



# Cranborne Middle School

## Curriculum Overview

### Y7 Autumn Term

#### Core subjects

##### English

###### Conflict

We begin our key stage three journey by exploring the theme of conflict. Through a thematic approach we are able to explore a range of texts, make comparisons and delve deeper into how authors help us understand the world around us. We begin by reading Morpurgo's emotive novel 'Private Peaceful' and start to peel away layers of meaning to try and discover the message within the novel. We build on our previous knowledge by examining how relationships and characters change in the book and learn how to analyse and explain the techniques used to show these developments. We then broaden our understanding by studying the stage adaptation of 'War Horse' – also by Michael Morpurgo - and reading a selection of war poems and diaries. From these we can begin to discuss narrative perspective and investigate how different mediums allow us to explore the theme of conflict in different ways.

Finally we move forward in time and look at how conflict is affecting the world around us today. Through a selection of stories focusing on the lives of refugees we explore how authors create sympathy and empathy in writing and how literature can be used as a springboard for exploring our own views and our own lives.

Throughout all of this, children will be given the opportunity to write creatively and analytically, developing and reinforcing their language skills from key stage two.

##### Maths

###### Sequences

Year 7 begins with a series of units to aid thinking in abstract terms – algebra forms a key component of KS3 maths (and beyond) and so substantial work is done to aid this understanding.

In the build up to work done on finding rules for the  $n^{\text{th}}$  term, pupils will consolidate their knowledge of sequences both visually and in the abstract. Children will begin to understand the difference between linear and non-linear sequences and how those in turn link to the patterns previously explored. Towards the unit of the unit, the sequences will be treated more formally and calculators are used throughout.

###### Understand and use algebraic notation

Algebra is a concept children have been dealing with since the very beginning of their time at school. It is only really at this stage however, that algebraic forms and notation really begin to be explored in depth. Function machines are used alongside bar models and letter notation with time invested in links to inverse operations. Children will then be more easily able to see the link between input/output terminology of function machines and these can be substituted into short abstract expressions.

###### Equality and Equivalence

In this section, students are introduced to forming and solving one-step linear equations, building on their study of inverse operations. The equations met will mainly require the use of a calculator, both to develop their skills and to ensure understanding of how to solve equations rather than spotting solutions. This work will be developed further when two-steps equations are met before finishing with consideration of equivalence and the difference between this and equality, illustrated through collecting like terms.

###### Place Value, Ordering, Rounding

Having spent a good deal of time on algebra, the students will now revisit prior learning and extend this through exploring integers up to one billion and decimals to hundredths. Standard index form may also be introduced if the pupils are deemed ready for it. Rounding to the nearest given power of ten is developed, alongside rounding to one significant figure.

###### FDP Equivalence

Building on prior work done on decimals, the focus for this segment is for students to gain an even deeper understanding of the links between fractions, decimals and percentages so that they can convert fluently between those most commonly seen in real-life. This will lead to more complex conversions. While looking at percentages, pie charts will be introduced. In addition, various representations of any fraction will be studied, focusing on equivalence. The main focus will be on understanding of common fractions under 1, but fractions above one will also be touched upon.

##### Science

###### Movement & Cells

In this 'Big Idea', pupils learn: why they have a skeleton and how it works together with your muscles to enable movement; what is found inside organisms; what plants and animals are made from; what the tiniest organism is; and how to use a microscope.

###### Particle Model & Separation

The batteries in your phone rely on lithium metal. Lithium exists on Earth in rocks and as a lithium chloride solution. How can lithium chloride, and other substances, be separated from their solutions? In this 'Big Idea', pupils learn: why substances have different properties in solid, liquid, and gas states; and what happens when a substance changes from one state to another.

###### Speed & Gravity

What is the link between the Moon orbiting the Earth and a falling object on Earth? In this 'Big Idea', pupils learn: what are forces; how forces arise; how they change the motion of an object; and how to measure speed and how to tell the story of a journey with a graph.

Foundation subjects	
<b>Art</b>	<p><b>Gargoyles</b> The aims of this project are for pupils to develop their observational drawing skills, particularly in pencil and charcoal, in order to design and create their own design for a gargoyle. Pupils learn about the real history behind gargoyles, spanning many centuries and how they have influenced modern fantasy filmmakers today.</p>
<b>Computing</b>	<p><b>Clear messaging in digital media</b> Impact of technology: collaborating online respectfully Identifying how to use online collaboration tools respectfully. An introduction to the computing lab.</p>
	<p><b>Networks from semaphores to the internet</b> Recognising networking hardware and explaining how networking components are used for communication.</p>
<b>Design Technology</b>	<p><b>Textiles: Dumpy Doorstops</b> Pupils use the Mexican 'Day of the Dead' festival to inspire and create a decorative doorstop using printing, hand embroidery stitches and appliqué. They will also build on sewing machine skills to create a curved and 3D shape.</p>
<b>French</b>	<p><b>What's my house like? - Comment est ma maison?</b> Students identify and describe their homes, rooms, furniture and the area where they live. Extension is developed by adding detail using adjectives and prepositions to describe location and appearance and preference. They begin to look at the patterns of some irregular present tense verbs.</p>
	<p><b>What chores do I do? - Je fais quelles tâches ménagères?</b> Students use dictionaries in more depth to identify and describe chores. They revise and extend their knowledge of present tense verb conjugation and imperative verbs to further extend their detail when talking and writing about chores.</p>
<b>Geography</b>	<p><b>Brilliant Britain</b> Pupils will study Britain's geography as well as revising their geographical skills. Pupils will go on to understand its position in the wider world and consider how Britain's weather and climate can affect us.</p>
<b>History</b>	<p><b>The Norman Conquest</b> Pupils will study the events of 1066 and the tactics used by William the Conqueror to successfully invade England.</p>
	<p><b>Norman Control</b> Pupils will investigate castles, the Harrying of the North, the Domesday Book and Feudal System. They will discover how the Normans used them to control England.</p>
<b>Music</b>	<p><b>The Four Chord Song</b> Pupils will explore chords on the keyboard, a bass line on the guitar and beats on the drum kit. They will then go on to create a vocal medley in a group, using these instruments to accompany it.</p>
	<p><b>The Xmas Factor</b> This project involves creating a Christmas cover version of a pre-existing pop song. It is run as a whole school competition.</p>
<b>Physical Education</b>	<p><b>Outwitting Opponents: Netball</b> Pupils will be looking at developing attacking and defending strategies and techniques. Selecting and applying tactics to enable the outwitting of their opponents. Continued development, adaptation and refinement of skills will enable a greater number of options to outwit an opponent in different sports. Working in a team, they will respond quickly to new challenges, devising and developing practices to improve their own and others performance.</p>
	<p><b>Gymnastics / Trampolining</b> Children will demonstrate skills and abilities individually and in combination. Fluent routines showing good tension, control, along with appropriate aesthetics will be shown on both the floor and trampoline. Aerial shapes / turns will be combined to produce sequences. These will be followed and self-choreographed. Swivel hips, front and back landings will be developed, moving towards the more complex front and back somersaults.</p>
	<p><b>Interval Training (HIIT)</b> Children will be challenged to push themselves through a range of interval type tasks and challenges including: pyramid training, walk jog run, HIIT. Encouraging children to show resilience and understand that in order to improve fitness, the body needs to be pushed beyond its comfortable state.</p>
	<p><b>Indoor Rowing</b> An introduction to the activity of Indoor Rowing. Children will learn the different techniques associated with the sport of indoor rowing and become familiar with the use of the machines and their numerous settings. All pupils will partake in the '2 minute challenge' in order to make selections for school teams.</p>
<b>PSHCE</b>	<p><b>Being Me in my World</b> Including: recognising their identity is affected by a range of factors and knowing they are a unique individual; identify and reflect on their personal strengths and feel positive about themselves; understanding that people have different roles and responsibilities in society and identifying what is important to them; understanding how identity comes from a range of factors, including global influences; recognising how others see them and can give and receive feedback; and reflecting on their personal strengths, achievements and areas for development.</p>
	<p><b>Celebrating Difference</b> Including: challenging prejudice and discrimination assertively and identifying what is important for them; challenging their own and others' attitudes and values, and accepting difference in others; understanding what stereotypes mean and its potential impact; understanding that positive and negative discrimination can take different forms and how it can affect people's lives; understand what bullying is and what it is not and some of the motivations behind bullying behaviours; and recognising when others are being excluded and how they might help to change the situation.</p>

**Religious  
Education**

**Philosophy**

In this unit, pupils explore their own and others' belief in God. They will challenge and/or support, with reasons, the Philosophers Thomas Aquinas's (Cosmological Argument) and William Paley's (Teleological Argument) beliefs about God's existence. Pupils will also use their knowledge and skills to explain, compare and contrast different religious and secular beliefs about how the world began.