

The Avon Valley School – Year 7 Curriculum

	Autumn	Spring	Summer		
English	<p>Autobiographical Writing: A non-fiction autobiographical writing unit where pupils explore the conventions of the genre through a range of descriptive and informative extracts.</p> <p>Identity in the modern novel: An in-depth study of 'The Ruby in the Smoke' where we encounter a female protagonist in Victorian England seeking to find out more about her roots and identity</p>	<p>Identity in poetry and spoken language: This unit explores identity through poetry and spoken language using a diverse collection of texts spanning a variety of time periods and cultures.</p>	<p>Shakespeare's Romeo and Juliet: Students have the opportunity to study a full Shakespeare play focussing on the themes of relationships, identity and conflict.</p>		
All of these areas are delivered in small parts, no more than a couple of weeks in duration. All topics are interrelated and constantly refer to others. Each topic will consist of problem solving, challenge and hence a need for resilience. Alongside this is a constant need to recall basic facts and revisit older topics. All topics can be studied and practised on www.drfrostmaths.com and https://maths.sparx-learning.com . Students are allocated to ability groupings after 1 month in order to give more targeted challenges.					
Maths	<p>Whole Numbers & Decimals Measures, Area Expressions and Formulae Fractions, Decimals and Percentages</p>	<p>Adding and Subtracting Fractions, Decimals & Percentages of amounts Angles and 2D Shapes Negative Numbers Co-ordinates</p>	<p>Rounding Statistics Equations Graphs</p> <p>Mental Maths Factors and Multiples Transformations Whole Number Calculations 2D Shapes and Perimeter Symmetry and Transformations Constructions</p>	<p>Transformations Percentages Multiplying and dividing Sequences Constructions and 3D Shapes</p>	<p>3D shapes Decimal Calculation Ratio and Proportion Probability</p>
All of these areas are delivered alongside the department's homework tool - Tassomai. Students will be introduced to a range of curriculum content from all KS3 areas via tassomai. This enables them to be ambitious with their learning, pre-learn topics and develop their recall skills.					
Science	<p>Space: Introduction students to science through the topic of space, galaxies and stars</p> <p>Forces and Energy: Types and effects of forces. Along with introducing energy stores and applied forces. Stores, energy transfers and the law of conservation.</p> <p>Matter: - change of state, through practical work. Separating substances using practical techniques.</p> <p>Cells: Cell ultrastructure. Learning how to use a light microscope to observe cells. Looking at how substances move into and out of our cells. Along with various systems and structures in the body</p>	<p>Reactions : Identify common acids and alkalis through practical activities. Neutralisation. Other chemical reactions such as exothermic and endothermic</p> <p>Energy Resources: Renewable and non-renewable energy resources. How energy in the environment impacts us. How carbon cycles in the environment and how it impacts climate. Human impacts on the environment and the future implications of too much carbon.</p> <p>Ecosystems: Ecosystems and their environment through many different examples.</p>	<p>Plant Reproduction: Plant lifecycles, pollination, seed formation and dispersal</p> <p>Human Reproduction: Human reproduction and sexual reproduction.</p> <p>Sounds: Uses of ultrasounds, types of sound waves, measuring sound and the Ear.</p>		
History	<p>Who were The Anglo-Saxons?: Starting in the mid-400s, the Anglo-Saxons took control of England. They changed from being warriors to farmers and built</p>	<p>The Normans A chronological study from 1066 onwards through the Medieval period helping to develop pupils' understanding of chronology within</p>	<p>The Crusades & Magna Carta The Crusades changed power in the UK by weakening kings. Kings like Richard the Lionheart spent years away fighting, leaving</p>	<p>The War of the Roses This scheme of work introduces students to the Wars of the Roses, focusing on the causes of the conflict, key battles such as</p>	<p>The Tudors An in depth focus on the key monarchs and influential events such as the Reformation and the Spanish Armada – making connections and links between changing relationships between the power of the monarchy and the power of the Church</p>

	<p>organized villages. By 793 AD, England had seven Anglo-Saxon kingdoms. When the Vikings invaded, they took over parts of the country and created the Danelaw, an area under Viking rule. These conflicts and interactions between the Anglo-Saxons and Vikings helped shape England before 1066.</p>	<p>a specific time frame.. The Norman conquest was a key turning point in English history and its Impact was a key turning point in the history of Britain. This unit will focus on how William changed Britain and consolidated his power</p>	<p>others to rule in their place. To fund the wars, they raised taxes, which angered barons and led to the Magna Carta in 1215, limiting the king's power. The Crusades also boosted trade and brought new ideas, helping shift England towards a system where the monarchy had to share power with parliament.</p>	<p>Towton and Bosworth, and the impact of the rivalry between the houses of York and Lancaster. Students will explore different interpretations of Richard III and evaluate the significance of the Battle of Bosworth in ending the conflict and beginning the Tudor era.</p>	<p>The English Civil War Students will learn about King Charles I, who wanted to rule without Parliament, and how his actions led to the English Civil War. They will explore the causes of the war, such as arguments over money, religion, and power. Students will study how Parliament created the New Model Army, which helped them win, and think about why Parliament was successful. They will also look at the trial and execution of Charles I, which was a big step toward limiting the power of kings and giving more power to Parliament — an important move towards democracy. Next, students will learn about Oliver Cromwell, and how his rule changed England. Finally, they will study the English Revolution, the Restoration of the monarchy under Charles II, and how these events helped shape the beginnings of democratic government in Britain</p>
Geography	<p>What does a cartographer need to know about Geography?: This topic introduces 'geography' through a local study developing geographical mapping and judgement skills.</p>	<p>What would a future prime minister need to know about the UK?: An in-depth study of the physical and human geography of the UK using the setting of a geographical job. Students will practise skills learnt in the previous topic.</p>	<p>What does a hydrologist need to know about rivers?: River processes and landforms and the causes, consequences and responses to river flooding.</p>	<p>What does a town planner need to know about housing in the UK?: How Rugby has grown and changed over time, and evaluating the challenges of locating new housing developments sustainably.</p>	<p>How do diplomats support international relations?: An in-depth study about the physical, political and human landscape across the vast and magnificent continent of Africa</p> <p>Students will then go on to apply their geographical knowledge and skills to conduct a research project for a UNESCO world heritage site.</p>
RWV	<p>Authority and Power: What is my WV? Students explore how religion can be described as an experience, action, scripture, and belief. Pupils will study the foundations of six major worldviews and begin to reflect on their own personal worldview.</p> <p>Believing and Belonging: what is religion and can we define: Dharmic Faiths: Students explore beliefs and non-beliefs within their community. They learn to use disciplinary lenses (theological, philosophical, and human/social science) and specialist terms such as theistic, agnostic, and atheist. Students will evaluate what influences an individual's worldview and articulate their own.</p>	<p>Authority and Power</p> <p>Believing and Belonging: what is religion and can we define: Abrahamic Faiths</p> <p>Students explore how the Abrahamic faiths (Judaism, Christianity, Islam) developed through key prophets and covenants. They will compare shared narratives, values, and differences in interpretation.</p>		<p>Unit 3- What do we mean by worldviews? Students understand worldviews are more than just how you see the world.</p>	
French	<p>Describing myself and others: Students talk about my age, saying when my birthday is and Describing my hair and Eyes</p>	<p>Indicating Location: Students will be able to say where they live and where they are from.</p> <p>Describing people and relationships: Students will talk about family members, saying their age and how well I get on along with them.</p>		<p>Describing people/animals and asking questions: Students will be able to talk about pets and ask key questions.</p> <p>Le Petit Nicolas Project : Students will conduct an enquiry into the richness and diversity of French life.</p>	
Computing	<p>Clear Messaging in Digital Media: Students will combine the use of digital tools and online collaboration to produce media. They will be using Adobe Fireworks to edit, manipulate and create digital media products. The central theme focuses on embedding online safety and secure ways of working.</p> <p>Networks - From semaphores to the internet: Recognising networking hardware and explaining how networking components are used for communication. As networks have evolved, society has become increasingly reliant on the services that they provide.</p>	<p>Programming essentials in Scratch: part 1:</p> <p>Applying the programming constructs of sequence, selection, and iteration in Scratch.</p> <p>This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit.</p> <p>Modelling data: spreadsheets</p>		<p>Programming essentials in Scratch: part 2</p> <p>Using subroutines to decompose a problem that incorporates lists in Scratch.</p> <p>This unit begins right where 'Programming 1' left off. Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.</p>	

	<p>They have changed the way we learn, work, play, and communicate. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.</p>	<p>Sorting and filtering data and using formulas and functions in spreadsheet software.</p> <p>The spreadsheet unit for Year 7 takes learners from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.</p>	<p>Using media: gaining support for a cause</p> <p>Creating a digital product for a real-world cause. During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.</p>
DT - Textiles	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Fibres & Fabrics: An introduction to textiles. What are Textiles? Where do they come from? What properties do they have?</p> <p>Health & Safety: An introduction to specialist Textile equipment & risk assessments.</p> <p>Embroidery skills: Students will learn how to create decorative stitches and sew on a button.</p> <p>Surface decoration skills: Designing and decorating a bag inspired by the day of the dead festival. Students will use painting/printing & surface decoration techniques. Students will also learn about Mexican culture.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Fibres & Fabrics: An introduction to textiles. What are Textiles? Where do they come from? What properties do they have?</p> <p>Health & Safety: An introduction to specialist Textile equipment & risk assessments.</p> <p>Embroidery skills: Students will learn how to create decorative stitches and sew on a button.</p> <p>Surface decoration skills: Designing and decorating a bag inspired by the day of the dead festival. Students will use painting/printing & surface decoration techniques. Students will also learn about Mexican culture.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Fibres & Fabrics: An introduction to textiles. What are Textiles? Where do they come from? What properties do they have?</p> <p>Health & Safety: An introduction to specialist Textile equipment & risk assessments.</p> <p>Embroidery skills: Students will learn how to create decorative stitches and sew on a button.</p> <p>Surface decoration skills: Designing and decorating a bag inspired by the day of the dead festival. Students will use painting/printing & surface decoration techniques. Students will also learn about Mexican culture.</p>
DT - Product design	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Health and Safety: Understanding the importance of health and safety in a workshop.</p> <p>Manufacturing: Designing and creating a bird feeder house, working to a set of instructions and using tools and machinery to assemble and finish a product.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Health and Safety: Understanding the importance of health and safety in a workshop.</p> <p>Manufacturing: Designing and creating a bird feeder house, working to a set of instructions and using tools and machinery to assemble and finish a product.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Health and Safety: Understanding the importance of health and safety in a workshop.</p> <p>Manufacturing: Designing and creating a bird feeder house, working to a set of instructions and using tools and machinery to assemble and finish a product.</p>
DT - Food and Nutrition	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Hygiene and Health: Students will become confident and familiar with the food room and know the 4C's of food hygiene. They will start with the eat well guide and the 8 tips for a healthy diet. Students will begin to explore the world of cooking.</p> <p>Cooking Skills: Students will continue to develop culinary skills and techniques. They will learn how to weigh and measure, and expand their key vocabulary and nutrition knowledge.</p> <p>Food and nutrition: Students will become proficient in a variety of practical skills and processes. They will demonstrate working safely and hygienically within a kitchen environment. Students will gain a deeper understanding of the importance of food in relation to health, and be able to apply this knowledge accordingly.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Hygiene and Health: Students will become confident and familiar with the food room and know the 4C's of food hygiene. They will start with the eat well guide and the 8 tips for a healthy diet. Students will begin to explore the world of cooking.</p> <p>Cooking Skills: Students will continue to develop culinary skills and techniques. They will learn how to weigh and measure, and expand their key vocabulary and nutrition knowledge.</p> <p>Food and nutrition: Students will become proficient in a variety of practical skills and processes. They will demonstrate working safely and hygienically within a kitchen environment. Students will gain a deeper understanding of the importance of food in relation to health, and be able to apply this knowledge accordingly.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Hygiene and Health: Students will become confident and familiar with the food room and know the 4C's of food hygiene. They will start with the eat well guide and the 8 tips for a healthy diet. Students will begin to explore the world of cooking.</p> <p>Cooking Skills: Students will continue to develop culinary skills and techniques. They will learn how to weigh and measure, and expand their key vocabulary and nutrition knowledge.</p> <p>Food and nutrition: Students will become proficient in a variety of practical skills and processes. They will demonstrate working safely and hygienically within a kitchen environment. Students will gain a deeper understanding of the importance of food in relation to health, and be able to apply this knowledge accordingly.</p>
DT - Graphics	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Introduction to Graphic Design: Students will learn what graphic design is and how it is used in everyday life. They will explore key visual elements such as colour, layout, and composition.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Introduction to Graphic Design: Students will learn what graphic design is and how it is used in everyday life. They will explore key visual elements such as colour, layout, and composition.</p>	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Introduction to Graphic Design: Students will learn what graphic design is and how it is used in everyday life. They will explore key visual elements such as colour, layout, and composition.</p>

	<p>Typography and Poster Design: Students will create a personalised name poster, learning about different font styles, layout techniques, and the basics of typography.</p> <p>Branding and Logo Creation: Students will design a logo for a holiday company called 'Sun', exploring brand identity and how to visually communicate with a target audience.</p> <p>Packaging and Teamwork: Working in small teams, students will create a chocolate brand and design packaging using nets. They will choose a target market, write a design brief, and develop both the branding and physical packaging.</p>	<p>Typography and Poster Design: Students will create a personalised name poster, learning about different font styles, layout techniques, and the basics of typography.</p> <p>Branding and Logo Creation: Students will design a logo for a holiday company called 'Sun', exploring brand identity and how to visually communicate with a target audience.</p> <p>Packaging and Teamwork: Working in small teams, students will create a chocolate brand and design packaging using nets. They will choose a target market, write a design brief, and develop both the branding and physical packaging.</p>	<p>Typography and Poster Design: Students will create a personalised name poster, learning about different font styles, layout techniques, and the basics of typography.</p> <p>Branding and Logo Creation: Students will design a logo for a holiday company called 'Sun', exploring brand identity and how to visually communicate with a target audience.</p> <p>Packaging and Teamwork: Working in small teams, students will create a chocolate brand and design packaging using nets. They will choose a target market, write a design brief, and develop both the branding and physical packaging.</p>
Art	<p>Fish Project: Learning how to blend colours using different media, using patterns and decorations over different scales. Students are introduced to a range of new skills, techniques and materials.</p>	<p>Portrait Project: Learning how to draw faces and the different features in proportion and using a range of different styles inspired by artists.</p>	<p>Observational project: Learning the skill of drawing from objects placed in front of you. Knowing how to use tone, and experimenting with a range of different drawing styles.</p>
PE	<p>All curriculum topics are delivered throughout the year on a rotation system.</p>	<p>Games: Students develop individual skills and tactical awareness, as well as learning the principles of attack and defence, in a range of indoor and outdoor games activities.</p>	<p>Gym and Trampolining: Students learn the principles of body tension and are taught basic gymnastic skills. These skills and movements are then put to use on the trampoline.</p>
Drama	<p>Woodchester Mansion: The exploration of atmosphere and tension. Students develop creative skills within the performance aspect, while also gaining an understanding of Drama as a medium.</p>	<p>The Zorkons: The exploration of racism and discrimination within a safe context. Introducing character profiles and opinions. Students develop a social and historical understanding of Race within a safe environment.</p>	<p>Face: How we, as young people, take risks, and how the result of this leads to consequences. The play also gets students to develop questions on the choices we make in life and how we deal with them.</p>
Dance	<p>Nutcracker: Developing performance skills and choreographic skills focusing on relationships and space.</p> <p>Computer dance: Developing both performance and choreographic skills whilst using the computer games idea as a stimulus.</p>	<p>Indian Dance: A focus on both choreography and performance skills whilst students learn different styles of Indian dance.</p> <p>Street Dance: Developing both performance and choreographic skills whilst learning a whole class tutting phrase and creating their own tutting routines</p>	<p>Dance styles: Students will focus on furthering their performance skills (accuracy of actions, space and timing), and capturing the different characteristics of each dance style through their performance.</p>
Music	<p>Musical Literacy: Students revise and further develop the theoretical knowledge required to study music in Key stage III. In addition, they will also further develop their singing and keyboard Skills.</p> <p>Folk Music: Students will develop their knowledge and understanding of Folk Music as a "traditional" musical genre; explore the musical instruments, timbres and sonorities commonly associated with Folk Music performance.</p>	<p>Instrumental Music: Students look at all the instruments of the orchestra by family. They will be able to recognise instruments by sight, sound and have developed an understanding of their strengths and weaknesses. Students will further develop their keyboard skills by performing well known works for the instruments that they study.</p>	<p>Indian Music: Students will focus on instrument-based performance tasks but this time developing their ability to improvise a performance based on the traditions of Hindustani Classical Music. Students will also develop an awareness of the cultural and historical background of Indian music</p>

PSHE

Transition and safety: Students learn about the transition to secondary school, maintaining personal safety in and outside school, including first aid, and understanding and respecting relationship boundaries.

Developing skills and aspirations: Students explore personal identity and strengths, learn about dream jobs, career paths, and entrepreneurship, understand the importance of work-life balance, plan for future careers, and develop financial awareness.

Diversity: Students learn about diversity, how to recognize and challenge prejudice, and how to prevent and respond to bullying.

Health and puberty: Students learn about healthy routines, factors that influence health, the changes of puberty, how to recognise and respond to unwanted contact, and how to protect themselves from harmful procedures.

Building relationships: Students learn about self-worth, developing healthy and diverse friendships and romantic relationships (including online), understanding relationship boundaries, and promoting respectful inclusion.

Financial decision making: Students learn about saving, borrowing, budgeting, and making informed financial choices.