Dallam School

Year 7

Curriculum overviews

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Dallam School

Curriculum overview

Department: Art
Year Group: 7

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **Observational Shoe Drawing**	**Theme / Topic** **Wire Portrait**	**Theme / Topic** **Mixed Media Portrait**	**Theme / Topic** **Continue Mixed Media portrait**	**Theme / Topic** **Imaginary Drawing**	**Theme / Topic** **Continue Imaginary drawing**
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*					
➢ Skills of observational drawing ➢ How to use pencil to create smooth shading ➢ How to create a range of tone with pencil ➢ How to use a range of mark-making to create detail and texture ➢ How to successfully compose a drawing ***Tier 3 vocab*** ➢ *Tone* ➢ *Line* ➢ *Shade* ➢ *Observational drawing* ➢ *Accuracy* ➢ *Texture* ➢ *Mark-making*	➢ What a self-portrait is ➢ 3D modelling skills using wire ➢ How to use observation skills ➢ Relevant artist knowledge ➢ How to keep a sketchbook ***Tier 3 vocab*** ➢ *Self-portrait* ➢ *Sculpture* ➢ *Imagination* ➢ *Three dimensional* ➢ *Structure* ➢ *Wire sculpting* ➢ *Exaggeration* ➢ *Features* ➢ *Wire manipulation* ➢ *Accuracy* ➢ *Self-reflection*	➢ An extended knowledge of self-portraits ➢ Pattern design ➢ How to apply poster paint with a smooth and even finish ➢ How to create texture and pattern using wax resist and ink, and printing with textured surfaces ➢ Relevant artist knowledge – Delita Martin ***Tier 3 vocab*** ➢ *Composition* ➢ *Colour mixing* ➢ *Primary colours* ➢ *Secondary colours* ➢ *Collage* ➢ *Tone* ➢ *Mixed-media*	➢ An extended knowledge of self-portraits ➢ Observational drawing ➢ Further pencil shading skills including shadows and tone ➢ Relevant artist knowledge – Gerhard Van Vuuren ***Tier 3 vocab*** ➢ *Composition* ➢ *Colour mixing* ➢ *Primary colours* ➢ *Secondary colours* ➢ *Collage* ➢ *Tone* ➢ *Mixed-media* ➢ *Focal point* ➢ *Pattern* ➢ *Detail*	➢ Relevant artist knowledge – A.J Purdy ➢ How to keep a sketchbook ➢ How to successfully layout an artist research page ➢ How to work in the style of artist – A.J Purdy ➢ How to successfully compose an artwork and fill the page ➢ Drawing and linework skills, in both pencil and fineliner pen ➢ The development of pattern work ***Tier 3 vocab*** ➢ *Composition* ➢ *Imagination*	➢ Relevant artist knowledge – Jon Burgerman ➢ How to keep a sketchbook ➢ How to work in the style of artist – Jon Burgerman ➢ How to understand and portray emotions visually ➢ How to develop character designs ➢ Shading and belnding with coloured pencil crayons ***Tier 3 vocab*** ➢ *Composition* ➢ *Imagination* ➢ *Scale* ➢ *Bold* ➢ *Tone*

		➢ *Focal point* ➢ *Pattern* ➢ *Detail* ➢ *Self-reflection*	➢ *Self-reflection*	➢ *Scale* ➢ *Bold* ➢ *Tone* ➢ *Line* ➢ *Pattern* ➢ *Cross hatching* ➢ *Solid black* ➢ *Visual effect* ➢ *Contrast* ➢ *Restraint*	➢ *Line* ➢ *Pattern* ➢ *Cross hatching* ➢ *Solid black* ➢ *Visual effect* ➢ *Contrast* ➢ *Restraint*
They will understand *(key concepts)*					
➢ observational drawing. ➢ how to create a range of tones using pencil	➢ Gain a knowledge of artists and designers relevant to the project. Diane Komater, Alexander Calder ➢ How you can adapt a drawing into a 3D design.	➢ Gain a knowledge of artists and designers relevant to the project. Delita Martin ➢ This project aims to familiarise pupils with varied artists from different cultural backgrounds and expand their artist knowledge.	➢ Gain a knowledge of artists and designers relevant to the project. Gerhard Van Vuuren ➢ How to use the influence of artists from diverse cultures in their own work	➢ Gain a knowledge of artists and designers relevant to the project. AJ Purdy ➢ Drawing from imagination. ➢ Working in one tone. ➢ Layout and compostion.	➢ How emotions can be portrayed through character creation ➢ Gain a knowledge of artists and designers relevant to the project. Jon Burgerman
They will know how to *(key skills)*					
develop skills in: ➢ Observation and observational drawing ➢ Understanding tone and how to create a range of tone ➢ Recognising texture and mark making and the practice of creating them ➢ Evaluating their own work and that of others	develop skills in: ➢ Observation and observation drawing ➢ Wire Sculpture ➢ Painting ➢ Composition ➢ Application of colour and colour mixing ➢ Imagination ➢ Photography ➢ Evaluating their own work and that of others	develop skills in: ➢ Observation and observation drawing ➢ Painting ➢ Composition ➢ Application of colour and colour mixing ➢ Imagination ➢ Photography ➢ Evaluating their own work and that of others	➢ Evaluating their own work and that of others ➢ Observation and observation drawing ➢ Apply pencil shading and tone ➢ Create texture with a variety of media	develop practical skills in: ➢ Drawing ➢ Composition and page layout. ➢ Pen rendering techniques	➢ Identify facial features that communicate different emotions ➢ Develop a variety of characters ➢ Use coloured pencil crayons to create a gradiant

	Dallam School Curriculum overview	**Department: Biology** **Year Group: 7**

Autumn		Spring		Summer	
Movement (6 lessons)	**Cells (5 lessons)**	**Interdependence (5 lessons)**	**Plant reproduction (5 lessons)**	**Variation (4 lessons)**	**Human reproduction (6 lessons)**
Explore the skeletal system and muscular system in a chicken wing	**Identify the principal features of a cheek cell and describe their functions**	**Use a model to investigate the impact of changes in an ecosystem**	**Use models to evaluate the features of various types of seed dispersal**	**Graph data relating to variation and explain how it may lead to the survival of a species**	**Relate advice to pregnant women to ideas about transfer of substances to the embryo**
By the end of this topic pupils will know *(key knowledge, including tier 3 vocabulary)*					
➢ The parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells. ➢ Antagonistic pairs of muscles create movement when one contracts and the other relaxes. ***Keywords*** ➢ Joints ➢ Bone marrow ➢ Ligaments ➢ Tendons ➢ Cartilage ➢ Antagonistic muscle pair	➢ Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes. ➢ There are many types of cell. Each has a different structure or feature so it can do a specific job. ***Keywords*** ➢ Cell ➢ Tissue ➢ Organ ➢ Diffusion ➢ Nucleus ➢ Mitochondria ➢ Chloroplast ➢ Respiratory system ➢ Muscular skeletal system	➢ Organisms in a food web depend on each other for nutrients. So, a change in one population leads to changes in others. ➢ The population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients. ***Keywords*** ➢ Ecosystem ➢ Environment ➢ Population ➢ Producer ➢ Consumer ➢ Decomposer	➢ Plants have adaptations to disperse seeds using wind, water or animals. ➢ Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary. ***Keywords*** ➢ Pollen ➢ Ovules ➢ Pollination ➢ Fertilisation ➢ Seed ➢ Fruit ➢ Carpel	➢ There is variation between individuals of the same species. Some variation is inherited, some are caused by the environment and some are a combination. ➢ Variation between individuals is important for the survival of a species, helping it to avoid extinction in an always changing environment. ***Keywords*** ➢ Species ➢ Variation ➢ Continuous variation ➢ Discontinuous variation	➢ The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm. ➢ The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances. ***Keywords*** ➢ Gamete ➢ Fertilisation ➢ Ovary ➢ Testicle ➢ Oviduct ➢ Uterus ➢ Menstruation ➢ Gestation ➢ Placenta ➢ Amniotic fluid

Autumn		Spring		Summer	
Movement (6 lessons)	**Cells (5 lessons)**	**Interdependence (5 lessons)**	**Plant reproduction (5 lessons)**	**Variation (4 lessons)**	**Human reproduction (6 lessons)**
Explore the skeletal system and muscular system in a chicken wing	**Identify the principal features of a cheek cell and describe their functions**	**Use a model to investigate the impact of changes in an ecosystem**	**Use models to evaluate the features of various types of seed dispersal**	**Graph data relating to variation and explain how it may lead to the survival of a species**	**Relate advice to pregnant women to ideas about transfer of substances to the embryo**
They will understand *(key concepts)*					
➢ How antagonistic muscles produce movement around a joint. ➢ How to use a diagram to predict the result of a muscle contraction or relaxation.	➢ How to explain why multi-cellular organisms need organ systems to keep their cells alive. ➢ How to explain the use a microscope to identify and compare different types of cells.	➢ How to explain effects of environmental changes and toxic materials on a species' population. ➢ How to suggest consequences if one species was removed from the food chain.	➢ How to identify parts of the flower and link their structure to their function. ➢ How different plants carry out seed dispersal based on the features of its fruit or seed.	➢ How variation helps a particular species in a changing environment. ➢ How characteristics of a species are adapted to particular environmental conditions.	➢ How to use a diagram to show stages in development of a foetus from the production of sex cells to birth. ➢ How to describe causes of low fertility in male and female reproductive systems. ➢ How to identify key events on a diagram of the menstrual cycle.
They will know how to *(key skills)*					
➢ Use scientific vocabulary accurately, showing that you know its meaning and use appropriate units. ➢ Give evidence to back up everything you claim to be true. ➢ Identify an independent variable.	➢ Write in a style to fit purpose and audience when explaining results. ➢ Record the observation you want to explain.	➢ Suggest a scientific idea that might explain the observation. ➢ Describe the evidence for your idea. ➢ Explain why the evidence supports your idea.	➢ Identify variables that you could not control properly. ➢ Identify aspects of the method that did not go according to plan. ➢ Decide the type of chart or graph to draw based on its purpose or type of data.	➢ Identify a pattern in data from a results table or bar chart. ➢ Comment on whether your findings fit with known scientific explanations.	➢ Comment on whether the evidence is scientifically accurate and relevant to the claim. ➢ State examples of theories that have changed. ➢ Judge the reliability of the source.

Dallam School

Curriculum overview

Department: Chemistry
Year Group: 7

Autumn		Spring		Summer	
Particle model (6 lessons)	**Separating mixtures (5 lessons)**	**Metals and non-metals (5 lessons)**	**Acids and alkalis (5 lessons)**	**Earth structure (4 lessons)**	**Universe (6 lessons)**
Relate the features of the particle model to the properties of materials in different states	**Devise ways to separate mixtures, based on their properties**	**Use experimental results to suggest an order of reactivity of various metals**	**Devise an enquiry to compare how well indigestion remedies work**	**Model the processes that are responsible for rock formation**	**Relate observations of changing day length to a model of the solar system**
By the end of this topic pupils will know *(key knowledge, including tier 3 vocabulary)*					
➢ Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles. ➢ Changes in temperature and changes of state can be described in terms of energy being shifter to or from particles. ***Keywords*** ➢ Diffusion ➢ Gas pressure ➢ Evaporate ➢ Boil ➢ Condense ➢ Melt ➢ Freeze ➢ Sublime	➢ A pure substance consists of only one type of element or compound and has a fixed melting / boiling points. Mixtures may be separated due to differences in their physical properties. ➢ The method chosen to separate a mixture depends on physical properties of the individual substances. ***Keywords*** ➢ Solvent ➢ Solute ➢ Dissolve ➢ Solution ➢ Filtration ➢ Distillation ➢ Evaporation ➢ Chromatography	➢ Metals and non-metals react with oxygen to form oxides. ➢ Metals can be arranged as a reactivity series. ➢ Some metals react with acids to produce salts and hydrogen. ➢ The names of the magnetic elements and elements that are liquid at room temperature. ***Keywords*** ➢ Metals ➢ Non-metals ➢ Displacement ➢ Oxidation ➢ Reactivity	➢ The pH of a solution depends on the strength of the acid. ➢ The pH of acids, neutral solutions and alkalis. ➢ The names of common strong and weak acids. ➢ Mixing an acid and alkali produces a chemical reaction, neutralisation, forming a salt and water. ➢ Acids and alkalis can be corrosive or irritant and require safe handling. ***Keywords*** ➢ pH ➢ Indicators ➢ Base ➢ Concentration	➢ Sedimentary, igneous and metamorphic rocks can be inter converted over millions of years through weathering and erosion, heat and pressure, and melting and cooling. ➢ The three rock layers inside Earth are the crust, the mantle and the core. ***Keywords*** ➢ Rock cycle ➢ Weathering ➢ Erosion ➢ Minerals ➢ Sedimentary rocks ➢ Igneous rocks ➢ Metamorphic rocks ➢ Strata	➢ The solar system can be modelled as planets rotating on tilted axes while orbiting the Sun. This explains day and year length, and seasons. ➢ Our solar system is a tiny part of a galaxy, one of many billions in the Universe. ➢ Light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies. ***Keywords*** ➢ Galaxy ➢ Light year ➢ Stars ➢ Orbit ➢ Exoplanet

Autumn		Spring		Summer	
Particle model (6 lessons)	**Separating mixtures (5 lessons)**	**Metals and non-metals (5 lessons)**	**Acids and alkalis (5 lessons)**	**Earth structure (4 lessons)**	**Universe (6 lessons)**
Relate the features of the particle model to the properties of materials in different states	**Devise ways to separate mixtures, based on their properties**	**Use experimental results to suggest an order of reactivity of various metals**	**Devise an enquiry to compare how well indigestion remedies work**	**Model the processes that are responsible for rock formation**	**Relate observations of changing day length to a model of the solar system**
They will understand *(key concepts)*					
➢ How to explain the properties of solids, liquids and gases. ➢ How to draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.	➢ How substances dissolve using the particle model. ➢ How to choose the most suitable technique to separate out a mixture of substances.	➢ How to describe an oxidation, displacement, or metal-acid reaction with a word equation. ➢ How to place an unfamiliar metal into the reactivity series based on information about its reactions.	➢ How to identify the best indicator to distinguish between solutions of different pH, using data provided. ➢ How to describe a method for how to make a neutral solution from an acid and alkali.	➢ How to explain why a rock has a particular property based on how it was formed. ➢ How to construct a labelled diagram to identify the processes of the rock cycle.	➢ How to explain why places on the Earth experience different daylight hours and amounts of sunlight during the year. ➢ How space exploration and observations of stars are affected by the scale of the universe.
They will know how to *(key skills)*					
➢ Identify the variables from information about an investigation. ➢ Record the observation you want to explain. ➢ Identify features of an investigation which are hazardous.	➢ Use techniques to separate mixtures. ➢ Carry out the method carefully and consistently.	➢ Make conclusion and explain it. ➢ Design a table for the data being gathered. ➢ Make an experimental prediction.	➢ Decide the type of chart or graph to draw based on its purpose or type of data. ➢ Use scientific vocabulary accurately explain why the evidence supports your idea.	➢ Suggest ways to improve the method. ➢ Suggest a scientific reason for your findings.	➢ Comment on whether your findings fit with known scientific explanations. ➢ Record observations using scientific words. ➢ Identify a pattern in data from a results table or graph.

Dallam School

Curriculum overview

Department: Computer Science
Year Group: 7

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: Introduction, What is a Computer	**Theme/ topic:** Thinking like a Computer Scientist - Beginner	**Theme/ topic:** Spreadsheet modelling	**Theme/ topic:** Programming in BYOB	**Theme/ topic:** Micro bit programming	**Theme/ topic:** Web Basics
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
You will learn how to use the school network, save your files and how to use Office 365 to collaborate. What is a Computer – You will learn about the components of a modern Computer, how they fit together and how we classify devices. **Tier 3 Vocabulary** • CPU • RAM • Peripheral device • Secondary Storage • Server • Client	Learn to how to think like a Computer Scientist, developing computational thinking approaches; which you can apply across a variety of subjects to become a logical & analytical thinker. You will study existing algorithms and problem solving techniques which govern many aspects of your digital life & begin to evaluate their efficiency. **Tier 3 Vocabulary** • Abstraction • Decomposition • Pattern recognition • Algorithm	You will discover how Computer Scientists use data to model scenarios and predict outcomes using Microsoft Excel. **Tier 3 Vocabulary** • Cell • Formula • Function • Autofill • Data type	You will continue to develop your problem solving and programming skills in BYOB and design your own computer game. **Tier 3 Vocabulary** • Variable • Iteration • Sequence • Selection • Sprite	You will learn how to program a BBC micro bit to overcome a series of challenges and then design, develop and test a program of your own. **Tier 3 Vocabulary** • Variable • Iteration • Sequence • Selection • List • Pixel • Accelerometer • Hexadecimal • compile	- You will learn how to create a simple website using HTML. Your site will have links, images buttons. **Tier 3 Vocabulary** • Hexadecimal • Container Tag • Empty Tag • Marquee • Server • Host • Hyper link • Cookie

They will understand (key concepts):					
What are multifunctional devices and how convergence has reshaped modern technology. Effective digital communication.	How abstraction, decomposition, pattern recognition and algorithmic thinking can be applied to solve problems.	How to make use of formula and functions to perform basic arithmetic calculations and model scenarios.	How abstraction, decomposition, pattern recognition and algorithmic thinking can be applied to program solutions in a visual language. The role basic programming structures sequence, selection and iteration play in programming.	How abstraction, decomposition, pattern recognition and algorithmic thinking can be applied to program solutions on the BBC Microbit. The role basic programming structures sequence, selection and iteration play in programming and how to store data in a variable.	The purpose of the WWW. A basic understanding of how data is transferred over a network. The practical application of a text based programming language in the creation of webpages.
They will know how to (key skills including speaking, reading and writing in this subject):					
I can come up with a secure password. I can log on. I can create files & folders with sensible file names. I can log onto Office 365. I can log onto Office 365 from outside of school. I know how to stay safe online and what to do if I have concerns. I can favourite a site on SharePoint. I can send an email. I can send an email with a subject and attachment. I can share a document on office 365.	I can solve simple problems using brute force techniques. I can solve simple problems using trial and error to learn from mistakes. I know an algorithm is a set of steps used to complete a task can be represented as flow charts or as a list of instructions. I know there are several algorithms that may solve the same problem. I know some algorithms are more efficient than others.	I can enter data into a spreadsheet. I can change column and row width to accommodate data. I can use formatting techniques such as borders and fill to enhance the appearance of spreadsheets. I can complete simple formula such as addition, subtraction, division and multiplications	I can follow instructions to add scripts to an existing sprite. I can define the word algorithm I can draw flow charts to help solve problems. I can write my own algorithms. I can add my own scripts to an existing sprite. I can define the word sequence and point	I can create scripts, which run in a sequence. I can create scripts, which make use conditional statements to determine how my program reacts to input. I can create scripts, which make use of iteration to make my coding more efficient. I can create sensible variable names and use them to store data	I can select and launch an internet browser. I understand webpages must be populated with information and updated by a developer. I am aware of the impact my digital footprint may have on my future and what. I understand the importance of communicating safely & respectfully online and I what to do if I have concerns. I am able to search the web using a search engine and navigate webpages.

I can collaborate on Office 365. I can upload documents to office 365 . I can view my progress on Office 365 and respond to feedback. I can select software for a given purpose and explain why i have chosen it. I can explain the advantages of networks & why they are used.	I can define the term decomposition. I can define the term pattern recognition. I can define the term abstraction. I can define the term algorithmic thinking. I can systematically test solutions to problems to make sure I am right. I know the difference between “brute force” & “divide & conquer”. I can use decomposition to break problems down into smaller parts & make them easier to solve. I can use abstraction to remove unnecessary detail from a problem and make it easier to solve. I can use algorithmic thinking to come up with a set of steps to solve a problem. I can use all of the correct symbols of a flow chart to represent the solution to a problem. I can use pseudocode to represent solutions to problems I am able to apply computational thinking techniques to new problems and across subjects.	and know the symbols for these. I can use functions such as SUM, MIN, MAX & AVERAGE and understand how these make complex formula more efficient. I can create graphs, which have been fully labelled and are correct for the context. I can name ranges of cells and make use of these within formula. I understand BIDMAS and the use impact this has on formula output. I can change data in model scenarios and answer questions. I can use formula, which make use of multiple worksheets to store and retrieve data. I can apply mathematical knowledge to formula to perform modelling scenarios	to examples in scratch. I can create scripts which run in a sequence I can change sprite costumes using scripts to enhance my programs. I can spot errors in code and predict what will go wrong. I can explain the word iteration and point to examples in scratch. I can create scripts, which make use of iteration to make my coding more efficient. I can systematically test my program to eliminate bugs and show it is robust. I can make use of indentation in algorithms design. I can explain the difference between logic and syntax errors.	for later use in a program. I can come up with success criteria to determine my programs aims. I can make use of random numbers to make output unpredictable. I can systematically test my program to eliminate bugs and show it is robust. I can create programs which handle strings, integers and real numbers. I can use operators such as >, = & < to make comparisons between variables and user input within my programs. I can create nested IF statements within programs so that multiple criteria is met before code is run. I can create programs which join operators with Boolean logic such as AND, OR and NOT.	I can use web apps to share and manipulate content. I know what a cookie is and how it impacts content I view online. I can explain the difference between the world wide web and the internet. I can organise and present data, making use of feedback received to improve and evaluate work. I can use HTML to create a single web page and use different tags such as <p> <h1> to format content. I can collect information and content using advanced search techniques and Boolean operators such as AND, OR & NOT. I understand the difference between physical and wireless networks and can name equipment needed. I have made a site, which contains several webpages using HTML, which are linked together and make use of formatting tags and hexcodes to change colours. I have used CSS to improve the efficiency of my webpage design. I have used Java Script to add interactivity to my webpage.

	I can calculate best & worst case scenario comparisons. I can compare algorithm efficiency using Big O notation.	such as percentage increase or decrease. I can use absolute cell referencing to improve formula efficiency. I can use goal seek to improve the efficiency of spreadsheet modelling. I can use conditional formatting to enhance cells which meet or do not meet certain criteria using the >, < and = operators. I can create IF functions to give the user feedback on cell content.		I can make use of indentation and underline variables when designing algorithms.	

	Dallam School Technology Curriculum Overview	**Department: Design Technology** **Year Group: 7**

Rotation 1		**Rotation 2**		**Rotation 3**	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **Phone Stand**	**Theme/ topic:** **Phone Stand**	**Theme/ topic:** **Textiles Light**	**Theme/ topic:** **Textiles Light**	**Theme/ topic:** **Food Tech**	**Theme/ topic:** **Food Tech**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
➢ How to analyse a task ➢ Identify types of timber ➢ Understand Scale ➢ Communicate through isometric drawing ➢ Why tessellation is important ➢ How to analyse existing products ➢ Creating a Client Profile ➢ Why we produce Specification ➢ How to write a Design Brief ➢ Design drawings and annotation ➢ Using CAD – 2D Design ➢ Understand why we make Physical Models ➢ Evaluation **Practical skills:** ➢ Timber joints ➢ Pillar drill ➢ Hand tools ➢ Disc sander ➢ CAM – Laser cutter **Tier 3 Vocabulary:** ➢ *Product Analysis* ➢ *Aesthetics* ➢ *Function* ➢ *Tessellation* ➢ *Computer Aided Design*		➢ Understanding fibres and fabrics through testing ➢ Research the types of fibres: ➢ Natural fibres - sources, properties and uses ➢ Synthetic fibres - sources, properties and uses ➢ How fabrics are constructed ➢ Understanding clothes washing instructions ➢ Knowledge of a sewing machine – name the parts, skills test ➢ What is a smart material – USP types and uses ➢ Producing stencil designing ➢ Evaluation **Practical skills:** ➢ Hand Stitching ➢ Weaving ➢ Sewing on buttons ➢ Sewing Machine ➢ Light reactive smart material **Tier 3 Vocabulary:** ➢ *Absorbency* ➢ *Abrasion* ➢ *Properties* ➢ *Natural fibres* ➢ *Synthetic fibres*		➢ The importance of health and safety in the food room- Identifying risks and how to prevent them ➢ Food safety, storage and hygiene ➢ Know kitchen equipment ➢ How to have a balanced diet ➢ The role of a chef ➢ How to sensory analysis **Practical skills:** ➢ Bridge technique ➢ Claw technique ➢ How to use a hob ➢ How to use a grill ➢ How to use an oven **Tier 3 Vocabulary** ➢ *Hygiene* ➢ *Bridge technique* ➢ *Claw technique* ➢ *Nutrient* ➢ *Protein* ➢ *Carbohydrate* ➢ *Fat* ➢ *Vitamin A,B,C,D* ➢ *Mineral- Iron, Calcium* ➢ *Fibre*	

➢ *Softwood* ➢ *Hardwood* ➢ *Manmade board* ➢ *Isometric* ➢ *Scale Drawing*	➢ *Weft and Warp* ➢ *Smart materials* ➢ *Photochromic* ➢ *Thermochromic*	➢ *Hydration*
They will understand (key concepts):		
➢ Why we analysis a product ➢ How we select the correct types of timber for a product. ➢ How we use isometric drawings to communicate an idea ➢ How tessellation makes manufacture more cost effective. ➢ How to use research to produce a specification. ➢ How to use a specification to evaluate ideas and a final product ➢ How to produce a physical model	➢ Why we use different fabrics depending on their properties. ➢ The origin of fabrics ➢ How fabrics are constructed ➢ What is a smart material – USP types and uses	➢ Why it is important to follow health and safety guidance ➢ The impact of poor food safety and poor food hygiene ➢ The function of kitchen equipment ➢ The importance of a healthy balanced diet and how to follow one ➢ The functions and food sources of some nutrients ➢ How the senses are used to analyse food
They will know how to (key skills including speaking, reading and writing in this subject):		
➢ Write a comprehensive product analysis ➢ Draw in isometric ➢ Use CAD to tessellate shapes ➢ Write a detailed specification using ACCESS FM. ➢ Use both CAD and physical modelling	➢ Read clothes washing instructions ➢ To use a sewing machine ➢ Write a detailed evaluation	➢ Read recipes ➢ Make a complete dish ➢ Apply their knowledge of equipment to practical lessons ➢ How to have a balanced diet ➢ How to use words to describe food in relation to the 5 senses

Dallam School
Curriculum overview

Department: Drama
Year Group: 7

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Introduction To Drama	**Telling Tales**	**Evacuees**	**Stylised Movement Jabberwocky**	**Silent Movies**	**Medieval Drama**
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*					
➢ Classroom routines to be established and expectations in Drama. ➢ Variety of basic skills including mime, freeze frames, characterisation, facial expression, body language. ***Tier 3 Vocabulary:*** • Basic analysis of self and performance. • Evaluation of effectiveness of techniques. • Devising • Style • Reflection of own application of skills. • Characterisation • Physicality	➢ Understand the various skills and techniques explored throughout this unit to create an effective piece of Drama. ➢ How to create atmosphere and tension in Drama using basic sound and lighting. ***Tier 3 Vocabulary:*** • Physical Theatre • Movement • Gestus • Atmosphere • Tension • Ensemble • Creators of work • Soundscape • Basic analysis of self and performance. • Evaluation of effectiveness of techniques.	➢ How to develop a dramatic piece based on verbatim experience. ➢ Thought track their characters ➢ Improvise ➢ Role play and utilise techniques such as split scene, flashback and rehearsal techniques including Hot-Seating. ***Tier 3 Vocabulary:*** • Verbatim • Research • Analysis of sources • Contextualise • Flash back • Split scene • Cross-cutting • Conscience alley • Basic analysis of self and performance. • Evaluation of effectiveness of techniques.	➢ What stylised movement is and how to work in this style. ➢ Be able to read and analyse the poem Jabberwocky by Lewis Carroll and discuss interpretations of this. ***Tier 3 Vocabulary:*** ➢ Stylised movement ➢ Canon ➢ Curling ➢ Levels ➢ Spatial awareness ➢ Chorus ➢ Unison ➢ Working as an ensemble ➢ Basic analysis of self and performance. ➢ Evaluation of effectiveness of techniques.	➢ Conventions of a Silent Movie and be able to translate this into Dramatic form. ➢ Slow Burn and Reaction Shots, techniques for Actors performing in this style. ***Tier 3 Vocabulary:*** • Slow burn • Reaction shot • Clocking the audience • Devising • Stimulus • Collaboration • Basic analysis of self and performance. • Evaluation of effectiveness of techniques. • Basic analysis of self and performance. • Evaluation of effectiveness of techniques.	➢ About the main developments in Drama during the medieval times. ➢ Popular theatrical genres prevalent during this period in history. ➢ Look into religious drama, mystery and miracle plays, themes of morality, folk drama and street theatre set in promenade staging. ***Tier 3 Vocabulary:*** • Dramatic developments • Theatrical genre • Secular Drama • Morality plays • Mummers Plays • Influential • Folk drama • Staging formats • Basic analysis of self and performance. • Evaluation of effectiveness of techniques.
They will understand *(key concepts)*					

➢ The importance of working together co-operatively in Drama. ➢ Begin to understand the necessary skills required for a meaningful piece of Drama to take place. ➢ Drama processes at Dallam School. How we assess in Drama. ➢ How to begin to review their own performance skills based on a success criteria.	➢ Introduction to physical theatre and it's conventions. ➢ How dance and drama can be utilised in performance through the story of Pandora. ➢ Range of dramatic skills and techniques including mime, freeze frames, physical theatre and soundscapes.	➢ The progression of an evacuee through the medium of performance, ranging from the Blitz, to leaving home, to fitting in to finally being allowed back. ➢ Context of history and using this in performance. ➢ Familiar with a range of dramatic conventions and techniques.	➢ Working as an ensemble utilising techniques such as canon, curling, levels, unison and teamwork. ➢ How movement can be combined with other dramatic skills and techniques for further dramatic effect. ➢ Begin understanding chorus in terms of Greek Theatre and apply this to stylised movement.	➢ How film evolved during the 20th century and will learn the skills and conventions involved in creating and performing their own Silent Film. ➢ Comedy, slapstick, physical sequences and be able to review their progress against a set of success criteria.	➢ How medieval theatre has shaped and evolved. ➢ The historical context to this time period and how we can reflect this in performance. ➢ The different types of plays from this era, including: morality plays, secular drama, and Mummer's plays. ➢ The significance of this era on modern day theatre and performance.
They will know how to *(key skills)*					
➢ Introduced to a variety of basic skills in Drama including characterisation, facial expression, tone of voice, gesture. ➢ Develop skills of working in a team/ensemble. ➢ Perform their own piece of improvised theatre.	➢ How to rehearse for a final performance, involving the guided process of improvisation from stimulus. ➢ How to effectively evaluate their own performance and be able to critique others.	➢ Develop improvisational skills through real life context. ➢ Evaluate own and others' contribution to the work. ➢ Apply dramatic convention such as split scene, thought tracking, hot-seating and flashback to both performance and the rehearsal process.	➢ Compliment movement with sound in performance. ➢ Demonstrate how stylised movement can be used as storytelling and interpretation. ➢ Develop physical and vocal skills in performance. ➢ Apply stylised movement to improvisation and stimulus.	➢ Develop performance skills. ➢ Able to utilise a variety of physical skills including mime, slapstick, exaggerated characterisation and gesture in performance. ➢ Respond to stimulus and apply theatrical knowledge to this style of Acting.	➢ Perform their own version of the Nativity in the style of a Medieval Mystery play. ➢ Work collaboratively in this style to create performance. This will then be reviewed and evaluated. ➢ Plan and rehearse a final performance using the skills and knowledge throughout the scheme of work.

Dallam School

Curriculum overview

Department: English
Year Group: 7

Overarching Theme: Childhood / Rites of Passage

Focus:
Reading: Introduce critical writing and analysis of language
Writing: Creating fiction and non-fiction text types: Improving vocabulary, punctuation, spelling, grammar and use of literary devices.
S&L: Group Discussion/Presenting Opinions Clearly

AUTUMN		**SPRING**		**SUMMER**	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **The Art of the Autobiography** **Non-Fiction Writing**	**Theme/ topic:** **Shared Text: Modern Novel** **Critical Writing: Analysing Language**	**Theme/ topic:** **Crime Fiction** **Narrative Writing**	**Theme/ topic:** **Poetry: Exploring Childhood and Relationships** **Critical Writing: Analysing Language**	**Theme/ topic:** **The Power of Language** **Non-Fiction Writing**	**Theme/ topic:** **Shakespeare: Pivotal Speeches** **Critical Writing: Analysing Language Creative Writing**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
➢ The conventions of autobiographies – including language and structural techniques ➢ Effective planning frameworks for producing non-fiction extracts ➢ *Tier 3 vocabulary: Autobiography, biography, anecdote, chronological, humour, hyperbole, figurative language, sensory imagery, main clause, subordinate clause*	➢ Relevant subject terminology for a range of language techniques ➢ Recognise how authors craft their work – setting, atmosphere, mood. ➢ The key conventions of narrative and descriptive writing. ➢ *Tier 3 vocabulary: figurative language, alliteration, simile, metaphor, personification, contrast, adjective, adverb, verb, preposition, characterisation, composition, inference, connotation*	➢ •Authors craft their work – setting, atmosphere, mood ➢ The conventions of fiction texts - both pre and post 1914 ➢ Subject terminology for a range of literary conventions ➢ Effective planning frameworks for writing fictional extracts ➢ *Tier 3 vocabulary: figurative language, alliteration, simile, metaphor, personification, contrast, pathetic fallacy, structure, narrative*	➢ A range of poetic forms ➢ Poetic Devices / Subject Terminology ➢ Perspectives and attitudes from different cultures, time periods, ➢ Contextual influences ➢ Analytical Language ➢ *Tier 3 vocabulary: stanza, persona, figurative language, sensory imagery, metaphor, personification, simile, sibilance, repetition, assonance, atmosphere*	➢ Persuasive devices ➢ Ethos, logos, pathos ➢ Key conventions of non-fiction text types ➢ Effective planning frameworks ➢ Demographics/Target Audiences ➢ *Tier 3 vocabulary: rhetorical devices, facts, flattery, figurative language, opinion, bias, repetition, rhetorical question, hyperbole, emotive language, statistics, superlatives, triplets, inclusive pronouns, direct address, imperatives, modal verbs*	➢ Literary devices ➢ Language, structure and form ➢ Historical context ➢ Patriarchy ➢ Genre – tragedy, comedy, history etc. ➢ Key conventions of play scripts ➢ *Tier 3 vocabulary: Drama, monologue, dialogue, soliloquy, prose, poetry, rhyming couplet, figurative language, emotive language, pathetic fallacy, simile, metaphor, personification, verb, adjective, adverb, atmosphere, setting,*

		perspective, theme, setting, protagonist, antagonist, exposition, climax, resolution, adjective, adverb, verb, preposition, syntax, sentence structure			*protagonist, antagonist, inference, connotation, implicit meaning, syntax, sentence structure, exposition, climax, resolution, tension*
They will understand (key concepts):					
➢ How writers make specific choices during the writing process ➢ How writers convey meaning through use of punctuation and grammar ➢ How to empathise with the experiences of others' ➢ How to apply key conventions to plan/craft their own writing ➢ How to adapt language choices to create effects in their writing	➢ How writer's use of linguistic and literary features shape and influence meaning ➢ How to empathise with situations, characters and contexts. ➢ How to explore character, focusing on dialogue, action and description ➢ How language is used to create specific effects and impressions	➢ What characterisation is and how writers create character - focusing on dialogue, action and description ➢ Understand how writer's use a range of literary and structural features to shape and influence meaning ➢ how to plan effectively and develop overall textual cohesion	➢ How poet's express ideas about children/ rites of passage: ➢ How contextual factors influence poets and their poetry ➢ The effect of poets' methods to influence the reader ➢ How to deduce meaning from poetry ➢ How to craft analytical essays ➢ How to use a critical style to respond to poems read through planning,	➢ The effect of writers' methods and how these influence the reader ➢ How to use persuasive techniques (AFOREST) to affect an audience ➢ The difference between persuasive and informative writing	➢ ~How the social and historical context influence the content of Shakespearean plays ➢ How different audiences would/will respond to Shakespeare's plays ➢ Characterisation and voice ➢ How to make inferences and explore language at sentence and word level ➢ How a playwright conveys meaning through literary techniques, both language and structure.
They will know how to (key skills including speaking, reading and writing in this subject):					
➢ Core Skills ➢ Use ambitious vocabulary ➢ Improve spelling accuracy to add clarity ➢ Use ambitious punctuation ➢ Vary sentence structures ➢ Discretionary skills: ➢ Explore viewpoints and perspectives of people from different centuries and cultures ➢ Identify key messages and moral lessons from a range of texts ➢ Make clear points about texts	➢ Core Skills ➢ Make clear and concise points about a text ➢ Select relevant quotations from a text and use evidence to support points ➢ Use subject terminology to identify the methods used by writers ➢ Analyse quotations ➢ Discretionary Skills: ➢ Use ambitious vocabulary ➢ Vary sentences ➢ Employ effective paragraphing	➢ Core Skills ➢ Use accurate spelling ➢ Employ effective paragraphing ➢ Create suspense and tension ➢ Apply literary techniques ➢ Discretionary Skills: ➢ Identify writers' language techniques ➢ Analyse quotations ➢ Explore the effect on mood and atmosphere ➢ Explore the effect on readers	➢ Core Skills: ➢ Identify writers' language techniques ➢ Explore the effect on readers ➢ Explore the effect on mood and atmosphere ➢ Explore writers' messages ➢ Discretionary Skills: ➢ Use ambitious vocabulary ➢ Attempt ambitious punctuation ➢ Apply literary techniques ➢ Vary sentence structures	➢ Core Skills ➢ Listen attentively, asking relevant questions ➢ Speak clearly and fluently ➢ Use Standard English ➢ Deliver ideas coherently ➢ Apply a range of literary devices in spoken situations. ➢ Discretionary Skills: ➢ Identify writers' language techniques ➢ Explore the effect on readers ➢ Examine ideas and perspectives	Core Skills (all skills on yearly pathways) Reading: ➢ Analyse writer's language techniques ➢ Use relevant evidence ➢ Analyse quotations ➢ Explore reader reactions Writing: ➢ Select ambitious vocabulary ➢ Apply a range of literary devices ➢ Attempt ambitious punctuation ➢ Vary sentence construction

➢ Use evidence ➢ Use subject terminology to identify methods ➢ Analyse quotations	➢ Use an appropriate structure for whole texts			➢ Explore writers' messages	➢ Use accurate spelling ➢ Employ effective paragraphing ➢ Build effective whole texts

	Dallam School Curriculum overview	**Department: French** **Year Group: 7**

AUTUMN		**SPRING**		**SUMMER**	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: All about me	**Theme/ topic: Family and self**	**Theme/ topic: At school**	**Theme/ topic: Free time and hobbies**	**Theme/ topic: Where I live**	**Theme/ topic: Holidays**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
➢ numbers ➢ days ➢ months ➢ the alphabet personal items colours	➢ countries ➢ nationalities ➢ family members ➢ animals ➢ physical description ➢ personality	➢ school subjects ➢ opinion phrases ➢ time and times of the day ➢ regular present tense verbs for school activities ➢ uniform vocabulary extended colours	➢ sports ➢ opinion phrases ➢ frequency phrases ➢ free time activities and hobbies ➢ Weather ➢ geographical locations	➢ where we live ➢ places in town ➢ rooms of a house ➢ activities in the house ➢ bedroom activities ➢ prepositions of place	➢ holiday destinations ➢ time phrases ➢ holiday activities ➢ places in town ➢ prepositions of place for directions ➢ Shopping ➢ basic foods and drinks ➢ higher numbers
They will understand (key concepts):					
➢ how to form questions ➢ how to respond in the negative ➢ adjectival agreement ➢ gender of nouns	➢ adjectival agreement ➢ the verb avoir ➢ present tense regular –ER verb conjugation ➢ possessive adjectives ➢ singular and plural nouns ➢ the verb être	➢ how to form the time ➢ the use of the “we” form of the verb ➢ conjugation of the irregular verb – faire ➢ extended writing success criteria	➢ how to create a wider variety of negative sentences ➢ using extended opinion phrases ➢ discussing third person opinions ➢ irregular –IR verb formation	➢ how to use the nous and on forms of the verb to refer to we ➢ descriptions of locations in town ➢ different types of housing including the interior descriptions	➢ extended text on holidays, future tense formation ➢ transactional language in shops and around town

		➢ irregular adjectival agreements	➢ using quand to extend sentences	➢ discussing activities at home and in the bedroom	
They will know how to (key skills including speaking, reading and writing in this subject):					
➢ greetings ➢ name ➢ age ➢ birthday ➢ personal items ➢ using colours to describe these	➢ where you live and nationality ➢ describing your family and giving names and ages ➢ both physical description and personality ➢ discussing pets	➢ discussing school subjects and opinions ➢ telling the time ➢ discussing teachers and daily school routine ➢ describing school uniform	➢ discussing sports and giving both positive and negative opinions ➢ describing free time activities and their frequency ➢ discuss activities for different weather types	➢ saying where you live giving a description and the location ➢ asking someone else about where they live ➢ describing their room and house interior as well as activities in the home	➢ describing holidays in terms of locations and activities ➢ describing hometowns and shopping

	Dallam School Curriculum overview	**Faculty: Humanities** **Subject: Geography** **Year Group: 7**

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **What is geography?**	**Theme/ topic:** **What will happen to our future world?**	**Theme/ topic:** **Africa is not a country**	**Theme/ topic:** **Whatever the weather**	**Theme/ topic:** **Not all who wander are lost**	**Theme/ topic:** **Young Geographer of the Year**
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary):*					
➢ Geography has 3 main strands: human, physical and environmental ➢ Geographers interpret the world through the study of different processes ➢ Geographers identify patterns and work to understand the causes	➢ Sustainability is key to solving global and local issues	➢ Africa is a continent of contrasts. The differences between countries in Africa is a complex mix of social, historical, environmental, economic, and political issues.	➢ Weather and climate are different but linked ideas	➢ Tourism is a global industry that has a variety of impacts on people, places and the planet	➢ Knowledge for this unit varies each year depending on the theme set by the Royal Geographical Society
Tier 3 vocab *Social, Economic, Environmental*	***Tier 3 vocab*** *3-legged stool of sustainability, sampling, quantitative data, qualitative data*	***Tier 3 vocab*** *Development, colonialism, climate, diversity, leap-frog*	***Tier 3 vocab*** *Weather, climate, latitude, micro climate, shelter, a*spect	***Tier 3 vocab*** *Economic structure, tertiary sector, mass tourism, sustainable tourism*	***Tier 3 vocab*** *Enquiry process, methodology, sampling*
They will understand *(key concepts):*					
Place Scale Interdependence	Interdependence Geographical Enquiry	Interdependence Place Scale	Scale Interdependence Geographical Enquiry	Economic geography Sustainability	Geographical Enquiry
They will know how to *(key skills):*					
➢ Use 4 and 6 fig grid references	➢ Geographical enquiry – data		➢ Write a hypothesis	➢ Present data using appropriate graphs	➢ Interpretation and presentation of

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **What is geography?**	**Theme/ topic:** **What will happen to our future world?**	**Theme/ topic:** **Africa is not a country**	**Theme/ topic:** **Whatever the weather**	**Theme/ topic:** **Not all who wander are lost**	**Theme/ topic:** **Young Geographer of the Year**
➢ Describe landscapes	collection and interpretation ➢ Analysis and Evaluation	➢ Analyse data relating to levels of development ➢ Read info graphics showing different types of data	➢ Design data collection methods ➢ Evaluate data collection strategy		personal response to National competition

	Dallam School Curriculum overview	**Faculty: Humanities** **Subject: History** **Year Group: 7**

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **What is history?**	**Theme/ topic:** **Why did people migrate to England pre-1066?**	**Theme/ topic:** **Why is the Norman conquest significant?**	**Theme/ topic:** **Who held the power in Medieval England?**	**Theme/ topic:** **How far did Britain change in the Tudor Period?**	**Theme/ topic:** **How significant was Elizabeth I?**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
➢ What it means to be a historian. ➢ The meaning of cause and consequence ➢ How to judge significance ➢ How to interrogate sources ➢ How to understand interpretations *Tier 3 vocab:* ➢ *Interpretation, Primary Source, Provenance* ➢ *Chronology, BC, CE, century* ➢ *Cause, Consequence, Significance*	➢ Why was England so desirable? ➢ What did the Romans do for Britain? ➢ Why did the Vikings invade? ➢ What was Anglo-Saxon society like? *Tier 3 vocab:* ➢ *Agriculture, wealth, climate* ➢ *Aqueduct, empire, celts, colony* ➢ *Danelaw, beserker, invasion* ➢ *Earldom, Kingship*	➢ Who should be King in 1066? ➢ What happened at the Battles of Stamford Bridge and Hastings? ➢ How did the Normans change England? *Tier 3 vocab:* ➢ *Anglo-Saxons, claimants, Witan, successor, heir* ➢ *Cavalry, tactics, shield wall, feigned retreat* ➢ *Feudal system, castles, Domesday Book, destruction*	➢ How and why was the Church so powerful? ➢ How and why was the King so powerful? ➢ How and why were the people so powerful? *Tier 3 vocab:* ➢ *Archbishop, Pope, religion, clergy* ➢ *Monarchy, Knights, Legal* ➢ *Black Death, Peasants Revolt, Statute of labourers, Magna Carta*	➢ What changes were made by each Tudor monarch? ➢ How did these changes affect the social, political and economic spheres in Britain? *Tier 3 vocab:* ➢ *Monasteries, Dissolution, Reformation* ➢ *Protestant, Catholic, Heresy, Treason* ➢ *Middle Way, Religious Settlement*	➢ Why did Elizabeth start an Empire? ➢ How did Elizabeth defeat the Spanish Armada? ➢ Why did Elizabeth execute Mary Queen of Scots? *Tier 3 vocab:* ➢ *Roanoke, Empire, colony, settlers* ➢ *Armada, Channel, tactics* ➢ *Treason, espionage, plots*
They will understand (key concepts):					

➢ The difference between cause and consequence. ➢ How to judge significance. ➢ How to analyse primary source material. ➢ How to analyse historical interpretations.	➢ The context of England as an island pre-1066. ➢ Whether life changed for people in Britain under Roman rule. ➢ The impact of successive invasions of England.	➢ The key features of the succession crisis of 1066. ➢ The reasons for William I's victory at Hastings and their relative significance. ➢ The consequences of the 'Normanisation' of England.	➢ The significance of the power of the Church, King and people in the medieval era. ➢ The relationship between these groups in medieval England. ➢ The impact of each of these groups on medieval society.	➢ The consequences of the reign of each Tudor monarch. ➢ The changes and continuities that emerged during the Tudor dynasty. ➢ The significance of each Tudor monarch.	➢ The significance of Elizabeth I as Queen of England. ➢ The political, economic and religious context of the Spanish Armada. ➢ The causes of the execution of Mar Queen of Scots.
They will know how to (key skills):					
➢ Identify causes and consequences of historical events. ➢ Apply criteria to explain significance. ➢ Understand primary source materials and their utility. ➢ Identify the arguments in historical interpretations.	➢ Describe the changes that took place throughout England's history of being invaded. ➢ Identify significant contributions of migrating people to the development of England as a nation.	➢ Write IDEA paragraphs about the claimants for the English throne. ➢ Analyse causes and consequences for significance. ➢ Use historical interpretations to understand different arguments.	➢ Compare and contrast the power of the three groups. ➢ Describe the relationship between the three groups. ➢ Identify the consequences of the medieval power struggle.	➢ Use primary sources to understand the impact of Tudor monarch on England. ➢ Judge the significance of each monarch based on their legacy.	➢ Use primary sources to identify the impact of Elizabeth's reign. ➢ Discuss and write about the consequences of Elizabeth's defeat of the Armada.

	Dallam School Curriculum overview	**Department: Mathematics** **Year Group: 7**

AUTUMN

Theme/ topic: **Place value**	**Theme/ topic:** **Number properties**	**Theme/ topic:** **The four operations**	**Theme/ topic:** **Positive and negative numbers**	**Theme/ topic:** **Order of operations**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):				
➢ confident in correctly saying any number and understand where it fits in the number system. They will be confident in ordering and comparing positive and negative integers using inequality notation. ➢ order decimals. ➢ multiply and divide any integer by 10, 100, 1000 etc. ➢ multiply and divide decimals by 10, 100, 1000 etc. ➢ answer worded problems involving multiplying and dividing by 10, 100 and 1000. ➢ round to the nearest 10, 100 and 1000. round to the nearest integer. ➢ round to a given number of decimal places. **Key Words** Decimals	➢ find integer powers and roots. ➢ know what a factor and what a multiple is and how they can systematically list the factors and multiples of a number. ➢ recognise, list and define prime numbers. ➢ calculate the HCF of two numbers through listing their factors. ➢ calculate the LCM of two numbers through listing their multiples. ➢ perform prime factor decompositions. ➢ calculate the HCF and LCM using prime factor decompositions. **Key Words** Factor, multiple, prime	➢ mental addition and subtraction. ➢ adding and subtracting decimals using the column method. ➢ multiplication facts and their associated division facts. ➢ multiply integers using formal written methods. ➢ formal written methods to divide integers and decimals by a single digit integer. ➢ identify the operation required to solve a worded problem. ➢ multiply decimals. ➢ divide by a decimal. ➢ Calculator skills. **Key Words** Multiplication, division, decimal, place value	➢ interpret negative values in context ➢ add and subtract negative numbers. ➢ multiplying and dividing with negative numbers. **Key Words** Integer	➢ apply equal priority laws to calculations (+/- and x/÷). ➢ use the order of operations to solve simple calculations including +,-,x and ÷ as well as brackets. ➢ apply BIDMAS to solve a calculation including powers. ➢ put the brackets into a calculation to make it true. **Key Words** Operations

They will understand (key concepts):				
➢ place value in integers and decimals. ➢ how to order and compare numbers. ➢ how to round.	➢ how to calculate the HCF and LCM of a pair of numbers.	➢ use the structures that underpin multiplication and division strategies.	➢ the mathematical structures that underpin addition and subtraction of positive and negative integers.	➢ the order of operations.
They will know how to (key skills including speaking, reading and writing in this subject):				
➢ order and compare positive integers using inequality notation ➢ round to the nearest 10, 100 and 1000 ➢ understand decimal place value ➢ round to the nearest whole number ➢ round to a given number of decimal places ➢ order decimals, including in context ➢ multiply and divide by powers of 10	➢ list the multiples and factors of a given number ➢ find the HCF and LCM of a set of numbers ➢ find integer powers and roots ➢ use the index laws for the multiplication and division of integer powers ➢ recognise, list and define prime numbers ➢ perform prime factor decompositions	➢ add and subtract using column method, including decimals ➢ recall multiplication facts and their associated division facts ➢ multiply integers using formal written methods ➢ multiply decimals using formal written methods ➢ use formal written methods to divide integers and decimals by a one- or two-digit integer ➢ identify the operation required to solve a worded problem ➢ use a calculator	➢ compare and order positive and negative integers using inequality notation ➢ interpret negative values in context ➢ use the four operations with positive and negative integers ➢ substitute negative integers into expressions and formulae ➢ apply the order of operations to the four operations with negative integers	➢ use the order of operations to solve simple calculations including +,-,x and ÷ and brackets ➢ apply BIDMAS to solve a calculation including powers and negative integers ➢ reason and justify by applying the order of operations ➢ put the brackets into a calculation to make it true

SPRING			
Theme/ topic: **Introduction to algebra**	**Theme/ topic:** **Angles & 2D shapes**	**Theme/ topic:** **Coordinate and graphs**	**Theme/ topic:** **Perimeter and area**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):			
➢ use function machines to find the output, input or function. ➢ 'collecting like terms' ➢ simplify a variety of expressions involving the four operations. ➢ substitute positive and negative integers into expressions and formulae. ➢ multiply a term over a single bracket. ➢ take out common factors to factorise. ➢ continue a sequence and find missing terms within a sequence and find the term to term rule of a sequence. ➢ calculate the nth term of an increasing or decreasing linear sequence. ➢ calculate the nth term of sequences involving fractions. ➢ use the nth term to finding different values in a sequence and answer questions involving diagrammatic sequences.	➢ recognise types of angles. ➢ draw and measure angles. ➢ recognise and classify triangles and quadrilaterals. ➢ use basic angle facts (angles on a straight line, around a point and vertically opposite angles) to find missing angles. ➢ use geometrical terms and notation. ➢ find missing angles in a triangle. ➢ find missing angles in a quadrilateral. ➢ use the sum of angles in a triangle to deduce the angle sum of a polygon. ➢ calculate missing interior angles in a polygon.	➢ plotting and writing coordinate points and use this to solve simple problems on a coordinate grid. ➢ calculate midpoints from a diagram and two coordinate points and end points when given the midpoint. ➢ identify the equation of horizontal and vertical lines. ➢ use a table of values to plot simple linear functions of the form $y = ax + b$. ➢ know the gradient relationship between parallel lines. ➢ use a table of values to plot simple linear functions of the form $x + y = a$. ➢ identify the gradient and y-intercept from the equation of a line. ➢ calculate the gradient from two points on a line ➢ calculate the equation of a line from its graph ➢ conversion graphs and learn how to use and draw them. ➢ rates of change graphs and learn to interpret them. ➢ build on their knowledge of distance time graphs and use their knowledge of gradient to calculate speed.	➢ organise units into measures of length, mass and capacity. ➢ measure a length in cm or mm. ➢ convert between metric measures and order measures of length ➢ find the perimeter of a variety of shapes and find the missing length of a shape ➢ calculate the area of rectangles, parallelograms, triangles, and trapezia. ➢ find the missing length of a shape when given the area. ➢ calculate the area of rectilinear shapes and complex compound shapes.

Key Words Equation, expression, factorisation, substitute, variable	**Key Words** Quadrilateral, angle, symmetry, parallel	**Key Words** Gradient, intercept, linear	**Key Words** Perpendicular, parallel, base
They will understand (key concepts):			
➢ a letter can be used to represent a generalised number and understand that algebraic notation follows particular conventions and that following these aids clear communication. ➢ relationships can be generalised using algebraic statements and form simple expressions.	➢ how to classify types of triangles and quadrilaterals. ➢ how to calculate missing interior angles in polygons.	➢ how journeys can be represented on a distance time graph. ➢ the concept of gradient.	➢ a secure and deep understanding of perimeter and area
They will know how to (key skills including speaking, reading and writing in this subject):			
➢ use function machines and find the output, input or function ➢ simplify expressions by collecting like terms, including powers ➢ simplify expressions involving multiplication and division ➢ substitute positive integers into expressions and formulae ➢ form simple expressions ➢ multiply a term over a single bracket ➢ take out common factors to factorise ➢ continue a sequence and find missing terms within a sequence ➢ find the term to term rule of a sequence ➢ find the next term of a diagrammatic sequence ➢ find the nth term of a linear sequence	➢ accurately measure angles in geometrical diagrams ➢ accurately draw angles of a given size ➢ apply the sum of angles at a point, on a straight line and vertically opposite angles ➢ find unknown angles in a triangle and quadrilateral ➢ identify the symmetries of all 2D shapes and name them ➢ classify triangles using angle and side properties ➢ find missing angles in special types of triangles ➢ correctly use geometrical terms and notation ➢ recognise and classify quadrilaterals from their properties	➢ solve simple problems on a coordinate grid ➢ find the midpoint of two points and the endpoint when given the midpoint and one endpoint ➢ identify the equations of horizontal and vertical lines ➢ use a table of values to plot graphs of simple linear functions ➢ identify the y intercept of a linear graph from the equation and the graph ➢ interpret the gradient of a linear graph and identify it from the equation ➢ use the form y = mx + c to identify parallel lines ➢ read and interpret real life linear graphs (rates of change, conversion and distance-time graphs)	➢ convert between metric measures ➢ compare and order measures of length including when the units are different ➢ find the missing length of a shape when given the perimeter ➢ find the area of rectangles ➢ find the area of parallelograms, triangles, and trapezia ➢ find the missing length of a shape when given the area ➢ find the area of compound shapes

SUMMER			
Theme/ topic: **Fractions**	**Theme/ topic:** **Fractions, decimals and percentages**	**Theme/ topic:** **Ratio and proportion**	**Theme/ topic:** **Transformations**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):			
➢ write equivalent fractions and simplify fractions. ➢ order fractions with different denominators ➢ converting mixed numbers into improper fractions and vice versa ➢ add and subtract fractions with different denominators ➢ multiply two fractions together and multiply a fraction by an integer. ➢ divide an integer by a fraction, a fraction by a fraction and a fraction by an integer. **Key Words** Numerator, denominator, improper	➢ represent fractions, decimals and percentages visually and on a 100 square. ➢ represent fractions as percentages and decimals without the use of a calculator. ➢ write decimals as percentages and fractions. ➢ compare and order fractions, decimals and percentages. ➢ calculate a fraction of an amount ➢ express one quantity as a fraction of another ➢ calculate any integer percentage of an amount (non-calculator). ➢ calculate a percentage increase and decease (non-calculator). ➢ calculate percentage change. **Key Words** Numerator, denominator, improper	➢ identify the relationship between ratios and fractions and convert between them. ➢ write equivalent ratios and find the missing number in two equivalent ratios. ➢ write a ratio in the form 1:n and n:1 ➢ simplify a ratio including different units. ➢ divide into a 2,3 or 4-part ratio when given a total. ➢ divide into a ratio when given one share. ➢ divide into a ratio when given the difference. ➢ solve best value problems. ➢ solve recipe problems involving proportion. **Key Words** Ratio, proportion	➢ identify the line of symmetry. how to calculate the order of rotation. ➢ transform 2D shapes by reflecting in, vertical, horizontal and diagonal mirror lines on a grid. ➢ reflect shapes on a coordinate grid in the line x=a, y=b, y=x and y=-x and correctly describe a reflection. ➢ transform 2D shapes by translating using column vector notation on a grid ➢ correctly describe a translation. ➢ construct similar shapes by enlargement of a positive integer and fractional scale factor from a given point on a grid. ➢ correctly describe an enlargement. ➢ transform 2D shapes by rotating them about a given point on a grid. ➢ correctly describe a rotation. **Key Words** Centre of enlargement, centre of rotation, congruent, enlargement, image, object, scale factor, similar
They will understand (key concepts):			
➢ understand that adding halves and thirds is not using the same ‘unit’; however, by converting both to sixths means that both have the	➢ how to represent fractions, decimals and percentages and their equivalence.	➢ the relationship between ratios and fractions and convert between them. ➢ how to share in a ratio.	➢ how to perform transformations ➢ how to identify and describe which transformation has occurred

same unit and addition is relatively straightforward. ➢ what multiplying two fractions looks like using visual representations before learning to 'multiply the numerator, multiple the denominator'.			
They will know how to (key skills including speaking, reading and writing in this subject):			
➢ compare and order fractions with different denominators ➢ simplify fractions using common factors ➢ add and subtract fractions with different denominators ➢ convert between a mixed number and an improper fraction ➢ multiply fractions ➢ divide fractions	➢ represent a fraction, decimal and percentage on a hundred square ➢ find equivalent fractions, decimals and percentages ➢ compare fractions, decimals and percentages ➢ express one quantity as a fraction of another ➢ find a fraction of a quantity ➢ find a percentage of a quantity ➢ perform a percentage increase or decrease	➢ write equivalent ratios and find the missing number in two equivalent ratios ➢ reduce a ratio to its simplest form including with different units ➢ divide into a ratio when given one share ➢ divide into a ratio when given the total ➢ identify the relationship between ratios and fractions ➢ solve best value problems ➢ solve simple direct proportion problems ➢ use proportion to adapt a recipe	➢ transform 2D shapes by reflecting in diagonal mirror lines on a grid ➢ transform 2D shapes by reflecting in x=a or y=b lines on a coordinate grid ➢ transform 2D shapes by translating using column vector notation on a coordinate grid ➢ construct similar shapes by enlargement of a positive integer scale factor on a grid ➢ transform 2D shapes by rotating them about a given point on a grid ➢ identify which basic transformation has occurred

Dallam School

Curriculum overview

Department: Music
Year Group: 7

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **How can the elements of music enhance performance?** ***The Elements of Music (I)***	**Theme / Topic** **Why is notation an important part of music making?** ***The Elements of Music (II)***	**Theme / Topic** **How do I perform as an orchestra?** ***Evolution of the Orchestra (I)***	**Theme / Topic** **In what other ways can I read music?** ***Alternative Notations***	**Theme / Topic** **What does music from Africa sound like?** ***African Drumming***	**Theme / Topic** **How do I compose a melody?** ***Introduction to DAW***
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*
➢ Common note values ➢ Notes of the treble clef stave ➢ The difference between pulse and rhythm ➢ The main elements of music ***Tier 3 vocab*** ➢ *Crotchet, Quaver, Semibreve, Minim, Semiquaver (& rests)* ➢ *Pulse and Rhythm* ➢ *Time signature* ➢ *Dynamics, duration, melody, tempo, timbre, texture, articulation*	➢ Note positions of the treble clef stave ➢ Supporting information from the treble clef stave e.g. time signatures and bar lines ➢ How to read and play a melody on the keyboard using treble clef notation ➢ What a jingle and a riff is and how it is used in music ***Tier 3 vocab*** ➢ *Treble clef, stave, time signature, bar, bar line* ➢ *Note positions e.g. E, G, B, D, F* ➢ *Jingle & riff* ➢ *Pulse, tempo, dynamics, articulation, posture*	➢ How the Western Classical Orchestra developed, including how they vary in size ➢ The main families of an orchestra and some of the main instruments ➢ How playing technique can affect the timbre of an instrument ➢ How to perform a piece of given music as part of a whole class orchestra ***Tier 3 vocab*** ➢ *Symphony Orchestra, Chamber Orchestra, Concerto* ➢ *Strings, woodwind, brass, percussion* ➢ *Instrument specific terms including pizzicato, glissando*	➢ How and why other methods of writing music down developed ➢ What chord symbols and tablature are and how they can be used to create performance ➢ What tonic sol-fa is and how to use it to create performance ➢ How to apply performance directions such as articulation and dynamics ***Tier 3 vocab*** ➢ *Chord, chord symbols and tablature (tab)* ➢ *Tonic sol-fa and notes of the scale e.g. do, re, mi* ➢ *Staccato, legato, crescendo, diminuendo*	➢ What a polyrhythm is and how they can be applied to music of different genres from all over the world ➢ How polyrhythms are used in the music of West Africa ➢ How to play a djembe drum ➢ How polyrhythm can be used to create variation in performance ***Tier 3 vocab*** ➢ *Polyrhythm* ➢ *Call and response* ➢ *Texture and Timbre* ➢ *Tone and Bass* ➢ *Unison*	➢ What a scale is and why it is important when composing ➢ What a chord is and how sequences of chords can be created ➢ What makes a good melody ➢ How to record a melody and a chord sequence using a Digital Audio Workstation (DAW) ***Tier 3 vocab*** ➢ *Scale, Pentatonic* ➢ *Chord, major, minor, key, sequence* ➢ *DAW, record, play, pause, stop, duplicate, erase, create new track, bounce, export*

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **How can the elements of music enhance performance?** ***The Elements of Music (I)***	**Theme / Topic** **Why is notation an important part of music making?** ***The Elements of Music (II)***	**Theme / Topic** **How do I perform as an orchestra?** ***Evolution of the Orchestra (I)***	**Theme / Topic** **In what other ways can I read music?** ***Alternative Notations***	**Theme / Topic** **What does music from Africa sound like?** ***African Drumming***	**Theme / Topic** **How do I compose a melody?** ***Introduction to DAW***
They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*
➢ The difference between rhythm and pulse ➢ How notes of different durations can create rhythm ➢ How rhythm can create melody ➢ How to analyse and describe key elements of music ➢ How the elements of music can enhance performance	➢ How to interpret music written on a treble clef stave and turn this into a music performance ➢ That it is not just the notes on the stave that are an important part of treble clef notation and other directions must be acknowledged ➢ Why a jingle and/or riff is effective	➢ How orchestras can vary in size and type ➢ Why instruments are categorised into families ➢ How playing technique can affect timbre ➢ How musical parts that are not the melody are equally as important ➢ What role the conductor has to play in performance	➢ That treble clef notation is not the only way in which music can be written, interpreted and played ➢ How chord symbols, tablature and tonic sol-fa are just as effective directions when preparing to play a piece of music ➢ That not only what you play but how you play it is just as important	➢ How contrasting rhythms can be layered to create a polyrhythm ➢ The impact timbre can have on the sound of polyrhythms ➢ How changes in rhythm and technique can create variety in a piece	➢ What the pentatonic scale is and the principles behind compose an effective melody ➢ What a chord is and how they can be sequenced ➢ What a DAW is and how important it is when composing music ➢ How to perform simple operations using Mixcraft software
They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*
➢ Read simple rhythms using note values ➢ Perform in time using a steady pulse ➢ Play a melody on the keyboard reading the treble clef stave ➢ Apply the elements of music to a performance to improve their overall standard	➢ Identify elements of treble clef notation e.g. time signature, stave, bar line ➢ Identify the pitch of a note on a treble clef stave ➢ Read and play a simple melody using treble clef notation on the keyboard ➢ Identify what a riff or jingle is and play a simple example	➢ Identify instruments of the orchestra and their families ➢ Describe playing style and technique ➢ Perform as part of a whole class orchestra ➢ Consider performance etiquette such as posture and beginning and ending a performance	➢ Interpret other methods of musical notation such as chord symbols, tablature and tonic sol-fa ➢ Turn these other methods of notation into musical performances ➢ Apply supporting information to enhance performances such as articulation and strumming patterns	➢ Play a djembe drum and create variation in timbre with the use of tone and bass ➢ Compose and structure a performance of a polyrhythm ➢ Apply call and response to performance ➢ Build on the understanding of musical elements to enhance composition	➢ Perform simple operations on a DAW e.g. record, play, stop, erase, create track ➢ Compose a short melody using the pentatonic scale and record this using DAW software ➢ Compose a short chord sequence and record this using DAW software

Dallam School

Curriculum overview

Department: P.E.
Year Group: 7
Focus: Believing in myself and ensuring social belonging

AUTUMN	SPRING	SUMMER
Half term 1 **Half term 2**	**Half term 3** **Half term 4**	**Half term 5** **Half term 6**
Theme / Activity **Invasion Games taught through Rugby, Football, Netball & Hockey** **Net & Wall Games taught through Badminton** **Gymnastics** **additional outdoor activities are also timetabled to enrich the sports provision*	**Theme / Activity** **Invasion Games taught through Handball, Tchoukball, Basketball** **Dance** **Health, Fitness & Wellbeing** **additional outdoor activities are also timetabled to enrich the sports provision*	**Theme / Activity** **Fielding & Striking taught through Cricket & Rounders** **Athletics** **additional outdoor activities are also timetabled to enrich the sports provision*
By the end of this term pupils will know (thinking) *(key knowledge, including tier 3 vocabulary)*		
How to ➢ make suggestions to improve play, eg attack and defence tactics ➢ explain the range of decisions they have to make in a game ➢ identify aspects of technique that require practice and improvement ➢ to understand and apply compositional ideas more effectively and create gymnastic sequences in response to set compositional tasks ***Tier 3 vocab*** ➢ Analysis, Creativity, Knowledge, Leadership, Tactics ➢ Compassion, Courage, Endeavour, Integrity, Respect ➢ Competitive, Fitness, Movement, Skill Development, Technique	How to ➢ make suggestions to improve play, eg attack and defence tactics ➢ explain the range of decisions they have to make in a game ➢ identify aspects of technique that require practice and improvement ➢ to improvise and extend movement ideas on their own and with others ➢ to create, develop and structure solo, duo and group motifs to create different types of dance ➢ to perform dances communicating artistic intention and focusing on clarity of movement and spatial and group awareness ***Tier 3 vocab*** ➢ Analysis, Creativity, Knowledge, Leadership, Tactics ➢ Compassion, Courage, Endeavour, Integrity, Respect ➢ Competitive, Fitness, Movement, Skill Development, Technique	How to ➢ identify when to attack and when to defend as batters, selecting appropriate shots and directing the ball to space with purpose ➢ describe a batter's strengths and work as a team to place a field that makes it difficult to bat against ➢ explain where to aim and how to change the speed and flight to restrict the batter and bowl to their field ➢ identify that speed, power and quick reactions are needed to play these games well ➢ adapt their skills to the needs of events apply strategies for effective competitive performance ➢ prepare and recover from exercise safely and effectively and to know the principles of training used ➢ recognise that different types of activity require different types of fitness ➢ understand the nature of athletic activities and make effective evaluations of strengths and weaknesses in their own and others' performance ***Tier 3 vocab*** ➢ Analysis, Creativity, Knowledge, Leadership, Tactics ➢ Compassion, Courage, Endeavour, Integrity, Respect ➢ Competitive, Fitness, Movement, Skill Development, Technique

They will understand (feeling) *(key concepts)*		
➢ Compassion - Be aware that not everyone has the same ability; be patient and understanding of one another. Work together in teams/groups to be successful ➢ Courage – try to implement new skills, even if they are difficult or carry an element of risk e.g. tackling in rugby ➢ Endeavour - Participate fully in all lessons. Aim to do your best in all activities and contribute to a team. ➢ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➢ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of teammates and opponents in games and your peers in gymnastics. Ensure learning proceeds smoothly by being on time and with all PE uniform	➢ Compassion- Be aware that not everyone has the same ability; be patient and understanding of one another. Work together in teams/groups to be successful ➢ Courage – try to implement new skills and perform in front of your peers. Change and adapt following feedback in order to improve and progress further ➢ Endeavour - Participate fully in all lessons. Aim to do your best in all activities and contribute to group work. ➢ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➢ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of others in games and dance when watching/appraising performances. Ensure learning proceeds smoothly by being on time and with all PE uniform	➢ Compassion - Be aware that not everyone has the same ability; be patient and understanding of one another. Work together in teams/groups to be successful ➢ Courage– try to implement new skills and perform in front of your peers. Change and adapt following feedback in order to improve and progress further ➢ Endeavour - Participate fully in all lessons. Aim to do your best in all activities and contribute to a team. ➢ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➢ Respect - Follow the rules of the game. Be supportive and respond positively to the contributions of others. Ensure learning proceeds smoothly by being on time and with all PE uniform
They will know how to (doing) *(key skills)*		
➢ use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games ➢ adapt skills to different situations ➢ describe what they need to do to improve their own fitness ➢ design and carry out warm-up and cool-down routines safely and effectively ➢ hit the ball with reasonable consistency and accuracy in cooperative and competitive rallies ➢ play a range of different shots on both sides of the body with sound basic technique in backswing, contact and follow-through ➢ select and implement simple shot combinations which move their opponent out of position ➢ perform single and linked actions accurately ➢ perform a wider range of skills, actions and agilities including rolls, flight from hands, partner supports and balances, and some vaults ➢ consistently show control, tension and extension use transference of weight effectively ➢ design and perform aesthetically pleasing and imaginative sequences	➢ use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games ➢ adapt skills to different situations ➢ describe what they need to do to improve their own fitness ➢ design and carry out warm-up and cool-down routines safely and effectively ➢ improvise and perform a range of actions with clarity and control ➢ make use of principles of movement when performing individual and preferred actions and phrases ➢ perform techniques and ideas that express comic, dramatic or abstract ideas ➢ create and perform dances taking account of the range of movements they could use, the use and variation of motifs, group relationships, and the space available ➢ communicate the story of their dance and show an increasing sensitivity to the accompaniment and other performers	➢ hit with consistency and control ➢ grip the bat correctly, move their feet and position their bodies, to direct the ball ➢ bowl reasonably accurately and vary the speed and flight of the ball ➢ field securely in that they intercept and catch the ball consistently and throw accurately ➢ perform a range of running, jumping and throwing skills with control, accuracy, power and sound technique ➢ show a good range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event ➢ pace their effort well to meet the needs of a range of activities and events ➢ perform effectively in different events by adapting their skills to meet the challenges and tasks set ➢ select appropriate exercises to put into their warm-up and cool-down activities to suit the event

	Dallam School Curriculum overview	**Faculty: Humanities** **Subject: Philosophy, Religion & Ethics** **Year Group: 7**

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **What is Philosophy, Religion and Ethics?**	**Theme/ topic:** **Who was Siddattha Gotama and how is Buddha Dharma practised today?**		**Theme/ topic:** **Do we all have the same idea about Justice?**		**Theme/ topic:** **Are we stewards of the earth?**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
➢ What PRE is and its place in society ➢ **Meaning & purpose** -Understand you own 'world view' and how this affects your interpretation of the world.	➢ **Knowledge and understanding** about the Life of Siddattha Gotma and the origins of Buddha Dharma. ➢ **Meaning & purpose:** how Buddhist derive meaning and purpose from the teachings of Buddha. To consider how Buddha Dharma might relate to our own lives.		➢ **Knowledge and understanding** how justice is a complex value, Christianity, Sikhi, Hindu Dharma ➢ **Meaning & purpose:** how Christians, Sikhs and Hindu's interpret their religious teachings in relation to the concept of justice. To consider our own worldview and opinions relating to the concept of justice.		➢ **Knowledge and understanding**: Environmental issues facing the plant and how different religions and world views approach this. ➢ **Meaning & purpose:** how different religions and worldviews interpret their teachings in relation to the environment. To consider our own worldview, opinions and behaviours relating to environmental ethics.
Tier 3 vocab *World View* *Lens* *World religions* *Multi-faith society* *Diversity* *Multiculturalism* *Philosophical debate* *Morality*	***Tier 3 vocab*** *Buddha, Buddhism, Renunciation* *Suffering, Happiness* *The Four Sights, Ascetic* *Meditation, Middle Way, Enlightenment* *The Three Marks of Existence* *Suffering, Impermanence, Interdependence* *The Four Noble Truths* *Dukkha, Craving, Dissatisfaction* *The Noble Eightfold Path* *Dharma, The Five Moral Precepts* *Abstain, Meditation, Mindfulness, Karma, Samsara, Compassion,* *Tibetan Wheel of Life – Patticcasamupada*		***Tier 3 vocab*** *Justice, fairness, equality, punishment, personality, qualifications, Christianity, parable, Good Samaritan, Levite, psychology, Bible, peace, absolute poverty, relative poverty, human rights, stewardship, street pastor, Sikhi, Wahe Gurum Guru Granth Sahib, Kara, Kesh, Kanga, Kachera, Kirpan, Gurdwara, langar, Granthi, freewill, khanda, Chakar, miri, piri, hindu dharma, Hanuman, Ganesh, Arti, Rahki, Holi, Diwali, Karma, daya, daan, lobh & moha, ahimsa, moksa.*		***Tir 3 vocab*** *Stewardship, ecology, impact, worldview, dominion, creation, lifestyle, sacred, renewable, energy, pollution, sustainable, responsibility, eco-friendly worship, protest, climate change, ethics, campaign, interdependence, affinity, gift from God, exploitation, pinnacle of creation, evolution, humanism, Khalifah, vegetarian, vegan.*

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **What is Philosophy, Religion and Ethics?**	**Theme/ topic:** **Who was Siddattha Gotama and how is Buddha Dharma practised today?**		**Theme/ topic:** **Do we all have the same idea about Justice?**		**Theme/ topic:** **Are we stewards of the earth?**
	Reincarnation				
They will understand (key concepts):					
➢ **Values & commitment** – To explore what is important in our lives and how this may be different depending on your world view ➢ **Belief** – To understand where our beliefs originate and why people have different beliefs.	➢ **Values & commitment**: how values and commitment are demonstrated through teachings, beliefs, and practice of Buddha Dharma. ➢ **Belief & practice:** how Buddhists show their beliefs through their practice of the 5 precepts and 8-fold path.		➢ **Values & commitment:** how values and commitment are demonstrated through teachings, beliefs, and practice of Christianity, Sikhi and Hindu Dharma. ➢ **Belief & practice:** how Christians, Sikhs and Hindus show their beliefs about justice through their practice.		➢ **Values & commitment:** how values and commitment are demonstrated through teachings, beliefs, and practice of different worldviews. ➢ **Belief & practice:** how different religions and world views out into practice their beliefs about the environment.
They will know how to (key skills including speaking, reading and writing in this subject):					
Analyse Investigate Interpret Reflect Empathise Use Evidence Evaluate					

Dallam School

Curriculum overview

Department: Physics
Year Group: 7

Autumn		Spring		Summer	
Speed (6 lessons)	**Gravity (5 lessons)**	**Voltage and resistance (5 lessons)**	**Current (5 lessons)**	**Energy costs (4 lessons)**	**Energy Transfer (6 lessons)**
Investigate variables on the speed of a toy car rolling down a slope	**Explain the way in which an astronaut's weight varies on a journey to the moon**	**Compare the voltage drop across resistors connected in series in a circuit**	**Compare and explain current flow in different parts of a parallel circuit**	**Compare the running costs of fluorescent and filament light bulbs**	**Explain the energy shifts in a hand-crank torch**
By the end of this topic pupils will know *(key knowledge, including tier 3 vocabulary)*					
➢ If the overall, resultant force on an object is non-zero, its motion changes and it slows down, speeds up or changes direction. ➢ A straight line on a distance-time graph shows constant speed, a curving line shows acceleration. ➢ The higher the speed of an object, the shorter the time taken for a journey. ***Keywords*** ➢ Speed ➢ Average speed ➢ Relative motion ➢ Acceleration	➢ Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength. ➢ Every object exerts a gravitational force on every other object. The force increases with mass and decreases with distance. Gravity holds planets and moons in orbit around larger bodies. ***Keywords*** ➢ Weight ➢ Non-contact force ➢ Mass ➢ Gravitational field strength ➢ Field	➢ We can model voltage as an electrical push from the battery, or the amount of energy per unit of charge transferred through the electrical pathway. ➢ In a series circuit, voltage is shared between each component. In a parallel circuit, voltage is the same across each loop. ➢ Components with resistance reduce the current flowing. ***Keywords*** ➢ Potential difference ➢ Voltage ➢ Resistance ➢ Conductor ➢ Insulator	➢ Current is a movement of charges and is the same everywhere in a series circuit. ➢ Current divides between loops in a parallel circuit, combines when loops meet. ➢ An electric field exists around charged objects and causes other charged objects, to be attracted or repelled. ➢ Like charges repel, and unlike charges attract. ***Keywords*** ➢ Negative / positive ➢ Electrons ➢ Charge ➢ Electrostatic force ➢ Current	➢ We pay for our domestic electricity usage based on the amount of energy transferred. ➢ Electricity is generated by a combination of resources which each have advantages and disadvantages. ➢ Food labels list the energy content of food in kilojoules (kJ). ***Keywords*** ➢ Power ➢ Energy resource ➢ Non-renewable ➢ Renewable ➢ Fossil fuels	➢ We can describe how jobs get done using an energy model where energy is shifted from one store at the start to another at the end. ➢ When energy is shifted, the total is conserved, but some energy is dissipated, reducing the useful energy. ***Keywords*** ➢ Energy store ➢ Thermal ➢ Chemical ➢ Kinetic ➢ Gravitational potential ➢ Elastic ➢ Dissipated
They will understand *(key concepts)*					

Autumn		Spring		Summer	
Speed (6 lessons)	**Gravity (5 lessons)**	**Voltage and resistance (5 lessons)**	**Current (5 lessons)**	**Energy costs (4 lessons)**	**Energy Transfer (6 lessons)**
Investigate variables on the speed of a toy car rolling down a slope	**Explain the way in which an astronaut's weight varies on a journey to the moon**	**Compare the voltage drop across resistors connected in series in a circuit**	**Compare and explain current flow in different parts of a parallel circuit**	**Compare the running costs of fluorescent and filament light bulbs**	**Explain the energy shifts in a hand-crank torch**
➢ How to illustrate a journey with changing speed on a distance-time graph, and label changes in motion. ➢ How the speed of an object varies when measured by observers who are not moving, or moving relative to the object.	➢ How to explain unfamiliar observations where weight changes. ➢ How to compare your weight on Earth with your weight on different planets using an equation.	➢ How voltage can be measured in a simple circuit. ➢ How an analogy like water in pipes can be used to explain why part of a circuit has higher resistance.	➢ How current changes in series and parallel circuits when components are changed. ➢ How to turn circuit diagrams into real series and parallel circuits, and vice versa.	➢ How to compare the amounts of energy transferred by different foods and activities. ➢ How to compare the energy usage and cost of running different home devices. ➢ The advantages and disadvantages of different energy resources. ➢ Actions a government or communities could take in response to rising energy demand	➢ How the energy stores of an object depend on its speed, temperature, height or whether it is stretched or compressed. ➢ How to calculate the useful energy and the amount dissipated, given values of input and output energy. ➢ How energy is dissipated in a range of situations.
They will know how to *(key skills)*					
➢ Identify a dependent variable. ➢ Identify an independent variable. ➢ Write a question linking variables in the form 'How does... affect...?' ➢ Calculate a mean from a set of data. ➢ Time events using stop clocks and how to select the best apparatus for measuring distances.	➢ Identify a pattern in data from a results table or bar chart. ➢ Suggest a scientific reason for your findings. ➢ Use clear language and well-formed sentences. ➢ Read your text and rewrite anything that is not clear. ➢ Use scientific vocabulary accurately, showing that you know its meaning.	➢ Set up simple circuits and use a voltmeter correctly. ➢ Decide how to vary the independent variable between planned values. ➢ Design a table for the data being gathered. ➢ Comment on whether there is a real difference between data. ➢ Give evidence to back up everything you claim to be true. ➢ Use diagrams to help make meaning clear.	➢ Set up simple circuits and use an ammeter correctly. ➢ Suggest a scientific idea that might explain the observation. ➢ Describe the evidence for your idea. ➢ Explain why the evidence supports your idea.	➢ Identify patterns in data. ➢ Illustrate ideas with real-life examples. ➢ State your opinion with enough detail to be clear. ➢ List all the facts, scientific ideas, data, or conclusions that support your opinion. ➢ Identify the most important piece of evidence, as well as one or two supporting pieces of evidence. ➢ Acknowledge other options.	➢ Suggest a scientific idea that might explain the observation. ➢ Use clear language and well-formed sentences. ➢ Use link words to help the reader connect sentences and paragraphs.

	Dallam School Curriculum overview	**Department: Spanish** **Year Group: 7**

AUTUMN		**SPRING**		**SUMMER**	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic **All about Me**	**Theme/ topic** **School**	**Theme/ topic** **My family**	**Theme/ topic** **My home**	**Theme/ topic** **Free Time**	**Theme/ topic** **My area**
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary)					
➢ Greetings ➢ Numbers up to 31 ➢ Months ➢ The Spanish alphabet	➢ School subjects ➢ Days of the week ➢ Opinion adjectives ➢ Opinion verbs ➢ Qualifiers ➢ Verbs to express what they do in class	➢ Family members ➢ Numbers to 100 ➢ Animals ➢ Colours ➢ Description adjectives	➢ Countries ➢ Adjectives to describe a place ➢ Rooms of the house ➢ Furniture ➢ Prepositions ➢ Time phrases ➢ Verbs phrases for what they do in various rooms of the house	➢ Free time activities and sports ➢ Frequency phrases ➢ How to tell the time	➢ Places in town ➢ Adjectives to describe them ➢ Days of the week ➢ The weather ➢ Seasons
They will understand *(key concepts)*					
➢ how to form questions ➢ when to use masculine/feminine indefinite and definite articles ➢ how to make a sentence negative ➢ how to change nouns in the plural form	➢ how to form verbs in the I, you, he/she forms ➢ how to agree adjectives with a noun ➢ whether or not to use the definite article after a verb	➢ how to use the irregular verbs *tener* and *ser* in the present tense ➢ how to use possessive adjectives with family members ➢ how to agree plural adjectives with nouns ➢ how to position an adjective after a noun.	➢ how to conjugate the verbs *vivir* and *estar* in the present tense ➢ how to use prepositions in a sentence ➢ how to conjugate *jugar* and *dormir* in the present tense.	➢ how to conjugate *salir, ir* and *hacer* in the present tense ➢ when to use an infinitive verb ➢ how to communicate in the future tense.	➢ how to form plural nouns ➢ how to use the verb *querer* to say where they want to go ➢ how to differentiate between present and near future tense.
They will know how to *(key skills)*					
➢ what is their name ➢ where they live ➢ how old they are	➢ what subjects they like/dislike and why	➢ what siblings they have	➢ which country they live in	➢ what they do in their free time	➢ what there is/isn't in their town

➢ when their birthday is.	➢ what they do/don't do in class ➢ give opinions on their teachers ➢ say what they eat/don't eat at break/lunch.	➢ what they are called ➢ how old they are ➢ how to say what pets they have ➢ give a description of their pets ➢ how to describe themselves physically ➢ give information on their personality.	➢ how to describe the place they live in ➢ how to describe their house in detail including rooms and furniture ➢ where things are ➢ how to say what they do in each room of their house and how often.	➢ how often and at what time they do an activity ➢ how to say what they like/dislike doing in their free time and why ➢ how to say what they are going to do in the near future.	➢ what their town is like ➢ where they want to go ➢ how to invite people out ➢ how to accept and refuse invitations ➢ how to say what the weather is like.