



# WALTON HIGH SCHOOL – YEAR 7 CURRICULUM OVERVIEW

Subject		HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
Maths	Main Topics	5 Rs project Place value 4 rules, negatives and decimals	Order of operations and rounding Measures and area Types of number	Types of number Fractions, decimals and percentages Geometrical reasoning, lines and angles	Geometrical reasoning, lines and angles Expressions, equations and formulae	Expressions, equations and formulae Sequences Averages	Averages Probability Nets and scale drawings
	Assessment Information	Baseline Assessment Task (Writing) Write a small descriptive piece with the title 'A Walk Through Nature'.	Assessment Piece (Writing) Write a short narrative/narrative opening based on World War I with the title 'Over the Top'.	Assessment Piece (Reading) Explore how Armitage presents the character of Odysseus as a wise, noble and brave hero.	Assessment Piece (Reading) Explore how Hughes presents the natural world as powerful in the poem <i>Hawk Roosting</i> .	Assessment Piece (Speaking and Listening) Participate in a Socratic debate based on a local issue affecting village life.	
English	Main Topics	Transition Unit: 'A Walk Through Nature'	<i>When the Guns Fall Silent</i> by James Riordan	Greek Myths and Legends	Natural World Poetry Students will examine how the natural world acts as a stimulus for poets across the ages.	The Village Students will express their opinions passionately when creating their own Staffordshire village.	
	Assessment Information						



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Science	Biology			<b>Cell Biology</b> <ul style="list-style-type: none"> <li>• Microscopy</li> <li>• Plant vs. Animal Cells</li> <li>• Specialised Cells</li> <li>• Unicellular Organisms</li> </ul>	<b>Botany</b> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Leaf Structure</li> </ul> <b>Ecology</b> <ul style="list-style-type: none"> <li>• Food Chains and Webs</li> <li>• Disruption to Food Chains and Webs</li> <li>• Human Impact on the Environment</li> </ul>	<b>Human Physiology</b> <ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Muscles</li> <li>• Lungs and Gas Exchange</li> <li>• Breathing</li> </ul> <b>Botany</b> <ul style="list-style-type: none"> <li>• Plant Reproduction &amp; Seed Dispersal</li> </ul>	<b>Human Physiology</b> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Human Reproduction.</li> <li>• Pregnancy and Birth</li> </ul> <b>Health and Disease</b> <ul style="list-style-type: none"> <li>• Contraception and STIs</li> </ul>
	Chemistry	<b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>• Solids Liquids and Gases</li> <li>• Elements</li> <li>• Compounds</li> <li>• Mixtures</li> <li>• Diffusion</li> </ul>	<b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>• Solutions</li> </ul> <b>Chemical Change</b> <ul style="list-style-type: none"> <li>• Investigating Reactions (Dissolving)</li> <li>• Diffusion</li> </ul> <b>Quantitative Analysis</b> <ul style="list-style-type: none"> <li>• Chromatography</li> <li>• Solving a Crime</li> </ul>	<b>Earth's Resources</b> <ul style="list-style-type: none"> <li>• The structure of Earth</li> <li>• Weathering</li> <li>• Types of Rock</li> <li>• The Rock Cycle</li> </ul> <b>Element and Compounds</b> <ul style="list-style-type: none"> <li>• Separating rock salt</li> </ul>	<b>Earth's Resources</b> <ul style="list-style-type: none"> <li>• Atmospheric Gases</li> <li>• Global Warming</li> <li>• Reduce, Reuse, Recycle</li> <li>• The Carbon Cycle</li> <li>• The Water Cycle</li> </ul>		
	Physics	<b>Energy</b> <ul style="list-style-type: none"> <li>• Types of Energy</li> <li>• Energy Transfers</li> <li>• Gravitational and Kinetic energy</li> <li>• Thermal Conduction</li> <li>• Convection and Radiation</li> <li>• Energy Resources for Electricity</li> <li>• Food and Fuel</li> </ul>	<b>Forces</b> <ul style="list-style-type: none"> <li>• Introduction to Forces</li> <li>• Force Diagrams and Resultant Forces</li> <li>• Friction</li> <li>• Balance and Unbalanced Forces</li> <li>• Pressure, Floating and Sinking</li> </ul>			<b>Sound</b> <ul style="list-style-type: none"> <li>• Introduction to Waves</li> <li>• Sound and the Ear</li> <li>• Speed of Sound</li> <li>• Sound and Ultrasound</li> <li>• Waves</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>• Static Electricity</li> <li>• Circuit Symbols and Diagrams</li> <li>• Series and Parallel Circuits</li> <li>• Ohm's Law</li> <li>• Resistance</li> <li>• Generating Electricity</li> </ul>



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Art	Main Topics	<p><b>Under the Sea:</b> Students will explore all the Visual Elements in turn using artists to inform their explorations.</p> <p>Line Tone Shape Form Colour Texture Pattern</p>	<p><b>Under the Sea:</b> Production of Final Outcomes, these may include mixed media turtles, wax resist shells, collagraph printed seahorses, recycled plastic jellyfish...</p> <p>Students also have the opportunity to create ceramic poppies inspired by the work of Paul Cummins and Tom Piper, which are displayed as part of our school wide Remembrance Service.</p>	<p><b>Celebration:</b> This unit explores different forms of celebration such as parties and birthday, sport celebration and success and cultural celebrations such as Day of the Dead. Outcomes may include watercolour doughnuts, scraffito party poppers.</p>	<p><b>Celebration:</b> Production of Final Outcomes, these may include cardboard constructed cakes, clay sugar skulls...</p>	<p><b>Toy Story:</b> Students will be introduced to the meaning behind creating Art while looking at the work of contemporary artists and their reasons for creating Art.</p>	<p><b>Toy Story:</b> Production of Final Outcomes, these may include oil pastel Lego bricks, cardboard relief/constructed robots, collage ducks, felt etch a sketch...</p>
	Additional information	<p>Students will explore a wide range of materials and techniques such as: drawing, printmaking, mark making, colour mixing and watercolour.</p>	<p>Students will explore a wide range of materials and techniques such as: ceramics, cardboard construction, wire, collage.</p> <p>Investigate and research the work of contemporary and historical artists and makers such as: Ernst Haeckel, Paul Cummins &amp; Tom Piper.</p>	<p>Students will explore a wide range of materials and techniques such as: drawing, mark making, colour blending, biro &amp; watercolour. Investigate and research the work of contemporary and historical artists and makers such as: Jeff Koons &amp; Alfonso Castillo Orta.</p>	<p>Students will explore a wide range of materials and techniques such as: cardboard construction, wire, collage &amp; scraffito. Investigate and research the work of contemporary and historical artists and makers such as: Jeff Koons &amp; Alfonso Castillo Orta.</p>	<p>Students will be encouraged to take informed creative risks Analyse and comment on their own work and the work of other artists. Begin to understand the creative process and their own personal style in art.</p>	<p>Investigate and research the work of contemporary artists and makers such as: Sarah Graham.</p>



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Geography	Main Topics	Intro to Geography and Rivers	Flooding in Bangladesh	Urbanisation	Deserts – hot and cold	Economic geography – tertiary	Fieldwork and skills
	Additional information	Human/physical geography Long profile Landforms Flooding and protection	Location Causes Impacts Responses Managements	Structure of cities Comparison of Rio/Sydney Push Pull factors Land use models	Locations Causes Plant and animal adaptations Management Svalbard Antarctica Hot desert case study	Types of jobs Employment in the UK Tourism in Kenya	Lichfield fieldtrip write up
French	Main Topics	Describing yourself and others	School- routine, subjects, opinions	Sports and pastimes	Home and celebrations	Home and celebrations	Local area and region Case study: Paris
	Additional information	Key sounds Giving dates Verb forms- infinitives Adjectival agreements The negative form	<b>Module 1 assessment</b> Key sounds Extending range of verbs Telling the time Agreeing and disagreeing	Key sounds The French-speaking world Interview with a celebrity Formulate and answering questions	<b>Module 3 assessment</b> Key sounds Possessive adjectives Le Petit Nicolas- film study	Key sounds Verb forms – using we Festivals in the French-speaking world French breakfast <b>Module 4 assessment</b>	Key sounds Near future tense Using the tu/vous forms Ordering in a café Plans for a special weekend bringing together grammar and vocabulary from previous units



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History	Main Topics	Raiders, Invaders and Migrants to Britain 43AD-1066	Norman invasion- The Game of Thrones	Were the Normans Just A 'Truckload of Trouble'	"The King Versus The People" To What Extent Were Rights of Kings Checked?	To What Extent Did Religious Change Divide Tudor England?	Mansa Musa and Mali- Did African Society Develop at a Similar Pace?
	Additional Information	A consideration of how the nation developed before 1066. The Role of Pre- Roman, Roman, Viking and Saxon England and Stafford.	Lessons will consider the reasons for the succession crisis in the nation in 1066, and how William of Normandy would go onto be victorious.	This unit will look at whether the assertion of Simon Schama that the Norman's bought a 'Truckload of Trouble' Was essentially true. We shall consider the societal, economic and physical impact of Norman Rule. Referencing Stafford's history through it.	This unit will seek to look at how the position of kings did change over time and whether or not they have been all powerful throughout the period. IT shall focus on the reigns of Henry II and King John.	This unit will seek to introduce the idea of Tudor England, to be returned to in GCSE History with Elizabeth who isn't studied in this unit.  It shall consider how religion changes from medieval times; and how England ended up in religious turmoil	This unit will seek to look at the story of Mansa Musa and Mali. looking at what the nation was like, how Musa created a powerhouse nation, and similarities and differences between different societies.
IT	Main Topics	Induction	Multimedia	Spreadsheet Modelling	Algorithmic Thinking	Introduction to Systems Architecture	Algorithms and programming
	Additional information	"All about me" introductory activity Getting to know the network Managing OneDrive and Microsoft 365 Baseline Assessment Reading Test	'Welcome to Walton' Theme Development of a Multimedia Product	Introduction to Spreadsheets	Introduction to Gaming – Arcade MakeCode Maze Task		Anatomy of a PC – Buyers Guide Task



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<b>Music</b>	<b>Main Topics</b>	Introduction to Department Baseline Listening Test Baseline Practical Test Target Setting Rhythm and Notation Musical Elements Form and Structure	Christmas Keyboard and Vocal Skills	Exploring the Orchestra		Variations	Revision Lessons End of year test
	<b>Additional information</b>	Appraisal: Notation, Elements, Rhythm Practical: Composing Skills (Frere Jacques Variation)	Practical: Vocal and Keyboard Christmas class, paired and solo performances	Appraisal: Instruments, Families, Listening Skills Practical: Keyboard Skills (Hall of the Mountain King)		Appraisal: Key Words and Listening Skills Practical: Composing Skills (Frere Jacques Variation)	
<b>PE</b>		Students complete a rota of activities throughout Year 7 and different sets will complete different activities at different times. Unfortunately, much of the PE curriculum is also weather dependent. Throughout Year 7, students will complete modules in: Outdoor Adventure, Swimming, Netball, Rugby, Gym/Dance, Table Tennis, Athletics and Striking & Fielding. Throughout their PE lessons, they will also develop the following skills:					
		<b>Leadership</b>	<b>Communication</b>	<b>Resilience</b>	<b>Self-Management</b>	<b>Teamwork</b>	
		Lead on own warmup	Inform Parents of curriculum activities and extra-Curricular involvement	Be able to work for a set period of time as an individual/pair	Bring the correct PE kit in every PE lesson	Work as part of a unified pair/trio	



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<b>RE</b>	<b>Main Topics</b>	Topic 1: <b>What is God like?</b>		Topic 2: <b>How and why do people worship (including festivals)?</b>		Topic 3: <b>What are we doing to the environment?</b>	Topic 4: <b>Symbolism</b>
	<b>Additional information</b>	<ul style="list-style-type: none"> <li>• Introduction to RE</li> <li>• What is religion fact or belief?</li> <li>• Is there a God?</li> <li>• The design argument</li> <li>• What is God like?</li> <li>• How do Christians describe God?</li> <li>• How do Muslims describe God?</li> <li>• Can God be experienced?</li> </ul>		<ul style="list-style-type: none"> <li>• Introduction to Worship</li> <li>• Hindu Puja</li> <li>• Hindu Festival of Holi</li> <li>• Muslim Worship</li> <li>• Muslim Festival of Eid</li> <li>• Jewish Festival of Passover</li> <li>• Worship in the Church (preparation for trip or Church worship)</li> <li>• Day of the Dead</li> </ul>		<ul style="list-style-type: none"> <li>• The Christian creation story</li> <li>• What is the message of the Christian creation story?</li> <li>• How do Christians think we should treat the environment?</li> <li>• Animals in danger</li> <li>• Should we keep animals in captivity?</li> <li>• Animal testing</li> <li>• What do religions say? (a research task)</li> </ul>	<ul style="list-style-type: none"> <li>• Signs and symbols</li> <li>• Sikh symbols</li> <li>• Hindu symbols</li> <li>• Jewish symbols</li> <li>• Christian symbols</li> <li>• Buddhist symbols</li> <li>• Islamic symbols</li> </ul>



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## Technology

<b>Main topics</b>	<p>D&amp;T in Year 7 and Year 8 is planned as a 2 year program covering the National Curriculum requirements. Students study 4 modules of 9 weeks during the year. The rotation allows them to experience 8 curriculum D&amp;T areas during the Key Stage 3.</p>				
	<b>Food Technology</b>	<b>Textiles Technology</b>	<b>Resistant Materials</b>	<b>Graphics &amp; CAD</b>	<b>Extension Graphics modules</b>
	Food Safety, Hygiene and Nutrition.	Fabric Construction techniques, Fabric dyeing and hand stitching.	Mechanisms and movement, wood work construction in natural and manmade timbers.	Computer graphics, hand rendering and compliant material modelling.	Character development, perspective drawing and paper engineering.
<b>Additional information</b>	Practical cooking each week following the school recipe booklet. Skills developed to support the nutrition focus. Each cook pushes the use of new equipment and improved time management.	Geometric forms and artist links used to influence the design of the product. Use the wax relief method with fabric dye, then hand applique and sewing machine construction of a cushion cover.	Hand tools used to construct an automata from wood with internal cam mechanism. Finish applied through painting. Packaging made to support the design of the product.	Combination of skills used to construct a working 3D board game from compliant materials. Packaging developed used CAD giving a professional appearance. The games are evaluated when played in the class.	Create a script for a cartoon which is then recreated with drawings; rendering techniques used and perspective drawings encouraged. Paper engineering pop up cards created from the characters.