Y7 CURRICULUM

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art: Our Planet	Observational drawing The formal elements: Line, Tone, Form, Texture	Colour Theory Water Colour	Experimenting with media Print making	2D to 3D ceramics	Textiles Stitch and hand embroidery	Sculpture wire technical skills
Computing	Induction and Email	Networks, Hardware and Software	Program Flow and Microbits	Design Principles: E-Safety	Spreadsheets and Data Manipulation	
Dance	Why do we study dance? 5 moves	How can we tell a narrative through dance?	What is rhythm?	Into the Hoods, Katie Prince Street Dance	Musical Theatre	Choreography and performance
Drama	Foundations of drama and storytelling - bullying	Non-verbal communication: physical theatre	Script work: stage directions and playwright's intentions	From page to stage – A Monster Calls	Devising techniques for sensitive stories: mental health	Power of performance to create change: climate change
English	The Gothic *Vehicle: The Castle of Otranto, Dracula and others*		Non-fiction that changed the world *Vehicle: I am Malala*		Shakespeare and Gender *Vehicle: Romeo and Juliet*	
Geography	My personal Geography Yorkshire, UK, Continents and Oceans	The different 'spheres' of activity on planet Earth	How regions are connected through trade and resources.	Why climates, habitats and food chains vary across the world	How the power of tectonics, ice and water shaped the UK.	Why coastal regions are at risk.
History	How Yorkshire changed before 1066. Time: 55BCE-1066CE	The crisis of 1066 Time: 1066 CE	Power in Medieval England Time: 1067CE-1381CE	The English Reformation Time: 1487 - 1537	Elizabethan England: a 'Golden Age?' Time: 1588-1603	Civil War and Restoration: Time: 1600s
Maths	Algebraic Thinking	Place Value and Proportion: Ordering integers & decimals	Application of Number: Addition & subtraction, multiplication & division	Directed Number / Fractional Thinking	Lines and Angles	Reasoning with Number
Music	Exploring music: introduction to voice and orchestra	Rhythm: Africa drumming	Pitch: Listening and Appraisal skills	Performance Skills	12 Bar Blues and Chord Structures	The Blues: songwriting and ensemble performance
PE	Rugby League Netball +Football	Table Tennis Gymnastics	Badminton Rowing	Basketball Rugby League Outdoor Adventurous	Athletics Cross Country	Cricket
RS	Religion and world views	Abraham as father of nations	Abrahamic religions	Hinduism and reincarnation	Making moral decisions	Ethics and philosophy – how humans use animals.
Science	Cells and Microscopes States of Matter Forces	Nutrition and Diet The Periodic Table Forces and Their Effects	Gas Exchange Chemical Reactions Gravity	The Skeletal-Muscular System Acids and Alkalis The Earth's Magnetic Field and Seasons	Plant Reproduction The Rock Cycle Observed Waves	Transport Systems Chemical Reactions Sound
Spanish	Vamos! Me and my family		Mi instituto School		Mi tiempo libre Free time and hobbies	
Technology	Introduction to DT: Timbers, polymers, metals.	Workshop skills	Cooking and nutrition: Health and Hygiene	Cooking and nutrition: Basic skills	Biomimicry – research and design skills	Iterative design skills

HOME LEARNING

We have compiled some information to help you support your child with their home learning. All students have been taught two key strategies to ensure they use their Knowledge Organisers effectively.

Strategy 1: Look, Cover, Write, Check

Step 1: Student writes and underlines the date and title of recall in their practice book.

Step 2: Student locates the correct week in their knowledge organiser (e.g. Term 3, week 1 science).

Step 3: Student reads (preferably aloud as this aids memory) one piece of key knowledge at a time, using the images/diagrams provided to aid understanding.

Step 4: Student covers the definition of the new piece of information with an item such as a planner or ruler.

Pro tip:
Understanding will be improved further if your child can explain the new term in their own words and say it aloud to you.

Step 5: Student attempts to write the definition of the keyword in their practice book.

Step 6: Student checks the definition using their knowledge organiser and corrects mistakes in **purple pen.**

Correct answer? Repeat twice more after next piece of knowledge to check the information has been memorised.

Almost right? Correct, cover and try again (repeat twice more, or until correct)

Step 7: Repeat for all key words for that week

Strategy 2: Self Quizzing

Step 1: Student locates the correct week in their knowledge organiser (e.g. Term 3, Week 1 Science) and writes and underlines the date and title of recall in their practice book.

Step 2: Student reads (preferably aloud as this aids memory) the key knowledge from their knowledge organiser.

There are also QR codes at the bottom of each knowledge organiser page, which lead to quizzes and further study aids.

Step 3: Student writes 10 questions based on the knowledge they have learnt.

Step 4: Student covers their knowledge organiser and answers the questions they have set themselves in full sentences.

Step 5: Student checks their answer fully using their knowledge organiser and corrects mistakes or adds additional information in their purple pen.

How does Sparx home learning work?

Sparx personalises each child's home learning, creating a weekly set of questions tailored to their current level of understanding, confidence and learning pace. The questions are designed to be achievable whilst offering the stretch that students need to make progress. We believe that – if they use the support available within Sparx effectively – students can achieve 100% on each homework.