Cranborne Middle School

Curriculum Overview

Y7 Spring Term

Core subjects	
English	**The Power to Change** Having begun to understand how literature can shape opinions and views, we turn our attention to the power that language has to inspire and persuade. We begin the term by investigating a range of persuasive techniques. Using a collection of speeches from young people around the world, we focus on motivation, context and the issues which have inspired them to voice their opinions. From these, we develop our own understanding of how to write and speak persuasively, culminating in the children writing and performing their own charity speech in a bid to have it chosen as the school charity for the year. From this, we move back in time to one of Shakespeare's greatest plays – 'Macbeth'. Our investigations focus on who was to blame for Macbeth's downfall. We use our understanding of persuasive techniques to analyse Lady Macbeth;s power over her husband and the effect that this power has on the events in the play, As well as this, we explore Elizabethan beliefs in witchcraft and have some fun deciding how we would stage the 'Weird Sisters' as well as performing scenes from the play.
Maths	**Solving Problems with Addition and Subtraction** The focus for this unit is to ensure that pupils are fully up to speed with the formal methods developed at KS2. All students will look at this in the context of interpreting and solving problems and for those for whom these skills are already secure, this problem solving element will have an even greater emphasis. Problems could be drawn from contexts such as perimeter, money, interpreting bar charts and tables and looking at frequency trees. Calculators will begin to be used in order to check/support calculations, with significant figures and equations also explicitly revisited.
	Solving Problems with Multiplication and Division Another key unit, where children will revisit their formal methods. They will also begin to study the forming and solving of two-step equations both with and without a calculator. Unit conversions will be the main context for multiplication and division by 10,100 and 1000 and simple finding fractions and percentages of an amount will be explored (providing a foundation for further study later in the term). As well as distinguishing between multiples and factors, substitution and simplification may also be revised and extended. Again, the emphasis will be on solving problem, particularly involving area of common shapes and the mean. Choosing the correct operation to solve a problem will also be a focus. There will also be some exploration of the order of operations which will be reinforced again later on in the year.
	Fractions and Percentages of Amounts This short block focuses on the key concept of working out fractions and percentages of quantities and the links between the two. Inverses will also be visited here.
	Directed number Students will only have a limited experience of directed number at primary school, so this block is designed to extend and deepen their understanding of this. Multiple representations and contexts will be used to enable students to appreciate the meaning behind operations with negative integers rather than relying on a serious potentially confusing 'rules'. As well as exploring directed number in its own right, this block provides valuable opportunities for revising and extending earlier topics, notably some algebraic areas such as substitution and the solution of equations.
	Addition and Subtraction of Fractions This block builds on the autumn term study of 'key' fractions, decimals and percentages. It will provide more experience of equivalent fractions with any denominators, and to build upon the children's knowledge of adding and subtracting fractions, which children should be able to do with both mixed and improper fractions.
Science	**Energy Costs & Energy Transfers** In this 'Big Idea', pupils learn: • how to calculate energy in foods and fuels • how electricity is generated • why it is helpful to reduce the time we use appliances • how scientists think about energy, including the idea of dissipation • how energy is transferred between different stored • how we can use energy calculations to tell us which processes are possible
	Acids & Alkalis, Metals & non-metals Chemical reactions are very useful. They make new substances such as medicines, fabrics, and building materials. In this 'Big Idea', pupils learn: • the chemical reactions of metals and of acids • how to use patterns in properties to predict products • how to make salts
	Interdependence & Plant Reproduction Our environment is very important. It gives us the things we need to live, like food, water and shelter. In this 'Big Idea', pupils learn: • how organisms are connected and how they interact within ecosystems • feeding relationships and competition between species the life cycle of a flowering plant and the differences between wind-pollinated and insect-pollinated flowers • the steps of reproduction from pollination to fertilisation, and finally to germination

Foundation subjects	
Art	**The Paper Cinema & Saul Bass** The aims of this term are for pupils to learn different low tech graphic design techniques, using a range of low tech media. Inspired by the graphic designer Saul Bass, pupils use the card cut out technique to redesign of their own favourite book, album or game cover .
	Inspired by the work of performance artists, the Paper Cinema and Shakespeare's Macbeth, pupils create a range of paper puppets.
Computing	**Programming essentials in Scratch** Applying the programming constructs of sequence, selection, and iteration in Scratch.
	Modelling data using spreadsheets Sorting and filtering data and using formulas and functions in spreadsheet software.
Design Technology	**Food Technology: Family Meals** Pupils learn how to cook on gas and electric hobs, as well as the associated health and safety risks. They prepare and cook a range of main course meals on a fortnightly rotation. Recipes include macaroni cheese, bolognese or chilli con carne and a chocolate tart.
French	**What do I do with my pocket money? - Que fais-je avec mon argent de poche?** Students build on chores learning to describe what they do for pocket money as well as how they spend it. Students extend by justifying what they do to earn money and how they spend it. They use some stock future conditional phrases and begin to use the future tense, learning how to conjugate it.
	How do we get ready to go out? - Comment est-ce qu'on se prepare à sortir? Students become familiar with sequencing events and narration by describing their routine for preparing for a night out, revising activities & hobbies. Students are introduced to reflexive verbs to describe their routine and that of family members. They focus on the phrase 'on peut' to say when one might do…
Geography	**Tectonics** Pupils will understand plate tectonics in more depth. They will consider the different types of volcanoes, the processes around them and how they affect human beings. They will also study Earthquakes and their impact, and finally Tsunamis.
History	**Power Change** A study of the Magna Carter and the formation of the first parliament considers how government changes during the medieval times.
	Life in the Medieval England Areas of Medieval life will be studied, in order to bring together comparisons of modern England.
Music	**Folk Music** Pupils will explore the culture and key musical features of folk music, looking closely at scales and modes. They will perform the 'Drunken Sailor', developing their knowledge of treble clef notation and chords.
Physical Education	**Dance** Based on the theme of 'Indian Dance', students will learn the basics of Bollywood and Bhangra, recognising the differences between the two. Through a hook day, Children will learn a basic motif, but will be expected to choreograph a group dance which will be performed to parents and other guests. An understanding of how Indian dance has affected a number of cultures all around the world. Peer assessment will be included within the sessions.
	Football 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.
	Circuit Training An introduction to the activity of circuit training. Allowing children to experience a range of different circuits that focus on a range of fitness elements. Allowing opportunities for children to set their own personal targets in relation to their abilities. Encouraging the use of peer coaching to highlight correct techniques.
	Box Fit An introduction to the activity of Box Fit. Children will learn the different techniques associated with the sport of boxing including a range of punch and kick techniques before becoming familiar with the use of gloves and pads before starting to link movements together.
PSHCE	**Healthy Me** Including: understanding how health can be affected by emotions and know a range of ways to keep themselves well and happy; recognising when they feel stressed and triggers associated with this; knowing about different substances and the effects they have on the body and why some people use them.
	YGAM unit: Including: identify and critique the benefits and risks associated with gaming; attach ideas and feelings to images associated with risk and gaming related harm; offer an opinion on gaming benefits and risks and suggest ways to minimise risk; identify the risks and benefits of professional gaming; research a topic and form an argument and debate; recognise how to look after physical and mental wellbeing; recognise risks related to online gaming and analyse gambling style features within games; to discuss regulation and work as a team to present findings and consensus; understand and define the terms probability and luck and what is meant by gambling; and understand how you can lose money through gambling and consider the motivations of those who may gamble.
	Dreams and Goals Including: identifying their dreams and goals and recognising these may change over time; working out the steps they need to take to achieve their dreams and goals; using their experiences, including mistakes and setbacks, to make

	appropriate changes to theirs plans and behaviour; understanding there are intrinsic and extrinsic rewards and different types of motivation associated with different dreams and goals; making a plan, adapting it when necessary and understanding the commitment required to achieve their dreams and goals and understanding that, as their life changes, their dreams and goals may change too.
Religious Education	**Ultimate Questions** This unit is all about becoming philosophers, asking questions about the world in which we live and human existence itself. In this module pupils will explore a number of different philosophical questions such as: Why is there suffering? And is there life after death? Pupils are encouraged to not only express their own views to these questions that no other subject explores, but also begin explaining and evaluating what Christianity has to say about them.