

# Cockermouth School

## Year 7 Curriculum 2020-2021

Subject	Curriculum Content		
	Autumn Term	Spring Term	Summer Term
Art & Design	<p><b>Organic Forms</b> Students use 2D media and macro photography to study a variety of organic forms.</p>	<p><b>Architectural Line</b> Students produce a range of hand observational drawings and photographs and continue to develop tone, shape and form working in a variety of media. The project will end with dry-point etching and colour digital photographs</p>	<p><b>Vessels and Voids</b> Students explore ceramics as the stimulus for 2D and 3D work. They look at the work of artists and ceramicists alongside exploring pattern, texture, scale and form.</p>
Computing	<p><b>Digital Literacy</b> Students will spend the first 8 weeks looking at housekeeping, passwords, VLE, baseline testing, keyboarding skills, E-Safety and Bebras (problem solving)</p> <p><b>Algorithms and Flowal</b> Students use algorithms and flow chart symbols to problem solve and model real world problems.</p>	<p><b>BYOB Programming</b> Students use block based programming language to solve a variety of problems. They also look into testing procedures.</p> <p><b>Data Representation</b> Students study binary, text, sound and image representation, compression techniques and simple Boolean Logic.</p>	<p><b>Robotics</b> Students will understand the hardware used within Lego dacta, use programs to write modular programs and test/explain how it works.</p> <p><b>Python Programming</b> Students will use text based programming, sequence variables, selection and iteration.</p>
Design Technology	<p><b>Organic Forms</b> This first project will form an introduction to Design Technology and is based on <b>biomimicry</b>. Students will use designer case studies, research and evaluate existing products and test materials before designing their own products.</p>	<p><b>Organic Forms Continued.</b> Following on from the first term, students will have the opportunity to complete their designs before making, testing and evaluating their product based around biomimicry.</p> <p><b>Designing products to educate young children</b> This second project will aim to build on the investigation, designing, making and analysing skills introduced in the first project and their brief is to develop an educational product for a small child.</p>	<p><b>Designing products to educate young children continued.</b> Following on from the initial research and development, students will have the opportunity to complete their designs before making, testing and evaluating their product.</p>

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Drama	<p><b>Introduction to Drama</b> Students are given an introduction to the 8 'C's' of drama. (Creativity, confidence, communication, compassion, culture, collaboration, critical thinking and challenge).</p> <p><b>Responding to Stimulus</b> In this unit students are given the opportunity to exercise their creative ability using poems, stories, images, music and extracts all based on the theme of 'War of the Worlds'.</p>	<p><b>Musical Theatre</b> This unit focusses on the history of musical whilst exploring and learning musical theatre routines. Learning choreography and listening to direction is very much at the heart of this unit.</p> <p><b>Responding to Playtext</b> Students will study 'Ernie's Incredible Illucinations' by Alan Ayckbourn and learn how to read, respond to and interpret a play text.</p>	<p><b>Scriptwriting</b> Students will read extracts of Gillian Cross' novel 'The Demon Headmaster' along with Philip Ridley's play 'Fairy tale Heart' and learn how a script is written, read and performed before writing their own original play script. The term will culminate in a performance of their original piece and they will work within the setting of a mini theatre company.</p>
English	<p><b>Literacy Cannon (18<sup>th</sup>-21<sup>st</sup> Century)</b> Students will study a body of texts, narratives and writers that are considered to be the most important and influential during that time period. The key focus will be poetry, including poetry from other cultures.</p>	<p><b>Oliver Twist (19<sup>th</sup> Century)</b> Students will study the book Oliver Twist looking at the Victorian era and the themes of villains, crime and poverty.</p>	<p><b>A Midsummer Night's Dream (17<sup>th</sup> Century)</b> This text will give the students an introduction to Shakespeare and explore the themes of power, relationships, the supernatural, conflict and love.</p>
	<p><b>Fiction/Non Fiction Writing</b> is taught throughout the year and covers topic sentences, fragments, phrases, punctuation, narrative structure, paragraphing, writing to argue &amp; persuade and the different genres of horror, fantasy, adventure and justice. <b>Academic writing</b> is taught throughout all 3 topics. Students will look at essay analysis, overarching hypothesis, topic sentences, close reading, embedded quotations and annotation. <b>Reading for Pleasure and non-fiction reading</b> will also feature throughout the year.</p>		
Food & Nutrition	<p><b>The theoretical aspects taught are:</b> Basic Safety &amp; Hygiene Knife skills – claw and bridge Knowledge of the cooker Oven safety Weighing and Measuring</p> <p><b>These theoretical aspects are applied practically to:</b> Fruit Salad Couscous Salad/Coleslaw Fruit Muffins</p>	<p><b>The theoretical aspects taught are:</b> Knife skills – chopping Using the hob safely Eat well guide Using the grill Active lifestyle Rubbing in</p> <p><b>These theoretical aspects are applied practically to:</b> Soup Pizza Toast Fruit crumble Cookie</p>	<p><b>The theoretical aspects taught are:</b> Rubbing in Handling and shaping dough Sensory analysis</p> <p><b>These theoretical aspects are applied practically to:</b> Scones Scone based pizza Pastry Pasta bake Layered dessert</p>

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French	<p><b>All about me and my Family</b> Students will start by learning basic classroom language and then go onto describing themselves and their family. (Names, ages, where they live, personality, colours, family members and animals )</p>	<p><b>Music and Hobbies.</b> While learning about different styles of music and hobbies, students will begin to introduce their opinions and what they like/dislike.</p>	<p><b>Bedroom and Houses</b> Building on the vocabulary and grammar they have covered already, students will learn to describe the appearance and contents of their bedroom and house and give their opinions on that they like/dislike.</p>
Geography	<p><b>What is Geography?</b></p> <p><b>Settlement</b></p> <p><b>Map Skills</b></p>	<p><b>Rocks, Soils and Weathering</b></p> <p><b>Rivers and Flooding</b></p>	<p><b>Rivers and Flooding</b></p> <p><b>One optional unit from fantastic places, a region study on Asia or zombie based learning.</b></p>
<p>Across all topics students will learn how humans and the environment interact in both positive and negative ways, have an awareness of places both nationally and internationally, understand how geomorphological processes shape our landscape, have a knowledge of our local area and understand how physical systems and human systems affect our world. Students will also develop their map skills, be able to use GIS, learn how to interpret photographs, learn how to read to extract information, use numerical skills including graphs and mean values and carry out fieldwork and geographical inquiry.</p>			
German	<p><b>Introduction, self and Family.</b> Students will start by learning basic classroom language and then go onto describing themselves and their family. (Names, ages, where they live, personality, colours, family members and animals )</p>	<p><b>Free Time and Home</b> Students will learn how to describe the sports they are interested in and participate in. They will also learn how to describe the music they enjoy. Vocabulary will then switch to their home and students will learn how to describe where they live, including features of their house.</p>	<p><b>School and Food</b> Students will learn how to describe their school days using subjects, times and days of the week. They will also cover what they like to eat as well as describing the foods they don't enjoy.</p>
History	<p><b>Why did William win the Battle of Hastings?</b></p> <p><b>Was the Norman Conquest really so significant?</b></p>	<p><b>Why did people build such glorious Cathedrals but live in such simple homes?</b></p> <p><b>Was there a World Wide Web in the Middle Ages?</b></p>	<p><b>The Black Death – Was 1348 the end of the World?</b></p> <p><b>Was the Peasant's revolt a significant even in History?</b></p>
<p>Across all topics there will be a continued focus on significance, change, causation and consequences and main factors. The students will also develop the skills of understanding and analysing contemporary sources as well as how to evaluate and compare interpretations and reconstructions from the past.</p>			

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Maths	<p><b>Algebraic Thinking</b> Sequences Understanding and use algebraic notation Equality and equivalence</p> <p><b>Place Values and Proportion</b> Place value and ordering integers and decimals Fraction, decimal and percentage equivalence</p>	<p><b>Applications of Number</b> Solving problems with addition, subtraction, multiplication and division. Fractions and percentages of amounts</p> <p><b>Directed Number</b> Operations and equations with directed number.</p> <p><b>Fractional Thinking</b> Addition and subtraction of fractions.</p>	<p><b>Lines and Angles</b> Constructing, measuring and using geometric notation. Developing geometric reasoning.</p> <p><b>Reasoning with Number</b> Developing number sense Sets and probability Prime numbers and proof</p>
	<p>Across all topics students will acquire efficient and accurate methods for deriving solutions, supported by an understanding of why those methods are appropriate. Frequent practice and recall of knowledge is also a feature of the curriculum.</p>		
Music	<p><b>Keyboard Skills</b> Students will use a keyboard to respond to notated music and to compose music of their own.</p> <p><b>Melody and Chords</b> This unit focusses on shape and structure of melody and relates melody to the underlying harmony.</p>	<p><b>Composing to a Brief 1 – Fanfare</b> Students will work from a brief to create a piece in a fanfare style, with appropriate tempo and stylistic examples.</p> <p><b>Composing to a Brief 2- Electronic Music</b> This unit allows students to experience the effects of music without a regular beat or recognisable tonality. Students will learn to perform the popular piece ‘Popcorn’.</p>	<p><b>Improvisation 1 – Jazz</b> This unit allows students to develop confidence in experimenting with melody in live performance.</p> <p><b>Group Performance</b> Students will work together in a group, performing different parts, keeping in time with each other to create a piece they could not do on their own.</p>
Personal Development	<p><b>What is PD &amp; What will I study?</b></p> <p><b>Who am I? (including my beliefs)</b></p>	<p><b>Introduction into Relationships</b></p> <p><b>What is puberty?</b></p>	<p><b>Introduction to World Religions and why it is important to learn about them.</b></p>
	<p>PD is a vehicle through which our students can grow and develop as individuals, as members of families, groups and communities. Across all topics, students are encouraged to reflect upon their beliefs, attitudes and experiences and understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.</p>		

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Physical Education	<p>Students will initially be given an introduction to the expectations during PE lessons.</p> <p><b>Boys</b> – Multiskills, Health related Exercise, Rugby, Football and Cross Country.</p> <p><b>Girls</b> – Gymnastics, Health Related Exercise/Dance, Netball, Hockey and Cross Country.</p>	<p><b>Boys</b> – Health Related Exercise, Gymnastics, Indoor games and Hockey.</p> <p><b>Girls</b> – Health Related Exercise/Dance, Multiskills, Indoor games and Football.</p>	<p>Students will initially be given an athletics safety talk.</p> <p><b>Boys</b> – Athletics, Bowling/Striking/Fielding introduction, Cricket.</p> <p><b>Girls</b> – Athletics, Bowling/Striking/Fielding introduction, Rounders.</p>
Science	<p><b>Introduction to Science</b></p> <p><b>Cells</b></p> <p><b>Energy</b></p> <p><b>Particles</b></p> <p><b>Reproduction</b></p>	<p><b>Solutions</b></p> <p><b>Forces</b></p> <p><b>Variation</b></p> <p><b>Adaptations</b></p> <p><b>Acids and Alkalis</b></p>	<p><b>Acids and Alkalis (Continued)</b></p> <p><b>Magnets</b></p> <p><b>Electricity</b></p> <p><b>Senses</b></p>
	<p>Across all topics students will develop an awareness of the scientific process of enquiry, facilitated by opportunities to experience the application of experimental skills. Topics will also develop the numerical skills associated with data interpretation and graph drawing.</p>		
Spanish	<p><b>Introducing Yourself</b> As part of this topic, students will learn the following: Greetings, Alphabet, Days of the week, months, dates and birthdays and numbers (age)</p> <p><b>Describing Yourself</b> As part of this topic, students will learn the following: Nationality, talking about your family, describing physical appearance &amp; personality and describing pets</p> <p><b>School</b> As part of this topic, students will learn the following: School Subjects, time and timetable and the school building</p>	<p><b>The Weather</b> As part of this topic, students will learn the following: Weather expressions and what you do in your free time according to the weather conditions.</p> <p><b>Free Time</b> As part of this topic, students will learn the following: How to describe what they like to do in their free time, how to talk about what they like to do at the weekend and how to deal with unfamiliar language (verb endings) related to sports and hobbies.</p>	<p><b>Preparation for end of year assessment.</b> Revision of vocabulary Preparing answers for the written paper</p> <p><b>Asking for Food in a Café</b> As part of this topic, students will learn the following: how to use language when ordering in a Spanish café, what typical Spanish foods will be on offer and how to conjugate the immediate future tense.</p>