

Curriculum overview Whole School

What our students study in Year 7 at Strood Academy

Subjects	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p><b>Maths</b></p> <p><b>Knowledge organisers</b></p>	<p><b>Number Systems, Time, Order of Operations, Factors and Multiples</b></p> <p>In this unit, students develop their understanding of different models for multiplication and division. Students also explore the axioms of numbers and which operations they can be applied to. Throughout the unit, students consider the structure of numbers by considering some interesting and important properties</p> <p><a href="#">KO: 1</a></p>	<p><b>Integers and Algebra</b></p> <p>This unit focuses on the properties and also the order of operations. The unit then formally introduces algebra to Year 7 students. The unit consists of a series of investigations, designed to consolidate student learning on algebraic expressions.</p> <p>Students investigate number and word problems, with a view to generalising their findings algebraically.</p> <p><a href="#">KO: Module 2</a></p>	<p><b>Geometry: 2D shape in a 3D world</b></p> <p>This unit covers scales and measures. Students will learn to read scales and interpret measures. They will also look at converting between some metric units using their knowledge of powers of ten. The main focus should be on understanding measure and scale. Students cover estimating, measuring, drawing and calculating angles. Types of angles will be discussed before students learn to measure and draw angles accurately</p> <p><a href="#">KO: Module 3</a></p>	<p><b>Coordinates, Area of 2-D Shapes, Transformation of 2-D Shapes</b></p> <p>This unit looks at the properties of quadrilaterals. Students start the unit by looking more closely at parallel and perpendicular lines - key properties of quadrilaterals - before moving onto naming and defining the shapes</p> <p>This practical unit reinforces earlier work on angles and shape and allows students to explore which combinations of reflection and rotational symmetry are and are not possible.</p> <p><a href="#">KO: Module 4</a></p>	<p><b>Fractions</b></p> <p>As the introduction to fractions in Year 7, students are encouraged to explore definitions and multiple representations of fractions in order to address any misconceptions from prior learning. This unit looks at multiplying and dividing fractions. The lessons build on work on finding fractions of amounts to look at finding the whole given a fractional part before progressing onto the processes of fraction multiplication and division.</p> <p><a href="#">KO: Module 5</a></p>	<p><b>Percentages, Ratio and Proportion</b></p> <p>This unit formally looks at percentages and their relationship with fractions. Students met percentages earlier in the year alongside work on decimals, so should be familiar with the denominator of 100.</p> <p>Bar models, pie charts and 100 grids will be used throughout to <a href="#">Module</a> pictorially represent these numbers. We then build on this work to look at finding percentages of amounts and increasing/decreasing by a percentage.</p> <p><a href="#">KO: Module 6</a></p>
<p><b>English</b></p> <p><b>Knowledge organisers</b></p>	<p><b>Identity and Culture Poetry</b></p> <p>Teach students how to annotate a poem.</p> <p>To develop student's analytical writing in response to poetry</p> <p>To develop students' oracy when discussing their ideas in relation to the poems.</p> <p>To build students cultural capital and general knowledge.</p> <p><a href="#">Knowledge organiser</a></p>	<p><b>Identity and Culture Poetry</b></p> <p>Teach students how to annotate a poem.</p> <p>To develop student's analytical writing in response to poetry</p> <p>To develop students' oracy when discussing their ideas in relation to the poems.</p> <p>To build students cultural capital and general knowledge</p> <p><a href="#">Knowledge organiser</a></p>	<p><b>War Horse</b></p> <p>To develop students' reading skills</p> <p>To improve students' analytical writing.</p> <p>To build students cultural capital and general knowledge</p> <p><a href="#">knowledge organiser</a></p>	<p><b>War Horse</b></p> <p>To develop students' reading skills</p> <p>To improve students' analytical writing.</p> <p>To build students cultural capital and general knowledge</p> <p><a href="#">knowledge organiser</a></p>	<p><b>Romeo and Juliet</b></p> <p>To introduce students to conventions of Shakespearean drama</p> <p>To develop students' knowledge of</p> <p>To improve students' confidence when engaging with dramatic texts</p> <p>To develop students ability to analyse Shakespearean language</p> <p><a href="#">knowledge organiser</a></p>	<p><b>Romeo and Juliet</b></p> <p>To introduce students to conventions of Shakespearean drama</p> <p>To develop students' knowledge of</p> <p>To improve students' confidence when engaging with dramatic texts</p> <p>To develop students ability to analyse Shakespearean language</p> <p><a href="#">Knowledge organiser</a></p>
<p><b>Science</b></p> <p><b>Knowledge organisers</b></p>	<p><b>Unit 1: Cells, Body Systems &amp; Reproduction</b></p> <p><b>Students will be covering the following:</b></p> <p>Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope</p> <p>The structure and functions of the human skeleton, to include support, protection, movement.</p> <p>Main systems digestion and gas exchange.</p> <p>Reproduction in animals and plants, structure and</p> <p><a href="#">Unit 1 KO Cells</a></p> <p><a href="#">Unit 1 KO Body Systems</a></p> <p><a href="#">Unit 1 KO Reproduction</a></p>	<p><b>Unit 2: Atoms, Elements and Compounds</b></p> <p><b>Students will be covering the following:</b></p> <p><b>The particulate nature of matter</b></p> <p>The properties of the different states of matter (solid, liquid and gas) in terms of the particle model,</p> <p><b>Atoms, elements and compounds</b></p> <p>A simple (Dalton) atomic model, differences between atoms, elements and compounds chemical symbols and formula for elements and compounds</p> <p><b>Pure and impure substances</b> diffusion in terms of the particle model</p> <p><b>Physical changes</b> conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation,</p> <p><a href="#">Unit 2 KO Atoms Elements Compounds</a></p> <p><a href="#">Unit 2 KO Particles and their Behaviours</a></p>	<p><b>Unit 2: Atoms, Elements and Compounds</b></p> <p><b>Practical assessment</b></p> <p>Students will be assessed on practical skills and use of equipment to gather data.</p> <p>Students will cover diffusion in liquids and gases. Particle model and the differences in arrangements, motion and in closeness of particles explaining changes of state</p> <p><a href="#">Unit 2 KO Atoms Elements Compounds</a></p> <p><a href="#">Unit 2 KO Particles and their Behaviours</a></p>	<p><b>Unit 3: Forces and Motion</b></p> <p><b>Students will be covering the following:</b></p> <p><b>Forces</b></p> <p>Forces as pushes or pulls, arising from the interaction between 2 objects. Balanced and unbalanced forces non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets, and forces due to static electricity</p> <p>Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)</p> <p>Space physics gravity force, weight = mass x gravitational field strength (g), on Earth <math>g=10 \text{ N/kg}</math>,</p> <p><a href="#">Unit 3 KO Forces</a></p>	<p><b>Unit 4: Chemical Reactions</b></p> <p><b>Students will be covering the following:</b></p> <p>Chemical symbols and formulae for elements and compounds</p> <p>conservation of mass changes of state and chemical reactions</p> <p><b>Chemical reactions and Physical changes</b></p> <p>Know the difference between chemical and physical changes</p> <p><b>Energetics</b></p> <p>energy changes on changes of state (qualitative)</p> <p><a href="#">Unit 4 KO Reactions</a></p> <p><a href="#">Unit 4 KO Acids and Alkalis</a></p>	<p><b>Unit 5: Light and Sound</b></p> <p><b>Students will be covering the following:</b></p> <p><b>Observed waves</b></p> <p>waves on water as undulations which travel through water with transverse motion;</p> <p>These waves can be reflected, and add or cancel – superposition.</p> <p>Sound waves, frequencies of sound waves, measured in hertz (Hz);</p> <p><b>Energy and waves</b> pressure waves transferring energy; use for cleaning</p> <p><b>Light waves</b>, the similarities and differences between light waves and waves in matter</p>

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<p><b>History</b></p> <p><b>Knowledge organisers</b></p>	<p><b>Conquest and the Consolidation of control: Romans</b></p> <p><b>To what degree did Rome 'conquer' Britain?</b></p> <p>Intro History + define what conquest means. Overview Roman Empire/origins. Roman Army/Conquest Europe. Boudicca/Conquest of Britain. Changes to Roman Britain (health / towns). Review and PEE practice test lesson. GAPS + Blood sports: citizens, slaves, structure of society <a href="#">Term 1 KO</a></p>	<p><b>Conquest and the Consolidation of control: Normans</b></p> <p><b>How far did William Consolidate his power over Britain?</b></p> <p>Crisis of 1066; no heir / many candidates – what makes a successful king? (<i>criteria we will return to all Year</i>). Battles and build up to 1066. Battle of Hastings; why did William win? PEE test on main reasons for outcome of 1066. Rebellions / Harrying of the North (<a href="#">re cap on Boudicca</a>). MYP project on castles; focus on Rochester. MYP project on castles; focus on Rochester. Extra: Life of a peasant (<a href="#">re cap on life pre Normans</a>: Feudal system / Law and order under the Normans / Church under Normans)</p> <p><a href="#">Term 2 KO</a></p>	<p><b>Conquest and the Consolidation of control: Early Medieval period</b></p> <p><b>Power in Medieval times: Where did 'real power' rest in the medieval times?</b></p> <p>Power/structure/Role of the Church, Becket Vs. Henry: Church vs. Crown?. John I and Magna carta: Barons vs. Crown (<a href="#">re cap on feudal system</a>). Black Death: disease vs. Crown (<a href="#">re cap on Rome public health and life of peasant lesson</a>). Peasants revolt: peasants vs. Crown. Role of women / <a href="#">re cap on life under the King for peasants</a></p> <p><a href="#">Term 3 KO</a></p>	<p><b>Power of the Monarchy: Late Medieval period</b></p> <p><b>Late Medieval period: How far did religion stoke conflict in the middle ages?</b></p> <p>Crusades: Islam background 1st Crusade: motives and rationale 3rd Crusade: Richard Vs. Saladin MYP Project: Crusades and Impact of Crusades MYP Project: Crusades and Impact of Crusades Henry VIII – Reformation in Europe (<a href="#">re cap on Becket/Henry</a>)</p>	<p><b>Power of the Monarchy: Tudors</b></p> <p><b>Who was the most successful Tudor?</b> Henry VII – how did he secure his crown (<a href="#">re cap on William/Harrying of the North</a>) Henry VIII – reformation in England (<a href="#">re cap on previous relationship between Church and Crown</a>) Edward vs. Mary: religious turmoil (<a href="#">re cap on previous relationship between Church and Crown</a>) Elizabeth I; The middle way and Mary Queen of Scots Elizabeth and the Spanish Armada Assessment; Who was the most successful Tudor monarch?</p> <p><a href="#">Term 5 KO</a></p>	<p><b>Power of the Monarchy: Stuarts</b></p> <p><b>Stuarts: the rise of Parliament? Why did the kings start to lose power?</b></p> <p>James I and gunpowder plot: crown challenged by religion: compare to (<a href="#">re cap on Elizabeth middle way and Mary queen of scots</a>) Causes of the Civil War. The Civil War (<a href="#">re cap on conquest by William</a>). Cromwell and the protectorate. Why did they need to call Charles II back?. Great Plague + Fire (<a href="#">re cap on life of peasants/ black death</a>)</p> <p><a href="#">Term 6 KO</a></p>
<p><b>Geography</b></p> <p><b>Knowledge organisers</b></p>	<p><b>My Global Skills and Interactions</b></p> <p>Introduction to Human, Physical and Environmental Geography Continents and Oceans of the World Europe and Capitals The Countries of the British Isles Introducing maps: Longitude and Latitude</p> <p><a href="#">Link to KOs</a></p>	<p><b>My Global Skills and Interactions</b></p> <p>Four figure grid references Six Figure Grid References Contour Lines MYP Project - My Favourite Place</p> <p><a href="#">Link to KOs</a></p>	<p><b>Urban and Rural Geography of India</b></p> <p>Introduction to India and key landscapes and cities Climate Graphs and Climates of India Introducing the Indian Rainforests Rainforest Uses and Animal Adaptation Deforestation and Climate Change Introducing Mumbai</p> <p><a href="#">Link to KOs</a></p>	<p><b>Urban and Rural Geography of India</b></p> <p>The Economy and Society of Mumbai Introducing Slums: Dharavi living Social, Economic and Environmental Inequalities in Slums Projects to improve slum living / regeneration MYP Tropical Rainforest Project</p> <p><a href="#">Link to KOs</a></p>	<p><b>Population Change</b></p> <p>Introducing Global Population Change over Time Causes of Population Changes Urbanisation and the Rise of Mega-Cities (Lagos) Concept of the Population Pyramid</p> <p><a href="#">Link to KOs</a></p>	<p><b>Population change</b></p> <p>– Inter-connected cities; - Migration and Push/Pull factors - MYP Migration Project - Mediterranean Migration</p> <p><a href="#">Link to KOs</a></p>
<p><b>MFL</b></p> <p><b>Knowledge organisers</b></p>	<p><b>Identity and relationships</b></p> <p>greetings, introduce themselves and others, alphabet and pronunciation, age, numbers, dates, birthdays, family, animals, professions, family relationships, physical and personality descriptions, facts about Latin America and Spain, useful TL instructions</p> <p><b>Grammar</b></p> <p>-definite and indefinite article -gender of nouns -regular and irregular verbs in present tense (llamarse, llevar, tener, ser, estar) -oral competencies (pronunciation of vowels)</p> <p><a href="#">Knowledge Organiser 1</a></p>	<p><b>Identity and relationship</b></p> <p>family, animals, professions, family relationships, physical and personality descriptions, facts about Latin America and Spain, useful TL instructions</p> <p><b>Grammar</b></p> <p>-definite and indefinite article -gender of nouns -regular and irregular verbs in present tense (llamarse, llevar, tener, ser, estar) -oral competencies (pronunciation of vowels)</p> <p><a href="#">Knowledge Organiser 2</a></p>	<p><b>Local and international places</b></p> <p>countries, nationalities (difference between country and nationality), places to live (town, village, etc + city centre, outskirts etc. vocab, north, south, west, east), places/things in a town, directions, types of homes, rooms and floors of the house, furniture, culture- comparing cities across the world, comparing homes</p> <p><b>Grammar</b></p> <p>-regular verbs -ar -er -ir(vivir,) using a variety of subjects when producing TL -irregular verbs (ser/estar, tener) -adjective agreements m/f, s/pl -prepositions -oral competencies -extending TL speaking/writing - connectives, intensifier</p> <p><a href="#">Knowledge Organiser 3</a></p>	<p><b>In and out of school</b></p> <p>PART 1 school subjects, facilities, activities at school, , opinions and justifications, daily routine, telling the time, comparing international schools with local ones, holidays during the school year and after school life. Understanding and answering questions</p> <p><b>Grammar</b></p> <p>verbs (-AR, -ER and -IR) in the present tense.</p> <p><a href="#">Knowledge Organiser 4</a></p>	<p><b>In and out of school</b></p> <p>PART 2 Uniform, clothes, colours, weather, activities, comparing international schools with local ones</p> <p><b>Grammar</b></p> <p>-past tense -adjective agreements m/f, s/pl -prepositions -oral competencies -extending TL speaking/writing - connectives, intensifiers</p> <p><a href="#">Knowledge Organiser 5</a></p>	<p><b>Traditions and culture</b></p> <p>festivals names and characteristics, traditions, opinions and justifications, holidays during the year (Easter, Christmas...), activities, revisions of countries and nationalities, past tenses with activities, use of time phrases and adverbs.</p> <p><b>Grammar:</b> past and present tenses, conditional tense</p> <p><a href="#">Knowledge Organiser 6</a></p>

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<p><b>Computing &amp; Enterprise</b></p>	<p><b>Enterprise</b></p> <p>This unit introduces enterprise through the medium of a Dragon's Den style project.</p> <p>Students identify a need and design a product or service.</p> <p>They then perform market research, evaluate and look at financing.</p> <p>Students will learn about being an entrepreneur and the requirements for business and enterprise.</p> <p>Upon completion, students will present to their peers.</p>	<p><b>E-Safety and a Global Society</b></p> <ul style="list-style-type: none"> <li>• Explain and justify the need for a solution to a problem for a specified client/target audience - Explain to Year 6s how to use the internet safely.</li> <li>• Identify and prioritize the primary and secondary research needed to develop a solution to the problem - Good research on security.</li> <li>• Analyse a range of existing products that inspire a solution to the problem - Look at the good and bad points on ways of staying secure</li> <li>• Develop a detailed design brief which summarizes the analysis of relevant research. - Using your research and teacher resources to plan your presentation.</li> <li>• Create a planning drawing/diagram which outlines the main details for making the chosen solution.</li> <li>• Present the solution as a whole</li> <li>• Critically evaluate the success of the solution against the design specification - Using feedback and reflection how successful was your solution?</li> <li>• Explain how the solution could be improved - Reflect how it can be improved</li> <li>• Explain the impact of the solution on the client/target audience - How does your solution meet the target audience.</li> </ul> <p><a href="#">Currently KO's not used - homework is set weekly to complete the activities from the lesson and research via google classroom</a></p>		<p><b>Scratch Programming - What impact is plastic having on our environment?</b></p> <p>Brainstorm activity for students strengths and weaknesses. Persevere in action - Community Task. Reflection on ethical implications. Interpretation of the design challenge outline.</p> <p>Brainstorm of what makes computer games successful.</p> <ul style="list-style-type: none"> <li>• Analysis of existing products for ideas.</li> <li>• Design Brief.</li> <li>• Developing Ideas Organisational activity.</li> <li>• Planning your own game is Scratch.</li> <li>• Survey on peers to gather ideas for use in their own game.</li> <li>• Defining your own success criteria for the Scratch game.</li> <li>• x2 Hand drawn designs for what the game looks like.</li> <li>• Students present ideas to the class.</li> <li>• Creating the solution Create a production plan outline the activities and resources needed for the project.</li> <li>• Create a process journal showing the steps taken to make the Scratch game.</li> <li>• Obtain peer feedback on drafts and then carry out changes to their solutions.</li> <li>• Evaluation Test the Scratch game using a test table and peer assessment.</li> <li>• Discuss strengths and weaknesses from the project.</li> <li>• Reflect on the project as a whole.</li> </ul> <p>Students produce a scratch game aimed at children ages 7-9. They will then give a presentation on their outcomes and evaluate the game with a partner.</p> <p><a href="#">Currently KO's not used - homework is set weekly to complete the activities from the lesson and research via google classrooms</a></p>		
<p><b>Art / Design technology Subjects are taught on rotation through the modules</b></p>	<p><b>Art Formal Elements</b></p> <p>Art will build upon previous artist research covered in Primary KS2 level. The main knowledge covered will surround the history of art, craft, design and including periods, styles and major movements from ancient times up to the present day. Having this knowledge will be interleaved into Design studies too. The core knowledge for these two terms will be artist research through an inquiry. Following on from this students will be developing ideas with influence from their inquiry.</p> <p><a href="#">Year 7 Knowledge organiser</a></p>	<p><b>Art Formal Elements</b></p> <p>Art will then aim to build upon the two criterion by furthering techniques and developing their own resilience and strategies. They will be able to effectively apply techniques through experimentation. They are then taught a range of different approaches that they can apply to their outcome. If they are not thinking creatively then they will have to develop further skills and build upon different</p> <p><a href="#">Year 7 Knowledge organiser</a></p>	<p><b>Food Pastry</b></p> <p>Food will have some experience in relation to eatwell guides and general government dietary advice. There will be limited experience with food practicals but we will be in a position to teach the main ideas and theories under the topic of pastry. This covers the area of the NC- understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p><a href="#">Year 7 Knowledge organiser</a></p>	<p><b>Food Pastry</b></p> <p>Food will then develop towards creating a solution. Using the most typical skills in the kitchen, students will experience some form of food practical skills. Students will be watching key skills and knowledge being demonstrated. Students will then be expected to make their food products at home. NC - become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p><a href="#">Year 7 knowledge organiser</a></p>	<p><b>Design- photo frames</b></p> <p>Students will develop their knowledge from KS2 with understanding of some processes and knowledge when producing a design. Students will be learning key terms of research and product analysis, students will develop their analytical and evaluative skills. Students then use this to develop their own design ideas with emphasis on these NC points- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p> <p><a href="#">Year 7 Knowledge organiser</a></p>	<p><b>Design- photo frames</b></p> <p>In Design students will then develop these ideas into models and create a final solution. Typically students in the current climate will have an opportunity to work on a range of non specialist tools that can be utilized in rooms but will also have an opportunity to make demanding outcomes. Nc-select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p> <p><a href="#">Year 7 Knowledge organiser</a></p>

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<p><b>Performing Arts</b> Subjects are taught on rotation through the modules</p>	<p><b>MUSIC</b> <b>Musical Stories: An introduction to the Elements of Music</b> <b>Core Knowledge:</b> <b>Factual-</b> What are the Musical Elements? What are the different instrument families and how do they create sound? <b>Conceptual-</b> How can we use music to represent people, places and concepts? How can we play instruments differently, to create different sounds more suited to the theme? <b>Debatable-</b> Are some musical elements more important than others? Are some sounds better at communicating ideas than others? <a href="#">Year 7 KO Elements of Music</a> <b>Popular Song: Exploring Notation and Arrangement</b> <b>Core Knowledge:</b> <b>Factual-</b> What are the different note lengths and pitches called? What are the different parts of the staff? <b>Conceptual-</b> How can we use a chord progression to create our own musical ideas? How can we use musical elements to show expression? <b>Debatable-</b> Do we really need to write music down? Is arranging music the same as composing music? <a href="#">Year 7 KO Notation and Arrangement</a></p>	<p><b>DRAMA</b> <b>An Introduction to Drama Skills</b> <b>Core Knowledge:</b> Factual- What is a Role? Conceptual- How can we characterise a role? Debatable- You can only play a role like yourself. Factual- What is Audience? Conceptual- Why is characterisation important in theatrical performance? Debatable- Drama skills are only used on stage. <b>Interleaving:</b> Vocal skills terminology Physical skills and vocal skills terminology <b>Curriculum links:</b> Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Develop an appreciation and love of reading, and read increasingly challenging material independently through: <a href="#">Drama Yr 7 Module 1 Knowledge Organiser</a> <b>Theatre in Education &amp; Commedia Dell'arte</b> <b>Core Knowledge:</b> Factual- What is communication? Conceptual- Why is communication important in theatrical performance? Conceptual- How does improvisation involve communication? Debatable- is expression an integral part of everyday life or can you communicate in other ways? Factual- What is expression? Conceptual- What skills are needed for effective expression? Debatable- We can not change and challenge world issues. <b>Interleaving:</b> Stock characters and their attributes <b>Curriculum links:</b> Vocabulary development should also make links between known and new vocabulary and discuss the shades of meaning in similar words. improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. <a href="#">Drama Yr 7 Module 2 Knowledge Organiser</a></p>	<p><b>DANCE</b> <b>Expressing Yourself Through Performance</b> <b>Core Knowledge:</b> Know about how expression can be used to convey meaning. Know about different actions and gestures. Know about different forms of non-verbal communication. Be able to create a performance piece which has a narrative. Be able to perform to an audience and convey emotion. Be able to give and receive meaningful feedback based on performance. Understand how an audience reacts to a performance. Understand how the artistic process contributes to the final performance. Understand how artistry can be used to communicate a narrative more effectively. <b>Interleaving Knowledge:</b> Performance experience from performing in a school show. Experience of participating in a warm up. Experience of giving feedback to a group. Experience of being an audience. Experience of actively being involved in a form of physical exercise.</p> <p><b>DANCE</b> <b>The Development of Dance Over Time</b> <b>Core Knowledge:</b> Know about how dance has changed over time. Know about Bollywood and Kathak Dance and the origins. Know about different forms of non-verbal communication. Be able to create a performance piece in the Bollywood and Kathak style. Be able to perform to an audience and convey meaning. Be able to give and receive meaningful feedback based on performance. Understand how an audience reacts to a performance and that it is likely that everybody will have a different interpretation. Understand how the artistic process contributes to the final performance. Understand how different interactions can be used to communicate a narrative. <b>Interleaving Knowledge:</b> Technical Skills (Actions) Choreographic process Choreography Appreciation Team work Performance Feedback Skills <a href="#">Year 7 Module 2 Knowledge Organiser</a></p>
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**Curriculum overview Whole School**

<p><b>PE</b></p>	<p><b>Demonstrate personal improvement</b></p> <p>Knowledge of health and fitness            1 - how we test our fitness (fitness testing - links to GCSE)            2 - How we can develop our fitness, different training methods and the different components of fitness we can development            3 - Why do we do this? How do we stay healthy? Why are different types of fitness important?</p> <p>Students aim in this module is to develop theoretical understanding of fitness but to also show some improvement in their fitness from the start to end of the module (linking to goal setting and achieving personal improvements)  <u>Year 7 T1 KO</u></p>	<p><b>Developing skills, techniques and roles in sport (Winter)</b></p> <p>The skills and techniques used in core winter sports (netball, handball, football). Developing skills practically as well as developing a therically understanding of when and why we use these skills in game play situations.</p> <p>“develop their technique and improve their performance in competitive sports ” words from national curriculum - this module focus’ on developing skills/techniques to improve sports performance  <u>Year 7 T2 KO1</u>  <u>Year 7 T2 KO2</u></p>	<p><b>Performing in aesthetic activities</b></p> <p>Gymnastics skill development (balance, travel, jump, roll) and combining these skills in a routine. Developing their own routines in groups and understanding and applying skills needed to make a routine aesthetically pleasing to an audience.            Feedback and communication embedded in the unit.</p> <p>(linked to strand 2 of national curriculum development of techniques in performance based sports)  <u>Year 7 T3 KO</u></p>	<p><b>Participate in problem solving activities</b></p> <p>Developing team building and problem solving skills through solving problems and participating in team activities</p> <p>Focus on learning through doing developing skills such as resilience, logical thinking skills, communication, reflection ect</p> <p>Knowledge = the understand of what to consider when a problem needs to be solved, how to be a team player and a leader  <u>Year 7 T4 KO</u></p>	<p><b>Range of tactics and strategies</b></p> <p>Tactical awareness in team games -what is a tactic? How and why do we use them? Example of team games understood and applied</p> <p>How can tactics be individual and team based? What skills are important when applying tactics?</p> <p>Striking and fielding skills taught, alongside the application of tactics that can be used with each skill</p> <p>“use a range of tactics and strategies to overcome opponents in direct competition through team and individual games” - words from national curriculum - this unit focus’ on this stand allowing tactics to be developed and understood in a range of team games  <u>Year 7 T5 KO</u></p>	<p><b>Developing skills, techniques and roles in sport (Summer)</b></p> <p>Develop understanding and ability to produce athletics skills across many athletics events</p> <p>Develop skills and technique for track, throwing and jump events</p> <p>Understanding of the event, how it is measure and conducted            The skills needed in each event and the technique in which the skill should be delivered.</p> <p>“develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]” - words from curriculum - links to developing techniques in range of sports - particular link to athletics mentioned  <u>Year 7 T6 KO</u></p>
<p><b>RSE</b>            Knowledge organisers are not used for this subject</p>	<p><b>Healthy Eating</b></p> <p>Healthy diet can have a positive change on personal identity            What do we mean by a ‘healthy lifestyle’? Healthy Living Introduction            How can I keep a balanced diet? Healthy meals, food groups and nutrition.            How do I know if I’m eating healthily?            What are the consequences of not living healthily?            What’s the big deal about energy drinks?            How can I commit to a healthy life?</p>	<p><b>Drugs, alcohol and tobacco</b></p> <p>Unhealthy lifestyle choices have a detrimental impact on the community and individuals            Why is smoking so bad for us and why must we try to avoid second hand smoke?            How dangerous are drugs and what are the different types?            Vaping, Nicotine and Addiction            Alcohol awareness            Drugs and the Law</p>	<p><b>Changing Adolescent bodies and health and prevention</b></p> <p>What is puberty?            What are hormones?            What happens to a girl during puberty?            What happens to a boy during puberty?            What is menstruation?            Why is good personal hygiene important?</p>	<p><b>Changing Adolescent bodies and health and prevention</b></p> <p>Why is good oral health important?            What is a germ?            How can we prevent infection?            What are antibiotics?            Why are routine health checks important?</p>	<p><b>Health and prevention and wellbeing</b></p> <p>What is immunisation and vaccination?            Why is sleep important?            What do we mean by emotions?            What is mental wellbeing?            What is anxiety?            What is depression?</p>	<p><b>Health and prevention and wellbeing</b></p> <p>How can we support those experiencing mental health difficulties?            What is self awareness?            Why is physical health important?            How can we contribute to our community?</p>
<p><b>PHE World Views</b>            Knowledge organisers are not used for this subject</p>	<p><b>Introduction to World Religions</b></p> <p>Religions and their key beliefs            What are the key beliefs of Christianity?            What are the key beliefs of Judaism?            What are the key beliefs of Islam?            What are the key beliefs of Sikhism?            What are the key beliefs of Hinduism?            What are the key beliefs of Buddhism?</p>	<p><b>Looking for God</b></p> <p>Why do some people believe in God?            What do people believe about God?            What is theThe Design Argument?            What is the The Cosmological Argument?            Does the existence of suffering cause a problem for the existence of God?            Does God exist?</p>	<p><b>Festivals</b></p> <p>What festivals do Christians celebrate? (Easter, Christmas)            What festivals do Muslims celebrate? (Eid al-Fitr, Eid al-Adha)            What festivals do Jewish people celebrate? (Passover, Rosh Hashana, Yom Kippur)            What festivals do Sikhs celebrate? (Sangraand, Guru Nanak’s Birthday)            What festivals do Hindus celebrate? (Diwali)</p>	<p><b>Planet Earth</b></p> <p>How do Christians believe Earth came into existence?            What is the Big Bang?            How are humans harming the planet? (Plastic Pollution)            How are humans harming the planet? (Deforestation)            Why do Christians believe we should take care of the planet?            What is A Rocha?</p>	<p><b>World Religions</b></p> <p>Christianity – Who was Jesus?            Christianity – What is a miracle?            Islam – What are the 5 Pillars?            Islam – Who was Muhammad?            Judaism – Why is Jerusalem an important place for Jewish people?            Judaism – What is a synagogue?</p>	<p><b>World Religions</b></p> <p>Sikhism – What is a Gurdwara?            Sikhism – What are the 5 Ks?            Hinduism – What is a Mandir?            Hinduism – Who are the Gods in Hinduism?            Buddhism – Who founded Buddhism?            Buddhism – What are the 4 Noble Truths and the Eightfold Path?</p>

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