

## CAM Curriculum Overview

Jump to [English](#) | [Maths](#) | [Science](#) | [Geography](#) | [History](#) | [MFL](#) | [RE](#) | [Art](#) | [Drama](#) | [Music](#) | [Computing & ICT](#) | [Technology](#) | [PE](#)

Year Group 7		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>English</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Tulip Touch by Anne Fine</li> </ul>	<ul style="list-style-type: none"> <li>A Christmas Carol by Charles Dickens</li> </ul>	<ul style="list-style-type: none"> <li>Around the World (Non-fiction Travel Sources)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Writing to Persuade/Argue</li> </ul>	<ul style="list-style-type: none"> <li>The Tempest by William Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>Short Stories</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>How authors craft language to engage their audience</li> <li>How authors structure their writing to interest their audience</li> </ul>	<ul style="list-style-type: none"> <li>The plot, characters, themes and context of A Christmas Carol</li> <li>How to craft our own creative writing using the text as stimulus</li> </ul>	<ul style="list-style-type: none"> <li>How to compare two texts</li> <li>How to provide our own opinions</li> <li>Students gain an awareness of how texts relate to their style, purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be taught the criteria for writing to argue and persuade</li> </ul>	<ul style="list-style-type: none"> <li>The plot, characters, themes and context of The Tempest</li> <li>Shakespearean language</li> <li>Playwright's intentions</li> <li>Audience reactions</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop reading stamina and apply a range of reading strategies to analyse how writers craft language in narratives</li> <li>Students will be taught the 6 part story structure</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Read and understand texts</li> <li>Selecting evidence</li> <li>Comment on how writers use some language devices to present their ideas and characters</li> <li>Analyse how writers structure their narratives</li> <li>Write imaginatively using a range of language techniques, appropriate to task, purpose and form.</li> </ul>	<ul style="list-style-type: none"> <li>Improving language analysis of key extracts from A Christmas Carol</li> <li>Developing descriptive and narrative writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Summarising similarities and differences between texts</li> <li>Evaluating the effectiveness of travel writing</li> </ul>	<ul style="list-style-type: none"> <li>Analysing poems for use of language and structure</li> <li>Crafting writing for different audiences and purposes</li> <li>Developing editing and re-drafting skills</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the language and structure of The Tempest</li> <li>Decoding the text</li> </ul>	<ul style="list-style-type: none"> <li>Being able to adapt language and structure to fit style, purpose and audience</li> <li>Developing editing and re-drafting skills</li> </ul>
	<i>Assessment</i>	Language Analysis		English Language Paper 2 (Reading Section)	Writing to Persuade	Analysing an extract from The Tempest	Writing to Narrate
<b>Maths</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Analysing and displaying data</li> <li>Number skills</li> <li>Expressions, functions and formulae</li> </ul>	<ul style="list-style-type: none"> <li>Decimals and measures</li> <li>STEM and finance</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Finance</li> </ul>	<ul style="list-style-type: none"> <li>Lines and angles</li> <li>Sequences and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Transformations</li> <li>STEM</li> <li>Multi cultural project</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Describe, interpret and compare observed distributions of a single variable through: appropriate measures of central tendency (mean, mode, median) and appropriate measures of spread (range, consideration of outliers)</li> <li>Construct and interpret vertical line (or bar) charts for ungrouped and grouped data.</li> <li>Use conventional notation for the priority of operations</li> <li>Round numbers and measures to an</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use place value for decimals</li> <li>Order decimals and fractions</li> <li>Use the symbols =, ≠, &lt;, &gt;, ≤, ≥</li> <li>Understand and use place value for measures</li> <li>Work with coordinates in all four quadrants</li> <li>Use the four operations, including formal written methods, with positive and negative decimals</li> <li>Derive formulae to calculate and solve problems involving perimeter and area of parallelograms</li> </ul>	<ul style="list-style-type: none"> <li>order decimals and fractions</li> <li>use the symbols =, ≠, &lt;, &gt;, ≤, ≥</li> <li>use the four operations, including formal written methods, with positive and negative fractions</li> <li>define percentage as 'number of parts per hundred'</li> <li>interpret a percentage as a fraction or a decimal</li> <li>interpret fractions and percentages as operators</li> <li>use appropriate language of probability</li> </ul>	<ul style="list-style-type: none"> <li>solve problems involving direct proportion</li> <li>use ratio notation</li> <li>reduce a ratio to simplest form</li> <li>divide a given quantity into two parts in a given part: part ratio</li> <li>use scale factors</li> <li>understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction</li> <li>express the division of a quantity into two parts as a ratio</li> <li>Using probability to explore the effect on different finance matters.</li> </ul>	<ul style="list-style-type: none"> <li>use the standard conventions for labelling the sides and angles of triangle ABC</li> <li>draw and measure line segments and angles in geometric figures</li> <li>apply the properties angles at a point and on a straight line</li> <li>apply the properties vertically opposite angles</li> <li>derive and use the sum of angles in a triangle</li> <li>use the sum of angles in a triangle to deduce the angle sum in any polygon</li> </ul>	<ul style="list-style-type: none"> <li>derive properties of regular polygons</li> <li>identify properties of, and describe the results of: translations</li> <li>identify properties of, and describe the results of: rotations</li> <li>identify properties of, and describe the results of: reflections</li> <li>Investigating light. Reflection and refraction. Looking at designs of diamonds and how they are cut to reflect light in different directions.</li> <li>Using TRANSFORMATIONS</li> </ul>

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	<ul style="list-style-type: none"> <li>appropriate degree of accuracy</li> <li>Recognise and use relationships between operations including inverse operations</li> <li>Use the four operations, including formal written methods, with positive and negative integers</li> <li>Order positive and negative integers</li> <li>Use the concepts and vocabulary of prime numbers, factors [or divisors] and prime numbers</li> <li>Use integer powers and associated real roots (square, cube)</li> <li>Use approximation through rounding to estimate answers</li> <li>Substitute numerical values into formulae and expressions, including scientific formulae</li> <li>Simplify and manipulate algebraic expressions to maintain equivalence: collecting like terms, multiplying a term over a bracket</li> <li>Use and interpret algebraic notation: <math>3y</math> in place of <math>y + y + y</math> and <math>3 \times y</math></li> <li>Model situations or procedures by translating them into algebraic expressions or formulae</li> </ul>	<ul style="list-style-type: none"> <li>How STEM and finance are used in the real world environment.</li> </ul>	<ul style="list-style-type: none"> <li>use the 0-1 probability scale</li> <li>understand that probabilities of all possible outcomes sum to 1</li> <li>record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes</li> </ul>	<p>E.g. calculating profit and raising money - link to fundraising and charities.</p>	<ul style="list-style-type: none"> <li>use known results to obtain simple proofs</li> <li>generate terms of a sequence from a term-to-term rule</li> <li>generate terms of a sequence from a position-to-term</li> <li>recognise arithmetic sequences</li> <li>find the <math>n</math>th term</li> <li>recognise geometric sequences and appreciate other sequences that arise</li> <li>work with coordinates in all four quadrants</li> <li>produce graphs of linear functions</li> <li>interpret mathematical relationships both algebraically and graphically</li> </ul>	<p>skills to create a piece of artwork that represents a multi-cultural link.</p>
	<p align="center"><i>Skills</i></p> <ul style="list-style-type: none"> <li>Find the mode, median, mean and range for a set of data</li> <li>Compare sets of data using their ranges and averages</li> <li>Read and draw tally charts, tables, charts and line graphs, including for grouped data</li> <li>Use ICT to present data and construct charts</li> </ul>	<ul style="list-style-type: none"> <li>Order and round decimals</li> <li>Use measures and conversions</li> <li>Read scales and plot coordinates</li> <li>Calculate with decimals</li> <li>Work out perimeter and area</li> <li>FINANCE – organising time and money, budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>Compare fractions</li> <li>Simplify fractions</li> <li>Calculate with fractions (addition, subtraction and fractions of amounts)</li> <li>Work with equivalent fractions, decimals and percentages</li> <li>Find percentages of amounts</li> <li>Use the vocabulary of probability</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving direct proportion</li> <li>Understand and use ratios</li> <li>Use fractions to compare proportions</li> <li>Use percentages to compare proportions</li> <li>Looking at different outcomes and probabilities to calculate profit and to design activities for fundraising.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and label angles and lines</li> <li>Use properties of 2D shapes</li> <li>Estimate, measure and draw angles</li> <li>Draw triangles accurately</li> <li>Solve problems involving angles</li> <li>Understand properties, angle facts and problems involving quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>Describe congruence.</li> <li>Find enlargements and scale factors.</li> <li>Identify line and rotational symmetry.</li> <li>Describe reflections</li> <li>Describe rotations</li> <li>Describe translations</li> <li>Combine transformations</li> <li>Using TRANSFORMATIONS skills to create a piece of</li> </ul>



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		Data Analysis Conclusion Evaluation <ul style="list-style-type: none"> <li>Thinking scientifically</li> <li>Scientific application</li> <li>Communication and collaboration</li> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Using Scientific evidence</li> </ul>
	<i>Assessment</i>	End of unit tests. Academy assessment cycle.  At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle.  At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle.  At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle.  At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle.  At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle.  At the end of each topic they complete a practical investigation to develop their practical skills.
<b>Geography</b>	<i>Knowledge</i>	Fantastic Places	Manchester and UK	Map Skills	Map Skills	Rivers	South America
	<i>Understanding</i>	Students to be able to describe 3 fantastic places and explaining what can be done to protect them	To look at how Manchester and the local area has changed over time.  Landmarks	How to use a map  How can a map help us get around?  How to use a map  How can a map help us get around?	How to use a map  How can a map help us get around?  How to use a map  How can a map help us get around?	How rivers develop Why do rivers flood? What can be done to prevent river flooding?	Brazil Cities and Landmarks Weather Animals Culture
	<i>Skills</i>	Students will be able to compare different places and see what makes them special.	To be able to use the data to plot graphs and maps  To be able to pick out the differences between places.  Students to be able to use different maps to identify	Students introduced to key skills such as compass points, grid references, OS symbols and scale.  Students introduced to key skills such as compass points, grid references, OS symbols and scale.	Students introduced to key skills such as compass points, grid references, OS symbols and scale.  Students introduced to key skills such as compass points, grid references, OS symbols and scale.	To be able to identify key features of rivers, flooding and flood prevention.	To be able to compare Brazil with the UK and Manchester.  To look at differences and similarities.
	<i>Assessment</i>	Baseline  Fantastic Places assessment		Map skills test			South America assessment
<b>History</b>	<i>Knowledge</i>	<b>How civilised were the Romans?</b>  A study of the numerous of aspects within in the Roman Empire such as the invasion of Britain, Roman life and the Romans have ever done for us?	<b>How Significant were the Invasions of the Anglo-Saxons and the Vikings?</b>  Looking at various elements of the Anglo-Saxon and Viking invasion of Britain such as King Alfred the Great, Sutton Hoo, life under the Anglo-Saxons and Vikings.	<b>How gory was medieval life?</b>  Living conditions in Medieval towns, Medieval hospitals, leprosy, the Black Death, Medieval crime and punishment.	<b>Did the Norman invasion benefit Britain?</b>  Death of Edward the Confessor, Battle of Stamford Bridge, Battle of Hastings, castles, Domesday Book, Changes brought to Britain by the Norman Invasion	<b>How did England change as a result of the Protestant Reformation?</b>  Role of the Medieval Church, The English Reformation, Henry VIII, How each Tudor Monarch affected religion, impact of changes to religion.	<b>What was the significance of the Crusades and the consequences of the rise of Islam in Europe?</b>  Why did people go on the Crusades? The Knights in the Crusades? What did the Crusades ever do for us and the impact of Islam.
	<i>Understanding</i>	The use of historicism, chronology and significance throughout the module.	The use of chronology, cause and consequence, significance and using evidence throughout the module.	Will include Cause and Consequence, significance and the use of evidence consistently throughout this module.	Will include the significance and the use of evidence consistently throughout this module.	Chronology Cause and Consequence Significance Using Evidence	Know and understand significant aspects of the impact of the Crusades through the use of historicism.

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	<i>Skills</i>	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Gain and deploy a historically grounded understanding of abstract terms throughout the module. Also, understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Understand the methods of historical enquiry, how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
	<i>Assessment</i>	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment

<b>MFL</b>	<i>Knowledge</i>	<b>Module Desert Island (Bear Gryls / Survivor / The Island)</b> <b>Theme Identity and Culture</b>	<b>Module Yum Yum</b> <b>Theme 1 : Identity and Culture</b>	<b>Module My Family</b> <b>Theme : Identity and Culture</b>	<b>Module School</b> <b>Theme3 Current and future study and employment</b>	<b>Module Sports</b> <b>Theme 1: Identity and Culture</b>	<b>Module Holidays</b> <b>Theme 2 : Local, national, international and global areas of interest</b>
	<i>Understanding</i>	<b>Question Tu aimes...? ¿Te gusta... ?</b> <b>Grammar:</b> articles (def, indef), high frequency verbs, nouns and gender, negatives and 'de', simple opinions and reasons	<b>Question Tu aimes + infinitive? / et vous? ¿Te gusta + infinitive ? ¿Y tú ?</b> <b>Grammar</b> Adjective agreement Adjective position Instructions - modal verbs Start regular present tense verbs V1 + V2	<b>Question pourquoi / quand tu aimes...? ¿Por qué / cuándo te gusta.. ?</b> <b>Grammar</b> Adjectives Possessive adjective Present tense	<b>Question: est-ce que / qu'est-ce que?</b> <b>Grammar</b> Modal verbs Adverbs / frequency Immediate future tense 'l'	<b>Question avec qui / où Con quién / dónde</b> <b>Grammar</b> • Adverbs comparative and superlative) • Adjectives • Superlatives • Future tense - all forms of 'aller / ir'	<b>Questions Revise all</b> <b>Grammar</b> Subordinate clause Si + present + future When + present + future
	<i>Skills</i>	<b>Skills dictionary, learning vocab</b>	<b>Skills photo card speaking / role play</b>	<b>Skills picking out key words and using questions</b>	<b>Skills Role play</b>	<b>Skills</b> Dictionary Writing in more detail	Listening and reading for gist as well as detail
	<i>Assessment</i>	Grammar speaking	Speaking (photo) & grammar	Reading, listening and grammar	Speaking photo card	writing	Reading listening grammar

<b>RE</b>	<i>Knowledge</i>	Why is community important?	Why do Christians call Jesus 'Saviour'?	Is there life after death?	Why does the Qur'an have authority in Islam?	What do Jews understand by 'freedom'?	What does it mean to become enlightened?
	<i>Understanding</i>	Focus on Christianity and Islam	Students will focus on Christianity, but those who want a challenge may begin	Students will focus on Hinduism, Judaism,	Focus on Islam, but challenging activities will	Focus on Judaism and Anti-Semitism	Focus on Buddhism



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Art	<i>Knowledge</i>	<b>Term 1 Natural Forms (14 Lessons/15 Weeks)</b> <ul style="list-style-type: none"> <li>Actively participate in a discussion regarding the expectations of the Art Department.</li> <li>Create a folder for the safe storage of their work and ensure that their sketchbooks are clearly named.</li> <li>Actively participate in a discussion about the theme of <b>'Natural forms'</b> and record keywords relevant to the project.</li> <li>Learn about the use of pencils as an Art media and also learn about the 'Elements' and 'Principles' of Art through a series of drawing exercises.</li> <li>Actively participate in the discussion of the work of Georgia O'Keefe who has looked at the subject of natural forms – specifically flora and fauna, producing an artist research sheet.</li> <li>Select the key elements from the artist's work that will help in the development of their own work.</li> <li>Effectively collect information through observational line drawing in pencil and digital photography from flowers, plants and two-dimensional images of them.</li> <li>Effectively collect information through an observational drawing using line, tone and texture in pen and ink from flowers, plants and two-dimensional images.</li> <li>Create a composition of a flower or plant in the style of Georgia O'Keefe using pencil.</li> <li>Use oil pastel to add tone and solidity to the drawn image.</li> <li>Evaluate their work at the end of the project.</li> </ul>		<b>Term 2 Portraiture (12 Lessons/12 Weeks)</b> <ul style="list-style-type: none"> <li>Learn about the use of pencils as an Art media and also learn about the 'Elements' and 'Principles' of <b>'Portraiture'</b> Art through a series of drawing exercises.</li> <li>Actively participate in the discussion of the work of Amedeo Modigliani who has looked at the subject of African inspired Portraiture work that will help in the development of their own work.</li> <li>Effectively collect information through an observational drawing using line.</li> <li>Create a portrait in the style of Amedeo Modigliani using pencil.</li> <li>Use paint to add tone and solidity to the drawn image.</li> <li>Evaluate their work at the end of the project.</li> </ul>		<b>Term 3 African Art (12 Lessons/12 Weeks)</b> <ul style="list-style-type: none"> <li>Actively participate in a discussion about the theme of <b>'African Art'</b> drawing parallels with the work of Modigliani and record keywords relevant to the project.</li> <li>Effectively collect information through drawings from secondary sources using line, tone and pattern.</li> <li>Create a series of designs based on portraiture and African mask imagery.</li> <li>Use papier mâché and card construction to create a 3D mask, inspired by African Art.</li> <li>Use paint to add tone and pattern to their work.</li> <li>Evaluate their work at the end of the project.</li> </ul>	
	<i>Understanding</i>	<b>Individual work:</b> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> <li>Creating a final outcome based on their assessed strengths from throughout the project.</li> </ul> <b>Collaborative work:</b> <ul style="list-style-type: none"> <li>Researching/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>		<b>Individual work:</b> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> <li>Creating a final outcome based on their assessed strengths from throughout the project.</li> </ul> <b>Collaborative work:</b> <ul style="list-style-type: none"> <li>Looking at/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>		<b>Individual work:</b> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> <li>Creating a final outcome based on their assessed strengths from throughout the project.</li> </ul> <b>Collaborative work:</b> <ul style="list-style-type: none"> <li>Looking at/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>	
	<i>Skills</i>	<b>Techniques explored:</b> <ul style="list-style-type: none"> <li>Drawing from observation, 2D, Digital Media</li> </ul> <b>Artistic elements:</b> <ul style="list-style-type: none"> <li>Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition</li> </ul> <b>Materials:</b> <ul style="list-style-type: none"> <li>Pencil</li> <li>Oil pastel</li> <li>Photography</li> </ul>		<b>Techniques explored:</b> <ul style="list-style-type: none"> <li>Drawing from observation, Painting, 2D</li> </ul> <b>Artistic elements:</b> <ul style="list-style-type: none"> <li>Line, Tone, Texture, Blending, Colour, Composition, Proportions</li> </ul> <b>Materials:</b> <ul style="list-style-type: none"> <li>Pencil</li> <li>Paint</li> </ul>		<b>Techniques explored:</b> <ul style="list-style-type: none"> <li>Drawing from secondary sources, Painting, 2D, 3D</li> </ul> <b>Artistic elements:</b> <ul style="list-style-type: none"> <li>Line, Tone, Texture, Blending, Colour, Pattern Shape, Form, Sequence</li> </ul> <b>Materials:</b> <ul style="list-style-type: none"> <li>Pencil</li> <li>Pencil crayon</li> <li>Paint</li> </ul>	

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						<ul style="list-style-type: none"> <li>Papier mâché</li> <li>3D Mixed media</li> </ul>	
	<i>Assessment</i>	Baseline drawing Observational drawing Artist research/Colour theory Final Outcome – Natural form piece in the style of Georgia O’Keeffe		Portraiture drawing Artist research/painting theory Final Outcome – Painted Portrait in the style of Modigliani		African Art research Series of Design drawings Final Outcome – 3D Mask	
<b>Drama</b>	<i>Knowledge</i>	<u><b>Roald Dahl Storytelling</b></u>  Story telling Positive approach to life – Charlie and the Chocolate Factory Literacy Empathy SEAL	<u><b>Evacuees</b></u>  PSHE link to beginning Adventure Writing in role New surroundings Looking back at former Reminiscing Making new friends Fears and anxieties Story telling Isolation Life during World War 2	<u><b>Greek Theatre</b></u>  Citizenship PSHE link to morals of Tragedy and social conscience. Adventure Fears and anxieties Story telling Tragedy Comedy	<u><b>Twisted Shakespeare</b></u>  The supernatural Magic Fate/accidents Trials of love The changing nature of language Power Modernisation	<u><b>Script Work</b></u>  SMSC - Spritual, Moral Social – Working with others Responsibility to learn lines.  Key features of script – stage directions, ... Italics Foundations for director and actor to put their own interpretations on the story. Plot	<u><b>Silent Film</b></u>  Typical features of Silent film: Characters Storyline Music Using props imaginatively Chase Structure Exaggeration  Students will then understand the history of the genre through research.
	<i>Understanding</i>	How can we show a character using? <ul style="list-style-type: none"> <li>Facial expression</li> <li>Body language</li> <li>Gesture</li> <li>Tone of voice</li> <li>Pitch</li> <li>Pace</li> </ul> Still image/Freeze Frame Mime Mirrored Movement Thought tracking Narration Hot Seating Role on the Wall	Life for children in World War 2 Links to their experience starting a new school Introduce drama as a subject Using various stimuli to create drama Creating a character Body language and facial expressions Research skills Narration Creating a setting Teacher in role Improvisation	Key non-naturalistic key skills such as: synchronisation in movement and voice.  Narration – through action and direct address.  What was an amphitheatre like? Greek Myths Greek community and environment. Chorus – working as an ensemble.	Realism v symbolism in Theatre, Using extracts from the text in a variety of practical ways, Using ideas and themes for improvised role-play, Comedy Vs. Tragedy Genre. Inference/deference	Given Circumstances Characterisation Social/Historical context. Character relationships.  Staging Proxemics and use of space Props Themes Plotline	Life of Charlie Chaplin Understanding of the Silent Movie genre. Storytelling Exaggeration Mime Imaginative way of using props Stereotypes – characters Developing humour Linking music with movement Creating tension
	<i>Skills</i>	Still image/Freeze Frame Mime Mirrored Movement Thought tracking Narration Hot Seating Role on the Wall  <i>Characterisation</i>  SMSC	Introduce students to work based on a variety of stimuli, Still images, Spoken thought, Improvised role-play, Storytelling, Group skills, Writing in role	Introduce students to work based on a Greek mythology and tragedy, Still images, Spoken thought, Improvised role-play, Story telling, Group skills, Writing in role Non-naturalistic techniques: Synchronisation Choral speech. Cannon Symbolism	Script work Off Script Character exploration Thematic work Crime Scene Investigation Role-play Improvisation Designing Body as props Still images Discussion TIR Prediction Performance	Off text work -taking the characters away from the environment, Annotate scripts Highlight lines Role on the wall Facts about characters.  Props, Costume and lighting.	Role-play Mime Essence Machine Imaginative use of props Gesture Body Language Facial Expression Movement Exaggeration Improvisation Designing Still images Discussion Performance
	<i>Assessment</i>	<u><b>Formative</b></u> Self assessment: of performance against learning outcomes against targets and levels	<u><b>Formative</b></u> Self-assessment: of performance against learning outcomes against targets and levels	<u><b>Formative</b></u> Self assessment: of performance against learning outcomes against targets and levels	<u><b>Formative</b></u> Self-assessment: of performance against learning outcomes against targets and levels	<u><b>Formative</b></u> Self-assessment: of performance against learning outcomes against targets and levels	<u><b>Formative</b></u> Self-assessment: of performance against learning outcomes against targets and levels



**CAM Curriculum Overview**

Year Group 7		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<p><i>Peer Assessment:</i> of finished work of Independent Learning Tasks of performance <i>Teacher Assessment:</i> Students assessed on their ability to work in a group Their contribution to the lesson</p> <p><b>Summative</b> Students use the three part assessment plan of: Making, performing and responding. <b>Students are to be assessed on their ability to create a piece of performance based on one of Roald Dahl tales they have looked at. Students will have to show the characters they have studied in the future. Students should be marked on their ability to use the techniques they have learned over the half term.</b></p>	<p>Peer Assessment: of finished work of Independent Learning Tasks of performance <i>Teacher Assessment:</i> Students assessed on their ability to work in a group Their contribution to the lesson.</p> <p><b>Summative</b> Students use the three part assessment plan of: Making, performing and responding. Students are to be assessed on their ability to create a story of their evacuee in their new home. They may show their Evacuee’s response to the end of War and their return home.</p>	<p><i>Peer Assessment:</i> of finished work of Independent Learning Tasks of performance <i>Teacher Assessment:</i> Students assessed on their ability to work in a group Their contribution to the lesson</p> <p><b>Summative</b> Students use the three part assessment plan of: Making, performing and responding. <b>Students are to be assessed on their ability to tell the story of a Greek myth using key techniques.</b></p>	<p>Peer Assessment: of finished work of Independent Learning Tasks of performance <i>Teacher Assessment:</i> Students assessed on their ability to work in a group Their contribution to the lesson Interpretation of text.</p> <p><b>Summative</b> Students use the three part assessment plan of: Making, performing and responding. Students are to be assessed on their ability to create a performance using the themes of the stories and the techniques they have used in the lessons prior to the assessment.</p>	<p>Peer Assessment: of finished work of Independent Learning Tasks of performance <i>Teacher Assessment:</i> Students assessed on their ability to work in a group Their contribution to the lesson Interpretation of text.</p> <p><b>Summative</b> Students use the three part assessment plan of: Making, performing and responding. Students are to be assessed on their ability to create a scene from the play selected.</p>	<p>Peer Assessment: of finished work of Independent Learning Tasks of performance <i>Teacher Assessment:</i> Students assessed on their ability to work in a group Their contribution to the lesson Interpretation of text.</p> <p><b>Summative</b> Students use the three part assessment plan of: Making, performing and responding. Students are to be assessed on their ability to create their own Silent Film using slapstick elements and exaggeration.</p>
<b>Music</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Actively participate in discussion regarding the expectations of the Music department.</li> <li>Actively participate in discussions about the elements of music and record key words relevant to the unit.</li> <li>Learn about the elements of rhythm and pulse through group composition work.</li> <li>Actively participate in group performance and composition tasks.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>To be introduce to performance using rhythm.</li> <li>To learn about the culture of samba music</li> <li>To know how to perform on a variety of percussion instruments</li> <li>To know stylistic features of samba music</li> <li>Perform as a whole class and smaller ensemble groups.</li> <li>Actively participate in group performance and composition tasks.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop performance skills through melody and chords</li> <li>Learn basic TAB notation</li> <li>How to perform on ukulele</li> <li>Know key words which are associated with ukuleles</li> <li>Know a range of chords</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce students to the treble clef.</li> <li>Develop performance skills through keyboard activities.</li> <li>To know the notes on a keyboard</li> <li>Learn what a chord is and incorporate into performances.</li> <li>Actively participate in performance activities.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to perform in a small ensemble.</li> <li>To be able to write lyrics</li> <li>To know the different parts which make up a song.</li> <li>Actively participate in group performance and composition tasks.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>How to create a song on GarageBand</li> <li>How to input and edit material</li> <li>How to apply effects to a song</li> <li>Understand key terminology associated with music technology</li> <li>Know the elements of music and recognise them in music</li> <li>Effectively compose and evaluate their work at the end of the unit.</li> </ul>
	<i>Understanding</i>	<p>Individual work:</p> <ul style="list-style-type: none"> <li>How to sing with confidence as part of a group</li> <li>How to warm up the voice correctly</li> </ul>	<p>Individual work:</p> <ul style="list-style-type: none"> <li>Develop a sense of timing through the use of rhythm and pulse.</li> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> <p>Collaborative work:</p>	<p>Individual work:</p> <ul style="list-style-type: none"> <li>Understand how to perform pitch notation on tuned percussion</li> <li>Development of listening skills through focused listening activities.</li> </ul>	<p>Individual work:</p> <ul style="list-style-type: none"> <li>Develop performance skills, including performing melodies on the keyboard.</li> <li>Development of listening skills through focused listening activities.</li> </ul>	<p>Individual work:</p> <ul style="list-style-type: none"> <li>Develop performance skills.</li> <li>Development of listening skills through focused listening activities.</li> </ul>	<p>Individual work:</p> <ul style="list-style-type: none"> <li>Understand how to create music using technology</li> <li>Develop composition skills including structure and texture</li> </ul>

### CAM Curriculum Overview

Year Group 7		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> Collaborative work. <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Gain confidence when working as part of a group.</li> <li>Create a group composition.</li> </ul>	<ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Gain confidence when working as part of a group.</li> <li>Create a group composition.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> Collaborative work: <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Further development of performance and composition skills when working as part of a group.</li> <li>Creating an ensemble performance and group composition.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> Collaborative work: <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Continued development of performance skills through paired activities.</li> <li>Preparing paired and group performances.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> Collaborative work: <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Working and performing as a group/ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> Collaborative work: <ul style="list-style-type: none"> <li>Learning through peer assessment.</li> <li>Coaching a lead learners in lesson</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Performing as part of a group.</li> <li>Composing as part of a group.</li> <li>Development of timing and awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>Performing as part of a group.</li> <li>Composing as part of a group.</li> <li>Development of timing and awareness of other performers.</li> <li>Listening and analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance skills.</li> <li>Development of listening skills.</li> <li>Composing as part of a group.</li> <li>Listening and analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Keyboard skills.</li> <li>Paired and ensemble performance skills.</li> <li>Development of listening skills.</li> <li>Listening and analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Performance skills using a variety of instruments.</li> <li>Ensemble performance</li> <li>Singing</li> <li>Lyric writing</li> <li>Listening and analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Composition skills</li> <li>Music Technology skills including recording, sequencing, editing and mixing sounds</li> <li>Listening and analytical skills.</li> </ul>
	<i>Assessment</i>	Composition based on a song	Samba performance Samba composition	Ukulele melody and chord performances	Performances on keyboard of 3 pieces	Ensemble performance	Music Technology composition Listening Test
<b>Computing &amp; ICT</b>	<i>Knowledge</i>	<b><u>Internet Safety</u></b> To know where to go, and what to do, if ever they have an issue in the online world	<b><u>Control Systems &amp; Flowcharts</u></b> To know key flowchart shapes & terminology	<b><u>Spreadsheets</u></b> To know key spreadsheet terminology	<b><u>Computer Basics</u></b> To know the key components of computer systems	<b><u>Databases</u></b> To know key database terminology	<b><u>Scratch Programming</u></b> To know how to navigate the Scratch Interface
	<i>Understanding</i>	To understand what is acceptable and unacceptable behaviour in the online world	To understand that computers only follow given instructions	To understand what spreadsheets are, where and why they are used	To understand how computer systems work.	To understand what databases are, where they are used and why	To recognise different solutions exist for the same problem
	<i>Skills</i>	To be able to create a variety of different publications to different target audiences	To be able to build a variety of flowcharts for real life scenarios	To be able to create a simple spreadsheet which contains suitable formulas	To be able to create simple theoretical computer networks	To be able to create simple artefacts within a database	To be able to create a simple computer program which operates from a single initial input
	<i>Assessment</i>	Formative Assessment – Desk Top Publishing – A variety of published documents	Summative Assessment – Traffic Lights Mimic	Summative Assessment – School Disco Spreadsheet	Summative Assessment – Theory Based Text	Formative Assessment – Skills Based Tasks – Simpsons Database	Summative Assessment – Programmed Animation
<b>Technology</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>CAD/CAM</li> <li>Where does wood come from?</li> <li>How is wood different to plastic?</li> <li>How to produce a paper mechanism</li> <li>How to use a sewing machine.</li> </ul>	<ul style="list-style-type: none"> <li>How wood is joined.</li> <li>Types of wood – hard, soft and manufactured board</li> <li>CAM</li> </ul>	<ul style="list-style-type: none"> <li>How to use a hob and oven</li> <li>How to use the claw and bridge hold.</li> <li>Process of applique</li> <li>How to hem fabric</li> </ul>	<ul style="list-style-type: none"> <li>How to cook with high risk food</li> <li>The 4 C's</li> <li>How to research into a textile product</li> </ul>	<ul style="list-style-type: none"> <li>Basic pastry making</li> <li>Rubbing in method</li> <li>How to research into a textile product</li> <li>Types of fabric</li> </ul>	<ul style="list-style-type: none"> <li>CAD/CAM</li> <li>Electronic symbols</li> <li>Sustainability</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>How to operate 2D design and a laser cutter</li> </ul>	<ul style="list-style-type: none"> <li>How to cut wood using hand and machine tools</li> </ul>	<ul style="list-style-type: none"> <li>How can I make healthy savoury dishes</li> </ul>	<ul style="list-style-type: none"> <li>Can I cook using the 4 C's using high risk food?</li> </ul>	<ul style="list-style-type: none"> <li>Can I use the rubbing method to make mainly savoury products</li> </ul>	<ul style="list-style-type: none"> <li>Can I operate the laser cutter independently?</li> </ul>

**CAM Curriculum Overview**

Year Group 7		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<ul style="list-style-type: none"> <li>How to manipulate paper</li> <li>How to operate a sewing machine</li> </ul>	<ul style="list-style-type: none"> <li>How to make paper patterns and cut fabric</li> <li>How to hand stitch</li> <li>How to use a computerised sewing machine</li> </ul>	<ul style="list-style-type: none"> <li>How to construct a textile product</li> </ul>	<ul style="list-style-type: none"> <li>Can I produce a design using research material</li> </ul>	<ul style="list-style-type: none"> <li>Can I produce a design using research material</li> </ul>	<ul style="list-style-type: none"> <li>Can I design an innovative product?</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Cutting, drilling and finishing.</li> <li>Using and threading up a sewing machine</li> </ul>	<ul style="list-style-type: none"> <li>Cutting, drilling, finishing, hammering and making wood joints</li> </ul> <p>Operating a computerised sewing machine cutting paper and fabric, hand stitching</p>	<ul style="list-style-type: none"> <li>Peeling, grating, chopping, slicing dicing and mixing</li> <li>Hemming, seams and applique</li> </ul>	<ul style="list-style-type: none"> <li>Peeling, slicing dicing and mixing.</li> <li>Appliqué, hemming and seams</li> </ul>	<ul style="list-style-type: none"> <li>Rubbing in</li> <li>Rolling</li> <li>Baking</li> <li>Appliqué, hemming and seams</li> </ul>	<ul style="list-style-type: none"> <li>Appliqué, hemming and seams</li> </ul>
	<i>Assessment</i>	Design Task	Design Task	Design Task	Design Task	Design Task	Design Task
<b>PE</b>	<i>Knowledge Understanding</i>	<p><b>Cross-country:</b> Students will understand the benefits of physical activity and appreciate the importance of improving their fitness in order to be able to maintain physical activity for a longer period of time.</p> <p><b>Football:</b> Students will learn and/or refine their skills in football, including passing, tackling and shooting. They will focus on small-sided games to allow for greater levels of skill acquisition.</p> <p><b>Netball:</b> Students will gain an understanding of the different positions in netball and develop and/or refine several skills including passing, dodging, intercepting and shooting</p>	<p><b>Badminton:</b> Students will develop their skills of serving, overhead and underarm clears, the smash shot and net play. They will develop their understanding of singles play through modified games.</p> <p><b>Rugby:</b> Students will develop an understanding of the basic fundamentals of non-contact rugby. When in single-sex classes contact will be introduced.</p> <p><b>Orienteering:</b> Students will learn how to read and orientate a map, and how to identify features of the landscape on the map. Work will be mainly done in pairs for reinforcement of decision making skills.</p>	<p><b>Parkour:</b> Students will develop the fundamental skills of agility, balance &amp; coordination. This will be reinforced through the skills of application, creativity &amp; personal challenge.</p> <p><b>Trampolining:</b> Students will develop their skills within trampolining. They will focus on correct techniques for basic moves and landings, as well as beginning to link moves through the use of twist and/or rotation.</p> <p><b>Gymnastics:</b> Students will develop their skills within basic gymnastic actions; including rolls stands &amp; balances. They will utilise these skills to create and perform sequences.</p>	<p><b>Basketball:</b> Students will develop their techniques in shooting, passing and dribbling. They will develop their understanding of rules &amp; tactics through modified games.</p> <p><b>Dance:</b></p> <p><b>Fitness:</b> Students will develop their knowledge &amp; understanding of different components of fitness. They will focus on testing methods and how to improve; including use of methods such as circuits, interval, continuous &amp; fartlek.</p>	<p><b>Athletics:</b> Students will develop techniques for a variety of events in athletics. Focus will be on correct technique, as well as measurement of times and distances.</p> <p><b>Striking &amp; Fielding:</b> Students will develop their understanding of the skills required in games such as rounders, softball &amp; cricket; batting, bowling &amp; fielding. They will study rules and game situations.</p>	<p><b>Athletics:</b> Students will develop techniques for a variety of events in athletics. Focus will be on correct technique, as well as measurement of times and distances.</p> <p><b>Tennis:</b> Students will develop the basic forehand &amp; backhand technique, underarm serving and volleying. They will use these skills in conditioned singles games.</p>
	<i>Skills</i>						
	<i>Assessment</i>	Baseline testing & Teacher Assessed	Teacher Assessed At the end of this term all students will complete the first knowledge assessment, in all activities covered to date	Teacher Assessed Self/Peer Assessed	Teacher Assessed At the end of this term all students will complete their second knowledge assessment, in all activities covered during Spring term	Teacher Assessed Self Assessed	Teacher Assessed Terminal Assessment At the end of this term all students will complete their third knowledge assessment, in all activities covered during Summer term