the play.

# 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. In half term 6, students will get a taster of Spanish - this is an exciting opportunity to get to know a little bit of the language before they start to study it in year 8.



# HUMANITIES

Humanities is divided into History and Geography lessons. The Religious Studies topics are taught within each History and Geography lessons.

## 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 first 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.

**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.

## SPRING TERM

**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.

**RELIGIOUS STUDIES:** Who are the people of the book?

We live in a world full of exciting and sometimes controversial ideas. Religious Studies can help us to appreciate different views so that we can understand how beliefs influence the lives and values of individuals and groups.

# HUMANITIES

This module explores:

- What connects the religions of Christianity, Judaism and Islam including core beliefs about God and life after death
- The geographic origins of Islam and Judaism and the ways in which this links to conflict today
- Differences between Muslims and Jews within different traditions
- The importance of scripture and teachings which affect the lives of believers and how they act on certain issues
- How Jews and Muslims have been persecuted for their beliefs.

## SUMMER TERM

**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 some less common ecosystems such as the semi-arid grasslands and polar regions as well as the tropical rainforests. Students will examine how people interact with these different ecosystems and how sometimes our interaction can be problematic, and consequently how we can manage these issues through geopolitical agreements such as the Antarctic Treaty. We also study the Seaton Sluice sand dunes as a small scale and local ecosystem, showing students that ecosystems are also on our door step!

**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.

## WINTER TERM

HT1: Battle of the Bands - During this project students will begin to learn to play a musical instrument and develop their ensemble skills as a class, learning to play songs that will contribute to their class performance for the “Battle of the Bands”. In this topic students will develop their skills on ukulele, guitar, keyboard and vocals. This unit is supported by resources from Musical Futures Online - JustPlay, which students can access from home to further enhance their musical learning.

HT2: Welcome to the Jungle - This unit takes, as its starting point, Saint-Saëns’ programmatic suite “Carnival of the Animals” as a musical starting point to explore how composers have created descriptive music based on animals. Pupils then explore other descriptive and programmatic works, investigating how the composers have used timbre and other elements of music to create descriptive pieces. They will then go on to create their own “class Carnival of the Animals” suite, linked by Saint-Saëns’ “March of the Royal Lion” theme.

## SPRING TERM

HT3: Horrible Music Histories - This project is designed to provide students with an understanding of the main time periods in the History of Music; Baroque, Classical and Romantic. Students will be learning to play different pieces of music from these time periods, as well as listening and appraising examples of pieces of music by well known composers. We will be doing all of this learning in the style of “Horrible Histories” and students will be encouraged to find humorous information about the composers in which we study, in order to fully understand the ways in which they wrote the iconic music in which we study.

HT4: New Directions - New Directions takes an in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism. The unit explores how composers develop compositions from small starting points and how these can be extended, developed and varied using a variety of musical devices. Through exploring a wide range of music from the minimalist and expressionist styles, pupils learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics as well as how composers use unusual and experiments timbres, sonorities, sounds and instruments within their work, which pupils are encouraged to explore and use in their own performances, improvisations and compositions to get a feel “of the style” in which they are exploring.

# MUSIC

## SUMMER TERM

HT5: The Show Must Go On - In this topic, students will have the opportunity to develop their skills further on ukulele, guitar, keyboard and vocals. They will also expand their knowledge and understanding of music from the world of musical theatre, through various listening and singing activities. This unit is supported by resources from Musical Futures Online - JustPlay, which students are able to access from home to further enhance their musical learning.

HT6: Heroes and Villains - In this unit we will study Film Music. We will explore the ways in which music can be used to enhance film and create a mood or atmosphere. We will learn to play some examples of famous leitmotifs that represent different heroes and villains from popular films, as well as analysing the way in which film composers use music within their films. Students will then go on to compose their own pieces of music to represent various different heroes and villains.

# PHYSICAL EDUCATION

## THROUGHOUT THE YEAR

The Year 7 core PE programme meets the requirements of the National Curriculum by offering students the opportunity to participate in a range of sporting activities. Within their PE class, students will rotate activities every 6 lessons throughout the year. Students will develop their own sporting competence, be physically active in individual and team sports and also engage in various levels of competition.

The sports that students will cover include various games e.g.. football and rounders, fitness, athletics and gymnastics.

## 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.



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.

## **WINTER TERM**

Topics in Year 7 Term 1 include: Classification, Cells and Particle Theory.

## **SPRING TERM**

Topics in Year 7 Term include: Energy and Digestion.

## **SUMMER TERM**

Topics in Year 7 Term 3 include: The Periodic Table of Elements and Gravity.

# SECURE

The SECURE subjects are:

- Art
- Food
- STEM
- D&T

## THROUGHOUT THE YEAR

Design & Technology: Graphics based project where students learn about printing methods and suitable materials for a drinks carton. Students analyse existing drinks cartons before they develop designs for their own new carton targeting a younger audience. From this students manufacture a prototype carton using a predetermined 2D net before constructing this into 3D form. The project finishes with students evaluating their outcome against their Specification.



