



Year 7 Curriculum Overview

2024-2025

BSL	In KS3 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Level 1		
	Meeting people <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation 	Weather <ul style="list-style-type: none"> ▪ Expanding vocabulary for weather terms 	Transport <ul style="list-style-type: none"> ▪ Different modes of transport. ▪ Asking for directions
	Using numbers and alphabet <ul style="list-style-type: none"> ▪ Shopping ▪ Phone numbers ▪ Communicating 	Relevant personal information <ul style="list-style-type: none"> ▪ Name, age, address ▪ Family details brothers, sisters 	Strategies for clarification <ul style="list-style-type: none"> ▪ Repetition ▪ Changing questions structure
	Level 2		
	Finger spelling <ul style="list-style-type: none"> ▪ Length of words ▪ Clarity ▪ Speed ▪ Spell back ▪ Receptive and productive skills Role Shift <ul style="list-style-type: none"> ▪ Explain why this is important in BSL ▪ Use of dialogues with peers ▪ Transform this into a role shift 	BSL sentence structure <ul style="list-style-type: none"> ▪ Recognise the difference between English structure and BSL structure Use BSL structure in story telling Vocabulary <ul style="list-style-type: none"> ▪ Travel ▪ Holidays ▪ Shopping ▪ Spending ▪ Eating and drinking 	Conversations <ul style="list-style-type: none"> ▪ Placement ▪ Hand shape ▪ Turn-taking ▪ Eye gaze ▪ Questions and answers ▪ Maintaining a conversation Signing Space, pace and flow <ul style="list-style-type: none"> ▪ Use correct signing space for BSL ▪ Use of filming peers and giving feedback ▪ Ensure that pace and flow is not too fast or too slow
	Level 3		
	Covers 6 different topics: home Life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
	Use receptive and productive skills to engage in varied social interaction. <ul style="list-style-type: none"> ▪ Opinion and beliefs ▪ Instruction and advice ▪ Adapt own language appropriately (Formal and informal) 	Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language. <ul style="list-style-type: none"> ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers ▪ Negation and affirmation 	Understand sustained signed communication containing varied language <ul style="list-style-type: none"> ▪ Recognise and distinguish facts, opinions, beliefs and feelings. ▪ Deaf studies

Science	The science curriculum aims to help pupils develop basic scientific ideas and understanding about the biological and physical aspects of the world, and the processes through which they develop this knowledge and understanding.		
	<p>Laboratory rules and safety:</p> <ul style="list-style-type: none"> ▪ Introduction to the lab, safety rules ▪ Measuring volume ▪ Measuring temperature <p>Cells and Organisation:</p> <ul style="list-style-type: none"> ▪ Living and non-living (MRS GREN) ▪ Variety of life (animals and plants, vertebrates and invertebrates, vertebrate groups) ▪ Plant v Animal cells ▪ Specialist Cells ▪ Unicellular organisms ▪ Tissues, Organs & Organ Systems ▪ Introduction to life cycles to show changes in aging of humans and other vertebrates <p>Acids and Alkalis:</p> <ul style="list-style-type: none"> ▪ Properties ▪ Indicators (pH scale) ▪ Neutralisation 	<p>Gas Exchange:</p> <ul style="list-style-type: none"> ▪ Gas exchange structure in humans ▪ Breathing mechanism ▪ Effects of smoking and asthma ▪ Gas Exchange in Plants <p>Behaviour of Particles:</p> <ul style="list-style-type: none"> ▪ Solids/Liquids and Gases ▪ Properties of materials (expansion, diffusion, pressure) ▪ Particle motion ▪ Separation of mixtures <p>Light and Waves:</p> <ul style="list-style-type: none"> ▪ Properties of Light ▪ Transmission through materials ▪ Reflection ▪ Refraction ▪ Spectrum and colours of light 	<p>Photosynthesis and Respiration:</p> <ul style="list-style-type: none"> ▪ Aerobic v. Anaerobic Respiration ▪ Photosynthesis mechanism ▪ Plant adaptations to and the environmental role of Photosynthesis <p>Chemical Reactions:</p> <ul style="list-style-type: none"> ▪ Reversible v irreversible reactions ▪ Types of chemical reaction ▪ Gas tests ▪ Factors effecting rate of reaction <p>Plant Reproduction:</p> <ul style="list-style-type: none"> ▪ Plant life cycle ▪ Germination ▪ Flower parts ▪ Pollination ▪ Seed dispersal

History

The curriculum aims to develop pupils understanding and awareness of historical concepts and events through the use of real artefacts and local visits where appropriate. Depth of content and extension will vary depending on individual needs.

The Formation of England (Pre-1066)

- Compare England from the time of Alfred the Great with now, noting some differences.
- Use images and maps from different regions of Medieval England.
- Identify the important roles of Alfred the Great's children and Grandchildren regarding the formation of England under one Monarch
- Retell historical facts.

1066 and the Feudal System

- Explore who was involved in 1066, names etc... and who had the strongest claim for the throne of England.
- Learn Key vocabulary around 1066 and the Battle of Hastings.
- Explore why William the Conqueror won the Battle of Hastings.
- Norman castles: Exploring the development of Mottle and Bailey Castles in Britain as a result of Norman conquest.
- Learn about the Feudal system.

The Black Death

- Learn the symptoms of the Black Death
- Why the Black death spread so quickly and killed so many.
- The decrease in population after the Black Death and what this meant for Peasants.
- Look briefly at a local case study of the village of Eyam.
- Look at How the Black Death links to the Peasants Revolt.

The Peasant's Revolt

- The context of the Peasants Revolt and how it was linked to the Feudal system and rising taxes.
- Explore the key events of the Peasant's Revolt and what Watt Tyler and Richard II wanted.
- Describe the aftermath of the Peasant's revolt and what it meant for Peasant's lives.

The War of the Roses

- Explore key figures and events of the War of the Roses, identifying how people were all related and important moments along the 34 year conflict
- Focus on key Topic related vocabulary around Lancaster and York.
- Identify some key events in the story of the Battle of Hastings relating to these characters
- Introduction to Henry Tudor and the Battle of Bosworth Fields as Segway into the Tudors.

Textiles

The curriculum aims to develop pupils creative experiences using a range of textiles and techniques and analytical skills. Pupils will learn about great artists and textiles designers to develop their own skills. Pupils will be involved in at least one project each term.

Jon Burgerman inspired product in felt & tie-dye

- Pupils complete their own samples of rendering and use these techniques to add colour to the Burgerman Characters they have selected
- To create a research page on the artist Jon Burgerman
- Use a sewing machine to follow the outlines of the Burgerman Characters
- Create a sample of different stitching on the sewing machine
- Create a tie dye sample for you to create your Burgerman characters on
- Draw your own Jon Burgerman style characters
- Using your chosen design, draw your paper pattern pieces for each part of your character
- Cut out your fabric and tack together
- Create one of your design ideas using a sewing machine stitch
- Learn how to sew a button and create a sample
- Complete Jon Burgerman textiles pieces

Edo Morales Selfie

- Look at the work of Ed Morales
- Complete mark making exercises and use these over their photograph
- Learn new textile techniques of collograph, monoprints and raw edge machine applique
- Begin final pieces – focusing on the background prints to begin with.
- Begin to add in the details of their final piece
- Analyse and evaluate

Holly Levell Cushion

- Look at the work of Holly Levell. Introduction to analysing artists work as a class
- Observational sketches – shading techniques using coloured pencils
- Sampling textile techniques, embroidery, tie dye and applique. Evaluation of samples
- Create x4 different cushion designs
- Complete design pages and prepare tie dye
- Practical for the front panel of the cushion – applique / embroidery
- Continue with hand stitching whilst rotating to use sewing machines to sew up their cushions
- Final finishing touches on practical work

Design & Technology	The curriculum aims to develop pupil's creative design work and critical thinking skills alongside their practical skills using a variety of manufacturing techniques and processes. Theory related learning in Y7 covers key aspects of materials technology, including woods, metal and plastics as well as health and safety. Pupils will make a variety of projects throughout the year, which are split into two separate rotations.	
	<p>Rotation 1</p> <p>Jitterbug – design and manufacture an electronic vibrating bug from acrylic.</p> <p>Door sign – design and manufacture a personalised door sign for a bedroom using plywood and MDF.</p> <p>Monster picker – design and manufacture a monster inspired litter picker using softwood and plywood.</p>	<p>Rotation 2</p> <p>Memphis clock – design and manufacture a clock using acrylic and HIPS based on the strong shapes and colours used during the Memphis design movement.</p> <p>Deaf shaky hand game - design and manufacture an electronic game suitable for deaf users.</p>
Music	The curriculum aims to develop pupils knowledge of music, instruments and rhythm. Pupil's have the opportunity to be involved in the school signing choir and also in school productions.	
	<p>7B Half Term 1: Exploring duration, rhythm, pitch and melody through composition</p> <ul style="list-style-type: none"> ▪ Introduce the word durations and show that in traditional notation different durations of notes have different names: Crotchet, quaver etc.. ▪ Show pupils that a line of different durations creates a rhythm. ▪ Add pitch to the equation, showing examples of pitched and non-pitched instruments. ▪ Explore pitches further by showing them the diatonic scale. ▪ Pupils will be adding pitch to a created rhythm in order to create a Melody. <p>7A Half Term 3: Exploring duration, melody and use of dynamics and through a music scale</p> <ul style="list-style-type: none"> ▪ Review key vocabulary of pitch, rhythm, melody, scales. ▪ Review dynamics: pp,p,f,ff and crescendo/diminuendo. ▪ Provide and assess the learning of the meaning of the above vocabulary. ▪ Introduce the word durations and show that in traditional notation different durations of notes have different names: Crotchet, quaver etc.. 	<p>7B Half Term 4: Exploring melody and tempo through the music of deaf role models</p> <ul style="list-style-type: none"> ▪ Pupils return to the word melody and should review the other key vocabulary from the previous topic. ▪ Pupils to practice feeling and following a tempo, and learning that the word tempo means fast or slow. ▪ By comparing two separate melodies composed by two deaf role models (Fur Elise by Beethoven and the Lonely traveller by Evelyn Glennie) pupils will aim to listen for difference in tempo (and pitch if possible). ▪ Pupils will learn a few key contextual bits of information about how Beethoven and Evelyn Glennie would both use vibrations to engage with their music. ▪ Pupils to revisit pitched and un-pitched percussion as a means of exploring and learning an Evelyn Glennie melody (The lonely traveller bassline). <p>7A Half Term 6: Melody and Chords</p> <ul style="list-style-type: none"> ▪ Return to and re-explain that scales are the building blocks of melodies. ▪ .Introduce chords and explain how triads are formed. ▪ Pupils to learn/perform some basic triads on keyboard.

Physical Education (PE)

The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.

Cycling

Develop and refine knowledge and understanding in the essential bike skills – brakes, observing the terrain which your cycling on , gears, balance, riding out of the saddle and cornering

Basketball

Develop and refine knowledge and understanding in the essential skills – Offensive - Dribbling, passing and receiving, shooting, rebounding. Defensive – blocking, stealing, marking and rebounding

Football

Develop and refine knowledge and understanding in the essential skills – Passing and receiving, shooting, dribbling, touch and ball control

Swimming

Review, assess stroke technique

Trampolining

Develop and refine knowledge and understanding in the essential skills – balance, strength, flexibility and coordination will be taught through basic twists, basic seat landings, basic back landings and basic front landings

Dance

Develop and refine knowledge and understanding in the essential physical, expressive and technical skills – balance, coordination, flexibility, strength, control and action, dynamic and spatial awareness, facial expression, mood and feeling

Tennis

Develop and refine knowledge and understanding in the essential skills – serve, return, forehand, backhand, volley, overhead and footwork

Swimming

STA Award Scheme

Cricket

Develop and refine knowledge and understanding in the essential skills – batting, bowling, fielding, throwing and catching

Rounders

Develop and refine knowledge and understanding in the essential skills –batting, throwing, catching, bowling and running

Athletics

Develop and refine knowledge and understanding in the essential skills – track and field events – throwing for distance (strength), jumping for distance (flexibility)running for time (speed and endurance)

Swimming

STA Award Scheme and Distances

Careers Education Information & Guidance			
Careers Education Information & Guidance	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	Developing skills and aspirations <ul style="list-style-type: none"> ▪ How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity ▪ About a broad range of careers and the abilities and qualities required for different careers about equality of opportunity ▪ How to challenge stereotypes, broaden their horizons and how to identify future career aspirations ▪ About the link between values and career choices 		Financial decision making <ul style="list-style-type: none"> ▪ How to make safe financial choices ▪ About ethical and unethical business practices and consumerism ▪ About saving, spending and budgeting ▪ How to manage risk-taking behaviour
Religious Education (RE)			
Religious Education (RE)	The RE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.		
	What does it take for a new religion to start? <ul style="list-style-type: none"> ▪ What is religion? ▪ Symbols ▪ How religion started ▪ What makes a good leader? ▪ Places of worship Religious artefacts	<i>How can people decide if God is real, and what God is like?</i> <ul style="list-style-type: none"> ▪ Focus on key beliefs in main six world religions ▪ God in Christianity ▪ The five pillars in Islam ▪ The Trimurti in Hinduism ▪ The Holy Trinity in Christianity 	<i>Do we need to prove God's existence?</i> <ul style="list-style-type: none"> ▪ Explain arguments for the existence of God ▪ Explain one or more arguments for the existence of God. Contrast one argument for the existence of God with a non-religious world view for example Humanist