

# Year 7

**Teachers:** George Chatfield, Barry Pearce and Chris Devaney

Year 7 pupils are educated within the Rowan building in a primary school mode (one classroom teacher who delivers the majority of the curriculum). The purpose of the year 7 curriculum is to create a structured transition for students by providing familiarity with the new environment and ethos that will continue into the main school (year 8).

## Schemes of work:

|                | Autumn One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>English</b> | <p><b>Example focuses</b><br/> Fiction- traditional tales and alternative traditional tales, incorporating ghost stories<br/> Non-fiction – labels, lists and captions<br/> Poetry – playing with words</p> <p>Reading objectives focus<br/> Identify the features different text type<br/> Comment on obvious features of language</p> <p>Writing<br/> Accurate use of punctuation<br/> Make simple connections between ideas (use of nouns and pronouns)</p> <p><b>Speaking and Listening</b><br/> Share thoughts and opinions with another person/the group.<br/> Read part of a text to a staff member.<br/> Answer verbal questions.<br/> Listen to other people speak.</p> | <p><b>Example focuses</b><br/> Fiction- Myths and legends e.g. King Arthur, Minotaur<br/> Non-fiction – alphabetical order, index, letter writing</p> <p>Reading objectives focus<br/> Identify a few basic features of well know stories (good and bad characters)<br/> Make reasonable inference at a basic level</p> <p>Writing<br/> Accurate use of punctuation<br/> Use a range of sentence starters<br/> Sentence structures formed by chaining clauses together e.g. used ‘and’</p> <p><b>Speaking and Listening</b><br/> Share thoughts and opinions with another person/the group on different topics.<br/> Read part of a text to a staff member.<br/> Answer verbal questions and give some reasoning.<br/> Listen to other people speak.</p> | <p><b>Example focuses</b><br/> Fiction<br/> Longer narrative Spiderwick<br/> Non Fiction<br/> Reviews, diary entry</p> <p>Reading objectives focus<br/> Identify interests within a text<br/> Simple points of from familiar text recalled</p> <p>Writing<br/> Accurate use of punctuation<br/> Ideas put into an appropriate order e.g. actions listed in sequence<br/> Correct use of past and present</p> <p><b>Speaking and Listening</b><br/> Share thoughts and opinions with another person/the group on different topics.<br/> Read part of a text to a staff member.<br/> Answer verbal questions and give some reasoning. <ul style="list-style-type: none"> <li>Listen to other people speak.</li> </ul> </p> | <p><b>Example focuses</b><br/> Fiction<br/> Superheroes<br/> Longer narrative text, e.g. Harry Potter<br/> Non Fiction<br/> Newspaper reports<br/> Reading objectives focus<br/> Question the meanings of part of a text e.g. changes in font style<br/> Make comments about preferences</p> <p>Writing<br/> Accurate use of punctuation<br/> Some basic purpose established, e.g. main features of a report<br/> Some adventurous word choices</p> <p><b>Speaking and Listening</b><br/> Respond to discussion prompts and listen to others.<br/> Read part of a text to a staff member.<br/> Answer verbal questions and give some reasoning.<br/> Listen to other people speak.</p> | <p><b>Example focuses</b><br/> Fiction<br/> Longer narrative, e.g. The one and only Ivan<br/> Non Fiction<br/> Non chronological reports<br/> Poetry<br/> Riddles (what am I?)<br/> Reading objectives focus<br/> Show an awareness of authors view point<br/> Awareness that books are set in different times and places<br/> Use fluency and expression when reading</p> <p>Writing<br/> Accurate use of punctuation<br/> Some descriptive language used.<br/> Opening and closing signalled</p> <p><b>Speaking and Listening</b><br/> Contribute to small group discussions.<br/> Read part of a text to a staff member.<br/> Answer verbal questions and give reasoning.<br/> Listen to other people speak.</p> | <p><b>Example focuses</b><br/> Fiction<br/> Longer narrative, e.g. The one and only Ivan<br/> Non Fiction<br/> Persuasive text, recounts</p> <p>Reading objectives focus<br/> Identify patterns of language<br/> Develop a clear idea of where to look for information</p> <p>Writing<br/> Accurate use of punctuation<br/> Information and ideas conveyed through appropriate word choices.<br/> Show awareness of the purpose for the reader</p> <p><b>Speaking and Listening</b><br/> Contribute to group discussions.<br/> Read part of a text to a staff member.<br/> Answer verbal questions and give reasoning.<br/> Listen to other people speak.</p> |

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| <b>Maths</b> | <b>Number-Calculating and place value</b> <ul style="list-style-type: none"> <li>Place value</li> <li>To use &lt; and &gt; to compare numbers</li> <li>Number lines</li> <li>Rounding</li> <li>4 operations</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Digit/ones</li> <li>Tens</li> <li>Hundred</li> <li>Thousands</li> <li>Placeholder</li> <li>Partitioning</li> <li>Nearest</li> <li>Multiplication</li> <li>Division</li> <li>Addition</li> <li>Subtraction</li> <li>Greater than</li> <li>Less than</li> <li>Equal to</li> <li>Negative</li> </ul> | <b>Geometry and Measure 1- Mensuration</b> <ul style="list-style-type: none"> <li>Calendars</li> <li>Time</li> <li>Money</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Months</li> <li>Days</li> <li>Weeks</li> <li>Hours</li> <li>minutes</li> <li>Seconds</li> <li>12 hour clock</li> <li>24 hour clock</li> <li>Analogue</li> <li>Digital</li> <li>Yeas (inc leap)</li> <li>Pound</li> <li>Pence</li> </ul> <b>Geometry and Measure- menstartion</b> <ul style="list-style-type: none"> <li>Measuring</li> <li>Perimeter</li> </ul> <b>Key Vocabulary</b> <ul style="list-style-type: none"> <li>Centimetre</li> <li>Millimetre</li> <li>Perimeter</li> <li>Area</li> <li>Square centimetre</li> <li>Length</li> <li>Width</li> </ul> | <b>Number – Properties of number</b> <ul style="list-style-type: none"> <li>Multiples</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Times table</li> <li>Multiple</li> </ul> <b>Algebra 2- Functions, coordinates and graphs</b> <ul style="list-style-type: none"> <li>Coordinates</li> </ul> <b>Key Vocabulary</b> <ul style="list-style-type: none"> <li>Axes</li> <li>Coordinate</li> </ul> <b>Geometry and Measure- geometrical reasoning</b> <ul style="list-style-type: none"> <li>Angles (different types)</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Angle</li> <li>Degrees</li> <li>Acute</li> <li>Right angle</li> <li>Obtuse</li> <li>straight</li> <li>Reflex</li> </ul> | <b>Geometry and measure – Constructions</b> <ul style="list-style-type: none"> <li>2D shapes</li> </ul> <b>Key Vocabulary</b> <ul style="list-style-type: none"> <li>Shape</li> <li>Circle</li> <li>Semi-circle</li> <li>Triangle</li> <li>Square</li> <li>Rectangle</li> <li>Pentagon</li> <li>Hexagon</li> <li>Octagon</li> <li>Heptagon</li> <li>Parallelogram</li> <li>Rhombus</li> </ul> <b>Algebra -Sequences</b> <ul style="list-style-type: none"> <li>Missing numbers in simple calculations</li> <li>Function machines</li> <li>Continuing a sequence</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Sequence</li> <li>Unknown number</li> <li>Position</li> <li>Difference</li> <li>Input</li> <li>Output</li> <li>Inverse</li> </ul> | <b>Number- Fractions, Decimals Percentages</b> <ul style="list-style-type: none"> <li>Reading decimal scales</li> <li>Mixed numbers</li> <li>Introduction to fractions</li> </ul> <b>Key Vocabulary</b> <ul style="list-style-type: none"> <li>Mixed number</li> <li>Decimal</li> <li>Decimal point</li> <li>Fraction</li> </ul> <b>Extension Topic- Probability</b> <ul style="list-style-type: none"> <li>Probability scale</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Chance</li> <li>Likely/unlikely</li> <li>Probability scale</li> </ul> | <b>Geometry and Measure - Transformations</b> <ul style="list-style-type: none"> <li>Reflection</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Mirror line</li> <li>Reflect</li> <li>Reflection</li> <li>Line of symmetry</li> </ul> <b>Handling data- Interpreting and representing data</b> <ul style="list-style-type: none"> <li>Interpret/draw pictographs and bar charts</li> <li>Use a tally chart</li> <li>Interpret data</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>Questionnaire</li> <li>Data</li> <li>Information</li> <li>Tally</li> <li>Chart</li> <li>Pictogram</li> <li>Bar chart</li> <li>Frequency</li> </ul> |
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In year 7 pupils study humanities during their theme lessons, which is a double lesson of two 40 minute lessons. This is taught in a carousel style which include.

#### History

Our Year 7 history curriculum provides a platform to enrich children's awareness of the past and develop their historical consciousness. Our curriculum builds on pupils' understanding of British and local history, looking at the influence that Britain had on the wider world, and how the wider world has influenced Britain.

Pupils start Year 7 with a module designed to establish the core skills required to successfully study KS3 History. This unit, called "Local History" looks at areas such as source analysis, chronology, change and continuity and significance. In the Spring term, pupils will study Britain before 1066 with a focus on Roman Britain. Pupils will then study changes in Britain and look at Britain through time focusing on pre war and post war Britain era.

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| <b>History</b> | <b>Local Study: Hull</b> <ul style="list-style-type: none"> <li>How has Hull changed over time? (key events)</li> <li>Timeline of key events in Hull's history (12<sup>th</sup> century to now)</li> <li>Key historical figures from Hull (Clive Sullivan)</li> <li>Similarities and differences between old Hull and new Hull</li> </ul> | <b>Roman Empire</b> <ul style="list-style-type: none"> <li>Rome (life in Ancient Rome)</li> <li>Invaders (life as a soldier in the roman army)</li> <li>The Roman Empire and its impact on Britain (What the romans did for us)</li> <li>Emperors (who was in charge and what did they do?)</li> </ul> | <b>Changes in Britain</b> <ul style="list-style-type: none"> <li>The 1920s and 30s (childhood and leisure time)</li> <li>Post war Britain (immigration and the wind rush generation)</li> <li>The 1960s (fashion and culture)</li> <li>The 21<sup>st</sup> century (big changes in a short period of time)</li> </ul> |
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**Year 7 Geography starts with a unit called 'Where on earth am I', which introduces pupils to map skills and fieldwork, based around the local area and the UK. Pupils will look at the different types of geography, and locate land and seas around the world. This is followed by a unit on**

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| <b>Geography</b> | <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>Locate world countries, continents, oceans and seas (basic map skills)</li> <li>Identify the position of significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere</li> <li>Name and locate countries and cities of the UK</li> <li>Identify some human and physical characteristics (hills, mountains, coasts and rivers)</li> </ul><br><b>Place knowledge- Hull</b> <ul style="list-style-type: none"> <li>Local area maps- aerial and street view (comparing maps)</li> <li>Human and physical features of local area</li> <li>Ordnance survey symbols and co-ordinates on a map.</li> </ul><br><b>Fieldwork focus</b> <ul style="list-style-type: none"> <li>Use basic geographical terms.</li> <li>4 points of a compass</li> <li>Map Reading (including scale, symbol and keys)</li> </ul> | <b>Weather and climate</b> <ul style="list-style-type: none"> <li>Difference between weather and climate</li> <li>Measuring and recording weather</li> <li>Impacts of weather</li> <li>Global climate</li> <li>Polar and hot desert environment</li> <li>Climate change Factors that affect both climate and weather</li> <li>How weather affects ecosystems</li> </ul><br><b>Field work Focus</b> <ul style="list-style-type: none"> <li>8 points of a compass</li> <li>Use of a thermometer</li> <li>Exploring microclimates</li> </ul> | <b>Coastlines</b> <ul style="list-style-type: none"> <li>Why are coastline important</li> <li>Coastlines around the country- why do they vary.</li> <li>Characteristics of waves and tides</li> <li>Erosion/ Weathering</li> <li>Longshore drift</li> <li>Comparison of Hull to a coastal resort</li> <li>What does the future hold?</li> </ul><br><b>Fieldwork focus</b> <ul style="list-style-type: none"> <li>Can discuss issues that affect them and others.</li> <li>Appropriate use of vocabulary.</li> <li>Can identify physical coastal landforms.</li> <li>Can identify basic links between the human and physical word.</li> </ul> |
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| RE                | <b>Religion all around us (social sciences)</b> <ul style="list-style-type: none"><li>How do people express their beliefs? (identify symbols and artefacts from two different faiths and explain how these help members express their beliefs)</li><li>How do religious values provide rules for living? (compare values and beliefs from two different faiths; describe the impact of beliefs, values and rules)</li><li>What motivates people to get involved in different causes? (explain the values that motivate a response to a cause, explain sacrifices made to improve the lives of others)</li></ul> | <b>Christianity</b> <ul style="list-style-type: none"><li>Jesus (Why is Jesus important?)</li><li>Story of Christianity (where, why and how did Christianity begin?)</li><li>Nativity and advent (What are the traditions around Christmas and why do we have them?)</li></ul> | <b>Rights and responsibilities</b> <ul style="list-style-type: none"><li>Democracy (UK political parties, government responsibilities why democracy is important)</li><li>Respect and tolerance (what does diversity look like in Britain?)</li><li>Rule of law (What is it, and why does it matter?)</li><li>Individual liberty (including freedom, responsibility and accountability)</li></ul> | <b>Hinduism</b> <ul style="list-style-type: none"><li>Beliefs and practices of Hinduism (The 10 disciplines)</li><li>Hindu Holy texts (Hindu sacred texts and worldview)</li><li>Gods in Hinduism (their qualities and how they are worshipped)</li></ul> | <b>Philosophy</b> <ul style="list-style-type: none"><li>Origins of the universe (How did the universe begin?)</li><li>The environment and conservation (Why is it important to look after the earth?)</li><li>What is the meaning of justice and freedom? (what is justice and why do we need it?)</li><li>Peace and conflict (why do wars start and end?)</li></ul> | <b>Islam (3)</b> <ul style="list-style-type: none"><li>Islamic holy texts (What is the Qur’an?)</li><li>The Five pillars of Islam (What are they and why do they matter?)</li><li>Principles of Islam (how do Muslims live their lives?)</li></ul> |
| Outdoor education | Outdoor education in year 7 consist of planned trips within the local region to various places of interest. The rationale is to provide pupil with experiences they may not have had, boost self-esteem, increase motivation and develop personal interests.                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                    |
|                   | <b>Local Area Trips</b> <ul style="list-style-type: none"><li>An introduction to social skills in the community to learn good citizenship.</li></ul><br><b>Outdoor Activities</b> <ul style="list-style-type: none"><li>An introduction to a variety of outdoor activities to foster interest, develop skills and increase resilience.</li></ul>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                | <b>Woodland Games</b> <ul style="list-style-type: none"><li>Focus around teamwork and having fun outdoors.</li></ul><br><b>Climbing</b> <ul style="list-style-type: none"><li>An introduction to climbing, a visit to a local bouldering centre and a roped session at an outdoor wall.</li></ul>                                                                                                 |                                                                                                                                                                                                                                                           | <b>Navigation</b> <ul style="list-style-type: none"><li>Introducing pupils to maps and other tools used for navigation.</li></ul>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |

- For Science, Art, ICT (including online safety), Design Technology (including food), PSHE please refer to subject specific overviews