



# Cranborne Middle School

## Curriculum Overview

### Y7 Summer Term

#### Core subjects

##### English

###### A Window Into The World

In the summer term, we broaden our understanding of literature over time and discover how this offers us a window into the world.

Our first 'window' is into the world of Chaucer where we explore how language has changed over time and how Chaucer uses characters to share his views of society.

We then move forward to Victorian England, and use Dickens' 'Oliver' to investigate narrative viewpoint, satire and irony. We also develop our character analysis skills and have some fun creating our own Dickensian characters.

Our 'window' then shifts to literature and poetry from around the world. We study a range of short stories and poems which help us understand different cultures and viewpoints. From the poems of Sujata Bhatt to stories by Alice Walker, we become more aware of how ideas and themes are explored across the world,

Finally, we investigate our main window into today's world: the media. From journalism to social media, fake news to issues of bias and reliability we become more aware of how literature presents today's world.

##### Maths

###### Constructing, Measuring and Using Geometric Notation

At KS2, children often find working with protractors and other measuring equipment difficult. We will revisit this in the context of construct and measure increasingly complex diagrams and using correct mathematical notation. This will include three letter notation for angles, the use of hatchmarks to indicate equality and the use of arrows to indicate parallel lines. Pie charts will again be studied here to gain further practise of drawing and measuring angles.

###### Developing Geometric Reasoning

This block covers basic geometric language, names and properties of types of triangles and quadrilateral and the names of other polygons. Angles rules will be introduced and used to form short chains of reasoning, including with parallel line rules.

###### Developing Number Sense

In this unit, pupils will review and extend their mental strategies with a focus on using a known fact to find other facts. Strategies for simplifying complex calculations will also be explored. The skills gained in working with number facts will be extended to known algebraic facts.

###### Sets and Probability

FDP equivalence will be revisited in the study of probability, where students will also learn about sets/set notation and systematic listing strategies.

###### Prime Numbers and Proof

We then revisit factors and multiples to look at the concept of prime numbers. Odd, even, prime, square and triangular numbers will be used as the basis of forming and testing conjectures. The use of counterexamples may also be addressed.

##### Science

###### Variation & human reproduction

In this 'Big Idea', pupils learn:

- how to identify their differences and explain how they are caused
- how variation can help organisms survive in difficult environments
- what changes take place during adolescence
- how new life is created and develops, resulting in the birth of a baby

###### Earth Structure & The Universe

Everything we need to live comes from the Earth, the oceans, the air, and the Sun. In this 'Big Idea', pupils learn:

- what the Earth is made from and its structure
- how materials are recycled in the 'rock cycle'
- the size and scale of our Solar System and galaxy
- how the movement of the Earth and Moon explains the observations that we make of the Sun and the night sky

###### Potential Difference & Current

In this 'Big Idea', pupils learn:

- what happens in a circuit what batteries do and how to use circuit components to make circuits do different jobs
- what electric charge is and how objects can become 'charged'
- how the concept of charge is used to explain electric shocks and lightning

Foundation subjects	
<b>Art</b>	<b>Mixed Media Natural forms</b> The aim of this project is for pupils to apply their knowledge of photographic techniques to take a landscape photo which is used as a basis for an abstract composition, inspired by the contemporary printmaker, Angie Lewin
<b>Computing</b>	<b>Programming essentials in Scratch</b> Using subroutines to decompose a problem that incorporates lists in Scratch.
	<b>Using media - gaining support for a cause</b> Creating a digital product for a real-world cause.
<b>Design Technology</b>	<b>Product Design: Bug Houses</b> Pupils will use isometric designing to design a 3D shape. To develop their woodwork skills further they will need to use angle precision to build a structure to house beautiful bugs, while continuing to build self confidence in using tools and machinery.
<b>French</b>	<b>What do I do with my friends and family? - Que fais-je avec ma famille et mes amis?</b> Students consolidate the future tense to describe what they are going to do with friends. They learn places in town and extend by sequencing events they might do 'today & tomorrow' using the present, future and conditional together. They consolidate by designing and justifying their 'ideal' town.
	<b>What do we do in the holidays? - Que fait-on pendant les vacances?</b> Students revise and learn more hobbies & sports as holiday activities, also holiday destinations. They develop the future tense by describing, sequencing and justifying upcoming holiday events for them and family, extending to say how they will travel and what they will eat, recapping breakfast items and learning some main meal vocabulary.
<b>Geography</b>	<b>The Journey of a River from Source to the Coast</b> Pupils will study the journey of a river from its source to the mouth where it meets the coast. They will learn about the key parts of the river, linking erosion with their science topic, and learn about issues faced along the Dorset coastline and what can be done to protect the coastline. There will also be a case study of Hengistbury Head.
<b>History</b>	<b>The War of the Roses</b> Pupils will study the conflict between the House of Lancaster and the House of York, understanding the causes and impact it had.
	<b>Early Tudors</b> Pupils will develop their chronological knowledge of the Tudor period and identify ways in which the early Tudors took control after the War of the Roses.
<b>Music</b>	<b>Film Music</b> Pupils will explore techniques used to create music for films. Through studying and adapting the theme tune to 'Wallace and Gromit', they will learn about tonality and explore how the elements of music can be adapted to create different moods. They will then go on to compose their own music to accompany film clips and stories, using real instruments and Garage Band.
<b>Physical Education</b>	<b>Athletics</b> Children will be continuing to accurately replicate and develop the events covered in outdoor athletics. Introduction to the main throwing events Javelin, Discus and Shot. Focus will be on the students preparing for the events covered in sports day and town sports, as well as setting them up for competition.
	<b>Striking and Fielding</b> Children will replicate and improve technique in batting, bowling and fielding using hardball cricket and rounders balls. Students will focus on the intention of outwitting opponents with the bat. Whilst bowling, pupils will be thinking about batsman strengths and weaknesses to outwit the batsman. Combining skills such as running and throwing accurately as well as appreciating fielding positions from an attacking and defensive point.
	<b>Outdoor Gym</b> Children will experience this equipment in order to increase their knowledge and understanding of different aspects of health & fitness. (joints and muscles) They will work collaboratively to improve their techniques on all pieces of equipment and also work independently to improve on their 'personal bests'.
	<b>Orienteering</b> Children will be introduced to formal OAA maps and understand the many features that make up a map. They will experience a range of practice and competitive situations which enhance their map reading skills. Problem solving challenges that link to cross-curricular areas such as maths, geography and English will also be introduced.
<b>PSHCE</b>	<b>Relationships</b> Including: identifying characteristics and benefits of positive, strong and supportive, equal relationships; understanding what expectations might be of having a romantic/ special relationship; recognising that the support they need may come from different sources as they grow up; understanding the value of different qualities that people bring to social groups and developing their own social skills; able to discern that media portrayal of relationships and choices may not reflect real life; recognising when to use assertiveness techniques in some of their relationships; recognising the roles that are played in many families and understanding the role they might play; and also understanding the changes that may take place.
	<b>Changing Me</b> Including: understanding how their body changes in puberty; being aware of their self-image and how others may see them; understanding the impact of changing circumstances on families and the need to adapt to changing circumstances; understanding that they have the right to change their mind and know some ways their brain is starting to change; recognising that they might experience different moods as they grow and change; and knowing of some skills that will help them manage transitions.

**Religious  
Education**

**Islam**

During this unit, pupils will learn about the religion of Islam, focusing on The 5 Pillars, The Qur'an how women are perceived in the faith and Islamophobia.