

## Grade 7 Curriculum Topics \*subject to change\*

English	Mathematics	Humanities	Science	Music
<ul style="list-style-type: none"> <li>• <b>Language:</b> grammar, increasing vocabulary, reading comprehension, writing skills, how to write an essay, creative writing</li> <li>• <b>Drama:</b> <i>Romeo &amp; Juliet</i> or <i>A Midsummer Night's Dream</i> William Shakespeare</li> <li>• <b>Contemporary Drama</b></li> <li>• <b>Drama:</b> creative writing from fiction stories</li> <li>• <b>Poetry:</b> selection of poetry from Shakespeare to the present; poetic forms; creative work</li> <li>• <b>Novel:</b> <i>Lord of the Flies</i> – William Golding</li> <li>• <i>I'm the King of the Castle</i> – Susan Hill</li> <li>• <i>And Then There Were None</i> – Agatha Christie (plus writing a crime story – creative work)</li> <li>• Short Stories – a selection of contemporary works</li> </ul>	<ul style="list-style-type: none"> <li>• Number Sense: Whole Numbers, Properties of Numbers, Fractions, Decimal Numbers, Percentages, Ratio-Proportion</li> <li>• Algebra: Patterns &amp; Models, Expressions &amp; Evaluation, Expansion-factorisation, Solving equations (linear), Inequalities</li> <li>• Creating Space: Length &amp; Area, Geometry of Solids, Polygons, Angle Facts</li> <li>• Sets: Set Notation, complement of a set, intersection and interunion, Venn diagrams</li> <li>• Graphs: Coordinate Geometry, Line Graphs (travel graphs, continuous and discrete graphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Getting to know one another</li> <li>• Population</li> <li>• Migration</li> <li>• Systems of Government</li> <li>• Age of Exploration (past and present)</li> <li>• The Slave Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and carrying out investigations</li> <li>• Risk assessment including COSHH</li> <li>• Identifying and describing relationships between variables</li> <li>• Atomic Structure</li> <li>• The Periodic table</li> <li>• Compounds and Mixtures</li> <li>• Simple covalent and ionic bonding</li> <li>• Using chemistry for analysis</li> <li>• Forces and their effects</li> <li>• Pressure</li> <li>• Moments</li> <li>• Speeding up</li> <li>• Reducing Air Resistance</li> <li>• Plants &amp; photosynthesis</li> <li>• Uses of plants</li> <li>• Human influences on the environment</li> <li>• Genetics &amp; inheritance</li> <li>• Reproduction in other organisms</li> <li>• Natural selection</li> <li>• Ecological sampling</li> <li>• Exam skills</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Moments: Composing in groups. Performing and Analysing Reggae Music. Revision of musical vocabulary plus chords and offbeat rhythms. Vocal skills &amp; use of own instruments.</li> <li>• Focus on keyboard skills through Ragtime music and Traditional Jazz.</li> <li>• Musical vocabulary focus: Keyboard instruments, Vamp chords, syncopation, Intervals within an octave and compound intervals. Chords and Key signatures in simple keys.</li> <li>• Personal performance project -performing skills on own instrument and attention to dynamics, phrasing, accuracy of notes and tempo</li> <li>• Musical analysis with opportunities to perform or compose in a style of their choice</li> <li>• History of Music project</li> <li>• Programme music, The Sonata, Sonata Form, Minimalism &amp; Electronic Music</li> </ul>

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ICT	German	French	Art	PSHE
<ul style="list-style-type: none"> <li>• Presentation authoring using multimedia Word processing</li> <li>• Programming &amp; Scratch Programming</li> <li>• Excel – Advanced topics in Spreadsheets. Using pivot tables</li> <li>• Photo Editing</li> <li>• iMovie</li> </ul>	<p>Varies slightly dependent on beg, int or adv</p> <ul style="list-style-type: none"> <li>• Kommunikation (Syntax der Akk/Dat.Pronomen, Präp), Kulturen</li> <li>• Kunst und Literatur – Reflexive Verben. Über irrealen sprechen im Konjunktiv II; etwas organisieren</li> <li>• Generationen und Zukunft – Temporalsätze (bis, während, als und wenn); Futur I; über Vergangenes und Zukünftiges sprechen</li> <li>• Wissenschaft und Technik und Konsum – Über Hypothesen sprechen und Vermutungen äußern; Passiv kennenlernen und gebrauchen</li> <li>• Helden und Vorbilder und Politik</li> <li>• Leute/People and Gesundheit/health</li> <li>• Sport, Sprachen/languages, Schulgeschichten</li> <li>• Berufe/profession</li> <li>• Medien, Mitmachen/to join in, Essen/food</li> <li>• Stadt – Land, Umwelt/environment</li> </ul>	<p><b>Beginner: Program of Grade 6.</b> <b>Intermediate: Program varies according to level of students.</b></p> <ul style="list-style-type: none"> <li>• Phone calls (Past tense)</li> <li>• Travel , holiday and tourism  ( Modal verbs, writing postcards)</li> <li>• How to express wishes, needs and feelings.</li> <li>• Description of home/ a dream house.</li> <li>• Shopping, pocket money</li> <li>• Food – meals, health and sickness</li> <li>• TV programs and other median.</li> <li>• Profession / schools</li> <li>• My future</li> </ul>	<ul style="list-style-type: none"> <li>• Cubism <ul style="list-style-type: none"> <li>○ Braque,</li> <li>○ Picasso,</li> <li>○ Chevall</li> </ul> </li>   <li>• Pollution through art <ul style="list-style-type: none"> <li>○ Dave Janesko</li> <li>○ Charlotte Nicolin</li> </ul> </li>   <li>• Colour <ul style="list-style-type: none"> <li>○ Sevrac</li> <li>○ Signac</li> </ul> </li>   <li>• Construction sculpture <ul style="list-style-type: none"> <li>○ Barbara Hepworth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; the Whole Person – Physical &amp; emotional Changes</li> <li>• Animal Rights &amp; Protection</li> <li>• Learning about Learning</li> <li>• Safety and managing Risks</li> <li>• Waste &amp; Recycling</li> <li>• Debating an Environmental Issue</li> </ul>