

Curriculum at Catshill Middle School

Year 7

Be Kind, Be Safe, Be Respectful, Be Ready

Autumn Term 2023

| Subject | Curriculum Overview |
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| English | <i>Learners explore what makes an effective science fiction text before creating their own descriptive piece. They study a range of poetry from different cultures and begin to compare and make links when analysing. Opportunities to develop learners' reading as well as their understanding and use of grammar, punctuation and spelling are planned in each learning sequence.</i> |
| Maths | <i>Pupils focus on numbers, calculation and geometry. They study the ordering of numbers, place value and calculations involving brackets. In geometry, they compare and classify shapes according to their properties and learn how to find unknown angles.</i> |
| Science | <i>Learners study the particle model and how to separate materials. They move on to learn about organs and cells of the body before investigating forces.</i> |
| Art | <i>Artists explore the movement 'Pop Art' whilst learning and refining skills such as colour mixing, painting techniques and typography before presenting a final piece they have designed and planned of a Pop Art style everyday object.</i> |
| Computing | <i>Pupils will study how to use spreadsheets to perform data modelling, focusing on the use of formulae and charting. Pupils will further develop their understanding of networks and how computers communicate.</i> |
| Design & Technology | <i>In textiles, pupils will be researching, designing and making their own display bunting to celebrate the schools 85th anniversary. Learning how to control a sewing machine and add detail with embroidery and hand stitching techniques.</i> |
| Spanish | <i>Pupils revisit key Spanish phonetic sounds and build their vocabulary through the 'my school life' topic. Pupils will learn how to express likes and dislikes in Spanish in relation to school life. Learners will build on their learning of the present tense and learn to make comparisons in Spanish. Pupils will compare their school life to that of a child in a Spanish speaking country.</i> |
| Geography | <i>Learners practise the basic geographical skills required for KS3 & 4. They explore how maps connect us to people and places across the globe. They learn about scales, grid references, OS symbols and compass points and compare different types of maps. Next, learners explore the Middle East, looking at how history has shaped this varied region. Learners study the region's climate and look at its human and physical geography. We assess the challenges facing the Middle East as it moves away from its reliance on oil, the Syrian civil war and the Qatar World Cup.</i> |
| History | <i>Learners practise basic historical skills and investigate the impact of the Norman Conquest. They move on to consider how powerful religion was in medieval England and explore the impact of key events of the First Crusade through a variety of sources.</i> |
| Life Skills | <i>Pupils study age appropriate materials to study the topic 'Being me in my World' and further consider 'Who am I and how do I fit?' They then study the topic 'Celebrating Difference'.</i> |
| VIEW | <i>Learners will explore a variety of topics including: health and welling, British values and diversity, community matters and careers.</i> |
| Music | <i>Learners revise how the interrelated dimensions of music (dynamics, tempo, texture, timbre, structure, pitch, and duration) combine to create an overall effect, and create a graphic score piece in response to Peter Grimes by Benjamin Britten. Learners move onto using Western rhythmic notation through the study of the renowned junk percussion group STOMP, composing and performing their own rhythmic STOMP music.</i> |
| PE | <i>Pupils begin to use a range of tactics and strategies to overcome opponents in direct competition whilst playing games (e.g. football, netball, rugby and basketball). They become more competent and confident in their skill execution across different games.</i> |
| RE | <i>Pupils study the art of formal debating so they can use these skills as they move forward in life. They will then explore what it is like to be a teenager who is a Jew in the UK. They compare this experience with their own experiences.</i> |

Spring Term 2024

| Subject | Curriculum Overview |
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| English | <i>Learners undertake a novel study, identifying the effectiveness of a narrative including plot, structure and author style. They are introduced to a work by Shakespeare and learn about key contextual information before exploring the features of a script. Opportunities to develop learners' reading as well as their understanding and use of grammar, punctuation and spelling are planned in each learning sequence.</i> |
| Maths | <i>Pupils use algebraic notation, simplifying & manipulating expressions and solving linear equations. They use standard units of measurement including decimal quantities. They study ratio and proportion, learning to solve problems involving percentage change and investigate the properties of 3D shapes and their construction.</i> |
| Science | <i>Learners undertake research into the Earth and Solar System before studying rock types and cycles. They investigate different forms of energy and complete the term with learning on metals, non-metals, acids and alkalis.</i> |
| Art | <i>Artists will explore the art movement 'Cubism' and their different way of seeing the world and the reason for it focusing on the artist Picasso. They will explore how to break down an object and abstract it through art; creating artworks that use different materials to represent the formal elements.</i> |
| Computing | <i>Pupils will learn how to use blocks of code to write code in various applications to move sprites around the screen and to make things happen. Pupils will design and create an application based on a given design brief and with a particular audience being considered.</i> |
| Design & Technology | <i>Pupils will develop CAD design skills to create a solar keyring. They will follow instructions to assemble and solder a solar powered keyring. Following a design brief pupils undertake research and learn how to use a variety of workshop tools safely and accurately to create a skills board showcasing the samples they have created. They develop orthographic and isometric drawing skills and evaluate the success of their skills.</i> |
| Spanish | <i>Pupils will learn to talk about the solar system in Spanish and the world which we live in. They will look at continents, biomes and how different areas of the world vary- they will learn to discuss these in Spanish. They will consolidate their knowledge of present tense verbs and adjectival agreement. They will research animals which originate from Spanish speaking countries.</i> |
| Geography | <i>After finishing our studies on the Middle East, learners look at the world's key resources analysing how our growing population is putting some resources under serious pressure while reviewing how resources are shared across the world and the impacts a lack of resources can have on someone. To enhance the global understanding, learners study Tanzania and the schemes to help improve food security assessing their effectiveness.</i> |
| History | <i>Pupils explore the daily lives of Medieval people and evaluate the impact of religious and political change and conflict in the Early Modern Period. They will evaluate to what extent the Elizabethan Era was a 'golden age' of culture in England.</i> |
| Life Skills VIEW | <i>Pupils study age appropriate materials to study the topics 'Dreams and Goals' and 'Healthy Me' Learners will explore a variety of topics including: health and welling, British values and diversity, community matters and careers.</i> |
| Music | <i>Learners focus on keyboard playing, studying correct techniques, melodic playing, phrasing, staff notation and chords, moving up levels at their own pace.</i> |
| PE | <i>Pupils learn to analyse their performance in dance, health related fitness and games. Pupils will perform using advanced dance techniques with a range of styles.</i> |
| RE | <i>Pupils explore what it is like to be a Muslim or Sikh teenager in the UK and compare these beliefs with their own and other views.</i> |

Summer Term 2024

| Subject | Curriculum Overview |
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| English | <i>Learners undertake a study of speeches of power and protest. They study a range of non-fiction texts from significant speeches and individuals and consider the impact on the audience and society. Opportunities to write persuasively and to explore what makes an effective non-fiction text are at the centre of this term's work. Learners will develop their reading as well as their understanding and use of grammar, punctuation and spelling in each learning sequence.</i> |
| Maths | <i>Pupils solve linear equations and learn to work with co-ordinate in all four quadrants. They interpret and construct tables, charts and diagrams in addition to analysing data sets. They use ratio notation and make use of standard mathematical formulae.</i> |
| Science | <i>Pupils investigate variation and interdependence between organisms, learning how to use keys. They then learn about the process of reproduction in both plants and animals, including humans. Learners then consider hearing and sight, learning the properties of sound and light before completing a unit on electrical circuits.</i> |
| Art | <i>Artists look at the art movement 'Impressionism' building on skills previously learnt to refine their painting skills and explore the subject of still life. They will learn impressionism painting techniques and how to create different tones with watercolours. They will create an artist copy and response inspired by the Impressionist artist Claude Monet.</i> |
| Computing | <i>Pupils will learn how to create websites by writing raw code. Pupils will further their understanding of good web design and use this knowledge when coding their own pages using html code and cascading style sheets (CSS).</i> |
| Design & Technology | <i>Pupils are taught how to use the hob, oven and grill safely and learn how to prepare a variety of ingredients. They learn to follow recipes and combine ingredients to make savoury and sweet products.</i> |
| Spanish | <i>Pupils expand their vocabulary through our topic 'My house'. Pupils learn to talk about where they live and their likes and dislikes about their house. They will develop their grammatical knowledge to conjugate independently the conditional tense, using it alongside the present tense to describe their dream home. They will compare typical Spanish towns and houses and how they vary to how we live in the UK.</i> |
| Geography | <i>Pupils finish the year studying China. They study the country's physical, human and environmental geography and compare this to the UK. Learners look at the One Child Policy, why this was brought in and the long term challenges facing China that it has caused.</i> |
| History | <i>Pupils study key changes to the world in the 16th and 17th centuries including the impact of exploration and conquest, why the English fought each other during the civil war and look at the wider world to judge who was the greatest Mughal emperor.</i> |
| Life Skills VIEW | <i>Pupils study age appropriate materials to study the topics 'Changing Me' and 'Relationships' Learners explore a variety of topics including: health and welling, British values and diversity, community matters and careers.</i> |
| Music | <i>Learners explore film music, looking at how music can influence mood and meaning on screen. They practise their notation skills reading and composing leitmotifs, and explore diegetic and non-diegetic sounds and Mickey Mousing. They move on to study Sea Shanties, exploring their history, tradition and function, playing major and minor chordal accompaniments and composing their own Shanty-inspired melody.</i> |
| PE | <i>Pupils analyse their performances in a range of athletic activities, including sprinting, long distance running, hurdles, jumping and throwing. They practise strategies to overcome opponents in cricket and rounders.</i> |
| RE | <i>Pupils explore what it is like to be a Buddhist teenager in the UK. Pupils explore the idea of selling religious buildings to support those who are in poverty. Different groups and their charitable work are explored.</i> |