

## Saxon Mount School Termly Curriculum Overview - Year 7

| Subject         | Term 1   | Term 2  | Term 3  | Term 4   | Term 5   | Term 6   |  |
|-----------------|--|---|---|--|--|--|--|
| English         | Non-fiction information text. Myself/my school.  | Fiction/Drama. Pirates  | Persuasive writing/recount eg. Travel brochures   | Stories from other cultures eg. The Warning  | Humorous poetry/limericks/instructional writing  | Investigation genre/traditional and fantasy stories  |  |
| Mathematics     | Counting, place value, addition and subtraction<br>Money/length. Properties of 2D shapes/symmetry.<br>Pictograms/Tally Charts.   | Counting, place value, multiplication and division, fractions. Time/sequencing. Position/direction/movement | Counting, place value, addition and subtraction. Mass/weight. Properties of 3D shapes. Block Diagrams.  | Counting, place value, multiplication and division, fractions. Money. 2D and 3D shapes   | Counting, place value, addition and subtraction. Capacity/volume. Patterns and sequences. Simple tables.   | Counting, place value, multiplication and division, fractions.<br>Time/temperature<br>Position/direction/movement  |  |
| Science         | <b>Lab safety</b><br>Basic equipment. Use of the Bunsen Burner. Factors affecting burning (fire triangle) - how to put out fire. Review of some concepts from year 6 Stage 1) types of animals, carnivores, herbivores etc, comparison of common pets, basic parts of the body and senses associated, materials and properties of everyday materials) plus tasks that test working scientifically criteria<br><b>State changes</b> (to know that materials change state at certain temperatures) |   | <b>Light -</b><br>Darkness is the absence of light, light sources, Reflections, dangers of sunlight, how shadows are formed   | <b>Everyday materials and their uses</b> - Will know what materials an everyday item is made from, can compare and describe properties or materials including wood, plastic, glass, metal water and rock | <b>Plant Biology</b> - Can <b>describe</b> how seeds and bulbs grow into mature plants. Can describe how plants need water, light and a suitable temperature to grow and stay healthy Habitats - How habitats provide basic needs for different animals and how they depend on each other Able to identify a variety of plants in their habitats including micro habitats. Can describe how animals obtain foods including a simple food chain | <b>Reproduction</b> - Understand that animals (including humans) have offspring that grow into adults<br>Healthy Living<br>Can describe the basic needs of animals, including humans for survival<br>Can explain the importance of eating the right amounts and types of food, exercise and hygiene. | <b>Magnetism</b><br>Polarity of magnets , repulsion and attraction, response of different materials to magnets |
| DT              | Health and safety in the workshop. Structures - Design and make free standing structures using paper/card/ straws, wooden sticks, nuts and bolts etc Use of scissors, glue guns. Explore what, who for, why and how products work. Learn about how to make structures stronger.  |   | Toy car - Follow a given brief to make a toy car out of wood. Follow simple design criteria to make products suitable for users. Use of Tenon saw, Coping saw, Pillar drill, Files, Ruler, Tri-square, Vice, Disc sander. Say how products could be improved. Learn about simple mechanisms - wheels, axle.                   |  | Coat Hook - Design and make a children's animal themed coat hook out of wood. Generate and develop ideas through research, talking, drawing and modelling. Use of Tenon saw, Coping saw, Pillar drill, Files, Ruler, Tri-square, Vice, Disc sander. Judge products and ideas against criteria. Learn about tools and processes used.   |  |  |
| Food Technology | Students are introduced to safety practices and develop skill in the use of knives, the hob, measuring, the oven and the preparation of fruit and veg. They learn about the nutrients for produce on the Eatwell plate and general tips for healthy eating. Three mainly vegetable based dishes are prepared e.g. Salad with dressing, Seasonal veg. and a savoury dish with starchy topping.  |   | Students learn about the origins of dairy products and proteins (meat, fish, eggs, beans) as well as how to modify recipes. They extend their skills to the use of the grill and other preparation equipment e.g. grating. They make a dish using dairy produce and one including protein and well as a baked breakfast dish. |  | Students learn about the factors affecting food choice including the nutritional needs of teenagers. They learn to control heat, add spices and herbs in the creation of three savoury dishes e.g. stir-fry, curry and meat balls. In doing so they also develop their skills of combining, forming and shaping.   |  |  |
| ICT             | <b>Network basics and communicating information.</b> Logging on to the network and the VLE. Presenting information - presentation about themselves   | <b>E-safety.</b> Make an e-safety poster stating what personal information is and how to keep safe          | <b>Sequencing and control using FLOWOL.</b> Using on screen commands to make animations work  | <b>Modelling.</b> Using spreadsheets to explore patterns and to solve simple numerical problems  | <b>Data Handling.</b> Find out what is the favourite breakfast and confectionary choice in the class. Learning how to present data in different ways.  | <b>Digital literacy</b> - research and presenting information  |  |
| History         | Normans: Why did William win the Battle of Hastings? Claimants to the Throne. Battles of Stamford Bridge and Hastings  | Normans : How did William keep control ? Castles, Feudal system, Domesday book                              | Medieval village life: life of a peasant. Village and town life. Murder of Thomas a Beckett.  | Challenges to the Throne: The Magna Carta. The Peasants revolts. How did they change Britain?  | Religion and the Tudors :Henry VIII, Reformation   | Elizabethan England: Spanish Armada, Francis Drake   |  |
| Geography       | Where on Earth am I? Human and physical geography of the UK  | Where on Earth am I? How the UK formed. Climate of the UK   | Geography Rocks! Nature of rocks and how they are made  | Geography Rocks! Tectonic activity - earthquakes and volcanoes   | Rivers: Rivers courses, meanders, waterfalls, levees   | Rivers: Rivers courses. Field trip to the Cuckmere   |  |
| MFL             | Introduction to France. Locate France on map. Introductory unit: greetings, classroom objects, numbers 1-7, colours. Simple questions.   |   | Pets. Link with numbers and colours. Likes and dislikes.  | My family. Brothers and sisters - (avoiding known sensitivities.)  | Names and ages. Numbers 8 -16.   | Sport and leisure. Likes and dislikes. Days of the week.   |  |

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| <b>Art and Design</b>       | Mark Making: Explore different tools and processes to make marks. Look at how artists use marks to communicate ideas.  | Elements of Art: Look at how artists use the elements in their work. Produce pieces that use each element ie. line, colour, shape, tone, texture, pattern and form | Illustration: Study the style of Quentin Blake and Cressida Cowell, produce illustrations in the style of others. | Shadow puppets: Look at history and culture of shadow puppets, explore paper manipulation techniques. Transform illustrations into shadow puppets. | 3D bugs: Health and safety when using clay and wire. Create different textures and patterns in clay and then develop a final piece of a 3D bug.       | Turbo Project: Finishing off/organising and preparing for new academic year/turbo skills projects for students not on trips. |
| <b>Music</b>                | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Improvise and compose music for a range of purposes using the inter-related dimensions of music  | Listen with attention to detail and recall sounds with increasing aural memory                                    | Use and understand staff and other musical notations   | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Develop an understanding of the history of music   |
| <b>PE</b>                   | Invasion games - basic skills  | Invasion games - tag rugby   | Invasion games - basketball   | Target games - new age kurling   | Striking and fielding games   | OAA  |
|                             | Gymnastics   | Health and fitness   | Dance   | Cricket  | Athletics   | New games  |
| <b>RE</b>                   | The Island: introduction to communities. How they remember experiences, create rituals, practise traditions  | The Island   | Christianity/Who was Jesus? Miracle worker or rebel? Easter. Human or Divine                                      | Religious Buildings: Canterbury Cathedral, Local church, Battle Abbey, Cathedral (link with History/pilgrimage/visit                               | Religious Buildings: look at different religious buildings and their layout- what does this tell us about what is the most important thing to them?   | Pilgrimage: Jerusalem - important for Christians, Jews and Muslims   |
| <b>PSHE and Citizenship</b> | Citizenship<br>Keeping safe  | Bullying<br>Road safety<br>Crime and society   | Sex and relationships education   | Drugs, alcohol and tobacco education   | Personal finance and career education   | Healthy lifestyles   |
| <b>Drama</b>                | Where the Wild Things Are  | Babushka, A Christmas Story  | Mr Cosmo, The Conjuror  | Pompeii  | Shadow Puppets  | Greek Myths, Echo and Narcissus, Pandora, King Midas   |