



Year 7 Curriculum Delivery Map

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core Subjects	English Language and Literature	Modern Novel Writing for purpose and audience: Analytical/Creative Spoken Language Study		Shakespeare Writing for purpose and audience: Analytical/Persuasive Letter		Exploring Language In Texts Analysing Poetry: Identity	
	Mathematics	A selection of these topics will be covered throughout the year, as appropriate to the strength of prior learning and progress made, returning to them as necessary to build deeper understanding and applications. Calculator skills will be covered in every topic in every year. <ul style="list-style-type: none"><li>Number: times tables, calculations, types of number, ordering values, BIDMAS, money, fractions, decimals and percentages, calculator skills</li><li>Algebra: Forming and solving equations, sequences, coordinates</li><li>Ratio: sharing in a ratio, time, reading scales</li><li>Shape: measuring, perimeter and area, construction of shapes, tessellation, properties of quadrilaterals</li><li>Statistics: Probability, pictograms, pie charts, questionnaires, averages and range, listing outcomes</li></ul> The basic number topic is covered at the start of the year, to ensure these skills can be used in the following topics. The algebra skills are then tackled, so that each topic from then can be extended to algebraic problems.					
	Science	There is an introductory unit at the start of the year to introduce the Scientific skills. Scientific skills are then taught throughout the year within the different topics that are being covered. The topics are taught on a rota basis, and there is some crossover between the terms that the topics are taught in. The topics taught in the Autumn term are:- <ul style="list-style-type: none"><li>7A Cells</li><li>7E Mixtures</li><li>7I Energy</li></ul>		The topics taught predominantly in the Spring term are:- <ul style="list-style-type: none"><li>7B Reproduction</li><li>7F Acids and Alkalis</li><li>7J Electricity</li><li>7C Health</li><li>7G Particle Model</li></ul>		The topics predominantly taught in the summer term are:- <ul style="list-style-type: none"><li>7K Forces</li><li>7D Ecosystems</li><li>7H Atoms, Elements and Compounds</li><li>7L Sound</li><li>The pupils are introduced to Science Fair projects</li></ul>	
	Religious Studies	<b>Who am I and Who or what is God?</b> <ul style="list-style-type: none"><li>Students will be able to understand and describe their own qualities and influences</li><li>Understand what religious traditions are and be able to confidently identify their followers</li><li>Students will identify the meaning of faith, religion and belief and explain why we study RE at the Gilberd School</li><li>Students can explain reasons people do believe in God</li><li>Describe Christian and Muslim beliefs about God</li></ul>		<b>What are the Abrahamic religious traditions?</b> <ul style="list-style-type: none"><li>Identify the Abrahamic Religious Traditions and the similarities between them</li><li>Describe the development of the Abrahamic Religious Traditions</li><li>Describe the role of monotheism and prophets in the development of the Abrahamic Religious Traditions</li><li>Describe and explain the importance of key individuals such as Abraham, Moses, Jesus and Muhammad</li></ul>		<b>Is life special?</b> <ul style="list-style-type: none"><li>Identify the concept of the soul</li><li>Describe the Just War Theory</li><li>Explain whether life is sacred</li></ul>	
	Physical Education	Students will take part in a range of activities across the following activity domains: Invasion Games, Net Games, Field & Striking, Athletics and Leadership Activities alongside knowledge and understanding of the importance of a healthy, active lifestyle					
EBACC	History	<ul style="list-style-type: none"><li>Local study of Colchester: How different was life in Colchester 2000 years ago?</li><li>How did the Normans change England forever? (1066-c.1100)</li><li>Who held the power in the Medieval period? (1100-1500)</li></ul>		<ul style="list-style-type: none"><li>Was life all muck and misery in Medieval England?</li><li>How can we learn about a period thousands of years ago and thousands of miles away?- Silk Roads</li></ul>		<ul style="list-style-type: none"><li>Did the Reformation really ‘reform’ England? (c.1500-c.1700)</li><li>How powerful were the monarchy after 1600? (c.1600-c.1700)</li></ul>	
	Geography	<b>Our World</b> <ul style="list-style-type: none"><li>Atlases oceans/continents</li><li>Ordnance Survey Maps</li><li>Our local area</li><li>United Kingdom</li><li>Physical features</li><li>Human features</li></ul>	<b>Local Investigation Project</b> <ul style="list-style-type: none"><li>Location</li><li>Mapping</li><li>Students to investigate their local area – through field work</li></ul>	<b>Exploring Europe and Russia</b> <ul style="list-style-type: none"><li>Location - Map skills</li><li>Human features</li><li>Physical features</li><li>Population</li><li>Climate and Biomes</li><li>Arctic</li><li>Opportunities and Challenges</li></ul>	<b>Water World</b> <ul style="list-style-type: none"><li>Watercycle</li><li>Rivers</li><li>Physical features</li><li>waterfalls</li><li>coasts</li><li>Importance of Oceans</li><li>Coral reefs</li><li>Infiltration fieldwork</li></ul>	<b>Investigating Africa</b> <ul style="list-style-type: none"><li>Links with the UK</li><li>Location</li><li>Physical features</li><li>Plate tectonics</li><li>Volcanoes</li><li>Human features/populations</li><li>Diversity</li><li>Opportunities and Challenges</li></ul>	<b>Endangered World</b> <ul style="list-style-type: none"><li>Impacts</li><li>Fossil fuels</li><li>renewable energy</li><li>Sustainability</li><li>Plastics in Our Oceans</li></ul>
	French	<ul style="list-style-type: none"><li>All about me</li><li>My interests and free time</li></ul>		<ul style="list-style-type: none"><li>My interests and free time</li><li>The world around me</li></ul>		<ul style="list-style-type: none"><li>Life at school</li></ul>	
	German	<ul style="list-style-type: none"><li>All About Me</li><li>The world around me</li></ul>		<ul style="list-style-type: none"><li>The world around me</li><li>My interests and free time</li></ul>		<ul style="list-style-type: none"><li>Life at school</li></ul>	
	Computer Science	<ul style="list-style-type: none"><li>Understanding E-safety</li><li>TURTLE PLAYGROUND—Computational Thinking</li><li>UK Bebras Computational Thinking</li></ul>		<ul style="list-style-type: none"><li>Understanding Computer Fundamentals</li><li>Input/Process/Output</li><li>Binary</li><li>Mid-Year Assessment</li></ul>		<ul style="list-style-type: none"><li>Computational Thinking Concepts</li><li>Block Programming in Scratch</li><li>Block Programming in KODU Game Lab</li><li>End of Topic Test</li></ul>	
Foundation Subjects	Art	<b>Colour Theory</b> <ul style="list-style-type: none"><li>Baseline testing</li><li>Formal introduction</li></ul>		<b>Colour Theory &amp; Experimentation</b> <ul style="list-style-type: none"><li>Matisse</li></ul>		<b>Colour Theory &amp; Printing</b> <ul style="list-style-type: none"><li>Matisse continued: Stained glass windows</li><li>Brief introduction to Carolee Clarke/ Zentangle Pattern and Printing</li></ul>	
	Dance	<b>Introduction to Dance: Shape and Space</b> <ul style="list-style-type: none"><li>Introduction to dance – safe practices and expectations</li><li>Creating and performing basic dance actions</li><li>Responding to a stimulus</li><li>Introduction to elements of actions, space and relationships</li><li>Developing movement</li></ul>		<b>Around the World: Styles of Dance</b> <ul style="list-style-type: none"><li>Stylistic features dance from different cultures</li><li>Physical skills and expressive skills</li><li>Rehearsal techniques</li></ul>		<b>Matilda: Musical Theatre</b> <ul style="list-style-type: none"><li>Features of musical theatre</li><li>Communicating a character</li><li>Creating and developing a motif</li><li>Movement memory and sequencing</li><li>Use of relationships – working as an ensemble</li></ul>	
	Drama	<b>Theatre Masks</b> <ul style="list-style-type: none"><li>Introduction into Drama and the main core performing skills and rules</li><li>Understanding performing, theatrical skills, use of space and commenting on other performances in a review style</li><li>To explore and develop skill in analysis and evaluation</li></ul>		<b>Grimms Tales</b> <ul style="list-style-type: none"><li>Develop an understanding of the impact a particular style can have on the audience and how to build an atmosphere</li><li>Explore the different skills needed to create and build tension in a performance</li></ul>		<b>Roald Dahl</b> <ul style="list-style-type: none"><li>Use a script to create a performance</li><li>Develop skills in character development, stage and space and abstract theatre</li><li>Show a clear and new character using theatrical skills of facial expressions, body language, gestures and tone of voice and to use a script</li></ul>	
	Music	<b>Rhythm and Melody</b> <ul style="list-style-type: none"><li>Introduction to rhythm and pitch notation treble clef C-G.</li><li>Keyboard skills using notation and improvisation.</li><li>Listening to orchestral repertoire, identifying instrumental families and dynamics.</li></ul>		<b>Using Music Technology</b> <ul style="list-style-type: none"><li>Revising notation and extending pitch notation.</li><li>Exploring syncopated rhythms, metre, ostinato and identifying parts of the drum kit.</li><li>Listening to dance music repertoire.</li><li>Revisiting and building on keyboard skills to record in parts.</li><li>Learn simple functions of Soundtrap.</li></ul>		<b>Structure</b> <ul style="list-style-type: none"><li>Developing understanding of how structure is used to organise music.</li><li>Identifying ground bass, key terms to describe melody (conjunct, major scale, repetition, sequence) and harmony (chord, cadence).</li><li>Listening to repertoire that uses a ground bass.</li><li>Working as a small ensemble on a performance that uses ground bass.</li></ul>	
	Technology	Students rotate throughout the year between four Technology Subjects  <b>CAD/CAM</b> <ul style="list-style-type: none"><li>CAD – Use of 2D design</li><li>CAM – How CAD designs are modified to use Laser cutter, CAD/CAM in industry, orthographic and isometric drawing, shaping and finishing metals using hand tools, chocolate bar</li></ul> <b>Food Preparation &amp; Nutrition</b> <ul style="list-style-type: none"><li>Basic health and safety</li><li>Food hygiene</li><li>Healthy eating</li><li>Food science</li><li>Basic equipment</li><li>Weighing and measuring</li><li>Seasonal food</li><li>Food provenance and food miles</li><li>Basic practical skills</li><li>Practical tasks: apple swans, fruit salad, scones, pineapple upside down cake, pizza wheels</li></ul> <b>DT</b> <ul style="list-style-type: none"><li>Categories of woods and plastics</li><li>Appropriate cutting tools</li><li>Accurate marking out</li><li>Use of a pillar drill</li><li>Use of a bench mechanical sander</li><li>Finishing of wood and plastic</li><li>Shaping thermo plastics with heat</li><li>H&amp;S in a workshop</li><li>Working characteristics of wood and plastic</li></ul> <b>Textiles</b> <ul style="list-style-type: none"><li>Design skills</li><li>Hand sewing</li><li>Setting up and using a sewing machine</li><li>Use of the different stitches</li><li>Basic practical skills</li><li>Textiles in everyday life and industry</li><li>Properties of fabrics</li><li>Health and safety</li></ul>					