

Year Seven Overview: Curriculum Skills and Concepts

Curriculum Area	Term One		Term Two		Term Three	
	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)
Mathematics & ICT	Mathematics					
	Predict and explain patterns in a visual context	Generalising from patterns	Generalising from patterns	Generalising and Reasoning	Area and Perimeter	Reasoning
	Statistics	Communication	Coordinate Patterns	Use of Numbers	Angles and bearings	Use of ICT Working
	Generate the same pattern seen in different ways	Use of ICT	Fractions and percentages	Problem Solving	Transformations	Systematically and Justifying.
	Finding patterns and creating formulas	Reasoning	3D Shapes	Working systematically	Probability	Use of ICT
	Arithmetic	Use of number and problem solving	Directed Numbers	Reasoning	Graphs	Reasoning.
	Number Patterns	Generalising	Solving Equations		Powers, roots and estimation.	Problem Solving.
	Algebra	Justifying				Working systematically and justifying. Problem solving.

	<p>Information and Communication Technology (ICT)</p> <p>Laptop induction</p> <p>Making Effective Presentations – Welcome to Hong Kong</p> <p>Finding and using reliable information</p>	<p>Technical competencies, Evaluation, Communication Commitment and Involvement</p> <p>Planning and Research Technical Competencies Evaluation Fitness for Purpose</p>	<p>Digital Trail</p>	<p>Technical competencies Originality and Creativity Communication Fitness for Purpose</p>	<p>Staying Safe Online – Introducing Digital Video</p>	<p>Planning and Research Technical Competencies Originality and Creativity Evaluation</p>
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Science	Acids	Working collaboratively small group work, practical work Working Independently Creative thinking designing models and posters	Cells Reproduction	Working collaboratively small group work, practical work Working Independently individual Creative thinking designing models and diagrams Inquiry building on prior knowledge, research questions Critical thinking reflective and objective Self management understanding needs of others	Forces Energy Solar System	Reflection Use complex data qualitatively and quantitatively Critical thinking Collaborative work Inquiry - open ended project with report format to be decided by group
	Reactions	Inquiry building on prior knowledge, research questions				
	Particules	Critical thinking				
	Circuits	Creative thinking Working collaboratively Working independently				

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English	Autobiography	Writing descriptively, chronologically, analytically. Reading Comprehension skills, extracting information, editing and drafting skills	Poetry	Understanding and use of poetic devices, creative writing, narrative conventions, editing and drafting skills	Advice	Formal/informal register, ways of giving advice – conditional/modal verb etc, writing to advise, editing and drafting skills
	The Novel		Narrative			
	Shakespeare					
	Research Skills	Informative writing, confidence and enjoyment in reading Shakespeare, text in performance, research skills – web/text/bibliography etc				

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Languages	<p>French: Greetings / Classroom instructions and objects/age/ where you live</p> <p>Spanish: Greetings/classroom instructions + questions/ age/ birthday/alphabet/numbers</p> <p>Chinese: Pinyin Stroke orders Basic characters Radicals Greetings Number and dates Introduce one selves Family members</p>	<p>Oral: Feeling confident Pronunciation (parts or full words) / basic communication and conversation</p> <p>Writing / Reading: Ask and answer simple questions</p> <p>Study to write basic Chinese strokes and characters</p> <p>Listening: Understand simple questions and answers / recognise sounds Understanding instructions</p>	<p>French: Family, home and habits National days and festivals</p> <p>What do you do? Weather / seasons / sports and leisure</p> <p>Spanish: Family, physical descriptions, animals and nationalities, countries</p> <p>School Subjects + opinions/ timetables/meals/description of school building/modes of transport</p> <p>Chinese: Countries Languages Jobs Work places Transportation</p>	<p>Oral: Ask and answer questions/ Applying grammar concepts to speaking tasks /Express simple opinions</p> <p>Writing/Reading: Making sentences /Comprehension skills /Apply grammatical concepts to writing /Purposeful research skills developed /Extended writing (text structure)/Editing and drafting skills/Understanding longer texts/Early steps</p>	<p>French: A town in France / directions</p> <p>A day at school: time / Daily routine / School subjects</p> <p>Spanish: House and Home/where you live/description of house/bedroom/daily routine/after school</p> <p>Chinese: Time and daily routine</p>	<p>Oral: Doing a presentation More complex conversations Expressing likes and dislikes</p> <p>Writing and Reading: Applying more complex grammatical structures to texts Editing and redrafting more in depth Identifying errors Independent reading Thinking skills and previous knowledge to resolve problems/determine answers. Writing informal letters</p>

				<p>in independent reading</p> <p>Listening: Listening for details/ Listening for gist</p>		<p>Listening: Listening to longer extracts for gist and detail</p>
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Creative Arts	<p>Music 'What's your groove?'</p> <p>How do musicians use musical elements to express emotions, feelings, ideas and beliefs?</p> <p>Music Ebony & Ivory A music skills based unit in which beginner students learn to play the keyboard (left hand and right hand), more advanced students work in duets to play four-hand piano duets to develop ensemble skills</p> <p>All students learn to read treble and bass clef music and learn to operate music</p>	<p>Creativity Team work Expression</p> <p>Working independently</p> <p>Self- Management</p> <p>Reflection</p>	<p>Music Dragon Scales A study of Chinese music coinciding with Chinese New Year</p> <p>How is music used to celebrate Chinese culture? A study of Festivals and Chinese music.</p> <p>Art 'What do I see?'</p> <p><i>Patterns in Nature</i></p> <p><u>Focus of inquiry:</u></p> <ul style="list-style-type: none"> - How do artists and designers use the world around them as a source of imagery? - What & where is pattern? 	<p>Critical Thinking</p> <p>Creativity</p> <p>Expression</p> <p>Critical thinking: Discrimination and application of source material</p> <p>Creativity</p> <p>Expression</p> <p>Self management</p> <p>Working independently</p> <p>Teamwork</p>	<p>Music Troubadours & Trouvers How was music used as part of life during Medieval times?</p> <p>Music Cultural Connections A self study unit exploring how music is used to express cultural identity</p> <p>Art 'How do I see myself and others?'</p> <p><i>Portraiture</i></p>	<p>Inquiry Creativity Expression Critical thinking Reflection Team work Self Management</p> <p>As above plus Working independently</p> <p>Creativity Expression Teamwork Working independently</p>

	<p>technology to notate music for keyboard.</p> <p>Art 'What is art?'</p> <p>How do artists use visual elements to express emotions, feelings, ideas and beliefs?</p> <p>Art 'What do I see?'</p> <p><i>Patterns in Nature</i></p> <p><u>Focus of inquiry:</u></p> <ul style="list-style-type: none"> - How do artists and designers use the world around them as a source of imagery? - What & where is 	<p>Inquiry Effective participants Creativity Expression</p> <p>Critical thinking: Discrimination and application of source material</p> <p>Creativity</p> <p>Expression</p> <p>Self management</p> <p>Working independently</p> <p>Teamwork</p>			<p><u>Focus of inquiry:</u></p> <p>How do artists visually communicate to their audience?</p> <p>How do artists use visual elements to express identity?</p>	
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	pattern?					
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Individuals and Societies (History, Geog and PRS)	Geography Map skills	Self management Working independently – learning basic skills Working collaboratively – on fieldtrip Reflection – end of unit	Geography Settlement	Enquiry based learning and collaborative work– WISburger fieldtrip Critical thinking – Shanty town development Decision making ex Creative thinking – design a future city Reflection	Geography Energy (unit planned with Science)	Work independently Creative thinking – creative response to promoting energy efficiency.
	History Use of sources- Roswell	Critical thinking Analysis of sources, using quotes, structuring paragraphs, Argumentative writing style. Independent work	History Medieval Europe/Japan	Inquiry, Critical thinking, Ability to compare and contrast, use of evidence in writing, evaluation skills. Working	History Independent project on Imperial China.	Critical thinking, Reflection, Inquiry, Collaborative work Research skills, ICT skills -Google Docs. Oral presentation

	<p>PRS</p> <p>What is community?</p>	<p>Critical thinking</p> <p>Empathy</p> <p>Inquiry</p> <p>Working in pairs and working in a team</p> <p>Independent Work including basic ICT research Skills</p> <p>Reflection</p>	<p>PRS</p> <p>How do believers show that they belong?</p>	<p>Independently.</p> <p>Critical thinking</p> <p>Empathy</p> <p>Inquiry</p> <p>Working in pairs and working in a team</p> <p>Independent Work including basic ICT research Skills</p> <p>Reflection</p>	<p>PRS</p> <p>What makes a 'good' person? Meaning of Good, investigation of good people, freedom of speech</p>	<p>skills.</p> <p>Inquiry</p> <p>Creative thinking</p> <p>Critical thinking</p> <p>Reflection</p> <p>Working collaboratively</p> <p>Self management</p>
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PE & Sport	Swimming	-Enhance water safety/confidence -Develop swim technique -develop dives, turns and race strategies -Improve fitness (swim specific)	Swimming	Enhance water safety/confidence -Develop swim technique -develop dives, turns and race strategies -Improve fitness (swim specific)	Tag Rugby	Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set plays
	Fitness	develop personal fitness -develop understanding of importance of health/fitness	Gymnastics/Dance	Enhance body awareness -movement skills -strength, co-ordination, balance -Aesthetic apperception	Swimming/Water Polo	Enhance water safety/confidence -Develop swim technique -develop dives, turns and race strategies -Improve fitness (swim specific)
	Ball skills	Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set plays	Badminton	Enhance hand eye co-ordination -ball/racket awareness -introduce games and rules	Striking and Fielding	Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and

	Athletics	Track events Field events Speed Endurance		-attack and defence strategies -Set plays		defence strategies -Set plays
	Hockey	Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set plays				
	Basketball	-Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set plays				

Learning and teaching in Design and Technology is structured into three distinct areas: textiles technology, resistant materials and food technology. Students take all three subjects throughout the year on a thirteen week rotation.

	Focus for Learning (Concepts)	Learning Outcomes (Skills)
Design and Technology	<p style="text-align: center;">Textiles Technology</p> <p>Data Collection Produce a research sheet of 2 Kandinsky images, depicting your thoughts on the subject matter and inspiration.</p> <p>Development- Creativity Produce a creative Final Design for your cushion on A3 paper. Combine the imaginative music drawing to design an abstract composition encompassing different shapes, colours and patterns inspired by music.</p> <p>Development- Use of techniques Experiment with different textures and techniques to use on your cushion design. Be imaginative; think of unusual patterns, colours you can apply through fabric paint, crayon, hand sewing, beadwork, and appliqué. Record all your experiments on a DT design sheet.</p> <p>Making Skills- Use of Equipment and materials Construct your cushion to a high standard using machine and hand sewing skills. Photograph your final product.</p> <p>Evaluation- Procedures Complete the Self evaluation sheet in full. Think carefully about your answers and skills you have learnt.</p>	<p>Enquiry, Creative thinking, Reflection, Self management, Working independently</p> <p>Enquiry, Reflection, Self management, Working independently</p> <p>Creative thinking, Reflection, Working collaboratively, Self management, Working independently</p> <p>Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently</p> <p>Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively</p>

	<p style="text-align: center;">Resistant Materials</p> <p>Research – Data collection Produce an information sheet that explains the three main groups of timber: hardwoods, softwoods and manufactured boards. For each group explain the properties, characteristics and uses of a number of available timbers. Use ICT and images to present your work in your own chosen style and format.</p> <p>Development – creativity Produce an A4 Landscape Design Sheet to show a wide range of ideas for your BriefRek. Ensure you have annotated your ideas by evaluating (good and bad points about your ideas) and analysed (explaining and justifying how your ideas work and what is unique about the design). Fully render your ideas to a high professional standard.</p> <p>Development – use of techniques Produce a Paper Model for each MDF component on your proposed idea. Use the two Pine Pieces and paper model to combine to represent a proto-type of your final solution. Take a photograph and evaluate and analyse your model by presenting the info on A4 Landscape Design Sheet.</p> <p>Development- Final Solution Use Google Sketch-up to show your 3D proto-type in a digital graphical format. Ensure that you render your design appropriately to your final design. Select two views of your design with a simple and plain coloured background. Export as jpeg and annotate your design using a program of your choice Produce a completed and fully functional product. Take a range of photographs of your finished BriefRek in use. Present your photographs and detailed annotation of the key features of your design on an A4 Design Sheet.</p>	<p>Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently</p> <p>Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently</p> <p>Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently</p> <p>Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently</p> <p>Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently</p>
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