

Codsall Middle School Curriculum Study 2023-24

YEAR 7

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	English	Maths	Science	Art
Autumn 1	<p><u>Oliver Twist by Charles Dickens</u> Looking at the ways characters are developed in a novel. Developing an understanding of the way context can affect the themes and intent of writer's and their audiences. Developing the writing skills required for analytical writing, with a focus on successful topic sentences.</p>	<p>Algebraic thinking: Sequences, algebraic notation, equality and equivalence</p> <p>Number: Place value, ordering integers and decimals, averages, FDP</p>	<p>The Cellular Basis of Life</p> <p>Matter</p>	<p><u>Rousseau Jungle</u> Skills: evaluating Artist's work, designing, developing personal style and print-making. Media: acrylic paint, foam polystyrene and printing ink.</p>
Autumn 2				
Spring 1	<p><u>A Midsummer Night's Dream by William Shakespeare</u> Further work on developing the knowledge of context required to understand and analyse the themes and characters in classic literature.</p>	<p>Application of number: Four operations, perimeter, area, averages, fractions and percentages</p> <p>Directed number: Operations and equations</p> <p>Fractional thinking: Addition and subtraction of fractions and decimals</p>	<p>Particles and Structure</p> <p>Heredity and Life Cycles</p> <p>Chemical Reactions</p>	<p><u>Gothic Imagery</u> Skills: Linking with English literature topic, students can analyse literature in order to create gothic inspired art. Media: A variety due to pupils selecting their own.</p>
Spring 2				

Summer 1	Poetry Reading poems from poets such as Blake, Hesketh, Kell and Sandburg. To study metaphor and structure to prepare for approaching an unseen poem.	Lines and angles: Constructing, measuring and using geometric notation, angle rules	Forces and Motion	Clay Day of the Dead Skills: recording personal observations, building technique motor-neuron skills (clay) and evaluating a range of art. Media: pencil, fine-liner, watercolours and clay.
Summer 2	The Daydreamer by Ian McEwan Study of a modern novel. Looking at the way writers have been influenced by classic literature. Analysing themes and the intention of an author.	Reasoning with numbers: Written, mental and calculator methods, probability, types of numbers		

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	Design Technology	History	Geography	French
Autumn 1	<p>Each group experiences all material areas through completing two projects per DT subject area. Each group will rotate on a termly basis between these activities:</p> <p>Food: Learn about foods around the world and make a variety of savoury dishes. Design and make a menu for a themed event.</p> <p>Textiles: Costume Design – Explore a range of textiles techniques (couching, weaving, fabric print, embellishment) to make samples for a final costume design board based on Alice in Wonderland characters. Research into creative industry links.</p>	What led to the rise of European Empires?	<p>Tectonics The structure of the earth and the processes which are continually occurring below our feet. Tectonic plate boundaries and how they can create natural hazards such as volcanoes. How developed and developing countries respond to hazards in different ways.</p>	<p>School; subjects; opinions with reasons; time; uniform; daily routine; ideal school.</p> <p>Seasons, weather and clothes; sports and other leisure activities; use of mobile phones; questions.</p>
Autumn 2				
Spring 1		How were the lives of natives impacted by the rise of Empires?	<p>Development How we measure global development. Causes, consequences and solutions to uneven development.</p>	
Spring 2		How did Britain become the largest ever empire by 1900?		

Summer 1	Monster Toy Project- Design and make a soft monster. Looking at product analysis, hand embroidery and sewing machine skills (applique and bagging out technique).	What impact did the Industrial Revolution have on the lives of ordinary Britons?	Africa Examining the diverse physical and human geography of the African continent before learning how tourism impacts people and the environment in Kenya.	Family; pets; house and home; breakfast; Bastille Day in France.
Summer 2	Resistant Materials: Shop front project – understanding what ‘graphics’ is, using material to make a prototype structure. Wooden Pencil Holder – designing for a purpose and an identified end user.			

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	Computing	Music	PSHCE	PE
Autumn 1	Clear messaging in digital media	Feeling the Blues Chord structures, lyrics and the Blues Scale	Introduction to the subject Building learning power. Developing self-perception and learning capabilities.	Table Tennis Football Rugby (Boys PE) Netball (Girls PE) Gymnastics
Autumn 2	Networks from semaphores to the Internet			
Spring 1	Programming essentials in Scratch – part I	Melody Writing Using chords to influence melody Baroque Music Learning about Baroque music and composition	First Aid During this term pupils will learn basic first aid procedures	Health Related Exercise Basketball Tag Rugby Handball Dodgeball
Spring 2	Modelling data			

Summer 1	Programming essentials in Scratch – part II	<p><u>Guitar Band</u></p> <p>Learning the guitar and playing with others</p> <p>Summer Term (one unit)</p> <p>Rock Anthems</p> <p>Learning to play guitar and perform in a band with others</p>	<p><u>Healthy relationships</u></p> <p>During this term pupils will learn about:</p> <p>Puberty</p> <p>Healthy relationships</p> <p>Hygiene</p> <p>Positive and negative relationships</p> <p>Where and how to get support and advice.</p>	<p>Striking & Fielding (Rounder's & Cricket)</p> <p>Athletics (Throwing, Jumping, Running Events)</p> <p>Lacrosse</p>
Summer 2	Using media	<p><u>Pachelbel's Canon</u></p> <p>Baroque music & creating Variations</p>		

YEAR 7

	RE			
Autumn 1	<p>What do people believe?</p> <p>Fundamental Principles of major world religions:</p> <p>Christianity</p> <p>Hinduism</p> <p>Sikhism</p> <p>Judaism</p> <p>Islam</p> <p>Buddhism</p> <p>Including key teachings, places of worship, holy leaders, holy books</p>			
Autumn 2				
Spring 1				

<p>Spring 2</p>	<p>Does God exist? Exploration of faith, belief, religious argument, non-religious argument. Religious experiences Where do believers look for God? Miracles etc.</p>			
<p>Summer 1</p>				
<p>Summer 2</p>	<p>What are we doing to the environment? How are we treating the world? What do religious groups say about treatment of the world? Non-religious belief</p>			