

Year 7 Curriculum

| Subject | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| Maths | <p>Addition and subtraction, Place value</p> <p>Use a variety of mental strategies to explore addition/subtraction. Add/subtract decimals. Use time/timetables. Order/compare integers and decimals. Explore base arithmetic outside of base 10</p> <p>Big Questions: Why is $a+b$ the same as $b+a$? Why is $a-b$ not the same as $b-a$?</p> | <p>Addition/subtraction, Place Value Multiplication and division, Negative numbers</p> <p>Explore mental/formal strategies for multiplication and division. Apply addition/subtraction strategies to problems involving perimeter/angles/probability. Order/compare negative numbers. Perform calculations which cross "zero"</p> <p>Big Questions: What is the commutative law for multiplication? Why does $ab=ba$?</p> | <p>Multiplication and division, Negative numbers</p> <p>Find the area of shapes including trapezia. Calculate volume/surface area of cubes/cuboids. Calculate the mean from a set of data. Use the four operations with negative numbers.</p> <p>Big Questions: Which quantities in real life use negative numbers? Why do some quantities not allow negative values?</p> | <p>Developing number sense, Fractions</p> <p>Recognise and identify squares/cubes/primes and other types of number. Write a number less than 100 as a product of its prime factors in index form. Know and use the order of operations successfully. Use the four operations with fractions. Calculate fractions of amounts</p> <p>Big Questions: Is 1 prime? What are factors and how do we find them?</p> | <p>Ratio and proportion, Percentages</p> <p>Solve a basic problem using ratio to find a quantity when only one is known. Convert currencies and imperial/metric units. Convert between and order F/D/P. Use percentages in real-life situations: value of profit or loss, income tax calculations. Interpret Pie charts</p> <p>Big Questions: What is a ratio, where might I see it in use in real-life? What do we mean by the word "percent"?</p> | <p>Review & Consolidation of "big questions"</p> <p>Use the four operations with fractions. Recognise and identify squares/cubes/primes and other types of number. Use mental/formal strategies for the four operations on integers and decimals including negatives. Develop the idea of direct proportion</p> |
| English | <p>Mastery: Oliver Twist Mastery LH: <i>Oliver Twist</i> Life in Victorian London; Victorian crime; the form of a novel; Oliver; the Artful Dodger; Fagin; Bill Sikes; morality</p> <p>Mastery Writing 1/2: Topic sentences; subject/verb agreement; past simple tense; pronouns; capital letters and full stops</p> <p>Reading for Pleasure: Group Read <i>The Daydreamer; Danny the Champion of The Word</i></p> <p>Big Question : What was life like in Victorian England</p> | <p>Mastery LH: Oliver Twist Mastery LH: <i>Oliver Twist</i> Life in Victorian London; Victorian crime; the form of a novel; Oliver; the Artful Dodger; Fagin; Bill Sikes; morality</p> <p>Mastery Writing 1/2: Topic sentences; subject/verb agreement; past simple tense; capital letters and full stops</p> <p>Reading for Pleasure: Group Read <i>The Daydreamer; Danny the Champion of The Word</i></p> <p>Big Question: What is a villain?</p> | <p>Mastery LH: A Midsummer Night's Dream Life in Elizabethan England; life in Ancient Athens; Shakespeare's life; the form of a play; the four lovers; the love potion</p> <p>Mastery Writing 1/2: Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech; narrative structures; temporal clauses</p> <p>Reading for Pleasure: Group Read <i>The Daydreamer; Danny the Champion of The Word</i></p> <p>Big Question: What was life like in Ancient Athens?</p> | <p>Mastery LH: A Midsummer Night's Dream Life in Elizabethan England; life in Ancient Athens; Shakespeare's life; the form of a play; the four lovers; the love potion</p> <p>Mastery Writing 1/2: Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech; narrative structures; temporal clauses</p> <p>Reading for Pleasure: Group Read <i>The Daydreamer; Danny the Champion of The Word</i></p> <p>Big Question: Is the Love Potion good or bad?</p> | <p>Mastery LH: Poetry Anthology: Metaphor Metaphor Structure and use of metaphor; tenor/vehicle/ground; poetic forms; <i>The Tyger</i></p> <p>Mastery Writing 1/2: Subordinating conjunctions; list commas; paragraphs for time and place shifts; punctuating questions and exclamations</p> <p>Reading for Pleasure: Group Read <i>The Extinction Trials; The Explorer; A Series of Unfortunate Events; Short stories (gi)</i></p> <p>Big Question: What are metaphors?</p> | <p>Mastery LH: Poetry Anthology: Metaphor Metaphor Structure and use of metaphor; tenor/vehicle/ground; poetic forms; <i>The Tyger</i></p> <p>Mastery Writing 1/2: Subordinating conjunctions; list commas; paragraphs for time and place shifts; punctuating questions and exclamations</p> <p>Reading for Pleasure: Group Read <i>The Extinction Trials; The Explorer; A Series of Unfortunate Events; Short stories (gi)</i></p> <p>Big Question: What are the effects of metaphors?</p> |

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| <p align="center">Science</p> | <p>Laboratory safety Covering the basics of lab safety and how to operate within the lab setting. Includes health and safety, lab rules and introduction to equipment and simple practicals.</p> <p>Solids, Liquids and Gasses Introduction to particles and particle diagrams, melting and freezing, making salts, diffusion and gas pressure. Big Question: Why does your ice-cream melt in the sun?</p> <p>Chemical Reactions Oxidation, Gas tests for Hydrogen, Oxygen and Carbon Dioxide, reactions of metals and nonmetals and exothermic and endothermic reactions Big Question: Why is baking a cake a chemical reaction?</p> | <p>Reproduction Reproductive systems, fertilisation and implantation, sexual reproduction, development of the foetus, menstrual cycle, puberty and growth, flowers and pollination Big Question: Where do we come from?</p> <p>Cells Microscopes, animal, plant and specialised cells, cell division, unicellular. Big Question: What are living organisms made of?</p> | <p>Light How light travels, reflection and refraction, colours, transverse waves, EM Spectrum Big Question: Why is the Sun so important to us on Earth?</p> <p>Energy Energy stores and transfers, power, work done, energy resources, temperature and energy, insulation Big Question: Can we function without the sun?</p> | <p>Energy Transfer Food chains and webs, energy transfer, Predator prey relationships, pyramids of number, pyramids of biomass, bioaccumulation, investigating abundance and distribution of plants and insects and food security Big Question: Why is it better to be a prey rather than predator?</p> <p>Classification Inherited and environmental variation, continuous and discontinuous variation, predicting inheritance, classification of organisms, adaptations, Natural Selection, extinction and conservation Big Question: Why does a Leopard have spots?</p> | <p>Space Mass, weight and gravity, solar system, exploring space, the universe, meteors, days and months, seasons, light years. Big Question: Is there use for a telephone on the international space station?</p> <p>Sound Sound as waves, transverse vs longitudinal waves, how sound travels, describing sounds, hearing, reflection and absorption of sounds, sound insulation, speed of sound Big Question: How do astronauts communicate on a space walk?</p> | <p>Physical Reactions Physical properties, physical reactions and atoms, separating mixtures, crystallisation, chromatography, burning candles. Big Question: Why is your black pen not black?</p> <p>Earth and its atmosphere Earth structure, type of rock, rock cycle, limestone analysis, atmosphere, carbon cycle Big Question: What the Earth is made of and how can we use its resources?</p> |
| <p align="center">Art</p> | <p>Water and the Sea Introduction to formal elements Tonal ladder Shell studies from secondary sources using traditional media - pencil, biro, ink Big Question: What is Art?</p> | <p>Water and the Sea Colour Theory Jason Scarpace research Jason Scarpace oil pastel study Sketchbook presentation skills; Controlling and blending oil pastel; Creativity and artistic curiosity; Big Question: What is Art?</p> | <p>Water and the Sea Introduction to Ceramics Clay techniques Design ideas Clay fish piece production. Painting and surface decoration of clay tile using water-based paint Big Question: What is Art?</p> | <p>Arthropods/Insects Baseline drawing test - insect Research artist LEVON BISS Knowledge of colour study in colour pencil crayons Big Question: Is nature Art?</p> | <p>Arthropods/Insects SCALE - A3 sugar paper charcoal/collage and crayon Introduction to mixed media Big Question: Is nature Art?</p> | <p>Arthropods/Insects SCALE - A3 sugar paper charcoal/collage and crayon Introduction to mixed media Big Question: Is nature Art?</p> |
| <p align="center">Music</p> | <p>Interrelated Dimensions of Music Exploration of the inter-related dimensions of music first taught at KS2. Through ensemble based performance activities students will continue their understanding of the different dimensions that build a piece of music. Exploring the meaning of the different inter-related dimensions of music (pulse, rhythm, pitch, tempo, timbre, dynamics, texture). Looking into why we need them and how they are used in all types of music. Understanding of why technical exercises are used to develop performance skills. Developing understanding of using the voice and how it can be used. Big Question: Which interrelated dimension of music is the most important?</p> | <p>Rhythms of the World - African Drumming This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Students explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. Exploring how and why rhythms are used in West African drumming music. Explore the culture and traditions of West African drumming. Learning how to understand and write basic notation. What music would be without rhythm. Big Question: Is traditional music as important as popular music?</p> | <p>Keyboard Skills Introduction to treble clef notes Continuation of notation skills Introduction to the keyboard and notes on the keyboard Development of reading notation Performing pieces of music on the keyboard Composing pieces of music for keyboard Big Question: Is there a right or wrong way to play an instrument if it still creates sound?</p> | <p>Gamelan Introduction to history and origins of Gamelan Introduction to Gamelan instruments and similar western percussion instruments Introduction of interlocking melodies Introduction of slendro and pelog scales Development of reading and writing grid notation Big Question: Isn't all music, World Music?</p> | <p>Ukulele Skills Learn the different parts of a ukulele Learn how to understand ukulele chord diagrams Introduction to chords Learn different chords on the ukulele Perform chord sequences on the ukulele Sing popular songs Big Question: What makes music popular?</p> | <p>Hooks and Riffs Introduction to hooks and riffs Introduction to ostinato Perform hooks, riffs and ostinatos on the keyboard Analyse pieces of music, identifying and describing hooks, riffs and ostinatos Development of reading notation Big Question: What makes music popular?</p> |

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| <p>Drama</p> | <p><u>Intro to drama and practical skills</u> Introduction to drama, health and safety rules of the space and working with others. Gaining trust and developing confidence through group exercises. Learning how to use physical skills and how these can be used to communicate to an audience. Introduction to vocal skills and performance. Introduction to drama conventions.</p> <p>Big Question: How can you express a character through vocal and physical skills?</p> | <p><u>Understanding of the theatrical style of Pantomime</u> Exploration of the style of Pantomime including the history, stock characters, audience participation, cross gender roles, and exaggerated acting skills.</p> <p>Big Question: What effect does exaggerated movement really have on our audience?</p> | <p><u>Understanding of Physical Theatre</u> Exploration and demonstration of physicality in storytelling. Development of trust within the group, understanding of physical self and how we can communicate physically, ensemble work, lifts and devising techniques from Frantic Assembly. Physical and creative adaptation of various stimuli including Banksy artwork.</p> <p>Big Question: How can we use physical movement to enhance storytelling?</p> | <p><u>Exploration of Shakespeare. Digital Theatre</u> Understanding and gaining knowledge of Shakespeare's upbringing and background in writing. Exploration of <i>Macbeth</i>. creation of character and creative writing of a spell. Incorporating physical and vocal skills suitable for a witch and using ensemble skills. Page to stage technique of each extract demonstrating understanding of the narrative and characters.</p> <p>Big Question: How can you portray a character through vocal and physical skills?</p> | <p><u>Understanding Choreography: Sport in Dance</u> Introduction to basic dance skills and choreography skills through identifying the Actions, Spatial features, dynamics and relationships of 4 different sports. Creating original choreography based on one of the sports studied.</p> <p>Big Questions: How can movement in Sport be used in the choreography of dance?</p> | <p><u>Understanding of Genre - Performing Musical Theatre and Horror</u> Exploring two new contrasting genres which require a different skill set and follow very different narratives.</p> <p>Big Question: Performing a script - What are the roles involved and what are their responsibilities?</p> |
| <p>ICT</p> | <p><u>Impact of technology: collaborating online respectfully</u> Identifying how to use online collaboration tools respectfully. An introduction to the computing lab. Creating a presentation to a given audience. Online communication and the risks of cyberbullying</p> <p>The Big Question: To what extent is the online world more dangerous than the offline world?</p> | <p><u>Using media: gaining support for a cause</u> Creating a digital product for a real-world cause using a range of software. Word processing, creating a blog, licensing and creative commons, the use of images and copyright</p> <p>The Big Question: How can you respectfully use online digital content?</p> | <p><u>Networks: from semaphores to the internet</u> Recognising networking hardware and explaining how networking components are used for communication. Network hardware, protocols, bandwidth, explain how data travels across the internet</p> <p>The Big Question: How can you guarantee that a data packet will reach its destination?</p> | <p><u>Programming essentials in Scratch part 1</u> Applying the programming constructs of sequence, selection and iteration in Scratch. Write simple programs using Scratch and test these programs</p> <p>The Big Question: Can a computer be more intelligent than the human who programmed it?</p> | <p><u>Programming essentials in Scratch part 2</u> Using subroutines to decompose a problem that incorporates list in Scratch. Continue to develop programming skills, identifying how to break down and solve programming problems</p> <p>The Big Question: Can a computer be more intelligent than the human who programmed it?</p> | <p><u>Modelling data: spreadsheets</u> Sorting and filtering data and using formulas and functions in spreadsheet software</p> <p>The Big Question: Can we accurately model the world using computer software?</p> |
| <p>MFL</p> | <p><u>My place in the world</u> Where does language come from? Why don't we all just speak English? What makes the Hull accent so unique? What other languages make Hull, Hull? How can languages shape our future? How can Spanish help me?</p> <p>The Big Question: Why is language important to me anyway?</p> <p><u>Sports and hobbies - Argentina (Mis pasatiempos)</u> Phonics - inbuilt to topic. Talking about sports and leisure activities - introduce numbers and names.</p> <p>The Big Question: What leisure activities are popular in Argentina?</p> | <p><u>Sports and hobbies - Argentina (Mis pasatiempos)</u> Hobbies and opinions Weather and what you do when - frequency of activities Arranging to go out + greetings + time</p> <p>The Big Question: What leisure activities are popular in Argentina?</p> <p><u>How do other countries celebrate Christmas?</u> Navidad por el mundo (1 lesson) Cultural awareness of Christmas in Hispanic countries</p> | <p><u>All about me- COSTA RICA (mi burbuja)</u></p> <p>Pets and colours with conditional tense Family - age and birthday - mastery of name and numbers. Countries and nationalities (soy/ soy de/hablo)</p> <p>The Big Question: What are families like in Costa Rica?</p> | <p><u>What progress am I making? Assessment lessons</u> covering the 4 skills (listening, speaking, reading, writing) covering content since September</p> <p><u>All about me - COSTA RICA (mi burbuja)</u></p> <p>Grammar focus: Asking questions Countries and nationalities (soy/ soy de/ hablo) Physical descriptions Personality descriptions</p> <p>Feedback & improvement lesson from assessment (1 lesson)</p> <p>The Big Question: What are families like in Costa Rica?</p> | <p><u>House and home- Ecuador (Galapagos) (mi casa)</u> Where you live (mastery of name and personal info) Type of housing Rooms in a house (consolidation of numbers) Description of bedroom, including furniture and positions</p> <p>The Big Question: What's it like living in Ecuador?</p> | <p><u>House and home- Ecuador (Galapagos) (mi casa)</u></p> <p>House and home Description of bedroom, including furniture and prepositions Daily routine and chores at home (recap time and sports) Dream home - conditional tense</p> <p>End of year exams - (4 lessons) 4 skills (listening, speaking, reading and writing)</p> <p>The Big Question: What's it like living in Ecuador?</p> |

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| <p>Theology</p> | <p>What is Theology? This unit focuses on what Theology is and what are the common threads between them. It will look at the ideas of God and Atheism.</p> <p>The Big Question- Why is the teaching of theology/religious studies important?</p> | <p>Islam Key beliefs if Islam The Prophet Muhammad The Qur'an The 5 Pillars of Islam Persecution Big quiz The Big Question: What does it mean to be a Muslim?</p> | <p>Places of worship The Church The Gurdwara The Synagogue The Mosque The Big Question: Do all places of worship need to have the same features?</p> <p>Hindu Belief The afterlife The Big Question: What is Hinduism?</p> | <p>Gandhi Virtues Worship Big Quiz The Big Question: What is Hinduism?</p> <p>Rites of passage Baptism Amrit Sanskar & Naam Karan The Big Question: What is a rite of passage and are they important?</p> | <p>Bar & Bat Mitzvah Weddings The Big Question: What is a rite of passage and are they important?</p> <p>Christianity Christianity in the UK The Trinity Jesus Birth Jesus Death The Big Question: Do all Christians believe and do the same thing?</p> | <p>Christian Denominations The Bible Afterlife Big End of year quiz How did Christianity help Nicky Cruz? The Big Question: Is Christianity still important in the UK?</p> |
| <p>PE</p> | <p>Invasion Games</p> <p>Football & Netball Boys: Football x 5 week Girls: Netball x 5 weeks</p> <p>Boys: Rugby x 1 week Girls: Hockey x 1 week</p> <p>Developing competence to excel in invasion games. Components of fitness and skills specific to invasion game, principles of attack and defense.</p> <p>Be able to implement core skills and refine team and individual game plans to outwit opposition.</p> <p>Big Question: What are the similarities of an attacking position in invasion games?</p> <p>Big Question: How can you win a rally in net and wall games without using a smash shot?</p> | <p>Rugby & Basketball</p> <p>Engaging in different competitive sports and activities. Invasion Games. Components of fitness Skills specific to invasion game, principles of attack and defence.</p> <p>Boys: Rugby x 4 weeks Girls: Hockey x 4 weeks Boys: Hockey x 3 weeks Girls: Rugby x 3 weeks</p> <p>Big Question: What are the similarities of an attacking position in invasion games?</p> | <p>Badminton, TT & Gymnastics</p> <p>Badminton/TT and Gymnastics Boys: Badminton x 5 weeks Girls: Gymnastics x 5 weeks</p> <p>Fitness</p> <p>Boys: x 4 weeks Girls: x 4 weeks</p> <p>Big Question: How can you win a rally in net and wall games without using a smash shot?</p> <p>Big Question: How can I stay safe when performing in gymnastics?</p> | <p>Athletics and Striking and Fielding</p> <p>Boys: Gymnastics x 5 weeks Girls: Badminton x 5 weeks</p> <p>Boys: Athletics x 1 week Girls: Striking and Fielding x 1 week</p> <p>Big Question: What are the examples of safe practice and performance in field events?</p> <p>Big Question: What are differences and similarities in striking and fielding games?</p> | <p>Athletics and Striking and Fielding</p> <p>Boys: Athletics x 5 weeks Girls: Striking and Fielding x 5 weeks</p> <p>Big Question: What are the examples of safe practice and performance in field events?</p> <p>Big Question: What are differences and similarities in striking and fielding games?</p> | <p>Athletics and Striking and Fielding</p> <p>Boys: Striking and Fielding x 6 weeks Girls: Athletics x 6 weeks</p> <p>2 x weeks invasion CTF - Tactics and strategies.</p> <p>Big Question: What are the examples of safe practice and performance in field events?</p> <p>Big Question: What are differences and similarities in striking and fielding games?</p> |
| <p>History</p> | <p>What is my history and the history of my city? 1. Expectations and genealogy (with some history skills incorporated) 2. Source skills - 3. Hull – the history of a city fighting the odds; Hull and the Civil War 4. Hull – the history of a city fighting the odds; Key individuals in the history of the city 5. Hull – the history of a city fighting the odds; Hull and the Blitz. 6. Hull – the history of a city fighting the odds; The Headscarf Revolutionaries</p> | <p>4. The Battle of Stamford Bridge 5. The Battle of Hastings 6. Why William Won 7. Extended writing piece – assessment/purple zone</p> <p>How did the Normans transform England? 1. Feudal System 2. Domesday Book including a study of the region from the book 3. Harrying of the North 5. Motte and Bailey Castles 6. Development of Castles 7. Case study of Clifford's Tower The Big Question: How did the Normans transform England?</p> | <p>8. Lesson set aside for Castle Projects and feedback</p> <p>What changes were there to the church, state and society in Medieval England? 1. Medieval Religion – including St. Mary's in Hull 2. Religious War 3. What was life like in Medieval England? King John and Magna Carta. 4. Henry II and Thomas Beckett. 5. King Medieval Kings have too much power?</p> | <p>Why was there inter-religious conflict in the medieval period? 1. The Islamic Golden Age 2. Achievements of the Islamic Age 3. How influential was the Medieval Islamic world? 4. On Crusades 5. Richard the Lionheart and Saladin 6. Why did Christians go on Crusades? 7. Medieval Women 8. Medieval Jews</p> | <p>9. How tolerant were Medieval Christians?</p> <p>Were the Tudors Terrible? 1. The War of the Roses 2. Henry VIII 3. Henry VIII wives 4. Reformation 5. Causes of the dissolution of the monasteries 6. Consequences of the dissolution of the monasteries 7. Did religious change in England from Catholic to Protestant make the country stronger? 10. Edward VI and Mary I</p> | <p>11. Elizabeth I 12. Elizabeth I and the world – including her treatment of the Blackmoors. 12. Assessment: Which Tudor monarch was the most controversial?</p> <p>War, Revolution and plague – what made the C17th so turbulent? 1. Charles I 2. Origins of the Civil War 3. Why did the Parliamentarians win? 4. Was Charles I Execution fair?</p> |

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| | <p>7. Baseline Assessment – historical skills and knowledge based on a study of their city. The Big Question: What is my history and the history of my city?</p> <p>Why is 1066 so important? 1. Life before 1066 2. Anglo-Saxon England 3. Contenders to the Throne The Big Question: Why is 1066 so important?</p> | | <p>6. Black Death causes 7. Black Death consequences 8. Assessment – Black Death The Big Question: What changes were there to the church, state and society in Medieval England?</p> | <p>The Big Question: Why was there inter-religious conflict in the medieval period?</p> | <p>The Big Question: Were the Tudors Terrible?</p> | <p>5. The Great Plague 1665 and The Great Fire of London 1666 6. The Glorious Revolution 1668 7. Why did society, state and religion change after the Civil War? 8. End of year assessment</p> <p>The Big Question: War, Revolution and plague – what made the C17th so turbulent?</p> |
| Geography | <p>Where and why are there fantastic places in Geography? Our place in the world What locational knowledge do you have? Is Hull's location a cause of challenge or opportunity? Decision making exercise – where should we locate a new activity center.</p> <p>Focus on fantastic places around the world. Developing a range of geographical skills (direction, scale, grid references etc) North America – why has the rock moved? Europe – Svalbard – Why would a tourist go on holiday where it is cold and dark? Africa – the crazy animals of Madagascar Oceania – Why is Australia such a popular tourist destination? South America – Why do 1.5 million visitors go to Machu Picchu each year? Asia – How is Masdar city, Dubai sustainable</p> | <p>How at risk am I? What is a Natural hazard? Boscastle, what caused the flood? What is a Natural hazard? Boscastle, what caused the flood? How did people respond to the flood? Drought: What are the causes and effects? How are humans affected by deforestation? What are the physical and human causes of wildfires? What are the impacts of wildfires in Australia?</p> <p>How is the UK affected by extreme weather?</p> <p>The Big Question: How at risk am I?</p> | <p>How at risk am I? How does ice change the world? How do people use glaciers? To what extent is Haiti a multi hazard environment? How at risk am I? Assessment</p> <p>What are the challenges and opportunities facing Africa?</p> <p>What does Africa mean to you? What is the physical landscape of Africa? How has Africa's past shaped it's present? How developed are African countries?</p> <p>The Big Question: What are the challenges and opportunities facing Africa?</p> | <p>What are the challenges and opportunities facing Africa? School link with Salt River School Cape Town- South Africa. (comparison of the students' life/aspirations etc.) – letter writing What is the pattern of climate and Biomes in Africa? What is the difference between drought and desertification? Is there a future for the Sahel? What are the challenges and opportunities of population change in Africa? What are the challenges and opportunities of urbanisation in Africa?</p> <p>The Big Question: What are the challenges and opportunities facing Africa?</p> | <p>What are the challenges and opportunities facing Africa? Assessment</p> <p>What happens where the land meets the sea? What shapes our coastal landscape? What forms of erosion take place on the coast? What landforms are created by forces of erosion? How does transportation change the coastline?</p> <p>The Big Question: What happens where the land meets the sea?</p> | <p>How does deposition change the coastline? How has life on the Holderness coast changed? What defences can be used to protect the coast? Weighing it up, are the benefits worth the costs? Decision making activity on the Holderness coast Fieldwork visit to Bridlington What happens where the land meets the sea? Assessment The Big Question: What happens where the land meets the sea?</p> |
| PSHE | <p>Healthy Lifestyle What is PSHE What is Health Healthy Eating</p> <p>The Big Question: What makes you healthy?</p> | <p>Healthy Lifestyle Exercise Health organizations When Health Goes Wrong</p> <p>The Big Question: Why isn't health just left to the individual?</p> | <p>Emotional Wellbeing and Mental Health What are 'emotional wellbeing' and 'mental health' What is resilience? Feelings and how to manage them.</p> <p>The Big Question: How can I help control my wellbeing and that of others?</p> | <p>Emotional Wellbeing and Mental Health What impacts on emotional wellbeing? How do I cope with loss and bereavement? Recognizing the signs of poor mental health.</p> <p>The Big Question: How can I help control my wellbeing and that of others?</p> | <p>Emotional Wellbeing and Mental Health Ways to look after emotional wellbeing and who can help?</p> <p>The Big Question: How can I help control my wellbeing and that of others?</p> <p>Growing up How is year 7 different? What happens at puberty?</p> | <p>Growing up Personal Hygiene Why am I feeling like this? Why are friends important?</p> <p>The Big Question: What does growing up mean to me?</p> |

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| | | | | | Menstrual wellbeing The Big Question: What does growing up mean to me? | |
| Technology Textiles | Introduction to Textiles, Health and Safety policies and practice, introduction to fibres and fabrics, exploration/investigation into their properties, secondary research. The Big Question: Which is the priority...Function or Aesthetics? | Analysis of the brief, constructing a specification, initial designing, basic practical hand sewing skills, introduction to components, introduction to industry and working drawing. The Big Question: Which is the priority...Function or Aesthetics? | Further detailed secondary research, basic practical hand sewing skills, introduction to components, evaluation and testing, /manufacturing specifications. The Big Question: Which is the priority...Function or Aesthetics? | Introduction to machinery, basic machine sewing skills, introduction and use of a wider range of equipment, materials and components exploration. Introduction and research into Biomimicry. The Big Question: Are the solutions to the world's biggest problems already around us? | Continuation of the investigation of biomimicry/sustainability, further in-depth analysis and construction of a specification, product analysis. The Big Question: Are the solutions to the world's biggest problems already around us? | Development of design ideas, finalising design ideas, Practical bunting construction, introduction to past and present designers, collaborative working/practical work, further exploration/investigation of past and present designers and evaluation & testing. The Big Question: Are the solutions to the world's biggest problems already around us? |
| Technology Food | Health and safety, Washing up and practical preparation lesson, Introduction to the Eatwell Guide PRACTICAL COOK 1: Fruit salad The Big Question: "Are recipes essential?" | PRACTICAL COOK 2: Croque-Monsieur, Introduction to Macronutrients, PRACTICAL COOK 3 Flapjack The Big Question: "Are recipes essential?" | Introduction to Micronutrients PRACTICAL COOK 4 Chicken Fajitas, Continuation of Micronutrients & Introduction to manufacturing specification. Assessment Lesson The Big Question: "Are recipes essential?" | PRACTICAL COOK 5 Pasta Salad,, Assessment Lesson, Baking methods. The Big Question: Do food choices determine our health | PRACTICAL COOK 7 Fruit Crumble - Industry and processes - Manufacturing specification. The Big Question: Do food choices determine our health | PRACTICAL COOK 9 Puff Pastry Pinwheels, PRACTICAL COOK 10 Fairy Buns, Continuation of Manufacturing specification & meeting the requirements of a food specification (graphics task). The Big Question: Do food choices determine our health |
| Resistant Materials | Introduction into general Technology Health and Safety, H&S in the workshop, Desk Tidy Project, Introduction to the design and manufacturing process, Design brief, task analysis, design specification The Big Question: Which is the priority...Function or Aesthetics | Health and Safety Desk Tidy Project, Initial ideas, design developments, introduction to tools and equipment and skills, introduction to the first stages of the practical project. Exploration of drawing techniques. The Big Question: Which is the priority...Function or Aesthetics? | Desk Tidy Project, develop into further stages of the project, Design Brief, constructing a specification, Designing – Geometric shapes Introduction into manufacturing processes/industry The Big Question: Which is the priority...Function or Aesthetics? | Product analysis, producing further developed design ideas, first and second stage of desk tidy construction/practical project. The Big Question: Do skills or processes determine the quality | Desk Tidy Project - Product manufactured and formed using a range of different processes. Exploration and introduction to different manufacturing processes and finishing techniques. The Big Question: Do skills or processes determine the quality | Desk Tidy Project Continuation of final stages of practical desk tidy project, testing and evaluating. Electronics: Assembly and mini schematic diagrams MINI Light project - Exploration and understanding of basic electronics. The Big Question: Do skills or processes determine the quality |