

# HITCHIN BOYS' SCHOOL

## Year 7 Curriculum Maps

This document outlines the curriculum that each subject will aim to cover each term. Each subject has provided an overall learning focus with a more detailed outline of how learning will take place, through the content that will be taught and the skills that will be learnt and reinforced. The learning of each student is then assessed. The intended assessments are outlined by each department in their curriculum maps below. Across all subjects there will be a range of summative and formative assessments that ensure our intended Year 7 curriculum at Hitchin Boys' School is assessed in a balanced and fair manner to all. Further details on how each subject will assess students can be found in our Assessment and Feedback Policy found [here](#).

The content and assessments outlined in this document link closely to how teacher's judge progress throughout the academic year. The two Year 7 reports that are sent home during the year provide a judgement, from each subject teacher, as to the extent of learning that has taken place. It is important to note that the Department for Education (DfE) do not provide targets for KeyStage 3 (Years 7, 8 and 9) and do not encourage School's to develop their own. Our measure of progress is solely a teacher judgement, based on each student's performance against the taught curriculum and their own prior attainment level. We report on Progress using 4 judgements as follows:

Progress Value	Progress meaning
Exceeded Expectations	The student has made better than expected progress over recent learning, which could include exceeding expectations based on their prior attainment scores or going above and beyond in terms of their depth of learning.
Expected	The student has made the expected level of progress over recent learning, which could include engaging fully with the content delivered in lessons, making a consistently positive contribution to class discussions and/or producing written work of a high quality both in class and for home learning.
Inconsistent	The student has made less than expected progress over recent learning and subsequently their progress is inconsistent. This is a judgement based on how they have performed in their assessments against their prior attainment but also how well they have engaged in class discussions, their willingness to answer questions and the quality of their written work both in class and for home learning.
Significant Concern	The student has made little to no progress over recent learning and subsequently their progress is a concern. This is a judgement based on how they have performed in their assessments against their prior attainment but also how well they have engaged in class discussions, their willingness to answer questions and the quality of their written work both in class and for home learning. It may also reflect the impact poor attendance may have on learning.

## Year 7 Curriculum Maps 2023-24

Subject: **Art and Design**

	<b>Formal Elements</b>	<b><i>Featured Artist: Hokusai</i></b>	<b>Egyptian History in Art Symbolism</b>	<b>Insects</b>	<b><i>Featured Artist: William Morris</i> Islamic Art and beliefs</b>	<b><i>Featured Artist: Cantrell</i> Body image/ celebrating differences</b>
<b>Content and Skills</b>	Introduction to; Line Shape Space Texture Form Colour Tone  How to reflection on success of demonstration of learning	Written analysis of featured artist Formal elements Colour Theory Painting- Block Paints Collage	Written analysis of featured artist Design Development Paper making	3D Form Tonal application Colour blending Low relief Soap carving Paper Modelling	Written analysis of featured artist Pattern Design Stylisation Tessellation Rotation Reduction printing Printmaking- Mono and Lino	Written analysis of featured artist Anatomic Proportions 3D Relief Ceramics
<b>Assessment</b>	Glossary Booklet	Painted Colour Wheel Complementary Colour Wave	Tutankhamun Drawing Papyrus Cartouche	Insect Drawing Insect Paper Sculpture	Pattern Design Rotational Floral Lino Print	Drawn Design Clay Mask

# Subject: Computer Science

	Autumn 1 (Rotation 1)	Autumn 2 (Rotation 2)	Spring 1 (Rotation 2)	Spring 2 (Rotation 2)	Summer 1 (Rotation 1)
Content	e-Safety & Google Interland (2)  Programming essentials in Scratch: part I Year 7 (6)	Programming essentials in Scratch: part II Year 7 (6)	Spreadsheets Year 7 (6)	Networks: from semaphores to the Internet Year 7 (6)	Impact of Technology - Collaborating Online Respectfully Year 7 (6)
Skills	<p><b>Aim:</b> This unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs.</p> <p>This unit focuses on the development of the following key techniques:</p> <ul style="list-style-type: none"> <li>Sequencing</li> <li>Variables</li> <li>Selection</li> <li>Operators</li> <li>Count-controlled iteration</li> </ul> <p><a href="#">National curriculum links</a></p>	<p><b>Aims:</b> This unit begins right where 'Programming I' left off.</p> <p>Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills.</p> <p>This unit focuses on the development of the following key techniques:</p> <ul style="list-style-type: none"> <li>Decomposition</li> <li>Subroutines</li> <li>Condition-controlled iteration</li> <li>Lists</li> <li>Problem solving</li> </ul> <p><a href="#">National curriculum links</a></p>	<p><b>Aims:</b> The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements.</p> <p>This unit focuses on spreadsheet skills.</p> <p>They will need to know how to:</p> <ul style="list-style-type: none"> <li>Use cell references</li> <li>Use the autofill tool</li> <li>Format data</li> <li>Create formulas for add, subtract, divide, and multiply</li> <li>Create functions for SUM, COUNTA, AVERAGE, MIN, MAX, and COUNTIF</li> <li>Sort and filter data</li> <li>Create graphs</li> <li>Use conditional formatting</li> </ul> <p><a href="#">National curriculum links</a></p>	<p><b>Aims:</b> This unit focuses on networks, the internet, and associated technology (network, hub, server, router, ISP, protocol, mainframe, personal computer, stand-alone, HTTP, wired, wireless, 3G, 4G, 5G, WiFi, bandwidth, bit, megabit, gigabit, broadband, buffering, packet, IP address, packet header, packet payload, Transmission Control Protocol, Internet Protocol, World Wide Web, WWW, internet services, email, Voice over Internet Protocol (VoIP), Internet of Things (IoT))</p> <p><a href="#">National curriculum links</a></p>	<p><b>Aims:</b> This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network.</p> <p>Whilst completing this unit, learners will also learn how to use presentation software effectively. In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.</p> <p><a href="#">National curriculum links</a></p>
Assessment	This unit contains two homework activities that ask a set of multiple choice questions as well as an end of topic assessment via Google Form.	This unit contains a challenging pair programming project that learners will complete. This can be self- or peer-assessed using the rubric.	The summative assessment for this unit will be in the form of a set of multiple choice questions via Google Form.	The summative assessment for this unit will be in the form of a set of multiple choice questions via Google Form.	The summative assessment for this unit will be in the form of a set of multiple choice questions via Google Form.

	Micro:bit project	Table tennis bat project	Food Preparation and Nutrition
Content	<p>Understand and utilise a brief and specification for design development of a Smart product.</p> <p>Introduction to design thinking and using the micro:bit as a component for a simple making task</p> <p>Learn how to use Computer Aided design to create a virtual representation of a chosen design concept.</p> <p>Increase awareness of packaging design and sustainability</p> <p>Learn about different typefaces and fonts for use in graphic products.</p> <p>Learn how to use digital design tools for graphic products and illustrations.</p> <p>Learn how to use the 3d printer and vacuum former for plastic product manufacture.</p> <p>Use product analysis to inform design development.</p>	<p>Introduction to design skills and development.</p> <p>Introduction to design terminology such as form and function.</p> <p>Introduction to design companies such as Alessi</p> <p>Use of anthropometric data.</p> <p>Iterative development of designs</p> <p>Introduction to timbers properties and uses.</p> <p>Introduction to Health and safety in the workshop through making skills such as:</p> <p>Use of saws</p> <p>Use of files</p> <p>Use of sanding machines</p> <p>Use of finishes</p>	<p>Food Preparation and Nutrition is one area within Design and Technology. Students need to understand how ingredients work together, introducing Food Science and Cooking Methods. It will teach more challenging food preparation skills and develop confidence and understanding of nutritional and sustainable food products.</p>
Skills	<p><b>Research Skills:</b> Learn basic 'block coding' to programme a 'micro:bit' to carry out simple instructions</p> <p><b>Design skills:</b> Develop design drawing skills (including oblique and isometric drawing, rendering skills).</p> <p><b>Making skills:</b> Prototype making using a range of modelling processes.</p>	<p><b>Research skills:</b> Product analysis - focussing on form and function.</p> <p><b>Design skills</b> Sketching, shading, and annotating of design ideas to communicate clearly to others.</p> <p><b>Making skills</b> Focussing on mastery of basic making skills and developing confidence in the workshop, resulting in a high quality outcome.</p>	<p><b>Skills and techniques</b> Identify hazards using knives, how to use them and avoiding food poisoning and cross contamination. Identify what is a healthy lifestyle and the Eatwell guide. Develop an understanding of cooking techniques and cooking methods. Use knowledge on how to prepare, cook and present, using the correct cooking method, combining, and shaping the food product.</p>
Assessment	<ol style="list-style-type: none"> <li>Design Ideas assessment</li> <li>End of topic test using Google form to assess knowledge covered.</li> <li>Prototype making accuracy assessed</li> </ol>	<ol style="list-style-type: none"> <li>Mid unit assessment of research/design work, self, peer and teacher assessed</li> <li>End of topic test using self-marking google form.</li> <li>End of topic self/peer/teacher assessment of practical outcome using set descriptors.</li> </ol>	<p>Kitchen and knife safety assessment</p> <p>Weighing and measuring</p> <p>Self, peer and teacher assessed practical.</p> <p>Teacher assessment of all practical work -prepare cook and present.</p> <p>End of topic test/rotation google form.</p> <p>Written/theory marked with feedback.</p>

# Subject: Drama

	Introduction to Drama	Mythology	Comedy and Pantomime	Runaways- Jeff's Story	The Art of Communication	Harry Potter and The Cursed Child
Content	This unit is the first the students have in Drama at Hitchin Boys' School. It is designed to introduce and/or consolidate subject knowledge to Year 7 students, introducing key devising techniques and understanding of basic dramatic conventions.	This unit allows students to explore different stories from Greek mythology and use one to devise a performance	This unit allows students to explore the place of comedy within Drama. It also enables students to experiment with different styles of comedy.	This unit allows the students to explore issue based drama, looking at the reasons that might lead a young person to becoming a runaway and where help can be found.	This unit of work aims to introduce students to some of the core skills of working with voice. Looking at how we use our voice for communication and to convey meaning. By the end of the unit students will have written an introduction and an opening scene for a radio drama, which utilises the key skills they have learned.	This unit allows students to explore a scripted text and the ways in which we bring a text from page to stage.
Skills	Drama games for communication and confidence. How to form an effective still image. What is the difference between spontaneous and rehearsed improvisation? Short introduction to physical theatre. How to use narration effectively. What is a flashback/ flashforward?	Origins of Greek Theatre Antigone- Sophocles The Story of Theseus The Story of Icarus Improvisation The role of the chorus Scene work Thought track Still image Elements of Comedy Elements of Tragedy	Slapstick Silent movies Pantomime Stand- up- jokes, anecdotes, puns, impressions, deadpan. Sit-com Comic timing Script work Commedia D'ell Arte Archetypal characters Stereotypes	Proxemics Issue based Drama Duologues Thought tracking Rehearsed improvisation Flashback Freeze frame Documentary style drama Narration Voice over	Basics of voice work Pitch Tone Volume Pace Diction Intonation Emphasis Script writing Ensemble work Rehearsal	Still image Rehearsal techniques Relationships Proxemics Physical theatre Comic timing Exaggerated physicality Devising a monologue
Assessment	<b>Creating and performing</b> a modernised fairy tale.  <b>Responding</b> orally to their own and others' work and completing a short <b>written quiz</b> on Google Forms.	<b>Creating and performing</b> a devised performance based on a Greek Myth.  <b>Responding</b> orally to their own and others' work and completing a short <b>written quiz</b> on Google Forms.	<b>Creating and performing</b> a linear mime.  <b>Responding</b> orally to their own and others' work and completing a short <b>written quiz</b> on Google Forms.	<b>Creating and performing</b> a documentary style performance.  <b>Responding</b> orally to their own and others' work and completing a short <b>written quiz</b> on Google Forms.	<b>Creating and performing</b> a radio play performance.  <b>Responding</b> orally to their own and others' work and completing a short <b>written quiz</b> on Google Forms.	<b>Performing</b> a scripted scene from the play  <b>Responding</b> orally to their own and others' work and completing a short <b>written quiz</b> on Google Forms.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Novel Study</b>	<b>Shakespeare</b>	<b>The poetry of the natural landscape</b>	<b>Family Connections</b>	<b>Film Studies: Other Cultures</b>	<b>Novel Study</b>
<b>Content and Skills</b>	<p><i>The Graveyard Book</i> by Neil Gaiman.</p> <p>A gothic text exploring the importance of community, alongside themes of compassion, forgiveness, family, fate and morality.</p>	<p><i>A Midsummer Night's Dream</i> by William Shakespeare.</p> <p>'The course of true love never did run smooth'.</p> <p>The nation's favourite comedy, exploring themes of love, the play within the play, the significance of dreams, gender and the supernatural.</p>	<p>A selection of poems focused on exploring the relationship between us, our landscapes and our environment.</p> <p>The unit takes some of the greatest poetry from the British Romantic period, and mixes it with poetry from modern global communities.</p>	<p>A range of inspirational and fascinating extracts taken from biographies, diaries and memoirs.</p> <p>The unit explores the concepts of identity, change, challenge and connectedness.</p>	<p>An in-depth study of <i>Spirited Away</i> - a seminal Japanese animated children's film exploring identity, greed, isolation and loss of the past.</p>	<p><i>My Sister Lives on the Mantelpiece</i> Annabel Pitcher's award-winning novel explores themes of grief, growing up and bigotry in the age of terrorism, tying together the year's study.</p>
<b>Skills</b>	<p>Writing - Fiction</p> <p>Write a short narrative or descriptive piece</p>	<p>Reading - Literature</p> <p>Analysis of a short extract</p>	<p>Reading - Non Fiction</p> <p>Analysis of a poem</p>	<p>Writing - Non-Fiction</p> <p>Written non-fiction piece</p>	<p>Reading - Literature</p> <p>Analysis of a film clip</p>	<p>Reading/Spoken Language</p> <p>Presentation to foster oracy, on a given theme from the text</p>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Content</b>	<p>What is a Geographer? What are the 3 different types of Geography?</p> <p><b>Fantastic places</b> Ecosystems - Great Barrier Reef Scale and variation - Russia Settlements - Rio de Janeiro Waterfalls - Victoria Falls Volcanoes - Mount St Helens Cold Environments - Antarctica Rivers - The River Ganges OS Map skills in Hitchin</p>	<p><b>The UK</b> How can we locate the UK on different scales? What are the physical features of the UK? What are river processes and how do they shape the landscape? What are glacial processes and how do they shape the landscape? What are the human features of the UK? How urbanised is the UK? Why is London an important city? Why do people migrate to the UK? What is the UK's economy like?</p>	<p><b>What is an economy?</b> What is happening down on the farm? Why is manufacturing about choosing the right site? Why did Nissan locate in the UK? Why is the tertiary sector increasing? How does a chocolate bar connect sectors of the economy? How does the UK trade with other countries? What is globalisation and how is it measured? How has containerisation accelerated globalisation? Why are so many goods made in China? What is the informal economy in Nigeria? Is North Korea a switched off country?</p>
<b>Skills</b>	<p><b>Cartographic skills</b> Atlas skills – navigating physical and political maps Use of physical and political maps to examine unfamiliar environments. OS Maps, including grid references, use of scale, symbols, relief Use of geographical information systems (GIS) <b>Graphical Skills</b> Drawing cross profiles <b>Other</b> Interpretation of photographs and geographical sources Numeracy - calculation and percentages</p>	<p><b>Cartographic skills</b> OS Maps, including grid references, use of scale, symbols, relief Use of geographical information systems (GIS) <b>Graphical skills</b> Interpreting line graphs and bar graphs <b>Other</b> Interpretation of photos and satellite images Creating and presenting using PowerPoint Creation of sequenced diagrams as a form of geographical explanation (eg. processes and landforms)</p>	<p><b>Cartographic skills</b> Use of historical and contemporary maps for comparison and to examine trade Use of OS Maps to identify areas of specified land use, and to aid decision-making <b>Graphical skills</b> Construction and interpretation of pie charts <b>Other</b> Interpretation of images/cartoons (use of layers of inference) → Decision-making scenario – how to make informed decisions using geographical evidence</p>
<b>Assessment</b>	<p>1. Mid unit Google form comprising of multiple-choice questions</p> <p>2. End of topic test using an OS map extract, completed in class in timed conditions.</p>	<p>1. Extended written piece completed at home with a criterion on the journey down the River Tees.</p> <p>2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class</p>	<p>1. Mid unit Google form comprising of multiple-choice questions and longer questions requiring the use of PEEL paragraphs.</p> <p>2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<b>Ancient Civilisations</b>  <b>“What did the Romans ever do for me?”</b>  - How smooth was the Roman takeover of Britain? - What legacy did the Romans leave? - Was life in Rome better quality? - Were the Romans the best of the ancient civilisations? - Why did the Roman empire collapse?	<b>Early Medieval England</b>  <b>“Does the ‘Dark Ages’ deserve its reputation?”</b>  - How were the kingdoms in England run? - Were the Vikings ruthless killers or keen explorers? - How did England become a united country? - Meanwhile elsewhere...	<b>Norman Conquest</b>  <b>“Why was England a battlefield in 1066?”</b>  - Why was there a leadership contest in 1066? - Why did Harold have a nightmare year? - How did William assert control over England? - Were the people of England better off under William? - Meanwhile, elsewhere...	<b>The Crusades</b>  <b>“Was Jerusalem worth fighting for?”</b>  - Why did people join the crusades? - What was it like to fight in the Holy Lands? - How similar were Richard and Saladin? - Did the crusaders achieve their aims? - Meanwhile elsewhere...	<b>Medieval Rulers</b>  <b>“Were medieval rulers good at their jobs?”</b>  - How important were medieval queens? - Why was there a murder in 1170? - Why was King John so unpopular? - Was the Magna Carta too revolutionary? - Why did the English struggle with their neighbours? - Meanwhile, elsewhere...	<b>The end of the middle ages</b>  <b>“Were people happy to see the end of the Middle Ages?”</b>  - Why did the world nearly end in 1384? - What was it like to live in the shadow of the Black Death? - What was the problem between England and France? - Which household deserved to rule? - Meanwhile, elsewhere...
Skills	<p align="center"><b>Conceptual focus</b>  <i>Change; continuity; similarity; contrast; significance; interpretations; evidence (primary &amp; secondary)</i></p> <p align="center"><b>Skills focus</b>  <i>Chronological thinking; comprehension; analysis; interpretation; research; judgement</i></p>					
Assessment	Mid term google form on the content of the half term. Multiple choice and a PEEL paragraph.	End of term test, consisting of a google form quiz and a hand written exam style question on the content of the half term. Completed in class.	Mid term google form on the content of the half term. Multiple choice and a PEEL paragraph.	End of term test, consisting of a google form quiz and a hand written exam style question on the content of the half term. Completed in class.	End of year test, consisting of a google form quiz and a hand written exam style question on the content of the year. Completed in class.	Final term google form on the content of the half term. Multiple choice and a PEEL paragraph.



# Subject: Maths



**HITCHIN BOYS' SCHOOL**  
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Whole Number Theory Ordering Numbers Written Methods Calculator Methods	Converting Units Factors and Multiples Fraction Calculations Percentages	Introduction to Algebra Simplifying and Substituting Linear Graphs Generating Sequences	Representing Data Summary Statistics Pie Charts	Properties of 2D shapes Angle Rules Area and Perimeter	3D Representations Summer Projects
Skills	<p>Understand and use the terms odd, even, prime, square, cube, root, integer, decimal Identify prime numbers less than 20 Order positive and negative integers and decimals Use <math>&lt;</math>, <math>&gt;</math>, <math>\leq</math>, <math>\geq</math>, <math>=</math>, <math>\neq</math>. Order decimals Know the conventional order for performing calculations involving brackets, four rules, powers, roots Know that addition and subtraction, multiplication and division, powers and roots are inverse operations and use this to simplify and check calculations Use non-calculator methods to calculate the sum, difference, product and quotient of positive and negative whole numbers and decimals</p> <p>Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.</p>	<p>Use and convert standard units of measurement for length, mass, volume/capacity, time and money Understand and use the term factor, multiple Find the Highest Common Factor and Lowest Common Multiple of two whole numbers by listing</p> <p>Recognise and use equivalence between simple fractions</p> <p>Use <math>&lt;</math>, <math>&gt;</math>, <math>\leq</math>, <math>\geq</math>, <math>=</math>, <math>\neq</math>. Recognise and use equivalence between mixed numbers</p> <p>Calculate a fraction of a quantity Calculate with fractions greater than 1 Add, Subtract, Multiply and Divide simple fractions including negative fractions Carry out more complex calculations, including the use of mixed numbers and improper fractions</p> <p>Understand percentage is 'number of parts per hundred' Interpret percentages as a fraction Convert between fractions, decimals and percentages Calculate a percentage of a quantity (with or without a calculator) Increase or decrease a quantity by a simple percentage including simple decimal percentages Express one quantity as a percentage of another, with or without a calculator Apply percentage changes to simple interest problems</p>	<p>Understand that unknown variables (pictures/letters etc.) can be used to model and solve problems Use and understand the concepts and vocabulary of expressions, equations, formulae, terms Writing simple algebraic expressions to show quotients and products Formulate simple formulae and expressions from real world contexts Simplifying algebraic expressions by collecting like terms Simplifying algebraic products (include coefficients and powers) Substitute positive and negative numbers into expressions and formulae to find the value of the subject</p> <p>Work with x- and y- coordinates in all four quadrants Interpret, where appropriate simple expressions as functions with inputs and output. Use a table of values to plot graphs of linear functions Find and interpret the gradient and intercept of straight lines, graphically and using <math>y=mx+c</math> Use the form <math>y=mx+c</math> to find and sketch equations of straight lines.</p> <p>Generate a sequence by spotting a pattern Describing a sequence using the term to term rule Generate a sequence using a term to term rule, given algebraically or in words Generate a sequence from a formula for the nth term Investigate the link between nth term rule and table of values from linear equations. (Pattern in y values, gradient etc) Recognise sequences of triangular, square and cube numbers, and simple arithmetic progressions Recognise Fibonacci sequences</p>	<p>Interpret and construct charts appropriate to the data type including tally charts, frequency tables and pictograms, composite bar charts Recognise graphical misrepresentation through incorrect scales, labels etc. Calculate the mode and range for ungrouped data Find the modal class and estimates of the range for grouped data. Understand why they are estimates Calculate the median for ungrouped data Find estimates of the median for grouped data. Understand why they are estimates Calculate the mean for ungrouped data Understand the advantages and disadvantages of summary statistics</p> <p>Compare data sets using 'like for like' summary values Calculate averages from graphical representations Problem solving with summary statistics</p> <p>Interpret charts appropriate to the data type; pie charts for categorical data. (Values given on pie chart) Calculate estimates of mode from graphical representations of data Interpret charts appropriate to the data type; pie charts for categorical data. Construct charts appropriate to the data type; pie charts for categorical data. Construct charts appropriate to the data type; pie charts for categorical data Interpret pie charts using unitary method with degrees to solve problems</p>	<p>Know the terms pentagon, hexagon, octagon, regular polygon Know the basic properties of isosceles, equilateral, scalene and right angled triangles Use these facts to find lengths in rectilinear figures Know the basic properties of the square, rectangle, parallelogram, trapezium, kite and rhombus Use these facts to find lengths in rectilinear figures Draw diagrams from written descriptions. Use the standard convention for labelling and referring to the sides and angles of a triangle eg. AB, angle ABC Use a ruler to construct and measure straight lines Use a protractor to construct and measure angles</p> <p>Know the terms acute, obtuse, right and reflex angles Use the standard convention for labelling and referring angles eg. angle ABC Know and use the sum of the angles at a point is 360 degrees, the sum of the angles on a straight line is 180 degrees, vertically opposite angles are equal, the sum of the interior angles of a triangle is 180 degrees. Include algebraic expressions for angles Derive and use the sum of the interior angles of a quadrilateral Apply these angle facts to find angles in rectilinear figures Know and use alternate angles on parallel lines are equal Know and use corresponding angles on parallel lines are equal Know and use co-interior angles sum to 180 degree Recap all rules and multi step problems Properties of 2D shapes and Angle rules</p> <p>Calculate the perimeter of rectilinear shapes Include algebraic expressions Apply perimeter formulae in calculations involving the perimeter of 2D composite shapes Find the area of 2D shapes by counting squares Know and apply the formula for area of a square/rectangle, area = base x height Know and apply the formula for area of a parallelogram, area = base x height Calculate the area of a trapezium Apply area formulae in calculations involving area of composite 2D shapes</p>	<p>Recognise the terms face, surface, edge and vertex Recognise and know the properties of the cube, cuboid, prism, cylinder, pyramid, cone and sphere Draw nets of cuboids and other right prisms Calculate the surface area of cuboids and other right prisms (excluding cylinders) using nets</p> <p>Using isometric paper</p> <p>Interpret plans and elevations of simple 3D solids Solve simple surface area problem from diagrammatic information provided in plan and elevation diagrams for cuboids and solids made from component cuboids. Construct plans and elevations of simple 3D solids and representations</p> <p>Construct solids from plans and elevations (using isometric paper)</p>



<b>Assessment</b>	Online end of topic test after 2 topics. Vocabulary and recall tests after 2 topics. Written Baseline test at the start of October. Covering all content taught in KS1 & 2.	Online end of topic test after 2 topics. Vocabulary and recall tests after 2 topics. Term 1 Assessment (mid – end of Nov). Written non-calculator assessment covering the content in Autumn term 1 and 2.	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics Term 2 Assessment (last week of half term) Written non-calculator assessment covering the content covered in year 7	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics Term 3 Assessment (last week of half term) 2 x Written non-calculator assessment covering the content covered in year 7	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	<p><b>Myself</b></p> <p>Introducing myself</p> <p>Talking about my likes and dislikes</p> <p>Describing what I have in my survival kit</p> <p>Describing personality and personal appearance</p> <p>Creating a music band</p>	<p><b>My school</b></p> <p>Giving opinions about school subjects</p> <p>Telling the time</p> <p>Talking about my school day</p> <p>Saying what I eat and drink</p>	<p><b>My free time</b></p> <p>Talking about my high-tech hobbies</p> <p>Talking about sports</p> <p>Talking about free time activities</p> <p>Describing what I like and dislike to do</p>	<p><b>My town</b></p> <p>Talking about my town</p> <p>Giving directions</p> <p>Saying where I go</p> <p>Arranging to go out</p> <p>Saying what one can do in town</p>	<p><b>My future</b></p> <p>Talking about holidays</p> <p>Describing my daily routine</p> <p>Buying drinks and snacks</p> <p>Saying what I would like to do</p>	<p><b>My hobbies</b></p> <p>Talking about TV and cinema</p> <p>Talking about reading</p> <p>Saying what I do on the Internet</p> <p>Talking about what I did yesterday</p>
<b>Skills</b>	<p><b>Listening, Reading, Writing &amp; Speaking skills</b></p> <p><b>Grammatical skills:</b></p> <p>Present tense (regular - ER verbs)</p> <p>AVOIR and ÊTRE</p> <p>Indefinite articles (un,une,des)</p> <p>Possessive articles (mon,ma,mes)</p> <p>Adjectival agreement</p>	<p><b>Listening, Reading, Writing &amp; Speaking skills</b></p> <p><b>Grammatical skills:</b></p> <p>Definite articles (le,la,les)</p> <p>AVOIR and ÊTRE</p> <p>Partitive articles (du,de la,des)</p>	<p><b>Listening, Reading, Writing &amp; Speaking skills</b></p> <p><b>Grammatical skills:</b></p> <p>Present tense (regular - ER verbs)</p> <p>Jouer à/Faire + sports</p> <p>Aimer + infinitive</p>	<p><b>Listening, Reading, Writing &amp; Speaking skills</b></p> <p><b>Grammatical skills:</b></p> <p>Il y a/il n'y a pas de</p> <p>ALLER + à</p> <p>Tu veux + à</p> <p>On peut + infinitive</p>	<p><b>Listening, Reading, Writing &amp; Speaking skills</b></p> <p><b>Grammatical skills:</b></p> <p>Present tense with "we"</p> <p>Reflexive verbs</p> <p>Near future tense</p> <p>Je voudrais + infinitive</p>	<p><b>Listening, Reading, Writing &amp; Speaking skills</b></p> <p><b>Grammatical skills:</b></p> <p>Present tense (-ER, -IR and -RE verbs)</p> <p>AVOIR and ÊTRE</p> <p>ALLER and FAIRE</p> <p>Perfect tense</p>
<b>Assessment</b>	Vocabulary test	<p><b>Mixed skills assessments</b></p> <p>Listening</p> <p>Reading</p> <p>Grammar</p> <p>Translation</p>	Writing assessment	Translation assessment	Vocabulary test	<p><b>Grammar</b></p> <p><b>Writing</b></p>

## Subject: Music

Year 7 have 3 lessons of Music per fortnight, so they cover 3 units of work per term.

	Autumn 1	Autumn 2	Autumn 3	Spring 1	Spring 2	Spring 3	Summer 1	Summer 2	Summer 3
Content	<b>Rhythm and Pulse</b> Students learn how rhythm and pulse work together. They learn to read, write and perform a range of ostinati and create a performance in small groups.	<b>Pitch and Notation</b> Students learn how to read pitch on the stave and combine this with their knowledge of rhythm notation in order to play a short piece of music on the keyboard in small groups.	<b>Gamelan</b> Students combine knowledge of pitch and rhythm in order to compose a piece of music in the style of Indonesian gamelan.	<b>Carmen</b> Students learn how to glean meaning from operatic music by studying Carmen by Bizet. They compose their own piece of music based on one of the themes from the opera.	<b>Graphic Score</b> Students explore alternative types of notation and create their own notation to write down a piece they compose.	<b>The Planets</b> Students are introduced to the instruments of the orchestra by listening to selections from <i>The Planets</i> by Holst. They compose a piece of music using one of the planets as a stimulus.	<b>Structures</b> Students learn about different types of musical structures and they create their own pieces of music to demonstrate their understanding.	<b>Adverts</b> Students create an advert in small groups, using music to help sell their product/enhance the advert.	<b>Pictures at an Exhibition</b> Students look at the links between music and painting by studying Mussorgsky's <i>Pictures at an Exhibition</i> . They create a piece of music based on a painting.
Skills	<b>Performing:</b> Ensemble performing skills  <b>Listening/appraising:</b> Reading and writing rhythm notation	<b>Performing:</b> Keyboard introduction Basic keyboard techniques  <b>Listening/appraising:</b> Pitch notation introduction	<b>Performing:</b> Timing and ensemble  <b>Composing:</b> Pitch and rhythm combined  <b>Listening/appraising:</b> Learning about the culture of gamelan in Indonesia	<b>Performing:</b> Timing and ensemble  <b>Composing:</b> Using elements to create expressive music Notation: pitch and rhythm combined  <b>Listening/appraising:</b> Learning about Opera Musical elements	<b>Performing:</b> Timing and ensemble  <b>Composing:</b> Using elements to create expressive music  <b>Listening/appraising:</b> Alternative notations	<b>Performing:</b> Timing and ensemble  <b>Composing:</b> Using elements to create expressive music  <b>Listening/appraising:</b> Learning about the orchestra Musical elements	<b>Performing:</b> Timing and ensemble  <b>Composing:</b> Composing with contrasts Notation: rhythm and pitch combined  <b>Listening/appraising:</b> Understanding binary, ternary, rondo form	<b>Performing:</b> Presentation, spoken and musical performance  <b>Composing:</b> Creating music suitable for their advert.  <b>Other:</b> Technology: using software to film and edit an advert.	<b>Performing:</b> Timing and ensemble  <b>Composing:</b> Using elements to create expressive music  <b>Listening/appraising:</b> Analysing music and visual art Musical elements
Assessment	Performance, written notation	Performance	Composition, performance, written notation	Composition, performance, written notation	Composition, performance, written notation	Composition, performance, written notation	Composition, performance, written notation	Composition, performance	Performance

Some units might be delivered in a different order due to the availability of break-out spaces and/or equipment.

Please note the curriculum map and assessment system follows the same pathway from Yr7-9. The objective is to gain greater mastery of the skills and content during each year whilst developing understanding of each activity. Whether this be a greater understanding of the rules, knowledge, or application of skill into a game-based scenario or tactical elements of those curriculum areas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Groups 1-3: Rugby Group 4 + 5: Basketball, Health Related Education and Indoor Athletics	Groups 4+5: Rugby Group 1-3: Basketball, Health Related Education and Indoor Athletics	Groups 1+2: Hockey Group 3-5: Badminton, Gymnastics and Table Tennis	Groups 3-5: Hockey Group 1+2: Badminton, Gymnastics and Table Tennis	Groups 1+2: Athletics and Cricket Group 3-5: Tennis, Volleyball, Dodgeball	Groups 3-5: Athletics and Cricket Group 1+2: Tennis, Volleyball, Dodgeball
Skills	<b>Rugby – ‘Hands’</b> Passing, tackling, moving, breakdown skills <b>Rugby – ‘Head’</b> Application of skills into game. Knowledge of rules. Understanding of tactics and techniques <b>Rugby ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Basketball/HRE/Indoor athletics – ‘Hands’</b> BB - Movement, passing, running, shooting HRE/Indoor Ath – A variety of disciplines in indoor Track and field. Fitness programme put in place to develop physical ability in gym setting. <b>Basketball/HRE/Indoor athletics – ‘Head’</b> BB – Application of skills into game. Knowledge of rules. Understanding of tactics and techniques. Specifically screening and ‘plays’ in attack and defense. HRE/Ind Ath – Applying techniques into understanding of tactics etc. Developing a knowledge of the body and how to develop their fitness using a training plan. <b>Basketball/HRE/Indoor athletics – ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Hockey – ‘Hands’</b> Passing, tackling, moving, 2v1 skills, hitting, slapping and elimination skills <b>Hockey – ‘Head’</b> Application of skills into game. Knowledge of rules. Understanding of tactics and techniques <b>Hockey ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Badminton/Gymnastics/ Table tennis – ‘Hands’</b> Bad – range of skills required: serving, backhand, forehand, clear, drop shot and smash. Table tennis – Forehand and backhand. Serve. Different types of spin and technique required for each Gymnastics - Core shapes, movement, balance, group work. Leading into more complex balances, leading to a sequence. Flight work and vaulting. <b>Badminton/Gymnastics/ Table tennis – ‘Head’</b> Bad/TT – Application of skills into game. How to move your opponent around. Understand how to highlight your strengths and opponents weakness. Scoring system and core techniques. <b>Badminton/Gymnastics/ Table tennis – ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Athletics and Cricket ‘Hands’</b> Athletics – Full range of track and field events. Focus on transferable skills in throws. Learn the difference between pacing and sprinting. Develop sprint skills and starting technique. Hurdles technique developed. Cricket – Different shots and technique. Defense, drive, sweep, hook. Bowling skills Fielding skills <b>Athletics and Cricket ‘Head’</b> Athletics – tactical understanding of events. Applying into competition Knowledge of body and how to develop this for competition Cricket – develop knowledge of fielding skills and tactics. Bowling awareness of different types, spin or seam. Offside and onside. Knowledge of the different types of cricket and tactics needed for each. <b>Athletics and Cricket ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Tennis/Volleyball/ Dodgeball – ‘Hands’</b> Tennis - range of skills required: serving, backhand, forehand, clear, drop shot and smash. Volleyball – dig, set, smash and how to combine these shots together Dodgeball – throwing, dodge technique, catching and combining these skills. <b>Tennis/Volleyball/ Dodgeball – ‘Head’</b> Tennis/Volleyball/Dodgeball - Application of skills into game. How to move your opponent around. Understand how to highlight your strengths and opponents’ weakness. Scoring system and core techniques. <b>Tennis/Volleyball/ Dodgeball – ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting
Assessment	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.

Subject: **Religious Studies**



**HITCHIN BOYS' SCHOOL**  
An Academy Trust

	Autumn 1	Autumn 2 - Spring 1	Spring 2 - Summer 1	Summer 2
Content	<p>Introduction to Religious Studies <b>Belonging</b> <i>Which communities do you belong to and why are they important?</i></p> <p>What makes a community? Our HBS community Friendship Community The Sikh Community The Christian Community The Humanist Community Belonging Shields - Which communities do you belong to and why are they important?</p>	<p><b>Key Beliefs</b> <i>How do we define religion, and what are some of their central beliefs?</i></p> <p>What is religion? (7 dimensions) How are symbols used in religion? What do Christians believe about God? What do Christians believe about life after death? What do Hindus believe about God? What do Hindus believe about life after death?</p>	<p><b>Sources of Wisdom</b> <i>What is a source of wisdom and how do they influence religious believers?</i> <b>What do religions share?</b> How is Jesus a source of authority for Christians? What is the incarnation? How could Jesus perform miracles? What are the key teachings from Jesus? What are Moral Codes? <b>How are the Three Refuges a source of authority for Buddhists?</b> Exploring the Life of the Buddha What does the Buddha teach about karma and enlightenment? How do the 5 Precepts influence Buddhists? How does the Eightfold Path influence Buddhists? How can the Sangha help Buddhists achieve enlightenment? <b>Why are the Gurus an important source of wisdom for Sikhs?</b></p>	<p><b>Worship</b> <i>How and why do religious people worship?</i> What is worship and why is it carried out? Becoming a Khalsa Sikh Exploring the Gurdwara What is Sewa? What's the difference between private and public worship? Exploring the Church What are the roles of Church leaders? How do Muslims follow the 5 pillars of Islam? Exploring the Mosque Meditation as a form of worship Exploring the Buddhist Temple</p>
Skills*	<p><b>Develop religious and theological literacy, as well as skills in analysis and evaluation</b></p> <p><b>Symbols and Actions</b></p>	<p><b>Develop religious and theological literacy, as well as skills in analysis and evaluation</b></p> <p><b>Beliefs and Practices</b></p>	<p><b>Develop religious and theological literacy, as well as skills in analysis and evaluation</b></p> <p><b>Sources of Wisdom</b></p>	<p><b>Develop religious and theological literacy, as well as skills in analysis and evaluation</b></p> <p><b>Prayer, Worship and Reflection</b> <b>Identity and Belonging</b></p>
Assessment	<p>Understanding key terms explored so far, extended writing piece on the importance of vision and values at HBS (completed in class).</p> <p>Presentation of Belonging Shield (completed at home) exploring students' own communities, with extended writing to develop reasoning skills using a model given by teacher, (completed in class)</p>	<p>Understanding of religious key terms and concepts using Google Forms (completed in class)</p> <p>Extended writing piece whereby students evaluate a statement given by the teacher. Use of reasoning, analysis and evaluation skills. Application of their own view as well as from religious and non-religious perspective (completed in class).</p>	<p>Designing a moral code for Christians, applying understanding on the importance of moral codes and the message of religious teachings (completed in class).</p> <p>Google form to assess knowledge and understanding of Buddhist moral principles (completed in class)</p>	<p>Google Form assessment to assess knowledge and understanding of worship across different faiths (completed in class).</p> <p>Extended writing piece on the importance of worship, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p>



	Topic 1	Topic 2	Topic 3	Summer
Content	<p>Introduction to science: Safety in the laboratory, Laboratory equipment, Measuring liquids, Transferring solids, The Bunsen burner, Heating Equipment, Variables - Independent, dependent and control graphs.</p> <p>Particles Solids, liquids and gases, Melting and Freezing, Boiling, Diffusion, Gas pressure, Crystallisation, Elements &amp; Atoms</p> <p>Cells Microscopes, Animal/Plant cells, Specialised cells, Diffusion in cells, Osmosis and Unicellular organisms</p>	<p>Forces Introduction to forces, Stretch/squash force, Friction, Mass / Weight, Balanced/Unbalanced forces, Streamlining, Air resistance, Flight</p> <p>Human body Cells, Tissues and Organs, Skeleton, Joints, Muscles, Human parasites and Mosquito nets</p> <p>Reactions Chemical / Physical change, Making compounds, Word equations, Chemical formula, Conservation of mass, Burning Thermal decomposition, Exothermic and Endothermic reactions</p>	<p>Light Sources of light, Reflection, Refraction, The eye and the camera Colour, Lenses, Pinhole cameras and periscopes</p> <p>Reproduction Puberty, Reproductive system, Fertilisation, Pregnancy, Menstrual cycle, Reproduction in plants, Germination and Seed dispersal</p> <p>Sound Waves, Speed of sound, Using an oscilloscope, The ear, Changing pitch, Echoes, Ultrasound</p> <p>Acids and Alkalis Testing acids and alkalis, pH and universal indicator, Comparing indicators, Neutralisation, Making Salts, Basic Titration and Testing Indigestion tablets</p>	<p>Sports Science Respiratory system, Breathing, Inhaled exhaled air, Peak flow and height, Blood oxygen level and exercise, Exercise and breathing, Exercise and carbon dioxide production and Muscle systems</p>
Skills	<p>Scientific Attitudes and Investigative Skills Heating water investigation Effect of temperature on diffusion investigation Gummy bears osmosis investigation Model animal and plant cells Recording data and observations Making and testing hypothesis</p> <p>Evaluation, Maths and Measurement Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? Correct graphical method. converting mass to weight</p>	<p>Scientific Attitudes and Investigative Skills Investigating the effect of forces on springs (Hooke's Law) How changing surfaces affects friction Investigating how shape affects aerodynamics Paper plane investigation. Examining differences between chemical and physical changes Recording data and observations Making and testing hypothesis</p> <p>Evaluation, Maths and Measurement Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? Measuring temperature changes.</p>	<p>Scientific Attitudes and Investigative Skills Testing the law of reflection and the law of refraction. Investigating how coloured light affects object appearance. Observing neutralisation reactions using indicators. Recording data and observations Making and testing hypothesis Investigating the effectiveness of different indigestion solutions</p> <p>Evaluation, Maths and Measurement How can the speed of sound be measured most accurately? Making an indicator and evaluating its use. Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? practicing basic titration skills (high level measurement).</p>	<p>Scientific Attitudes and Investigative Skills Investigating the link between exercise and breathing rate. Comparing the composition of inhaled vs exhaled air.</p> <p>Evaluation, Maths and Measurement Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved?</p>
Assessment	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions.</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check".</p>