

# Silverdale Year 7 curriculum

<u>Art and Design</u>	<u>Computer Science</u>	<u>D&amp;T core</u> <u>D&amp;T enhanced</u>	<u>Drama</u>	<u>English</u> <u>Y7 texts</u>
<u>French</u>	<u>Geography</u>	<u>History</u>	<u>Maths</u>	<u>Music</u>
<u>PE</u>	<u>PSHE</u>	<u>RE</u>	<u>Science -</u> <u>Biology</u>	<u>Science -</u> <u>Chemistry</u>
<u>Science</u> <u>Physics</u>	<u>Reading</u>			

# Y7 Art Learning Map

*How to be an artist*

## *Use of Formal elements*

Line      Tone  
Form      Colour  
Texture    Pattern  
Movement   Composition  
Mixed Media

## *Have ideas and Ambition*

Own ideas    Imagination  
Confidence   Expression  
Reflection   Creativity  
Make mistakes   Risk taking  
Artist influence

## *Make Marks*

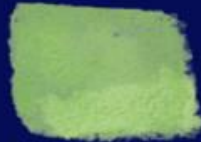
Exploring    Expression  
Movement    Range  
Experimenting   Using tools  
Mixed media    Make mistakes  
Risk taking

## *Observe*

Look      View  
Coping    Recording  
Interpret   Understand  
Reviewing   Analyse  
Artist Influence

## *Compose*

Ideas      Imagination  
Design    Layout  
Structure   Creativity  
Risk Taking   Expression  
Artist Influence



## *Introducing the Formal Elements of Art - Animals*

September to November

Drawing

Learn about line, tone,  
form, colour, pattern  
and texture

Drawing skills

## *Robots and illustration*

November to December

Colour and composition

Designing robots and  
drawing in 3D

Painting and colour  
theory

## *Hot Air Balloons, Airships and Travel*

January to March

3D

Designing and creating  
a 3D hot air balloon

Papier Mache, craft &  
collage

## *Asian Landscapes and printing*

April to July

Print making

Composition, contours  
and process

Painting, drawing, mark  
making and printing



# Year 7 – Computer Science (2 hours)

Topic	Essential knowledge	Assessment	Links to resources
7.0: Introduction	Expectations for year 7 and the transition from Y6 and to Y8	n/a	<a href="#">Remote Login</a> <a href="#">Google Classroom</a> <a href="#">iDea Award</a>
7.1 : Digital Literacy	Log into school system; File Structure; Email; Use of Microsoft Office software; Creative skills in digital composition	<i>Students will be asked to create a digital artefact outlining some of the issues covered in the unit with the key purpose to offering multiple solutions to readers.</i>	
7.2: E-Safety	Online identity; Social media; Gaming Potential Threats; Safely using technology	<i>Students will be asked to create a digital document outlining that steps their peers should take to not only keep themselves safe online but also others.</i>	<a href="#">Think You Know</a> <a href="#">NSPCC</a> <a href="#">BBC Bitesize</a>
7.3: Applied Computer Science	The past, present and future of computers Hardware; Software; Networking	<i>Students will be tested on knowledge gained through the unit by answering a set of questions or describing different hardware components.</i>	<a href="#">Timeline</a> <a href="#">BBC Bitesize</a>
7.4 : Photoshop	Basic skills in Photoshop Creative skills	<i>Students will be assessed by creating a digital artefact made in Photoshop based on a given scenario.</i>	<a href="#">Tutorials</a> <a href="#">Photopea</a>
7.5 Scratch	Basic tools and navigation in Scratch Creative skills for character/asset creation	<i>Students will be assessed by creating their own program following a scenario which will be given to them.</i>	<a href="#">Scratch</a> Students can sign up for a free account.

# Year 7 CORE Learning Journey

## FOOD SCIENCE

Heat transfers and Nutrition

This unit will give you an understanding of the science behind cooking. Looking at nutrients and heat transfers.



## CAD ROBOTS

3D Virtual Design  
Creativity  
3D Printing

Learning to virtual model is something you do each year as all our students design using software at GCSE.



## RM TOWER OF HANOI

Materials  
Practical Tools  
Measuring

In Y8 & 9, you will make complex models using more materials and tools and use these skills at GCSE.



## 3D MODELLING LIGHT SABER

Model Making to Scale  
Props & Prototypes

In Y8 & 9, you will make complex models using a variety of materials to communicate 3D outcomes.



## FOOD PREP & HOSPITALITY

Knife Skills  
Using a cooker  
Following Recipes  
Flavouring

Each year the recipes get more challenging so that you are ready if you choose to study Food or Hospitality at GCSE.



# Year 7 – ENHANCED Learning Journey

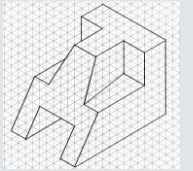
How to  
Communicate your  
ideas

Learn how to draw basic 3D objects and add tone and texture give them the appearance of various materials.



Isometric

Draw complex 3D shapes and learn how to create simple architectural buildings using isometric drawing.



Perspective

Learn how to draw using perspective and how scale plays a key part in communicating your ideas.



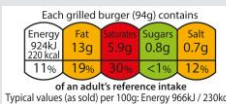
Typography

Understand why different typefaces/fonts are used in industry and how we can create our own to suit a specific product.



Food Labelling

Learn why food labelling is important and what information must legally be printed and how this impacts on the industry.



Chocolate Bar  
Project

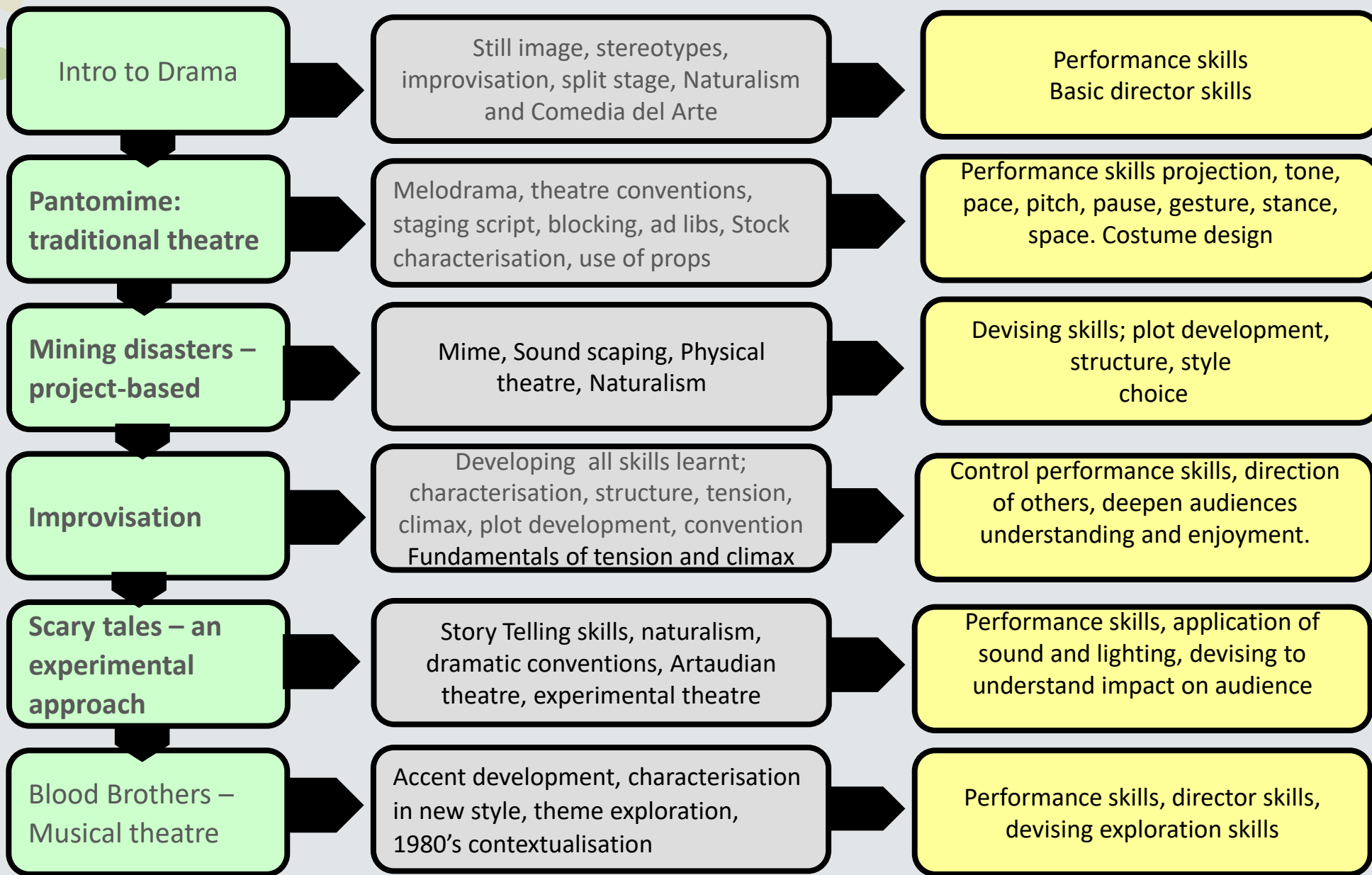
Bring the skills you have learnt this year together to produce your own brand of chocolate bar in this exciting final project.







# Year 7 – DRAMA – (2 hours)



Support




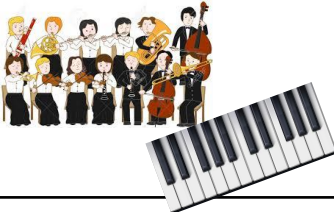


- BBC Bitesize
- Live theatre

- Confidence
- Communication
- Problem solving
- Group skills
- Reflection
- Analysis
- Evaluation
- self/peer/teacher assessment

Dramalibraryonline.com  
Ask your teacher for the login !



# Year 7 – Music (2 lessons)

Topic	Find Your Voice! 	Rhythms of The World 	Keyboard Skills 	Instruments of The Orchestra 	Chord Project 	Intro to Band lab 
What We'll Study	<p>Students start by learning how to warm up their voice. They learn rounds to develop their singing and posture skills before moving on to learning a 4 chord mash up.</p> <p>Singing is then embedded through Y7 curriculum.</p>	<p>In this topic students learn note values, and apply these to drumming skills.</p> <p>Students perform 'Talking Drums' and then compose their own polyrhythmic pieces using the skills they have developed this half term.</p> <p><b>Essential knowledge:</b> Box notation, Word rhythms, Note values, Singing, Polyrhythm, Call and response.</p>	<p>Students learn to read treble clef notation and to identify and play the notes on the keyboard. Students learn where C is on the keyboard and their musical alphabet from there. Students also learn how to play with good keyboard technique.</p> <p>Some students will learn how to read bass clef and chord symbols and will learn how to play with both their right and left hands. Throughout this unit students will develop rhythm notation reading and their general musicianship.</p>	<p>In this unit students will study the Instruments of the orchestra, focusing on the Western Classical Tradition of 1650-1910.</p> <p>Students will learn their part before putting it all together as class band ensemble, and small group ensembles to perform classics from Western Classical tradition.</p> <p>This unit develops all of the skills learnt in Y7 – rhythm and pitch notation, keyboard skills, ukulele/guitar skills and performance ensemble skills.</p>	<p>In this unit students learn how to play chords on a ukulele/guitar.</p> <p>By the end of this unit they will be able to play 4 chords and put these together to play a number of songs as an ensemble. Throughout this unit students are taught to read guitar/ukulele tab notation with the challenge of adding strumming patterns and vocals to their work.</p> <p>Students are assessed on the accuracy, fluency, and timing of their instrumental work at the end of this unit.</p>	<p>In this unit students learn how to basic music technology functions using the DAW (Digital Audio workspace) Band lab.</p> <p>They will learn the basics of this software and will create a composition using loops.</p> <p>Students will learn about MIDI sound and will add this to their work using a MIDI keyboard.</p>
What we'll ask you to do	<ul style="list-style-type: none"><li>• Warm up your voice every lesson</li><li>• Join in with class singing</li><li>• Perform a 4 chord mash up as a group</li></ul>	<ul style="list-style-type: none"><li>• Perform from rhythm notation</li><li>• Compose using the musical elements</li><li>• Perform as an ensemble</li></ul>	<ul style="list-style-type: none"><li>• Develop your keyboard skills</li><li>• Perform individually on the piano</li></ul>	<ul style="list-style-type: none"><li>• Develop your keyboard skills</li><li>• Perform as an ensemble</li></ul>	<ul style="list-style-type: none"><li>• Learn to play ukulele or guitar</li><li>• Perform as an ensemble</li></ul>	<ul style="list-style-type: none"><li>• Compose using Bandlab</li></ul>
Some useful links:	<p>Your class Google Classroom page! All assessment criteria, parts and revision resources are uploaded there.</p> <p><a href="#">BBC Bitesize</a>   <a href="#">Youtube</a></p>					



# Year 7 – French (4 hours)

Year 7	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
<b>Context</b>	Introduce yourself Describe a classroom Likes & dislikes	Saying what you do	Saying what you do Talking about school	Talking about school	Saying what you do & like to do & sport	Talking about your family & where you live
<b>Grammar &amp; skills</b>	Pronunciation Introduction to verbs Accents Gender Connectives / qualifiers Adjectives	Questions etre/avoir present tense regular -er verbs	Il y a Sequencers Adjectives	Il est Je verbs Opinions	jouer a faire de questions on	using 2 verbs together plurals complex numbers using de nous boire translation
<b>Assessment</b>	Fortnightly vocabulary tests	Fortnightly vocabulary tests. Module 1 test.	Fortnightly vocabulary tests.	Fortnightly vocabulary tests. Module 2 test.	Fortnightly vocabulary tests. Module 3 test.	Fortnightly vocabulary tests. Module 4 test.

All students are given a Knowledge Organiser booklet and an exercise book.

**Wider reading:** A range of resources in the school library

**Useful websites:**

- Quizlet (vocabulary learning)
- Pearson Dynamo online activities

**Each unit takes approximately 7 weeks; There will be changes to this for September 2023 addressing the requirements of the new GCSE.**





# Home Languages

Silverdale School is extremely fortunate to have students who speak a wide range of languages at home from Gujarati, Persian and Arabic to Urdu, Chinese, Hindi and Turkish as well as a wide range of European languages such as Russian, Lithuanian, Portuguese, Italian, Spanish and German. Being bilingual is fantastic for students' brains and has been shown to improve their creativity, focus, decision making and thinking skills in all subjects.

In celebration of this, we are keen to ensure that students have the opportunity to be accredited in as many of these languages as possible. If your home language is not English, passing an exam in your home language can increase your child's confidence as well as adding to their range of qualifications.

Depending on your child's proficiency, this could be a GCSE or an A-level. Last year, with support from home, some students achieved grades 8 and 9 at GCSE and one student achieved an A grade at A-level. These high grades can be very helpful when applying to university or college or for jobs in the future.

Each year in September we invite Year 9 to Year 13 students to elect to take a GCSE in their home language. We give them the opportunity to do a mock exam in January to practise and to decide if they are ready to do the exam and, if they are, we enter them for the exam.

In 2022 we had over 30 students taking exams in 13 different home languages. This really is something to celebrate!



# Year 7 – Geography (3 hours)

## Your Y7 Learning Journey

### 1: Where is Silverdale & what's it like?

How do we describe the location of Silverdale? What is Silverdale's sense of place? Where is Sheffield, the UK & the wider world?

### 2: What are our misconceptions about Africa?

Let's celebrate the culture from African countries. How do we measure development & wealth in different countries? How rich are the African countries? What are the different biomes in Africa like? Are biomes linked to wealth? How can African countries develop sustainably?

### 3: Is climate change natural or anthropogenic?

What has caused long term climate change in the past? How has Sheffield's climate changed in 200 years? Can humans cause climate change? How can we explain the climate change we are living through?

### 4: How do I read an OS map?

How do maps show different places? How do they show the relief & how far away places are from each other? Can you use these skills to decide where to buy a house in Sheffield?

### 4: How do rivers shape the land?

What do we call all the different features of a river? How do rivers create dramatic landscapes in the mountains? How do rivers create places like Millhouses park? What can we find out about the how the river shapes the land from fieldwork?

### 5: Why is some chocolate better than others?

Where is chocolate from? Who makes the money? What are the working conditions like? How can Fairtrade help create a fairer world?

Our big ideas are: Sustainability, inequality, awe & wonder, human & physical processes & globalisation



# Year 7 – History (3 hours)

Topic	Essential knowledge	Assessment	Links to resources and revision
<b>The Romans</b>	Why did the Romans want an empire? How did the Roman Government work? What happened to Julius Caesar? Why was the Roman army so effective? What impact did the Romans have on Britain? How did the Empire end?	On-going assessment in class.	<a href="#">Summary of the Roman Empire</a>
<b>1066 &amp; the Norman Conquest</b>	Why did people want to invade England in the 11 <sup>th</sup> Century? What happened at the Battle of Stamford Bridge? How did William win the Battle of Hastings? What impact did the Normans have on Britain? What can we learn about how we study history from the Hastings Battlefield?	Written assessment.  Knowledge and understanding	<a href="#">The Norman Conquest</a>
<b>Medieval England</b>	What was life like in medieval Sheffield? What was life like for most commoners? How important was the Church during the Middle Ages? What happened to Thomas Becket?	Written assessment. Thomas Becket  Source, knowledge and understanding.	<a href="#">Medieval society and life</a>
<b>The Arab World</b>	How was the Arabic World founded? What made the Arabic Empire so successful? What was trade and travel like in the Arabic Empire? What was life like in Arabic city? What inventions did the Arabic World create? How did the Arabic World contribute towards medicine?	Written assessment. Source, knowledge and understanding.	<a href="#">Medieval Islamic civilisations</a>
<b>Jerusalem and the Crusades</b>	Why is Jerusalem such an important city? What happened during the First and second Crusades? Who were Saladin and Richard? Why were the Crusades so significant? What impact did they have?	On-going assessment in class.	<a href="#">How did the Crusades begin? - The Crusades - KS3 History Revision - BBC Bitesize</a>



# Year 7 – Maths (7 hours)

<u><a href="#">1. Exploring Sequences</a></u>	<u><a href="#">2. Using Algebraic Notation</a></u>	<u><a href="#">3. Equality and Equivalence</a></u>	<u><a href="#">4. Place Value and Ordering Integers and Decimals</a></u>	<u><a href="#">5. Fraction, Decimal and Percentage Equivalence</a></u>
<u><a href="#">6. Solving Problems with Addition and Subtraction</a></u>	<u><a href="#">7. Solving Problems with Multiplication and Division</a></u>	<u><a href="#">8. Fractions and Percentages of Amounts</a></u>	<u><a href="#">9. Operations and Equations with Directed Number</a></u>	<u><a href="#">10. Addition and Subtraction of Fractions</a></u>
<u><a href="#">11. Constructing, Measuring and Using Geometric Notation</a></u>	<u><a href="#">12. Developing Geometric Reasoning</a></u>	<u><a href="#">13. Developing Number Sense</a></u>	<u><a href="#">14. Sets and Probability</a></u>	<u><a href="#">15. Prime Numbers and Proof</a></u>

Autumn Assessment  
(45 min 'core' paper,  
45 min 'higher paper')

Spring Assessment  
(45 min 'core' paper,  
45 min 'higher paper')

Summer Assessment  
(45 min 'core' paper,  
45 min 'higher paper')

Links to  
resources:  
[White Rose Maths](#)

Revision:  
[White Rose Knowledge Organisers](#)

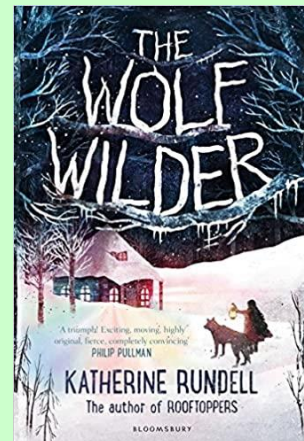
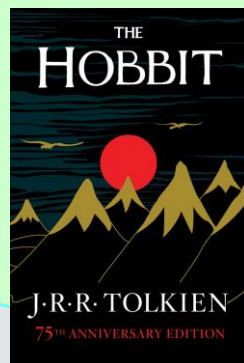
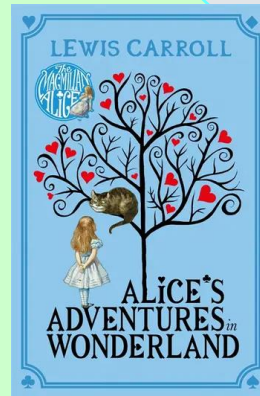
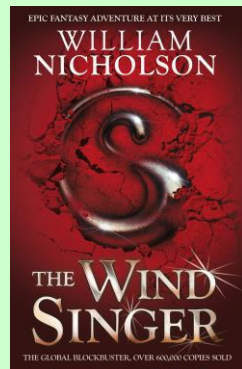
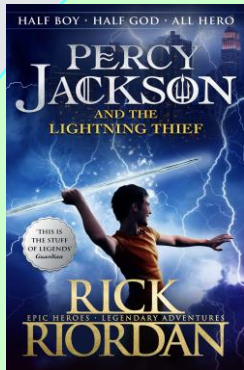




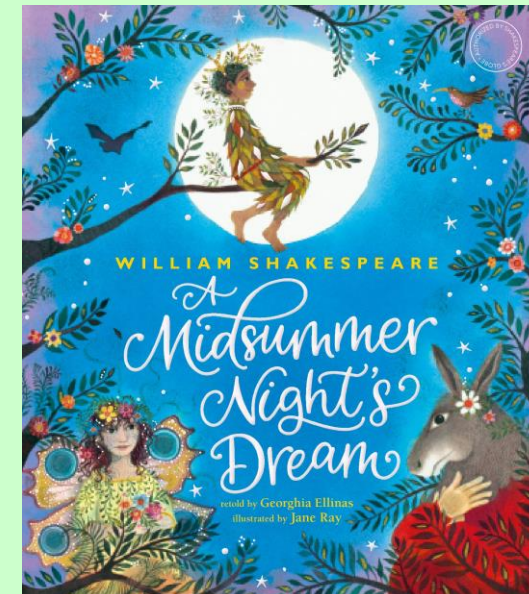


# English texts studied in Year 7

Novel – one of the following:



Drama

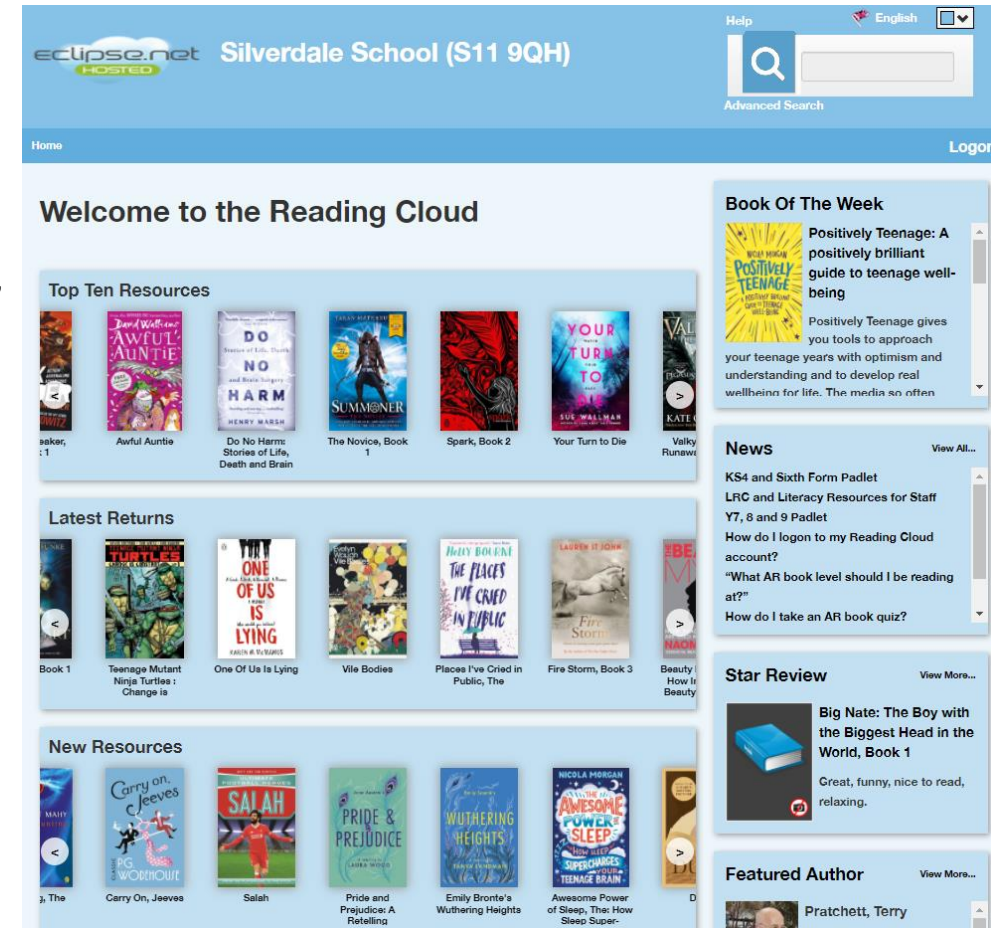




# Year 7 – Reading

In Year 7, students receive the following support with reading:

1. **An hour in the Library every other week** as part of English. The lesson is designed to foster confidence and enjoyment in reading. Learning how to choose a book, reading in silence and aloud, using the Library and the [Reading Cloud](#) (our Library Management System), and taking part in the [Accelerated Reader](#) programme all contribute to a strong, whole-school reading culture. The Library is also open every day at break and lunchtime.
2. **Accelerated Reader** – using this reading management and monitoring programme, students are assessed throughout the school year to establish their unique reading age and ability. They are encouraged to read within their [reading range](#) for an optimum balance of enjoyment and challenge, and to take quizzes on the books they read.
3. **Reading Cloud** – all students have a Reading Cloud account. They can browse the school library online and keep track of what they have borrowed. Features include curated Reading Lists by interest, year group and AR book level.
4. **Paired reading** – a reading-mentoring scheme in which Y7s read a book with a Y12 student a couple of times a week for half a term.





# Year 7 – PE (4 hours)

Rugby	Football	Bball	Gym	Dance	Fitness	Handball
<b>Skills:</b>  Ball handling Passing technique Passing formation Rules Tackling technique Evasion Presenting and rucking	<b>Skills:</b>  Ball control Passing (short) Dribbling Accuracy shooting Tackling Marking	<b>Skills:</b>  Ball handling Chest pass Dribbling Set-shot Triple threat Lay-ups Interceptions Guarding	<b>Skills:</b>  Shapes Travel Balances Individual balances Rolls Jumps Routines Tension Extension Control	<b>Skills:</b>  Learning Motifs Counts and beats Levels Formation Space Dynamics Aesthetics Themes	<b>Skills:</b>  Fitness Tests participation Distance running Pacing Endurance Boxercise Flexibility Technique COF Muscles	<b>Skills:</b>  Passing technique Dribbling Footwork Shooting Rules on dribbling Rules on positions Marking Interceptions Blocking

Badminton	Hockey	Table tennis	Netball	Athletics	Cricket	S&F
<b>Skills:</b>  Underarm clear Overhead clear Backhand serve Forehand serve Rallies Net shots Drop shot Basic rules	<b>Skills:</b>  Push pass Ball control Push dribble Tap dribble Push shot Block tackle Marking Basic rules	<b>Skills:</b>  Grip and stance Forehand serve Backhand serve Forehand Backhand Chops Basic rules Singles vs doubles	<b>Skills:</b>  Catching Passing Footwork Shooting Dodging Marking Interceptions Positions Rules	<b>Skills:</b>  Shot put Discus 100m 800m Relay Long-jump - Sweeps Triple-jump High jump	<b>Skills:</b>  Catching Throwing Bowling Defensive batting Drive Running Cuts Pulls	<b>Skills:</b>  Bowling/ pitching Fielding (catching/ throwing). Batting technique/ connection. Positions. Rules.





# Year 7 – PSHE (2 hours)

Intro to PSHE	What Is PSHE? What are my strengths & Ground Rules	RSE	Puberty & Changes
Health and Wellbeing	Healthy eating	RSE	Puberty - What happens?
Health and Wellbeing	Looking after our physical wellbeing	RSE	Menstrual Cycle
Health and Wellbeing	Maintaining a healthy lifestyle	RSE	Puberty & hygiene
Health and Wellbeing	First Aid	RSE	What is consent?
Health and Wellbeing	Road & Water Safety	RSE	Understanding FGM
Health and Wellbeing	Halloween, Fireworks & Bonfires (mini AP 1)		
Health and Wellbeing	Smoking- Risks and Influences		
Health and Wellbeing	Understanding Drugs - Caffeine	RSE	(AP 4)
Health and Wellbeing	Building Self-esteem	Living in the Wider World	Staying safe online
Health and Wellbeing	How to be Resilient and Face Challenges	Living in the Wider World	Identity and valuing diversity
Health and Wellbeing	Understanding Mental Wellbeing	Living in the Wider World	Identity shields
Health and Wellbeing	Dealing with Bullying & Types of Bullying	Living in the Wider World	What is a Citizen, good citizens and British Values
Health and Wellbeing	Dealing with conflict and effects of Bullying	Living in the Wider World	Racism
Health and Wellbeing	(AP2) and Quiz		
		Living in the Wider World	Understanding disability and disorders
RSE	Family relationships	Living in the Wider World	How am I clever?
RSE	Marriage and divorce	Living in the Wider World	Self portraits and aspirations
RSE	Keeping Good Friends	Living in the Wider World	Value vs importance & Selling yourself
RSE	Relationships	Living in the Wider World	Money Personality (mini AP 5)
RSE	Safe Relationships (mini AP 3)	Living in the Wider World	How and Why to Budget
		Living in the Wider World	The Big Debate'



# Year 7 – RE (2 hours)

Topic	Essential knowledge	Assessment
Why do we have religion?	Different views on why we have religion:  Theorists – Freud, Marx, Weber, Durkheim, Dawkins, Harris and more...  Religion in Britain  Religious revelations	Mid topic assessment via multiple choice  End of unit: <ul style="list-style-type: none"><li>• 3 multiple choice questions (1 mark each)</li><li>• short paragraphs about the topic (4 marks)</li><li>• extended written response using texts (15 marks).</li></ul>
Why is there something rather than nothing?	The beginnings of the universe:  Religion and Science.  -Different Arguments for the existence of God being the creator or not.  How inference can be used.  Non-religious explanations	See above
How do our beliefs affect our actions?	An introduction to sacred texts including the Bible as a moral compass, The Qur'an/ Hadith through charity and fasting, The Guru Granth Sahib and the Khalsa, Hinduism war and peace, Buddhism and the environment.	See above

## Links to resources:

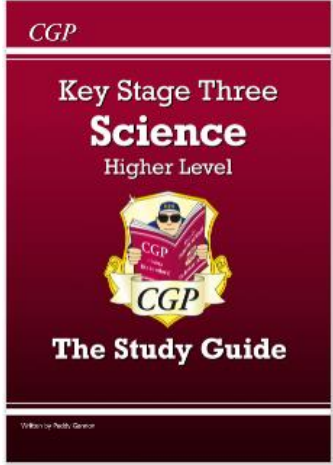
<https://www.therepodcast.co.uk/blog>

- BBCBitesize/RE
- BBC Learning Zone (videos)
- True Tube (RE short videos)



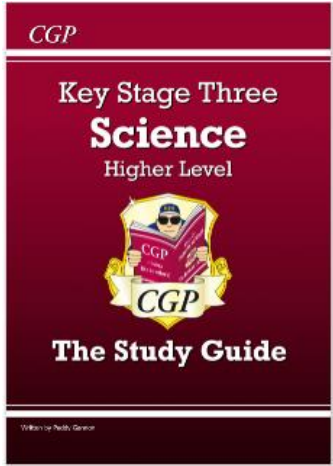


# Year 7 – Biology (2 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>BIOLOGY:</b> Cells	Learning Pathways	<p>- Regular homework set.</p> <p>- 40 mark test at the end of each topic.</p>	<a href="#"><u>What are cells? - BBC Bitesize</u></a>	<p>Key Stage 3 CGP Revision Guide.</p> 
<b>BIOLOGY:</b> Plants			<a href="#"><u>Flower structure - Plant reproduction</u></a>	
<b>BIOLOGY:</b> Environment			<a href="#"><u>Ecosystems and habitats - KS3 Biology - BBC Bitesize</u></a>	

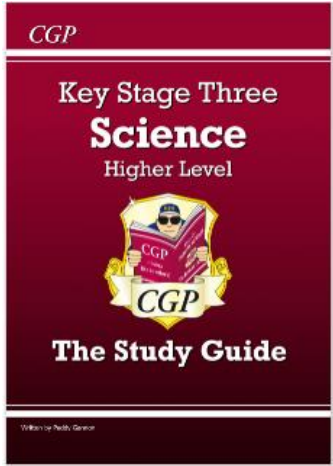


# Year 7 – Chemistry (2 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>CHEMISTRY:</b> Introduction to Science and Safety	Learning Pathways	<ul style="list-style-type: none"><li>- Regular homework set.</li><li>- 40 mark test at the end of each topic.</li></ul>	<a href="#">Working safely in the lab - Working scientifically - KS3 Science - BBC Bitesize - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide. 
<b>CHEMISTRY:</b> Solids, Liquids and Gases			<a href="#">Solids, liquids and gases - KS3 Physics - BBC Bitesize</a>	
<b>CHEMISTRY:</b> Acids and Alkalis			<a href="#">Acids and alkalis - KS3 Chemistry - BBC Bitesize</a>	



# Year 7 – Physics (2 hours)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>PHYSICS:</b> Forces	Learning Pathways	<ul style="list-style-type: none"><li>- Regular homework set.</li><li>- 40 mark test at the end of each topic.</li></ul>	<a href="#"><u>Forces and movement - KS3</u></a> <a href="#"><u>Physics - BBC Bitesize</u></a>	Key Stage 3 CGP Revision Guide. 
<b>PHYSICS:</b> Energy, Heating and Cooling			<a href="#"><u>Energy - KS3</u></a> <a href="#"><u>Physics - BBC Bitesize</u></a>	
<b>PHYSICS:</b> Earth and Space			<a href="#"><u>Space - KS3</u></a> <a href="#"><u>Physics - BBC Bitesize</u></a>	