

# Brownhills Ormiston Academy

## Year 7 curriculum 2022-2023



## Year 7 Art



# Year 7 Art

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<p><b>Self-image</b></p> <ul style="list-style-type: none"> <li>➤ Baseline assessment. Contextual references: Sarah Clarkson, Picasso, Julian Opie, Marlina Shapiro.</li> <li>➤ Oil pastel, basic paint skills, drawing to proportion, scale, use of colour. Basic colour theory.</li> <li>➤ Introduction to artists names and styles.</li> </ul> <p><b>Key Concepts</b> (KS3 ref 1,2,3,4,5)</p> <ol style="list-style-type: none"> <li>1. Use a range of techniques to explore ideas</li> <li>2. Use a range of media including paint</li> <li>3. Increase proficiency in handling materials.</li> <li>4. Analyse and evaluate own work and that of others</li> <li>5. Learn about art from different eras and styles.</li> </ol>	<p><b>Self-image</b></p> <ul style="list-style-type: none"> <li>➤ Assess Contextual references: Sarah Clarkson, Picasso, Julian Opie, Marlina Shapiro.</li> <li>➤ Oil pastel, basic paint skills, drawing to proportion, scale, use of colour. Basic colour theory.</li> <li>➤ Introduction to artists names and styles.</li> <li>➤ Evaluation.</li> </ul> <p><b>Key Concepts</b> (KS3 ref 1,2,3,4,5)</p> <ol style="list-style-type: none"> <li>1. Use a range of techniques to explore ideas.</li> <li>2. Use a range of media including paint.</li> <li>3. Increase proficiency in handling materials.</li> <li>4. Analyse and evaluate own work and that of others.</li> <li>5. Learn about art from different eras and styles.</li> </ol>	<p><b>Buildings and architecture.</b></p> <ul style="list-style-type: none"> <li>➤ Contextual references: Gaudi, Sarah Morris,</li> <li>➤ Architecture and futuristic architecture.</li> <li>➤ Patterns in buildings. Perspective drawing, accuracy, detail</li> <li>➤ Development of artists names and styles.</li> <li>➤ Evaluation.</li> </ul> <p><b>Key Concepts</b> (KS3 ref 1,2,3,4,5)</p> <ol style="list-style-type: none"> <li>1. Use a range of techniques to explore ideas.</li> <li>2. Use a range of media including paint.</li> <li>3. Increase proficiency in handling materials.</li> <li>4. Analyse and evaluate own work and that of others.</li> <li>5. Learn about art from different eras and styles.</li> </ol>	<p><b>Buildings and architecture.</b></p> <ul style="list-style-type: none"> <li>➤ Contextual references: Gaudi, Sarah Morris,</li> <li>➤ Architecture and futuristic architecture.</li> <li>➤ Patterns in buildings. Perspective drawing, accuracy, detail.</li> <li>➤ Development of artists names and styles.</li> <li>➤ Evaluation.</li> </ul> <p><b>Key Concepts</b> (KS3 ref 1,2,3,4,5)</p> <ol style="list-style-type: none"> <li>1. Use a range of techniques to explore ideas.</li> <li>2. Use a range of media including paint</li> <li>3. Increase proficiency in handling materials.</li> <li>4. Analyse and evaluate own work and that of others.</li> <li>5. Learn about art from different eras and styles.</li> </ol>	<p><b>Buildings and architecture</b></p> <ul style="list-style-type: none"> <li>➤ Contextual references: Gaudi, Sarah Morris, Architecture and futuristic architecture.</li> <li>➤ Patterns in buildings. Perspective drawing, accuracy, detail.</li> <li>➤ Development of artists names and styles.</li> <li>➤ Evaluation.</li> </ul> <p><b>Key Concepts</b> (KS3 ref 1,2,3,4,5)</p> <ol style="list-style-type: none"> <li>1. Use a range of techniques to explore ideas.</li> <li>2. Use a range of media including paint.</li> <li>3. Increase proficiency in handling materials.</li> <li>4. Analyse and evaluate own work and that of others.</li> <li>5. Learn about art from different eras and styles.</li> </ol>	<p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>➤ Contextual references: Hundertwasser. Lichtenstein.</li> <li>➤ Range of pencil tone, oil pastel, blending.</li> <li>➤ Growing confidence in Artists names and styles.</li> <li>➤ Evaluation</li> </ul> <p><b>Key Concepts</b> (KS3 ref 1,2,3,4,5)</p> <ol style="list-style-type: none"> <li>1. Use a range of techniques to explore ideas.</li> <li>2. Use a range of media including paint.</li> <li>3. Increase proficiency in handling materials</li> <li>4. Analyse and evaluate own work and that of others</li> <li>5. Learn about art from different eras and styles</li> </ol>

## Year 7 Computer science



# Year 7 Computer science

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<p><b>Using computers safely, effectively and responsibly</b></p> <ul style="list-style-type: none"> <li>➤ File management</li> <li>➤ E-safety and networking</li> <li>➤ Keeping your data safe</li> <li>➤ Using email</li> <li>➤ Searching the web</li> </ul> <p>(KS3 ref 5, 9)</p>	<p><b>Using media with Word</b></p> <ul style="list-style-type: none"> <li>➤ Features of MS Word</li> <li>➤ Font types and styles</li> <li>➤ Cut and paste</li> <li>➤ Working with templates</li> <li>➤ -Inserting tables</li> </ul> <p>(KS3 ref 7,8)</p>	<p><b>Networks</b></p> <ul style="list-style-type: none"> <li>➤ The internet</li> <li>➤ Connectivity</li> <li>➤ Topology</li> <li>➤ Client-server networks</li> <li>➤ Encryption</li> </ul> <p>(KS3 ref 5)</p>	<p><b>Programming essentials in Scratch</b></p> <ul style="list-style-type: none"> <li>➤ To navigate Scratch</li> <li>➤ To use a sequence</li> <li>➤ To use a variable</li> <li>➤ To use an IF statement</li> <li>➤ To select logical operators</li> <li>➤ To use Iteration (loop)</li> </ul> <p>(KS3 ref 2, 3, 4, 8)</p>	<p><b>Games programming in Scratch</b></p> <ul style="list-style-type: none"> <li>➤ Sequencing</li> <li>➤ Use of algorithms</li> <li>➤ Loops</li> <li>➤ Operators</li> <li>➤ Coordinates</li> <li>➤ Adding sound</li> </ul> <p>(KS3 ref 2, 3, 4, 8)</p>	<p><b>App development</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to Apps</li> <li>➤ Home screen</li> <li>➤ Adding files and images</li> <li>➤ Using map functions</li> <li>➤ Programming with blocky</li> <li>➤ Publishing apps</li> </ul> <p>(KS3 ref 7, 8)</p>

## Year 7 Design Technology



# Year 7 Design Technology

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<p><b>Sustainability challenge</b></p> <ul style="list-style-type: none"> <li>➤ Explore the 6R's of sustainability.</li> <li>➤ Investigate where the 6R's are demonstrated in real life.</li> <li>➤ Practise ways of applying the 6R's such as recycling thermoforming plastic</li> <li>➤ Consider how to solve environmental issues using research.</li> </ul> <p><b>Key concepts:</b> NC content: I1, I2, E4</p>	<p><b>Model boat</b></p> <ul style="list-style-type: none"> <li>➤ Identifying the categories of timber, their properties and examples.</li> <li>➤ Analysing how to read a simple technical drawing. Create a model boat using a range of tools and processes.</li> <li>➤ Understand the term tolerance and how to check a product is within tolerance throughout the making process.</li> </ul> <p><b>Key concepts:</b> NC contentM1, E3</p>	<p><b>Biomimicry</b></p> <ul style="list-style-type: none"> <li>➤ Exploring biomimicry and real-life examples.</li> <li>➤ Exploring a brief and specification and how they guide their work.</li> <li>➤ How to best sketch/design freehand.</li> <li>➤ Presenting ideas in 2D (orthographic) and 3D (isometric).</li> <li>➤ The difference between a technical drawing and freehand sketching.</li> </ul> <p><b>Key concepts:</b> NC content D1, D2</p>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>➤ Identifying the 4 different types of motion (linear, reciprocating, oscillating, circular).</li> <li>➤ Understand how levers effect motion (3 orders of lever).</li> <li>➤ Understand how gears and pulleys effect motion (gears, pulleys, Input/output ratio, direction).</li> </ul> <p><b>Key concepts:</b> NC contentT2, E3</p>	<p><b>Introduction to the kitchen</b></p> <p>Pathogens, including how to control pathogen growth. Temperature control and understanding the important temperatures which help to keep our food safe and prevent food poisoning. How to use the 8 healthy eating tips in my everyday life. Exploring the Eatwell Guide and what it shows.</p> <p><b>Key concepts:</b> NC contentC1</p>	<p><b>Introduction to the kitchen</b></p> <p>Measure liquids in ml and Litres. Measure quantities in grams and kilograms. Show the difference between a tablespoon and teaspoon. Using cooker controls Independently. Demonstrate basic food safety measures.</p> <p><b>Key concepts:</b> NC contentC2, C3</p>

# Year 7 English



# Year 7 English

Autumn	Spring	Summer
<p><b>Focus text: Treasure Island, Robert Louis Stevenson</b></p> <ul style="list-style-type: none"> <li>➤ Secondary: Coral Island, Colonialism v Imperialism, Sea Fever, Brothers, Ballad of Charlotte Dymond, Ballad of Long John Silver</li> <li>➤ Themes: power, adventure, conflict, identity, violence</li> <li>➤ L/S: tenor, vehicle, epithets, syntax: word class and subjects.</li> <li>➤ Story: sense making, heroes, narrative perspective, conflict</li> <li>➤ Grammar: sentence fragments, scrambled sentences, sentence types</li> <li>➤ Context: colonialism, adventure, piracy, imperialism, justice</li> </ul>	<p><b>Focus text: A Midsummer Night's Dream</b></p> <ul style="list-style-type: none"> <li>➤ Secondary: Parents and Children, Amnesia, Weddings, Forest Bathing, Winter Swans, Hour and Dreams</li> <li>➤ Themes: supernatural, love, relationships, conflict of women, treatment of women, identity</li> <li>➤ L/S: tenor, vehicle, ground, abstract to concrete, changing word classes</li> <li>➤ Story: genre: comedy &amp; tragedy, drama, plot, characterisation,</li> <li>➤ Grammar: conjunctions, subordinating, appositives</li> <li>➤ Context: Elizabeth I, Pyramus and Thisbe. Matriarchal society vs Patriarchal society</li> </ul>	<p><b>Focus text: 12 Angry Men</b></p> <ul style="list-style-type: none"> <li>➤ Secondary: Obama, Frederick Douglass, Churchill, Paradise Lost, Malala, Emma Watson, Elizabeth I, Richard Nixon, Sojourner Truth</li> <li>➤ Themes: power, relationships, conflict, identity, discrimination</li> <li>➤ L/S: tenor, vehicle, ground, literary tropes, anaphora, metaphor, symbolism</li> <li>➤ Story: genre: tragedy, origins of rhetoric, drama</li> <li>➤ Grammar: sentence combining, sentence expansion, semantics &amp; pragmatics</li> <li>➤ Context: origins of rhetoric, Elizabethan anxieties, political campaigns</li> </ul>

## Year 7 French



# Year 7 French

<b>Autumn term 1</b> <b>La rentrée</b>	<b>Autumn term 2</b> <b>La rentrée</b>	<b>Spring term 1</b> <b>En classe</b>	<b>Spring term 2</b> <b>Mon temps libre</b>	<b>Summer term 2</b> <b>Ma vie de famille</b>	<b>Summer term 1</b> <b>En ville</b>
<ul style="list-style-type: none"> <li>➤ Greetings and introducing yourself</li> <li>➤ Describing your family</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describing the classroom</li> <li>➤ Giving opinions</li> <li>➤ Describing yourself</li> <li>➤ Talking about your activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Opinions on school subjects</li> <li>➤ School uniform</li> <li>➤ School day</li> <li>➤ French school differences</li> <li>➤ Likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sports you play</li> <li>➤ Activities you do</li> <li>➤ Sports in francophone countries)</li> <li>➤ What you like doing and why</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describing your family and pets</li> <li>➤ Describe where you live</li> <li>➤ Talking about breakfast</li> <li>➤ Bastille Day</li> </ul>	<ul style="list-style-type: none"> <li>➤ Places in a town</li> <li>➤ Say where you go</li> <li>➤ Invitation to go out</li> <li>➤ Say what you are going to do</li> <li>➤ Paris</li> </ul>
<p><b>Key skills/ concepts taught</b></p> <p>Definite and indefinite articles Pronouns Numbers</p>	<p><b>Key skills/ concepts taught</b></p> <p>Adjectives Avoir and etre Infinitives and –er verbs</p>	<p><b>Key skills/ concepts taught</b></p> <p>Adjective position and agreement</p>	<p><b>Key skills/ concepts taught</b></p> <p>Jouer à-Faire de</p>	<p><b>Key skills/ concepts taught</b></p> <p>Possessive adjectives Plural verb forms</p>	<p><b>Key skills/ concepts taught</b></p> <p>Aller à Vouloir Near future tense</p>

# Year 7 Geography



# Year 7 Geography

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<p><b>Becoming a geography detective</b></p> <ul style="list-style-type: none"> <li>➤ To explore what geographical skills are and how to speak like a geographer.</li> <li>➤ To understand map projections, atlases and OS maps.</li> <li>➤ To introduce skills of coordinates, compass directions, scale, grid references and contours.</li> <li>➤ To practice collecting and presenting geographical data.</li> <li>➤ To outline what statistical skills are and how they are applied in geography.</li> </ul> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>➤ Fieldwork/Skills</li> <li>➤ Systems</li> </ul>	<p><b>UK island home</b></p> <ul style="list-style-type: none"> <li>➤ To understand where the UK is located.</li> <li>➤ To use GIS systems to view, analyse and interpret places in the UK.</li> <li>➤ To understand how the UK changes from north to south.</li> <li>➤ To understand The UKs unique landscapes and why they need protecting.</li> <li>➤ To outline the attractions of the Lake District.</li> <li>➤ To identify landscapes in the UK and explain why they vary.</li> <li>➤ To understand the weather in the UK.</li> <li>➤ To explore the different types of weather hazards experienced in the UK. To complete a piece of creative writing on “The Beast from the East</li> </ul>	<p><b>Superpowers</b></p> <ul style="list-style-type: none"> <li>➤ To know and understand what a superpower is.</li> <li>➤ To understand what factors are needed to make a country powerful.</li> <li>➤ To know what makes the USA a superpower.</li> <li>➤ To explore the continent of Asia.</li> <li>➤ To describe the physical and human aspects of China.</li> <li>➤ To explain why China is an emerging superpower.</li> <li>➤ To complete extended writing on China as an emerging superpower.</li> <li>➤ To explore the population distribution in China</li> <li>➤ To understand the difference between hard and soft power.</li> </ul>	<p><b>Africa</b></p> <ul style="list-style-type: none"> <li>➤ To describe the location of Africa.</li> <li>➤ To successfully understand the climates of Africa and to create a climate graph.</li> <li>➤ To explain how the landscape changes throughout Africa.</li> <li>➤ To describe the location of Nigeria and its global importance.</li> <li>➤ To know what TNC’s are and how they impact Nigeria.</li> <li>➤ To explain why Kenya is such a popular tourist destination.</li> <li>➤ To explore the issues with the growing urban population in cities in Kenya.</li> </ul>	<p><b>The Almighty Dollar</b></p> <ul style="list-style-type: none"> <li>➤ Chapter 1: Worshipping at the temple of low prices and endless offers – The USA to China.</li> <li>➤ Chapter 2: Making and working the global red carpet—China</li> <li>➤ Chapter 3: Finding love in the Niger Delta—China to Nigeria.</li> <li>➤ Chapter 4: Spicing up the recipe for success—India</li> <li>➤ The end of the journey—the Almighty Dollar: Iraq, Russia, Germany, UK and the USA.</li> </ul>	<p><b>Volcanic earth</b></p> <ul style="list-style-type: none"> <li>➤ To describe the global distribution of volcanoes.</li> <li>➤ To outline the structure of a volcano.</li> <li>➤ To describe the different types of volcanoes.</li> <li>➤ To explain how people predict volcanic eruptions.</li> <li>➤ To complete case studies of Iceland and Tonga.</li> </ul> <p><b>Key skills/concepts taught</b></p> <ul style="list-style-type: none"> <li>➤ Risk</li> <li>➤ Development</li> <li>➤ Sustainability</li> <li>➤ Resilience</li> <li>➤ Inequality</li> </ul>

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
	<b>Key concepts taught</b> <ul style="list-style-type: none"> <li>➤ Fieldwork/Skills</li> <li>➤ Systems</li> <li>➤ Resources</li> <li>➤ Development</li> </ul>	<b>Key concepts taught</b> <ul style="list-style-type: none"> <li>➤ Globalisation</li> <li>➤ Inequality Resilience</li> <li>➤ Development</li> <li>➤ Resources</li> </ul>	<b>Key skills/concepts taught</b> <ul style="list-style-type: none"> <li>➤ Inequality</li> <li>➤ Development</li> <li>➤ Globalisation</li> <li>➤ Resilience</li> <li>➤ Resources</li> </ul>	<b>Key skills/concepts taught</b> <ul style="list-style-type: none"> <li>➤ Development</li> <li>➤ Sustainability</li> <li>➤ Inequality</li> <li>➤ Globalisation</li> <li>➤ Resources</li> </ul>	

## Year 7 History



# Year 7 History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>What was Britain like before 1066?</b></p> <ul style="list-style-type: none"> <li>➤ What changes took place in Britain from the Stone age to the Iron age?</li> <li>➤ What impact did the Roman Empire have I Britain?</li> <li>➤ What was a typical Anglo-Saxon Settlement like in Britain?</li> <li>➤ Why did the Vikings come to England?</li> <li>➤ What were the achievements of the earliest civilisations like in the Ancient Egyptians?</li> <li>➤ How did the Ancient Greeks way of life influence the rest of the world?</li> <li>➤ What was everyday</li> </ul>	<p><b>Why was England a Battlefield in 1066</b></p> <ul style="list-style-type: none"> <li>➤ What was Britain like in 1066?</li> <li>➤ Why were there three men claiming to be King in 1066?</li> <li>➤ What happened at the Battle of Stamford bridge?</li> <li>➤ What happened at the Battle of Hastings?</li> <li>➤ What type of soldiers fought at the Battle of Hastings?</li> <li>➤ Why did William win at the Battle of Hastings?</li> <li>➤ How did Harold Godwinson die?</li> <li>➤ What were William's problems after he was crowned King of</li> </ul>	<p><b>Who were the strong and weak rulers during the medieval times?</b></p> <ul style="list-style-type: none"> <li>➤ What were the problems that Edward faced at the beginning of his reign in 1274?</li> <li>➤ What wars did Edward fight in Wales and Scotland?</li> <li>➤ Who were the strong and weak rulers from 1087-1272</li> <li>➤ What happened to Thomas Beckett?</li> <li>➤ How did Henry II respond to the death of Beckett?</li> <li>➤ How important was the Magna Carta?</li> <li>➤ What mattered to medieval society?</li> </ul>	<p><b>What mattered to Medieval people?</b></p> <ul style="list-style-type: none"> <li>➤ Who joined the first crusade and why?</li> <li>➤ What difficulties did the crusaders face on their journey to Jerusalem?</li> <li>➤ How did the crusaders capture Jerusalem?</li> <li>➤ What was the differences between the Islamic and the Christian worlds?</li> <li>➤ How did Medieval England differ to medieval Mali?</li> <li>➤ Who was Mansa Musa?</li> <li>➤ What does Mansa Musa's pilgrimage to Mecca reveal</li> </ul>	<p><b>What did problems did people face during the Medieval times.</b></p> <ul style="list-style-type: none"> <li>➤ How did people respond to the Black death?</li> <li>➤ What were the black death symptoms?</li> <li>➤ What were the cures of the Black death?</li> <li>➤ How did people respond to the Black death?</li> <li>➤ Was the Black Death a disaster?</li> <li>➤ What was medieval medicine?</li> <li>➤ Why were the peasants angry?</li> <li>➤ What were the consequences of the peasant's</li> </ul>	<p><b>What was the impact of the key developments on Migration?</b></p> <p>he impact of migrants Britain?</p> <ul style="list-style-type: none"> <li>➤ How did the Anglo-Saxons change Britain?</li> <li>➤ What benefits did the Jewish people bring to Britain?</li> <li>➤ What were the reasons for the Huguenots and African people's migrations and what challenges did they face?</li> <li>➤ What was the impact of Jewish and Asian migration</li> </ul>

<p>life like for Islamic people in Baghdad in 900AD?</p> <ul style="list-style-type: none"> <li>➤ What was the most important parts of the Bridging curriculum? – complete the end of term test</li> </ul>	<p>England?</p> <ul style="list-style-type: none"> <li>➤ How did William keep control of England?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What mattered to people in the towns?</li> <li>➤ What was the influence of religion on people living in the Middle Ages?</li> <li>➤ What was lifelike in a medieval village?</li> </ul>	<p>about him?</p> <ul style="list-style-type: none"> <li>➤ What can we learn about Mansa Musa's journey back from Mecca?</li> <li>➤ What was Mansa Musa's legacy and what does this tell you about medieval Mali?</li> </ul>	<p>revolt?</p>	
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# Year 7 Maths



# Year 7 Maths

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Algebraic Thinking  ➤ Sequences ➤ Algebraic notation ➤ Equality & equivalence	<b>Place Value &amp; Proportion</b>  ➤ Place value, integers & decimals ➤ Fractions, decimals & percentage equivalence	<b>Applications of Number</b>  ➤ Problem solving with the four operations ➤ Fractions and percentages of amounts	<b>Directed Number &amp; Fractional Thinking</b>  ➤ Four operations with directed number ➤ Multiplication and division of fractions	<b>Lines &amp; Angles</b>  ➤ Constructing measuring and using geometric notation ➤ Developing geometric reasoning	<b>Reasoning with Number</b>  ➤ Developing number sense ➤ Sets & probability ➤ Prime numbers & proof

# Year 7 Music



# Year 7 Music

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<p><b>Class Choir (1-part)</b></p> <p>Basic Italian Terms for Dynamics, Tempo, Beat, Pulse, Rhythm, High Pitch, Low Pitch, Ascending, Descending, Range, Unison, Call &amp; Response, Intro, Verse, Chorus</p> <p><b>Key concepts</b> <b>Singing:</b> Students learn rehearsal etiquette for choir rehearsals and basic singing technique including projection and diction..</p> <p>Composing: Students make creative suggestions about ways to change pieces of music we are singing, using new musical language..</p> <p><b>Listening:</b> Students listen to vocal and instrumental music to answer simple 1-mark questions about dynamics, tempo and pitch Instruments of the</p>	<p><b>Musical Traditions</b></p> <p>Symbols for Dynamics in staff notation, Conjunct, Disjunct, Descant, Tone, Semitone. Soprano, Alto, Tenor, Bass, Stave, Motif, Ostinato.</p> <p><b>Key concepts</b> <b>Singing:</b> Students apply singing skills to traditional music following sheet music and beginning to gain stylistic awareness to sing different types of Christmas music.</p> <p><b>Instruments</b> Students will play Djembe drums to explore world music and other musical traditions.</p> <p><b>Composing:</b> Students compose their own rhythms on Djembe drums and make creative suggestions about traditional music being sung.</p> <p><b>Listening:</b> Students listen to music from</p>	<p><b>Instruments of the Orchestra</b></p> <p>Fanfare, Orchestra, Strings, Brass, Woodwind, Percussion, Piano, Arco, Pizzicato, Thicker, Thinner.</p> <p><b>Key concepts:</b> <b>Singing:</b> Students use singing to repeat melodic ideas and engage practically with instrumental music</p>	<p>Instruments of the Orchestra</p> <p><b>New Knowledge:</b> Fanfare, Orchestra, Strings, Brass, Woodwind, Percussion, Piano, Arco, Pizzicato, Thicker, Thinner.</p> <p><b>Key concepts:</b> <b>Singing:</b> Students use singing to repeat melodic ideas and engage practically with instrumental music</p>	<p><b>Theme &amp; Variations</b></p> <p><b>New Knowledge:</b> Subito. Dotted Rhythms, Rests. Repetition. Leitmotif. Monophonic, Homophonic, Polyphonic, Dissonance</p> <p><b>Key concepts:</b> <b>Singing:</b> Students use singing to repeat melodic ideas and engage practically with instrumental music</p>	<p><b>Playing Chords</b></p> <p>New Knowledge: Bridge. Outro, Coda. Major, Minor, Primary Chords, Secondary Chords, Riff. Motif, Semiquaver</p> <p><b>Key concepts:</b> <b>Singing:</b> Students sing along to chord progressions that they play on keyboards and guitars learning to sing as part of a student ensemble.</p> <p><b>Instruments:</b> Students use keyboards, guitars and ukuleles to play chords to accompany popular and traditional songs sung by solo singers and the class choir.</p> <p><b>Composing:</b> Students make creative suggestions about dynamics, tempo and articulation used to play accompaniment for sung melodies.</p>

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
Orchestra <b>Knowledge:</b> Fanfare, Orchestra, Strings, Brass, Woodwind, Percussion	other cultures and traditional Christmas music to answer similar questions to less familiar genres				<b>Listening:</b> Students identify major and minor chords in popular music aurally and are able to recognise the tonality of a piece of music

# Year 7 PE



# Year 7 PE

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<b>Netball</b> <b>basketball</b> <b>multi skills</b>  <b>Key concepts/ skills taught</b> <ul style="list-style-type: none"> <li>➤ Fundamental movement skills – Running, jumping, throwing, catching, balancing and stability.</li> <li>➤ Introduction to outwitting opponents for invasion</li> <li>➤ Developing basic skills for invasion</li> <li>➤ Basic passing and handling, introductions to contact and tackling, identifying space in attack and defence</li> <li>➤ offside and laws of rugby.</li> <li>➤ Developing different types of passing</li> <li>➤ basketball and application, stopping and pivoting, dribbling, ball familiarisation, introduction to lay up and rules of</li> </ul>	<b>Badminton,</b> <b>Fitness</b> <b>Dance</b> <b>Gymnastics</b>  <b>Key concepts/ skills taught</b> <ul style="list-style-type: none"> <li>➤ Introduction to accurate replication</li> <li>➤ Outwitting opponents in net and wall.</li> <li>➤ Exploring concepts and emotions through dance</li> <li>➤ Ready position in badminton, basic rules and regulations of the sport, grip and serves, overhead clears, introduction to drop shot and smash. •How to locate pulse and measure HR, how to perform exercises safely when training, Understanding basic fitness components and applying to fitness, exploring different methods of training.</li> <li>➤ •Balances and rolls,</li> </ul>	<b>Parkour,</b> <b>Swimming</b> <b>Mini tennis</b> <b>Football</b>  <b>Key concepts/ skills taught</b> <ul style="list-style-type: none"> <li>➤ Accurate replication in parkour</li> <li>➤ Water safety and stroke development</li> <li>➤ Out witting in net and wall.</li> <li>➤ Identifying new rules in sport</li> <li>➤ Introduction to body control and movement, fundamentals of performing a shoulder roll travel across the apparatus.</li> <li>➤ Safety in swimming, introduction to stroke development in front crawl, backstroke and breaststroke, sculling, floating and push and glide.</li> <li>➤ •Ready position and grip, control and contact with the ball, introduction to forehand and</li> </ul>	<b>Basketball</b> <b>Fitness</b> <b>Netball</b> <b>OAA</b> <b>Rounders</b>  <b>Key concepts/ skills taught</b> <ul style="list-style-type: none"> <li>➤ Solving problems through OAA.</li> <li>➤ Basic map skills and navigation.</li> <li>➤ Linking skills and ideas in rounder and netball. •</li> <li>➤ Exercising safely and effectively in fitness</li> <li>➤ Identifying map symbols on map, team work and communication as part of team building</li> <li>➤ Orientating a map, thumbing, maps scales and directional navigation.</li> <li>➤ Fielding techniques, application to game like situations.</li> <li>➤ Batting fundamentals, grip, stances and contact.</li> <li>➤ Bowling and</li> </ul>	<b>Futsal</b> <b>Athletics</b>  <b>Key concepts/ skills taught</b> <ul style="list-style-type: none"> <li>➤ Basic skills and techniques for throwing, jumping and running events in athletics.</li> <li>➤ Basic skills and techniques in rugby and futsal.</li> <li>➤ Making and applying decisions, in competition</li> </ul>	<b>Cricket</b> <b>Rounders</b> <b>tennis</b>  <b>Key concepts/ skills taught</b> <ul style="list-style-type: none"> <li>➤ Basic striking and fielding techniques.</li> <li>➤ Identifying new rules in sport.</li> <li>➤ Forehand and backhand introduction in tennis</li> <li>➤ How to field and retrieve the ball correctly.</li> <li>➤ Performing the basic throwing and catching techniques and application towards cricket rules •</li> <li>➤ Introduction to bowling technique and application towards a target.</li> <li>➤ •Sportsmanship and game etiquette in cricket. •</li> <li>➤ Batting –grip, stance front foot drive. •</li> <li>➤ Fielding techniques, application to game like situations.</li> </ul>

<p>basketball</p> <ul style="list-style-type: none"> <li>➤ Footwork, jumping, pivoting, dodging, passing and shooting. Rules of netball, positions and basic tactics.</li> <li>➤ Introduction to commenting on skills and performance</li> <li>➤ Introduction to warm up and cool downs</li> <li>➤ Health and wellbeing the role of physical activity on personal health</li> <li>➤ Effects of exercise on the body</li> </ul>	<p>creating and applying sequences independently, introduction to travel, weights on hands, control and extension.</p> <ul style="list-style-type: none"> <li>•Exploring themes in dance, fundamental movements, sequencing and mirroring</li> </ul>	<p>backhand, maintaining a rally over a net.</p> <ul style="list-style-type: none"> <li>•Introduction to basic passing and ball control, identifying and moving into space, fundamental dribbling and shooting</li> </ul>	<p>introduction to rules and regulations</p>		<p>Batting fundamentals, grip, stances and contact. Bowling and introduction to rules and regulations.</p>
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## Year 9 Religious Education



# Year 7 Religious Education

Autumn term	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<p><b>What is belief?</b></p> <ul style="list-style-type: none"> <li>➤ Hermeneutics</li> <li>➤ Religion of the world and UK</li> <li>➤ What is Fact and belief: Blondin</li> <li>➤ Who was Corrie Ten boom and what are her Christian beliefs?</li> <li>➤ What is Modern day faith? Theology in action</li> </ul> <p><b>Key concepts covered</b> 1.a, b2.a,3. a,4, b,5,b,6.a,b</p>	<p><b>Places of worship (cultural capital)</b></p> <ul style="list-style-type: none"> <li>➤ What are the purposes of sacred spaces?</li> <li>➤ Why do people of all religions build holy buildings?</li> <li>➤ Why are there over 50,000 Churches in the UK and 2000 mosques?</li> <li>➤ What are the similarities and differences between a Synagogue, Mosque, Gurdwara, church Can religions share a holy building in a e.g. hospital, Airport or prison.</li> </ul> <p><b>Key concepts covered</b> 2.a,3. a,b, 4a,b,5a,b,6.b</p>	<p><b>The Old Testament</b> <i>Hermeneutics</i></p> <ul style="list-style-type: none"> <li>➤ What is the Old Testament</li> <li>➤ Creation and the fall</li> <li>➤ Noah and the Flood</li> <li>➤ Abraham and Isaac</li> </ul> <p><b>Key concepts covered</b> 1.a, b 4b,5a, b,6.b</p>	<p><b>The Old Testament</b> <i>Hermeneutics</i></p> <ul style="list-style-type: none"> <li>➤ Moses and the Burning Bush</li> <li>➤ 10 Plagues and Exodus</li> <li>➤ 10 Commandments</li> </ul> <p><b>Key concepts covered</b> 1.a, b 4b,5a, b,6.b</p>	<p><b>Christianity in the Modern World</b></p> <ul style="list-style-type: none"> <li>➤ What is the Bible?</li> <li>➤ Is Britain a Christian country</li> <li>➤ Should women lead the Church and those form the LGBTQ community</li> <li>➤ Slavery and the Crusades</li> <li>➤ Persecution of Christians</li> </ul>

# Year 7 Science



# Year 7 Science

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<p><b>Scientific method</b></p> <ul style="list-style-type: none"> <li>➤ Identifying variable</li> <li>➤ Writing methods</li> <li>➤ Data collection</li> <li>➤ Data handling and analysis</li> <li>➤ Conclusions and evaluations</li> </ul> <p><b>Chemistry Earth 1</b></p> <ul style="list-style-type: none"> <li>➤ Understanding the structure of the Earth</li> <li>➤ Exploring igneous rocks</li> <li>➤ Exploring sedimentary rocks</li> <li>➤ Exploring metamorphic rocks</li> <li>➤ Understanding the rock cycle</li> <li>➤ Describing stars and galaxies</li> <li>➤ Explaining the effects of the Earth's motion</li> <li>➤ Exploring our neighbours in the Universe</li> <li>➤ Using models in science</li> </ul>	<p><b>Physics – Forces 1</b></p> <ul style="list-style-type: none"> <li>➤ Understanding speed</li> <li>➤ Describing journeys with distance–time graphs</li> <li>➤ Exploring journeys on distance–time graphs</li> <li>➤ Investigating the motion of a car on a ramp</li> <li>➤ Understanding relative motion</li> <li>➤ Understanding forces</li> <li>➤ Understanding gravitational fields</li> <li>➤ Understanding mass and weight</li> <li>➤ Understanding gravity</li> </ul>	<p><b>Biology –Organisms</b></p> <ul style="list-style-type: none"> <li>➤ Exploring the human skeleton</li> <li>➤ Understanding the role of joints and muscles</li> <li>➤ Examining interacting muscles</li> <li>➤ Exploring problems with the skeletal system</li> <li>➤ Understanding organisation of organisms</li> <li>➤ Describing animal and plant cells</li> <li>➤ Understanding forces</li> <li>➤ Understanding gravitational fields</li> <li>➤ Understanding mass and weight</li> <li>➤ Understanding gravity</li> </ul>	<p><b>Chemistry –Matter 1</b></p> <ul style="list-style-type: none"> <li>➤ Using particles to explain matter</li> <li>➤ Understanding solids</li> <li>➤ Understanding liquids and gases</li> <li>➤ Exploring diffusion</li> <li>➤ Explaining changes of state</li> <li>➤ Separating mixtures</li> <li>➤ Exploring solutions</li> <li>➤ Understanding distillation</li> <li>➤ Understanding forces</li> <li>➤ Understanding gravitational fields</li> <li>➤ Understanding mass and weight</li> <li>➤ Understanding gravity</li> </ul>	<p><b>Physics –Energy 1</b></p> <ul style="list-style-type: none"> <li>➤ Understanding energy transfers by fuels and food</li> <li>➤ Comparing rates of energy transfers</li> <li>➤ Looking at the cost of energy use in the home •</li> <li>➤ Getting the electricity, we need</li> <li>➤ Using electricity responsibly</li> <li>➤ Energy stores and transfers</li> <li>➤ exploring energy transfers</li> <li>➤ Understanding potential energy and kinetic energy</li> <li>➤ Understanding elastic potential energy</li> </ul>	<p><b>Biology –Genes 1</b></p> <ul style="list-style-type: none"> <li>➤ Looking at variation</li> <li>➤ Exploring causes of variation</li> <li>➤ Considering the importance of variation</li> <li>➤ Understanding the female reproductive system and fertility</li> <li>➤ Understanding the male reproductive system and fertilisation</li> <li>➤ Learning how a foetus develops</li> <li>➤ Understanding factors affecting a developing foetus</li> <li>➤ Communicating ideas about smoking in pregnancy</li> </ul>

# Year 7 Careers

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
	Form time activity: Y7 Christmas Charity drive. Students run a Year charity event. They will research, organise, advertise and run the event.	PSHE Careers module – The Real Game During this PSHE activity students will role play as single adults in occupational roles. They see how schoolwork links relates to occupational choices and therefore to lifestyle and income.	National Careers / Apprenticeship Weeks – pupils will receive a special assembly and form time activities During National careers week departments will deliver a ‘Careers lesson’ in curriculum time. This will be used to inspire pupils and raise awareness of the variety of careers that are linked to their subject. ,	Form Activity – Meet your careers advisor, what do they do, how can they help.	Form activity Start Profile: module 1 – Opening your eyes, which jobs suits by interests and values)

# Year 7 Personal development

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 2	Summer term 1
<p><b>My New School / Settling In.</b></p> <ul style="list-style-type: none"> <li>➤ An introduction to personal, social and health education</li> <li>➤ Your new friends and social media•</li> <li>➤ How you will make an individual impact on the school</li> <li>➤ Study skills to improve your learning</li> <li>➤ Using the internet: privacy controls, getting help and offensive content</li> <li>➤ Self-evaluation –how has your first half term gone?</li> </ul>	<p><b>My Friends: Friendship &amp; Bullying</b></p> <ul style="list-style-type: none"> <li>➤ What makes a good friend?</li> <li>➤ What is bullying and cyber-bullying?</li> <li>➤ Dealing with bullying and cyber-bullying</li> <li>➤ The LGBT community and our responsibilities.</li> <li>➤ Race and Religion: Supporting our whole community</li> <li>➤ Oxplore Lesson: It is okay to judge other people?</li> <li>➤ Campaign: Creating a friendlier school</li> </ul>	<p><b>My Future: Who do I want to be?</b></p> <ul style="list-style-type: none"> <li>➤ Who is your role model?</li> <li>➤ What is it about them that you look up to?</li> <li>➤ What do you want from your time at Brownhills?</li> <li>➤ Making an impact: What do you want to be remembered for?</li> <li>➤ Your digital footprint</li> <li>➤ What do you do outside of school? What could you do to help you relax/meet your goals?</li> <li>➤ Being Yourself: Understanding who you are and being true to yourself.</li> <li>➤ Creating your pathway to meet</li> </ul>	<p><b>My Life: Healthy Living and Relaxation</b></p> <ul style="list-style-type: none"> <li>➤ What does it mean to be healthy?</li> <li>➤ How do you relax?</li> <li>➤ How does the media present a healthy body?</li> <li>➤ Diets and dieting: Get a balance of good food.</li> <li>➤ Positive Mental Health: Impact of the internet and social media on our health</li> <li>➤ Health issues to do with lifestyle and diet. Issues with smoking.</li> <li>➤ Debate: Gaming and device</li> </ul>	<p><b>Diversity &amp; Equality</b></p> <ul style="list-style-type: none"> <li>➤ Disability: What is a disability?</li> <li>➤ LGBT+: What is the LGBT+ community?</li> <li>➤ Gender: The history of gender equality in the UK.</li> <li>➤ Race and religion: The UK as a truly diverse country.</li> <li>➤ Brownhills TED Talk: 'Diversity is what makes our country so great'.</li> </ul>	<p><b>My Mind: Decision Making</b></p> <ul style="list-style-type: none"> <li>➤ What's the biggest decision you've faced in your life?</li> <li>➤ How did you deal with it?</li> <li>➤ A decision-making process. Considering the consequences.</li> <li>➤ Helping others make decisions.</li> <li>➤ Oxplore Lesson: Tackling big moral questions and considering both sides.</li> <li>➤ Balloon Debate</li> <li>➤ Peer Pressure: Making the right decisions this summer.</li> </ul>