



### Curriculum Overview

Core

English

#### Contemporary Novel: Percy Jackson and the Lightning Thief Knowledge Concepts

- **Texts are constructs:** Understand how Mythological narratology is interpreted in a modern text. Understand how character is created through the key themes of identity and self-discovery, friendship and loyalty, the hero’s journey and good versus evil.
- **Texts make use of patterns, all of which conveyed through language and structure:** Identify and explain how the following devices imply meaning: interrogative, imperative, declarative, exclamative, analogy.
- **Texts are informed through contexts in which they are written:** To know how a contemporary writer utilises, transforms and blends mythological myths in an accessible manner.
- **Every text is an argument- texts can influence us,**  
*Sentence 1: Construct personal viewpoints in the form of thesis statements.*  
*Sentence 2: Focus on the effects of the whole text and controlling ideas.*  
*Sentence 3: Use the thesis statement to create topic sentences.*  
*Sentence 4: Select and embed relevant textual detail.*
- **Reader’s construct meaning as they read (Reciprocal Reading)** summarise how Percy Jackson reflects ideas about struggles and challenges, belonging and identity, injustice and corruption and environmental awareness.

Mathematics

#### Algebra – Sequences

- Finding Terms and Patterns in a Sequence
- Generating Terms from a Rule
- Finding the Nth Term Rule of a Sequence

#### Personalised Learning

- Revisiting and Consolidating Topics from Year 7 based on Data from internal assessments, mini reviews, Sparx and Teacher Judgement
- Problem Solving lessons based on topics covered in year 7, applying to real life contexts and developing reasoning and group work skills

Science  
Biology  
Chemistry  
Physics

#### 7D Ecosystems - Interdependence

- Identify variations within species.
- Explain how adaptations in organisms affects survival
- Recall some innate & learned behaviours.
- Describe relationships using food webs.

#### Skill

- Construct a food chain, food web & pyramid of number & biomass

#### 7E Mixtures and Separation - Reactions

- Recall the terms, solute, solvent and solubility.
- Select appropriate separation technique from properties of the mixtures.

#### Skill

- Separate insoluble substance from liquids by filtering.
- Separate soluble substances from solutions by evaporation.
- Separate coloured substances using chromatography.
- Separate a mixture of liquids using distillation

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| History               | <p><b>How did the way people think change during the Tudors and the Renaissance? 1500-1600</b><br/>         Religious reforms under the Tudors, Henry VIII, Elizabeth I, Mary Queen of Scots, Spanish Armada, Shakespeare, Da Vinci, Renaissance Medicine, Exploration.</p> <ul style="list-style-type: none"> <li>• Reformation and its impact</li> <li>• Identify different Tudor monarch's- Henry VIII, Edward VI, Mary I, Elizabeth I</li> <li>• Describe Tudor Life</li> <li>• Explain Religious changes under the Tudor monarchs</li> <li>• Identify/ describe causes, events, and outcomes of the Spanish Armada</li> <li>• Identify/ describe causes, events and, outcomes of Gunpowder plot</li> <li>• Describe different aspects of the Renaissance- explorers, artists, medical advancements</li> </ul> |
| Geography             | <p><b>What is weather and climate?</b></p> <ul style="list-style-type: none"> <li>• The concepts of weather and climate.</li> <li>• The elements that make up the weather and climate.</li> <li>• How the weather is measured.</li> <li>• How to read weather maps using the synoptic code.</li> <li>• How to distinguish between weather and climate.</li> <li>• Students will know:             <ul style="list-style-type: none"> <li>• The difference between weather and climate.</li> <li>• That the weather is recorded using a range of methods.</li> <li>• That the climate is changing and the impact of climate change</li> </ul> </li> </ul>   |
| French                | <p><b>7.6 My Family</b></p> <ul style="list-style-type: none"> <li>• Revision of comparatives and superlatives to describe our family members.</li> <li>• Third person conjugation of 'avoir' and 'être'.</li> <li>• Adjective agreements when using 'être', as well as masculine and feminine nouns.</li> <li>• Discussion of pets and animals.</li> </ul>  |
| Philosophy and Ethics | <p><b>What Does It Mean to Be Religious? (Continued)</b><br/>         A study of the six main world religions, where students will learn some of the key beliefs for each including what each religion believes about God, some practices, and their beliefs about the afterlife:</p> <ul style="list-style-type: none"> <li>• Sikhism</li> <li>• Non-religious worldviews – Humanism</li> </ul> <p>Moving on to...</p> <p><b>Where Do People Look for God?</b></p> <ul style="list-style-type: none"> <li>• Characteristics of God.</li> <li>• Where God can be seen – in nature.</li> <li>• Prayer</li> <li>• Holy buildings</li> </ul>  |

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| <p><b>Design Technology</b><br/>Food<br/>Textiles<br/>Resistant<br/>Materials</p> | <p>During this period Year 7 learners will cover the following topics in Design technology:</p> <ul style="list-style-type: none"> <li>• Analysis of a design brief</li> <li>• Understand the benefits of a design specification</li> <li>• Safe use of basic tools and equipment within the workshop, including coping saw, abrasive paper, and heat press.</li> <li>• Food Hygiene and safety</li> <li>• Bacteria growth</li> <li>• Design Technologies impact on the environment and the responsibilities of designers</li> <li>• Safe use of basic textiles tools and equipment</li> <li>• Setting up and safe use of a sewing machine.</li> </ul> |
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| <p><b>Computer Science</b></p> | <p><b>Computational thinking</b><br/>Does a computer think like a human?<br/>Can we think like a computer?<br/>Students will learn how to think like a computer and how to breakdown tasks like a computer system to be more efficient and resourceful.</p> |
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| <p><b>Art</b></p> | <p><b>Visual Elements of Art: Tone/Colour.</b><br/>Exploring how tone/colour can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks covered include.</p> <ul style="list-style-type: none"> <li>• Realistic (drawing)</li> <li>• Surrealistic (collage)</li> <li>• Subtractive (drawing)</li> <li>• Chiaroscuro (drawing)</li> <li>• Colour tone (painting)</li> </ul> <p>Students will explore a minimum of two tasks from the above list.</p> |
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| <p><b>Drama</b></p> | <p><b>Further develop performance skills with a given stimulus.</b><br/>Students will need to use appropriate skills to convey meaning, whilst improving and refining skills and knowledge.</p> <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Drama Techniques</li> <li>• Design Elements</li> <li>• Different style of Drama</li> </ul> <p>Students will show progression by devising a piece from a given stimulus, making use of performance skills learnt throughout the year.</p> <ul style="list-style-type: none"> <li>• <b>(HT5)</b> Introduction of different style of Drama</li> <li>• Musical Theatre</li> <li>• Set design</li> </ul> <p><b>Work confidently in a group, using a range of techniques to explore situations and plan dramas for different purposes.</b></p> |
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| <p><b>Music</b></p> | <p><b>Keyboard skills incorporating pitch notation.</b></p> <ul style="list-style-type: none"> <li>• Learners will learn to read music notation and develop keyboard skills.</li> <li>• Topics/Skills covered in keyboard skills and notation include:</li> <li>• To read the notes on the treble clef.</li> <li>• To understand what the notes on the keyboard are and be able to identify them correctly.</li> <li>• To be able to play melodies with the correct fingers and technique.</li> <li>• To understand how notation correlates to the keyboard by learning a selection of pieces.</li> <li>• To develop aural skills and learn a piece by ear</li> </ul> |
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**Physical  
Education**

**Knowledge and understanding**

**Mental Benefits**

Students will gain an insight to and an understanding of the benefits that PE can have on their mental and emotional health.

**Emotions and Activity**

Students will develop a better understanding of their own emotions and analyse when these emotions might change based on different situations and scenarios.

**Intrinsic Motivation**

Students will understand intrinsic motivation and the positive benefits of being intrinsically motivated.

**Setting Goals**

Students will continue to develop and demonstrate the tools required to set meaningful and impactful goals.