

Year 7/8 Curriculum Map 2018-2019

	Term 1 Superhero Stories	Term 2 Aesop Fables	Term 3 The Sneaky and the Strange
English	<p>Fiction: Superhero Stories.</p> <p>Non-Fiction: Castles, Instructions, autobiography.</p> <p>Letters and Sounds.</p>	<p>Narrative: Aesops Fables.</p> <p>Non Fiction: Recount from trips.</p> <p>Poetry: Calligrams.</p> <p>Letters and Sounds.</p>	<p>Non-fiction: News/ recount/ instructions.</p> <p>Narrative: Fantastic Mr Fox focus on Ronald Dahl.</p> <p>Poetry: The Lost Thing- Shaun Tan.</p> <p>Letters and Sounds.</p>
Maths	<p>Number- Number and place value</p> <p>Number- Addition and subtraction</p> <p>Number- Multiplication and division</p> <p>This programme covers all terms.</p>	<p>Fractions</p> <p>Geometry- Position and direction</p> <p>Statistics</p>	<p>Measurement</p> <p>Geometry- Properties of shape</p>



	<ul style="list-style-type: none"> •Each block/ area of maths are revisited each term, as appropriate; the Learning Objectives being taken from the Primary Curriculum (2014), Years 1 - 6 •All areas should be covered each half term, but timings are flexible to meet the needs of the learner. •Learning objectives should be taken from the appropriate section to meet the needs of all learners within each group. 		
PSHE	<p>New beginnings.</p> <p>Getting on and falling out.</p> <p>Say no to bullying.</p>	<p>Going for goals.</p> <p>Good to be me.</p> <p>SRE: Puberty what is happening to me?</p>	<p>Lesson on sun safety.</p> <p>Going for goals.</p> <p>Good to be me.</p>
Art	<p>Landscapes.</p> <p>Media focus: Printing and painting.</p> <p>Element focus: Colours and textures.</p>	<p>Working in 2D and 3D.</p> <p>Media focus: 3D, I.T and drawing.</p> <p>Element focus: Shape, form and space.</p>	<p>Art from different cultures.</p> <p>Media focus: Textiles and ceramics.</p> <p>Element focus: Colour, line and tone.</p>
Design and Technology	<p>Design and pillow case.</p> <p>Generate, develop, model and communication their ideas through discussion and annotated sketches.</p> <p>Select from and use a wider range of tools and equipment to</p>	<p>Food technology</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Beginning to understand the source, seasonality and characteristics of a broad range of ingredients.</p>	<p>Making and modelling a monster.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce structures.</p> <p>Understand and use mechanical systems in their</p>



	<p>perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p>Evaluate their ideas against their own design criteria and consider the views of others to improve their work.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>products (syringes, balloons to create pneumatic systems) Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. Evaluate their ideas against their own design criteria and consider the views of others to improve their work.</p>
<p><u>History</u></p>	<p>Medieval Castles</p> <p>Identify key features of motte and bailey castles, understanding their purpose, location and destruction.</p> <p>Explore local castles and historic churches to improve understanding.</p> <p>What happened around the castles? How has the role of the castle changed over time?</p> <p>Explore the struggles between church and crown.</p>	<p>Queen Victoria and big changes</p> <p>Britain as the first industrialised nation - the impact on society.</p> <p>Tolpuddle Martyrs, industrialisation, inventions and discoveries</p> <p>Queen Victoria</p> <p>Development of the British Empire: India.</p>	<p>The local area - Smugglers and Holidays! (History and Geography combined topic).</p> <p>Examining historical accounts of actual events.</p> <p>Work and Leisure: 19th century development locally as a result of the railway.</p> <p>The growth of Bournemouth as a town/holiday destination.</p> <p>Comparing seaside holidays - then and now.</p>



<p>Geography</p>	<p>Exploring our school and the local area.</p> <p>Investigate school layout- inside & out - identify people & place. -Considering journeys to school - comparing mode of transport, time, distance. -Identifying own street/area/route to school on a local street map - improving map-reading skills. -Bournemouth, where is it in the UK? Location in relation to other places -UK /abroad. -Seaside resort & functions, population, economic activity & employment sectors in Bournemouth - tertiary industry -Comparison- B'mouth (urban) & New Forest (rural) Trip to areas. -Features of local environment - forest & coastline.</p>	<p>Our Weather</p> <p>Identify + use key terms for describing the weather Identify & use standard weather symbols</p> <p>Understand information in BBC weather charts+ forecasts. Recording local weather daily / seasons Looking at world weather & their weather regions. Look at the equator, tropics & climate zones. Circle, the Prime/Greenwich Meridian & time zones (inc.day & night).</p>	<p>The local area - Smugglers and Holidays! (History and Geography combined topic).</p> <p>Examining historical accounts of actual events.</p> <p>Work and Leisure: 19th century development locally as a result of the railway.</p> <p>The growth of Bournemouth as a town/holiday destination.</p> <p>Comparing seaside holidays - then and now.</p>
<p>Music</p>	<p>Music elements - listening, rhythm, pitch, graphic score and chord games (assessment).</p> <p>Appreciation of composers throughout history and their works.</p>	<p>Exploration of world music styles - popular, dance, country, classical, rock, renaissance, jazz, folk, hip hop, medieval, choral, romantic, jingles, gospel, etc.</p>	<p>Composition - music in industry, use of technology, sources of inspiration.</p> <p>Performance - rehearsal, planning an event, publicity.</p>



<p><u>ICT</u></p>	<p>Switched on ICT "We are celebrating".</p> <p>Creating an electronic greeting card.</p> <p>Digital Literacy.</p> <p>Junior Computer Science.</p> <p>Web research.</p>	<p>Computer Science.</p> <p>Staging a fashion show.</p> <p>E-Safety</p> <p>"Invasion of the Noobs"</p> <p>Age limits</p> <p>Reporting inappropriate content.</p> <p>Switched on ICT unit 2.1 We are detectives.</p>	<p>Junior Computer Science</p> <p>Human crane</p> <p>ICT</p> <p>Unit 1.6</p> <p>We are gardeners</p> <p>What do seeds need to germinate, what do seeds need to grow well?</p>
<p><u>Citizenship</u></p>	<p>Sustainable Development - A pictorial quiz with photos representing environmental problems and solutions.</p> <p>The Queen a Life of Giving - looks at the role of The Queen who became our longest ever reigning monarch in September 2015.</p> <p>Democracy - explaining local, national and European democracy in simple terms.</p>	<p>Nelson Mandela - Exploring the struggle against apartheid in South Africa.</p> <p>Culture: The Roma - a celebration of cultural diversity - the similarities which unite us and the differences that enrich us.</p> <p>Stressed Out - Helps children to understand the situations that cause stress, and to recognise and deal with stress in themselves and others.</p> <p>Rights and Responsibilities: Getting the Balance Right - explores how rules and laws</p>	<p>The Earth in our Hands - How the actions of human beings are destroying our Earth, and looks at how we can reduce our carbon footprint.</p> <p>Animal Care: Creature Kindness - The advantages and disadvantages of pet ownership, the importance of taking care of animals and the work of the RSPCA.</p> <p>Famous Philanthropists - looking at how some successful business people have donated large sums of money to charitable causes.</p>



		help keep the balance between our rights and the rights of others by looking at the example of privacy and free speech.	You Can't Buy Anything with a Penny - Highlights the amazing achievements of young people who have campaigned for a cause they care passionately about.
<u>Science</u>	<p>Unit 1.1 : Parts of the body and the senses.</p> <p>Unit 1.2: Teeth and dental care.</p> <p>Unit 3.1 Life cycle.</p> <p>Unit 2.1 Food, exercise and staying healthy.</p>	<p>Unit 4.1 Characteristics of living things.</p> <p>Unit 4.2 Variation and food chains.</p> <p>Unit 1.1 Grouping and classifying materials.</p> <p>Unit 1.2 Changing materials.</p>	<p>Unit 1.3 Separating materials</p> <p>Unit 1.3 Light</p> <p>Unit 1.1 Electricity</p> <p>Unit 1.4 Sound</p>
<u>Physical Education</u>	<p>Tag Rugby</p> <p>Swimming</p> <p>Gymnastics</p>	<p>Badminton</p> <p>Swimming</p> <p>Sports Leader</p>	<p>Athletics</p> <p>Swimming</p> <p>Cricket</p>
<u>French</u>	<p>Greetings.</p> <p>1.Objective - initiating and responding to simple greetings</p> <p>2. Introducing oneself</p>	<p>Talking about people.</p> <p>1.Family members</p> <p>Objective - to be able to understand and name members of the family</p>	<p>My school.</p> <p>1.Subjects</p> <p>Objective - to understand and name school subjects</p>



	<p>Objective - Asking for and giving a name</p> <p>3. Classroom Objects Objective - Understanding and naming the objects in the classroom</p> <p>4. Numbers and Alphabet Objective - Understanding and using numbers 0-31 and the alphabet.</p> <p>5. Personal details Objective - Exchanging information about age and where I live</p> <p>6. Getting Involved Objective - Responding to instructions in the classroom</p>	<p>2. Family descriptions Objective - To be able to give and exchange information about members of the family</p> <p>3. Classmates Objective - To give personal details about members of the class</p> <p>4. Pets Objective - To be able to understand and name pets</p> <p>5. Likes and dislikes Objective - to be able to express personal opinions.</p> <p>6. Getting Involved Objective - Responding to instructions in the classroom</p>	<p>2. Likes and dislikes Objective - to be able to exchange opinions about school subjects</p> <p>3. Days of the week Objective - to be able to give an opinion about days in school</p> <p>4. The timetable Objective - To be able to exchange information about the daily timetable.</p> <p>5. Rooms in school Objective - To understand and name the main points in the school and give directions</p> <p>6. Getting Involved Objective - Responding to instructions in the classroom</p>
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