

YEAR 7 CoDA Curriculum



Improving the life chances of all students

CoDA ART & DESIGN Curriculum Year 7

	Autumn		Spring		Summer	
Y7	FORMAL ELEMENTS -Baseline test: pencils overlapping -Timeline art history Skills focus: <ul style="list-style-type: none"> ○ Tone ○ Texture ○ Shape/form ○ Pattern ○ Colour ○ Composition Media: Watercolour Final piece: bringing all together	Pupils begin year 7 with a formal elements project exploring all the elements of art- this then combining into a final piece where they design their own outcome applying what they have learnt over the term to it.	BUILDINGS -Observational drawing- derby city buildings Skills focus: <ul style="list-style-type: none"> ○ Shape ○ Texture ○ Tone ○ Perspective ○ Line -Perspective shapes Media: cardboard structure Final piece: 2D LOW RISE <i>Artist: TBC</i>	. Building formal elements skills into term 2- Applying and improving drawing skills. New skills in 3D building techniques using card. At the end of year 7 pupils have developed skills through practice of formal elements to enable them to produce a project centred around themselves, learning about their own identity. They learn a new technique of collage.	IDENTITY -Observational drawing-personal object/teddy bear Skills focus: <ul style="list-style-type: none"> ○ Shape ○ Tone ○ Texture -collage of personal interests -silhouette- composition-layering <i>Artist: Matthew Farclough</i>	Pupils go into year 8 recapping basic drawing skills through observational drawing. They learn new technique of a grid enlargement to develop and enhance their skills-They learn a new media using oil pastels. They develop their knowledge about historic artists and presentation skills and developing their descriptive language.

CoDA DESIGN & INNOVATION Curriculum Year 7

	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5
Y7	Mechanisms & Forces Cams, levers, forces, motion and linkages. Applying knowledge to build a Cam-toy <ul style="list-style-type: none"> • Calculate moment of a force on a lever. • Explain how a lever works. • Name and describe the four types of motion. • Name and describe the motion of cams. • Describe the motion of a given linkage. 	Metals -Pewter Moulding Knowledge of Metals, workshop H&S, simple design work, metal work skills <ul style="list-style-type: none"> • Keep myself safe in the workshop. • Name and describe the properties of different metals. • Name and explain the purpose of a range of tools. • Communicate my ideas with drawings and labels. • Safely manufacture a product. • Complete an evaluation of my product. 	Food & Nutrition – Lunchtime foods Functions of ingredients, health and safety - personal hygiene, ingredient identification, sensory evaluation <ul style="list-style-type: none"> • Keep myself safe in the food room. • Explain how to feed myself healthy foods (based on the eatwell guide and 8 tips). • Used my senses to plan and evaluate different foods. • Identify ways to reduce food waste. • State the function of some ingredients. • Prepare a range of snacks. 	Textiles – Crafty critters Skills and Design 6Rs, skills, target market analysis, synthetic fibres, product analysis, peer reviewing. <ul style="list-style-type: none"> • Recall and explain how the 6Rs influence design. • Outline how synthetic fibres are made and give examples. • Carry out a product analysis of an existing product. • Clearly communicate design ideas. • Apply my practical skills to make a puppet. • Honestly reflect on my own outcomes. 	ICT - E-safety & Computing ICT basics Email, passwords, PP, word. E-Safety. Computing - graphical programming. <ul style="list-style-type: none"> • Send an email on the school system. • Use powerpoint to produce a presentation. • Use word to construct a document. • Identify ways to keep me safe online. • Use Kodu to make a computer game.

CoDA DRAMA Curriculum Year 7

	Autumn	Spring	Summer
Y7	<p><u>Pantomime (Devising)</u></p> <p>Intent: - Practical exploration of devising own pantomime applying pantomime conventions, demonstrating how to communicate meaning in performance and developing theatrical skills to realise artistic intentions, incorporating performance skills for presentation.</p> <p>Assessment: - Through practical performance of devised piece. Presentation of performance and devising skills including pantomime conventions.</p> <p>Links to BTEC: - Introduction to practical skills for performance and understanding of dramatic conventions for different styles. (C1,2,3)</p>	<p><u>Greek Theatre (Devising)</u></p> <p>Intent: - Develop understanding of Greek theatre and dramatic conventions. Practical exploration of the story of Medusa, using devising techniques and applying Greek theatre conventions incorporating performance skills for presentation.</p> <p>Assessment: - Through practical performance of devised piece. Presentation of performance and devising skills including Greek theatre conventions.</p> <p>Links to BTEC: - Introduction to practical skills for performance and understanding of dramatic conventions for different styles. (C1,2,3)</p>	<p><u>Harry Potter & The Goblet of Fire (Text)</u></p> <p>Intent: - Practical exploration of performance of set text developing skills required in communicating meaning in performance and to realise artistic intentions. Practical exploration of Naturalistic theatre and Stanislavski techniques to develop characterisation, vocal, physical, and interpretative skills for performance.</p> <p>Assessment: - Through practical performance of set text. Presentation of physical and interpretative skills of a character.</p> <p>Links to BTEC: - Exploration of style developing understanding of creative intentions in the text. (C1,2)</p>

CoDA MUSIC Curriculum Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	<p>Introductions – singing, musical elements and the keyboard. (Performance, composition and Listening)</p>	<p>Introductions – singing, musical elements and the keyboard. (Performance, composition and Listening)</p>	<p>Gnomes – descriptive Music (Composition and listening)</p>	<p>Gnomes – descriptive Music (Composition and listening)</p>	<p>Popular Classics (Performance and listening)</p>	<p>Summer Hits (Performance and listening)</p>

CoDA ENGLISH Curriculum Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Novel study / non-fiction texts</p> <p>Studying a novel provides teachers the opportunity to cover a wide range of skills and to adapt according to findings in the baseline test. In addition to studying a novel, students will be introduced to non-fiction texts that thematically link to the novel they are studying.</p> <p>What key pieces of work will be produced and marked? Baseline assessment (reading & writing).</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Able to make inferences • Accurate spelling • Communication is clear and effective • Identifies explicit ideas and support with appropriate quotations • Language techniques are used for effect • Make comment on the effect of language • Range of punctuation accurately used • Use subject terminology to refer to language features • Variety of sentence forms used • Vocabulary is used for effect • Writing follows a clear sequence 	<p>Charles Dickens – Oliver / non-fiction texts</p> <p>During this module, students are introduced to Dickens and elements of Victorian culture. This module also includes students completing their own research and making a verbal presentation; therefore building on communication skills.</p> <p>What key pieces of work will be produced and marked? Oral presentation.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Ability to listen to questions/feedback responding formally and in some detail • Ability to organise and structure your presentation clearly and appropriately to meet the needs of the audience • Ability to speak clearly and with confidence • Deduce / infer meaning from texts • Discuss and write about the effect of language choices. • Discuss themes in the texts you have studied • Explain how life in Victorian Times was different to now • Express challenging ideas/information/ feelings using a range of vocabulary • Identify and discuss ideas and themes in short extracts • Improve skills for reading texts with challenging vocabulary • Linking the texts you have read to what you have learnt about Victorian Britain • Revise the meaning of language terms • Use precise and accurate quotations 	<p>Creative writing using short film stimuli</p> <p>During the baseline assessment students wrote a story / description inspired by an image. During this topic students will have the opportunity to revisit and hone these skills. Using visual and short film stimulus allows students to focus on their craft as a writer – rather than original construction of a story / plot.</p> <p>What key pieces of work will be produced and marked? Write an extract of a short story based on the short film “The Sandman”.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Accurate spelling • Build vocabulary and use it in context • Communication is clear and effective • Language techniques are used for effect • Make comment on the effect of language • Make comment on the effect of structure • Range of punctuation accurately used • Use subject terminology to refer to language features • Use subject terminology to refer to structural features • Variety of sentence forms used • Vocabulary is used for effect • Writing follows a clear sequence and may use structural features such as motif • Writing has an individual tone / viewpoint • Writing is suitable for audience / purpose • Writing uses a figurative language 	<p>“In the news”</p> <p>This topic gives students the opportunity to discuss current affairs and to encourage students to question the validity of what they may read / hear in news. The students will learn the differences between Tabloid and Broadsheet newspapers, through reading a variety of articles and creating their own.</p> <p>What key pieces of work will be produced and marked? Reading assessment. Creating own article (either Broadsheet or Tabloid) to be marked.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Compare writer’s viewpoints and perspectives • Deduce / infer meaning from articles • Define some key terms for features of a newspaper • Discuss and write about the effect of language choices. • Discuss some current issues that are in the news at the moment • Identify and discuss ideas presented in newspaper articles • Identify writer’s viewpoints and perspectives • Know the term bias and recognise where it is used • Learn how to identify language techniques • Question the truth behind what we read in newspapers • Revise the meaning of language terms • Use precise and accurate quotations • Vocabulary is used for effect • Writing has an individual tone / viewpoint • Writing is appropriate for audience • Writing is appropriate for purpose 	<p>Journeys (Non-fiction writing – autobiographical / travel writing)</p> <p>During this module, students will be applying descriptive writing skills they learnt earlier in the year to a different format of non-fiction writing. Students will look at a number of style models of autobiographical and travel writing before producing their own piece. This module will demonstrate to students where skills applied to fiction writing can be transferred to non-fiction format.</p> <p>What key pieces of work will be produced and marked? Students write a first person account of a place they have been or a journey they have gone on in the style of travel writing.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Able to identify writer’s viewpoints (including identifying bias) and discuss the impact of viewpoint • Able to make links between ideas in different texts • Able to select appropriate quotations • Broaden knowledge of different cultures / societies • Comment on the effect of language • Communication is clear and effective • Identifies explicit ideas and able to make inferences • Increased confidence in questioning what we read • Language techniques are used for effect • Strategies for reading challenging texts and building vocabulary • Use subject terminology to refer to language features • Visual literacy • Vocabulary is used for effect • Writing follows a clear sequence • Writing has an individual tone / viewpoint • Writing is appropriate for audience • Writing is appropriate for purpose • Writing uses discourse markers • Writing uses paragraphs 	<p>Poetry / Myths and Legends</p> <p>Students will explore several poems linked by the ‘Myths and Legends’ theme. The assessed skills involve the selection of appropriate quotations and making links and comparisons between poems.</p> <p>What key pieces of work will be produced and marked? A comparison of two poems.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Able to explain the writer’s ideas. • Able to select appropriate quotations to support comments about writer’s ideas and use of language for effect. • Able to make links between texts. • Able to use subject terms. • Able to comment on the effects of language. • Able to makes links between texts. • Able to comment on historical/cultural content of text. • Able to make clear/analytical comments on the effects of language. • Able to make some/clear comments on the writer’s use of structure in a poem/s.

CoDA GEOGRAPHY Curriculum Year 7

	Urban Issues & Challenges	Natural Hazards	Changing Economic World	Processes, Landscapes and Landforms	The Living World	Resource Management	Geographical skills / Review, Reteach, Revise
Y7	<p>What is Geography?</p> <p>Students will explore what geography is; what geographers do; geography-linked careers</p> <ul style="list-style-type: none">Name and locate the continents and oceansName and locate significant regions and countries (inc. HICs, NEEs and LICs)Name and use compass directions <p>Where is Derby? What is it like?</p> <ul style="list-style-type: none">Name and locate the UKs countries, regions and major citiesExplain site factorsDescribe and explain population distribution in the UKDescribe Derby's location in the UKLocate places and features in Derby using 4 and 6 figure grid referencesMeasure distances between places and features in Derby using scale	<p>What are natural hazards?</p> <ul style="list-style-type: none">Define natural hazardGive examples of natural hazardsExplain factors that affect hazard risk <p>UK weather and climate hazards</p> <ul style="list-style-type: none">Give examples of weather hazards in the UKDescribe how the UK's climate is changing <p>Flooding in the UK</p> <ul style="list-style-type: none">Explain the human and physical causes of floodingExplain the impacts of floodingExplain different ways that people and property can be protected from flooding in Derby <p>Climate change</p> <ul style="list-style-type: none">Give examples of evidence that climate change is happeningExplain the physical and human causes of climate changeExplain the impacts of climate changeExplain how the risks of climate change can be managed	<p>Urban and Economic change in Derby</p> <ul style="list-style-type: none">Give examples of land use zones and their features in UK citiesDescribe opportunities in DerbyDescribe urban challenges in DerbyExplain how migration has changed the character of Derby:<ul style="list-style-type: none">immigrationurban-sprawlDescribe how employment in Derby has changed over timeExplain the reasons why Toyota chose BurnastonDescribe how quality of life in Derby varies	<p>What are physical landscapes and how are they formed?</p> <ul style="list-style-type: none">Name and locate physical landscapes in the UKDescribe geological timescalesGive examples of rock/soil types and explain how they are formedGive examples of and explain physical processes: weathering, mass movement, erosion, transportation and deposition <p>Glaciated Landscapes</p> <ul style="list-style-type: none">Give examples of glacial landformsIdentify glacial landforms on OS mapsExplain the formation of landforms created by glacial erosion and deposition.Describe the attractions of glaciated landscapesExplain the economic, social and environmental impacts of tourism in glaciated landscapesExplain the strategies used to manage the impacts of tourism	<p>What are ecosystems?</p> <ul style="list-style-type: none">Define 'ecosystem'Give examples of global ecosystemsDescribe the global distribution of climate zones and ecosystemsExplain the global distribution of climate zones and ecosystemsDescribe the components of an ecosystemCompare the features of different ecosystems <p>UK ecosystems</p> <ul style="list-style-type: none">Describe the features of:<ul style="list-style-type: none">a local ecosystem (e.g. school pond)a temperate deciduous forest (TDF)Explain how the components of a UK ecosystem are linked (food webs and the nutrient cycle)	<p>What are resources?</p> <ul style="list-style-type: none">Give examples of resourcesExplain why resources are important to human wellbeing <p>Resource Issues – Food</p> <ul style="list-style-type: none">Describe how the demand for food in the UK is changingExplain why the UK imports so much foodDescribe the impacts of changing demand for foodDescribe the advantages and disadvantages of buying locally, organic farming and agribusinessDescribe the global distribution of food 'surplus' and 'deficit'Explain reasons for increasing food consumption around the worldExplain the factors affecting food supplyExplain the impacts of food insecurityDescribe sustainable strategies to increase food supply	<p>Through the study of different topics, students will also learn to select, use and adapt a range of geographical skills:</p> <ul style="list-style-type: none">Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and extended writingApply knowledge and understanding to interpret, analyse and evaluate geographical information and issuesUsing fieldwork skills in contrasting locations to collect, analyse and draw conclusions from geographical dataDevelop well-evidenced arguments and judgements drawing on their geographical knowledge and understanding <p>In the Summer term of Year7-9 students will be given opportunities to focus on issues-based geography and fieldwork (in preparation for Paper 3 at GCSE level)</p> <p>The summer term will also be used to review student learning across the year and to reteach any topics that students struggled with.</p> <p>There will also be end of year examinations and students will be taught revision skills in preparation for these.</p> <p>Tests and exams will include elements of prior learning e.g. a Y9 assessment on physical processes will include glaciated landscapes, river landscapes and coastal landscapes.</p>

CoDA HISTORY Curriculum Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	<p>The Saxons – Was this the Dark Ages</p> <ul style="list-style-type: none">• Introduction to History• What did the Romans do for us?• Who were the Anglo-Saxons?• The Saxon Hierarchy• Crime and Punishment• Anglo-Saxon Architecture• How did Anglo Saxon religion change?• Were the Vikings raiders or traders?• Does Alfred deserve to be called ‘The Great’?	<p>The Battle of Hastings 1066 & William’s control</p> <ul style="list-style-type: none">• Who were the contenders to the throne?• What happened at the Battle Of Stamford Bridge• Who won the Battle of Hastings and why?• How did Harold die?• Introduction to the Feudal System• Motte and Bailey Castles• The Domesday Book	<p>The Black Death</p> <ul style="list-style-type: none">• The Black Death: Ideas, Treatment, Prevention• 1665 plague• What had changed and what continued from the 14th century?• How did life change for peasants after the Black Death <p>Source Skills- Introduce the follow up question and the source question.</p>	<p>The Peasant’s Revolt</p> <ul style="list-style-type: none">• Causes of the Peasants Revolt (long-term and short-term)• Events from Fobbing to Miles End• What happened at Smithfield?• Why were the Peasants defeated?	<p>The Tudors & the Religious Rollercoaster</p> <ul style="list-style-type: none">• Henry VIII’s six wives• Differences and similarities of Catholics and Protestants.• The Reformation: problems with the Catholic Church and why did Henry want to change it?• Edward VI- How does he change the Church and the problems this creates?• Mary I- How does she change the Church and the problems this creates?• Elizabeth- I- How does she change the Church and the problems this creates-• What was life like in Tudor England?	<p>Life in Elizabethan England</p> <ul style="list-style-type: none">• Elizabethan Society- Hierarchy and the government-• What changed in Elizabethan England that made exploration possible?• What was the significance of Drake’s circumnavigation of the globe?• What was School like in Elizabethan England?• What did people do for fun in Elizabethan England?• The problem of the poor in Elizabethan England• How did Agriculture Change in Elizabethan England?

Skills taught: Chronology; Questioning; Cause; Change and continuity; Consequences; Significance; Inference; Reliability of sources

CoDA MODERN FOREIGN LANGUAGES Curriculum Year 7

	Autumn	Spring		Summer	
Y7	<ul style="list-style-type: none">BasicsPronunciation & phoneticsBasic personal information, name, age, numbers, weeks, months, likes and dislikes, colours	<ul style="list-style-type: none">Personal characteristicsAppearanceFamily	<ul style="list-style-type: none">SchoolSports & opinionsTeacher descriptions	<ul style="list-style-type: none">Modern technologyDescribing a picture	<ul style="list-style-type: none">The school dayEnd of year project- Travel
	French grammar skills <ul style="list-style-type: none">avoir/être/adjective agreementsopinions words/parce quecar/intensifiers German grammar skills <ul style="list-style-type: none">sein, intensifiers, haben, adjectival agreements, opinion, weil/denn				

CoDA SCIENCE Curriculum Year 7

	Autumn	Spring	Summer
Y7	Science skills Particles Forces Acids and alkalis OR cells	Acids and alkalis OR cells Electricity Reproduction	Energy Ecology The Earth

See Science Fact Sheets for more information about topic.

CoDA RELIGIOUS STUDIES Curriculum Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Christianity <i>What does it mean to be religious today?</i> Founders of Faith Signs and Symbols Places of Worship Festivals and celebrations Religious Scripture	Buddhism <i>What does it mean to be religious today?</i> Founders of Faith Signs and Symbols Places of Worship Festivals and celebrations Religious Scripture	Islam <i>What does it mean to be religious today?</i> Founders of Faith Signs and Symbols Places of Worship Festivals and celebrations Religious Scripture	Hinduism <i>What does it mean to be religious today?</i> Founders of Faith Signs and Symbols Places of Worship Festivals and celebrations Religious Scripture	Judaism <i>What does it mean to be religious today?</i> Founders of Faith Signs and Symbols Places of Worship Festivals and celebrations Religious Scripture	Prejudice and Discrimination: Are all religions treated fairly? Do religions treat others fairly? Normanton: How can we make our local area a more respectful place?

CoDA RSE/PSHE Curriculum Year 7

	Autumn		Spring		Summer	
Y7	Living in the Wider World 1 – Identity, aspirations, wants and needs, self-esteem, racism and stereotypes	Careers and Finance - Money, budgeting, savings and finance	Relationships and Safety – friendship, family, romance	Relationships and Safety – bullying, online bullying, safe relationships, radicalisation	Health and Wellbeing 1 – Healthy living, diet and exercise, energy drinks, smoking and drugs	Health and Wellbeing 2 – Puberty and Emotional Health, anger, FGM