



# The JF Way

#nothingshortofremarkable

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## Year 7 Curriculum Summary: Term 1

The table below shows the knowledge and skills that Year 7 students are learning in their subjects this term.

Topic / Knowledge	Skills
<b>Art and Design</b>	
Baseline assessment Line Knowledge of Op Art, Bridget Riley, Mick Burton Knowledge of colour theory	Assessment of Key stage 2 knowledge Variety of drawing skills exploring the use and refinement of line. Colour pencil skills Research skills. Colour mixing and painting skills
<b>Computing</b>	
E-Safety Flowol Programming	E-Safety: Using computers safely and effectively - Students will learn how to stay safe online, keep their data private, send emails and properly search the web. Flowol: Programming with flowcharts. In their first programming unit, students will learn how to control hardware as well as important programming constructs such as sequence, selection and iteration.
<b>Drama</b>	
Baseline assessment of Key Stage 2 knowledge Introduction to Drama & Acting Skills 'Cowboys'	Skills introduction to; Devising Physical Theatre Spatial Awareness Mime Freeze frames/tableau Non-verbal communication Accents and vocal skills Characterisation
<b>Design and Technology</b>	
<b><i>Student will rotate around the following three subjects as a carousel through the three terms:</i></b>	
<b>Food Preparation &amp; Nutrition – Healthy Eating</b> Understand how to utilise sensory testing Evaluation of diets and understanding of the Eatwell guide Impact of seasonal food on the environment The importance of carbohydrates and protein in our diet Understanding the meaning of Enzymic Browning and Dextrinisation	Safe and Hygienic preparation of ingredients and food products Use of a variety of kitchen equipment Adapting a recipe, and working independently with high level presentation skills



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<b>Resistant Materials: Wooden Aeroplane</b> To understand the concept of "Quality of Finish" To fit parts together using either interference or clearance fit To understand how components are made and fitted together to produce a completed product	The importance of Health & Safety in the workshop Using a variety tools and techniques to mark out materials accurately Use of range of hand tools to cut and shape materials Safe use of machine tools such as pillar drill, disc sander and scroll saw
<b>Graphics: Ball in the Hole hand held game</b> How to respond to a Design Brief Development of original ideas Writing a specification to meet the user's needs Analysis of existing products Utilising Computer Aided Design and Computer Aided Manufacture Design and make packaging for products	Following the design cycle to Investigate, Plan, Create and Evaluate  <b>Drawing Skills</b> Learn how to use a range of drawing equipment Using a drawing board to produce accurate drawings The purpose of construction lines Colour theory – including the colour wheel, complimentary and harmonious colour schemes Isometric drawing with tonal shading.
<b>English</b>	
<b>Class Novel:</b> 30 lessons to study the modern novel, <i>A Monster Calls</i> .  <b>Myths and Legends:</b> 6 lessons – extract based, explore the idea of protagonist and antagonist.  <b>C19th extracts that lead to descriptive writing:</b> students will have the opportunity to engage with a range of extracts from different time periods and voices to develop their descriptive writing skills: 15 lessons.	Apostrophes, accurate sentence demarcation and exploration of the narrative structure of tales.  Repetition, verbs for effect, introducing ideas about metaphor and exploring the concept of conflict versus truth.  Expanded noun phrases, openings and endings for effect, structuring/sequencing, simile, personification, metaphor and sensory description.
<b>Geography</b>	
<b>Unit 1- A World of Geography</b> Introduction to Geography: Physical; Human; Environmental <ul style="list-style-type: none"> <li>What is Geography?</li> <li>Has our planet always looked the same?</li> <li>What is the difference between weather and climate?</li> <li>How does the biosphere provide us with resources?</li> <li>What natural resources can we use to generate electricity?</li> <li>How are populations changing?</li> <li>Where does everybody live?</li> <li>What is climate change?</li> <li>What are the causes of climate change?</li> <li>What are the consequences of climate change for our planet?</li> </ul>	Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A Theme that is common within and between our topics in Key stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in



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<ul style="list-style-type: none"><li>What are the consequences of climate change for the UK?</li></ul>	different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21 <sup>st</sup> century.
<b>History</b>	
<p><b><u>The Norman Conquest</u></b></p> <p>Students will consider the reasons why 1066 was a year of three Kings and why William won the Battle of Hastings in 1066. Students will gain an understanding of the various methods William subsequently used to control England including the introduction of the Feudal System, the building of Motte and Bailey Castles and the Domesday book. There will be opportunities later to draw comparisons with the Battle of Bosworth, Trafalgar and Somme. They will be able to consider what changed most in England as a result of the Norman conquest.</p>	<p>There will be a focus on second order concepts such as chronology, cause, consequence, and significance. Students will understand why events must be placed into chronological order. They will begin to consider how to judge whether the Domesday survey and the Bayeux tapestry are important records of the period.</p> <p>They will use a variety of sources to gain a deeper understanding of the Battle of Hastings and life in England as new methods of control were introduced by the Normans. They will consider the provenance of these sources and make judgements about their utility.</p>
<b>Mathematics</b>	
<p><b><u>Number Theory - Addition and Subtraction</u></b></p> <p>Students will consolidate key skills and knowledge in number theory and methods of addition and subtraction. New concepts involving estimation, accuracy and algebra will be introduced alongside common applications of the skills acquired.</p>	<ul style="list-style-type: none"><li>Addition and subtraction including integers, decimals and negative numbers.</li><li>Rounding to a specified degree of accuracy including use of significant figures applied to estimation.</li><li>Introduction to algebra including new vocabulary, simplifying and substitution into expressions.</li><li>Applications of these skills in relation to perimeters of compound shapes and angles in polygons.</li></ul>



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<b>Modern Foreign Languages (MFL)</b>	
<b>All Y7 students study French until February half-term.</b>	
<b>French</b> <b>Module 1 Content: Self and Relationships and Free Time</b> Key French sounds, name, numbers, brothers, sisters, age, alphabet in French (KS2 link), describing a classroom, opinions, describing yourself and others, saying what you do, creating a video interview about yourself, giving dates in French, asking a set of questions for personal information, phonics.	<b>Module 1 Skills</b> indefinite article: <i>un, une/des</i> , singular forms of <i>avoir</i> (link to KS2), masculine and feminine nouns from KS2, using the indefinite and definite articles, adjectives(KS2 link) and adjectival agreement (masc and fem forms), knowledge of <i>aimer</i> + definite article from KS2, simple connectives ( <i>et, mais, aussi</i> ), <i>aimer</i> in negative sentences, qualifiers ( <i>assez, très, trop, un peu</i> ), <i>il y a..</i> , knowledge of <i>être</i> from KS2, singular forms of <i>être</i> (KS2 link) (including in negative sentences with <i>ne ... pas</i> ), – <i>er</i> verbs from KS2, possessive adjectives: <i>mon, ma, mes</i> . intonation for asking questions, use cognates to work out meaning, short conversations, read for gist. Listening, Speaking, Reading and Writing
<b>Music</b>	
Creative Creatures Pulse and Rhythm	Composing Listening Ensemble Performance
<b>Physical Education</b>	
Orienteering Handball Netball Table Tennis Basketball	Orienteering skills - Map reading and navigation. Working with a team to problem solve and achieve a goal. Other sports – Ball mastery/technique work, outwitting an opponent and learning the official rules. Promoting a love for healthy and active lifestyles through various methods.
<b>Science</b>	
Introductory unit Cells and organisation Particles Energy Reproduction Atoms and the periodic table	Science skills: <ul style="list-style-type: none"> <li>Planning investigations: writing detailed methods, safety precautions</li> <li>Conducting investigations, including safely working with Bunsen burners and microscopes</li> <li>Analysing data, including finding and describing errors, plotting graphs and explaining trends</li> </ul> Mathematical skills: <ul style="list-style-type: none"> <li>How to use science equations,</li> <li>Using and identifying units</li> <li>Calculating averages</li> </ul>



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<b>Personal Development</b>	
<b>Life Beyond School and</b> Careers and your future  <b>Health and Wellbeing</b> Puberty Personal Hygiene Growing up Assertive consent  <b>Rights, Responsibilities and British Values</b> How is your country run?	Students will understand the importance of transitioning from primary school to secondary school. They will begin looking at what careers interest them and what steps they need to take to get there.  Students will be introduced to the topic of puberty. They will learn how this affects them and how it's different for boys and girls. They will learn how to make assertive consent and what this looks like.  Students will then look at the political system in the UK and how politics affects them day-to-day.
<b>Religious Education</b>	
<b>Christianity</b>          <b>Islam</b>	Students will be learning about different faiths in Year 7.  Initially, students will explore Christianity. They will look at who Jesus was and what Baptism is. Students will explore the different denominations of Christianity. Students will also learn about the Bible and about Easter.    During the Islam topic, students will explore different aspects of Islam such as the Pillars of Islam and the Shahadah.