



Ringwood School

Year 7 Curriculum Maps 2022-2023

What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work.

In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge

An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

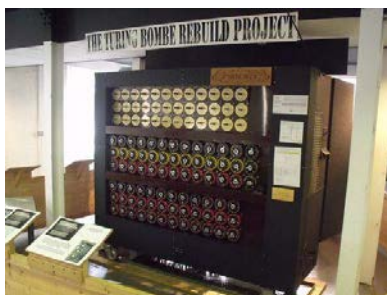
A desire to synthesise ideas, fitting them into a wider schema and comparing them to other things they know

A desire to widen their vocabulary, so that they can use 'the language of the subject'

A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps



Year 7 Curriculum Map - How I can be a scholar in ART

Skills, Knowledge and Understanding of the creative process: Throughout Year 7, you will learn about the **VISUAL ELEMENTS** and how these link to the areas of **Developing, Recording, Experimenting** and **Presenting** within an art project. Any artist must demonstrate their skill and understanding in these to produce effective artwork. You will analyse the work of artists throughout your studies.

Half-term 1: Making Your Mark	Half-term 2: Making Your mark	Half-term 3: Making Your Mark	Half-term 4: What Colour Says	Half-term 5: What Colour Says	Half-term 6: What Colour Says
Visual elements Line, Texture	Visual elements Line, Texture	Visual elements Line, Colour, Texture, Form	Visual elements Colour, Value, Shape	Visual elements Colour, Value, Shape	Visual elements Colour, Value, Shape, Space, Composition
OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<ul style="list-style-type: none"> • Baseline drawing exercise • Produce experiments in mark-making using a range of materials • Understand the concept of drawing being the recording of marks • Complete exercises in mark-making • Experimentation with alternative means of recording marks • Written analysis Abi Diamond and her use of marks and colour • Improved control in application of marks evident in work <p style="background-color: #90EE90;">CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<ul style="list-style-type: none"> • Continued experimentation with a range of materials to mark make • Written analysis of Artists and their use of mark-making • Understanding of drawing systems – use of proportion/continuous line/basic shape in construction • Understanding of combining formal elements i.e; colour, mark-making etc <p style="background-color: #90EE90;">CREATIVE LANGUAGE Experiment - Intentions – Select - Refine</p>	<ul style="list-style-type: none"> • Assessment exercise • Produce design for insect design based on Abi Diamond's work • Mark-making experimentation • Application of skills learnt in terms 1, 2 in realising own final piece • Improved technique in application of marks with evident control • Appropriate use of marks to communicate intended meaning/represent intention • Full evaluation of final piece <p style="background-color: #90EE90;">CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion – Presenting</p>	<ul style="list-style-type: none"> • Colour mixing experimentation • Written analysis Artists and their use of colour (Henri Matisse and Pablo Picasso) • Improved technique in application of paint • Understanding of Primary and Secondary colours. Ability to recognise, describe and apply <p style="background-color: #90EE90;">CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<ul style="list-style-type: none"> • Assessment exercise • Colour mixing experimentation • Written analysis Artists and their use of colour • Improved technique in application of paint • Understanding of Complimentary and Analogous colours • Understanding and applying and ability to mix Tints, Shades and Tones in a mixture of Hues <p style="background-color: #90EE90;">CREATIVE LANGUAGE Intentions – Select – Refine</p> <ul style="list-style-type: none"> • Year 7 Internal assessment week 	<ul style="list-style-type: none"> • Produce landscape painting based on your own photograph • Colour mixing experimentation • Application of skills learnt in terms 4 and 5 in realising own final piece • Improved technique in application of paint • Appropriate use of colour to communicate intended meaning • Final piece produced and evaluated using subject vocabulary <p style="background-color: #90EE90;">CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion – Presenting</p>

Year 7 Curriculum Map - How I can be a scholar in ART

<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement (from looking at the real object, not a photograph!). Show your teacher for feedback</p> <p>Can you go to an Art gallery? Visit either London galleries or local galleries in either</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Study work in book “living Jewels” and develop you own designs</p> <p>Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular: Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Do independent study on other artists who use mark-making as an expressive medium</p>	<p>Super-Curricular: Do independent study on other artists who use colour as an expressive medium</p> <p>Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular: Carry out additional research on key artists (The Fauvists)</p> <p>Explore the use of colour by artists Gary Hume and Chris Offili (Contrast with others studied)</p> <p>Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular: Look at Website Art2Day https://www.art2day.co.uk/colour.html</p> <p>Draw from observation (from looking at the real object, not a photograph!) – this is always a valuable means of improvement. Show your teacher for feedback.</p>
<p>How can I revise in this subject? This year will require you to produce two “final pieces”; one in term 3, one in term 6. Both of these need to be a reflection of the learning you have done prior. You will also produce 3 controlled assessment exercises, one in each term. Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding. Also ensure that you sketchbook is complete and all work finished to the best of your ability at all times</p>					

Year 7 Drama Curriculum map

(These topics will be taught in an order that may differ).

How I can be a scholar in DRAMA

Induction	Twist in the Tale	Mask and Physical Theatre	Treasure Island	Crime and Peer Pressure	Improvisation
<p>Introduction to Drama Learning how to create effective improvisation. Learning how to create a believable character. Building Team work. Introducing Split Staging</p>	<p>Interpreting a fairy tale. Learning the definitions of drama techniques. How to use drama techniques to structure work. Build confidence in performance. Have awareness of the audience, using end on staging.</p>	<p>To understand the mask rules To use a mask effectively when re-telling of a story To use body language, convincing characterisation and use of space. To perform a tale in a mask to an audience. To consider creating body props and effective transitions.</p>	<p>Use and interpret a playscript - Treasure Island by Bryony Lavery based on the novel by Robert Louis Stevenson Develop mime skills in order to communicate meaning to an audience Perform a section of script having rehearsed and learnt lines. Evaluate work in progress in order to develop their piece. Reading a script with expression. Understanding how to use space effectively.</p>	<p>To explore the ripple effects of a crime. To develop understanding of police procedure. To explore consequences to actions and peer pressure. To interpret a range of stimuli. To use more complex and multiple drama techniques to stage a new scene each week such as Hot seating, flashback, split scene. Explore using persuasive language.</p>	<p>To explore and understand the conventions of improvisation using different stimuli. To understand the skills needed to create successful improvisation. Consolidate mime and movement skills. Further exploration of use of voice. Explore creation of mood and atmosphere.</p>
<p>Super Curricular: Research other forms of staging such as ‘In the Round’, ‘Traverse’, and ‘Thrust’ and how it differs from ‘End On.’</p>	<p>Super Curricular: Read Hansel and Gretel Find different visual interpretations of Hansel and Gretel. Annotate the visual images with points of interest and contrast. Compare differences in the interpretation.</p>	<p>Super Curricular: Watch masks performances on YouTube such as Neutral Mask Demonstration</p>	<p>Super Curricular: Read any play of interest– explore dialogue and stage directions. The Terrible Fate of Humpty Dumpty by David Calcutt. Stone Cold by Robert Swindells adapted by Joe Standerline War Horse by Nick Stafford Grimm Tales by Carol-Ann Duffy Beast and Beauties: Eight Tales from Europe by Carol-Ann Duffy and Melly Still. To develop your vocal expression listen to a radio play to understand vocal expression. Practice your mime skills</p>	<p>Super Curricular: Observe someone of a different age. This is to aid your characterisation specifically for the adults and teenagers you might be playing. Observe their mannerisms, gestures, posture and use of voice. This is to help with your characterisation in your practical assessment.</p>	<p>Super Curricular: Watch improvisation videos on YouTube such as Improv 4 Kids – Comedy Kids</p>

How can I revise for assessments?



Rehearsals outside of lessons will help you feel assured in practical assessments.

When learning lines you can practise with a friend or relative. You could record yourself on a phone and listen to your lines. You can then record your cues and speak your lines in the gaps. You can look, cover, recite and check.

ALWAYS TAKE A PICTURE ON YOUR PHONE OF YOUR SCRIPT JUST IN CASE YOU LOSE IT.

Make flash cards and/or mind maps of the techniques and definitions and use Quizlet to test yourself at intervals.

Year 7 Curriculum Map - How I can be a scholar in ENGLISH

Topic 1: The Odyssey	Topic 2: Sherlock Holmes Stories	Topic 3: Twelfth Night
<ul style="list-style-type: none"> • What is a myth? • What is an epic poem? • Who are the Gods, Titans, Monsters and Heroes of Greek Mythology? • What is allusion and how is Greek Mythology often alluded to in wider fiction and non-fiction? • What is hubris and how does Homer’s epic poem explore the effects of hubris? • What is an archetypal tragic hero and how does this apply to Odysseus? • How do I make inferences about a character from the language the writer uses? 	<ul style="list-style-type: none"> • What is detective fiction and how does The Adventures of Sherlock Holmes follow the conventions of the genre? • What Victorian context is important to know when talking about The Adventures of Sherlock Holmes? • What is a deduction and how does Holmes use them to solve his cases? • What is introspection and how does Holmes use it to help him be a better detective? • What is duality? What are Holmes’ dual natures? 	<p style="text-align: center;"><u>This is your exam topic.</u></p> <ul style="list-style-type: none"> • What are the conventions of a Shakespearean comedy? • What was society like in the <i>Elizabethan era</i> in terms of social class and gender roles? • What is the plot of ‘<i>Twelfth Night</i>’? In particular, what do I know about the character of Viola? • What is dramatic irony? How is it used for comedic effect in the play? • What is a soliloquy? Why might a playwright choose to use a soliloquy?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Watch ‘<i>Crash Course History – The Odyssey</i>’ on YouTube. • Create a fact-file of information on the Titans and Olympian Gods and Goddesses. • Research ‘<i>The Iliad</i>’ and create a mind-map of your findings! • Read ‘<i>Percy Jackson and the Lightning Thief</i>’ by Rick Riordan or ‘<i>Who Let The Gods Out</i>’ by Maz Evans. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Watch ‘<i>Sherlock Holmes Museum -221B Baker Street, London walk-through tour</i>’ on YouTube. • Create a character profile on Sherlock Holmes – include an image and surround him with words/phrases/ quotations to describe him. • Make a storyboard based on either ‘<i>A Scandal in Bohemia</i>’, ‘<i>The Red-Headed League</i>’ or ‘<i>The Blue Carbuncle</i>’. • Read ‘<i>The Hound of the Baskervilles</i>’ by Sir Arthur Conan Doyle. • Read one or more of the books from ‘<i>The Sherlock Files</i>’ series by Tracy Barrett. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Visit www.sparknotes.com to deepen your knowledge of the play (focus on Viola). • Watch at least 2 adaptations of the play or read another Shakespeare comedy. • Research the role of women in the Elizabethan era. • Create a podcast with a friend on Shakespeare and his life. • Create a timeline of key events Viola is involved in across the play. Challenge: add quotations.
<p>In the first term, you will have a weekly reading lesson. In Year 7 you will read ‘<i>Boy 87</i>’ by Ele Fountain.</p>		
<p>How can I revise?</p> <p>www.sparknotes.com – useful for texts such as ‘<i>The Odyssey</i>’ and ‘<i>Twelfth Night</i>’ (includes summary videos).</p> <p>www.quizlet.com – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you.</p>		

Year 7 Ethics & Philosophy Curriculum Map - How I can be a scholar in ETHICS & PHILOSOPHY

Skills, Knowledge and Understanding																																																		
Autumn term 1 & 2: The Island	The Nature of God																																																	
<p><u>Key Terms</u> – see Glossary</p> <p>Basics of human survival/British Values</p> <p>Formation of a Community, based on different events that occur:</p> <ul style="list-style-type: none"> • Birth/Marriage/Death • Celebrations – inc. rites of passage • Theft – social and religious laws • Leaving a community 	<p>Over the Spring & Summer terms students will be studying the main 6 world religions, in the following areas:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;"><u>Judaism</u></th> <th style="width: 15%;"><u>Christianity</u></th> <th style="width: 15%;"><u>Hinduism</u></th> <th style="width: 15%;"><u>Buddhism</u></th> <th style="width: 15%;"><u>Islam</u></th> <th style="width: 15%;"><u>Sikhism</u></th> </tr> </thead> <tbody> <tr> <td>Deity</td> <td>G-d</td> <td>God</td> <td>Brahman</td> <td>Karma</td> <td>Allah</td> <td>Waheguru</td> </tr> <tr> <td>Beginnings</td> <td>7 Days</td> <td>7 Days</td> <td>‘Aum’</td> <td>Gautama</td> <td>Muhammad (pbuh)</td> <td>Guru Nanak</td> </tr> <tr> <td>Sacred Texts</td> <td>Torah Scroll</td> <td>Bible</td> <td>Vedas</td> <td></td> <td>Qur’an</td> <td>Guru Granth Sahib</td> </tr> <tr> <td>Logo</td> <td></td> <td></td> <td>‘Aum’</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Worship</td> <td></td> <td></td> <td>Puja</td> <td></td> <td></td> <td>Khalsa</td> </tr> <tr> <td>Other</td> <td></td> <td>Trinity</td> <td>Trimurti</td> <td>Middle Way</td> <td>5 Pillars</td> <td></td> </tr> </tbody> </table>		<u>Judaism</u>	<u>Christianity</u>	<u>Hinduism</u>	<u>Buddhism</u>	<u>Islam</u>	<u>Sikhism</u>	Deity	G-d	God	Brahman	Karma	Allah	Waheguru	Beginnings	7 Days	7 Days	‘Aum’	Gautama	Muhammad (pbuh)	Guru Nanak	Sacred Texts	Torah Scroll	Bible	Vedas		Qur’an	Guru Granth Sahib	Logo			‘Aum’				Worship			Puja			Khalsa	Other		Trinity	Trimurti	Middle Way	5 Pillars	
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<p>Super Curricular:</p> <p>Watch Bear Grylls on YouTube (Man versus Wild). Identify skills, which apply to everyday life. Support further by reading his book ‘To my sons’ ... a life survival manual. Join Scouts, Guides, Cadets and then accept the DofE challenge to further develop life skills. Plan and go camping. Do voluntary work within the community. Read: Island at the end of everything – Kiran Millward Hargrave/ The Island by Greder, Armin.</p>	<p>Super Curricular:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;"><u>Judaism</u></th> <th style="width: 15%;"><u>Christianity</u></th> <th style="width: 15%;"><u>Hinduism</u></th> <th style="width: 15%;"><u>Buddhism</u></th> <th style="width: 15%;"><u>Islam</u></th> <th style="width: 15%;"><u>Sikhism</u></th> </tr> </thead> <tbody> <tr> <td>Visit</td> <td>Synagogue</td> <td>Church</td> <td>Temple</td> <td>Temple</td> <td>Mosque</td> <td>Guardwara</td> </tr> </tbody> </table> <p>Focus of visit: Learn about the history of the religion, sacred artefacts, layout of the building, religious symbols, worship taking place.</p> <p>Read: <u>Running on the roof of the world</u> by Butterworth, Jess. This novel explores the life of the Dalai Lama. <u>When the mountains roared</u> by Butterworth, Jess. This novel is set in India so provides a cultural awareness different to the Western world. <u>A seven letter word</u> by Slater, Kim. This novel explores the world of a young Muslim girl who experiences racism. All three books link to and make you question the values of tolerance, respect, liberty, democracy, rule of Law in our world.</p>		<u>Judaism</u>	<u>Christianity</u>	<u>Hinduism</u>	<u>Buddhism</u>	<u>Islam</u>	<u>Sikhism</u>	Visit	Synagogue	Church	Temple	Temple	Mosque	Guardwara																																			
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<p>Skills to develop in Ethics and Philosophy</p> <p>Show a knowledge and understanding of beliefs, teachings and practices studied.</p> <p>Selects sources to support ideas (recall of prior learning – super curricular).</p> <p>Demonstrate knowledge from different philosophical and ethical argument related to area of study.</p> <p>Analyse, evaluate and discuss issues raised around the area of study.</p> <p>Reflection upon different beliefs, teachings and practices.</p> <p>Use key words effectively both in your written and spoken work (refer to individual glossaries).</p> <p>Structured written work, which demonstrates SPaG and the use of connectives to link up ideas.</p> <p>Write in PEAL paragraphs (Point Evidence Analyse Link).</p> <p>Follow school presentation policy.</p> <p>Response to feedback given.</p> <p>Note taking, Literacy, Organisation</p>	<p>Revising in Ethics and Philosophy</p> <p>Use Quizlet to revise key words and definitions (see link on topic glossaries).</p> <p>Make cue cards using your topic glossaries: see Leither Learning System on YouTube.</p> <p>See: Year 7: revising for the Ethics and Philosophy exam sheet on Learning Zone.</p> <p>Reflect and act upon feedback given.</p> <p>Use super curricula ideas above to support and develop your learning.</p> <p>Assessment in Ethics and Philosophy?</p> <p>In this subject, you will have 3 formal assessments, one on the Island and two on the nature of God. Near the end of the academic year you will have a 7 exam covering all topics studied.</p> <p>You will be assessed on the recall and use of key words and their definitions, the skill of writing PEAL paragraphs and SPaG.</p>																																																	

Year 7 Curriculum Map – How I can be a scholar in FRENCH

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Content:</p> <ul style="list-style-type: none"> *Greetings *Student and teacher language *Numbers, days of the week and months *Who I am, where I am from *My personality *What I have at home and in my pencil case <p>Grammar:</p> <ul style="list-style-type: none"> *Modal verbs (il faut + je peux) + infinitive verbs *The verb 'to be' (être) in the present tense to talk about myself *Negative (not) *Adjectival agreement *The verb 'to have' (avoir) in the present tense to talk about myself 	<p>Content:</p> <ul style="list-style-type: none"> * What I haven't got at home and in my pencil case *Describing the family I have *The pets that I have *Awareness of expressions that translate differently to English that use 'j'ai' *Explaining how old I am *Christmas in France <p>Grammar:</p> <ul style="list-style-type: none"> *The verb 'to have' (avoir) in the present tense to talk about myself and others *Recall of the negative (not) *Possessive adjectives to talk about my family (masc+fem) *Recall of adjectival agreement *The verb 'to be' (être) to talk about myself and others 	<p>Content:</p> <ul style="list-style-type: none"> *Describing my family members' jobs *Describing plural family members and friends *My opinion on family, friends and pets *My opinion on school subjects and reasons why *My opinion on free time activities <p>Grammar:</p> <ul style="list-style-type: none"> *Recall of the verb 'to be' (être) to talk about other people *Recall of the negative (not) *Possessive adjectives to talk about others (plural) *Opinions + infinitive verbs 	<p>Content:</p> <ul style="list-style-type: none"> *Reasons why I like/dislike some free time activities *What there is and what there isn't in my town *My opinion of my town *What I can do in my town <p>Grammar:</p> <ul style="list-style-type: none"> *Recall of opinions + infinitive verbs *'There is/are' (il y a) *Recall of the negative (not) *Recall of the modal verb (je peux) + infinitive verbs 	<p>Content:</p> <ul style="list-style-type: none"> *Understanding what a pronoun is *Learning how to conjugate a regular -er verb into the present tense *Learning the big 4 irregular irregular verbs *Conjugating verbs into the present tense in the negative form <p>Grammar:</p> <ul style="list-style-type: none"> *Pronouns (whole paradigm) *Present tense conjugation of regular -er verbs *The big 4 irregular verbs in the present tense *More negatives (never, no longer) 	<p>Content:</p> <ul style="list-style-type: none"> *What I like/dislike eating and drinking *Reasons why I like/dislike eating or drinking something *Ordering an ice cream *Awareness of Francophone countries *Watching the film Kirikou (African tale) to give my justified opinion about the film and to describe the characters <p>Grammar:</p> <ul style="list-style-type: none"> *Recall of opinions + infinitive verbs *Recall of all negatives *Conditional tense 'I would like' (je voudrais) *Recall of 'to be' (être) to talk about others
<p>Super-Curricular:</p> <p>1) On Youtube, watch some of Alain le Lait's very catchy video songs to go over some basics: colours, numbers, etc.) Tell your teacher what you watched by writing a note in the back of your yellow book.</p> <p>https://www.youtube.com/channel/UCaWPNOV-JNbeZQ74hbaCONA</p>	<p>Super-Curricular:</p> <p>1) Research Henri Rousseau. Choose one of his paintings with an animal – describe what you see in the back of your yellow book.</p>	<p>Super-Curricular:</p> <p>1) Click the below link and watch this presentation of a French school 'Anatole collège' – what can you understand? Write notes in the back of your yellow book.</p> <p>https://www.youtube.com/watch?v=TSRS9q75eE</p>	<p>Super-Curricular:</p> <p>1) Click the link below about 'activités quotidiennes du petit Éric' and try to work out what all of the activities he mentions are – write them in French in the back of your yellow book</p> <p>https://www.youtube.com/watch?v=TCJHo56nC6E</p>	<p>Super-Curricular:</p> <p>1) Practise conjugating regular verbs in to the present tense by going to this website: https://conjuguemos.com/verb/18</p> <p>Click 'Guided practise' to change the verb endings for the pronoun or click 'Flashcards' to see more verbs or play the games.</p>	<p>Super-Curricular:</p> <p>1) Search 'The French eating habits the world should learn from' – click on the first link and learn about how French people eat.</p> <p>2) Research French-speaking countries (e.g.: Canada) and find out what languages are spoken there and any interesting aspects of their culture.</p>

How can I revise in this subject?

1. Use the Quizlet links that your teacher has put into your Team to revise the vocabulary seen in class.
2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website <https://agreenmouse.com/french-for-children/>

Year 7 Curriculum Map - How I can be a scholar in GEOGRAPHY

Skills Knowledge and Understanding			
Unit 1: Introduction to the UK	Unit 2: Physical Landscapes in the UK	Unit 3 : The People of the UK	Unit 4: Weather and Climate of the UK
<p>Knowledge: Classifications within Geography Continents, oceans and global location of the UK Difference between UK, Great Britain and the British Isles Physical and human features of the UK Links between the UK and Europe Locational geography of Ringwood Place identity and change over time in Ringwood Issues within the local community</p> <p>Processes and concepts: Location and composition of the United Kingdom Areas and places in the UK have distinctive characteristics and change over time The role of the UK in continental Europe</p> <p>Skills: Interpretation and use of physical and political atlas maps; using numerical data and completing graphs; OS map skills; photo interpretation; decision-making; fieldwork and mapping skills; structuring written responses</p>	<p>Knowledge: Classification of rocks The rock cycle Weathering and erosional processes Limestone landscapes River basins and their associated landforms</p> <p>Processes and concepts: Erosion Transportation Deposition Formation of landforms</p> <p>Skills: Using geographical vocabulary to describe a landscape Recognition of landscapes from photographs and maps Explaining processes skills OS map skills</p>	<p>Knowledge: World population size Factors affecting population size Causes of migration What a census is Make-up and ethnicity of the UK's population Causes and impacts of ageing populations What a population pyramid is How and why population pyramids change</p> <p>Processes and concepts: Understanding population distribution Links between population and levels of development Ethnicity Migration. How the UK census is collected</p> <p>Skills: Photo, pie chart, bar chart and map interpretation; using choropleth maps; reading population pyramids; describing and explaining skills; empathy skills.</p>	<p>Knowledge: How weather is recorded How the weather affects people Weather forecasting Factors affecting the UK weather Types of rainfall Urban microclimates and urban heat islands Extreme weather in the UK</p> <p>Processes and concepts: Elements of the weather Importance of global location on aspects of weather and climate Formation of rainfall Impact of urban areas on microclimatic conditions Regional climatic variations</p> <p>Skills Map annotation; photo interpretation; collection and interpretation of fieldwork data; using numerical data; using choropleth maps; graphical skills.</p>
<p>Super-Curricular: Look at the Ordnance Survey's education website Mapzone and have a go at the activities. Using an atlas of the UK: record journeys that you make with family or friends. Document roads, towns/cities, counties, etc. Can you work out how far you have travelled? Record your journeys on an outline map of the UK.</p>	<p>Super-Curricular: Investigate some of the world's highest waterfalls. Show location, photos, key facts. <i>How can these waterfalls be of benefit to a country?</i> Similarly, choose one of the longest rivers in the world. <i>How can rivers be of benefit to a country and its people?</i></p>	<p>Super-Curricular: Books- Global Migration: The Basics by Bernadette Hanlon Websites: Want to look at population pyramid predictions for every country in the world? www.populationpyramid.net Download an app onto your phone to keep up-to-date with latest population statistics from around the world. Try: World population (Dingo apps)</p>	<p>Super-Curricular: Make your own weather equipment and record the weather over a period. Use the BBC weather app; watch the BBC weather forecast. Explore the met office website to find out about weather in the UK and how it is measured. Read Horrible Geography – Stormy Weather</p>
<p>How can I revise in this subject? Throughout the year you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doodle Learn in Geography for home learning. This has lots of revision presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete.</p> <p>Here are just a few ideas for revising specific parts of your geographical studies:</p> <ul style="list-style-type: none"> • For key terms and definitions, make a set of heads and tails cards and practise alone. You could also get others to test you. • For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type of process. • For revising the formation of features: take a geographical feature, such as a waterfall. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term. • For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study. • For revising map skills: Doodle Learn has a variety of activities to help you to test yourself in every area of map skills. 			

Year 7 Curriculum Map - How I can be a scholar in HISTORY

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Unit: How powerful were Medieval Monarchs? Skills: PEE paragraph explanations. Knowledge: Who were the contenders to the throne in 1066? Why did William win the Battle of Hastings? How did William keep control of England? Why was Thomas Becket murdered? Why was the Magna Carta signed? How successful was Edward I's conquest of Wales? Was Edward I the 'Hammer of the Scots?' Does the Peasants Revolt weaken the power of Richard I?</p>	<p>Unit: Were the Middle Ages really an age of backwardness? Skills: PEE paragraph explanations. Knowledge: What did medieval people believe about the world? What was the Black Death and what did medieval people believe about it? Why was religion so important to medieval people? What can we learn about medieval people from Salisbury?</p>	<p>Unit: How powerful was the Catholic Church? Skills: PEE paragraph explanations. Knowledge: How did the Catholic Church control people? What were the Crusades and why did people go on them? Who were the Lollards and why did they criticise the Catholic Church? What was the reformation and how did it start?</p>	<p>Unit: Did the Tudor and Stuart religious roller coaster cause instability in England? Skills: PEE paragraph explanations. Knowledge: Why did Henry VIII break with Rome? What were the consequences of Henry's religious settlement? How did Edward VI change the church and how was this enforced? Why is Bloody Mary known as bloody and what does this have to do with religion? How did Elizabeth I try to solve the issue of religion? 6) What were the consequences of Elizabeth's religious settlement?</p>	<p>Unit: Did the Tudor and Stuart religious roller coaster cause instability in England? Skills: PEE paragraph explanations. Knowledge: Why would the Gunpowder plotters have been framed? What caused the English Civil War? Why would Parliament want to execute their King? Was life more stable without a King? Was religion the reason the English brought back their King? 6) Why does Parliament encourage a revolution?</p>	<p>Unit: Which was the Greatest medieval civilisation? Skills: PEE paragraph explanations Knowledge: Medieval Britain Ming Dynasty Great Zimbabwe Medieval Baghdad Incas. Mali Empire</p>
<p>Super Curricular: Visit Corfe Castle and make a note of the defensive features, explaining what they would have been used for.</p>	<p>Super Curricular: Visit Salisbury Cathedral and medieval Salisbury. Identify features of a medieval town</p>	<p>Super Curricular: Visit the church in Ringwood town and identify any features that we have learnt about.</p>	<p>Super Curricular: Read the BBC History Magazine to find out more about the Tudors.</p>	<p>Super Curricular: Watch an episode of Horrible Histories and fact check it for accuracy.</p>	<p>Super Curricular: Watch an episode of Horrible Histories and fact check it for accuracy.</p>
<p>How can I revise for assessments? Create a mind map, using different colours to represent Point, Evidence and Explanation. Turn your revision notes into a song, Horrible Histories style (like we did in class). Play bingo using the key words. Make cue cards about the key events. Create a timeline of the topics learnt.</p>					

Year 7 Curriculum Map - How I can be a scholar in IT and COMPUTING

Skills Knowledge and Understanding					
Units 1 & 2	Key Questions	Units 3 & 4:	Key Questions	Units 5 & 6:	Key Questions
<p align="center">Topics <i>Digital Literacy</i> –Basic IT skills</p>	<ol style="list-style-type: none"> Do you know how to use Word processor, Presentation, Email software efficiently? Can you choose an appropriate software for a given task? Do you know how to professionally present your work? Can you find your Home Learning on Teams? How do you stay safe online? Where can you find help and advice on e-safety? Where can you report e-safety concerns? 	<p align="center">Topics <i>Computational thinking</i> Website development <i>Digital Literacy</i> – Online Communication & Computer Basics.</p>	<ol style="list-style-type: none"> Can you identify the different parts of a computer system? Can you discuss some historical facts about the history of electronic computers? Can you discuss why computers only understand binary? Can you convert denary numbers up to 15 into binary? What is HTML? How do you search the web? Describe how you can communicate respectfully online? What can you do if you are worried about something that has happened online? 	<p align="center">Topics <i>Computing</i> – Computational thinking & Visual/Block programming in Scratch</p>	<ol style="list-style-type: none"> What is an algorithm? Describe decomposition. Can you create a flow chart for a given algorithm? Why should you debug as you develop a program? In a given system can you identify an input, process and output? Can you describe decomposition? Can you define the terms; Input, process, output? How does visual programming differ from textual programming? In coding what is a variable? Can you define the word algorithm?. Can you independently develop and debug a program for a given problem? Can you devise your own program??
<p align="center">Key concepts & Skills</p>		<p align="center">Key concepts & Skills</p>		<p align="center">Key concepts & Skills</p>	
<p>Use of basic IT software; Word processor, Presentation, Email Use of Microsoft Teams Select appropriate software for a given task. Present work professionally. Name and save files in appropriate folder structure. General being E-safe discussions – passwords, sharing information etc. Resilience. Perseverance.</p>		<p>Online communication Respectful communication Staying safe online Know where to find help and advice on e-safety? HTML and CSS How do webpages work Searching the web Knowledge of computer components. Understand computers use binary. Resilience. Perseverance. Problem solving.</p>		<p>Understand sequence, selection and iteration. Know what an algorithm is and ways they can be communicated. Developing block code. Debugging your code. Resilience. Perseverance. Problem solving. Debugging. Resilience. Perseverance.</p>	
<p>Super-Curricular: Research famous computer scientists, such as Alan Turing and Ada Lovelace to extend your historical understanding of computing. Watch Hidden Figures or The Imitation Game (12A - ask a parent) and write a review on how these people impacted the computing world.</p>	<p>Key Words</p> <p>Algorithm Decomposition Selection Iteration Sequence Flowcharts Digital footprint Etiquette Folder structure Header/Footer Image Hyperlink</p>	<p>Super-Curricular: Visit Bletchley Park to find out about Colossus. Write an email to your teacher telling them what you have learnt. Research and evaluate the effectiveness of technologies invented and the impact they have had on everyday life i.e. driverless cars. Download Scratch to further develop your skills by writing your own programs.</p>	<p>Key Words</p> <p>Hyper Text Markup Language Algorithm Decomposition Selection Iteration Sequence Variable Binary Bit Denary Hardware Software Peripheral</p>	<p>Super-Curricular: Buy a Micro:bit to further develop your programming skills. Read a computing related book to further develop your computational mind; Computational Fairytales 978-1477550298 Black Flag – a coding club mission 978-1107671409 Visit Winchester Science Centre to broaden your understanding of STEM.</p>	<p>Key Words</p> <p>Algorithm Decomposition Abstraction Flow chart Debug Input Process Output Text based programming Variable Iteration Selection</p>

Year 7 Curriculum Map - How I can be a scholar in IT and COMPUTING

How can I revise in this subject?

Practise the skills you have learnt and develop them further independently.

Quizlet or paper-based flash cards- Create flash cards with key words and definitions/images on the back – practise them until you know them all.

Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information

Use BBC Bitesize KS3 Computing pages to review what you have learnt.

Year 7 Curriculum Map - How I can be a scholar in MATHEMATICS

Skills Knowledge and Understanding					
Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Half Term 1:	Summer Half Term 2:
<p>Times tables up to 12x12</p> <p>Addition, subtraction, multiplication and division of whole numbers and negatives including worded problems</p> <p>Using a calculator correctly</p> <p>Calculate area and perimeter of (including in worded problems)</p> <ul style="list-style-type: none"> - Rectangle - Compound shapes - Triangle - Parallelogram - Trapezium <p>Calculate the area and circumference of circles including parts of circles and arcs and sectors</p> <p>Volume and surface area of cuboids</p> <p>Calculations with money, to include worded problems, converting between pounds and pence</p> <p>Addition, subtraction, multiplication and division with decimals</p> <p>Rounding to different degrees of accuracy and estimating</p>	<p>Recognise and extend number sequences</p> <p>Generate sequences using term to term and position to term rules</p> <p>Find term to term and nth term rules, including in practical context</p> <p>Draw/interpret</p> <ul style="list-style-type: none"> - Frequency tables - Bar charts - Line graphs - Pie Charts - Stem and leaf diagrams <p>Calculate mean, mode, median and range from</p> <ul style="list-style-type: none"> - A small set of data - Simple frequency tables - Grouped frequency tables <p>Comparing two sets of data unknown numbers</p> <p>Simplifying algebraic expressions</p> <p>Expanding brackets</p> <ul style="list-style-type: none"> - Single - Negative - Two single and then simplifying - Double <p>Substituting positive and negative integers in formulae in a range of contexts</p> <p>Introduction of index notation</p>	<p>Draw, estimate and measure angles including acute, obtuse and reflex</p> <p>Know and use different angle facts to solve problems</p> <p>Know and use parallel line angle facts to solve multistep problems</p> <p>Solve word problems involving time</p> <p>Read and interpret scales in a range of contexts</p> <p>Know suitable units for a variety of different measurements</p> <p>Converting metric units</p> <p>BIDMAS</p> <p>Use a given calculation to work out the answer to similar calculations</p> <p>Use letter symbols to represent</p> <p>Know and use divisibility tests</p> <p>Recognise and use</p> <ul style="list-style-type: none"> - Square numbers - Cube numbers - Prime numbers - Square roots - Factors and Multiples <p>HCF/LCM including problem solving</p> <p>Product of Prime Factors</p>	<p>Use a ruler, protractor and compass to construct</p> <ul style="list-style-type: none"> - Triangles - Nets of 3D shapes - Angle bisector - Perpendicular bisector <p>Recognise and use fractions including equivalent fractions or parts of shapes</p> <p>Calculate fractions of an amount</p> <p>Change improper fractions to mixed numbers</p> <p>Work with proportion problems and know the relationship with ratio</p> <p>Writing and simplifying ratio</p> <p>Sharing in a given ratio including different ratio problems</p> <p>Solve problems involving direct and inverse proportion, including recipes</p> <p>Know and use vocabulary of probability with the probability scale</p> <p>Find basic probabilities</p> <p>Know and use the fact that all probabilities adds to 1</p> <p>Methods to find probabilities with more than one event</p> <p>Apply probability to experiments</p> <p>Draw and use Sample Space and Venn Diagrams</p>	<p>Use function machine</p> <p>Solve linear equation</p> <ul style="list-style-type: none"> - One step - Two step - With brackets - Unknown on both sides <p>Forming and solving equations in a problem solving context</p> <p>Read and plot coordinates in all four quadrants</p> <p>Plot and recognise horizontal and vertical lines</p> <p>Drawing linear graphs from an equation using a table of values, including those arising from real life situations</p> <p>Recognise $y=mx+c$ and find gradients and intercepts</p> <p>Plot non-linear graphs from an equation</p> <p>Identify lines of symmetry and order of rotational symmetry</p> <p>Transformations of a 2D shape</p> <ul style="list-style-type: none"> - Reflection - Rotation - Translation - Combination of the above 	<p>Simplifying fractions</p> <p>Working with fractions including in a practical context and with mixed numbers and improper fractions</p> <p>Converting between fractions decimals and percentages</p> <p>Find percentages of an amount, with and without a calculator in practical context</p> <p>Writing one number as a percentage of another number</p> <p>Percentage increase/decrease including finding the percentage change and reverse percentages</p> <p>Know, recall and use facts about triangles and quadrilaterals.</p> <p>Plans and elevations of 3D shapes</p> <p>Solving geometrical problems using all facts about 2D/3D shapes</p> <p>Enlargement including positive, fractional and negative scale factors</p> <p>Create a survey to collect data that can be analysed and a conclusion drawn. Use this data to develop the understanding of the appropriate graphs to use.</p> <p>Understand different sampling methods and how to minimise bias in surveys</p>
<p>Super Curricular</p> <p>Extend your understanding of different number systems by researching:</p> <ul style="list-style-type: none"> • The history of pi • Binary Numbers • Modulo Maths • Greek Letters in Maths • "The Story of Zero" 	<p>Super Curricular:</p> <p>Extend your understanding of sequences by researching:</p> <ul style="list-style-type: none"> • Fibonacci Sequence • Curve Stitching <p>Research the Goldbach conjecture to deepen your understanding of prime numbers</p>	<p>Super Curricular:</p> <p>Visit www.scaleofuniverse.com to explore different scales and measurements throughout the universe</p> <p>Improve your speed of arithmetic skills by attempting the "Numbers Round" on Countdown</p>	<p>Super Curricular:</p> <p>Plan a visit to one of the following places for hands-on experience of maths in the real world:</p> <ul style="list-style-type: none"> • Winchester Science Centre • Bank of England Museum • Science Museum, London • Bletchley Park • National Space Centre <p>Write a report or carry out further research on something you found particularly interesting.</p>	<p>Super Curricular:</p> <p>Research famous historians in Maths, for example:</p> <ul style="list-style-type: none"> • Euclid's impact on geometry • Descartes' invention of coordinates • Pascal's invention of the calculator <p>Try to link your research to some of the topics you have learnt in Year 7 to help improve your understanding.</p>	<p>Super Curricular:</p> <p>Extend your understanding of fractions by researching Egyptian Fractions</p>
<p>How to revise Mathematics</p> <ul style="list-style-type: none"> • Use your skills book to learn key mathematical facts and formulae • Revisit past home learning sheets and repeat the questions, particularly those you found more challenging • Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, BBC Bitesize Key Stage 3 Maths • Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley 					

Year 7 Music Curriculum Map – How I can be a scholar in MUSIC

Skills and Knowledge					
Instruments of the Orchestra	Music Technology and Theme and Variations	Keyboard and Ensemble skills	West African Drumming	The Voice	Gamelan Music
<p>You will learn:</p> <ul style="list-style-type: none"> • about instruments in each section of the orchestra • instrumental techniques • about key composers • some basic music notation • to listen critically to music • to describe a piece of music using the elements of music • to contextualise different composers into music history 	<p>You will learn:</p> <ul style="list-style-type: none"> • how to use the computer program Ignite • about different instrument and synthesised sounds • about texture and structure • sequencing and recording • music technology effects • how to manipulate sounds • how to develop motifs • about rhythm and timing • to play a well-known theme • using techniques learnt through technology and the elements of music, produce several contrasting variations to the theme 	<p>You will learn:</p> <ul style="list-style-type: none"> • to play a well-known piece of orchestral music • to sequence a variety of layers into Ignite • to understand how different layers of music have different roles within a piece of music • keyboard skills • keyboard technique • basic music notation 	<p>You will learn:</p> <ul style="list-style-type: none"> • about music from a different culture • to play a variety of different African drums • a set piece which you will perform • rehearsal techniques • African music vocabulary • to compose your own group piece • how to improvise • how to perform as an ensemble • about different rhythms and how these could be notated 	<p>You will learn:</p> <ul style="list-style-type: none"> • correct singing technique • extended vocal techniques • to experiment with vocal techniques • a variety of songs • to perform a C20th piece of music • to beat-box • to create music for an advert 	<p>You will learn:</p> <ul style="list-style-type: none"> • about music from Indonesia • to use Ignite to sequence in a typical Gamelan performance • to understand the importance of music in a different culture • to improvise in a stylish way • ensemble skills • to correctly use tuned percussion instruments
<p>Super-Curricular: Watch a performance on IPlayer, e.g. ‘The Proms’ Research a composer (e.g. Beethoven or Britten) and listen to their work When live performances return, watch a live orchestral concert, e.g. the BSO at Poole Lighthouse, where they run a ‘Kids for a Quid’ scheme.</p>	<p>Super-Curricular: Use your own time to create your own music compositions – use the facilities in the music department or investigate music making apps on your phone or tablet</p>	<p>Super-Curricular: Look up www.musictheory.net to improve your understanding of notation</p>	<p>Super-Curricular: Use YouTube to listen to African drumming pieces Look up www.musictheory.net to learn and further your understanding of rhythms</p>	<p>Super-Curricular: Watch a variety of car adverts (e.g. Honda) and analyse how or why music has been used. How effective do you think it is? Listen to your favourite singers – do they show good singing technique? Listen to a variety of singing styles on YouTube</p>	<p>Super-Curricular: Watch Gamelan music on YouTube Research gamelan music and Indonesian culture Research instruments that make up a gamelan</p>
<p>How can I revise in this subject? You will be given a log on to ‘Focus on Sound’ in Year 7. This resources has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during Year 7, but feel free to explore and deepen your musical understanding by yourself. Listen to your favourite music – try to describe and explain what is happening.</p>					

Please note: the order of the spring term will differ for some classes due to only one class set of West African drums being available.

Year 7 Curriculum map – How I can be a scholar in PHYSICAL EDUCATION

STRAND	Skills Knowledge and Understanding					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
Theory Content	Major Muscles: Quadriceps and Hamstrings <i>(location and how to stretch them)</i>	Major Muscles: Biceps and Triceps <i>(location and how to stretch them)</i>	Major Muscles: Abdominals and Glutes <i>(location and how to stretch them)</i>	Major Muscles: Pectoral & Trapezius <i>(location and how to stretch them)</i>	Major Muscles: Latissimus Dorsi & Deltoid <i>(location and how to stretch them)</i>	Major Muscles: Gastrocnemius & Tibialis Anterior <i>(location and how to stretch them)</i>
Health & Safety	Understand how to prepare for exercise (ie. correct PE kit for lessons, water bottle, medication, remove jewellery, hair)	In each activity block (e.g. Gymnastics, Swimming etc) understand how to assess and minimise the risks associated with the activity taking place and the learning area you are in (ie. swimming pool, gym, sports hall, astro, field, courts) To understand how and why we warm up specific to activity				
Leadership		To be able to warm up with a partner safely and effectively To lead part of a warm up (i.e.the stretches) specific to the activity			To be able to lead a small group warm-up specific to the activity	
Officiating	To learn to uphold and demonstrate the core values of sport (TREDS – Teamwork, Respect, Enjoyment, Discipline, Sportsmanship)				Take on the role of an official as part of team/group	Officiate a small sided/ game/conditioned practise
Evaluating & Improving Performance	To be able to identify ‘what went well’ (WWW) and ‘even better if’ (EBI) in a peer’s performance			To be able to take on a coaching role and suggest how to improve a weakness using technical language		
	Super Curricular: Join an extra-curricular club in or out of school and show resilience by attending regularly	Super Curricular: Research examples of TREDS by professional athletes e.g. Brownlee brothers showing Sportsmanship	Super Curricular: Keep an activity diary for two weeks and share this with your PE teacher. With their help, set yourself a goal.	Super Curricular: Watch a sporting event e.g. World Cup and identify the risks and hazards involved. How would you minimise them?	Super Curricular: Watch a match/game/event and focus on the official e.g. in a world Cup. What are their responsibilities? What qualities do they need? What challenges do they face?	Super Curricular: Complete the skills analysis worksheet (available on Learning Zone) Set a personal PE target for Yr8.

Year 7 PSHE Curriculum Map – How I can be a scholar in PSHE

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Transition and Safety</p> <p>How to manage the challenges of moving to a new school</p> <p>How to establish and manage friendships</p> <p>How to develop personal safety strategies and travel safety</p> <p>How to respond in an emergency</p>	<p>Developing skills and aspirations</p> <p>About a broad range of careers and the abilities and qualities required for different careers</p> <p>How to develop key skills such as communication, teamwork, problem solving and leadership</p> <p>How to identify future career aspirations, linked to interests and qualities</p>	<p>Diversity and Community</p> <p>About identity, rights and responsibilities</p> <p>About living in a diverse society</p> <p>What it means to be a good citizen</p> <p>How to challenge prejudice, stereotypes and discrimination</p> <p>How to support others</p>	<p>Health and Puberty</p> <p>How to make healthy lifestyle choices including diet, physical activity, dental health and sleep</p> <p>How to manage influences such as peer pressure and media advertising</p> <p>How to manage physical and emotional changes during puberty</p> <p>About personal hygiene</p>	<p>Building relationships</p> <p>How to develop self-worth</p> <p>How to recognise healthy/unhealthy relationships</p> <p>How to recognise and challenge media stereotypes</p> <p>About consent and relationship boundaries</p>	<p>Financial decision making</p> <p>How to make safe financial choices</p> <p>About saving, spending and budgeting</p> <p>How to manage risk-taking behaviour and understand the impact on financial footprint</p>
<p>Supporting websites for further information:</p> <p>https://www.brake.org.uk/get-involved/take-action/schools-and-families</p> <p>https://icould.com/</p> <p>https://www.sja.org.uk/get-involved/young-people/</p>		<p>Super Curricular:</p> <p>Whole day Citizenship Day Event</p>	<p>Supporting websites for further information:</p> <p>https://www.childline.org.uk/info-advice/</p> <p>https://amaze.org/</p> <p>https://natwest.mymoneysense.com/home/</p>		

Year 7 Curriculum map – How I can be a scholar in SCIENCE

Rotation 1 (September to December)		Rotation 2 (December to March)		Rotation 3 (March to July)	
<u>Antarctic Expedition</u> (Particles and Energy in Matter)	<u>Circus</u> (Forces and Motion)	<u>Olympics</u> (Cells and Respiration, Motion and Pressure)	<u>Treasure Island</u> (Pure and impure substances, Nutrition)	<u>Mars</u> (Atoms, elements and compounds, the periodic table, space physics)	<u>Allotment</u> (Plants, relationships within and ecosystem, acids and alkalis)
<ul style="list-style-type: none"> • Particles Solids, liquids and gases. The particle model. Changes of state. Cooling curves. Gas pressure. Diffusion. <ul style="list-style-type: none"> • Energy in Matter. Energy and temperature. Energy transfer by conduction, convection and radiation. <ul style="list-style-type: none"> • Investigative skills. Plan and carry out a fair test investigation using the terms, independent, dependent and control variable. Plot experimental data on a graph.	<ul style="list-style-type: none"> • Forces The unit of force Identify forces Draw force diagrams Hooke’s law Moments <ul style="list-style-type: none"> • Forces and Motion Describe the effects of forces on motion Calculate resultant force. <ul style="list-style-type: none"> • Investigative skills Plan and carry out a fair test investigation using the terms, independent, dependent and control variable. Plot experimental data on a graph. Interpret observations and data to draw conclusions. Identify relationships between variables.	<ul style="list-style-type: none"> • Cells Microscopes. Animal cells. Specialised cells. <ul style="list-style-type: none"> • Cells and Respiration Diffusion – movement of substances into and out of cells. Aerobic respiration. Anaerobic respiration. <ul style="list-style-type: none"> • Motion and Pressure Pressure. Calculating speed. Distance-Time graphs. <ul style="list-style-type: none"> • Investigative skills Convert units, appreciate size and scale. Plot experimental data on a graph.	<ul style="list-style-type: none"> • Pure and Impure Substances The terms “pure” and “mixture”. Filtration. Dissolving and solutions. Distillation. Chromatography. <ul style="list-style-type: none"> • Nutrition Energy balance. Balanced diet. Nutrient deficiencies – scurvy. <ul style="list-style-type: none"> • Investigative skills Planning and writing own method. Evaluation of a method identifying sources of error. Evaluation of data including the terms accurate and precise.	<ul style="list-style-type: none"> • Atoms, elements and compounds and the periodic table Metals and non-metals. Atoms and elements. Testing for oxygen and hydrogen. History of the periodic table. Making a compound. Symbol formulae for different compounds. <ul style="list-style-type: none"> • Space physics The solar system. Mass and weight. Our place in the universe Day and night The seasons <ul style="list-style-type: none"> • Investigative skills Development of scientific ideas over time. Interpret observations and data to draw conclusions	<ul style="list-style-type: none"> • Plants Plant cells Photosynthesis Plant reproduction. <ul style="list-style-type: none"> • Relationships within an ecosystem Food chains and webs. Interdependence. Bio-accumulation within the food chain. <ul style="list-style-type: none"> • Acids and alkalis The pH scale. Neutralisation. <ul style="list-style-type: none"> • Investigative skills Risk assessment. Evaluation of a method identifying sources of error. Evaluation of data including the terms repeatable and reproducible.

Super Curricular: Lots of articles, books and example of things to do will be appearing on the learning zone. To get you started here are some ideas...
 Look at the Bournemouth natural science society website – they have a programme of science and history events for young people up to the age of 12. Attend an event and write a short report on what you learnt.
 Google the “James Dyson Foundation Challenge Cards”. Try out some of the challenges – bring in a photo of your successes. Can you explain how it worked?
 Watch the Bournemouth Air show or visit the Bournemouth Aviation Museum near Bournemouth airport. When you get home, research fast jets. How does a jet engine work? Why do the pilots not pass out when carrying out manoeuvres?

How can I revise in this subject? You will borrow a CGP revision guide from the library. Before each test you will receive a revision list that will reference page numbers in your revision guide. BBC bitesize KS3 science is also an excellent resource with information, videos and quick quizzes. It can be found at the following web address:
<https://www.bbc.com/education/subjects/zng4d2p>

Year 7 Curriculum map: How I can be a scholar in SPANISH

I will be able to...					
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p><u>Content:</u></p> <ol style="list-style-type: none"> Basic instructions and key classroom language basic phonics in Spanish basic greetings and giving your name numbers 1-15 Day of the Dead celebrations-Coco film <p><u>Grammar:</u></p> <ol style="list-style-type: none"> understand word order use a variety of questions words (cómo, cuántos) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Ask and answer your age Numbers 15-31 Months of the year To ask and answer when your birthday is Christmas in Spain <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Understand the different phonic sounds in Spanish use a variety of question words (tienes) use the negative structure (I have not = no tengo) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> animals colours and description of animals opinions in Spanish: I like, I don't like Valentine's Day <p><u>Grammar:</u></p> <ol style="list-style-type: none"> understand word order understand adjective agreement use a variety of opinions (me gusta, no me gusta, me encanta,...) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Encanto film Describe the characters in the film (name, colour, personality) Describe your opinion about the characters <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use because (porque) use the 3rd person to describe others (se llama, es) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> food and drinks using the Hungry Caterpillar story Days of the week Develop my memory and confidence by retelling the story <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use of 3rd person (es, come) understand word order 	<p><u>Content:</u></p> <ol style="list-style-type: none"> different snacks and food Spanish food and tapas Spanish food taster lesson opinions on food and drinks order food in a café <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use a variety of opinions (me gusta, no me gusta, me encanta,...) learning ways of asking what would you like? (¿qué quieres/ te gustaría?)
<p>Super Curricular: Research numbers 1-31 in Spanish and find a song in the internet about it and learn it</p>	<p>Super Curricular: Research the Spanish royal family and write their names and ages in Spanish</p>	<p>Super curricular Research the following singers on YouTube. Shakira, Luis Fonsi, Enrique Iglesias. Listen to their music and say whether you like it or not in Spanish. Compare the different artists</p>	<p>Super curricular Research the Semana Santa in Spain and write notes about how it is celebrated in Sevilla and Barcelona</p>	<p>Super curricular Research the typical food or dishes from Spain and some Spanish speaking countries and find a recipe and prepare a dish</p>	<p>Super curricular Research the different typical dishes in the different Spanish speaking countries and point out if they have anything in common</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> Use www.quizlet.com to learn course vocabulary Search on Youtube any cartoons in Spanish- Peppa Pig, Ben and Holly (el pequeño reino de Ben y Holly) and try to make notes of the vocab you understand 					

Year 7 Curriculum map: How I can be a scholar in SPANISH

I will be able to...					
Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<p><u>Content:</u></p> <ol style="list-style-type: none"> Describing places and locations Saying what someone is like at the moment Saying what someone is like in general Saying what people have Saying what people do <p><u>Grammar:</u></p> <ol style="list-style-type: none"> ESTAR - estoy/estás/está for LOCATION adjective gender agreement SER - soy, eres, es for TRAITS TENER - tengo, tienes, tiene regular -ar verbs present tense 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Saying what people do and don't do Numbers and talking about more than one thing Saying what there is around you and describing it Talking about the location of things Describing a place Festive season and relations <p><u>Grammar:</u></p> <ol style="list-style-type: none"> negative 'no' hay, plural nouns with -s definite article in singular and plural (el/la/los/las) DAR - doy, das, da; QUERER - quiero, quieres, quiere 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Talking about family Describing what exists and what places have Work with a challenging text Asking and answering questions <p><u>Grammar:</u></p> <ol style="list-style-type: none"> tenemos, tienen HACER - hago/haces/hace question words: cuándo, cuánto(s), cuál(es), quién(es) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Talking about what you do with other people Describing what people can/ are able to do Describing what people must (vs can and want to) do Places and locations Saying what people are like today vs in general <p><u>Grammar:</u></p> <ol style="list-style-type: none"> regular ar verbs: 3rd person plural PRESENT tense DEBER - debo/debes/debe + infinitive PODER - puedo/puedes/puede estamos, están for LOCATION somos, son, estamos, están for STATE/MOOD versus TRAITS 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Describing activities (travel) Describing what people do Work with challenging text <p><u>Grammar:</u></p> <ol style="list-style-type: none"> regular ar verbs: 3rd person plural PRESENT tense regular -er and -ir verbs regular -er and -ir verbs: 1st person singular (-o), 2nd person (-es) regular -er and -ir verbs: 3rd person plural PRESENT (-en) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Describing people and possessions Describing when and where people go Describing future plans Work with challenging text <p><u>Grammar:</u></p> <ol style="list-style-type: none"> mi vs mis; tu vs tus IR (to go, going) - voy / vas / va / a (present); al vs a la vamos a + infinitive to express future
<p>Super Curricular: Research geographical information (capitals, borders, mountains) on South American countries.</p>	<p>Super Curricular: Research the Day of the Dead festival and write a description of what happens and where it happens.</p>	<p>Super curricular Research about Christmas traditions in Spain and other South American countries, compare them to the traditions in the UK.</p>	<p>Super curricular Research the following sport personalities on YouTube. Lionel Messi, Sofia Mulanovich, Caterine Ibarguen, Garbiñe Muguruza, Pedro Martínez. Find out where they are from, the sport they are famous and achievements.</p>	<p>Super curricular Research any festivals in Spain and South America, pick 2 of them and create a power point with your findings</p>	<p>Super curricular Search for some cartoons on Youtube, but with 'en español' in the search bar. Eg Peppa Pig, Ben 10, Dora. See what you can understand and look up any new words.</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> Follow the links to the key vocabulary and structures shared by your teacher every week through Teams Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/spanish-for-children/ 					

Year 7&8 Super Curriculum map – How I can be a scholar in TECHNOLOGY

Skills Knowledge and Understanding					
HOSPITALITY & CATERING	GRAPHICS	ENGINEERING	RESISTANT MATERIALS	TEXTILES	FOOD & NUTRITION
<p>To be able to follow a recipe in order to prepare and cook restaurant quality meals; Making Skills Effective and safe use of kitchen utensils and equipment Selecting and adapting dishes to increase skills and techniques including;</p> <ul style="list-style-type: none"> Hygienic, safe and correct cutting techniques – bridge and claw using paring knives on correct chopping boards Use of hand-held blenders and food processors (some) Clearing away effectively with washing and drying up hygienically Consideration for presentation, decorative finish / garnish applied <p>Developing Knowledge & understanding</p> <ul style="list-style-type: none"> Hygienic storage and practices Equipment and utensils The roles in the kitchen in Catering – kitchen brigade and chef uniform Recognising how trends and environmental factors can affect Hospitality and Catering Common food allergens and labelling requirements by law Types of menus, venues, and settings in HC Sustainable design – Reduce, Reuse, Recycle Maths – measuring and weighing / Interpreting data in a sensory analysis 	<p>To be able to use equipment to develop hand drawing techniques: Construction lines to help develop neat and accurate lettering, logo designs and drawings. Apply isometric and single point perspective. drawing techniques to produce 3D drawings. Use sketching as a developing tool prior to working digitally. *Typography work sheet looking decorative fonts and experimenting with emotive words. *Producing a range of 3D drawings using both isometric and perspective techniques.</p> <p>To be able to use a range of different tools on TechSoft Design: Type tool to write words Use basic lines and shapes. Learn how to select to transform and edit lines. Do more complex tasks such as mirror, rotate and alter size. Add colour using the boundary fill tool. How to use the CAD software to operate CAM laser cut machine *Create a packaging net using TechSoft, CAD and CAM * Create logo on TechSoft Design using multiple layers and printed on the vinyl cutter</p> <p>To be able to produce design ideas with annotation and evaluation: Produce clear design ideas using the specification Understand the clients unique brand and how to select key information from the brief to inform design Use of appropriate client and theme research To annotate design ideas suggesting possible improvements. Work collaboratively to help progress and improve design. *Produce packaging product and logo design to the best of their ability. *Engage with a global brand and their ethical mission statement.</p>	<p>To be able to make an Aluminium casing and stand for a portable speaker using hand tools and machinery; Read and interpret engineered drawings Mark out accurately using a pencil and ruler onto card Mark with some accuracy using a pen and ruler on aluminium sheet Use centre punch effectively to mark hole position. Use a pillar drill safely and accurately Remove the bur from the drill holes Use the gabro (metal) guillotine for cutting Cross file and draw file aluminium sheet to smooth edges Remove the burr on edges of the aluminium sheet using a fine file Use wet and dry paper for smooth finish Use folding bars and jig to fold the aluminium sheet. Use hacksaw to cut aluminium rod Use a tap to create an internal thread in the rod Accurate and precise marking, cutting, drilling, smoothing using hand tools* Accurate and precise use of pillar drill*</p> <p>To be able to use soldering equipment for construction of a PCB portable speaker circuit. Identify and position correct components onto PCB Use Soldering equipment for speaker circuit and component assembly effectively Accurate and precise use of soldering equipment Limited prompts on safe working*</p> <p>To be able to assemble PCB and speaker components onto to the aluminium casing Assemble acrylic mounts onto speaker, PCB, casing. Care and attention to detail with final assembly* Demonstrate a good/ high level of independence throughout practical work*</p>	<p>To be able to produce design ideas; Use unfamiliar images to generate design ideas Sketch design ideas and apply the iterative process Annotate design ideas with basic comments to explain features to third parties and to suggest improvement and adaptation Annotate design ideas in a detailed way to explain features to third parties and to drive improvement and adaptation*</p> <p>To be able to apply different evaluative techniques to designing; Model to scale using card Model to scale, complex designs that show further adaptation and modification to the original intentions*</p> <p>To be able to make parts using tools and equipment; Identify and use a coping saw effectively Identify appropriately shaped hand files for their task Apply the techniques of cross and draw filing Apply quality control techniques to their making Identify and use wet and dry paper in the correct sequence Use the pedestal buffer safely Use the band facer safely Drill a hole on the pillar drill safely, applying correct clamping techniques Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</p>	<p>To be able to produce a doorstep that demonstrates an understanding of pattern and control over a variety of textile techniques. Identify different fabrics, their characteristics and their advantages and disadvantages. Understand about pattern and how shapes can be repeated, rotated and reflected to create repeating patterns. Be able to design patterns and apply designs to making. Understand the basic principles of colour mixing and colour theory and apply this knowledge to fabric painting samples. Demonstrate an understanding and level of skill using a range of textile techniques. e.g. Polytile printing onto fabric, Hand embroidery, Hand embroidery into Polytile print, Applique, Weaving, Shibori, Fabric painting, Batik. Use key terminology to evaluate your work and the process and techniques you have used. Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</p>	<p>To be able to prepare, cook and present food safely and hygienically in practical sessions; Prepare ready to cook considering personal hygiene and work area Weigh and measure both wet and dry ingredients Follow a step by step recipe or to adapt a recipe/use one of their own* Use a paring knife safely using the bridge and claw hold with precision and accuracy* Prepare fruit and vegetables for cooking – chopping, slicing and dicing Use all parts of the cooker – hob, grill and main oven Select and use equipment safely, including electrical equipment for higher level skills* e.g. food processor. Use different cooking methods – dry, wet and combination Prepare, shape and combine ingredients – making doughs To plan, prepare and cook a range of products using a range of skills independently* To be able to carry out planning, testing and evaluating food products; Write a time plans for a given recipe, including health and safety points Plan an experiment to help understand the function of ingredients Carry out Sensory testing of existing products as well as their own, using sensory word descriptors Evaluate their work using key terminology. To be able to suggest possible improvements to adapt the recipes for future reference*</p>
<p>Super Curricular <i>Practicing dishes at home.</i> <i>Doing background research and reading into types of local Hospitality and Catering venues and settings, as well as trends.</i> <i>To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></p>	<p>Super Curricular <i>Regular drawing practice.</i> <i>Cross-circular – apply the drawing techniques in other lessons... not just art.</i> <i>Science, maths, RM, Geography etc.</i> <i>Research and practice two-point perspective design. Spend time researching the background of LUSH; brand, socials, shop fronts/interiors and products.</i></p>	<p>Super Curricular <i>Make an electronic device at home.</i> <i>Take a broken device that no longer works, take it apart and fix it!</i> <i>Build using lego and challenge yourself to build something complex.</i></p>	<p>Super Curricular <i>Make things at home. Why not make a bird box, bug house or hedgehog house from scrap wood?</i> <i>Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'</i></p>	<p>Super Curricular Experiment with more complex stitches, use you tube tutorials to guide you. Combine techniques to create more complex outcomes. Investigate and explore other textile techniques that you could use.</p>	<p>Super Curricular <i>To practice recipes before lessons and modify to demonstrate creativity</i> <i>To practice using electrical equipment at home to demonstrate higher level skills.</i> <i>To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></p>

Year 7&8 Super Curriculum map – How I can be a scholar in TECHNOLOGY

How can I revise in this subject? As you rotate across the six different subjects of Technology during year 7&8 you will be assessed on 4 key areas for each; Designing, making, evaluating and knowledge and understanding. Assessment results will be marked onto the front of your technology folders to aid the tracking of improvement across subjects. Three of these assessments will be based on the work that you produce in lesson including your practical outcomes and therefore it is important that you consistently aim for your best each lesson. The end of project test will be used for your knowledge and understanding assessment and this will include questions that relate to the project you have been working on alongside information given to you on an A4 revision sheet. To revise for this you should practice and develop your revision techniques to learn as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.

Year 7&8 TEXTILES Curriculum Map – 12-week rotation – How I can be a scholar in TEXTILES

Half-term 1: (6 weeks)	Half-term 2:(6 weeks)
<p>Workshop 1: RECORDING</p> <p>Objective: Understand the key features that make successful bunting and be able to look for the formal elements of line and shape in different patterns, through observational drawing.</p> <ol style="list-style-type: none"> 1. issue booklets and folders and introduce the project. 2. fill in questions about bunting 3. 3 x drawings based on close up sections from patterns in natural forms sheet. <p>H/L 1: Research patterns and create a page of at least 10 images. Email to teacher or print or print at home to be stuck in to booklet.</p> <p>Ppt - 1. 7&8 lesson1+HL1 - q's & drawings</p> <p>Workshop 2: HAND EMBROIDERY</p> <p>Objective: To identify and use a range of different types of hand stitching.</p> <ol style="list-style-type: none"> 1. Learn stitches and basic sewing equipment, how to thread a needle and tie off etc. 2. Running stitch / back stitch / cross stitch / satin stitch 3. Ext – chain stitch / French knot / satin stitch a shape. 4. Present in booklet and write up. <p>Ppt - 2. 7&8 lesson2+HL1 - embroidery stitches</p> <p>Workshop 3: APPLIQUE</p> <p>Objective: To learn the process of applique using the embroidery stitches learnt last lesson.</p> <ol style="list-style-type: none"> 1. Applique demo. 2. Create applique sample using felt pieces and sew using back stitch or running stitch. 3. Present in booklet and write up. <p>H/L 2: Fabric hunt and fact file. Look for different Textile items around your house and take photographs of them and their labels (minimum 6). Then create a fact file of the textiles, showing the materials, properties and care.</p> <p>Ppt - 3. 7&8 lesson3 + HL2 - applique & care labels HL</p> <p>Workshop 4: FABRIC PAINTING, TIE DYE, BATIK</p> <p>Objective: To understand and use fabric painting and colour application, through wax resist, painting and tie dye.</p> <ol style="list-style-type: none"> 1. Demo – painting scales / tie dye / batik 2. A6 sample – colour scales and simple pattern using fabric paints – use bottle paints. 3. Tie fabric using bands – name in biro – place in dye colour of choice. 4. Batik sample – draw design on paper in black pen and trace over on fabric using the wax. Paint using the dye palettes. <p>Ppt - 4. 7&8 lesson4 - fabric painting</p> <p>Workshop 5: POLYTILE PRINTING</p> <p>Objective: To safely use the iron to remove wax from batik and flatten tie dye samples.</p> <p>To understand how to create a repeating design</p> <ol style="list-style-type: none"> 1. Complete batik sample by ironing off the wax – demo 2. Iron tie dye sample – use water spray to flatten - demo 3. Stick in 3 x samples – paint / tie dye / batik 4. Complete what is a repeat pattern page in booklets 5. Complete designing a repeat pattern page 6. Ext – make polytile ready for printing next lesson. <p>H/L 3: Next week you will be set a test on Teams to assess your knowledge and understanding. Use the double-sided sheet given by your teacher to help you revise.</p>	<p>Workshop 7: MAKING</p> <p>Objective: To review and complete your 6 design ideas. And start working on creating your bunting using all of the techniques you have learnt, demonstrating your understanding of how pattern can be used to create bunting designs.</p> <ol style="list-style-type: none"> 1. Check test score and record the flight path grade for Knowledge and Understanding on your booklets and in planners. 2. Review all the techniques you have tried so far and how they could be combined to make bunting flags 3. Complete flag designs in colour and annotated x 6 4. Begin making bunting flags using the templates. <p>Ppt - 7. 7&8 lesson7 - deigning bunting</p> <p>Workshop 8: PRESENT, DESIGNING & MAKING</p> <p>Objective: Complete designing and planning your bunting pieces and begin making.</p> <ol style="list-style-type: none"> 1. complete designing – in colour and annotated 2. booklet all up to date 3. Making bunting – combining techniques – think about layering and what needs to be done first – e.g. tie dyeing backgrounds to work into later. <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop 9: PRESENT/MAKING</p> <p>Objective: Using the techniques learnt, continue to make bunting, following your designs and plans.</p> <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop 10: PRESENT/MAKING</p> <p>Objective: Continue to develop your bunting using a variety of textile techniques. Work into your bunting pieces to add further detail with skills such as hand stitching.</p> <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop 11: PRESENT/ MAKING</p> <p>Objective: Review of what needs to be completed and refined so that the Bunting can be completed and reviewed during this week and next</p> <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop12: PRESENT, PUTTING TOGETHER FINAL STRING OF BUNTING, EVALUATING</p> <p>Objective: Last Week – Completion of Bunting - review and evaluate work completed.</p> <ol style="list-style-type: none"> 1. No wet work today 2. Complete 6 flags and cut out using pinking shears 3. Bring work to teacher to be stapled onto bunting tape 4. Complete booklet and evaluation 5. Bunting can be taken home. <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>ROTATE TO NEW TECHNOLOGY</p>

Year 7&8 TEXTILES Curriculum Map – 12-week rotation – How I can be a scholar in TEXTILES

Ppt 5. 7&8 lesson5 + HL3 - polytile printing & revision HL

Workshop 6: DESIGNING

Objective: To understand how to create a repeat print and the process of printing.

1. Make polytile with deep lines using a biro.
2. Polytile printing demo – create a repeating pattern filling A6 sample piece.
3. Ensure booklet is fully up to date
4. Begin designing bunting flags – colour and annotate.

[H/L 4: Test – complete the test set on Teams – 20 multiple choice questions – grades on ppt.](#)

Ppt - 6. 7&8 lesson6 - polytile printing and designing

Super Curricular:

- Devise and complete your own DIRT tasks to improve your sketchbook work
- Produce independent study pages where you explore relevant and additional artists
- Research fashion designers who are inspired by pattern. Will you be inspired too?

Look around you and find patterns which you can photograph. These could be natural or man-made, form inside or outside of your home, close up or wide angle. Patterns are everywhere.