THE WOODSIDE CURRICULUM

CURRICULUM MAP 2019 - 2020

INTENT: To create a personalised curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap in order to provide a platform for our students to succeed in whatever they aspire to do.

Year 7		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE	**19th Century Art and Literature: The Gothic**	**Modern Prose: Roll of Thunder, Hear my Cry**	**Poetry: World Cultures**	**Modern Prose: The Witches and Alter Egos**	**Non-Fiction: Viewpoints**	**Drama: Merchant of Venice**
	SKILLS	Writing: Gothic genre, Setting, 19th C (WHY overall effect/ HOW)	Reading: Character, Narrative voice, Author's purpose (WHY) WHAT/HOW/WHY	Reading: Form, Language and Structure (HOW), Evaluation (Own interpretation), Academic Writing (analytical verbs)	Writing: Descriptive language, Character, Language	Speaking and Listening: Form, Language (Register Time), Speeches, WHY (author's purpose/ overall effect)	Reading: Analysis (WHAT, HOW, WHY) Character, Language, Context (WHY), Academic Writing (Thesis)
Maths	KNOWLEDGE	**Exploring Sequences. Using and Understanding Algebraic Notation. Equality and Equivalence.**	**Place Value and Ordering. Fraction, Decimal and Fraction and Percentage Equivalence.**	**Addition and Subtraction. Multiplication and Division.**	**Negative numbers. Adding and Subtracting Fractions.**	**Drawing and Measuring Notation. Geometric Reasoning.**	**Number Sense. Sets and Probability. Prime Numbers and Proof.**
	SKILLS	Describe and continue sequences in a diagram, number forms, linear and non-	Integer and decimal place value. Number lines. Comparing/Ordering	Formal methods of addition/subtraction/ multiplication/division with integers and	Ordering directed numbers. Using a calculator with directed numbers.	Drawing and Measuring lines and angles. Understanding parallel and	Algebraic expressions. Set notation and Venn diagrams, probability. Prime factorisation,

		linear, function machines, bar models. Represent functions graphically. Forming and solving one step equations. Collecting like terms.	numbers. Range and median. Rounding to powers of 10 and 1s.f. Tenths and hundredths. Fractions, decimals and percentages for tenths and quarters. Interpret pie charts. Equivalent fractions. Converting between F.D.P.	decimals. Problems in context – perimeter, money, frequency trees. Multiplying by 10,100, 1000. Unit conversions. Areas of triangles, rectangles and parallelograms. Mean. 2-step equations.	Order of operations. Representing tenths and hundredths. Adding/Subtracting fractions with a common or different denominator. Mixed Questions.	perpendicular. Types of triangle, quadrilaterals and other polygons. SSS, SAS, ASA triangles. Pie charts. Angles around a point, on straight line, vertically opposite. Missing angles in triangles	Powers and roots, counter examples.
Science	KNOWLEDGE	**<u>CSI</u>** **Cells** **Microscopes** **States of matter** **Changes of state** **Solutions** **Separating techniques –chromatography** **DNA and Inheritance** **Acids and Alkalis**		**<u>The Olympics</u>** **Forces** **Speed and Velocity** **Pressure** **Skeleton and muscles** **Circulatory system** **Respiratory system** **Diet and health** **Transport processes** **Respiration – aerobic and anaerobic**		**<u>Formula 1</u>** **Acceleration and collisions** **Stopping distances and friction** **Squashing and stretching** **Energy stores and transfers** **Conservation of energy** **Heat and temperature** **Work done** **Properties of materials**	
	SKILLS	<u>Practical skills:</u> Lab safety Identifying risks and hazards Use of a microscope Use of a Bunsen burner Manipulating lab equipment Planning an experiment <u>Mathematical skills:</u> Calculations and rearranging Using standard form Significant figures and decimal places Identifying anomalies Drawing graphs		<u>Practical skills:</u> Lab safety Identifying risks and hazards Use of a microscope Use of a Bunsen burner Manipulating lab equipment Writing a conclusion <u>Mathematical skills:</u> Calculations and rearranging Using standard form Significant figures and decimal places Identifying anomalies Drawing graphs		<u>Practical skills:</u> Lab safety Identifying risks and hazards Use of a microscope Use of a Bunsen burner Manipulating lab equipment Evaluating experiments and data <u>Mathematical skills:</u> Calculations and rearranging Using standard form Significant figures and decimal places Identifying anomalies Drawing graphs	

History	KNOWLEDGE	**Norman conquest** **What was England like before the Battle of Hastings?** **Why was England a Battlefield in 1066?** **How did William take control of England?**	**Religion in Medieval England** **Why was the Church so important in people's lives?** **Why was the Archbishop of Canterbury murdered?** **Did the Church make everyone good?**	**The Crusades** **Why was Jerusalem worth dying for?** **Did the Crusades change the Holy Land?**	**The Problems of medieval Monarchs** **Who were England's Medieval Monarchs?** **How powerful were English monarchs?**	**The Black Death** **Was 1348 the end of the world?** **What was it like to live in the shadow of the Black Death?**	**Migration** **Who were the first English people?** **What drove people to migrate?** **How have migrants changed Britain?**
	SKILLS	Causation and consequence	Analytical narrative (introduction)	Acquisition of knowledge	Interpretations	Evidence (maps & data); Evidence (Personal accounts)	Chronology
Geography	KNOWLEDGE	**The World and I**	**The British Isles**	**Source to Mouth**	**Economic Geography**	**Climate Change**	**Asia**
	SKILLS	Human, physical, environmental geography Global locational knowledge – continents, Oceans, Countries, capital cities Group work – ICT project on a chosen country	Human and physical features Map skills – OS symbols, 1;25,000 & 1:50,000 How do we measure height, direction and distance? My journey to school Geography of local area Contour model building	How a river changes from the source to mouth Features of the upper, middle and lower course of the river Link to the River Thames	What is an economy? Primary, secondary, tertiary sectors. Nissan – why did it locate in the UK? What is globalisation? How are we interconnected?	Causes, impacts, solutions Extreme weather tropical cyclones – what are they and how do they form? What are the impacts? Comparison between impacts in developed and emerging/ developing countries (IT research/ presentations) UK flooding – Rivers & coasts DME (Dawlish/Somerset floods)	How diverse is Asia? – physical landscape, climate, biomes, population China – The geography of China How has China changed over time – Communism to capitalism? Rural to urban migration Economic growth in China Environmental issues in China

French	KNOWLEDGE	**Module 1: C'est Perso** **Likes and dislikes, your survival kit, describing yourself, other people** **Cultural capital: A French musician: Maitre Gims**	**Module 2: Mon Collège** **School subjects, opinions and reasons, describing timetable, describing school day, food** **Cultural capital: Christmas in France**	**Module 3: Mes passetemps** **Computers and mobiles, sports you play, activities that you like doing, what other people do** **Cultural capital: Parkour: an extreme sport**	**Module 3: Mes passetemps** **Computers and mobiles, sports you play, activities that you like doing, what other people do** **Cultural capital: Parkour: an extreme sport**	**Module 4: Ma zone** **Town/village, directions, where you go, asking to go somewhere, what you can do in France** **Cultural capital: Facts about France**	**Module 5: 3…2…1 Partez!** **Holidays, getting ready to go out, buying drinks/snacks, holiday plans, what you would like to do** **Cultural capital: Sightseeing in Paris**
	SKILLS	Writing: adding variety to your writing Grammar: regular verbs and *avoir* adjective agreement, present tense	Speaking: taking part in a longer conversation and using question words Grammar: *on* to say 'we,' partitive article	Writing: writing a longer text and checking accuracy Grammar: the verb *faire, aimer* + infinitive, *ils* and *elles*	Writing: writing a longer text and checking accuracy Grammar: the verb *faire, aimer* + infinitive, *ils* and *elles*	Speaking: planning and giving a presentation Grammar: *il y a…/il n'y a pas de, tu* and *vous, je peux / tu peux / on peut* + infinitive	Writing using two tenses together Grammar: reflexive verbs, higher numbers, the near future tense, *je voudrais* + infinitive
Spanish	KNOWLEDGE	**Mi vida – Módule 1** **Introducing yourself, your personality, age, brothers and sisters, birthdays and pets** **Cultural capital: Endangered animals in Spain**	**Mi Tiempo Libre – Módulo 2** **What you do in your spare time, what sports you do, the weather** **Cultural capital: Christmas traditions in the Hispanic world**	**Mi Insti – Módulo 3** **Subjects you study, opinions about school subjects, describing your school, break time** **Cultural capital: The right to education in Guatemala**	**Mi Insti – Módulo 3** **Subjects you study, opinions about school subjects, describing your school, break time** **Cultural capital: The right to education in Guatemala**	***Mi familia y mis amigos – Módulo 4*** **Family, hair and eye colour, where you live and what other people look like** **Cultural capital: Velázquez: a Spanish painter**	***Mi Ciudad – Módulo 5*** **Town or village, telling time, ordering in a café, what you are going to do at the weekend** **Cultural capital: Spanish festivals**
	SKILLS	Writing: adding variety to your writing Grammar: pronunciation, adjectives that end in "o" & "a", using the verb "tener" adjectival agreements with noun	Speaking: taking part in a longer conversation and using question words Grammar: opinions using "me gusta" + infinitive, "ar" verbs in the present tense, "cuando", "hacer" (to do) and "jugar"(to play)	Writing: writing a longer text and checking accuracy Grammar: "ar verbs" to say what "we" do, "me gusta(n) & el/la/ los/las to give opinions about subjects, words for "a", "some" and "the", using "ar and "er verbs"	Writing: writing a longer text and checking accuracy Grammar: "ar verbs" to say what "we " do, "me gusta(n) + el/la/ los/las to give opinions about subjects, words for "a", "some" and "the", using "ar and "er verbs"	Speaking: planning and giving a presentation Grammar: possessive adjectives, verbs "ser" (to be) and "tener" (to have), using verbs in the third person, using the verb "estar" (to be)	Writing using two tenses together Grammar: "a" "some" and "many", verb "ir (to go), verb "querer" (to want), near future tense

Design Technology	KNOWLEDGE	**Investigation/Design** **Desk Tidy -RM**	**Make.** **Desk Tidy-RM**	**Make.** **Evaluate.** **Soccer Bot-CAD/CAM**	**Technical Knowledge.** **Soccer bot-CAD/CAM**	**Technical Knowledge.** **Make.** **Promotional Product-Graphics**	**Make.** **Promotional Product-Graphics**
	SKILLS	Problem solving. Use research. Understand the user needs. Respond to needs in a variety of situations. Develop specifications. To be creative. Develop design skills.	Designing through sketching and modelling. Innovation through iterative design. Prototyping. Select tools, processes, equipment, and machinery precisely. Use CAM.	Forces and stresses. Investigate new and emerging technologies. Test ideas. Understand developments in design.	Functionality and aesthetics. 3D Printing Understand the properties of materials. Understand electrical systems.	Mechanical systems and movement.	Programming Microcontrollers. Apply computing and the use of electronics.
Art	KNOWLEDGE	**Into to formal Art elements:** **Tone/Shape/Form.** **Line/Value.** **Mark-making.**	**Artist response.** **Pattern.** **Poly block/String – Print.** **Reflect.**	**Shape/form.** **Colour theory.** **Artist response.**	**Real vs. surreal.** **Make – Respond** **Reflect.**	**Art movements.** **Research.** **Respond – Plan- Make** **Group work**	**Art Movements.** **Collaboration working in 3D.** **Evaluate.**
	SKILLS	Introduce art vocabulary. Exploring formal elements. Problem solving. To be creative.	Explore planning ideas and analysing. Experimenting ideas. Researching artists. Exploring printing. Understanding presentation. Analysing.	Explore formal elements. Research artist. Colour theory experimentation and responding.	Progress with formal elements. Investigate art movements. Respond to artists work. Explore different materials. Art critiquing.	Explore planning ideas and analysing. Develop knowledge about art movements. Artist research. Group collaboration work.	Group collaboration work. 3D designing and planning. Exploring use of materials. Art critiquing. Self-evaluation.
Music	KNOWLEDGE	**Traditional to Modern Choirs** **Developing vocal techniques as an ensemble**	**History of Orchestra's** **Class Orchestra** **And** **Stomp Performance**	**Chinese Music** **Understanding scales & techniques**	**Structure and Form** **Ground Bass** **Pachelbel Canon**	**Keyboards through time** **Classical to Pop** **Beethoven to Bruno Mars**	**Rhythms of the World** **Samba and African drumming**
	SKILLS	Listening Skills Performing Skills Ensemble Skills	Composition skills Ensemble Skills	Reading music notation Listening & Composition	Composing skills Theory skills Performing skills	Composing skills Performing Theory Skills Listening skills	Ensemble Skills Performing Skills Listening skills

Drama	KNOWLEDGE	**Intro to Drama skills** **Learn/introduce drama skills and how to incorporate them into a performance.**	**Theatre History** **Theatre history.** **Greek Theatre, Commedia, Shakespeare**	**Storytelling** **Using the poem of the Jabberwocky to tell a story, improvise from a stimulus**	**Mime** **Understand and respect the art of Mime, within silent movies.**	**Introduction to script** **Using the context of detectives to support story telling**	**Intro to Brecht (Sweeny Todd)** **Developing the skills of Bertolt Brecht.** **Using historical fiction to inform drama.**
	SKILLS	Still image, thought tracking, physical theatre, facial expression, body language. Evaluation.	Greek theatre, Commedia Del Arte, Shakespeare, Script, improvisation, comedy, character, Evaluation	Use Poetry as stimulus, and physical theatre to create imaginary moments of the poem. Use the poem as script. Evaluation	Mime, silent movies, slapstick, script, placard, facial expression, body language, music. Evaluation	Script learning, script writing, character, teacher in role, split scene, improvisation. Evaluation	Brecht, Epic Theatre, direct address, music, song, Gestus, Evaluation
Computer Science	KNOWLEDGE	**Using computers safely, effectively and responsibly.** **Potential dangers** **Strategies for staying safe**	**Hardware and Software** **Role of components** **How components communicate** **System software vs Applications**	**Task Automation** **Automated Control** **Using Flowol.** **Describing algorithms using flow charts.** **Purpose of flowcharts and their shapes.**	**Encryption** **The history of encryption** **The purpose of encryption** **The uses of encryption**	**Block Programming** **Different components of the BBC Microbit** **Advantages and disadvantages of block programming**	**App Development** **Native Apps Vs Web Apps** **Advantages** **Disadvantages of each model**
	SKILLS	Identifying dangers. Avoiding the dangers. Using the internet safely. Internet security.	Calculating storage. Analysing performance. Describing stage of FDE.	Write simple flowchart algorithms to solve problems and automate tasks.	Caesar cipher. Producing cypher text. Decrypting cypher text.	Using various programming techniques, inputs, outputs, variables, iteration, and conditional statements but using blocks.	Creating original graphics. Human computer interaction. Interface design. Block programming.
PRS	KNOWLEDGE	**<u>PSHE</u> – Who am I and where am I going** **Understanding how things work in secondary schools, building healthy friendships and how to cope with bullying.**	**<u>Citizenship</u> – Community unit** **Understanding Citizenship and being a member of a community** **Diversity and identity** **Black history month – Bristol boycott**	**<u>PSHE</u> – my body and my health** **The importance of personal hygiene and maintaining a healthy lifestyle.** **Conflict resolution-** **Students will learn how to with change.**	**<u>Religious Studies</u> - The island.** **Students will learn about different faiths and how those beliefs shape our communities**	**<u>Religious Studies</u> – Meaning and purpose unit** **Students will learn how to explain and understand their religious beliefs**	**<u>Ethics</u> – My ethical views** **Environment unit** **Animal rights unit**

	SKILLS	Social skills; Developing resilience and team building skills	Developing community roles & responsibilities Persuasive and extended writing skills	Group work skills and learning how to discuss sensitive topics	Group work, presentation and Problem-solving skills	Group work, presentation and Problem-solving skills	Debate/discussion, Speech writing and presentation skills
PE	KNOWLEDGE	**All - Indoor Athletics** **Boys - Football** **Girls - Netball**	**Boys – Rugby** **Girls - Football**	**Boys – Basketball** **Girls - Trampoline**	**Boys - Table tennis** **Girls -Dance**	**All - Athletics**	**Boys – Softball** **Girls - Rounder's** **All - Competitions**
	SKILLS	Developing skill and techniques for the respective activity	Developing skill and techniques for the respective activity	Developing skill and techniques for the respective activity	Developing skill and techniques for the respective activity	Developing physical attributes such as speed and power	Developing skill and techniques for the respective activity