



**St John Plessington  
Catholic College**

**Year 7 Curriculum Overview**

**Date of publication**

**Sep-19  
Nov -19  
Jan - 20**

Year	Subject	LP	This half term I am learning:	By the end of this half term I will:
7	DT Art	1	<ul style="list-style-type: none"> <li>- how to develop my art analysis skills;</li> <li>- how to develop my knowledge and understanding of colour;</li> <li>- how to develop my skills in a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>- have developed my colour mixing skills;</li> <li>- have a greater understanding of the use of colour in artwork;</li> <li>- be able to develop the learning skills of ANALYSE, DESCRIBE, INVESTIGATE, EXPLAIN, ENGAGE, RECORD, PRESENT, RESPOND, ASSESS and EVALUATE</li> </ul>
7	DT Food	1	<ul style="list-style-type: none"> <li>how to identify and control risks for personal and food safety within a commercial kitchen;</li> <li>about environmental issues within the food industry;</li> <li>about the functions and food sources of nutrients required by the human body.</li> </ul>	<ul style="list-style-type: none"> <li>be able to use a variety of cooking and preparation techniques to produce different products suitable for a menu;</li> <li>be able to work safely and hygienically within a kitchen and know ways to protect the environment;</li> <li>develop the learning skills of IDENTIFY, RECORD, MODEL, EXPLAIN, INVESTIGATE, DESCRIBE and CATEGORISE.</li> </ul>
7	DT Product Design	1	<ul style="list-style-type: none"> <li>about the origin of polymers;</li> <li>to classify polymers and to distinguish between thermo and thermosetting polymers;</li> <li>how to safely use a range of workshop tools and equipment to manufacture a quality desk tidy;</li> </ul>	<ul style="list-style-type: none"> <li>be able explain where polymers come from and their classifications;</li> <li>be able to initiate the manufacture of a range of polymer products using workshop tools and equipment;</li> <li>develop the learning skills of DESCRIBE, ANALYSE, RESEARCH, DEVELOP, EVALUATE, MODEL.</li> </ul>
7	DT Textiles	1	<ul style="list-style-type: none"> <li>about health and safety in Textiles and the textile industry;</li> <li>how to construct a commercially viable product;</li> <li>to evaluate my finished product.</li> </ul>	<ul style="list-style-type: none"> <li>understand the role of health and safety in school and in industry;</li> <li>make and evaluate a sock toy;</li> <li>develop the learning skills of RESEARCH, INVESTIGATE, ANALYSE, CREATE, ASSESS and EVALUATE.</li> </ul>
7	English	1	<ul style="list-style-type: none"> <li>- how to communicate clearly and imaginatively;</li> <li>- how to select and adapt tone, style and register for different purposes;</li> <li>- how to organise information and ideas using structural and grammatical features</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use specific genre vocabulary and a variety of sentence types for effect;</li> <li>- be able to write with accurate spelling, punctuation and grammar;</li> <li>- be able to create a narrative piece in one of the genre styles I have studied.</li> </ul>
7	History	1	<ul style="list-style-type: none"> <li>- how England was invaded by the Normans;</li> <li>- how William the Conqueror controlled England;</li> <li>- how the Black Death affected England .</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use historical skills to answer activities;</li> <li>- be able to EXPLAIN why William won at the Battle of Hastings;</li> <li>- be able to ASSESS the impact of the Black Death</li> </ul>
7	Geography	1	<ul style="list-style-type: none"> <li>- how the world is divided into human and physical features;</li> <li>- how to read an OS map including an understanding of scale, grid references and a range of symbols;</li> <li>- how the world is made up of 7 continents, 5 oceans and 8 wonders of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to DESCRIBE the human and physical aspects of geography and EXPLAIN how these interact with one another within named examples of continents and countries;</li> <li>- be able to ANALYSE an OS map including demonstrating an understanding of scale, grid references and a range of</li> </ul>
7	Maths	1	<ul style="list-style-type: none"> <li>- how to solve problems with number and data</li> </ul>	<ul style="list-style-type: none"> <li>- be able to find multiples, factors, primes and square numbers;</li> <li>- be able to calculate using positive and negative numbers;</li> <li>- be able to interpret and present data.</li> </ul>
7	MFL	1	<ul style="list-style-type: none"> <li>- how to correctly use adjectives in Spanish;</li> <li>- how to conjugate verbs;</li> <li>- how to use my knowledge of the Spanish alphabet to spell out words aloud.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to describe my personality;</li> <li>- be able to use the Spanish alphabet;</li> <li>- be able to say who is in my family.</li> </ul>
7	Music	1	<ul style="list-style-type: none"> <li>- how to develop the LORIC skills;</li> <li>- how to successfully structure a pop song;</li> <li>- how to compose a riff for a chosen instrument;</li> <li>- how to work with a partner/group to perform a pop song;</li> <li>- how to compose lyrics for a theme.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use LORIC skills and develop these through music;</li> <li>- be able to compose a pop song in a typical structure e.g. verse, chorus, verse, chorus, middle 8, chorus;</li> <li>- be able to write lyrics using rhyme to enhance the composition;</li> <li>- be able to rehearse effectively with a partner/group;</li> <li>- be able to perform a composition of a pop song in a group with confidence and good performance technique;</li> <li>- be able to develop the learning skills for language of INVESTIGATE, RESPOND, DEVELOP, ASSESS, APPLY, ANALYSE, EXPLAIN, PRESENT, SYNTHESISE, IDENTIFY and EVALUATE.</li> </ul>

7	PE	1	<ul style="list-style-type: none"> <li>• how to develop physical strength, speed, stamina and flexibility;</li> <li>• how to use these skills within specific sporting activities;</li> <li>• how to observe and evaluate performance of self and others;</li> </ul>	<ul style="list-style-type: none"> <li>• be able to perform a range of fundamental skills to a basic level;</li> <li>• be able to show a good level of physical strength, stamina, speed and flexibility;</li> <li>• develop the learning skills PRESENT, MODEL, ORGANISE, INVESTIGATE, COMPARE and CONTRAST.</li> </ul>
7	RE	1	<ul style="list-style-type: none"> <li>- about what it means to be part of a Catholic school community;</li> <li>- about St John Plessington and our house patrons;</li> <li>- about the hierarchy of the Church and roles within it</li> </ul>	<ul style="list-style-type: none"> <li>- be able to EXPLAIN what it means to be part of Catholic School community;</li> <li>- be able to SUMMARISE key events in the life of St John Plessington and our house patrons;</li> <li>- be able to DESCRIBE the hierarchy of the Church and roles within it.</li> </ul>
7	Science	1	<ul style="list-style-type: none"> <li>- how to stay safe in the lab, all about cells and particles and mixtures</li> </ul>	<ul style="list-style-type: none"> <li>- be able to explain what cells are and how particles behave in different substances.</li> <li>- develop the skills of IDENTIFY, EXPLAIN, DESCRIBE and EVALUATE.</li> </ul>
7	DT Art	2	<ul style="list-style-type: none"> <li>- how to develop my art analysis skills;</li> <li>- how to develop my knowledge and understanding of colour;</li> <li>- how to develop my skills in a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>- have developed my colour mixing skills;</li> <li>- have a greater understanding of the use of colour in artwork;;</li> <li>- be able to develop the learning skills of ANALYSE, DESCRIBE, INVESTIGATE, EXPLAIN, ENGAGE, RECORD, PRESENT, RESPOND, ASSESS and EVALUATE.</li> </ul>
7	DT Food	2	<ul style="list-style-type: none"> <li>- how to identify and control risks for personal and food safety within a commercial kitchen;</li> <li>- about environmental issues within the food industry;</li> <li>- about the functions and food sources of nutrients required by the human body.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use a variety of cooking and preparation techniques to produce different products suitable for a menu; - be able to work safely and hygienically within a kitchen and know ways to protect the environment;</li> <li>- develop the learning skills of IDENTIFY, RECORD, MODEL, EXPLAIN, INVESTIGATE, DESCRIBE and CATEGORISE.</li> </ul>
7	DT Product Design	2	<ul style="list-style-type: none"> <li>- about the origin of polymers;</li> <li>- to classify polymers and to distinguish between thermo and thermosetting polymers;</li> <li>- how to safely use a range of workshop tools and equipment to manufacture a quality desk tidy;</li> </ul>	<ul style="list-style-type: none"> <li>- be able explain where polymers come from and their classifications;</li> <li>- be able to initiate the manufacture of a range of polymer products using workshop tools and equipment; - develop the learning skills of DESCRIBE, ANALYSE, RESEARCH, DEVELOP, EVALUATE, MODEL.</li> </ul>
7	DT Textiles	2	<ul style="list-style-type: none"> <li>- about health and safety in Textiles and the textile industry;</li> <li>- how to construct a commercially viable product;</li> <li>- to evaluate my finished product.</li> </ul>	<ul style="list-style-type: none"> <li>- understand the role of health and safety in school and in industry;</li> <li>- make and evaluate a sock toy;</li> <li>- develop the learning skills of RESEARCH, INVESTIGATE, ANALYSE, CREATE, ASSESS and EVALUATE.</li> </ul>
7	English	2	<ul style="list-style-type: none"> <li>- how to identify explicit and implicit meanings in the novel, 'A Monster Calls';</li> <li>- how to ANALYSE how structural devices are used to affect the reader;</li> <li>- how to ANALYSE how writers use language, using relevant subject terminology to support my views.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to EXPLAIN different layers of meaning in texts;</li> <li>- be able to EXPLAIN how structure is employed;</li> <li>- be able to use the skills I have learned to respond to an extract from the novel.</li> </ul>
7	History	2	<ul style="list-style-type: none"> <li>- how the Tudors came to power;</li> <li>- how the Reformation changed religion in England forever;</li> <li>- how Elizabeth became the most successful of all the Tudor monarchs.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to EXPLAIN how and why the Reformation happened;</li> <li>- be able to COMPARE and CONTRAST attitudes and actions of all of the Tudor Monarchs; - be able to ASSESS the impact Elizabeth I had on England.</li> </ul>
7	Geography	2	<ul style="list-style-type: none"> <li>- how different processes, both flows and stores create the water cycle as we know it today;</li> <li>- how settlements are affected by both the human and physical causes of excess water in the water cycle; - how Shrewsbury has been affected by precipitation over time.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to understand the different components of the closed water cycle;</li> <li>- be able to analyse the human and physical causes of flooding in the UK;</li> <li>- be able to evaluate the responses to a UK storm case study.</li> </ul>
7	Maths	2	<ul style="list-style-type: none"> <li>- how to manipulate and solve equations;</li> <li>- how to solve problems about fractions, decimals and percentages.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to expand brackets and solve equations;</li> <li>- be able to simplify fractions and perform operations;</li> <li>- be able to convert between decimals, fractions and percentages.</li> </ul>
7	MFL	2	<ul style="list-style-type: none"> <li>- how to describe my hobbies in Spanish;</li> <li>- how to say what the weather is like;</li> <li>- how to form more complex opinions</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use negative phrases;</li> <li>- be able to conjugate verbs in the present tense; - be able to pronounce words accurately.</li> </ul>
7	Music	2	<ul style="list-style-type: none"> <li>- how to develop the LORIC skills;</li> <li>- how to perform melodies, chords and basslines of music from different cultures;</li> <li>- how culture shapes the arts;</li> <li>- how music has been developed through different genres;</li> <li>- how to perform as part of a musical ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use LORIC skills and develop these through music;</li> <li>- be able to perform a piece of Blues Music from the USA;</li> <li>- be able to recognise the features of reggae music and change a pop song into that style;</li> <li>- be able to perform a piece from Latin America;</li> <li>- be able to develop the learning for language of ENGAGE, DEVELOP, INVESTIGATE, IDENTIFY, SHARE, EXPLAIN, ANALYSE, COLLABORATE RESPOND, ASSESS, APPLY, ORGANISE, SYNTHESISE and EVALUATE.</li> </ul>
7	PE	2	<ul style="list-style-type: none"> <li>• how to outwit opponents through rugby and football;</li> <li>• how to improve the skills of passing, running, tackling and rucking;</li> <li>• what COOPERATION is and why it is important in sport.</li> </ul>	<ul style="list-style-type: none"> <li>• be able to use basic attacking and defensive principles within game situations;</li> <li>• develop the learning skills of MODEL, ORGANISE, INVESTIGATE, CONTRASTING, COMPARE, SUMMARISE and ASSESS</li> </ul>
7	RE	2	<ul style="list-style-type: none"> <li>- about the early life of Jesus including his baptism;</li> <li>- about ways in which Jesus was human as well as divine;</li> <li>- about Jewish expectations of the Messiah and different accounts of Jesus' birth.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to DESCRIBE the early life of Jesus including his baptism;</li> <li>- be able to EXPLAIN ways in which Jesus was human as well as divine;</li> <li>- be able to EXPLAIN Jewish expectations of the Messiah and COMPARE different accounts of Jesus' birth.</li> </ul>
7	Science	2	<ul style="list-style-type: none"> <li>- how particle theory can be used to explain filtration and dissolving;</li> <li>- how to separate mixtures using distillation and chromatography.</li> </ul>	<ul style="list-style-type: none"> <li>- identify the types and features of a wave;</li> <li>- explain about the uses of ultrasound;</li> <li>- draw ray diagrams of light and predict how light will travel;</li> <li>- develop the learning skills of EXPLAIN, CALCULATE, IDENTIFY, DESIGN, JUSTIFY, PREDICT, ASSESS and EVALUATE.</li> </ul>
7	DT Art	3	<ul style="list-style-type: none"> <li>- how to DEVELOP my art ANALYSIS skills;</li> <li>- how to DEVELOP my knowledge and understanding of colour;;</li> <li>- how to DEVELOP my skills and UNDERSTANDING in a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>- have developed my colour mixing skills;</li> <li>- have a greater understanding of the use of colour in artwork;</li> <li>- develop the learning skills of ANALYSE, DESCRIBE, INVESTIGATE, EXPLAIN, ENGAGE, RECORD, PRESENT, RESPOND, ASSESS and EVALUATE.</li> </ul>
7	DT Food	3		
7	DT Product Design	3		
7	DT Textiles	3		
7	English	3	<ul style="list-style-type: none"> <li>- how to IDENTIFY and interpret explicit and implicit information in fiction and non-fiction texts;</li> <li>- how to ANALYSE how writers use language and structure for effect in a range of fiction and non-fiction texts; - how to EVALUATE texts, using evidence from the text to support.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to RESPOND to a Fiction style exam question;</li> <li>- be able to ANALYSE writers' techniques and use apt evidence from texts in my responses;</li> <li>- be able to EVALUATE aspects of texts.</li> </ul>
7	History	3	<ul style="list-style-type: none"> <li>- how Elizabeth I became Queen and how she overcame initial problems;</li> <li>- how life under Elizabeth I changed;</li> <li>- how Elizabeth has been portrayed throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to DESCRIBE key features of Elizabeth's reign;</li> <li>- be able to EXPLAIN why the Elizabethan era saw many social changes;</li> <li>- be able to ANALYSE the usefulness of sources.</li> </ul>

7	Geography	3	<ul style="list-style-type: none"> <li>- how farming works within the UK, identifying different types of farming in both local and national contexts;</li> <li>- how to formulate opinions based on different types of farming in order to develop a strong moral compass to topical issues;</li> <li>- how famine is an increasingly dangerous disaster facing not just countries in Africa, but around the world</li> </ul>	<ul style="list-style-type: none"> <li>- be able to <b>OUTLINE</b> the different types of farming;</li> <li>- be able to <b>DESCRIBE</b> the advantages and disadvantages to different methods of farming;</li> <li>- be able to <b>SUGGEST</b> the challenges facing people around the world in response to lack of food/famine.</li> </ul>
7	Maths	3	<ul style="list-style-type: none"> <li>- how to represent fractions, mixed numbers and decimals to compare their size;</li> <li>- how to perform operations on fractions, mixed numbers and decimals.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to compare and order fractions, mixed numbers and decimals;</li> <li>- be able to add, subtract, multiply and divide with fractions and mixed numbers;</li> <li>- be able to add, subtract multiply and divide with decimals.</li> </ul>
7	MFL	3	<ul style="list-style-type: none"> <li>- how to <b>DESCRIBE</b> my school and its facilities;</li> <li>- how to use negative phrases;</li> <li>- how to say what I do at lunchtime and after school.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to use the words 'a', 'some' and 'the' in descriptions;</li> <li>- be able to conjugate regular -ar, -er and -ir verbs using the first person;</li> <li>- be able to use a range of sequencers effectively.</li> </ul>
7	Music	3		
7	PE	3	<ul style="list-style-type: none"> <li>• how to link movements to create a sequence;</li> <li>• how to perform basic shapes and movements in flight;</li> </ul>	<ul style="list-style-type: none"> <li>• be able to link a variety of movements together to create a sequence;</li> <li>• be able to perform a variety of movements, in flight, with good body tension;</li> </ul>
7	RE	3	<ul style="list-style-type: none"> <li>- about the sacraments as signs of Christian identity;</li> <li>- about the Four Pursuits and how Hindus worship as signs of their identity;</li> <li>- the Aqiqah ceremony and the five pillars of Islam as signs of Muslim identity.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to <b>EVALUATE</b> views for and against infant baptism;</li> <li>- be able to <b>EXPLAIN</b> signs of Hindu and Muslim identity;</li> <li>- be able to <b>SUBSTANTIATE</b> views about the importance of a given sacrament.</li> </ul>
7	Science	3	<ul style="list-style-type: none"> <li>- how the reproductive system works;</li> <li>- what happens during puberty;</li> <li>- how forces can act upon an object.</li> </ul>	<ul style="list-style-type: none"> <li>- be able to explain how the reproductive system works;</li> <li>- be able to apply Hooke's law;</li> <li>- develop the learning skills of <b>REVISE, EXPLAIN, CALCULATE</b> and <b>DESCRIBE</b>.</li> </ul>