



# ALLENBOURN MIDDLE SCHOOL



## Year 7 Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> (subject to reordering depending on availability of class resources)	'Arctic Adventure'; Literary non-fiction - Scott's Diaries; Letters of application; Blogs.	Novel study (various); Recount; Poetic techniques in narrative; Review writing.	Introduction to KS3 poetry: what is a poem?  Epic narrative poetry e.g. Beowulf.	Traditional Tales e.g. Arthurian myths such as 'Gawain and the Green Knight' and Chaucer: 'A Knight's Tale'  A quest story.	Short Story Unit e.g. 'Tales of Terror': the short stories of Chris Priestley.	Introduction to Shakespeare: 'A Midsummer Night's Dream'.
<b>Maths</b>	Numbers and the number system; Counting and comparing; Calculating.	Calculating Visualising and constructing; Investigating properties of shapes; Exploring fractions, decimals and percentages.	Algebraic proficiency; Proportional reasoning; Number patterns; Measuring space.	Investigating angles; Calculating fractions, decimals and percentages.	Solving equations and inequalities; Calculating space; Checking, approximating and estimating.	Mathematical movement; Presentation and measuring data.
<b>Science</b>	Cells; Particles; Energy.		Variation; Acid and Alkalis; Light.		Geology; Ecology; Plants.	
<b>Art</b>	Observation drawing - line, tone, pattern; Picasso.	Cubist inspired collage	Design project - chairs; Research and analysis.	Developing chair design based on natural form.	L S Lowry and figure drawing; Clay figure.	Turner and Constable; Painting of skies, sea & trees; Comparison.
<b>Computing Science</b>	Spreadsheets	Coding - HTML	Coding - Java	Hardware	Data Handling - Access	Coding - Touch Develop



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<b>Design &amp; Technology</b>	Pupils will rotate around the three disciplines after a block of approximately 12 weeks:					
	Resistant Materials - Metal insects and plants (cutting, shaping & finishing metal).		Food Technology - Meat, fish & alternatives (Eatwell plate).		Textiles - Specialist Clothing (Sublimation printing and CAM).	
<b>French</b> (as a linear subject, topics are a vehicle for learning specific grammar points. Ability groups will progress at differentiated rates)	Francophone countries; A study of a chosen Francophone e.g. Martinique and Ile Maurice; Prepositions à...en...au... Nationality and countries.	Je me présente ... Introducing self; Classroom language, numbers, dates; Describe our family Mon Ma Mes; Asking closed questions.	Family and pets cont. Physical Descriptions: size, appearance and personalities; Writing a letter to a pen pal; Introduce irregular verbs: Être and Avoir.	School life: describing a school day, school subjects, likes and dislikes; Stating opinions and justification; Prepositions.	Time & timetables; Stating opinions, justification of opinions; Comparatives and superlatives; Clothes and use of adjectives.	Sports and free time activities; Faire and Jouer au; Adverbs of time; Revision of weather; Questioning- open and closed (set 3a/b will commence this topic in Year 8).
<b>Geography</b>	Pupils will study the following units typically with a specialist teacher, for approximately eight weeks, alternating with History:					
	<p>'Survivor': recapping basic skills and knowledge (map skills, climate &amp; ecosystems); News report writing; Africa: comparison of place - physical and human features; Eco-systems (comparing &amp; why); Study of Kenya; Tourism (pros &amp; cons) &amp; Ecotourism.</p>			<p>Coasts: Physical processes &amp; human impacts; Fieldwork (data collection &amp; analysis); Planning for the future.</p>		
<b>History</b>	Pupils will study the following units typically with a specialist teacher, for approximately eight weeks, alternating with Geography:					
	<p>Medieval Realms: Source investigations and PEE responses; Medieval life; Battle of Hastings</p>			<p>Local History Study - Castle Development: Exploring cause and consequence; Discovering local history</p>		



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<p><b>Music</b></p>	<p><b>Graphic Scores:</b> Pupils use musical elements in composition and graphics instead of notation to compose a piece of music for performance. <b>Cartoon Music:</b> Pupils compose music for a cartoon clip, thinking about the actions on the screen and how to represent them in music. <b>Focus:</b> Performance.</p>	<p><b>Medieval Music:</b> Modes and drones; Composition; Procession &amp; performance; Looking at early instruments and music; Group work to compose and perform a piece of Medieval Music; Use keyboards to re-create original sounds; Notation. <b>Focus:</b> Composition/ Performance.</p>	<p><b>World Music:</b> <b>China and the Pentatonic Scale:</b> Singing, composing music for different occasions; Notation; Awareness of culture and different instruments; Recreating sounds; <b>Focus:</b> Composition, listening and analysing.</p>	<p><b>Instruments of the Orchestra</b> Understanding of orchestral instruments and families; sound production and timbres of different orchestral instruments using Benjamin Britten's '<i>Young Person's Guide to the Orchestra</i>', Whole class performance; <b>Focus:</b> Listening/ Performance</p>	<p><b>Music and Art:</b> Pictures at an exhibition; Programme Music; Pupils listen to Mussorgsky and 'Pictures at an Exhibition'; Group compositions of own programme music, inspired by a piece of art; Pupils create a concert programme for own pieces; <b>Focus:</b> Composition / listening and analysing.</p>	<p><b>Audio Storybook</b> Leitmotif - Listening to 'Peter and the Wolf' and also Roald Dahl's Revolting Rhymes; Groups compose music for each Billy Goat gruff and record and narrate for a radio play; Use computers to put the piece together. <b>Focus:</b> Composing / CS.</p>
<p><b>P.E.</b></p>	<p>Invasion games; Gym – inverted actions &amp; balances; Dance – 'Rock &amp; Roll'.</p>		<p>Invasion games; Athletics – cross country; Gym – pair &amp; trio balance; Fitness.</p>		<p>Net and wall games – volleyball, tennis, striking &amp; fielding games; Ball games – rounders &amp; cricket; Athletics – running, jumping &amp; throwing.</p>	
<p><b>P.S.H.C.E.E</b></p>	<p>Emotional Literacy; What is a Citizen? Respecting Privacy.</p>	<p>Your Money and Your Life - Safer Lending and Borrowing.</p>	<p>Beliefs; Parliament.</p>	<p>Diversity</p>	<p>Risk –Personal Safety.</p>	<p>Health Matters &amp; Sex and Relationships Education.</p>
<p><b>R.E.</b></p>	<p>What is R.E.? (All religions)</p>	<p>Buddhism &amp; Suffering (All religions)</p>		<p>What happens when we die? (Christianity &amp; other religions)</p>		<p>Christianity &amp; the Environment</p>