

# Year 7 Curriculum Map



YEAR 7	Wellsway School Curriculum Map: CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
Design, Art and Technology	<p><b>Intent:</b> Students in Design and Technology will follow a rotational system and experience lessons in food, textiles and product design. All DT subjects guide students through the 4 areas of the design process: research, design, make and evaluate. Design Technology includes the application of scientific, mathematical and material knowledge in order to problem solve, design and build quality prototypes. Students are encouraged to take risks and demonstrate an ability to test and refine ideas in order to develop innovative outcomes. The subject aims to instill an awareness of social, moral and environmental issues in order to inspire a more sustainable future.</p> <p><b>In designing:</b> Students will use primary and secondary research methods in order to develop an understanding of user needs. They will develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. <b>In making:</b> Students are required to demonstrate the ability to work safely and independently in order to manufacture high quality products and to produce and follow a project plan. <b>In Evaluating:</b> Students are encouraged to analyse the work of other designers and engineers past and present to develop and broaden their understanding. They will investigate new and emerging technologies and understand its impact on individuals, society and the environment and be able to test, evaluate and refine their own ideas against a specification, taking into account the views and needs of others.</p> <p><b>Curriculum intent Art and Design</b></p> <p><b>Intent</b> Students in Art follow a rotational system at KS3 alongside Design and Technology. Over the duration of each year students will experience two rotations of Art and will produce two separate projects of work based on a range of different themes. During these projects students will learn how to generate ideas, record and draw from observation, analyse artists and experiment with different media that develops a foundation of skills in preparation for GCSE art pathways.</p> <p><b>Explore:</b> Students will generate ideas by exploring themes and artists linking to the project theme. Students will learn how to produce collage art and illustrations inspired by artists work and are encouraged to analyse artworks. <b>Record:</b> Students will learn how to record ideas surrounding the project theme through drawing and painting, mark making techniques and will learn about tonal range. <b>Experiment:</b> Students will learn how to refine ideas through experimenting with mixed media and three-dimensional work such a clay and paper modelling. <b>Present:</b> Students will learn how to make a conclusive artwork based upon the project theme and ideas and techniques explored.</p>
Drama	<p>At Wellsway school, we believe that students should experience outstanding drama lessons that expose them to a range of theatre styles and focus on developing students’ creativity and performance skills through a diverse selection of practical lessons. In KS3 drama we cover a range of styles and genres to ensure students have a vast experience of theatre and learn key skills and techniques to prepare them for GCSE and A level. In KS3 students explore a range of units including voice, mime and movement, Blood Brothers, Theatre in Education, Billy Elliot, The Curious Incident of the Dog in the Nighttime and devising from a range of different stimuli. Each unit will help students develop their performance and creative skills using both script work and more independent devised pieces, as well as building their confidence, leadership, and teamwork. The drama experience in KS3 will encourage a life-long interest in drama and the theatre industry and will help students to develop essential transferable skills such as teamwork, independence, creativity and communication to prepare students for their future studies and employment opportunities.</p>

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<b>English</b>	<p>As the starting point of a student’s secondary English learning journey, it is vital that English at Key Stage 3 not only enables students to flourish in their creativity, communication and textual exploration, but that it builds on the firm foundations established at KS2. Liaising closely with our partnership primary feeder schools allows us to bridge the transition from Primary to Secondary English, cultivating a continuum of learning from Year 6 to Year 7, which ultimately facilitates and encourages a high standard of learning from the outset.</p> <p>The Key Stage 3 English curriculum provides students with opportunities to explore a range of fiction and non-fiction texts; developing, mastering and extending analytical skills, creative expression and clear communication. Topics and texts span a range of eras, cultures and viewpoints and support students’ consideration and evaluation of how context, reader knowledge and attitude as well as writer’s craft can affect how a text is both produced and received. Equally, through addressing such vital themes as industrialisation, immigration and individuality, students are frequently provided with opportunities to develop their empathy and wider understanding of the world. This exploration promotes and encourages enquiry, as well as developing and mastering an understanding of linguistic conventions and vocabulary, which in turn supports students in their verbal and written communication.</p>
<b>French</b>	<p>The French curriculum, both in what we cover and how the lessons are taught, is designed to ignite an interest in and a love of language and other cultures so that you can go on to learn more language or use it in a job or on holiday. Through learning French, you also develop literacy and oracy in English as well as resilience and problem-solving skills. The course is built around grammatical and skills coverage, with topics to enable this. Knowledge and skills are built upon and revisited to ensure long-term learning. We cater for students with varied previous language learning, so it works well whether you’ve learnt French before you haven’t.</p>
<b>Geography</b>	<p>The purpose of the geography intent is to provide a high-quality geography education across all key stages, to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Building on their learning from KS1 and 2, the aim is to ensure that students are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth’s key physical and human processes. Students should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that students will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that, way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.</p>

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<b>History</b>	<p>The intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain’s past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children’s deep learning of history and its related information gathering skills will enable them to understand where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child’s place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils’ key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be achieved not just through experiences in the classroom but also through the educational visits and cultural event.</p>
<b>Maths and Computing</b>	<p>Our ambitious mathematics and computing curriculum, rich in skills and knowledge, ignites curiosity and prepares students for everyday life and future employment. Our aim is for students to become fluent in the fundamentals of mathematics through varied and frequent intelligent practice and as a result be able to recall and use knowledge rapidly and accurately. Consequently, students apply their mathematics to a variety of routine and non-routine problems with increasing sophistication. Students have the knowledge and experience to break down problems into a series of simpler steps and show resilience and interest in seeking solutions. Our ‘diagnose, therapy, test’ approach means that students are clear on their progress and our WMAT website provides clear support for students of all ages and abilities.</p>
<b>Music</b>	<p>We want every child at Wellsway School to experience a range of musical genres and styles through performance, listening, appraising and composition. We believe that every child should consider themselves a musician and by the end of Year 9 feel able to take GCSE Music should they wish. In Year 7 we introduce them to a range of instruments such as keyboard, guitar and bass guitar. We also teach them the basic IT skills which enable them to develop their composition skills throughout their time at Wellsway. We also encourage all students to learn an instrument and use their instrument in lessons. Over the course of year 7, students will explore a range of music which will develop the following range of musical skills and knowledge.</p>
<b>Physical Education/ Dance</b>	<p>Physical Education contributes to the totality of the educational experience of students. Physical, personal, social, moral, cultural and emotional development are enhanced by the activities that make up our broad and balanced Physical Education curriculum.</p> <p>Students will experience outstanding Physical Education and School Sport that will lead to lifelong participation in sporting and recreational activity which will benefit their health and well-being, along with their appreciation for a variety of sports. Students will be able to make informed decisions about the type of physical activity they choose to participate beyond their school years.</p> <p>In year 7 students will learn the rules, skills, techniques and strategies in a variety of sports include netball, hockey, football, rugby, gymnastics, dance, tennis, athletics and striking and fielding. Through each of the sports students will develop their independence, creativity, resilience and overall enjoyment of Physical Education.</p>

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<b>Religious Studies</b>	It is our intent for the Religious Studies element of the Humanities curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Religious Studies contributes significantly to the vision of the school and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. The teaching of Religious Studies makes links between the beliefs, practices and value systems of a range of faiths and worldviews studied. The Religious Studies curriculum aims to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare students well for life in modern Britain.
<b>Science</b>	Our Science curriculum is designed to help students understand and question the world around them. It gives them the scientific knowledge and skills that they need in order to be successful in their future lives and contribute to the wider community. Students are empowered with a strong knowledge base that they can then use to evaluate important issues, analyse evidence and problem solve. They develop the confidence to form their own opinions and articulate themselves effectively. Our engaging and challenging curriculum means that students will continue to enjoy learning about Science and how the world works throughout their lives.

What our curriculum will cover

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<p><b>Design, Art and Technology</b></p> <p><i>Due to rotation and/or timetable, content may be delivered at a different timescale</i></p>	<p><b>Rotation 1</b> <b><u>Product Design</u></b></p> <p>Students will focus on cutting and shaping of wood. Pupils will gain an understanding of materials, sustainability and the design process as well as developing practical workshop skills.</p>	<p><b>Rotation 2</b> <b><u>Textiles Technology</u></b></p> <p>Students will design and make a friendly monster. Students will cover a range of theory and design topics whilst also developing practical skills using fibres and fabrics.</p>	<p><b>Rotation 3</b> <b><u>Food and Nutrition</u></b></p> <p>Students will design and make a healthy pizza from scratch. Students will cover topics on healthy eating, healthy breakfasts and the advantages of home cooking. Students will develop practical skills throughout, cooking a variety of meals.</p>	<p><b>Rotation 4</b> <b><u>Art and Design 1</u></b></p> <p>Students will develop skills around mixed media, collage, printing and Illustration linked to an 'under the sea' theme.</p>	<p><b>Rotation 5</b> <b><u>Art and Design 2</u></b></p> <p>Students will develop skills around mixed media, Illustration and 3D project work. Students will learn about a range of different artists in order to develop and analyse their own art pieces.</p>	
	<p><b>Drama</b></p> <p>Students will understand how you use physical control and will practically explore a variety of movement. Students will be able to use their physicality in a variety of ways to develop characters effectively to create pieces of mime.</p>	<p><b><u>Mime, Movement and Physical Theatre</u></b></p> <p>Students will practically explore a variety of vocal exercises and soundscapes. Students will be able to use their voice in a variety of ways to develop characters for a range of performances</p>	<p><b><u>Voice</u></b></p> <p>Students will understand how to use a stimulus to create characters and build a story. Students will be able to solve a mystery by responding to photographs, stories, hot seating to create clear characters and develop a story.</p>	<p><b><u>Darkwood Manor</u></b></p> <p>Students will use Lloyds Leisure facility as a stimulus to further develop the use of movement, physicality, voice and devising skills.</p>	<p><b><u>Lloyds Leisure Facilities</u></b></p> <p>Students will practically explore a variety of scenes, themes and characters using the original book, play and film adaptations.</p>	<p><b><u>Charlie and the Chocolate Factory</u></b></p> <p>Students will understand how to use scripts in rehearsal and performance. Students will explore rehearsal techniques, developing characters and memorising lines with script extracts.</p>

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<b>English</b>	<p><b>Around the World (Transition):</b></p> <p>Students will explore a series of travel texts from around the world and analyse their language, form and structure.</p> <p>Texts will include: leaflets, <i>Lonely Planet</i> travel guides, extracts from travel books and blogs. Alongside this students will explore poetry from other cultures.</p>	<p><b>Contemporary novel from a core selection:</b></p> <p><i>Refugee Boy</i> or <i>A Monster Calls</i></p>	<p><b>Frankenstein:</b></p> <p>Students will explore extracts from Mary Shelley's <i>Frankenstein</i> and read the modern drama adaptation by Philip Pullman.</p>	<p><b>History of the English Language:</b></p> <p>Students will study a range of texts from across the ages and explore how language has changed and developed. This will include <i>Beowulf</i>, Chaucer and fairy-tales.</p>	<p><b>Introduction to Shakespeare:</b></p> <p>Students will read and explore the play <i>A Midsummer Night's Dream</i>, focusing on the themes of love and magic.</p>	<p><b>Introduction to Shakespeare:</b></p> <p>Students will read and explore the play <i>A Midsummer Night's Dream</i>, focusing on the themes of love and magic.</p>

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<b>French</b>	<b>Self:</b>	<b>Family and Friends:</b>	<b>At home:</b>	<b>In town:</b>	<b>My day:</b>	<b>Leisure:</b>
	Key French sounds	Brothers and sisters	Where people liv	Places in town	Morning	Sports &
	Greetings	Other family members	Describe homes	Directions	activities	games
	Alphabet	Pets	Describe bedrooms	Position and	School subjects	Musical
	1- 20	Describe personality	Evening activities	destination	Opinions and	instruments
	Dates and birthday	Physical description	Telling time	Drinks and snacks	reasons	What you
	School objects and classroom				Timetable	like to do
Colours				After school	Leisure	
				activities.	centre	Going on
						holiday



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Geography	<p><b><u>Introduction to Geography:</u></b> <b><u>What does it mean to be a geographer?</u></b></p> <p>In these introductory lessons you will learn how geography helps you make sense of the world and what it means to be a good geographer. You will revisit locational knowledge of the world and OS maps. You will learn about asking geographical questions and what data geographers find useful. You will know what it's like to think like a geographer!</p>	<p><b><u>Unit 1:</u></b> <b><u>Is the earth running out of natural resources?</u></b></p> <p>In this unit you will learn about the different elements that make up our planet and how they interact. You will learn about how rocks and soil form and their importance to life on Earth. You will learn what a biome is and how the rainforest works as well as why it's under threat. You will learn how people use the Earth's natural resources with a focus on water resources.</p>	<p><b><u>Unit 2:</u></b> <b><u>Climate change-who is to blame?</u></b></p> <p>Following your study of the Earth you will investigate one of the biggest threats to our planet-climate change. You will learn about climate change in the past, the evidence for climate change, the natural and human causes of climate change as well as the impact that this is having on the UK and the importance of sustainability in the face of this threat. You will also learn about different views of climate change.</p>	<p><b><u>Unit 3:</u></b> <b><u>The UK and the wider world</u></b></p> <p>In this unit you will learn about economic activities and what they look like at different scales. Understanding the way that jobs can be arranged in groups and how these have changed over time. Understanding global trade and the UK's links/importance to wider world economy</p> <p>Local study of Keynsham's changing economy/jobs</p>	<p><b><u>Unit 4:</u></b> <b><u>How are populations changing?</u></b></p> <p>In this unit you will learn about how and why population is changing, where people live and why as well as learning about the process of urbanisation. You will investigate the reasons for the process of urbanisation and the impact that this can have on a location and the planet. You will apply your understanding of population and urbanisation by looking at Bristol and how it has changed.</p>	<p><b><u>Unit 5:</u></b> <b><u>What are the forces that shape our physical landscape?</u></b></p> <p>To investigate what the word landscape means and the forces that shape it. You will study processes of weathering and erosion and the impact that these have on limestone landscapes and how different landforms are created. You will investigate the role that landscapes have on human activity and carry out your first fieldwork to Cheddar gorge.</p>

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<b>History</b>	<p><b><u>Unit 1:</u></b></p> <p><b><u>Did the Normans improve England?</u></b></p> <p>This unit will look at the significant impact that the Norman Conquest had on England. Not only in terms of a change of ruler but also the socio-economic changes that arose. You will look at life in Britain pre-1066 before an in-depth study of the conquest itself.</p>	<p><b><u>Unit 2:</u></b></p> <p><b><u>How did William Keep control?</u></b></p> <p>Following your study of the Norman Conquest of 1066 you will now begin to study how William kept control over his new kingdom. With difficulties in language and unruly Anglo-Saxons William needed to strengthen his grip and he did this through a new castle design.</p>	<p><b><u>Unit 3:</u></b></p> <p><b><u>Did the Black Death do more harm than good?</u></b></p> <p>This unit will encompass the major instability that arose from the Black Death. The most significant virus ever to hit Europe and Britain proportionally. Your study will look at the causes, key details and effects of the virus in Britain. You will then look at the Peasants Revolt in 1381 which saw drastic changes in how society was run.</p>	<p><b><u>Unit 4:</u></b></p> <p><b><u>Has punishment kept up with crime over time?</u></b></p> <p>This thematic unit will look at how crime and punishment has changed over 1000 years. Your lessons will look at crime and punishment in different time periods up to the modern day and ask you to compare them. You will also have an in depth look at the witch's trials of the 17<sup>th</sup> and 18<sup>th</sup> centuries.</p>	<p><b><u>Unit 5:</u></b></p> <p><b><u>Who was the best medieval monarch?</u></b></p> <p>The medieval period saw monarchs take very different approaches to ruling their kingdom. You will be asked to evaluate and compare different monarchs including Henry II, Richard I, Matilda and John. By first understanding the time period they were ruling you will then be asked to argue which monarch you believe was the best.</p>	<p><b><u>Unit 6:</u></b></p> <p><b><u>Were the Tudors really terrible?</u></b></p> <p>Your final history unit will encompass the tumultuous period of early modern period. Your study will look at the importance of religion to everyday life as that it turned upside down by the reformation under Henry VIII. You will then learn about major religious changes under the monarchs of Edward VI, Mary I and Elizabeth I</p>
	<b>Maths and Computing</b>	<p><b>Number 1</b> – Using a scientific calculator</p> <p><b>Data 1</b> – Displaying and Analysing Data</p> <p><b>Algebra 1</b> – Simplifying Expressions</p>	<p><b>Shape 1</b> – perimeter, area and volume</p> <p><b>Number 2</b> – Number skills</p> <p><b>Algebra 2</b> – Expressions and Formulae</p>	<p><b>Computing</b> (rotation) - Coding 1.</p> <p><b>Shape 2</b> – Lines and Angles</p>	<p><b>Algebra 3</b> – Equations</p> <p><b>Number 3</b> – Fractions and percentages</p>	<p><b>Algebra 4</b> – Complex Equations</p> <p><b>Computing</b> (rotation) - Coding 2.</p>

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<b>Music</b>	<p><b>Let's Play!</b></p> <p>Exploring making music as a class through song, keyboard and guitar. Learning about key musical elements.</p>	<p><b>Musique Concrete</b></p> <p>Learning how to record audio and MIDI on our PCs through Soundtrap software.</p> <p>Continuing to sing as a class in preparation for the Christmas Concert, should you wish to participate.</p>	<p><b>Just Play!</b></p> <p>Progressing to three and four chord songs and playing in small ensembles as a band member, developing your musicianship.</p>	<p><b>Klezmer Music</b></p> <p>Performing, and composing, in the Klezmer tradition including learning how to notate simple melodies.</p>	<p><b>Programme Music</b></p> <p>The Planets – listening to the music by Holst and using his composition techniques in our own compositions inspired by The Planets.</p>	<p><b>Musicals</b></p> <p>Exploring a variety of musical songs both as a musician and a singer. We will compose a class piece for our own musical.</p> <p>There will be opportunities to perform in the Summer Concert.</p>
	<p><b>Girls:</b></p> <p>Netball and Hockey</p> <p><b>Boys:</b></p> <p>Rugby and Dance</p>	<p><b>Girls:</b></p> <p>Dance and Gymnastics</p> <p><b>Boys:</b></p> <p>Football and Badminton</p>	<p><b>Girls:</b></p> <p>Badminton and Problem Solving</p> <p><b>Boys:</b></p> <p>Hockey and Problem Solving</p>	<p><b>Girls:</b></p> <p>Badminton and Problem Solving</p> <p><b>Boys:</b></p> <p>Hockey and Problem Solving</p>	<p><b>All:</b></p> <p>Athletics (track and field)</p>	<p><b>All:</b></p> <p>Tennis and Striking and Fielding</p>

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Religious Studies	<b>Unit 1 – ULTIMATE QUESTIONS</b> In this unit, you will explore what religious studies and philosophy are and will reflect on why we study Philosophy and Beliefs/RE. You will learn about tribal religions and a variety of creation stories and explore their symbolic nature. You will also analyse different interpretations of the Christian creation story and reflect on literal and non-literal interpretations. You will look at Gods and Goddesses and will consider different views/debates on the sanctity of human (and animal life) and the best way to run society. You will learn about Plato’s view of the ideal society.		<b>Unit 2 – HINDUISM</b> In this unit you will learn about how Hinduism developed and understand debate about whether it is a polytheistic or monotheistic tradition. You will also learn about Hindu approach to the environment, why Hinduism is so varied and about key Gods and Goddesses through analysis of their symbolic nature. You will also examine fundamental beliefs such as samsara, karma, dharma and moksha. You will also learn about key practices such as yoga, puja and pilgrimage, as well as rites of passage		<b>Unit 3 – BUDDHISM</b> In this unit, you will learn about Buddhism through the story of Siddhartha Gautama. You will examine fundamental beliefs such as the 4 Noble Truths, The Middle Way, The Eightfold Path, The 5 Precepts and the concept of rebirth. You will also learn about key practices such as the function of the sangha and the Buddhist festival <i>Wesak</i>	
	Being a scientist- Students learn the basics for being safe in a science lab including learning how to light a Bunsen burner	Organisms and Ecosystems- This unit explores the building blocks of life. Students will learn how to use a microscope and the structure of animal and plant cells.	Particles and elements- This chemistry unit explores the particle model and how mixtures can be separated.	Forces, work and the universe- In this physics unit, students learn about forces, the solar system and the phases of the moon	Reproduction and variation- This unit covers the role of the DNA, reproduction and adaptations of animals and plants	Energy- Students will learn all about energy transfers, including renewable and non-renewable energy resources  Reactions- Students will find out more about chemical reactions, their properties and identify patterns between reactions of similarly grouped elements.
Science						